



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

# GRADUATE EDUCATION CATALOG 2015-16

**LINCOLN MEMORIAL UNIVERSITY  
GRADUATE EDUCATION CATALOG  
2015-2016  
Harrogate, Tennessee**

[www.lmunet.edu](http://www.lmunet.edu) or [www.lmunet.edu/education](http://www.lmunet.edu/education)

This edition of the Graduate Education Catalog, edited by Dr. Frances Swantic, Dr. Terry Stevenson, Dr. Lynn Burger, Dr. Mark Tichon, Dr. Tammy Barnes, Dr. Sheila Clyburn, Dr. Michael Burger, and Mrs. Theresa Knuckles, 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 (LMU) graduate programs, please refer to the applicable graduate handbook. The official LMU catalog is the preeminent source of academic policies and information for LMU.

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

It is LMU's policy that any established graduate course 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, LMU is committed to equal opportunity for all students, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff.

LMU 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 LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, or any other class protected by applicable law, be excluded from participating in, or be denied benefits of, any employment or educational opportunity.

## LMU Accreditation

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

Individual program accreditation has been granted by:

- [Accreditation Commission for Education in Nursing, Inc. \(ACEN\)](#)
- [Accreditation Review Commission on Education for the Physician Assistant, Inc. \(ARC-PA\)](#)
- [American Association of Nurse Anesthetists-Council on Accreditation \(AANA-COA\)](#)
- [American Bar Association \(Provisional Approval\) \(ABA\)](#)
- [American Osteopathic Association-Commission on Osteopathic College Accreditation \(AOA-COCA\)](#)
- [American Veterinary Medical Association \(AVMA\)](#)
- [American Veterinary Medical Association – Council on Veterinary Technology Education and Activities \(AVMA-CVTEA\)](#)
- [American Veterinary Medical Association – Council on Education \(AVMA-COE\)](#)
- [Commission on Accreditation of Athletic Training Education \(caATe\)](#)
- [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)
- [Council on Accreditation of Nurse Anesthesia Educational Programs \(COA\)](#)
- [Council on Social Work Education \(CSWE\)](#)
- [National Accrediting Agency for Clinical Laboratory Sciences \(NAACLS\)](#)
- [Council for the Accreditation of Educator Preparation \(CAEP\)](#)
- [National League for Nursing Accrediting Commission \(NLN-AC\)](#)
- [Accreditation Council for Business Schools and Programs \(ACBSP\)](#)
- [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#)

Individual program approval has been granted by:

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

## MESSAGE FROM THE PRESIDENT

Dear Student:

Lincoln Memorial University (LMU) is a living legacy to President Abraham Lincoln. Ours is a mission that has remained true to the vision of our namesake, a guiding light for thousands of men and women whose lives have been transformed by their experiences here. It is my hope that you fulfill your ambitions and dreams while pursuing a degree at our University. Upon completion of this major goal in your life, you will carry with you a sense of pride that comes from your accomplishments.

Let me congratulate you on making the decision to continue your education at Lincoln Memorial University. The faculty and staff of LMU are committed to providing an experience of uncommon quality characterized by personal attention and a true interest in your success. We provide a learning environment that maximizes the use of technology and ensures opportunities for personal interaction. The investment you are making in your future will pay dividends for your lifetime. The degree you receive will be enhanced by the growing reputation of our University.

I trust that you will achieve your full potential as a student on this lovely campus. By realizing your goals here, you become a part of the legacy that began in 1897, and are now a member of our academic community. There are responsibilities associated with your engagement in our living and learning environment. Above all else, we expect all of our students to respect their student colleagues and to pursue their educational aspirations with a commitment to academic integrity. Keep your dream of completing your education ever before you and know that you will succeed. I am honored that you join us now and wish you much success.

Dr. B. James Dawson

President

## Presidents of Lincoln Memorial University

Cyrus Kehr.....	1897-1898
John Hale Larry.....	1899-1904
William L. Stooksbury .....	1904-1910
George A. Hubbell .....	1910-1922
Robert O. Matthews .....	1923-1927
Hervin Roop.....	1929-1931
H. Robinson Shipherd .....	1931-1932
Stewart W. McClelland.....	1932-1947
Robert L. Kincaid.....	1947-1958
Robert C. Provine.....	1958-1963
H. LaMarr Rice .....	1963-1967
Herbert Y. Livesay .....	1967-1973
Charles West .....	1973
Frank W. Welch .....	1973-1981
Gary J. Burchett .....	1981-1991
Scott D. Miller .....	1991-1997
R. Martin Peters .....	1997-1998
Jerry C. Bishop.....	1998-2001
Nancy B. Moody .....	2002-2009
C. Warren Neel.....	2009-2010
B. James Dawson.....	2010-Present

## LMU Memberships

Abraham Lincoln Association  
American Association for Higher Education  
American Association of Colleges of Nursing  
American Association of Collegiate Registrars and Admissions Officers  
American Association of Museums  
American Association for State and Local History  
The American Council on Education  
American Library Association  
American Universities in Russia, Ukraine  
Appalachian College Association  
Appalachian Consortium  
Appalachian Osteopathic Postgraduate Training Institute Consortium  
Association of College and Research Libraries  
Association of College and University Museums and Galleries  
Association for Gerontology in Higher Education  
Association of Governing Boards of Universities and Colleges  
Association of Independent Liberal Arts Colleges for Teacher Education  
Association for Supervision and Curriculum Development  
Association of Veterinary Technician Educators  
Broadcast Education Association  
Civil War Courier  
College and University Professional Association for Human Resources (National) College and University Professional Association for Human Resources (Tennessee)  
The College Board Consortium for the Advancement of Private Higher Education Consortium for Global Education  
Council for Adult and Experiential Learning  
The Council for the Advancement and Support of Education  
Council for Higher Education Accreditation  
Council of Graduate Schools  
Council of Independent Colleges  
Council on Undergraduate Research  
East Tennessee College Alliance  
East Tennessee Historical Society  
The Foundation for Independent Higher Education  
International Alliance for Higher Education  
International University and Business Consortium  
Interstate Career Fair  
Kentucky Civil War Roundtable  
Kentucky Association of Museums  
Kingsport Higher Education Consortium  
Knoxville Area Health Science Library Consortium  
The Lincoln Group  
LYRASIS  
Medical Library Association Museum Store Association  
National Association of College and University Business Officers  
National Association of Foreign Student Advisors  
National Association of Independent Colleges and Universities  
National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators  
National Career Development Association  
National Collegiate Athletic Association  
National Collegiate Honors Council  
National Council of Educational Opportunity Associations  
National Council for State Authorization Reciprocity Agreements  
National League for Nursing  
National Organization of Nurse Practitioner Faculties  
Oak Ridge Associated Universities  
Private College Consortium for International Studies  
Rural Health Association of Tennessee  
Society for Advancement of Management (SAM)  
South Atlantic Conference  
Southeastern Library Network  
Southern Association of Collegiate Registrars and Admissions Officers  
Southeastern Museums Conference  
Study Tennessee  
TENN-SHARE  
Tennessee Association of Colleges and Employers  
Tennessee Association of Colleges for Teacher Education  
Tennessee Association of Collegiate Registrars and Admissions Officers  
Tennessee Association of Museums  
The Tennessee College Association  
Tennessee Career Development Association  
Tennessee Conference of Graduate Schools  
Tennessee Educational Association of Veterans Program Administrators  
Tennessee Hospital Association  
Tennessee Independent Colleges and Universities Association  
Tennessee Osteopathic Medical Association  
Veterinary Information Network  
Virginia Association of Museums

## **WELCOME FROM THE CARTER AND MOYERS SCHOOL OF EDUCATION**

We are pleased that you have selected Lincoln Memorial University's (LMU) premier Carter and Moyers School of Education for your graduate school program and experience. We anticipate that you will benefit from the rigor and expectations embedded in the graduate curricula and presented by our caring and scholarly faculty.

National and regional accreditation agencies have affirmed the quality of LMU's graduate programs. You can enter our curricular offerings with confidence that your time and resources will be rewarded with positive educational outcomes. As the oldest school of LMU, we have produced thousands of graduate education program alumni who are making a difference in their schools, businesses, government agencies, and communities. We are extremely proud of the reputation our graduate programs have presented throughout the southeastern United States.

One of our peer institutions has defined the focus and benefit of graduate programs with the following statement. Our graduate programs are aligned with this premise, *“Graduate programs help to advance human knowledge, educate professionals, and resolve problems to address societal needs. To accomplish these goals, each graduate student ideally will develop an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. The key component of the graduate education transaction lies in the relationship between faculty and students for which both parties share responsibility. Faculty and students must work together to ensure an atmosphere that encourages freedom of inquiry and fosters mutual respect.”*

It is our desire that you will find and follow your dream through the quality graduate programs offered by the Carter and Moyers School of Education. We conduct our instructional and learning activities in the spirit of Abraham Lincoln. We firmly believe that the professionalism, ethics, teaching, and mentoring dimensions of our graduate programs are guided by the life of Abraham Lincoln, and offer the best preparation for life in the 21st Century.

J. Michael Clyburn, Dean

Teresa A. Bicknell, Associate Dean

## Table of Contents

School of Education Accreditation .....	1
Mission and Purpose of the University .....	3
Carter and Moyers School of Education Unit Mission Statement .....	3
Department of Graduate Education Mission Statement .....	1
Lincoln Memorial University Institutional Goals .....	1
Carter and Moyers School of Education Institutional Proficiencies .....	2
Unit Commitment to Diversity .....	3
Family Educational Rights and Privacy Act (FERPA) .....	3
Americans Disabilities Act (ADA) Statement .....	4
Carter and Moyers School of Education Dispositions .....	4
Professional Certification and Licensure Disclaimer .....	5
Alabama Commission on Higher Education Disclaimer Statement .....	5
Academic Calendars 2015-2016 .....	6
Graduate Education Catalog .....	9
Extended Campus Sites .....	9
Academic Information .....	10
Official Academic Records .....	10
Tuition and Fees .....	10
Additional Fees .....	11
Change of Schedule (Add/Drop) .....	11
Official Withdrawal from the University .....	11
Change of Name and/or Address .....	12
Technology .....	12
WebAdvisor .....	13
Library Services .....	13
Residency Requirement .....	13
Time Restrictions/Limitations .....	13
Applicable Catalog .....	13
Criminal Background Check Policy .....	14
Transfer Graduate Credit .....	14
Correspondence Study/Prior Learning Credit .....	14
Graduate Credit for Undergraduate Seniors .....	14
Candidate Work and Class Attendance .....	14



Grading System .....	14
Quality Points .....	15
Probation Status.....	16
Appeals Procedure for Probation, Suspension, or Dismissal from the Program .....	16
Complaint and Grievance Procedure.....	17
Plagiarism.....	17
Certification of Authorship .....	17
Repeating Graduate Education Courses .....	18
Graduate Education Candidate Course Load .....	18
Orientation/Advisement .....	18
Program of Study .....	19
Graduation Requirements.....	19
Second Master’s Degree Requirements .....	20
Financial Information.....	20
Refund Policies .....	20
Financial Aid Policies and Procedures .....	21
Financial Aid Services .....	21
Financial Aid Awards.....	21
Satisfactory Academic Progress for Financial Aid—Graduate Education Programs ...	21
Evaluation.....	22
Financial Aid Appeals.....	23
Notification.....	23
Financial Aid and Withdrawal from the University.....	23
General Admission Requirements .....	23
Categories of Admission: Masters and Educational Specialist Programs.....	23
Categories of Admission: Doctorate of Education Program .....	24
Policy for Administration of Graduate Assistantships.....	25
Definition.....	25
Qualification of Graduate Assistants.....	26
Application Process .....	26
Work Assignments and Related Factors.....	26
Required Application Dates.....	26
Graduate Education.....	27
Degree Application Procedures.....	27

Master of Education .....	28
Admission to Graduate Education Studies.....	28
Admission to Degree Candidacy.....	28
Comprehensive Examination .....	29
Counseling Philosophy Question.....	30
Curriculum and Instruction Philosophy of Education Question.....	30
Initial Licensure Philosophy of Education Question.....	30
Educational Leadership Philosophy of Education Question .....	31
Major Areas of Study.....	32
Counseling.....	32
Mission Statement .....	32
The Program .....	32
Counseling Common Core .....	33
PreK-12 School Counseling .....	33
Additional PreK-12 Licensure Program Requirements.....	33
Clinical Mental Health Counseling (Non-School) .....	34
Clinical Mental Health Counseling Concentration Specific Classes—24 credit hours .....	34
Additional Clinical Mental Health Counseling Licensure Requirements .....	34
Curriculum and Instruction .....	34
Mission Statement .....	34
The Program .....	35
Instructional Leadership (IL) Leading to Initial Tennessee Licensure .....	35
Mission Statement .....	35
The Program .....	35
Program Application and Admission .....	36
Educational Leadership (EL) Not Leading to Initial Tennessee Licensure .....	37
Master of Education Saturday Cohort Program .....	37
Curriculum and Instruction Major.....	38
Instructional Leadership Major .....	38
Educational Leadership Major.....	39
Master of Education—Initial Teacher Licensure .....	39
Admission Requirements.....	41
PreK-12 School Counseling Work Experience in Lieu of the Student Teaching Requirement.....	42

Educational Specialist (EdS).....	42
Degree Application Procedures .....	43
Admission to Advanced Graduate Studies .....	43
Admission to Degree Candidacy .....	43
Advisory Committee.....	43
Attendance Policy .....	43
Degree Requirements .....	44
Evaluation .....	44
Major Areas .....	44
Curriculum and Instruction Major Program of Study .....	45
The Instructional Leadership (IL) Program Leading to Initial Tennessee Leadership Licensure .....	45
The Instructional Leadership (IL) Program of Study.....	46
The Educational Leadership (EL) Program Not Leading to Initial Leadership Licensure .....	46
Doctor of Education .....	47
Doctor of Education Mission Statement.....	47
Doctor of Education Vision Statement.....	47
Introduction .....	47
Program Design.....	48
Application Process .....	48
Program Components.....	52
Clinical Partnerships and Practice .....	52
Program Degree Concentrations.....	52
Doctor of Education—Concentration in Curriculum & Instruction (C&I) .....	53
Curriculum and Instruction Concentration: 48-Hour Program of Studies .....	53
Doctor of Education—63-Hour Program of Studies Concentration in Curriculum and Instruction Primary .....	54
Doctor of Education—Concentration in Instructional Leadership (IL) .....	55
Instructional Leadership Concentration: Forty-Two Hour Program of Studies (NISL) .....	56
Instructional Leadership Concentration: 48-Hour Program of Studies.....	57
Doctor of Education: 63-Hour Program of Studies Concentration in Instructional Leadership.....	57
Doctor of Education—Concentration in Human Resource Development (HR) .....	58
Human Resource Development Concentration: 48-Hour Program of Studies.....	59

Human Resource Development Primary Concentration: 63-Hour Program of Studies .....	60
Doctor of Education—Concentration in Executive Leadership (EL) .....	61
Executive Leadership Concentration: 48-Hour Program of Studies .....	61
Executive Leadership Primary Concentration: 63-Hour Program of Studies .....	62
Higher Education Concentration (HE) .....	63
Higher Education Concentration: 48-Hour Program of Studies.....	64
Higher Education Primary Concentration: 63-Hour Program of Studies.....	64
Course Delivery.....	65
Candidate Work and Class Attendance .....	66
Academic Misconduct .....	66
Comprehensive Examination.....	67
Dissertation Requirements.....	67
Policies Related to Dissertation Production .....	67
May Graduation.....	68
December Graduation.....	68
Leave of Absence .....	68
Time Limitation and Continuous Enrollment.....	69
Readmission.....	69
Policy Exceptions .....	70
Course Descriptions .....	71
Counseling.....	71
Curriculum and Instruction .....	74
Education.....	76
Educational Leadership (Non-licensure).....	79
Instructional Leadership (TN Approved Licensure Program) .....	80
English.....	83
Doctoral Course Descriptions .....	84
Administration .....	93
Officers of the University.....	93
Academic Officers.....	93
Carter and Moyers School of Education Administration .....	93
Graduate Education Faculty.....	94
Adjunct/Part-Time Faculty.....	97

## School of Education Accreditation

LMU 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 LMU.

The Continuous Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP), at its October 2013 meeting, granted National Council for the Accreditation of Teacher Education (NCATE) accreditation to the Carter & Moyers School of Education at the initial teacher preparation and advanced preparation levels. The initial teacher preparation programs include licensure for Grades K-6, K-12 in visual art, vocal and instrumental music, and physical education; 7-12 for biology, business, English, chemistry, history, and math (at the undergraduate and master levels); and school counselor licensure. Advanced preparation levels include the Master of Education, Educational Specialist, and Doctor of Education Programs. Master of Education, and Educational Specialist programs offer program concentrations in curriculum and instruction, instructional leadership, and educational administration. The Doctor of Education Program includes executive leadership, curriculum and instruction, instructional leadership, higher education, and human resource development.

The CAEP Commission recognized the School's quality by noting that the unit is moving toward target on Standard 6 (Unit Governance and Resources). The Commission cited no areas for improvement relative to any of the NCATE standards (an unusual occurrence for a school seeking accreditation for the first time). As an NCATE institution, the Carter & Moyers School of Education joins an exceptional group of schools that meet rigorous standards set forth by the global professional education community. The next accreditation visit—using CAEP standards—is scheduled for Spring 2020.

The School Counseling Program and Mental Health Counseling Program at LMU are accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). CACREP accreditation is a quality review process that ensures the quality, content, and delivery of counselor education programs. The student can be assured that appropriate knowledge and skill areas are included in training and that the program is stable and meets the highest standards of the counseling profession. The counseling programs received accreditation by CACREP for a full eight-year term effective July 2013.

Individual programs have received accreditation from the following:

Accreditation Commission for Education in Nursing, Inc.

Accreditation Review Commission on Education for the Physician Assistant, Inc.

American Council for Business Schools & Programs

American Osteopathic Association-Commission on Osteopathic  
College Accreditation

American Veterinary Medical Association-Council on Veterinary

Technology Education and Activities

Commission on Accreditation of Athletic Training Education

Council for Accreditation of Counseling and Related Educational Programs

Council for the Accreditation of Educator Preparation

Council on Accreditation of Nurse Anesthesia Educational Programs Council on Social  
Work Education

National Accrediting Agency for Clinical Laboratory Sciences

Individual program approval has been granted by:

Kentucky Board of Nursing

Kentucky Council on Postsecondary Education State of Tennessee Department of  
Education Tennessee Board of Law Examiners

Tennessee Board of Nursing

Abraham Lincoln Association

## Mission and Purpose of the University

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

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

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students, Lincoln Memorial University seeks to advance life throughout the Appalachian region through teaching, research, and service.

*Revised July 2012; approved by the Board of Trustees, November 13, 2012*

### Carter and Moyers School of Education Unit Mission Statement

The Carter and Moyers School of Education is dedicated to preparing professional educators of distinction who embody the three core ideals of Lincoln Memorial University. We accomplish our mission through instilling the core ideals of **Values**, **Education**, and **Service** in candidates who:

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

## **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.

## **Lincoln Memorial University 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. Make educational opportunities available to all persons without reference to social status. The University seeks to maximize enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.
2. Maintain fiscal integrity in all its activities, programs, and operations through concerted efforts to continuously increase its endowment and financial standing.
3. 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.
4. Advance the Cumberland Gap and Appalachian region through community service programs in continuing education, healthcare, leadership development, recreation, and the fine and performing arts.
5. Serve 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 diverse and highly qualified faculty and staff, committed to teaching, research, and service.
7. Commit resources to support the teaching, research, and service role of the Institution.
8. Support faculty and staff development programs 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, staff, 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. Provide a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a diverse community that encourages students to grow intellectually and personally to meet their academic and career goals.
12. Provide quality educational opportunities through selected 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.

### **Carter and Moyers School of Education Institutional Proficiencies**

Candidates in the initial and advanced programs throughout and upon completion of their plan of study will be able to meet the following:

1. The candidate demonstrates professional dispositions by upholding the VALUES of Abraham Lincoln's life through *servant leadership* to the local and global communities—students, colleagues, school leaders, parents, community leaders, and professional associations—to support teaching and learning (VALUES & SERVICE).
2. The candidate demonstrates critical thinking skills and implements best practices from the discipline when making educational decisions based on knowledge of learning, developmental, cognitive, social, organizational, and leadership theories (VALUES).
3. The candidate demonstrates and promotes the value of EDUCATION as a means to improve the quality of life for an individual and for society and actively seeks out opportunities for personal growth and professional development (VALUES, EDUCATION, & SERVICE).
4. The candidate demonstrates competencies in conducting and applying research for the improvement of teaching and student learning (EDUCATION).
5. The candidate demonstrates problem-solving skill by assessing, reflecting, and making decisions based on knowledge, skills, and dispositions—as defined in professional, state, and institutional standards—through coursework, field experiences, and clinical practice to enable all students from all populations to learn (VALUES, EDUCATION, & SERVICE).
6. The candidate demonstrates an understanding of how to create and maintain an effective classroom/school environment, engaging each student in learning; using differentiated instruction; and creating positive social interaction, active participation, and student self-motivation (VALUES, EDUCATION, & SERVICE).
7. The candidate models verbal and nonverbal communication skills and uses technology, which enhances and engages students in learning and demonstrates professional competency (VALUES & EDUCATION).
8. The candidate demonstrates an understanding of formative and summative assessments for the improvement of instructional practices and student learning (EDUCATION).
9. The candidate demonstrates an understanding of differences among diverse groups of people and individuals based on ethnicity, race, socioeconomic status,

gender, exceptionalities, language, religion, sexual orientation, and geographical areas through instructional planning, the classroom environment, and interactions with students and other community stakeholders (VALUES & SERVICE).

10. The candidate demonstrates an understanding of the legal rights and responsibilities of stakeholders involving educational decisions and policies enacted to assure fairness, privacy, social justice, well-being, and the safety of all stakeholders (VALUES & SERVICE).

### **Unit Commitment to Diversity**

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education, and K-12 school faculty, candidates, and students in K-12 schools.

### **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 candidate's education records.

To protect the health or safety of candidates or other persons, nobody outside the institution shall have access to nor will LMU disclose any information from candidates' educational records without the written consent of candidates. Exceptions to this policy include personnel within the institution, officials of other institutions in which candidates seek to enroll, persons or organizations providing candidates financial aid, accrediting agencies carrying out their accreditation function, persons in compliance with a judicial order, and persons in an emergency. All these exceptions are permitted under the Family Educational Rights and Privacy Act.

At its discretion, LMU may provide directory information in accordance with the provision of FERPA to include candidate 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 candidate, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Currently enrolled candidates may withhold disclosure in writing to the attention of the Registrar.

Candidates may not inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job

placement, honors to which they have waived their rights of inspection and review, or educational records containing information about more than one candidate, in which case LMU will permit access only to that part of the record which pertains to the inquiring candidate.

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

### **Americans Disabilities Act (ADA) Statement**

As a rule, all candidates must read and comply with standards of the LMU Student Handbook and LMU catalog. Any candidate seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the ADA Coordinator, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: [dan.graves@lmunet.edu](mailto:dan.graves@lmunet.edu) and/or 423-869-6267 (800-325-0900, ext. 6267). The office is located on the first floor of the Business Education Building, on the main campus in Harrogate.

