LINCOLN MEMORIAL UNIVERSITY
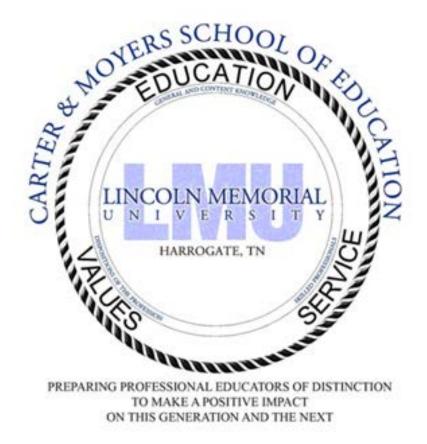
GRADUATE EDUCATION

Doctor of Education Handbook

11 November, 2014

Contents

LINCOLN MEMORIAL UNIVERSITY
CARTER & MOYERS SCHOOL OF EDUCATION
DOCTOR OF EDUCATION

PREFACE

This *Handbook* is intended to familiarize doctoral candidates with the procedures, policies, and expectations of Lincoln Memorial University's (LMU's) doctoral program. This document is designed with the purpose of facilitating candidates' matriculation through the program. By reading, understanding, and adhering to the information provided in this document, candidates may be better equipped for success. These guidelines should also be interpreted as the minimum requirements of the program. Candidates should also familiarize themselves with related policies from LMU and the Carter & Moyers School of Education (CMSE).

NOTE: Policies and procedures at the University, school, and program level may change as needed; these changes will supersede statements contained in this *Handbook*.

Equal opportunity

In support of the Mission Statement and the principles on which it is based, Lincoln Memorial University is committed to equal opportunity for all candidates, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of candidates and the recruitment, hiring, promotion, and retention of faculty and staff. Lincoln Memorial University reaffirms its commitment to personnel and educational policies that comply with the requirement applicable to equal opportunity/affirmative action laws, directives, executive orders, and regulations to the effect that no person at Lincoln Memorial University shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, or any other class protected by applicable law, be excluded from participating in, or be denied benefits of, any employment or educational opportunity.

Accreditation

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

The Carter and Moyers School of Education has successfully met the *National Council for Accreditation of Teacher Education (NCATE)* professional standards and has received accreditation from the Unit Accreditation Board. NCATE is a professional organization that provides a voluntary peer review process involving a comprehensive evaluation of the professional education unit (the school, college, department, or other administrative body) that is

primarily responsible for the preparation of teachers and other professional school personnel. The review is based on the *NCATE Unit Standards*, a set of research-based national standards developed by all sectors of the teaching profession.

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 candidates 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 PK-16 school faculty, candidates, and candidates in PK-16 schools.

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, qualify for certification, licensure, or benefits and apply for the same.

Alabama Education Disclaimer
State authorization to provide a program related to the preparation of teachers or other PK-16/ 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 PK-16 school system(s).

UNIVERSITY AND INSTITUTIONAL MISSION STATEMENTS

LMU Mission and Purpose Statement

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 candidates 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 candidates, Lincoln Memorial University seeks to advance life throughout the Appalachian region and beyond through teaching, research and service. (*Revised July 2012; approved by Board of Trustees, November 13, 2012*)

School of Graduate Studies Mission Statement

The mission of the Lincoln Memorial University School of Graduate Studies, as a candidate-sensitive entity, is to prepare professionals with knowledge, skills, and competencies to meet the changing needs of society through relevant candidate-centered experiences.

Carters & Moyers School of Education Mission Statement

The core foundation of the School of Education revolves around LMU's core of Education, Values, and Service. The School of Education is dedicated to preparing quality practitioners, through candidate-centered experiences and a constructivist foundation, with the skills, proficiencies, and dispositions to:

- be diverse in teaching and learning abilities acquired through rigorous educational and academic studies and partnerships with PK-16 schools;
- inspire professional and personal renewal; and
- be capable of meeting the challenges and serving an ever-changing global society with knowledge and understanding of moral and social values, as well as, political dimensions.

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

- demonstrate the dispositions of the education profession.   (Values)
- articulate and demonstrate the knowledge base of moral, social, and political dimensions which will impact individual candidates, 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 placement in partner PK-16 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 candidates can learn as well as demonstrate the dispositions to serve and teach diverse candidate populations.   (Service)

Doctor of Education Mission Statement

The mission of the Doctor of Education 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.

The Doctor of Education (Ed.D.) 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.

An Doctor of Education 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 Ed.D. in two concentrations.

Forty-Eight Hour Program. Applicants must possess an Ed. S., 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 or course hours 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.

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 **Graduate Record Exam** (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. 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. 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.)