### **Carter and Moyers School of Education Dispositions**

- A. Attendance and Punctuality
  - 1. Meets attendance requirements
- B. Initiative
  - 1. Demonstrates self-initiative
  - 2. Is creative and resourceful
  - 3. Works independently, when appropriate
- C. Work Habits
  - 1. Promptly completes quality work
  - 2. Works independently
  - 3. Demonstrates commitment to achieve professional programs of study goals
  - 4. Demonstrates the ability to plan both long and short term
  - 5. Effectively uses instructional technology
  - 6. Demonstrates ability to reflect on and assess as an ongoing learning process
- D. Oral Communications
  - 1. Articulates and uses Standard English grammar
  - 2. Uses language for fostering clear understanding and self-expression
  - 3. Demonstrates thoughtful and responsive listening
- E. Written Communication Skills
  - 1. Uses Standard English grammar
  - 2. Writes clearly and concisely
- F. Collegiality
  - 1. Works well on a team while encouraging, assisting, and inspiring peers to excel
  - 2. Participates in collegial planning activities

3. Gives and accepts assistance
- G. Respect (In Action and Speech)
  1. Demonstrates respectful classroom behavior
  2. Sensitive to all stakeholders' needs
  3. Maintains confidentiality
  4. Provides educational experiences that demonstrate understanding of the worldview of culturally diverse groups
  5. Demonstrates a sense of fairness by developing differentiated educational opportunities for all students (all students can learn)
- H. Commitment to Profession
  1. Strives to promote a caring, non-discriminatory, and equitable environment
  2. Participates in professional consultation for the improvement of one's own skills
  3. Committed to engage in professional growth and development activities
  4. Responds appropriately to positive feedback
- I. Professionalism in Clinical and Field Placements (Ethics, Professional Growth, and Confidentiality)
  1. Dresses with professional attire
  2. Maintains factually accurate records
  3. Adheres to all rules and requirements and supports decisions made by the Carter and Moyers School of Education
  4. Demonstrates academic honesty and integrity in all circumstances

### **Professional Certification and Licensure Disclaimer**

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

#### ***Alabama Commission on Higher Education Disclaimer Statement<sup>1</sup>***

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s).

*www.alsde.edu*

---

<sup>1</sup> For Alabama students

## Academic Calendars 2015-2016

### Undergraduate Academic Calendar 2015-2016

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

**2015:** September 7; November 26-27; December 25-31;

**2016:** January 1; March 25; May 30 and July 4.

**Faculty/Staff Conference Week:** August 10-14, 2015

**(The graduate education schedules vary from the UG Academic Calendar)**

#### Fall Semester 2015

Final Registration before classes begin.....	August 14
New Student Survival Weekend .....	August 15
Matriculation Ceremony (11a.m.).....	August 15
Residence halls open (8a.m.) .....	August 16
Classes begin.....	August 17
Last day to complete registration/add classes .....	August 26
Labor Day (no classes, residence halls remain open) .....	September 7
<b>Last day to drop course without “WD”</b> .....	September 15
Homecoming (classes held as scheduled).....	October 8-10
Mid-term .....	October 2-16
<b>Last day to drop course without “F”</b> .....	October 23
Early registration begins .....	October 26
Thanksgiving holiday (no classes).....	November 26-27
Residence halls open (1 p.m.) .....	November 29
Classes end.....	December 4
Final exams .....	December 7-11
Commencement (11 a.m.).....	December 12
Residence halls close (2 p.m.).....	December 12

**Spring Semester 2016**

Final Registration before classes begin.....	January 8
Residence halls open (8a.m.) .....	January 10
Classes begin.....	January 11
Martin Luther King Day (special activities) .....	January 18
Last day to complete registration/add classes .....	January 20
<b>Last day to drop course without “WD”</b> .....	February 9
Lincoln Day/Founders Day (special activities).....	February 12
Mid-term .....	Feb. 29-March 4
<b>Last day to drop course without “F”</b> .....	March 19
Residence halls close (5 p.m.).....	March 18
Spring break (no classes) .....	March 21-25
Good Friday .....	March 25
Residence halls open (1 p.m.).....	March 27
Early registration begins .....	April 4
Classes end.....	April 29
Final exams .....	May 2-6
Commencement (11 a.m.).....	May 7
Residence halls close (2 p.m.).....	May 7

**Summer Term 2016 .....May 9-July 29**

Memorial Day (no classes) .....	May 30
Independence Day (no classes).....	July 4
During the 12-week summer term, classes may meet 3 weeks or more, as long as the required number of contact hours is met.	

**Doctor of Education Class Calendar**

**Summer 2015**, June 17-19; June 29-July 1; July 9-10

**Educational Specialist Program Class Calendar 2015-2016****Saturday EdS Cohort A—Chattanooga and Harrogate**

**Fall Semester 2015**—Aug. 8, Sept. 12, Oct. 10, Nov. 14, Dec. 5

**Spring Semester 2016**—Jan. 9, Feb. 13, March 12, April 9, May 14

**Summer 2016**—June 4, June 18, July 2, July 16

**Saturday EdS Cohort B—Cedar Bluff and Kingsport**

**Fall Semester 2015**—Aug 15, Sept. 19, Oct. 17, Nov. 21, Dec. 19

**Spring Semester 2016**—Jan. 16, Feb. 20, Mar19, April 16, May 21

**Summer Semester 2016**—June 11, June 25, July 9, July 23

**Master of Education Saturday Cohort Class Calendar 2015-16****Saturday MEd Cohort C – Chattanooga and Harrogate**

**Summer Semester 2015**—May 30, June 13, June 27, July 11, July 25, Aug. 1

**Fall Semester 2015**—Aug. 8, Aug. 22, Sept. 12, Sept. 26, Oct. 10, Oct. 24, Nov. 7, Nov. 14, Dec. 5

**Spring Semester 2016**—Jan. 9, Jan. 23, Feb. 6, Feb. 20, March 5, March 19, April 2, 16, and 30

**Saturday MEd Cohort D—Cedar Bluff**

**Summer Semester 2015**—May 16, May 30, June 6, June 20, July18, July 25

**Fall Semester 2015**—Aug. 15, Aug. 29, Sept. 5, Sept. 19, Oct. 3, Oct. 17,  
Nov. 7, Nov. 21, Dec.19

**Spring Semester 2016**—Jan. 16 & 30; Feb. 13 & 27; March 12 and 26; April  
9 & 23; May 14

**Summer Semester 2016**—May 28, June 11, June 25, July 9, July 16, July 30

**Summer 2016**—May 21, June 4, June 18, July 2, July 16, July 23

\*Dates subject to change.

## Graduate Education Catalog

Harrogate Campus: Business-Education Building,	423-869-4223 theresa.knuckles@lmunet.edu
Cedar Bluff Campus	865-531-4100 margaret.park@lmunet.edu
Dr. David Cook, Chair Graduate Education	865-531-4114 david.cook@lmunet.edu

LMU offers graduate studies leading to the Master of Education degree (MEd), the Educational Specialist degree (EdS), and the Doctor of Education (EdD) degree. The MEd programs offer opportunities to earn degrees in PreK-12 school counseling, clinical mental health counseling (non-school), initial teacher licensure at elementary or secondary level, curriculum and instruction, educational leadership (non-licensure), or IL (licensure). The EdS degree provides advanced study in curriculum and instruction, educational leadership, and instructional leadership. Both the MEd and EdS programs offer an approved Tennessee Department of Education Instructional Leadership (IL) Licensure credential program. The Doctor of Education programs offer opportunities to earn degrees in executive leadership, IL, curriculum and instruction, human resource development, and higher education. Each program has requirements and regulations unique to that program, but the Academic Council, acting on graduate faculty recommendations and/or on its own initiatives, governs all graduate studies. All degree programs require candidates to analyze, explore, question, reconsider and synthesize old and new knowledge and skills. The curricula have depth and rigor to develop the specialized skills necessary to prepare candidates for opportunities in a global economy and environment, while encouraging creativity and assisting candidates develop their vision for the future.

### *Extended Campus Sites*

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

*Cedar Bluff Site*, 421 Park 40 North Blvd., Knoxville, TN 37923

Degree	Major
MEd	Initial Licensure
MEd	CG, CI, IL, EL
EdS	CI, IL, EL
EdD	CI, IL

*Chattanooga, TN*, Chattanooga State Community College, 7158 Lee Highway,  
Chattanooga, TN 37421



Degree	Major
MEd	CI, IL, EL
EdS	CI, IL, EL

*Kingsport, TN*, upper East Tennessee area, Kingsport Center for Higher Education,  
300 West Market Street, Kingsport, TN 37660

Degree	Major
MEd	Initial Licensure
MEd	CI, IL, EL
EdS	CI, IL, EL

*Duncan School of Law*, 601 West Summit, Knoxville, TN 37902

Degree	Major
EdD	HE, EL, HR

### Academic Information

Graduate and prospective graduate candidates 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 candidate to advise and to plan a program of study. **However, the ultimate responsibility for meeting deadlines and knowing graduate program and individual state/agency requirements rests with the candidate.**

### *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*

A monthly payment plan, which allows candidates to divide tuition and other expenses into 10 or 12 smaller monthly payments—spread over the year, is available. Candidates

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.

- Master's Degree (MEd): \$427 per semester hour
- Educational Specialist Degree (EdS): \$503 per semester hour
- Doctor of Education Degree (EdD): \$761 per semester hour

### *Additional Fees*

Add/Drop Fee	\$15 per course
Late Registration Fee	\$100
Independent Study Fee	\$25 per course
Graduation Fee	\$100—MEd \$150—EdS
Graduate Application Fee	\$50—All Graduate Programs
Clinical Experiences Fee when Student Teaching	\$300—MEdITL
Additional Fees	\$450—EdD (includes graduation expenses)

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

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

The candidate 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 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, candidates should contact the Graduate Office for deadline dates. These 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” (*Withdrew*).

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

### *Official Withdrawal from the University*

*Withdrawal from the University* refers to the process that withdraws a candidate from ALL classes, from the residence hall (if applicable), and from any current candidate relationship with the university. The candidate initiates this process by contacting the Graduate 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 Office (if applicable), and the Bursar. It is imperative that all candidates receiving student loans have an exit interview with a financial aid counselor. If a candidate 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 to withdraw after this point in the semester.

Caution: Courses for which the candidate is registered will appear on the transcript with a notation of WD. The official date of withdrawal will appear with the courses. Further, any candidate 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 grade point average (GPA) of the candidate, 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 candidate’s account according to the refund schedule.
2. Housing and meal fees are credited to the candidate’s account according to the refund schedule.
3. Financial aid will be prorated to the candidate according to the University’s refund schedule. Withdrawal after the refund period means that the candidate will have used an entire semester’s eligibility of aid.
4. The balance of the candidate’s account with the Finance Office will be credited or billed to the candidate as appropriate.
5. Once the candidate has completed registration (i.e., turned in the registration to the Finance Office), the candidate is liable for all registration fees even though he/she did not attend classes unless the withdrawal process has been completed.

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

A candidate who changes name, residence, or mailing address is expected to notify the Registrar’s Office and program degree office (counseling, initial licensure, education office, or the EdD office) in writing immediately 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 candidates must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Candidates 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 candidates to access LMU's administrative database. Information/functions available through WebAdvisor include Search for Classes, Student Profile, Class Schedule, Grades, Student Account, and Financial Aid. The candidate'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 candidate to access his/her academic grades on WebAdvisor. To access WebAdvisor on the Internet from LMU's website, go to <https://webadvisor.lmunet.edu>.

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

### ***Library Services***

Library services are provided for all graduate candidates through the campus library, through the library terminals located at all off-campus sites, and/or through Internet access to on-campus databases. Candidates 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***

Requirements for graduate education degrees, with the exception of the Doctor of Education, must be completed in no less than one year and within seven years of initial graduate enrollment. Candidates in the doctoral program have **five (5) years** from the time of initial enrollment to complete all degree requirements. Any exception to this policy requires approval of the Dean of the School of Education.

### ***Applicable Catalog***

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

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

If a candidate is assigned for clinical experiences/practica at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the candidate will be required to provide the requested information. Candidates are allowed in the facility at the discretion of the clinical affiliates. If the entity denies the candidate's acceptance into the facility, the candidate 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 LMU.**

### ***Transfer Graduate Credit***

Due to the unique structure of the Master's, Educational Specialist, and Doctor of Education programs, transfer credit will be considered on a very limited basis and must be reviewed and accepted by the Chair of the Graduate Education Department.

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

No graduate credit is accepted by LMU for work completed by correspondence or through any program awarding credit for prior non-college sponsored learning.

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

The LMU candidate who has not completed all requirements for the baccalaureate degree may be eligible for master-level graduate study as an undergraduate senior. The candidate must have an overall GPA of at least 3.0 and must be within 15 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 candidate must adhere to the regular admission procedures** and secure the written permission of the Dean of the School of Education.

### ***Candidate Work and Class Attendance***

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

### ***Grading System***

A candidate receives a grade for most registered coursework (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. Candidates who earn more than six (6) semester hours of “C” grades must appeal to the Dean of the School of Education to continue in the program.

A grade of B- is the minimum grade a candidate can receive to successfully pass an LMU doctoral course.

### *Quality Points*

Grade	Definition	Per Semester Hour	
A	Superior	4.00	(Quality of work exceptional)
A-	Excellent	3.67	(Quality of work above course expectation)
B+	Very Good	3.33	(Quality of work better than satisfactory)
B	Good	3.00	(Quality of work satisfactory)
B-	Average	2.67	(Quality of work meets min. requirements)
C+	Below average	2.33	(Quality of work less than satisfactory)
C	Min. passing grade	2.00	(Unsatisfactory graduate-level work)
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.		
IP	In Progress; This grade is restricted to specific courses in the curriculum.		
NC	No Credit; allows for a later grade with no penalty to the candidate		
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 candidate's 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***

**Master of Education and Educational Specialist Programs.** Probation constitutes a warning of insufficient progress. In order to remain in good academic standing, the graduate candidate must maintain a GPA of 3.0 (B). The GPA considered for academic progress is the GPA of the current program. The GPAs from previous degrees at LMU may not be averaged into the current GPA. Any candidate whose cumulative GPA falls below a 3.0 in a given semester is placed on probation the following semester. A candidate whose cumulative GPA falls below a 3.0 (B) for two successive terms must have permission from the Chair of Graduate Education to continue in the program. The candidate may appeal to the Dean of the School of Education to continue in the program. Any EdS candidate who receives a grade of "F" in a course will be suspended from the program for the remainder of that academic year.

**Doctor of Education Program.** A grade of "B-" is the minimum grade a candidate can receive to successfully pass a course in the Doctoral Program. If a candidate receives a "C+" in a class the Doctoral Program Director places that candidate on academic probation. To remove the probationary status, the candidate must retake the class and earn at least a "B-" after which he or she can continue taking the prescribed subsequent courses. If a candidate receives a "C+" in either a quantitative or qualitative research course, the candidate will not be allowed to take the comprehensive exam and may not enroll in dissertation hours until he or she has repeated the course and has earned at least a grade of "B" for that course. After successfully completing the research courses, each doctoral candidate must pass a comprehensive exam before beginning work on his or her dissertation. Any candidate who receives either a second "C+" or a single grade lower than a "C+" in any course will be dismissed from the doctoral program.

### ***Appeals Procedure for Probation, Suspension, or Dismissal from the Program***

A candidate who is placed on probation, suspended, or dismissed from any program and feels that the probation, suspension, or dismissal is unfair has a right to appeal. The candidate who wishes to appeal a probation, suspension, or dismissal has 30 days from the postmark on the letter of notice to present the appeal in writing to the Chair of Graduate Education. The Chair will forward this letter of appeal to the Chair of the Appeals and Grievance Committee for the School of Education, who will set up an appeal hearing within two weeks of the receipt of the candidate's letter of appeal. The Chair of the Appeals and Grievance Committee and the candidate must inform each other of all attendees who will be at the appeal hearing. Should the decision of the Appeals and Grievance Committee be unsatisfactory to the candidate, a meeting with the Chair may be requested. The Chair and the candidate must inform each other of any additional

attendees to the meeting. The candidate may continue this appeal to the Dean of the School of Education for a decision. The candidate may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

### ***Complaint and Grievance Procedure***

In addition to the formal Academic Appeals Policy, a process exists for addressing other complaints and grievances. Should a degree candidate feel that he or she has a complaint or grievance about her or his educational experience at LMU that has not been satisfactorily addressed by course instructor or staff, the candidate is encouraged to submit the complaint **in writing** to the respective program director. The program director will then meet with the candidate with the goal of generating an equitable, fair, and just resolution of the complaint. If the candidate is not satisfied with the results of addressing the complaint with the program director, the degree candidate is encouraged to make a written complaint to the Chair of Graduate Education, who will review the matter. If the candidate is not satisfied with the results of addressing the complaint with the Chair of Graduate Education, the candidate may submit the complaint to the Chair of the Appeals and Grievance Committee for the School of Education, and then, if needed, advance the complaint to the Dean of the School of Education, who will then review the matter. If the candidate is not satisfied with the results of addressing the complaint with the Dean of the School of Education, the candidate may continue this complaint to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

Note: If a candidate is engaged in an appeal process that would conceivably maintain his or her continuation in the program, the candidate will be allowed to continue taking coursework until the appeal process has been completed. However, if an unsuccessful appeal results in a candidate's disqualification from continuing coursework, the candidate may not receive credit or reimbursement for courses that occurred during the term of the appeal.

### ***Plagiarism***

Plagiarism is the presentation of someone else's words or ideas as one's own. Plagiarism in any form, including self-plagiarism, is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code. All incidences of plagiarism will be reported to and reviewed by the Dean of the School of Education to determine disciplinary action. To avoid plagiarism, cite sources within the text for all phrases or ideas that are quoted or paraphrased and cite sources within the text in the format delineated in the APA Manual.

### ***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***

Graduate Education candidates can repeat courses only once. Both attempts will remain a part of the permanent academic record. Only the most recent grade will be used in computing the cumulative GPA.

### ***Graduate Education Candidate Course Load***

The maximum course load for an MEd or EdS candidate 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. For financial aid purposes, the federal government considers nine (9) semester hours as a full-time course load for graduate candidates.

For financial aid purposes, full-time EdD candidates are those who enroll in at least six (6) credit hours per term (summer, fall, and spring). Part-time candidates are those who enroll in fewer than six (6) credit hours. A typical course load for doctoral candidates is either six or nine hours per term. Candidates must maintain continuous enrollment in the program as a full- or part-time student until they complete all graduation requirements. Failure to do so may result in dismissal.

### ***Orientation/Advisement***

New MEd candidates are assigned academic advisors and are required to attend a new student orientation. The orientation session provides candidates with critical information for progressing through each degree program. The information includes admission, program, and exit requirements. Advisors are accessible throughout the program for academic advisement.

New Educational Specialist (EdS) candidates are assigned academic advisors and are required to attend a new student orientation. The orientation session provides candidates with critical information for progressing through the degree program. This advisement may take place on an extended class date. The information includes admission, program, and exit requirements. Advisors are accessible throughout the program for academic advisement.

New Doctor of Education cohort group members benefit by having a major professor assigned to them with whom they can consult and from whom they can obtain guidance. Each new member must attend a comprehensive orientation session designed to provide information on policies, technologies, and various leadership foci.

### *Program of Study*

The program of study consists of a combination of theoretical study and practical experiences that best prepare the candidate 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 candidate.

### *Graduation Requirements*

No candidate will be allowed to participate in commencement exercises until he or she has met all degree requirements. The following requirements must be met before earning the degree:

- completion of the credit hours specified in the approved program of study;
- a minimum cumulative GPA of 3.0 (B);
- payment of all fees; and
- adhere to Institutional Research Board policies before and while conducting research that involves the collection of data on human subject.

The following degree-specific requirements also apply

- a passing score on the School Leadership Licensure Assessment (SLLA) (Leadership Licensure);
- satisfactory exit interview (EdS Degree);
- a passing score on the comprehensive examination (MEd and EdD degrees);
- complete and successfully defend his or her dissertation; (EdD degree); and
- obtain approval of the final copy of his or her dissertation (EdD degree).

Candidates must file an Intent to Graduate form and submit graduation fees to the doctoral office by February 20 (for May graduation) and September 20 (for December graduation).

**Doctor of Education Graduation Policy.** No candidate may participate in commencement or graduation (or receive approval for program completion) until he or she has met all degree requirements, including the submission of the dissertation signature page and the approved dissertation (ready for upload to ProQuest). The Director will send the final copy of the dissertation with the dissertation signature page to the Graduate Office for the Dean's signature. After the Dean completes the signature page, the candidate's name will be placed on an approved graduation list. The Dean's office will transmit the approved graduation list to the University Registrar.

Candidates who cannot meet the deadlines set by the School of Education and the Registrar will continue to work on their dissertation until an acceptable version is approved (within five years of initial enrollment).

### ***Second Master's Degree Requirements***

A maximum of twelve (12) semester credit hours of graduate credit earned from the first master's degree may be applied toward the second degree provided that the courses are appropriate for the second master's degree (as determined by the Chair of Graduate Education and/or the Dean of the School of Education). The credit must be from LMU and must have been earned within the last five years.

## **Financial Information**

### ***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 candidate's eligibility for a refund of appropriate institutional tuition and room and board charges will be prorated as indicated. A candidate 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 candidate fail to withdraw officially, all semester charges will become immediately due and payable.

The official withdrawal process begins in the Graduate 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. These appear in the Class Schedule published for the given term.

## **Financial Aid Policies and Procedures**

LMU recognizes the problem of constantly increasing educational costs and, thus, offers a substantial program of financial aid to help candidates pay for their educational programs. The University makes every effort to ensure that qualified candidates are not denied the opportunity to attend LMU due to their limited financial resources. Each applicant for financial aid must submit a Free Application for Federal Student Aid (FAFSA). After the candidate submits the necessary application forms, the Financial Aid office will determine the candidate's eligibility for financial assistance.

### ***Financial Aid Services***

The University offers a variety of grant, loan, and work programs to candidates. For graduate and professional candidates, education loans are available to candidates through the Federal Direct Stafford loan and GRADPLUS loan programs. Information on these programs may be obtained from the Financial Aid Office. In order to determine candidate's eligibility, candidates must complete the FAFSA. Graduate candidates should check with the Financial Aid Office for programs for which they may be eligible.

The candidate is responsible for maintaining his/her correct address with the Financial Aid Office. Information on Financial Aid programs is also located online in the current LMU Student Handbook. The following information reflects information in this Handbook.

### ***Financial Aid Awards***

A candidate's eligibility for financial aid is determined from the information provided on the FAFSA. It is the candidate's responsibility to complete and submit all necessary application materials by the priority deadline of March 1. Candidates are required to reapply for financial aid each academic year. Renewal of financial aid awards is based on the individual candidate's demonstrated financial need, availability of funds, and maintenance of SAP.

### ***Satisfactory Academic Progress for Financial Aid—Graduate Education Programs***

Federal regulations require that all candidates who receive federal financial aid make progress toward a degree. All colleges must have policies that ensure candidates are making this progress both qualitatively and quantitatively. At LMU, we have established the following SAP policy that will be reviewed following each semester, including the summer term.

**Master of Education Program.** Candidates may attempt a maximum of 49 credit hours in pursuit of their 33 credit hour MEd Curriculum & Instruction, IL, or Educational Leadership degrees. In the MEd Clinical Mental Health Counseling program, candidates may attempt a maximum of 90 credit hours in pursuit of their 60-credit hour program. In the MEd School Counseling program, candidates may attempt 72 credit hours in pursuit of their 48-credit hour program. In the MEd Initial Licensure degree program, candidates may attempt a maximum of 63 credit hours in pursuit of the 42-credit hour degree program.

**Educational Specialist Program.** In the EdS program, candidates may attempt a maximum of 45 credit hours in pursuit of their 30-credit hour degree program. Any candidate who attempts hours beyond this mark is ineligible for financial aid.

**Doctor of Education Program.** EdD candidates who are pursuing a single concentration (i.e., a 48-hour degree) may attempt up to 72 hours in that effort, and those who are pursuing a double concentration (i.e., a 64-hour degree) may attempt up to 96 hours. However, candidates must complete their EdD within five (5) years from their initial acceptance into the program.

All EdD candidates who receive federal student aid must earn 67% of the cumulative hours they attempt (rounded to the nearest whole number). For example, a candidate who attempts 6 hours in the fall and 9 hours in the spring must have earned 9 hours of credit for that academic year. Failing a class or withdrawing from a class, whether passing or failing, can affect SAP. Additionally, only transfer courses accepted and applied toward academic programs at LMU count both as attempted and earned hours. Incomplete grades will not count against attempted hours until a grade is recorded or the candidate is withdrawn from the course(s).

Candidates must also earn a certain cumulative GPA determined by their academic program to maintain financial aid SAP. In the Graduate Education programs, a candidate must maintain a minimum of a B (3.0 GPA) average in all of his/her coursework.

### *Evaluation*

After each semester, a review will be made of all enrolled candidates to determine if they meet this policy. If a candidate fails to meet SAP after one semester, he/she will be automatically placed on *Financial Aid Warning*. If a candidate is placed on Financial Aid Warning, the candidate will be eligible to receive aid for one semester. At the end of the warning semester, the student will be evaluated again. If he/she regains SAP, there is no further action, and the candidate remains eligible for financial aid. However, candidates who fail to regain SAP will be placed in *SAP Suspension* and will be ineligible to receive financial aid. This policy has no bearing on the academic probation and/or suspension policies; this policy only relates to financial aid programs.

### ***Financial Aid Appeals***

Candidates who are in SAP Suspension may appeal this decision to the LMU Financial Aid Appeals Committee. The appeal must be made in writing and must explain why the candidate failed to make SAP and what has changed that will allow the candidate to make SAP at the next evaluation. This letter should be sent to the Director of Student Financial Aid, 6965 Cumberland Gap Parkway, Harrogate, TN 37752. The committee will review the appeal along with any academic recommendations from faculty to decide if the candidate will be able to meet SAP standards by the next evaluation or if a plan can be developed to ensure that the student will be able to meet SAP standards by a specific point in the future. If the committee does not approve the appeal, the candidate may take classes at his/her own expense to try to regain SAP. If the appeal is approved, the candidate will be placed in *Financial Aid Probation* for one semester. At the end of the next semester, the candidate must make SAP or be successfully following a plan designed by the Dean (or designee) of the Carter and Moyers School of Education.

### ***Notification***

All Financial Aid SAP notifications will be sent in two ways. A letter will be sent to the candidate at his/her home address, and an e-mail will be sent to the LMU e-mail address.

### ***Financial Aid and Withdrawal from the University***

Any candidate who is withdrawing from the University and has received financial aid is strongly encouraged to make an appointment with the Financial Aid Office to determine how financial aid programs are impacted by the candidate's withdrawal from the university.

## **General Admission Requirements**

### ***Categories of Admission: Masters and Educational Specialist Programs***

Admission to the Master's and Educational Specialist programs 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 LMU in this classification must submit an Application for Admission.

Non-degree or transient candidates who decide to change their status to degree seeking must then petition the Graduate Admission Committee for admission as degree-seeking candidates. The applicant must 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.** Under special circumstances, a person who does not meet the requirements for admission but who feels strongly that he/she can do graduate work may be allowed conditional status. In this category, candidates may take no more than six (6) semester hours of graduate coursework from their planned program within the conditional semester and earn no grade less than “B.” A grade less than “B” disqualifies the candidate from full graduate admission.
4. **Auditor status.** The candidate 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.

#### *Categories of Admission: Doctorate of Education Program*

1. **Provisional.** Applicants may be admitted to the doctoral program on a provisional basis. In this case, the admissions committee has determined that the admissions package is missing one or more of the required documents (e.g., GRE scores; transcripts; writing sample; etc.). In order to move from provisional to full graduate status, the candidate must ensure that the admissions committee has access to all materials that are required to make an informed decision regarding program admission. Candidates admitted on a provisional basis must work to obtain full graduate status by the end of the second term of their program of studies.

Candidates entering with a provisional status often do so as a result of not having completed the Graduate Record Examination (GRE). To assist candidates in their preparation for this examination, LMU has developed a collection of GRE study materials and will facilitate and support study groups.

If a candidate on provisional status due to the absence of GRE scores completes the examination but fails to obtain scores that meet the program’s required level of performance, he or she will be placed on conditional

admittance and subject to the assessment process in place for an admission of this type.

2. **Conditional.** Applicants may also be admitted to the doctoral program on a conditional basis. An assignment of this status indicates that, although all mandatory admissions paperwork has been duly submitted, one or more criteria required for program admission have not yet been met. Conditional status is often accorded as a result of GRE scores that do not meet the program's required level of performance.

Candidates who enter with a conditional status will, as part of assignments within the first two terms of coursework, develop and submit a dissertation prospectus which will be subject to review by two faculty members as well as the dissertation reviewer. This review will occur at the end of the second term of coursework.

Given that this dissertation prospectus review indicates, in the opinion of the faculty, the candidate has the required knowledge and skills to successfully complete the program, his or her admission may be changed to reflect full graduate status.

3. **Full Graduate Status.** Candidates who have successfully met all program requirements upon admission are accorded full graduate status.

### *Policy for Administration of Graduate Assistantships*

Programs of graduate study are designed to transform the individual from candidate 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 candidates, 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 candidate



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 candidates 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-November15
Summer	March 1-April 15

\*Dates are subject to change.

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 that lead to the Master of Education (MEd); Educational Specialist (EdS); and Doctor of Education (EdD) degrees. Courses are also offered in special areas of professional educational needs in the LMU service area.

Some graduate degree programs can be coordinated 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 LMU graduate program provides licensure opportunities in the MEd or EdS programs in these areas:

1. Instructional Leadership (MEd and EdS)
2. PreK-12 School Counseling (MEd)
3. Clinical Mental Health Counseling (MEd)
4. Elementary or Secondary Initial Licensure (MEd)

### *Degree Application Procedures*

Application procedures are specific to each degree program. The table below lists the degrees and the respective pages on which the application processes exist for each program.

<b>Degree</b>	<b>Notes</b>	<b>Reference</b>
Master of Education Degree	Two-step process	<i>Degree Application Procedures</i> in the Master of Education Program section of this document
Instructional Leadership Major	Admissions Portfolio	<i>Program Application and Admission</i> (Enrollment is limited.) in the Instructional Leadership section of this document
Educational Specialist	Two-step process	<i>Degree Application Procedures</i> in the Educational Specialist section of this document
Doctor of Education	Two-step process	<i>Application Process</i> in the Doctor of Education section of this document

### ***Master of Education***

The MEd 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 candidate may choose an area of emphasis from the following:

- Counseling (School and Clinical Mental Health)
- Curriculum and Instruction (CI)
- Instructional Leadership (IL) – Leading to Initial Tennessee Leadership license
- Educational Leadership (EL) – Leadership program not leading to initial Tennessee licensure. This emphasis is suitable for out-of-state candidates, Higher Education Personnel, candidates already holding Tennessee Leadership License, or practitioners seeking improvement with best practices in organizational leadership or innovative practices in strategic school improvement.
- Elementary or Secondary Education (Initial Licensure program)

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

The candidate must submit:

1. an application for Graduate Studies, with the required \$50 application fee and
2. two (2) official transcripts of all previous undergraduate coursework from accredited institutions.

For counseling majors, the following is also required for admission to Graduate Education Studies: three recommendation forms, a personal interview, and a personal statement.

The Chair of Graduate 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 candidate must apply for degree candidacy. Admission is based on an evaluation of all application materials submitted. Criteria used are employment experience, professional potential, previous academic work, recommendations, and test scores. Candidates submit the following:

1. an Application for Degree Candidacy for the MEd degree and declare a major area of emphasis; and
2. scores from either the Praxis Principles of Learning & Teaching test, the GRE, or the Miller Analogies Test within the last five years. Equivalent score requirements are:

Praxis Test Principles of Learning & Teaching	K-6	155
	5-9	154
	7-12	159
Graduate Record Exam	Verbal 144 (370 prior to November 2011)	Quantitative 140 (410 prior to November 2011)
Miller Analogies Test	32 (paper test)	88 (computer-based test)

Note: Instructional Leadership Licensure candidates submit admission portfolio in lieu of admission test.

1. Test of English as a Foreign Language (TOEFL)—Required of all foreign candidates, unless they are graduates of an American university or they originate from a country whose primary language is English. The following are the minimum required scores: 550 (paper test); 79 (Internet test); 213 (computer-based test);
2. 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
3. an advisor-approved Program of Study.

Upon completion of these requirements, the candidate's credentials will be presented to the Graduate Admission Committee for consideration for admission to degree candidacy. LMU reserves the right to deny admission due to immoral conduct.

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).

Candidates 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 examination allows each candidate as much as four hours to address the questions involved. The examination is comprised of questions and/or case studies encompassing the program of study and one question addressing the candidate's philosophy of education for Curriculum and Instruction, Educational Leadership, Initial Licensure, or Counseling candidates. The SLLA is required for Instructional Leadership

(IL) majors in lieu of the comprehensive examination. The comprehensive examination must be scheduled the last semester of required coursework for the MEd degree in order to fulfill all requirements for the degree. Candidates are not allowed to sit for the exam prior to the last semester of required coursework. Upon successful completion of all required coursework and the comprehensive exam, the degree will be conferred.

- a) **Philosophy of Education**—An important part of the comprehensive exam is the written statement expressing the candidate's philosophy of teaching and learning. It is the first question of the exam and is entitled *My Philosophy of Education*. The candidate's response should be three to five pages in length.

### ***Counseling Philosophy Question***

The Counseling candidate's response to the first exam question should be entitled *My Philosophy of Counseling*, and should be approximately three to five 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 candidate'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; and
- 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.).

### ***Curriculum and Instruction Philosophy of Education Question***

What is your personal philosophy of teaching and learning? Your philosophy should be comprehensive (broad and understandable), consistent (parts should not contradict), and workable (operational and practical). Your response should be three to five pages long.

- a) Thoroughly explain your beliefs about teaching and learning. Relate your beliefs to at least three to five of the major philosophers in education. Explain how these philosophies have shaped your thinking.
- b) Explain how your personal philosophy of teaching and learning is evidenced in your work. Whether you are leading teachers in curriculum development and implementation or working in a classroom setting, explain how your philosophy impacts the educational decisions you make and the strategies you use. Use specific examples to illustrate your discussion.

### ***Initial Licensure Philosophy of Education Question***

What is your personal philosophy of teaching and learning? Your philosophy should be comprehensive (broad and understandable), consistent (parts should not contradict), and workable (operational and practical). Your response should be a maximum of 5 pages long.

- a) Thoroughly explain your beliefs about teaching and learning. Relate your beliefs to at least three, but not more than five, of the major philosophers in education. Be specific in the explanation of *how* these philosophies have shaped your thinking.
- b) Explain how your personal philosophy of teaching and learning is evidenced in your work. Whether you are a classroom teacher, an aide in the classroom, or not currently working in a classroom setting, explain how your philosophy impacts, or will impact, the educational decisions you make and the strategies you use. Use specific examples to illustrate your discussion.

***Educational Leadership Philosophy of Education Question***

Write your personal philosophy of educational leadership. Your philosophy should identify the components of your vision for learning, your application of best practice, your influence on professional growth, your involvement of the community in that vision, your involvement of faculty and staff in managing the organization, your incorporation of integrity and ethics in all decision-making, and how you address equity issues regarding diverse student and community groups. This philosophy should include but not be limited to the above, be between three to five pages, written in first person, and should answer the following:

- a) What is your philosophy of educational leadership and what are influences that ground your philosophy? Identify major classical philosophers, educational theorists, writers and practitioners, historical leaders, and/or personal examples (specific, concise, and brief).
- b) Describe how your philosophy of leadership informs or affects the culture of the educational setting and the following relationships: relationships between administration and faculty; faculty to faculty interaction; faculty and student interactions; student to student relationships; leader to parent; and leader to community relationships.
- c) How does your philosophy guide communication and collaboration with all stakeholders to share your vision, mission, and goals for continuous improvement in teaching and learning, continuous improvement for students, and professional learning and growth?
- d) Case Studies—Case studies selected for their relationship to the standards and objectives of the courses taught in the MEd 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.

Candidates who do not pass the final evaluation may retake the comprehensive examination the following semester. Candidates who are not successful on the second attempt will be required to take additional coursework as prescribed by the Dean of the School of Education before retaking the exam.

## **Major Areas of Study**

In addition to meeting the specific major area requirements, each degree-seeking graduate candidate must include Foundations of American Education (EDUC 501) and Research and Statistics (EDUC 511) in his/her program.

Programs of study which reflect state endorsement requirements are available from the Graduate Office. Counseling majors substitute Foundations of School Counseling (CG 508) or Foundations of Mental Health Counseling (CG 509) for the EDUC 501 requirement.

### ***Counseling***

#### ***Mission Statement***

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths-based solution-focused paradigm to assist candidates and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social, and vocational development.

Program offerings, service learning activities, and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

#### ***The Program***

The purpose of the CACREP accredited program in Counseling is to prepare candidates for effective performance in professional positions in counseling in school and non-school settings. The prospective candidate should consult the Program Director of the Counseling Program prior to enrollment regarding the appropriateness of this curriculum to his or 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 candidate. Once admitted, the candidate must consult with his or 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 Clinical Mental Health Counseling.

Candidates in the two concentrations (PreK-12 School and Clinical Mental Health Counseling) must take the Common Counseling Core, which consists of the following 36 credit hours:

***Counseling Common Core***

(All are 3 credit hours.)

CG 501	Professional Orientation and Ethics in Counseling	3 cr. hrs.
CG 521	Career Counseling	3 cr. hrs.
CG 531	Social and Cultural Aspects of Counseling	3 cr. hrs.
CG 541	Counseling Skills	3 cr. hrs.
CG 581	Human Growth and Development	3 cr. hrs.
CG 593	Practicum in Counseling	3 cr. hrs.
CG 611	Counseling Theories	3 cr. hrs.
CG 621	Crisis Intervention and Consultation	3 cr. hrs.
CG 631	Group Counseling	3 cr. hrs.
CG 662	Psychopathology	3 cr. hrs.
CG 671	Assessment in Counseling	3 cr. hrs.
EDUC 511	Research and Statistics	3 cr. hrs.

In addition to this common core of counseling classes, candidates are required to take courses within their concentration as follows:

***PreK-12 School Counseling***

The PreK-12 School Counseling concentration has been designed to meet all the academic requirements for licensure as a PreK-12 Counselor in the state of Tennessee. The PreK-12 School Counseling concentration is a total of 48 credit hours, consisting of the 36-credit hour Counseling Common Core with an additional 12 hours of specialization in PreK-12 School Counseling, as follows:

PreK-12 School Counseling Concentration Specific Classes	12 credit hours
CG 508 Introduction to School Counseling	3 credit hours
IL 561 School Law	3 credit hours
CG 698 Internship and Seminar in School Counseling	6 credit hours

***Additional PreK-12 Licensure Program Requirements***

- The Internship/Practicum requirement consists of 700 clock hours of field-based experience (Practicum—100 hours; Internship—600 hours). Specific requirements for the Internship and Practicum courses can be found in the Internship/Practicum Application packets. Candidates are required to be covered by insurance provided with an American Counseling Association student membership. Candidates are responsible for obtaining their own personal ACA Student Membership.



- The State Department of Education requires candidates to pass the Praxis Specialty Area Test in School Counselor with a score of at least 580 to be eligible for licensure as a PreK-12 School Counselor in Tennessee. Candidates in other states are responsible for following the licensing policies of their respective governing boards.

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

The focus of the Clinical Mental Health Counseling concentration is to prepare counselors as leaders with the knowledge, skills, proficiencies, and dispositions to meet the changing counseling needs of clients in the community agency and mental health settings. The purpose of the program is to prepare candidates for effective performance in professional positions in counseling as encountered within community settings. In addition to the aforementioned 36 core hours, candidates will be required to complete the following:

#### ***Clinical Mental Health Counseling Concentration Specific Classes—24 credit hours***

CG 509	Foundations of Mental Health Counseling	3
CG 551	Personality and Mental Health	3
CG 651	Evidence-based Treatment and Treatment Planning	3
CG 669	Psychopharmacology for Counselors	3
CG 699	Internship and Seminar in Mental Health Counseling	6
CG/EDUC	Two Electives (3 credit hours each)	6
<hr/>		
TOTAL		24

#### ***Additional Clinical Mental Health Counseling Licensure Requirements***

Graduates of LMU's Clinical Mental Health Counseling program will satisfy the State of Tennessee's academic coursework requirements for licensure in professional counseling (LPC). After graduating, candidates must pass a national counselor certification test (NCE) and complete post master's supervision hours prior to LPC licensure, as stipulated by the related Health Licensing Board. Candidates majoring in Clinical Mental Health Counseling are required to be covered by insurance provided with an American Counseling Association student membership. Candidates are responsible for obtaining their own personal ACA Student Membership.

### ***Curriculum and Instruction***

#### ***Mission Statement***

The mission of the Curriculum and Instruction program is to prepare professional teachers as leaders with the knowledge, skills, proficiencies, and dispositions essential to

meet the needs of an ever-changing and increasingly global society through quality instruction and collaborative experiences.

### ***The Program***

The purpose of the major in Curriculum and Instruction is to provide opportunities for candidates 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. Candidates with this major normally are licensed teachers.

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

Core Courses:		Semester Credit Hours
EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3
Major Area:		
CI 501	Curriculum, Instruction, and Assessment	3
CI 516	Motivational Theory and Class Management	3
CI 512	Educational Practice and Innovation	3
IL 541	School Community Partnerships in a Diverse World	3
EDUC 551	Supervision for Teaching and Learning	3
CI 517	Motivational Theory Field Experience	3
CI 513	Educational Practice Field Experience	3
CI 509	Content Literacy	3
CI 510	School Supervision and Literacy Action Research	3
TOTAL		33

### ***Instructional Leadership (IL) Leading to Initial Tennessee Licensure***

#### ***Mission Statement***

The mission of the IL program is to prepare educational leaders with the ethics, knowledge, skills, proficiencies, and dispositions essential to meeting the changing educational needs of society.

#### ***The Program***

The program is designed to license school administrators based on State Board policy and standards. In order to be eligible for the program, a candidate must have:

- a valid Tennessee Teacher License
- three years successful educational experience

- basic computer skills
- a completed Recommendation for Consideration by a practicing administrator
- completed the application process

***Program Application and Admission***

(Enrollment is limited.)

All prospective IL license candidates must complete the following requirements.

1. Submit a completed Leadership Licensure Pre-Admissions Packet including a copy of a current teaching license, verification of three years' teaching experience and a recommendation form an administrator. This form is available from the Graduate Office, or in the admissions packet, found at [www.lmunet.edu/education](http://www.lmunet.edu/education). When the Leadership Licensure Pre-Admissions Packet has been submitted to the Graduate Office, an application packet will be mailed to the candidate.
2. Complete the Application for Graduate Education Studies, IL Program form. A \$50 application fee is required to be attached to the form. Official transcripts verifying the bachelor's degree must be forwarded to LMU from the bachelor's degree institution.
3. Submit the Instructional Leader (IL) Candidate Admission Portfolio for graduate faculty evaluation. Those approved will be invited to interview.
4. Interviews will be conducted by IL department faculty. Candidates who successfully complete their interviews will be admitted to the program.
5. Meet all deadlines.

Core Courses: Semester Credit Hours

EDUC 501	Foundations of American Education	3
EDUC 551	Supervision for Teaching and Learning	3
EDUC 511	Research and Statistics	3

Major Area:

IL 501	Leadership and School Improvement	3
IL 502	Clinical Practice in Leading Schools	3
CI 501	Curriculum, Instruction, and Assessment	3
IL 541	School Community Partnerships in a Diverse World	3
IL 572	Supervision and Community Partners Action Research	3
IL 561	School Law and Ethics	3
IL 562	Clinical Practicum Law, Ethics, Finance	3
IL 571	School Finance & Resource Management	3
Capstone Electronic Portfolio		0

**Total** **33**

Candidates **must pass the SLLA test** to graduate and be recommended for IL license.