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:

   a. In those cases where English is **not** the native language of the applicant, score reports from the *Test of English as a Foreign Language* (TOEFL)[1] **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.

   b. 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:

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[1] **TOEFL scores are non-negotiable – applicants failing to perform at the stipulated level shall not be considered for admission to the program**

a. In those cases whereby English is the spoken language, official score reports from the **Graduate Record Exam** (GRE)[2] 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.

4. **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 (www.wes.org, or 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.

5. **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.

6. **Passport.** A copy of applicant's passport.

7. **Recommendations**. Three (3) recommendations from persons knowledgeable of applicant's professional knowledge and skills

8. **Resume or Curriculum Vitae.** A copy of the applicant's resume or curriculum vitae

9. **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 (SEVIS) fee (see 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.

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[2] **The GRE scores may be waived in lieu of an acceptable TOEFL or IELTS score**

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.)

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

Admission Statuses

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 (i.e., GRE scores; transcripts; writing sample; etc.). In order to move from provisional to full graduate status, the then candidate must ensure that the admissions committee has access to all materials that are required for it 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 third 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. 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.

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 and/or other work 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 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 will be changed to reflect full graduate status.

Full Graduate Status

Candidates who have successfully met all program requirements, upon admission, are accorded full graduate status.

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. Standard Two, *Clinical Partnerships and Practice*, requires the following:

- *"2.3: Clinical Experiences.* The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all candidates' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, ... that are associated with a positive impact on the learning and development of all P-12 candidates."

Subsequently, all candidates accepted into the doctoral program shall be required to complete, and document, one or more clinical experiences 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 who 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)[3]

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.*

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[3] Available at Lincoln Memorial University's Cedar Bluff Campus, Knoxville, TN

Doctor of Education - Concentration in Instructional Leadership (IL)[4]

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.

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

Doctor of Education - Concentration in Human Resource Development (HR)[5]

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;
- 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.*

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[4] *IBID*
[5] *IBID*

Doctor of Education - Concentration in Executive Leadership (EL)[6]

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.*

Doctor of Education - Concentration in Higher Education (HE)[7]

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; and
- 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.

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.*

Financial Aid and Special Programs

There are several scholarships and special programs available for candidates affiliated with certain institutions and programs. Additionally, candidates can apply for a variety of federal loan packages and explore the possibility of participating in federal loan forgiveness programs. A document delineating some of these options is available from the doctoral program administrative office and on the School of Education website.

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[6] *IBID*

[7] Available at LMU's Duncan School of Law, Institute for Collaborative Leadership, Knoxville, TN

DOCTORAL COURSE DESCRIPTIONS

EDLC-701 Leadership: Historical and Contemporary Perspectives (3 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hour per course)
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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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, intercoder 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 credit hours)

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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)
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 credit hours)
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.

CLASSIFICATION TITLES

Applicant – a prospective candidate who has applied to the program.

Candidate – an individual who has been admitted to the program; is completing coursework in a given concentration's program of studies; and/or is writing and defending his or her dissertation.

COURSE LOAD

Candidates are considered full-time with a load of six (6) credit hours per term (summer, fall, and spring). Candidates taking only three (3) credit hours are considered part-time. A typical course load for doctoral candidates is either six or nine hours per term. Candidates must maintain continuous enrollment (full or part-time) in the program. Failure to do so may result in dismissal. Candidates have five (5) years from initial enrollment to complete all coursework and successfully write and defend their dissertation.

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.

GRADING SCALE

Grade Definition (on 100 point scale)

A	Superior	95-100 (Quality of work exceptional)
A-	Excellent	90-94 (Quality of work above satisfactory level)
B+	Very Good	87-89 (Quality of work satisfactory)

B	Good	83-86 (Quality of work below satisfactory)
B-	Average	80-82 (Quality of work meets minimum requirements)
C+	Below average	77-79 (Quality of work less than satisfactory)

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

Upon approval of the Director, a candidate who receives a "C+" in a class is placed on academic probation, must retake the class, and will not receive credit for that class towards the completion of the degree. The candidate will be allowed to continue taking the prescribed subsequent courses.

If the "C+" is earned in either a quantitative or qualitative research class, the candidate will not be allowed to take the comprehensive exam and may not enroll in dissertation hours. After successfully completing the research classe(s), the comprehensive exam must be passed before beginning dissertation work.

A candidate receiving a second cumulative course grade of "C+" will be dismissed from the doctoral program.

A candidate receiving a "C" or lower in any course will be dismissed from the program.

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 (i.e., 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.

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 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.

Before any dissertation reaches final approval, it will go through the University Reviewer whose task is to provide "an external evaluation of the format and style quality of doctoral dissertations (by giving) special attention to the margins, forms, figures, tables, grammar, and general format of each doctoral candidate's dissertation." The reviewer will "interpret and use format and style guidelines as prescribed in the *Doctor of Education Handbook* and the current version of the *Publication Manual of the American Psychological Association (APA).*"

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 proceeding 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 proceeding 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**.