***Educational Leadership (EL) Not Leading to Initial Tennessee Licensure***

The following program of study in Educational Leadership does not lead to initial Tennessee leadership licensure. This major is suitable for: out of state candidates, higher education personnel, candidates already holding Tennessee Leadership License, practitioners seeking improvement with best practices in organizational settings, or educators seeking to be non-licensed school leaders:

Core Courses:		Semester Credit Hours
EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3
Major Area:		
CI 501	Curriculum, Instruction, and Assessment	3
IL 501	Leadership and School Improvement	3
IL541	School Community Partnerships in a Diverse World	3
IL 561	School Law and Ethics	3
IL 571	School Finance and Resource Management	3
EDUC 551	Supervision for Teaching and Learning	3
EL 502	Clinical Practice for Leadership of Organizations	3
EL 562	Clinical Practice for Ethics, Law, & Resource Management	3
<u>Capstone ePortfolio</u>		<u>0</u>
Total		33

***Master of Education Saturday Cohort Program***

The MEd Saturday Cohort Program is a 33-semester hour program designed to extend and expand the candidate's level of professional competence beyond that attained at the bachelor's level, to bring the candidate up to date on matters relevant to the field of specialization, to stimulate the candidate to read and understand research in the field of specialization, and to prepare the candidate for leadership roles. The program includes relevant academic content courses with extensive embedded field experiences. Candidates enter and move through the program as a cohort, engaging in individual and group projects resulting in a cohesive professional learning community. Programs are available in the following majors:

- a) Curriculum and Instruction
- b) Instructional Leadership (Licensure)
- c) Educational Leadership (Non-Licensure)

***Curriculum and Instruction Major*****Semester 1**

EDUC 501	Foundations of American Education	3
CI 516	Motivational Theory and Classroom Management	3
CI 517	Motivational Theory Field Experience and Electronic Portfolio	3

**Semester 2**

EDUC 511	Research and Statistics	3
CI 512	Educational Practice and Innovation	3
CI 513	Educational Practice and Innovation Field Experience	3

**Semester 3**

EDUC 551	Supervision for Teaching and Learning	3
CI 509	Content Literacy	3
CI 510	School Supervision and Content Literacy Action Research Project	3

**Semester 4**

IL 541	School Community Partnerships in a Diverse World	3
CI 501	Curriculum, Instruction and Assessment	3
	Capstone ePortfolio	0

---

<b>TOTAL</b>		<b>33</b>
--------------	--	-----------

***Instructional Leadership Major*****Semester 1**

EDUC 501	Foundations of American Education	3
IL 501	Leadership and School Improvement	3
IL 502	Leadership Field Experience & Electronic Portfolio	3

**Semester 2**

EDUC 511	Research and Statistics	3
IL 561	School Law and Ethics	3
IL 562	Legal, Ethical and Financial Issues Practicum	3

**Semester 3**

EDUC 551	Supervision for Teaching and Learning	3
IL 571	School Finance and Resource Management	3
IL 572	Supervision and Community Partnerships Action Research Project	3

**Semester 4**

IL 541	School Community Partnerships in a Diverse World	3
CI 501	Curriculum, Instruction and Assessment	3
CI 589	SLLA	0
	ePortfolio Capstone Project	0

---

<b>TOTAL</b>		<b>33</b>
--------------	--	-----------

***Educational Leadership Major*****Semester 1**

EDUC 501	Foundations of American Education	3
IL 501	Leadership and School Improvement	3
EL 502	Clinical Practice for Leadership of Organizations and ePortfolio	3

**Semester 2**

EDUC 511	Research and Statistics	3
IL 561	School Law and Ethics	3
EL 562	Clinical Practice in Ethics, Law, Resource Management & Cultural Diversity	3

**Semester 3**

EDUC 551	Supervision for Teaching and Learning	3
IL 571	School Finance and Resource Management	3
EL 572	Clinical Practice through Action Research	3

**Semester 4**

IL 541	School Community Partnerships in a Diverse World	3
CI 501	Curriculum, Instruction and Assessment	3
	Capstone Electronic Portfolio	0
	Comprehensive Examination	0

---

<b>TOTAL</b>		<b>33</b>
--------------	--	-----------

***Master of Education—Initial Teacher Licensure***

The MEd in Initial Teacher Licensure program at LMU is designed to attract degreed individuals who may be seeking to change careers and who have potential to become good teachers. Licensure can be earned without completing the master's degree, but this program offers the opportunity for graduate-level candidates to earn a MEd degree in addition to receiving teacher licensure. Classes are scheduled to accommodate working adults looking for a career change. The program is an accelerated, rigorous program with an outstanding record of candidates with excellent Praxis scores and with a high rate of employment for candidates who successfully complete the program.

All candidates will enter with a fall semester cohort and will take these core courses: EDUC 570, Introduction to Teaching and Learning, in the fall semester; EDUC 571, Extending and Refining Knowledge of Teaching and Learning, in the spring semester; and EDUC 591 Enhanced Student Teaching, which must be completed within two years after finishing the EDUC 570 and EDUC 571 courses. The EDUC 570 and EDUC 571 courses are held in two consecutive (fall and spring) semesters in all-day Saturday class sessions meeting approximately 10 class sessions per semester. Ten classes are the minimum.

Candidates who successfully complete program and licensure requirements will be recommended for initial teacher licensure in the state of Tennessee. The program requires a transcript evaluation to assess any course discrepancies at the undergraduate level to

ensure attainment of knowledge and skills required in general education, professional education, and the teaching field academic major. Candidates must satisfy course discrepancies through LMU or any other fully accredited college or university prior to student teaching. Secondary majors who already hold a degree in the area in which they are seeking licensure can qualify for licensure with a minimum additional professional core of 18 graduate hours beyond their bachelor's degrees. Elementary licensure requires the 18 hours of professional core courses and an additional 18 hours of methods courses.

Licensure programs are offered in

- Elementary Education (K-5)
- Education (K-12)—Physical Education, Visual Arts, Music
- Secondary Education (6-12)—Business Education, Biology, Chemistry, English, History, Mathematics
- 

Elementary and Secondary majors complete the following professional core courses:

**Fall Semester**

EDUC 570	Introduction to Teaching and Learning	6
----------	---------------------------------------	---

**Spring Semester**

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

**Following Fall Semester or later**

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

---

<b>TOTAL</b>		<b>18</b>
--------------	--	-----------

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

Elementary majors also complete the following methods courses for licensure:

EDUC 572	Early Childhood and Adolescent Development	3
----------	--------------------------------------------	---

EDUC 573	Methods of Teaching Mathematics in K-5	3
----------	----------------------------------------	---

EDUC 576	Methods of Teaching Science in K-5	3
----------	------------------------------------	---

EDUC 577	Methods of Teaching Social Studies in K-5	3
----------	-------------------------------------------	---

EDUC 578	Reading Diagnosis and Correction	3
----------	----------------------------------	---

EDUC 579	Methods of Teaching Literacy in the Elementary School	3
----------	-------------------------------------------------------	---

---

<b>Total Methods Courses</b>		<b>18</b>
------------------------------	--	-----------

The total number of required hours for elementary major licensure is 36, consisting of 18 hours of the professional core courses and 18 hours of methods courses. The MEd degree is optional and not required for licensure. For Elementary majors who wish to earn the Master of Education degree, the following courses are required:

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

**Total required hours for the MEd in Elementary Education 42**

For secondary majors, the total number of hours for licensure is 18 in addition to the bachelor's degree. Secondary candidates may apply for licensure after completing the professional core, required discrepancy coursework, required testing, and student teaching. The MEd degree is optional and not required for licensure. The following courses are additional and required for the MEd degree for secondary majors:

EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3
CI 501	Curriculum, Instruction and Assessment	3
EDUC 572	Early Childhood & Adolescent Child Development	3
EDUC 595	Topic: Methods of Teaching in Secondary Environ	3
<b>Total</b>		<b>15</b>

Nine hours shall be selected from course options below:

CI 509	Content Literacy	3
CI 512	Educational Practice & Innovation	3
CI 516	Motivational Theory & Classroom Management	3
EDUC 602	Structuring Learning Environments	3
EDUC 692	Diversity and Equity Issues	3
<b>Subtotal</b>		<b>9</b>

**Total additional MEd hours 24**

**Total required hours for the MEd degree in Secondary Education 42**

***Admission Requirements***

Applications and admission to the MEdITL Program are taken on a first come, first serve basis. All applicants must fulfill the following MEdITL program admission requirements and submit to the MEdITL office:

- A program application and \$50 non-refundable fee for licensure analysis.
- An official transcript documenting all coursework taken post-secondary. Transcript must verify an earned bachelor's degree with cumulative 3.0 GPA or better (2.75 eligible for appeal process).
- Qualifying Test Scores (less than seven years old)—ACT (22), PRAXIS Core (Writing—162, Reading—156, Math—150), GRE, or MAT
- Tennessee Bureau of Investigation background check
- Personal interview upon review of admission documents

Upon receipt of **all** materials listed above, a transcript analysis will be completed, and the applicant will be notified of acceptance/non-acceptance to the program. The Evaluated Transcript Analysis/Program of Study form will be mailed to the applicant indicating any



coursework or testing deficiencies; **these courses must be successfully completed before being admitted to Module III, Enhanced Clinical Practice.**

**TBI-LI Background.** In order to be considered for the MEd Initial Teacher Licensure Program, applicants must complete a fingerprint background check. **This must be completed even if you have recently submitted a TBI background check to a different institution or organization.**

Policies specific to the MEd degree are addressed in this catalog. Policies specific to licensure are addressed in program publications.

### ***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 Structuring Learning Environments and CI 501 Curriculum, Instruction and Assessment immediately following the completion of EDUC 570 and 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.

### ***Educational Specialist (EdS)***

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

Programs are available with the following majors:

- Curriculum and Instruction
- IL (Licensure)
- Educational Leadership (Non-licensure)

Applicants must hold a master’s degree from an accredited institution and have completed not less than six, but not more than 12 semester hours, of LMU graduate

studies applicable to the EdS program. If the master's degree is not in the same major area as the EdS degree offered at LMU, the applicant may have additional prerequisites specified by the student's Advisory Committee or the Dean of the School of Education.

### ***Degree Application Procedures***

Admission for the EdS degree is a two-step process.

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

The candidate must submit:

1. the Application for Advanced Graduate Studies, with the required \$50 application fee; and
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 candidate must apply for degree candidacy. At this level, an Advisory Committee is assigned to each candidate. The candidate must submit:

1. application for Degree Candidacy for the Educational Specialist degree; and
2. advisor-approved Program of Study.

Upon completion of these requirements, the candidate's credentials will be presented to the Graduate Admission Committee for consideration for admission to degree candidacy. LMU reserves the right to deny admission due to immoral conduct.

### ***Advisory Committee***

Each candidate who has achieved admission to the program as an advanced graduate (EdS) candidate is assigned a three-member Advisory Committee, comprised of two faculty members and the Program Director of the candidate's major.

### ***Attendance Policy***

Cooperative and group learning is the essence of the EdS program. When class absences occur, candidates 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 candidates' 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 one 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 EdS degree is a planned and approved program of coursework and field experiences, for which credit is awarded beyond the master's degree. The candidate and the Advisory Committee will discuss and outline the work to be completed. Candidates 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 candidate competence and may prescribe work beyond those requirements.

***Evaluation***

All EdS candidates are required to complete the Graduating Student Survey and the EdS Exit Interview and Exit Survey. Documentation that the surveys have been completed will be submitted to the professors. Individual or group interviews will be conducted to assess program satisfaction and to solicit recommendation for program improvement. Research groups will present their topic, process, and findings. It is the responsibility of the professor to ensure the academic integrity of the exit interview process.

***Major Areas***

Majors in Instructional Leadership (IL) leading to Initial Tennessee Leadership Licensure, Educational Leadership (EL), a non-licensure leadership program not leading to initial Tennessee Leadership Licensure, and Curriculum and Instruction (CI) constitute the choices of the EdS program. The emphasis areas are designed primarily for practitioners in the public schools. Each major is a 30-semester hour program.

*Curriculum and Instruction Major Program of Study***Program of Study**

<b>Research and Assessment Core</b>		Semester Credit Hours
EDUC 670	Action Research in Practice	3
EDUC 685	Capstone e Portfolio	3
Subtotal		<b>6</b>
<b>Specialty Area Core</b>		
CI 641	World Class Education	3
CI 642	World Class Education Clinical	3
CI 610	Instructional Strategies for Diverse Learners	3
CI 612	Practicum for Instructional Strategies for Diverse Learners	3
CI 661	Instructional Design and Initiatives	3
Subtotal		<b>18</b>
<b>Cognate Core</b>		
IL 651	Educational Law and Ethics	3
IL 652	Leadership for Educational Programs	3
IL 611	Assessment for School Improvement	3
Subtotal		<b>6</b>
<b>TOTAL</b>		<b>30</b>

*The Instructional Leadership (IL) Program  
Leading to Initial Tennessee Leadership Licensure*

The program is designed to license school administrators based on Tennessee State Board policy and standards. In order to be eligible for the program, a candidate must complete the **EdS Leadership Licensure Pre-Admissions Packet and Admission Portfolio**. Applicants can obtain a copy of the packet from the Graduate Office, or the Admissions Packet can be found on the Graduate Education website at [www.lmunet.edu/education](http://www.lmunet.edu/education).

The following documents must be attached to the **EdS Leadership Licensure Pre-Admissions Packet**:

- a valid Tennessee Teacher License;
- evidence of three years successful educational experience;
- a completed Recommendation for Consideration by a practicing administrator;
- and
- completed application process.

Upon receipt of the completed *EdS Leadership Licensure Pre-Admissions Packet*, applicants will receive the *IL Licensure Admission Portfolio Requirements*. The *IL*

*Licensure Admission Portfolio* will then be evaluated by the IL faculty, and those accepted into the program will be invited for an interview.

**Deadline Dates:**

- Leadership License Pre-Admissions Packet – May 30
- IL Licensure Admission Portfolio – June 30

\*Dates are subject to change.

***The Instructional Leadership (IL) Program of Study***

**Program of Study**

<b>Research and Assessment Core</b>	<b>Semester Credit Hours</b>
EDUC 670    Action Research in Practice	3
IL 686        Capstone Electronic Portfolio	3
IL 689        School Leadership Licensure Assessment (SLLA)	<u>0</u>
<b>Subtotal</b>	<b>6</b>
<b>Specialty Area Core</b>	
IL 652        Leadership for Educational Programs	3
IL 653        Clinical Practice for Instructional Leadership	3
IL 611        Assessment for School Improvement	3
IL 612        Clinical Practice for Assessment for School Improvement	3
IL 651        Educational Law and Ethics	3
IL 661        Finance and Human Resource Management	<u>3</u>
<b>Subtotal</b>	<b>18</b>
<b>Cognate Core</b>	
CI 641        World Class Education—Political, Economic and Cultural Contexts	3
CI 610        Instructional Strategies for Diverse Learners	<u>3</u>
<b>Subtotal</b>	<b>6</b>
<b>TOTAL</b>	<b>30</b>

In order to receive degree conferral and be recommended for the Instructional Leader license in Tennessee, candidates must pass the School Leader Licensure Assessment Test, in addition to completing all program requirements.

***The Educational Leadership (EL) Program  
Not Leading to Initial Leadership Licensure***

The EL does not lead to the initial Tennessee IL license. This program is suitable for: Out-of-state candidates, higher education personnel, candidates already holding Tennessee Leadership License, practitioners seeking knowledge of best practices in organizational leadership, or innovative practices in strategic educational improvement.

**Program of Study**

<b>Research and Assessment Core</b>		<b>Semester Credit Hours</b>
EDUC 670	Action Research in Practice	3
EL 685	Capstone ePortfolio	3
<b>Subtotal</b>		<b>6</b>
<b>Specialty Area Core</b>		
IL 652	Leadership for Educational Programs	3
EL 653	Clinical Practice for Educational Leadership	3
IL 611	Assessment for School Improvement	3
EL 612	Clinical Practice for Assessment for Education Improvement	3
IL 651	Educational Law and Ethics	3
IL 661	Finance and Human Resource Management	3
<b>Sub Total</b>		<b>18</b>
<b>Cognate Core</b>		
CI 641	World Class Education	3
CI 610	Instructional Strategies for Diverse Learners	3
<b>Subtotal</b>		<b>6</b>
<b>TOTAL</b>		<b>30</b>

***Doctor of Education******Doctor of Education Mission Statement***

The mission of the Doctor of Education (EdD) is to facilitate the development of investigative, individual, interpersonal, and innovative skills needed for leaders to address emerging issues in organizational settings. This is accomplished through academic experiences which challenge professionals to transform the institutions and communities they serve by advancing ethics, change, and social justice through the decision sciences.

***Doctor of Education Vision Statement***

To be a nationally recognized leader in the development of scholar-practitioners who serve to advance ethics, change, and social justice through the decision sciences.

***Introduction***

The EdD degree is offered on a convenient schedule arranged to accommodate the needs of working professionals. The program is designed to develop exemplary educational leaders accomplished through rigorous academic training which challenges practitioners

to make a positive impact on this generation and the next. Candidates can earn a concentration in one of five areas: *Curriculum & Instruction (CI)*; *Instructional Leadership (IL)*; *Executive Leadership (EL)*; *Higher Education (HE)* or *Human Resource Development (HR)*.

The LMU doctoral program is an independent program requiring candidates to take appropriate and timely initiatives to meet program expectations and deadlines regarding coursework and dissertation completion. Candidates are provided guidance about the program design and dissertation requirements at the beginning of their journey. A program of studies serves as a reference for candidate progress throughout the completion of the degree program.

A EdD is a research degree and the quality of the dissertation (content and form) is a reflection of the attributes of the researcher and the standards of the school, program and University.

### ***Program Design***

**Sixty-Three Hour Program.** Applicants must possess a Master's Degree in a field that is related to the concentration that is selected for study – i.e., education for *IL* and *C&I*; higher education for *HE*; and related areas for *EL* and *HR*.

The program consists of 63 credit hours including (a) 15 credit hours of doctoral core; (b) 18 credit hours in a primary concentration; (c) 15 credit hours in independent dissertation coursework; and (d) 15 credit hours in an alternate concentration. Candidates may need to take additional dissertation hours in order to complete the degree program. Candidates will graduate with an EdD in two concentrations.

**Forty-Eight Hour Program.** Applicants must possess an Educational Specialist, or Master's degree plus 30 hours minimum, in a field that is related to the concentration that is selected for study (i.e., education for *IL* and *C&I*; higher education for *HE*; and related areas for *EL* and *HR*).

The program consists of 48 credit hours including (a) 15 credit hours of doctoral core; (b) 18 credit hours in a concentration; and (c) 15 credit hours in independent dissertation coursework. Candidates may need to take additional dissertation hours (EDD 899) dependent upon their progress in the program. Candidates may choose to enroll in 15 additional hours from the alternate concentration to graduate with a doctoral degree in two concentrations.

### ***Application Process***

#### **Domestic Applicants**

Domestic applicants seeking admission to the doctoral program must meet the following criteria and submit required documentation as stipulated. Admission packages for

membership in the fall cohort group must be submitted in completed form prior to April 15 of the year in which admission is being sought. The admissions process consists of two stages with the first being a paper-based document review and the second, a performance-based assessment that includes a writing sample and interview.

#### Paper-Based Document Review (Stage One)

1. Application Form
2. Application fee of \$50 (USD), non-refundable
3. Examination Data
  - a. Official score reports from the GRE depicting performance in the areas of quantitative reasoning; and verbal and analytic writing are required but provisional admission may be granted for a period of time during which the applicant prepares and registers for the examination.
  - b. In the event an applicant has extant GRE data, these data must be less than five (5) years old as of the date of application. Applicants must obtain a minimum combined verbal and quantitative score of 750 (or 285 if taken after August 1, 2011) and a minimum analytical writing score of 3.5.
4. Transcripts for all graduate level coursework
5. Three (3) recommendations from persons knowledgeable of applicant's professional experience and skills
6. Resume or Curriculum Vita

The Admissions Committee will review all documents and rate the applicants per their ability to successfully complete requirements within the doctoral program. In the event this review leads the Committee to make an affirmative decision, the applicant will advance to Stage Two of the application process. All decisions made by the Admissions Committee are final. In some cases, a conditional or provisional status may be granted with additional preparation required in order for an applicant to obtain full graduate status.

#### Performance-Based Assessment Component (Stage Two Review)

Those applicants recommended for additional consideration will be invited to complete the following assessments.

1. **Writing Sample.** In a proctored setting, applicants will have a specified period of time in which to respond in writing to a select number of essay questions.
2. **Structured Interview.** Applicants will participate in personal interviews with members of the doctoral program faculty. These interviews will be held at the Cedar Bluff campus in Knoxville, TN.

The Admissions Committee will review all available data and forward a final recommendation for, or denial of, admission to the applicant. The decision of the Admissions Committee is final. Upon notice of acceptance, applicants will work with an assigned faculty member to complete a program of study appropriate to the degree program and concentration(s) she or he has selected.



Admitted applicants are required to attend a program orientation before beginning their work in the program. Failure to do so may result in a deferred enrollment or re-assessment of the admittance decision.

### **International Applicants**

International applicants seeking admission to the doctoral program must meet the following criteria and submit required documentation as stipulated. Admission packages for membership in the fall cohort group must be submitted in completed form prior to April 15 of the year in which admission is being sought. The admissions process consists of two stages with the first being a paper-based document review and the second, a performance-based assessment that includes a writing sample and interview.

#### **Documents Required for Program Admission (Stage One)**

1. Application Form
2. Application fee of \$50 (USD), non-refundable
3. Examination Data

#### **Applicants from Non-English speaking countries:**

1. In those cases where English is **not** the native language of the applicant, score reports from the TOEFL<sup>2</sup> or the *International English Language Testing System* (IELTS) are required for admission. In order to qualify for program admission, applicants must obtain a minimum TOEFL score of 71 (iBT), 197 (cBT) or 527 (paper-based) as determined by the type of examination that was taken. In the case of the IELTS, a minimum score of 6.0 is required for program admission.
2. International candidates seeking to transfer from other regionally accredited United States post-secondary institutions who have earned a minimum of thirty (30) college-level credit hours and who meet the aforementioned standards of academic proficiency will not be required to submit TOEFL or IELTS scores.

#### **Applicants from English-speaking countries:**

1. In those cases whereby English is the spoken language, official score reports from the GRE depicting performance in the areas of quantitative reasoning; verbal and analytic writing are required. These data must be less than five (5) years old as of the date of application. Applicants must obtain a minimum combined verbal and quantitative score of 750 (or 285 if taken after August 1, 2011) and a minimum analytical writing score of 3.5.
2. **Official Transcripts for all graduate level coursework.** LMU requires that all graduate-level transcripts for international candidates be evaluated and translated by an outside service. The official transcripts must be sent to World Education Services (WES) ([www.wes.org](http://www.wes.org), or [www.jsilny.com](http://www.jsilny.com)) for evaluation and verification that the degree is equivalent to a U.S. master's degree. The official WES report should be sent to LMU along with the application packet.

---

<sup>2</sup> TOEFL scores are non-negotiable – applicants failing to perform at the stipulated level shall not be considered for admission to the program

3. **Department of Homeland Security (DHS).** The DHS requires every international candidate to have sufficient finances to cover their cost while in the United States. The applicant must complete and return an *Affidavit of Support* and *Certification of Finances* forms.
4. **Passport.** A copy of applicant's passport.
5. **Recommendations.** Three (3) recommendations from persons knowledgeable of applicant's professional knowledge and skills
6. **Resume or Curriculum Vitae.** A copy of the applicant's resume or curriculum vitae
7. **Additional Documents.** Additional documents may be requested at time of application.

All of the above information must be received and admission granted before issuance of an I-20 form which is required to obtain a candidate visa. Applicants will be required to sign the form and pay the Candidate and Exchange Visitor Information System fee (see [www.fmjfee.com](http://www.fmjfee.com)).

The Admissions Committee will review applicant packages and make a determination regarding the applicant's level of preparation and likelihood of success in completing the degree requirements. In the event these data lead the Committee to make an affirmative decision, the applicant will advance to Stage Two of the application process.

### **Performance-Based Assessment Components (Stage Two)**

Those applicants recommended for additional consideration will be required to complete the following assessments:

1. **Writing Sample.** Applicants will submit a copy of a thesis or a formal paper that they completed as part of their master's degree program.
2. **Structured Interview.** Applicants will participate in an online structured interview with members of the doctoral program faculty.

The Admissions Committee will review all available data and forward a final recommendation for, or denial of, admission to the applicant and/or his or her representative. The decision of the Admissions Committee is final. Upon notice of acceptance, applicants will work with an assigned faculty member to complete a program of study appropriate to the degree program and concentration(s) she or he has selected. Sample program of studies plans are posted and available for review within another section of this *Handbook* or on the School of Education website ([www.lmunet.edu/education](http://www.lmunet.edu/education)).

The Admissions Committee reserves the right to undertake any identity verification procedures that it believes are required in order to validate the applicant's personal identity. Such procedures may include, but not be limited to direct contact with university faculty having personal knowledge of applicant; request for additional documentation;

photographic identification; and other means as might be deemed necessary to authenticate the identity of applicant.

In the event of fraudulent misrepresentation of identity:

- If discovered during the application process, the process shall be immediately terminated and the School of Education shall have no obligation to return any monies or materials provided it as part of the application process; and
- If discovered after admission has been granted, the applicant shall be immediately dismissed from the program and forfeit any and all rights to re-enrollment.

International candidates who are granted admission to LMU will receive a letter of acceptance; the letter and the I-20 form furnished by the University must be presented to the Consular Office of the United States to which the candidate applies for a candidate visa. The University will not enroll any candidate to attend LMU not approved by the Immigration and Naturalization Service; the University will not enroll candidates issued visas for enrollment at other colleges or universities.

### ***Program Components***

#### ***Clinical Partnerships and Practice***

As a component integral to the continuing accreditation of the *Carter and Moyers School of Education*, all program areas within the School are subject to adhere to, and demonstrate that, they have successfully implemented a set of prescribed standards.

Subsequently, all candidates accepted into the doctoral program shall be required to complete and document clinical experiences that adhere to and demonstrate successful compliance with accreditation standards as will be embedded within the doctoral curriculum. Accordingly, candidates must be willing to meet this requirement regardless of the personal challenges it may present them.

#### ***Program Degree Concentrations***

Each of these concentrations has been designed to develop leaders who are scholars; have outstanding personal qualities; are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership; learn the art of effective collaboration; and can, and will, translate theory into practice. In addition to completing all of the required coursework successfully, candidates must complete a dissertation in order to earn the education doctorate. The dissertation must be a work that reflects a high-level of quality and represents an original and significant contribution to the discipline.

All candidates will take 15 hours of doctoral core classes in the following areas:

- Lincoln as a Leader
- Leadership: Historical and Contemporary Perspectives

- Ethical, Social, and Diversity Considerations
- Quantitative Research Procedures
- Qualitative Research: Theory and Design
- Organizational Landscapes

***Doctor of Education—Concentration in Curriculum & Instruction (C&I)***<sup>3</sup>

Educators who are interested in pursuing leadership positions in PK-16 settings will find this concentration provides a rich curriculum capable of preparing them for careers they may want to undertake. Successful completion of the coursework and research will enable them to develop the skills, confidence, and knowledge required to become leaders in positions at the Director and/or Central Office level in curriculum and instruction; at the state level with a focus on curriculum and instruction; and other types of organizations that demand knowledge in the area of curriculum and instruction.

Course Curriculum provides:

- access to current research and practice pertaining to the design, delivery, and assessment of instructional programs;
- direction on how to ensure the appropriate inclusion of information and other digital systems into organizational processes;
- exposure to instructional strategies, learning styles, human cognition, and diversity-related issues; and
- knowledge and skill growth in understanding, conducting, and applying research in the field of curriculum and instruction in the context of developing a deep appreciation of, and ability to, implement constructivist principles in all aspects of instructional programs.

**Courses in this concentration include:** Trends and Issues in Educational Technology; Curricula for Literacy; Curriculum Leadership at the District Level; Perspective and Strategies in Teaching and Learning; Teacher Leadership and Critical Inquiry and Research Design.

***Curriculum and Instruction Concentration: 48-Hour Program of Studies***<sup>4</sup>

The following presents the requirements for completing the **48-Hour Doctoral Program of Studies**,<sup>5</sup> for candidates who wish to complete a concentration in Curriculum and Instruction. The list is appropriate for those candidates entering the program with a master's degree plus 30 hours or an EdS degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms

---

<sup>3</sup> Available at Lincoln Memorial University's Cedar Bluff Campus, Knoxville, TN

<sup>4</sup> Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

<sup>5</sup> The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDCI 869	Curriculum Leadership at the District Level	3
EDCI 872	Trends and Issues in Instructional Technology	3
EDCI 873	Perspectives and Strategies in Teaching and Learning	3
EDLC 732	Critical Inquiry and Research Design	1
EDCI 874	Curricula for Literacy	3
EDCI 877	Teacher Leadership	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
TOTAL HOURS:		48

***Doctor of Education—63-Hour Program of Studies<sup>6</sup> Concentration in Curriculum and Instruction Primary***

The following presents a typical strategy for completing the requirements within LMU's **63-Hour Doctoral Program of Studies**,<sup>7</sup> which is designed for those candidates entering the program with a master's degree plus 30 hours or an EdS degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDCI 869	Curriculum Leadership at the District Level	3
EDCI 872	Trends and Issues in Instructional Technology	3
EDCI 873	Perspectives and Strategies in Teaching & Learning	3

<sup>6</sup> Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

<sup>7</sup> The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

EDLC 732	Critical Inquiry and Research Design	1
EDCI 874	Curricula for Literacy	3
EDCI 877	Teacher Leadership	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15

TOTAL HOURS: 48 from the above courses, plus 15 hours of coursework in one of the following secondary concentrations

<p><b>Executive Leadership (EDEL)</b></p> <p>EDEL 802 Advanced Seminar in Leadership (3)</p> <p>EDEL 823 Change &amp; Entrepreneurship (3)</p> <p>EDEL 824 Policy Analysis (3)</p> <p>EDEL 825 Ldsp: Pol Structures &amp; Governance (3)</p> <p>EDEL 826 Economic and Legal Issues (3)</p>	<p><b>Higher Education (EDHE)</b></p> <p>EDHE 851 Higher Education: Theory, Fdn, &amp; Pr (3)</p> <p>EDHE 852 College Student Dev. Theory (3)</p> <p>EDHE 853 Policy Development and Analysis (3)</p> <p>EDHE 854 Governance, Adm., and Politics (3)</p> <p>EDHE 856 Higher Education Finance (3)</p>
<p><b>Human Resource Development (EDHR)</b></p> <p>EDHR 881 HR. Dev: Theory, Fdn. &amp; Pr (3)</p> <p>EDHR 882 Personnel &amp; Human Resource Mgmt (3)</p> <p>EDHR 884 Prin and Theories of Training &amp; Dev(3)</p> <p>EDHR 885 Human Res Recruitment &amp; Selection (3)</p> <p>EDHR 886 Program &amp; Org. Outcomes Eval (3)</p>	<p><b>Instructional Leadership (EDIL)</b></p> <p>EDIL 860 Group Methods and Processes (3)</p> <p>EDIL 861 Educational Finance (3)</p> <p>EDIL 866 Ethical Leadership and Decision-Making (3)</p> <p>EDIL 867 Political Structures and Governance (3)</p> <p>EDIL 876 Advanced Educational Law (3)</p>

***Doctor of Education—Concentration in Instructional Leadership (IL)***<sup>8</sup>

This concentration affords those educators who want to enhance their opportunities in PK-16 settings as principals, assistant principals, superintendents, directors, or in related leadership roles at local, regional, state, or even national positions that demand skilled leadership and a comprehensive knowledge base. This concentration provides multiple opportunities to acquire the knowledge needed to pursue such positions but is not an initial IL licensure program.

Course Curriculum provides:

- acquisition of expertise in evolving leadership and organizational theories;
- practice in the identification of issues surrounding financial stewardship;
- employment of predictive leadership models to address emerging educational issues;
- development of the skills required to analyze and reflect critically upon contemporary issues facing education;
- learning on how to engage inquiry in decision-making processes; and
- opportunities for candidates to acquire a deeper understanding of the application, and conduct of research in the field of leadership and administration in education.

**Courses in this concentration include:** Ethical Leadership and Decision Making; Group Methods and Processes; Educational Finance; Advanced Educational Law: A Legal

---

<sup>8</sup> IBID

Perspective in Specific Areas of Need; Political Structures and Governance; and Critical Inquiry and Research Design.

Within this concentration, the program also offers a 42-credit hour degree for those in the area of IL who have completed the National Institute for School Leadership (NISL) curriculum.

***Instructional Leadership Concentration: Forty-Two Hour Program of Studies (NISL)***

The following presents a typical strategy for completing the requirements within LMU's **42-Hour Doctoral Program of Studies**,<sup>9</sup> which is designed for those candidates entering the program with a master's degree plus 30 hours or an EdS degree and completion of curriculum required by the National Institute for School Leadership (NISL). This plan should be used with advice from the candidate's major professor and is not an initial instructional leadership licensure program. Courses on the plan may be scheduled during terms other than those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDIL 876	Advanced Educational Law	3
EDIL 861	Educational Finance	3
EDIL 860	Group Methods and Processes	3
EDLC 732	Critical Inquiry and Research Design	1
EDIL 899	Independent Dissertation Research	2
EDIL 866	Ethical Leadership and Decision-Making	3
EDLC 732	Critical Inquiry and Research Design	1
EDIL 899	Independent Dissertation Research	2
EDIL 899	Independent Dissertation Research	11
<b>TOTAL HOURS:</b>		<b>42</b>

---

<sup>9</sup> The program of studies includes 15 hours of core coursework (3 hours of granted credit and 12 hours of LMU coursework); 18 hours in a given concentration (3 hours of granted credit and 15 hours of LMU coursework); and a minimum of 15 hours of research related to completion of the candidate's dissertation; coursework granted under the NISL option includes EDLC 821 and EDIL 867

***Instructional Leadership Concentration: 48-Hour Program of Studies<sup>10</sup>***

The following presents a typical strategy for completing the requirements within LMU's **48-Hour Doctoral Program of Studies**,<sup>11</sup> which is designed for those candidates entering the program with a master's degree plus 30 hours or an EdS degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework and is not an instructional leadership licensure program.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDIL 860	Group Methods and Processes	3
EDIL 861	Educational Finance	3
EDIL 866	Ethical Leadership and Decision-Making	3
EDLC 732	Critical Inquiry and Research Design	1
EDIL 867	Political Structures and Governance	3
EDIL 876	Advanced Educational Law	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
<b>TOTAL HOURS:</b>		<b>48</b>

***Doctor of Education: 63-Hour Program of Studies<sup>12</sup> Concentration in Instructional Leadership***

The following presents a typical strategy for completing the requirements within LMU's **63-Hour Doctoral Program of Studies**,<sup>13</sup> which is designed for those candidates entering the program with a master's degree plus 30 hours or an educational specialist degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework and is not an instructional leadership licensure program.

---

<sup>10</sup> Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

<sup>11</sup> The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

<sup>12</sup> Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

<sup>13</sup> The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation



EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDIL 860	Group Methods and Processes	3
EDIL 861	Educational Finance	3
EDIL 866	Ethical Leadership and Decision-Making	3
EDLC 732	Critical Inquiry and Research Design	1
EDIL 867	Political Structures and Governance	3
EDIL 876	Advanced Educational Law	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
<b>TOTAL HOURS:</b>		<b>48</b>

Candidates must complete the above courses, plus 15 hours of coursework in one of the following secondary concentrations.

<p><b>Curriculum and Instruction (EDCI)</b>  EDCI 869 Curr Leadership at the District Level (3)  EDCI 872 Trends &amp; Issues in Instructional Tech. (3)  EDCI 873 Persp &amp; Strats in Teaching &amp; Learnng (3)  EDCI 874 Curricula for Literacy (3)  EDCI 877 Teacher Leadership (3)</p>	<p><b>Executive Leadership (EDEL)</b>  EDEL 802 Adv. Seminar in Leadership (3)  EDEL 823 Change &amp; Entrepreneurship (3)  EDEL 824 Policy Analysis (3)  EDEL 825 Ldsp: Pol Structures &amp; Govern (3)  EDEL 826 Economic and Legal Issues (3)</p>
<p><b>Higher Education (EDHE)</b>  EDHE 851 Higher Edu: Theory, Fdn, &amp; Pr (3)  EDHE 852 College Student Dev. Theory (3)  EDHE 853 Policy Development and Analysis (3)  EDHE 854 Governance, Adm., and Politics (3)  EDHE 856 Higher Education Finance (3)</p>	<p><b>Human Resource Development (EDHR)</b>  EDHR 881 HR Dev: Theory, Fdn. &amp; Pr (3)  EDHR 882 Persnl &amp; Human Resource Mgmt (3)  EDHR 884 Prin &amp; Theories of Training &amp; Dev(3)  EDHR 885 Human Res Recruitment &amp; Sel (3)  EDHR 886 Program &amp; Org. Outcomes Eval (3)</p>

***Doctor of Education—Concentration in Human Resource Development (HR)<sup>14</sup>***

Coursework and experiences in this concentration will enable candidates to develop the knowledge and skills required to assume positions that have oversight for all laws, regulations, practices, and services related to personnel and their development in organizations and institutions in both the public and private sectors.

Course Curriculum Provides:

- exposure to topics such as professional development; employment; compensation; evaluation; and succession planning;

---

<sup>14</sup> IBID

- opportunities for candidates to learn how to effectively create and transmit essential knowledge, develop personnel, and provide additional services as aligned to studies within this discipline area
- methodologies for effecting the advancement of human resource development and professional practice; and
- opportunities for candidates to demonstrate a commitment and ability to foster learning and personal development within any organization regardless of type or size.

**Courses in this concentration include:** Human Resource Development: Theory, Foundations, and Principles; Personnel and Human Resource Management; Principles and Theories of Training and Development; Human Resource Recruitment and Selection; Program and Organizational Outcomes Evaluation; and Critical Inquiry and Research Design.

***Human Resource Development Concentration: 48-Hour Program of Studies***<sup>15</sup>

The following presents a typical strategy for completing the requirements within LMU's **48-Hour Doctoral Program of Studies**,<sup>16</sup> which is designed for those candidates entering the program with a master's degree plus 30 hours or an educational specialist degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDHR 881	Human Resource Development: Theory, Foundations, and Principles	3
EDHR 882	Personnel and Human Resource Management	3
EDHR 884	Principles and Theories of Training and Development	3
EDLC 732	Critical Inquiry and Research Design	1
EDHR 885	Human Resource Recruitment and Selection	3
EDHR 886	Program and Organizational Outcomes Evaluation	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15

<sup>15</sup> Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

<sup>16</sup> The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

TOTAL HOURS: 48

***Human Resource Development Primary Concentration: 63-Hour Program of Studies<sup>17</sup>***

The following presents a typical strategy for completing the requirements within LMU's **63-Hour Doctoral Program of Studies<sup>18</sup>** which is designed for those candidates entering the program with a master's degree plus thirty hours or an educational specialist degree. This plan should be used in conjunction with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDHR 881	Human Resource Development: Theory, Foundations, and Principles	3
EDHR 882	Personnel and Human Resource Management	3
EDHR 884	Principles and Theories of Training and Development	3
EDLC 732	Critical Inquiry and Research Design	1
EDHR 885	Human Resource Recruitment and Selection	3
EDHR 886	Program and Organizational Outcomes Evaluation	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
TOTAL HOURS:		48

Candidates must complete the above courses, plus 15 hours of coursework in one of the following secondary concentrations.

<p><b>Curriculum and Instruction (EDCI)</b></p> <p>EDCI 869 Curr Leadership at the District Level (3)</p> <p>EDCI 872 Trends &amp; Issues in Instructional Tech. (3)</p> <p>EDCI 873 Persp &amp; Strats in Teaching &amp; Learning (3)</p> <p>EDCI 874 Curricula for Literacy (3)</p> <p>EDCI 877 Teacher Leadership (3)</p>	<p><b>Executive Leadership (EDEL)</b></p> <p>EDEL 802 Advanced Seminar in Leadership (3)</p> <p>EDEL 823 Change &amp; Entrepreneurship (3)</p> <p>EDEL 824 Policy Analysis (3)</p> <p>EDEL 825 Ldsp: Pol Structures &amp; Governance (3)</p> <p>EDEL 826 Economic and Legal Issues (3)</p>
<p><b>Higher Education (EDHE)</b></p>	<p><b>Instructional Leadership (EDIL)</b></p>

<sup>17</sup> Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

<sup>18</sup> The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

EDHE 851 Higher Education: Theory, Fdn, & Pr (3)	EDIL 860 Group Methods and Processes (3)
EDHE 852 College Student Dev. Theory (3)	EDIL 861 Educational Finance (3)
EDHE 853 Policy Development and Analysis (3)	EDIL 866 Ethical Leadership & Decision-Making (3)
EDHE 854 Governance, Adm., and Politics (3)	EDIL 867 Political Structures and Governance (3)
EDHE 856 Higher Education Finance (3)	EDIL 876 Advanced Educational Law (3)

***Doctor of Education—Concentration in Executive Leadership (EL)<sup>19</sup>***

The Executive Leadership concentration will meet the needs of professionals who are pursuing careers in executive levels of business; education; health; non-profits; military; hospital management; state, county, and city governmental offices; as well as an amalgam of other related public and private sector areas.

Course Curriculum provides:

- an advanced understanding of the individual, interpersonal, institutional, and investigative dimensions of leadership as exemplified by the leadership style of Abraham Lincoln;
- seminars that engage candidates in discourse on various aspects of leadership;
- emphasis on problem identification and resolution strategies; and
- opportunities to conduct applied research in the field of leadership.

**Courses in this concentration include:** Courses in this concentration include: Economic and Legal Issues; Advanced Seminar in Leadership; Critical Inquiry and Research Design; Change and Entrepreneurship; Policy Analysis; and Political Structures and Governance.

***Executive Leadership Concentration: 48-Hour Program of Studies<sup>20</sup>***

The following presents a typical strategy for completing the requirements within LMU's **48-Hour Doctoral Program of Studies**,<sup>21</sup> which is designed for those candidates entering the program with a master's degree plus thirty hours or an educational specialist degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3

<sup>19</sup> IBID

<sup>20</sup> Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

<sup>21</sup> The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDEL 802	Advanced Seminar in Leadership	3
EDEL 823	Change and Entrepreneurship	3
EDEL 824	Policy Analysis	3
EDLC 732	Critical Inquiry and Research Design	1
EDEL 825	Leadership: Political Structures and Governance	3
EDEL 826	Economic and Legal Issues	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
<b>TOTAL HOURS:</b>		<b>48</b>

***Executive Leadership Primary Concentration: 63-Hour Program of Studies<sup>22</sup>***

The following presents a typical strategy for completing the requirements within LMU's **63-Hour Doctoral Program of Studies**,<sup>23</sup> which is designed for those candidates entering the program with a master's degree plus 30 hours or an educational specialist degree. This plan should be used in conjunction with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other than those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDEL 802	Advanced Seminar in Leadership	3
EDEL 823	Change and Entrepreneurship	3
EDEL 824	Policy Analysis	3
EDLC 732	Critical Inquiry and Research Design	1
EDEL 825	Leadership: Political Structures and Governance	3
EDEL 826	Economic and Legal Issues	3
EDLC 732	Critical Inquiry and Research Design	1

<sup>22</sup> Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

<sup>23</sup> The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

EDLC 899 Independent Dissertation Research	15
TOTAL HOURS:	48

Candidates must complete the above courses, plus 15 hours of coursework in one of the following secondary concentrations.

<p><b>Curriculum and Instruction (EDCI)</b>  EDCI 869 Curr Leadership at the District Level (3)  EDCI 872 Trends &amp; Issues in Instructional Tech. 3)  EDCI 873 Persp &amp; Strats in Teaching &amp; Learning (3)  EDCI 874 Curricula for Literacy (3)  EDCI 877 Teacher Leadership (3)</p>	<p><b>Higher Education (EDHE)</b>  EDHE 851 Higher Education: Theory, Fdn, &amp; Pr (3)  EDHE 852 College Student Dev. Theory (3)  EDHE 853 Policy Development and Analysis (3)  EDHE 854 Governance, Adm., and Politics (3)  EDHE 856 Higher Education Finance (3)</p>
<p><b>Human Resource Development (EDHR)</b>  EDHR 881 Human Res. Dev: Theory, Fdn. &amp; Pr (3)  EDHR 882 Personnel &amp; Human Resource Mgmt (3)  EDHR 884 Prin and Theories of Training &amp; Dev(3)  EDHR 885 Human Res Recruitment &amp; Sel (3)  EDHR 886 Program &amp; Org. Outcomes Eval (3)</p>	<p><b>Instructional Leadership (EDIL)</b>  EDIL 860 Group Methods and Processes (3)  EDIL 861 Educational Finance (3)  EDIL 866 Ethical Leadership &amp; Decision-Making (3)  EDIL 867 Political Structures &amp; Governance (3)  EDIL 876 Advanced Educational Law (3)</p>

### ***Higher Education Concentration (HE)<sup>24</sup>***

The Higher Education concentration will help candidates acquire the knowledge and skills they will need to assume leadership roles in institutions of higher education (public and private); liberal arts and research-based sites; community colleges; and related academic entities.

Course Curriculum Provides:

- experience in conducting and publishing research which answers meaningful questions and makes a difference to campus practice and/or to the fields of higher education;
- preparation to effect change at site and organizational levels through creative interventions and program design;
- exposure to, and familiarization with, pertinent laws, regulations, policies; accrediting agencies; and standards of governing;
- strategies for relating to, and working with, diverse populations;
- skill development in how to communicate competently in a global and multicultural context; and
- strategies for appropriately confronting personal and institutional injustice and marginalization in higher education.

---

<sup>24</sup> Available at LMU's Duncan School of Law, Institute for Collaborative Leadership, Knoxville, TN

**Courses in this concentration include:** Higher Education: Theory, Foundations, and Principles; Higher Education Finance; College Candidate Development Theory; Policy Development and Analysis; and Governance Administration and Politics; and Critical Inquiry and Research Design.

***Higher Education Concentration: 48-Hour Program of Studies<sup>25</sup>***

The following presents a typical strategy for completing the requirements within LMU's **48-Hour Doctoral Program of Studies<sup>26</sup>** which is designed for those candidates entering the program with a master's degree plus thirty hours or an educational specialist degree. This plan should be used in conjunction with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDHE 851	Higher Education: Theory, Foundations, and Principles	3
EDHE 852	College Student Development Theory	3
EDHE 853	Policy Development and Analysis	3
EDLC 732	Critical Inquiry and Research Design	1
EDHE 854	Governance, Administration, and Politics	3
EDHE 856	Higher Education Finance	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
<b>TOTAL HOURS:</b>		<b>48</b>

***Higher Education Primary Concentration: 63-Hour Program of Studies<sup>27</sup>***

The following presents a typical strategy for completing the requirements within LMU's **63-Hour Doctoral Program of Studies<sup>28</sup>** which is designed for those candidates entering the program with a master's degree plus thirty hours or an educational specialist degree.

---

<sup>25</sup> Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

<sup>26</sup> The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

<sup>27</sup> Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

<sup>28</sup> The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDHE 851	Higher Education: Theory, Foundations, and Principles	3
EDHE 852	College Student Development Theory	3
EDHE 853	Policy Development and Analysis	3
EDLC 732	Critical Inquiry and Research Design	1
EDHE 854	Governance, Administration, and Politics	3
EDHE 856	Higher Education Finance	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
<b>TOTAL HOURS:</b>		<b>48</b>

Candidates must complete the above courses, plus 15 hours of coursework in one of the following secondary concentrations.

<p><b>Curriculum and Instruction (EDCI)</b>  EDCI 869 Curr Leadership at the District Level (3)  EDCI 872 Trends &amp; Issues in Instructional Tech. 3)  EDCI 873 Persp &amp; Strats in Teaching &amp; Learning (3)  EDCI 874 Curricula for Literacy (3)  EDCI 877 Teacher Leadership (3)</p>	<p><b>Executive Leadership (EDEL)</b>  EDEL 802 Advanced Seminar in Leadership (3)  EDEL 823 Change &amp; Entrepreneurship (3)  EDEL 824 Policy Analysis (3)  EDEL 825 Ldsp: Pol Structures &amp; Governance (3)  EDEL 826 Economic and Legal Issues (3)</p>
<p><b>Human Resource Development (EDHR)</b>  EDHR 881 Human Res. Dev: Theory, Fdn. &amp; Pr (3)  EDHR 882 Personnel &amp; HR Mgmt (3)  EDHR 884 Prin and Theories of Training &amp; Dev(3)  EDHR 885 Human Res Recruitment &amp; Sel (3)  EDHR 886 Program &amp; Org. Outcomes Eval (3)</p>	<p><b>Instructional Leadership (EDIL)</b>  EDIL 860 Group Methods and Processes (3)  EDIL 861 Educational Finance (3)  EDIL 866 Ethical Leadership and Decision-Making (3)  EDIL 867 Political Structures and Governance (3)  EDIL 876 Advanced Educational Law (3)</p>

### ***Course Delivery***

The doctoral program operates on a cohort group model. However, prospective candidates and interested others may elect to enroll in individual courses as may be



beneficial to their making a decision to pursue program admission and/or for their personal edification.

New cohort groups affiliated with all five concentrations begin during each fall term. In some instances, one or more cohort groups are merged for the delivery of core coursework this allowing for rich inter-disciplinary discussions and opportunities for professional networking that may yield long-term benefits for all concerned.

During each term (summer, fall, spring) two courses are offered for candidate enrollment. The summer term operates over nine full days—three consecutive days for a period of four weeks. The fall and spring terms operate monthly over five weekend sessions—Friday evening and all day Saturday.

Each term's course schedule is designed to leverage delivery of the program of studies that is aligned to completion of the degree; however, given the number of variables that must be factored into schedule development, there may be occasions when it is impossible to provide access to a specific course and/or access to a given course at a specific time.

### ***Candidate Work and Class Attendance***

The compressed curriculum design of the doctoral program does not adapt well to missed classes. Only under necessary circumstances will absences be allowed. All situations must be approved by the course faculty prior to the scheduled absence and, in those cases where such is possible, verified through the submission of documentation (e.g., confirmation of a proposal to be delivered at a conference; confirmation of requested attendance at a workshop; verification of mandatory attendance at a school function; etc.) supportive of the request.

If a candidate must miss a class for any excused reason, that class must be made up during the term in which the absence occurs. Faculty will provide candidates with make-up assignments equivalent to the course time and/or content missed by the candidate. Only one excused absence will be allowed each term. Missing an unexcused class or failure to complete make-up assignments prior to the next scheduled class will constitute reason for dismissal from the program. Determinations on dismissals are made at the discretion of the Program Director with the course faculty serving in an advisory capacity. See *Appeals Procedure* for more information on procedures related to appeals and grievances.

### ***Academic Misconduct***

Academic misconduct is a serious offense that jeopardizes a candidate's academic, career, and personal success. Candidates may be dismissed from the Doctoral Program for academic misconduct (including plagiarism). If that occurs, the candidate will receive an email and a letter indicating the infraction and effective date of dismissal. Candidates who are dismissed will not be readmitted to the Program.

### ***Comprehensive Examination***

Near the end of a candidate's coursework, she or he will sit for a comprehensive examination. This exam is designed to assess the candidate's learning, reflection, and syntheses from doctoral-level coursework across the program of studies. The examination will, unless otherwise determined by the faculty, consist of two foci—research and leadership. If a candidate does not pass a section of the exam, he she will be notified as to the area of need and remediation will be offered. Failure to successfully complete the qualifying exam will prevent a candidate from continuing in the doctoral program.

### ***Dissertation Requirements***

Candidates who have successfully completed coursework within their program of studies and passed the comprehensive examination will enroll in *EDIL/EDCI/EDLC-899: Independent Dissertation Research* during each consecutive term until they have successfully written and defended their dissertation. A dissertation will not be accepted by the University until it is approved by the candidate's dissertation committee with no more required revisions and signed by the Director and the Dean. *The quality of the dissertation will supersede any artificial graduation deadlines a candidate might have or expect.*

Until final approval has been given, candidates will continue to enroll in *EDIL/EDCI/EDLC-899*—whichever of these designations maps against their primary concentration. In the event candidates successfully complete **all** degree requirements (including the approval of the dissertation) during a given term but have not met the required deadlines for graduation, they will officially graduate in either May or December and do not need to pay tuition for any terms between their date of completion and graduation ceremonies. Candidates will have five (5) years from the time of initial enrollment to complete all requirements for dissertation approval. The university reviewer shall review all dissertations before final approval.

Dissertations must exhibit original research by the candidate; however, this does not preclude doctoral candidates from including secondary analysis of existing data.

### ***Policies Related to Dissertation Production***

**Publication, and Distribution.** With respect to theses and dissertations, a University candidate must, as a condition of a degree award, grant royalty-free permission to the University to reproduce and publicly distribute, including by technologies now known or developed in the future, on a non-commercial basis, copies of the thesis or dissertation. *(LMU Faculty Staff Manual Intellectual Property policy IV.10)*

Following consultation with the Doctoral Program Director, the Dean of the Carter and Moyers School of Education may elect to enforce the following policy:

The University is not responsible for any opinions expressed in works that are created through the independent efforts of candidates, faculty and/or staff, which opinions shall be the sole responsibility of each individual creator. The University reserves the right to require an appropriately worded and displayed disclaimer to that effect to accompany any publication of a work that arises from the independent efforts of its candidates, faculty and/or staff. Further, the name of the University or reference to the University shall not be used in any form of publicity without prior written approval from the University.

*LMU Faculty Staff Manual Intellectual Property policy III.3*

### ***May Graduation***

Chapters I–III must be approved by the Committee and submitted to the Dissertation Reviewer by **October 15** of the preceding year in order to ensure a May graduation. Chapters I–III must be returned with a completed checklist and Chapters IV and V approved by the Committee and submitted to the Dissertation Reviewer by **December 6** of the preceding year in order to graduate in May. **Information on other critically important dates can be found in Appendix C of this document.**

A final fully approved dissertation (with signatures and ready for ProQuest upload) must be submitted to the Director by **April 1**.

### ***December Graduation***

Chapters I–III must be approved by the Committee and submitted to the Dissertation Reviewer by **May 1** of the anticipated graduation year in order to ensure a December graduation. Chapters I–III must be returned with a completed checklist and Chapters IV and V approved by the Committee and submitted to the Dissertation Reviewer by **June 6** of the anticipated graduation year in order to graduate in December. **Information on other critically important dates can be found in Appendix C of this document.**

A final fully approved dissertation (with signatures and ready for ProQuest upload) must be submitted to the Director by **November 1**.

### ***Leave of Absence***

A candidate who wishes or needs to interrupt study temporarily because of personal exigencies may request a personal leave of absence. A candidate who is current with his or her degree requirements is eligible for a personal leave after satisfactory completion of at least one term of study. Personal leaves cannot be granted retroactively and normally will not be approved after the tenth day of a term.

To request a personal leave of absence, the candidate must complete the appropriate form explaining the reasons for the leave, stating both the proposed start and end dates of the leave, and the address at which the candidate can be reached during the period of the leave. A copy of this form is available in **Appendix A** of this document. Upon program re-entry, the candidate must schedule a meeting with the Program Director and complete

a re-enrollment form a copy of which will be sent to the LMU Registrar. This form can also be found in the appendices (**Appendix B**) of this document.

The following information further explicates the leave of absence process.

1. The Dean, on the recommendation of the Doctoral Program Director, must approve all leaves of absence.
2. Candidates in doctoral program may be granted a leave for up to one (1) academic year (three terms). The expected last date of registration will be adjusted by one term for each term of the leave.
3. Candidates on leave may complete outstanding work in courses for which they have been granted approved *incompletes*. They may not, however, fulfill any other degree requirements during the time on leave.
4. A leave of absence does not exempt the candidate from meeting the tuition requirement or payment of fees already accrued.
5. A candidate on leave of absence is not eligible for financial aid, including loans; and in most cases, candidate loans are not deferred during periods of non-enrollment.
6. Candidates should consult the University Financial Aid Office to ascertain financial aid implications prior to applying for a leave of absence.
7. A candidate on leave of absence is not eligible for the use of any University facilities normally available to enrolled candidates.
8. Candidates on leave of absence must file a formal application for readmission and submit it to the doctoral program office. The doctoral program office will forward a copy of the application to the Registrar. Such notification should be given at least four weeks prior to the end of the approved leave.
9. Candidates who fail to register for the term following the end of the approved leave will be administratively withdrawn from the doctoral program.
10. Candidates who do not apply for a personal leave of absence, or whose application for a personal leave is denied, and who do not register for any term, will be administratively withdrawn from the doctoral program.

### ***Time Limitation and Continuous Enrollment***

A candidate has five (5) years from the date of admission to the doctoral program to complete the dissertation and the doctoral degree. A candidate who does not maintain continuous enrollment without a leave of absence is considered dropped from the doctoral program and must file for readmission. As standard practice, only one request for readmission to the program will be reviewed and processed; however, exceptions will be made in the event circumstances beyond the control of the candidate initiate a second request and are approved by the program director.

### ***Readmission***

To file for readmission, the candidate must submit a formal letter of request for readmission to the Doctoral Program Director outlining the reasons for the lack of continuous enrollment and plans for completion of the degree program. Readmission

decisions are individually made, based on such factors as space in the program, reasons for the break in graduate education, progress in the degree program, among others. *Readmission is not guaranteed.* If readmission is granted, it is up to the candidate to secure enrollment status with the registrar and other ancillary departments such as financial aid. A fee of \$100 is required as part of the readmission process. This fee must be submitted with the candidate's letter of petition.

***Policy Exceptions***

In rare circumstances, program policies may be overridden or modified due to extenuating circumstances. A written exemption request with supporting documentation will be considered on a case-by-case basis by the Program Director and the Dean of the School of Education.

## Course Descriptions

### *Counseling*

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

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

CG 508 - Foundations of School Counseling .....3 cr hrs

This course studies the history and trends of the modern school guidance and counseling movement and examines the challenges and situations the school counselor faces in the school setting. Curriculum development and teaching methods utilizing best practices for the effective delivery of a comprehensive guidance program encompassing cultural diversities and special needs are emphasized. Ethical and legal standards, as well as organizations governing the profession of school counseling are addressed.

CG 509 - Foundations of Mental Health Counseling .....3 cr hrs

This course provides an overview of the history, philosophy, and current trends in clinical mental health counseling. Attention is paid to the role and scope of practice of the mental health counselor, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. Ethical and legal standards, as well as organizations governing the profession of clinical mental health counseling are addressed.

CG 521 - Career Counseling .....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 counseling.

CG 531 - Social and Cultural Aspects of Counseling .....3 cr hrs

This course will highlight the importance of diverse cultural factors on the counseling relationship. It provides a study of social changes and trends in sex roles stereotyping, societal subgroups, and diverse lifestyles. Attention is given to how stereotyping and personal world views may influence counselors' judgments and dynamics within the counseling relationship.

CG 541 - Counseling Skills .....3 cr hrs

This course provides an understanding of the philosophical bases of the counseling processes. It focuses on the application of counseling theories and inculcation of core counseling micro-skills, emphasizing the analysis of solution-focused brief counseling approaches to bring an integrative perspective to problems of parents and their children. Skills training for parents in handling behavior disorders is also studied.

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

This course provides an overview of the personality theories with application to counseling and education and includes adjustment issues and various perspectives of mental health with application to education and counseling settings.

CG 581 - Human Growth and 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 is a field-based experience consisting of 100 supervised clock hours which provide candidates with opportunities to put into practice the knowledge and skills developed in their program of counseling study. Pass/Fail grade.

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

This course is 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 candidates. Topics are announced in advance and the faculty member submits an outline with requirements to the Dean of the School of Education prior to offering the topic.

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

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

**CG 611 - Counseling Theories .....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 candidates practice in using counseling and relationship skills in preparation for counseling practicum and/or field experience.

**CG 621 - Crisis Intervention and Consultation.....3 cr hrs**

The purpose of this course is to highlight the importance of crisis intervention and disaster relief counseling woven into the consultation models and processes needed to provide candidates in the human services areas knowledge and skills to be successful as consultants in school and mental health settings.

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

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

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

This course is designed to assist clinical mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Candidates completing this course with satisfactory evaluation will be able to create basic treatment plans using evidence-based interventions for depression, anxiety disorders, substance abuse, and other common presenting problems, and to construct means of evaluation for client progress.

**CG 654 - Populations in Mental Health Counseling.....3 cr hrs**

The course covers the rationale, scope, and nature of providing counseling services to a range of populations in community mental health settings. Populations, groups, and their unique counseling needs will be explored, with topics such as homelessness, addiction and recovery, military veterans, and crisis stabilization explored in depth in both the classroom seminar setting, and in extensive seminars, tours and discussions with licensed mental health clinicians at remote sites. The course will explore the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. A primary focus of course will be the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

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

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

**CG 669 - Psychopharmacology for Counselors.....3 cr hrs**

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

**CG 671 - Assessment in Counseling .....3 cr hrs**

Individual assessment of cognitive, affective, motor, and academic performance. Topics covered include review of psychometric properties of standardized assessment, clinical assessment interviewing, structured observations, rating scales and the role of assessment in the treatment planning process. Candidates will administer a standardized test, complete structured observations, clinical assessments interviews, rating scales, and an integrated assessment report.

**CG 677 - Legal & Ethical Issues in Professional Counseling ..... 3 cr hrs**

The course surveys moral, ethical and legal codes that govern and influence behavior and decision making in professional counseling. The students will learn key statutes and case law that pertain to counseling practice as well as how that relates to the American Counseling Association Code of Ethics. Special focus of attention will be paid to HIPAA, Privacy and Limitations, Tennessee Licensure Statutes for Professional Counseling

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

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

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

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

**CG 699 - Internship/Seminar in Mental Health Counseling..... 3-6 cr hrs**

This internship is a capstone experience designed to provide clinical mental health counseling candidates opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on the role(s) of a counselor at their placement site(s). They will engage in a full range of activities, including intake, assessment, diagnosis, and individual and group counseling. Six hundred on-site clock hours are required, and weekly faculty super-vision is provided on an individual and group basis, as well as on-site supervision by an appropriately credentialed practitioner. Pass/Fail grade.



### *Curriculum and Instruction*

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

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

**CI 509 - Content Literacy .....3 cr hrs**

This course focuses on exploring, applying, and adjusting literacy strategies to meet the Common Core Standards. Major emphasis is given to gauging text complexity, constructing theme-based units, and gathering and citing evidence from the text.

**CI 510 – Supervision and Content Literacy Action Research Project.....3 cr hrs**

This course is the field experience companion to CI 509, Content Literacy. The course is designed to formalize the field experience component of the program and to provide students with direct theory-into-practice work. Students will design and implement research-based strategies for content literacy related specifically to the Common Core Standards. Candidates will design, implement, and evaluate content literacy strategies in their teaching situations.

**CI 512 - Educational Practice and Innovation .....3 cr hrs**

This course focuses on current innovations in educational practice. Students will investigate practices, such as the flipped classroom, STEM, and problem-based learning. Candidates will identify benefits and challenges of the innovative practices and make appropriate application to their own practice.

**CI 513 - Educational Practice and Innovation Field Experience .....3 cr hrs**

This course is the companion field experience to CI 512, Educational Practice and Innovation. Candidates will design and implement innovative teaching strategies related specifically to their teaching situation. Candidates will then implement and assess those strategies. A collection of artifacts and reflection of activities will be documented in the candidate's electronic portfolio.

**CI 516 - Motivational Theory and Classroom Management .....3 cr hrs**

Student engagement is central to effective teaching and learning. This course examines the research and theory related to the role of classroom engagement and student achievement. Candidates will engage in reading, collaboration, examining current practice and implementation, and assessment of strategies.

**CI 517 - Motivational Theory and Classroom Management Field Experience  
and Electronic Portfolio .....3 cr hrs**

This course is the companion field experience to CI 516, Motivational Theory and Classroom Management. The course is designed to formalize the field experience component of the program and to provide students with direct theory-into-practice work. Students will design and implement research-based strategies for student engagement related specifically to their teaching situation. Candidates will then implement and assess those strategies. Students will also initiate the creation of an electronic portfolio that is a purposeful collection of artifacts designed to provide tangible evidence of the candidate's ability to demonstrate leadership in educational settings, and to reflect on, critical competencies and practices that improve instruction and enhance student learning.

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

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

CI 610 - Instructional Strategies for Diverse Learners .....3 cr hrs  
 This course explores research-based strategies to increase student achievement in diverse student populations. Topics include students in poverty, diverse cultural and social groups, English language learners, and special needs learners. EdS-level course

CI 612 - Practicum for Instructional Strategies for Diverse Learners .....2 cr hrs  
 This course is the companion practicum for CI 610, Instructional Strategies for Diverse Learners. Candidates will examine school-level data, identify achievement gaps, and design research-based interventions. Corequisite: CI 610; EdS-level course

CI 641 - World Class Education, Political, Economic, and Cultural Contexts .....3 cr hrs  
 Today’s students will be working in a global marketplace. This course requires candidates to glean best practices from high achieving nations and to translate those practices into practical strategies to better prepare students for the knowledge, skills, and perspectives that will best serve them in the 21st Century.

CI 642 - Practicum for World Class Education .....2 cr hrs  
 This course is the companion practicum for CI 641, World Class Education. Candidates will design and implement strategies to increase student achievement. Corequisite: CI 641; EdS-level course

CI 661 – Instructional Design and Initiatives .....3 cr hrs  
 This course takes an in-depth look at current instructional topics with emphasis on instructional design and initiatives. Candidates will evaluate and construct assignments, assessments, and activities aligned to current instructional standards. Emphasis will be placed on research-based instructional approaches and 21st century high-impact practices. EdS core requirement.

### *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 MEd candidates.

**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 MEd candidates.

**EDUC 551 - Supervision for Teaching and Learning .....3 cr hrs**  
 This course focuses on the role of the educator as a learning leader. Candidates will demonstrate their understanding of how to create a school culture and climate based on high expectations conducive to the success of all students sustained by high quality professional development.

**EDUC 570 - Introduction to Teaching and Learning .....6 cr hrs**  
 This course includes a study of concepts essential to becoming a teacher leader. Basic and advanced strategies in curriculum, instruction, assessment, current research, technology, diversity, leadership, and philosophy are addressed. This course is Module I in the Master of Education—Initial Licensure 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. Candidates 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 Master of Education—Initial Licensure program. Prerequisite: EDUC 570

**EDUC 572 - Early Childhood and Adolescent Development .....3 cr hrs**  
 This course is an overview of early childhood and adolescent development designed for K-12 licensure and masters candidates. The cognitive, social/emotional, and physical domains will be studied in relation to planning, implementing, and assessing developmentally appropriate K-12 curriculum. Research will focus on the work of theorists who have shaped current child development educational theory. Existing developmental expectancies as well as individual differences and diversity issues will be examined throughout the course.

**EDUC 573 - Methods of Teaching Mathematics in K-6 ..... 3 cr hr**  
 This course is an overview of the teaching of elementary mathematics with an emphasis on research-based methods and theoretical foundations for contemporary math programs. Candidates will explore and practice teaching and assessment strategies based on the concept-centered approach to teaching math and the cognitive constructivist approach to learning. Candidates will have the opportunity to examine a variety of materials, including appropriate technology for classroom use and for evaluation purposes. Real world applications, diversity, and the integration of math concepts in other disciplines will be emphasized. Candidates will also become familiar with and apply national standards in practice unit/lesson plans.

**EDUC 576 - Methods of Teaching Science in K-6 .....3 cr hrs**  
 Candidates will examine strategies and pedagogy related to the life, earth/space and physical sciences. National standards and the application of those standards to K-6 lesson planning will be emphasized. Research will focus on best practice as candidates learn to plan, instruct, and assess life, earth/space, and physical science unit and lesson plans. Candidates will also create integrated unit lessons connected to science, technology, and societal issues. Inquiry-based learning experiences will be studied and

constructivist activities will be modeled as candidates learn to plan, present, and assess constructivist unit and lesson plans for K-6 students.

**EDUC 577 - Methods of Teaching Social Studies in K-6 .....3 cr hrs**

Candidates will develop and present social studies learning experiences that are based on state and national curriculum standards, designed to meet the needs of all students, and connected to real life, with an emphasis on the constructivist approach to teaching and assessment. Candidates will research developmental characteristics, persistent educational issues, teaching and assessment strategies, and diversity issues. Candidates will examine the appropriate use of technology in teaching social studies in the K-6 classroom.

**EDUC 578 - Reading Diagnosis and Correction .....3 cr hrs**

This course examines research-based reading assessment (screening/diagnosis) and intervention for elementary classrooms. Candidates will build foundational knowledge of and essential skills in developmentally appropriate practices in reading assessment and intervention. Candidates will work with wide-ranging reading assessments, emphasizing the universal screening process, reading-readiness, curriculum-based measurement, progress-monitoring procedures and diagnostic assessment protocols. This course highlights assessment as part of the multi-tiered, problem-solving process of the Response to Intervention protocol, stressing early identification of and support for struggling readers. Candidates will develop instructional skills, addressing (1) phonological awareness; (2) phonics; (3) fluency; (4) comprehension; and (5) vocabulary development. Candidates will observe reading assessment and instruction in elementary classrooms and develop lesson plans using current standards and evidence-based strategies. Candidates will conduct action research to investigate assessment, progress monitoring, and differentiated-instruction for reading instruction with learners in the elementary grades.

**EDUC 579 - Methods of Teaching Literacy in the Elementary School .....3 cr hrs**

This course examines research-based theory, foundations, principles, procedures, and practices centering on teaching elementary literacy—reading, writing, grammar, speaking, listening, spelling, viewing, and visual representation. Candidates will build knowledge of and essential skills in developmentally appropriate practices in literacy instruction. Candidates will integrate differentiated instructional strategies, methods, and resources into curriculum they design to help elementary students develop and reinforce their literacy skills. Candidates will develop an understanding of literacy as a system of cultural competencies including reading and writing, synthesis, and critical analysis, along with 21st century literacies within a global arena. Candidates will conduct action research to investigate evidenced-based assessment and instruction for literacy instruction in the elementary grades, creating literacy lesson plans for elementary students.

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

This course provides full-time teaching experience in a public PK-12 classroom settings 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 candidates seeking licensure through the Master of Education—Initial Licensure program. Before registering for this course, candidates 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 Master of Education—Initial Licensure program.

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

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

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

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

EDUC 596L - Practicum in Leadership..... 1-4 cr hrs  
 This course focuses on supervised application of skills that approximate employment as a school principal. Field-based experiences are completed which are related to courses required in the Leadership program. A total of 9 semester hours is required. Leadership program candidates only.

EDUC 602 - Structuring Learning Environments .....3 cr hrs  
 This course investigates how to structure safe, effective, and efficient learning environments. Candidates will be able to demonstrate how to advocate, nurture, and sustain a positive instructional climate.

EDUC 607 - Brain Compatible Teaching and Learning.....3 cr hrs  
 This course will examine neurological, psychological, and educational aspects of the brain. Classroom strategies and applications to the learning processes will be investigated based on current research.

EDUC 610 - Instructional Strategies for Diverse Learners .....3 cr hrs  
 This course investigates various characteristics and elements of diversity in order to plan effective instruction for the 21st century student.

EDUC 670 – Action Research .....3 cr hrs  
 This course explores the action research model and the vital role of professional literature in action research and culminates in a scholarly team project designed to improve educational practice and empower educators. Prerequisites: EDUC 511 or an approved education research course. EdS-Level Course

EDUC 685 - Capstone e Portfolio .....3 cr hrs  
 Candidates will complete the electronic portfolio including their final philosophy of education, specific assignments from coursework, and other artifacts as required. EdS-level course

EDUC 692 - Diversity and Equity Issues .....3 cr hrs  
 This course includes a study of gender, racial, cultural, socio-economic, and disability issues. Current research and case studies of educational equity problems are identified and analyzed in terms of their implications for the classroom.

EDUC 695 - Topics in Education ..... 1-3 cr hrs  
 This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Chair of the School of Education. The course will be offered as required.

EDUC 696L - Practicum in Education .....3 cr hrs  
 This course focuses on supervised application of skills that approximate employment as a school principal. EdS-level course.

***Educational Leadership (Non-licensure)***

EL 502 – Clinical Practice for Leadership of Organizations and ePortfolio .....3 cr hrs  
 Educational Leadership students will initiate the creation of an electronic portfolio that is a purposeful collection of artifacts designed to provide tangible evidence of the candidate’s ability to demonstrate leadership in educational settings and to reflect on critical competencies and practices that improve instruction and enhance student learning.

EL 562–Clinical Practice in Ethics, Law, Resource Management and Cultural Diversity.  
 .....3 cr hrs  
 This course is designed for Educational Leadership candidates to provide field experience in educational settings for legal, ethical, and financial components of the program to provide direct theory-into-practice work. A collection of artifacts and reflection of activities will be documented in the candidate’s electronic portfolio.

EL 572 Clinical Practice through Action Research .....3hrs  
 This course is the field experience companion to EDUC 551, Supervision of Teaching and Learning, and IL 541, School Community Partnerships in a Diverse World. The course is designed to formalize the field experience component of the program to provide candidates with direct theory-into-practice research. Candidates will design and implement an action research project related specifically to improving practice in their educational setting including appropriate demographic data.

EL 612 Clinical Practice for Assessment and Education Improvement .....3 cr hrs  
 This course is the Educational Leadership companion practicum for IL 611, Assessment for School Improvement, which provides field experience in educational settings with an emphasis on promoting the success of all students by establishing a positive school culture, providing an effective instructional program, applying research-based best practices for student learning, utilizing assessment data, and designing comprehensive professional growth for staff. Experience collecting, analyzing and utilizing data to inform practice, instruction, and assessment is stressed. Corequisite: IL 611; EdS level course

EL 653 – Clinical Practice for Educational Programs .....3 cr hrs  
 This course is the Educational Leadership companion practicum for IL 652, Leadership for Educational Programs, which focuses on leadership, managing the change process, and strengthening and maintaining interpersonal relationships to provide the foundation for improvement in teaching and learning in diverse educational settings. Corequisite: IL 652; EdS level course

EL 685 - Capstone ePortfolio .....3 cr hrs  
 Educational Leadership (EL) non-licensure candidates will complete the electronic portfolio including their final philosophy of education, specific assignments from coursework, and other artifacts as required by the Tennessee Instructional Leadership Standards (TILS). Prerequisite: Acceptance to the EdS Program; EdS-level course

***Instructional Leadership (TN Approved Licensure Program)*****IL 501 - Leadership and School Improvement .....3 cr hrs**

This course examines the role of the school leader to establish and share the vision and mission for academic success of all students including a positive school culture, data based decision-making, stakeholder involvement, and parent and community collaboration.

**IL 502 - Leadership Field Experience and Electronic Portfolio .....3 cr hrs**

Students will initiate the creation of an electronic portfolio that is a purposeful collection of artifacts designed to provide tangible evidence of the candidate's ability to demonstrate leadership in educational settings, and to reflect on critical competencies and practices that improve instruction and enhance student learning. Additional documentation and activities related to the Tennessee Instructional Leadership Standards (TILS) for licensure are required of Tennessee Instructional Leadership Licensure candidates. Mentors will be assigned to facilitate the licensure process in partnership with the school district.

**IL 541 - School Community Partnerships in a Diverse World .....3 cr hrs**

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

**IL 561 - School Law and Ethics .....3 cr hrs**

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

**IL 562 - Legal, Ethical, and Financial Issues Practicum .....3 cr hrs**

This course is designed to provide field experience in educational settings for legal, ethical, and financial components of the program to provide direct theory-into-practice work. A collection of artifacts and reflection of activities will be documented in the candidate's electronic portfolio.

**IL 571 - School Finance and Resource Management .....3 cr hrs**

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

**IL 572 – Supervision & Community Partnerships Action Research Project.....3 cr hrs**

This course is the field experience companion to EDUC 551, Supervision of Teaching and Learning, and IL 541, School Community Partnerships in a Diverse World. The course is designed to formalize the field experience component of the program to provide candidates with direct theory-into-practice research. Candidates will design and implement an action research project related specifically to improving practice in their educational setting including appropriate demographic data.

**IL 589 – School Leadership License Assessment (SLLA) ..... 0 cr hrs**

Instructional Leadership (IL – Leading to Initial Tennessee Leadership Licensure) candidates are required to take and pass the SLLA in accordance with Tennessee state licensure and University graduation requirements. Prerequisite: Admission to the Instructional Leadership Licensure Program

**IL 595 - Topics in Educational Administration/Supervision ..... 1-3 cr hrs**

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

**IL 611 - Assessment for School Improvement .....3 cr hrs**

This course focuses on developing a culture and climate of school improvement. Emphasis will be placed on setting a strategic direction for school improvement, organizational alignment, data collection, and analysis. EdS-level course

**IL 612 - Practicum for Assessment for School Improvement .....3 cr hrs**

This course is the companion practicum for IL 611, Assessment for School Improvement, which provides field experience in educational settings with an emphasis on promoting the success of all students by establishing a positive school culture, providing an effective instructional program, applying research-based best practices for student learning, utilizing assessment data, and designing comprehensive professional growth for staff. Experience collecting, analyzing, and utilizing data to inform practice, instruction, and assessment is stressed. Corequisite: IL 611; EdS-level course

**IL 651 - Educational Law and Ethics .....3 cr hrs**

This course provides a conceptual framework for the development and application of requisite legal and ethical knowledge, skills, and dispositions for educational leaders to be prepared to act with integrity, fairness, and ethical behavior that promote a positive school culture, student diversity, and ethical considerations in all interactions with community stakeholders. EdS-level course

**IL652 - 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. EdS-level course

**IL 653 - Practicum for Leadership for Educational Programs.....3 cr hrs**

This course is the companion practicum for IL 652, Leadership for Educational Programs, which focuses on leadership, managing the change process, and strengthening and maintaining interpersonal relationships to provide the foundation for improvement in teaching and learning in diverse educational settings. The aim of the course is to move from theory to practice by providing emerging educational leaders with craft knowledge, especially in the areas of curriculum, teaching, and learning, while developing a professional vision, mission, and philosophy of school leadership. Corequisite: IL 652; EdS-level course.

**IL 661 - Finance and Human Resources .....3 cr hrs**

This course prepares candidates to understand standard financial operating procedures and routines that are practiced by personnel in educational settings. An understanding of resource management based upon equity, integrity, fairness, and ethical conduct is stressed, along with the importance of mobilizing community resources to support the schools' mission. EdS-level course

**IL 680, 681 - Learning to Lead I and II .....3 cr hrs**

These courses are an in-depth clinical application of selected program objectives. Objectives will be selected in collaboration with the candidate's major professor. Content, processes, and products will be approved by the major professor. EdS candidates only. Pass/Fail grade.

**IL 686 - Capstone Electronic Portfolio .....3 cr hrs**

Instructional Leadership (IL) licensure candidates will complete the electronic portfolio including their final philosophy of education, specific assignments from coursework, and other artifacts as required by the Tennessee Instructional Leadership Standards (TILS). Prerequisite: Acceptance to the licensure program; EdS-level course. Pass/Fail grade



IL 689 – School Leadership Licensure Assessment .....0 cr hrs  
Initial Instructional Leadership Licensure candidates are required to take and pass the SLLA in accordance with Tennessee state licensure requirements. A passing score is required for licensure and graduation.  
Prerequisite: Admission to the Instructional Leadership Licensure Program

IL 695 - Topics in Educational Administration and Supervision .....3 cr hrs  
This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Chair of the School of Education. The course will be offered as required.

*English*

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

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

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

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

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

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

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

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

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

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

### *Doctoral Course Descriptions*

**EDLC-701 Leadership: Historical and Contemporary Perspectives .....3 cr hrs**  
 This course explores historical and contemporary leadership theories. Candidates examine social, political and cultural contexts as contributing factors in developing leadership perspective. Particular emphasis directed toward contemporary culture and its influence on evolving leadership views. Transformational and servant leadership perspectives are emphasized as appropriate approaches for leading contemporary organizations. Candidates examine underlying principles of leadership including values, beliefs about human nature, and philosophy. The focus is on personal mastery as candidates investigate the philosophical nature of leadership theory, explore various leadership perspectives, and construct their personal leadership plans.

**EDLC-702 Ethical and Social Considerations.....3 cr hrs**  
 The moral and ethical dimensions of leadership are the focus of this course with the concept of emotional intelligence viewed as a foundation for leadership excellence. Concerns of social justice including equity, diversity, and democracy in the work place are considered. Candidates consider topics such as what is just, fair, and appropriate for all people. Leaders from various professional organizations present case studies and lead discussions relative to the ethical issues faced in diverse organizations. Candidates apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

**EDLB-703 Diversity in the Workplace .....3 cr hrs**  
 This course provides foundational information concerning our multicultural society as diversity poses both challenges and benefits within the workplace. The world is changing at an ever-increasing rate— globalization, the amount of information readily available, the complexion of our work environment, and the number and diversity of people with whom we interact— all factors contributing to the changing demographics of our own nation, with diversity creating an inclusive workforce culture that is quickly becoming a workplace reality. Strengths of this course provide a focal point of developing awareness as well as strategies to manage and leverage workplace diversity. Candidates explore the importance of learning and understanding cultural similarities as well as differences and how this information relates to the workplace.

**EDLB-730 Research Frameworks ..... (3 cr hrs)**  
 This course will provide a basic introduction to quantitative and qualitative research within the social sciences. An introduction to probability theory and the logic of statistical hypothesis testing (e.g. general univariate procedures such as t-test, correlation, ANOVA models, and simple regression) as well as a basic familiarity with analyzing data, transforming data, scales of measurement, and measures of central tendency and variation will be developed through case study analysis. Additionally, the course will introduce the philosophy, politics and techniques of qualitative research. Coursework will require critical thinking and explores the assumptions carried into research. The course will serve as a preliminary stage for the candidate's independent development as a researcher and the expansion of research ideas.

**EDLC-731/831 Doctoral Dissertation Seminar I/II..... 1 cr hr each**  
 The class is an intensive course designed to assess candidates' knowledge of critical statistical research concepts; to identify candidates' research topics; and, to initiate candidates' literature review on the stated topics. Dissertation Seminar is designed as a semi-structured learning process allowing candidates to work as groups in various stages of the dissertation process. Emphasis is placed on development of the first three chapters of the dissertation.

**EDLC-732 Critical Inquiry and Research Design .....3 cr hrs**  
 This course is designed to provide candidates with directed experience in critical inquiry and research design and to prepare candidates for the type of research/scholarship that will be expected of them in their professional careers. This course is offered within each of the program's five concentrations to assist candidates in the design, development, and production of their dissertations.

**EDLC-733 Quantitative and Qualitative Methods .....3 cr hrs**

The purpose of this course is to provide candidates with intense training in the tools, and strategies needed to conduct reliable, valid, and relevant research.

**EDEC-742 Diversity and Equity in Education .....3 cr hrs**

This course will examine issues relevant to diversity and equity in education. Prominent sociological and anthropological works on race, class, gender and their intersectionality in educational contexts will be discussed. Discussions will center on how these constructs impact equality and equity in educational environments. Extant research and theoretical frameworks specific to diversity and equity in education will be examined and critiqued.

**EDEC-751 Quantitative Research Procedures I .....3 cr hrs**

This course will provide candidates with an introduction to different types of quantitative research methods and statistical techniques. The course will be divided into two sections: 1) methods for quantitative research and, 2) quantitative statistical techniques for analyzing data. The course begins with a focus on defining research problems, theory testing, data identification and classification, causal inference, and designing research instruments. Then, the class will explore a range of statistical techniques and methods that are available for empirical research. Candidates will work in teams to explore research methods that may be applicable to their individual dissertation including: Primary and Secondary Data Analysis, Sampling, Survey Design, and Experimental Designs. Topics in quantitative techniques include Descriptive and Inferential statistics. Emphasis is placed on practical usage of quantitative methods and the acquisition of sufficient theoretical knowledge needed for data interpretation.

**EDEC-752 Qualitative Research: Theory and Design.....3 cr hrs**

This course focuses on the application of advanced qualitative research methods. Course topics may be related to data collection (e.g., interviews, focus-groups, observations, field logs, document analysis), sampling (e.g., maximum variation, snowball, convenience, quota), validity (e.g., member checks, inter-rater reliability, auditing, bracketing, triangulation), and other important topics (e.g., rapport, ethical considerations, epistemology, ontology, coding techniques). Emphasis is placed on practical usage of qualitative methods and sufficient theoretical knowledge needed for data interpretation.

**EDEC-753 Quantitative Research Procedures II.....3 cr hrs**

This course focuses on the identification and classification of data and the application of quantitative research methods designed to answer specific questions of interest identified by the candidates as applicable to the development of their dissertation. Candidates will have the opportunity to identify a research problem, develop appropriate question(s), select the methodology for answering the question(s), conduct the analysis on dummy data, and interpret the results. Course topics may include: correlation, regression, effect size, analysis of variance, analysis of covariance, and multiple analyses of variance. In this course, candidates will run and interpret quantitative research using various software applications. Emphasis is placed on practical usage of quantitative methods and the acquisition of sufficient theoretical knowledge needed for data interpretation.

**EDEC-754 Introduction to Qualitative Research and Policy Analysis .....3 cr hrs**

This course provides the foundation for the understanding of various types of qualitative research, including ethnography, case study, grounded theory, narrative analysis, and phenomenology. This course also focuses on the development, implementation, and evaluation of public policy at the national, state, and local level. The course is designed for candidates to learn about the craft of interpretive policy analysis as conducted by educational researchers. Frameworks and methods for analyzing policy are presented. The course is organized to help one understand and discuss current thinking about the nature of policy analysis, analyze one or more actual policy issues, and produce and present policy recommendations based on evidence produced through systematic research. Critical thinking methods regarding the interpretation of educational policies will also be presented.

**EDEL-802 Advanced Seminar in Leadership.....3 cr hrs**  
 This course examines leadership vision through the lens of personal story. As candidates consider leaders' stories, they become aware of leadership vision, how it is communicated and embodied, how it is challenged by opposing world views, and how it influences others. Consideration is given to differences between the ordinary, the innovative, and the visionary leader. Through literature, biography, and reflection on their personal stories, candidates clarify their own leadership visions.

**EDLB-820 Adult Learning Principles .....3 cr hrs**  
 Learning is in every component of the human experience. Understanding how adults learn and apply expertise to practical everyday situations provides the candidate opportunities to broaden understandings regarding the capacity of the human mind, what motivates learning and as future leaders, empowers others. This course introduces candidates to the theory and practice of adult education emphasizing those theories, models, and principles applied to the workplace and other adult learning venues. Candidates will explore adult learning in different contexts and become acquainted with the main debate as well as the philosophies and methodologies utilized within adult education.

**EDLC-821 Organizational Landscapes .....3 cr hrs**  
 This course explores the interrelationships among individuals and organizations. Classical and social systems theories are examined and connected to the responsibilities of leadership. Candidates explore the individual as a member of the group, the behavior of the group, and the organizations' performance affected by individual and group behavior. Systems theory forms the foundation for considering the synergistic nature of organizations, culture building, distributive leadership, shared decision-making and teamwork.

**EDLC-822 Individual and Organizational Landscapes .....3 cr hrs**  
 Candidates investigate the nature of learning for both the individual and the organization. The reciprocal nature of individual and organizational interaction is examined through the concept of Transformational Learning. Candidates explore views of human development including the theories of Kegan, Gilligan, and Levinson as foundations for professional development. Adult Learning Theory and Systems Theory form the basis for viewing the importance of Learning Communities and Organizational Learning. Candidates reflect on their own learning community and develop plans for fostering learning communities in their own organizations.

**EDEL-823 Change and Entrepreneurship .....3 cr hrs**  
 This course examines leadership and the change process. Leaders are viewed as catalysts for transformation with examples from historical and contemporary leadership used as exemplars. Creative thought is presented as a necessary component for organizational renewal, and ways to foster a climate of innovation are presented. Emerging trends are considered through the lens of Futuristic Theory. Organizational leaders from varied disciplines discuss emerging trends in their fields. Techniques for forecasting trends are presented and used by candidates to identify emerging issues and plan for change.

**EDEL-824 Policy Analysis.....3 cr hrs**  
 This course focuses on the development, implementation and evaluation of public policy at the state and national level. Attention is given to the forces that influence policy and the role that organizational leaders can play in influencing political processes and actions. Frameworks for evaluating policy are presented from both rational as well as political argument perspectives. Candidates learn to apply policy analysis tools as they analyze a policy impacting their particular organization.

**EDEL-825 Leadership: Political Structures and Governance .....3 cr hrs**  
 The course objective is to develop abilities to analyze complex organizational systems using multiple theoretical frameworks. You will read a broad set of classic and contemporary works on organizational theory, analyze, and discuss the readings. Second, you will examine issues of power and authority and the

internal and external structures that govern organizations. You will investigate diverse perspectives on how organizations can be analyzed, designed, and managed. The field of organizational theory, both *micro* and *macro*, is extremely broad with literally thousands of books and articles from which to choose. Readings have been selected to reflect a diversity of perspectives on how organizations can be analyzed, designed, and managed and how organizations deal with conflict. Many are considered classic articles in the field. Case studies will provide exemplars of the various metaphors that you will learn to use as tools for analyzing organizational problems and providing solutions for improvement. By integrating these metaphorical tools with their knowledge of classical and contemporary organizational theory, you analyze your own organizations and develop plans for enhanced performance.

**EDEL-826 Economic and Legal Issues .....3 cr hrs**

This course examines legal and financial issues confronting contemporary organizations. Experts from a variety of professional fields discuss emerging issues in their organizations. Current legal and financial principles for resolving those issues are presented. Candidates learn to analyze emerging financial issues in their own organizations and to apply appropriate legal and financial principles to solutions.

**EDEL-827 Seminar in Organizational Leadership .....3 cr hrs**

Organizational metaphors provide lens through which organizational behavior is viewed and shaped. In this course, consideration is given to the metaphors of machines, organisms, brains, cultures, politics, psychic prisons, and flux and transformation. Candidates learn to use these metaphors as tools for analyzing organizational problems and providing solutions for improvement. By integrating these metaphorical tools with their knowledge of classical and contemporary organizational theory, they analyze their own organizations and develop plans for enhanced performance.

**EDLB-828 Organizational Assessment and Evaluation .....3 cr hrs**

The course is focused on the process of problem identification and formulation in organizations and the factors that impact the process. Considerations will include the environmental context of identification and solutions, processes of formulating problem definitions, and emergent themes of problem identification and formulation within organizations. Emphasis will be placed on the identification, collection, and analysis of data that will impact organizational problem solving.

**EDLB-829 Leadership: Forecasting and Strategic Planning .....3 cr hrs**

This course considers two aspects of strategic planning: problem finding and problem solving. Candidates learn to evaluate organizational needs by applying data analysis techniques, exploring future trends and investigating collective beliefs and values. Consideration is given to the role of shared values and participatory decision-making in formulating visions for the future. Problem solving focuses on developing a framework for aligning the vision, mission, and goals of the organization. Basic concepts and techniques of the Strategic Planning Process are presented.

**EDHR-833 Legal and Ethical Environment of Human Resource Management ....3 cr hrs**

Ethics is the study of what should be and what ought to be, rather than what is. In this course, ethical dilemmas encountered by candidates in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophical and theological perspectives. Personal ethics will be studied in terms of integrity in pursuing one's own sense of destiny and calling within various leadership roles assumed. As a close relationship exists between the study of ethics and law, candidates will also examine legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, diversity, federal and state regulation, liability, faculty and staff employment, and community relationships. Students will become familiar with software applications that are commonly used in the area of human resource management.

**EDHE-851 Higher Education: Theory, Foundations and Principles .....3 cr hrs**

This course examines the historical, theoretical, and philosophical foundations of higher education. Candidates will investigate the origins of higher education in the United States beginning with early theological institutions. Building from this base, the course will trace the expansion of higher education to include multiple institutional types including: the American Community College; Liberal Arts Colleges and Universities; Land Grant Institutions; Research Universities; Teaching Universities; Minority Serving Institutions (HSIs, HBCUs, TCUs); and the emergence of For-Profit Universities. The philosophical underpinning of these institutional types will be discussed as well as current issues and trends relevant to their mission and structure.

**EDHE-852 College Candidate Development Theory .....3 cr hrs**

This course examines a wide array of theories and models relevant to candidate development and learning during college. Psychosocial, typological, and cognitive theories and models examined may include: Experiential Learning Theory; Intellectual Development; Feminine and Masculine Development; Racial Identity Development; Cognitive Structural Development; and Moral Development. The applicability of candidate development theories to candidate and academic affairs practices will be discussed. Policies, programs, and practices that enhance the practitioner's understanding and application of development theories, including processes of candidate learning, growth, and development during the college years will also receive discussion.

**EDHE-853 Policy Development and Analysis .....3 cr hrs**

This course is designed to strengthen candidates' leadership and administrative skills by enhancing their historical, contextual, moral, and theoretical understanding of the policy-making process. This course involves the analysis of contemporary policy issues confronting public and private higher education in the United States. Candidates will consider the proposed solutions of competing interest groups, alternative solutions, and implications for primary stakeholders such as faculty, candidates, administrators, donors / investors, employers and others. Current policy issues affecting higher education will also be discussed, including: access, affordability, accountability, accreditation, and finance. Candidates will be expected to become familiar with higher education policy organizations such as the American Council on Education (ACE) and the American Association of University Professors (UUAP).

**EDHE-854 Governance, Administration and Politics .....3 cr hrs**

This course examines the governance structures used in higher education. Specific attention will be directed toward state governing boards / coordinating boards; institutional governing boards; and the federal government's role in American higher education. International systems of higher education will also be discussed. Candidates will be expected to become familiar with administrative processes and systems. The course will also examine the role that politics plays in higher education and various strategies for managing political loss and leveraging political advantage.

**EDHE 855- Law in Higher Education .....3 cr hrs**

This course examines the legal issues associated with laws that impact higher education. Candidates will learn how executive orders, judicial rulings, and legislative mandates have served to shape the mission and function of higher education. Candidates will also survey basic elements of governance structures in higher education as they relate to the law of higher education. The course will include an examination of how master plans, legislative influence, local control, and structure differ by state. The course also examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions are made. Emphasis is placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment and community relationships.

**EDHE-856 Higher Education Finance.....3 cr hrs**

This course provides prospective college and university administrators with a working knowledge of strategies, techniques, issues and practices related to college and university budget development and implementation. Attention is given to the formulation of various budgetary strategies: presentation strategies for multiple constituencies; management and execution of the university budget, including various revenue sources and review of expenditure patterns; and how strategies vary among types of institutions. Candidates have the opportunity to engage in financial analysis and modeling to explore the current issues in the financing of higher education as well as accounting principles and practices. Landmark cases in higher education finance as well as national, state, and local policies regarding funding for higher education will be discussed. The economic importance of higher education for the individual and for society will be investigated. Candidates will become familiar with software applications that are commonly used in planning, management, and accounting.

**EDIL-860 Group Methods and Processes.....3 cr hrs**

This course focuses on communication skills for upper level education leaders. Candidates will explore group dynamics, communication within groups, controversy and creativity, managing conflict, and team development. Candidates will apply course concepts through self-analysis, teamwork, case studies, action research projects, and simulations. Other course concepts will include group goals, social interdependence and trust, power, decision-making, and diversity.

**EDIL-861 Educational Finance .....3 cr hrs**

This course traces the historical development of education funding models from the 19th to the 21st century. Candidates will examine how litigation on school funding has spawned legislation shaping federal, state, and local funding models. The interdependency between funding models at these levels (e.g., federal, state, local) will also be examined. The course will examine landmark school funding legislation including: *Stuart v. Kalamazoo* (1874); *Zimmerman v. Asheville Board of School Commissioners* (1927); *Brown v. Board of Education* (1954); *San Antonio Independent School District v. Rodriguez* (1973); *Serrano v. Priest* (1977); and *Abbott v. Burke* (1985).

**EDIL-866 Ethical Leadership and Decision Making.....3 cr hrs**

The moral and ethical dimensions of leadership are the focus of this course. Emotional intelligence is viewed as a foundation for leadership excellence. Concerns of social justice including equity, diversity, and democracy in the work place are considered. Lincoln's leadership during times of national crisis serves as an entry point for considering what is just, fair, and appropriate for all people. Leaders from various professional organizations present case studies and lead discussions relative to the ethical issues faced in diverse organizations. Candidates apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

**EDIL-867 Political Structures and Governance .....3 cr hrs**

This course examines power and authority and the internal and external structures that govern organizations. Case studies are presented to illustrate the nature of organizational conflict. Candidates learn methods of conflict resolution and analyze case studies based on conflict resolution models. Examples of conflict from various leadership settings illustrate conflict resolution methods and provide candidates with meaningful examples of effective leadership in the midst of diverse political perspectives. Candidates assess their own conflict resolution styles and apply this knowledge.

**EDIL-868 Organizational Leadership and Governance .....3 cr hrs**

This course examines power and authority and the external and internal structures that govern organizations and the interrelationships among individuals and organizations. Candidates will explore the individual as a member of the group, the behavior of a group, and the organization's performance affected by individual and group behavior. Examples of conflict from various leadership settings illustrate conflict resolution



methods and provide candidates with meaningful examples of effective leadership in the midst of diverse political perspectives.

**EDIL-869 Curriculum Leadership at the District Level .....3 cr hrs**

Curriculum leadership includes at least six functions: staff selection and recruitment; principal selection; supervision and evaluation; establishing clear instructional and curricular goals; monitoring learning and curricular improvement activities; and financial planning for instruction. Candidates will conduct an action research project, experience case studies, access the latest research on learning assessment, and learn about the latest trends in professional development.

**EDCI-872 Trends and Issues in Educational Technology and Literacy .....3 cr hrs**

This course will explore the evolution of educational technology and conduct a researched exploration into the related needs of today’s classroom teachers. This will result in a repository of resources for educating and assisting teachers in the technology/literacy arena. Candidates will design and develop digital-age learning activities and assessments, engage in professional growth and leadership, and understand avenues in which these tools can be used in the promotion of literacy throughout the curriculum.

**EDCI-873 Perspective and Strategies in Teaching and Learning .....3 cr hrs**

The symbiotic relationship between teaching and learning will be examined in the framework of K-12 schooling. Various research-based strategies will be discussed and modeled. Theories regarding the nature of these strategies will be discussed, as well as debates surrounding their use in the public school system.

**EDCI-874 Curricula for Literacy .....3 cr hrs**

This course examines the planning, philosophy, standards, content, implementation, and evaluation of established curricular options. Relevant practices and their relationship to literacy will be critiqued. Current federal and state mandates will be discussed, as well as the testing associated with them.

**EDCI-875 Poverty, Gender, and Cultural Background in Education .....3 cr hrs**

This course will involve an overview of various inequities in our society which affect public education. Concepts and discourse around discrimination and inequity in the school system will be examined, as well as best practice and research-based methodology in combating it.

**EDIL-876 Advanced Educational Law: A Legal Perspective in Specific Areas of Need 3 cr hrs**

This course is designed for candidates to attain expertise in sophisticated areas of educational law. Though the course will involve a legal overview/review, it will allow candidates to develop areas which they believe would be of practical, professional use.

**EDCI-877 Teacher Leadership .....3 cr hrs**

This course involves the examination of methods whereby conditions for change may be created, planned for, implemented, and sustained. Theories of leadership will also be studied for their relative effectiveness.

**EDHR-881 Human Resource Development: Theory, Foundations, and Principles 3 cr hrs**

This course examines the underlying historical, theoretical, and philosophical evolution of human resource development. Candidates will explore the emergence of the term *HRD* as it evolved to embrace the tripartite of training, education, and development. The course will also examine how a core discipline gave birth to the field of study that became known as *human resource development*. Candidates will study the principal researchers and their contributions to the definition and formation of the study of human resource development. A literature review will provide candidates with a chronological overview of principal studies and issues within human resource development.

**EDHR-882 Personnel and Human Resource Management .....3 cr hrs**

This course examines recruitment, selection, development, retention, motivating, removing and evaluating personnel for organizations in private and public sectors. This course explores employee relations, collective bargaining, as well as the major laws and regulations that govern employment (e.g., OSHA, Department of Labor; Department of Health and Human Services; IRS; and others).

**EDHR-883 Legal and Ethical Environments of Human Resource Management...3 cr hrs**

Ethics is the study of what should be and what ought to be, rather than what is. In this course, ethical dilemmas encountered by candidates in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophical and theological perspectives. Personal ethics will be studied in terms of integrity in pursuing one's own sense of destiny and calling within various leadership roles assumed. As a close relationship exists between the study of ethics and law, candidates will also examine legal problems and issues as they affect candidates, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, diversity, federal and state regulation, liability, faculty and staff employment, and community relationships. Candidates will become familiar with software applications that are commonly used in the area of human resource management.

**EDHR-884 Principles and Theories of Training and Development .....3 cr hrs**

This course explores the methods, tools, and techniques employed in facilitating adult learning. Emphasis is on the process and structure of delivering effective group and individual training activities in programs such as workshops, seminars, courses, and project meetings. The knowledge, skills, and abilities needed for the professional roles of an instructional specialist such as a facilitator, trainer or teacher of adults is emphasized throughout this course. This course examines how individual and group psychologies are shaped by and impact workplace settings. Workplace dynamics in educational and organizational settings will be discussed with emphasis on relational dynamics, organizational culture and climate, self-esteem and confidence, internal and external locus of control, and bureaucracy. Candidates will become familiar with software applications that are commonly used in training and development environments.

**EDHR-885 Human Resource Recruitment and Selection .....3 cr hrs**

This course examines recruitment, selection, and training of personnel for organizations in private and public sectors. Candidates will learn how to approach the recruitment and selection process systemically and to build a plan that ensures the organization has the necessary skills, knowledge and attributes to meet current and future strategic and operational requirements. In studying the selection process, focus will be provided on interviewing, reference checking, testing and other skills inherent within this function. Emphasis will be placed on how to ensure employment equity in principles and practice. The implications of the EEOC law as it effects sex and age discrimination; disability; race, color, religion, and national origin will be examined as it applies to different employment situations.

**EDHR-886 Program and Organizational Outcomes Evaluation .....3 cr hrs**

This course examines philosophy and practices relevant to adult program planning, implementation, and evaluation. Contemporary research on adult planning will be examined. Candidates will discuss how this research can be used in the construction and measurement of adult programming. Candidates will engage in activities which are designed for candidates to connect research and theory to practice. The course will introduce the skills and knowledge of the field of program evaluation and their application to educational programs. Candidates will come to understand the issues and problems that threaten validity and reliability in program evaluations. Candidates will learn to be thoughtful consumers of evaluations as well as capable of producing their own evaluation designs. While theory guides the discussion of issues, emphasis is placed on application to good practice.

**EDIL, EDCI, and EDLC-899 Independent Dissertation Research..... 1-6 cr hrs**  
This is an independent study course for doctoral candidates who are actively engaged in collecting data and writing their dissertations. Faculty members provide guidance to candidates during this process.

## Administration

### *Officers of the University*

James Dawson, EdD.	President of the University
Clayton Hess, PhD.	Vice President for Academic Affairs
Lisa Blair Cox, MS	Vice President for Administration
Mark Cushing, JD	Vice President for Public Affairs University Council
Christy Graham, MBA	Vice President for Finance
Dennis Kiick, PhD	Vice President for Research
James Weisgerber, PhD	Vice President for Student and Enrollment Services
Cynthia Whitt, MEd	Vice President for University Advancement

### *Academic Officers*

J. Michael Clyburn, EdD	Dean, Carter and Moyers School of Education
Elizabeth Thompson, PhD	Dean, School of Allied Health Sciences
Glen Hoffsis, DVM	Dean, College of Veterinary Medicine
James Hurley, EdD	Dean, School of Business
Amiel Jarstfer, EdD	Dean, School of Mathematics and Sciences
Jonathan Leo, PhD	Assistant Provost for Medical Programs
Mary Anne Modrcin, PhD, CNS, RN	Assistant Provost for Nursing and Allied Health Sciences and Dean, Caylor School of Nursing
Martin Sellers, PhD	Dean, Paul V. Hamilton School of Arts, Humanities, and Social Sciences
Evelyn G. Smith, EdD	Associate Vice President for Academic Affairs
Gary Wade, JD	Dean, Duncan School of Law
Michael Weiting, DO	Interim Dean, DeBusk College of Osteopathic Medicine

### *Carter and Moyers School of Education Administration*

Michael Clyburn, EdD	Dean, Carter and Moyers School of Education
Teresa Bicknell, EdD	Associate Dean, Carter and Moyers School of Education
David Cook, PhD	Chair, Graduate Education – Coordinator of Leadership Programs
Tammy Barnes, EdD	Program Director, Initial Licensure Master of Education Program
Kathy D. Sims, EdD	Diversity Officer
Theresa Stevenson, EdD	Program Director, Curriculum and Instruction Program
Mark Tichon, PhD	Program Director, Counseling Program
Lynn Stevenson Burger, PhD	Program Director, Doctoral Program

## 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.

**Tammy Barnes, 2013** ..... Assistant Professor of Education  
Assistant Dean for Outreach  
Program Director, MEdITL Program

MEd, EdD, East Tennessee State University

**Teresa Bicknell, 2003** ..... Associate Professor of Education  
Associate Dean, Carter and Moyers School of Education

MA, EdS, Tennessee Technological University

EdD, Tennessee State University

**Benjamin Brown, 2009** ..... Professor of Education

BA, David Lipscomb University

MA, Middle Tennessee State University

PhD, University of Florida

**Lynn Stevenson Burger, 2013** ..... Assistant Professor of Education  
Program Director, EdD Program

MEd, Colorado State University

PhD, Iowa State University

**Michael Burger, 2011** ..... Assistant Professor of Education

MEd, EdD, The University of Nebraska-Lincoln

**Rebecca Burleson, 2009** ..... Assistant Professor of Education

MEd, East Tennessee State University

EdD, University of Kentucky

**Margie Carico, 2012** ..... Assistant Professor of Education

M.S., EdD, University of Tennessee-Knoxville

**J. Michael Clyburn, 2004-2007, 2011** ..... Professor of Education

Dean, Carter and Moyers School of Education

MA, Middle Tennessee State University

EdD, University of Tennessee-Knoxville

**Sheila J. Clyburn, 2004-2007, 2011** ..... Associate Professor of Education

MEd, EdD, Trevecca Nazarene University

**Shannon Collins, 2014** ..... Associate Professor of Education  
MEd, PhD, University of Tennessee

**David Cook, 2013** ..... Assistant Professor of Education  
Chair, Graduate Education  
MEd, EdD, University of Tennessee-Knoxville

**Steve Davidson, 2011** ..... Assistant Professor of Education  
MEd, East Tennessee State University  
EdD, Trevecca Nazarene University

**Daniel N. DeBord,\* 1987** ..... Professor of English  
MFA, University of Alabama  
DA, University of Mississippi

**Jacques Debrot,\* 2004** ..... Assistant Professor of English  
Chair, English Department  
AM, PhD, Harvard University

**Joel David Effler, 2011** ..... Assistant Professor of Education  
MA, Appalachian State University  
PhD, University of Tennessee-Knoxville

**Cherie Gaines, 2011** ..... Assistant Professor of Education  
Director of Clinical/Field Placement  
MS, EdS, Tennessee Technological University  
PhD, University of Tennessee-Knoxville

**Trent Clagg**..... Director of Assessment  
CAEP Coordinator  
MEd, Lincoln Memorial University

**Michael Hayes, 2011** ..... Assistant Professor of Education  
MA, University of Tennessee-Knoxville  
EdD, Argosy/Sarasota University

**Kevin Jones, 2008**..... Associate Professor of Education  
MA, PhD, Utah State University

**Patricia Murphree, 2000** ..... Professor of Education  
MS, Radford University  
EdD, University of Sarasota

**Howard Norris, 1999** ..... Associate Professor of Education  
Associate Coordinator of Instructional Leadership Program  
BS, MA, EdD, University of Alabama

**Peter Silberman, 2014**..... Assistant Professor of Education  
EdD, University of California, Los Angeles

**Sam Shepherd, 2014**..... Assistant Professor of Education  
MEd, EdD East Tennessee State University,

**Ashley Stanley, 2014** ..... Assistant Professor of Education  
MEd, EdD, East Tennessee State University

**Theresa Stevenson, 2012**..... Assistant Professor of Education  
Director of EdS Program /Program Director, Curriculum and Instruction  
MA, Tusculum College  
EdD, University of Sarasota

**Frances Swantic, 2000** ..... Professor of Education  
MEd, Georgia State University  
EdS, West Georgia College  
PhD, Georgia State University

**Connie Theriot, 1998** ..... Professor of Education  
MS, PhD, University of Tennessee-Knoxville

**Mark Andrew Tichon, 2008**..... Assistant Professor of Education  
Program Director, Counseling  
MS, Georgia Southern University  
PhD, University of Tennessee-Knoxville

**Agnes M. Vanderpool, 2003** ..... Associate Professor  
Biology Arts/Humanities/Mathematics/Sciences Faculty Liaison to the School of  
Education  
MS, University of Maine  
PhD, University of Tennessee-Knoxville

**Susan Wagner, 2015**..... Assistant Professor of Education  
MS, PhD, University of Tennessee-Knoxville

**Stephen Wright, 2015** ..... Assistant Professor of Education  
Supervisor of Title I, Knox County Schools  
MS, University of Tennessee-Knoxville  
EdD, East Tennessee State University

*Adjunct/Part-Time Faculty*

In an effort to enhance the graduate curricula, School of Education only employs credentialed practitioners.

**Wandaleen Adams** ..... Lecturer in Graduate Education  
 Director of Head Start/Curriculum Specialist, Lee County Schools, VA  
 MEd, EdS, Lincoln Memorial University  
 EdD, East Tennessee State University

**Britt Baker** ..... Lecturer in Graduate Education  
 Teacher, Meigs County Schools, GA  
 Med, EdS, EdD, Lincoln Memorial University

**Fred Bedelle, Jr.** ..... Lecturer in Graduate Education  
 Dean Emeritus, Lincoln Memorial University  
 MS, EdD, University of Tennessee-Knoxville

**Michael Belcher** ..... Lecturer in Graduate Education  
 Principal, Hancock County Schools  
 MS, EdD, East Tennessee State University

**Brian Bell** ..... Lecturer in Graduate Education  
 Superintendent, Alcoa City Schools, TN  
 MEd, Lincoln Memorial University  
 EdD, Trevecca Nazarene University

**Jared Bigham** ..... Lecturer in Graduate Education  
 Director of College & Career Readiness, Tennessee Collaborative on Reforming  
 Education  
 MA, University of Tennessee-Knoxville  
 EdS, Lincoln Memorial University  
 EdD, Liberty University

**Merry Boggs** ..... Lecturer in Graduate Education  
 Elementary Curriculum Director, Whitfield County Schools, GA  
 BS, Auburn University  
 MEd, Texas State University  
 PhD, University of South Florida/Tampa

**Keith Brewer** ..... Lecturer in Graduate Education  
 EdD, Vanderbilt University

**Michael Catalana** ..... Lecturer in Graduate Education  
 Early Childhood Coordinator, Helen Ross McNabb Center, Knoxville, TN  
 MS, PhD, University of Tennessee-Knoxville



**Vicki Clevinger** ..... Lecturer in Graduate Education  
EdD, East Tennessee State University

**Jerry W. Cole** ..... Lecturer in Graduate Education  
Retired Assistant Professor of Graduate Education, Lincoln Memorial University  
MA, EdS, EdD, East Tennessee State University

**Clifford Davis** ..... Lecturer in Graduate Education  
Executive Director of Secondary Education, Knox County Schools, TN  
MM, EdS, EdD, University of Tennessee-Knoxville

**Irina Diyankeva** ..... Lecturer in Graduate Education  
MS, PhD, Iowa State University

**Elizabeth Ferreira-Alves** ..... Lecturer in Graduate Education  
Acting Assistant Superintendent for Curriculum and Instruction, Knox County, TN  
MEd, University of Miami  
EdD, Florida International University

**Craig Green** ..... Lecturer in Graduate Education  
Classroom Teacher, Polk County Schools, TN MA, Tusculum College  
EdS, Lincoln Memorial University  
PhD, University of Tennessee-Knoxville

**Christopher Henderson** ..... Lecturer in Graduate Education  
Principal, Elementary School, Knox County  
MS, PhD, University of Tennessee-Knoxville

**Charles Hubbard** ..... Lecturer in Graduate Education  
Professor of History and the Abraham Lincoln Historian  
MA, Middle Tennessee State University  
PhD, University of Tennessee-Knoxville

**David Key** ..... Lecturer in Graduate Education  
PhD, University of Tennessee-Knoxville

**Lisa Koch** ..... Lecturer in Graduate Education  
Elementary School Teacher, Cobb County Schools, GA  
BS, Pennsylvania State University  
MS, Walden University  
PhD, Capella University

**Christy Martin** ..... Lecturer in Graduate Education  
Retired Blount County Schools; Current Tennessee Academic Specialist  
MS, EdD, University of Tennessee-Knoxville

**Tony Maxwell**..... Lecturer in Graduate Education  
Principal, Middlesboro City Schools, KY MEd, Lincoln Memorial University  
EdD, East Tennessee State University

**Theresa McCormick**..... Lecturer in Graduate Education  
Associate Professor, Auburn University  
MEd, EdS, PhD, University of Alabama

**Robert Mindrup**..... Lecturer in Graduate Education  
Clinical Psychologist  
MSSW, University of Tennessee-Knoxville  
PsyD, Forest Institute

**Johnetta Mooreland**..... Lecturer in Graduate Education  
MEd, EdD, Tennessee State University

**Deborah F. Morelock**..... Lecturer in Graduate Education  
Retired Principal, Elementary School, Sullivan County  
MA, EdD, East Tennessee State University

**Martha Murray**..... Lecturer in Graduate Education  
Retired Tennessee Department of Education  
EdD, East Tennessee State University, Johnson, TN  
MS, University of Tennessee, Knoxville, TN

**James Myers**..... Lecturer in Graduate Education  
Classroom Teacher, Lee County, VA  
MA Ed., Tusculum College  
EdS, Lincoln Memorial University  
EdD, East Tennessee State University

**John O'Dell**..... Lecturer in Graduate Education  
Retired Assistant Professor of Graduate Education, Lincoln Memorial University  
MS, EdS, East Tennessee State University  
EdD, University of Tennessee-Knoxville

**Phillip Owens**..... Lecturer in Graduate Education  
MS, University of Tennessee-Knoxville  
EdD, University of Louisville

**James Posey**..... Lecturer in Graduate Education  
Assistant Dean of Library Services, Walters State Community College  
MEd, East Tennessee State University  
EdS, Lincoln Memorial University  
EdD, East Tennessee State University

**Scott Porter** ..... Lecturer in Graduate Education  
Principal, Alcoa High School, TN  
MS, University of Tennessee-Knoxville  
EdS, EdD, Lincoln Memorial University

**Francine Reynolds** ..... Lecturer in Graduate Education  
Part-time School Psychologist, Blount County Schools, TN  
Owner, Premier Psychological Services  
MA, East Tennessee State University  
PhD, University of Tennessee-Knoxville

**Jesse Robinette** ..... Lecturer in Graduate Education  
School Administrator, Blount County Schools  
MEd, EdS, Lincoln Memorial University  
EdD, East Tennessee State University

**Rodney Russell** ..... Lecturer in Graduate Education  
Human Resources Supervisor, Knox County Schools, TN  
MS, University of Tennessee-Knoxville  
EdS, Lincoln Memorial University  
EdD, Trevecca Nazarene University

**Shelley Salter** ..... Lecturer in Graduate Education  
Contract School Counselor and Mental Health Counselor  
MEd, University of Tennessee-Chattanooga  
PhD, University of Tennessee-Knoxville

**Randall Shearouse** ..... Lecturer in Graduate Education  
Superintendent of Schools, Effingham County Schools, GA  
MEd, EdS, Georgia Southern University  
PhD, Capella University

**Mollie Smith** ..... Lecturer in Graduate Education  
EdS, EdD, Lincoln Memorial University

**Michele Taylor** ..... Lecturer in Graduate Education  
Superintendent of Schools, Calhoun City Schools, GA  
MEd, University of West Georgia  
EdS, EdD, University of Sarasota

**Audrey Williams** ..... Lecturer in Graduate Education  
Assistant Superintendent, Whitfield County Schools, GA  
MEd, Tusculum College  
EdS, Lincoln Memorial University  
EdD, Argosy University

**Brittney Wilson** ..... Lecturer in Graduate Education  
CTAE Director and Assistant Principal, Calhoun High School, GA  
MA, University of West Georgia  
EdD, University of Georgia

**Rush Winchester** ..... Lecturer in Graduate Education  
Counselor at the university level  
MS, PhD, University of Tennessee-Knoxville

**Bruce Cabot Young**..... Lecturer in Graduate Education  
Psychologist-Health Service Provider  
MA, PhD, California Institute of Integral Studies

Lincoln Memorial University  
6965 Cumberland Gap Parkway  
Harrogate, TN 37752  
1-800-325-0900 [www.lmunet.edu](http://www.lmunet.edu)