Graduation Policy

No candidate may participate in commencement or graduation (or receive approval for program completion) until all degree requirements are met, 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 Graduate 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).

GRADUATION REQUIREMENTS

No candidate will be allowed to participate in commencement exercises until all degree requirements have been met. The following requirements pertain:
- pass the Comprehensive Examination;
- adhere to Institutional Research Board (IRB) policies in the collection of data;
- complete the credit hours specified in the approved program of study;
- complete and successfully defend the dissertation;
- obtain approval of final copies of the dissertation; and
- make payment of all university required fees.

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).

Instructions provided to graduating candidates at the time of this publication are available in **Appendix D.**

CHANGE OF NAME AND/OR ADDRESS

A candidate who changes name, residence, or mailing address is expected to notify the Registrar's office and the Ed.D. office immediately in writing 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.

GRADE APPEAL

Candidates may choose to appeal a grade which they believe to be incorrect. Prior to engaging in a grade appeal process, candidates must first meet with the faculty member of record. Candidates must not communicate with other faculty, the Program Director, Associate Dean, Dean, or other school officials about an objectionable grade prior to meeting with the faculty member of record. If no resolution is reached, the candidate may engage the grade appeal process outlined in the *Ed.D. Handbook* (see *Appeals Procedure*).

NETIQUETTE

The netiquette (net etiquette) policy addresses how candidates should appropriately conduct themselves when corresponding with faculty members via technology.   This includes email, blogs, discussion boards, text messaging, instant messaging, and other forms of electronic communication. The following guidelines apply: (1) Candidates should address faculty using their appropriate academic title (e.g., Dr., Mr., Vice-President, etc.) and last name. The title and last name may be preceded with "Dear" in written communication; (2) the communication should employ a professional tone. Candidates should avoid colloquialisms, as well as the use of derogatory, offensive, or threatening language; (3) candidates should be cognizant that the use of bold, colored, underlined, or capitalized fonts can often be misinterpreted; (4) avoid the use of text-speak; and (5) spell and grammar check communications before sending.   Violation of the netiquette policy is considered a form of unprofessional academic misconduct.

ACADEMIC MISCONDUCT

Academic misconduct is a serious offense that jeopardizes a candidate's academic, career, and personal success. Violations of proper academic conduct include:

Plagiarism – the presentation of someone else's words or ideas as one's own (see *LMU Researcher Handbook*, p. 34; *Publication Manual*, pp. 15-16, 170-173). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or ideas in a paragraph with only one citation at the end of the paragraph resulting in confusion between the cited content and the researcher's own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author's form and structure.

Candidates should be cautious of self-plagiarism, which is submitting "their own previously published work as new scholarship" (APA, 2010, p. 16). Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:
- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the *APA Manual*, pp. 174-180.

Cheating – refers to attempting to gain an advantage on a test, quiz, or other type of examination through any of the following:
- providing / receiving answers or questions in advance or during an exam, test, quiz, or examination to/from another person or object (e.g., computer, iPad, phone, calculator), regardless of whether the information provided will knowingly appear on the exam, test, quiz, or project to be conducted individually.
- using a cheat sheet or other unauthorized forms of assistance prior to, or during, an exam, test, quiz, or project to be conducted individually.

Deception - the fabrication or falsification of information, including:
- the fabrication, falsification or manipulating of data, ideas, concepts, or citations and presenting these data as valid, reliable, and/or representative.
- knowingly or unknowing providing faculty with false information which alters an academic activity (e.g., paper deadline, attendance policy).
- paying, compensating, or using (in any form) any individual, company, group, or entity for work, services, or information without the express written permission of the program.

Non-Compliance – knowingly or unknowingly violating LMU policies, procedures, and/or processes.

Interference – knowingly or unknowingly interfering or attempting to interfere with the academic experience of another candidate, with or without gain. In addition, candidates who are aware of, and do not report, academic misconduct to program faculty may also be found as engaging in interference.

Unprofessionalism – conduct unbecoming of members in the academic community. Candidates should act with professionalism (e.g., convey cordiality, mutual respect, civility, and collegiality) in all venues (e.g., email, classroom, hallways, telephone). Candidates should not employ foul and/or coarse language, make sexual comments, or jest in an inappropriate manner.

If the offense of academic misconduct is deemed "minor" by the Program Director (in consultation with the faculty of record), the candidate will receive an "F" on the assignment. This determination is made regardless of the candidate's intent. A letter which outlines the offense and the resulting action will be completed by the faculty member and placed in the candidate's file. A second offense will result in dismissal from the program.

If the academic misconduct is deemed "major" by the Program Director (in consultation with the faculty of record), the candidate will be dismissed from the program. A letter which outlines the offense and the resulting action will be completed by the faculty member and placed in the candidate's file.

Candidates aware of violations of academic misconduct must report such instances to the faculty of record of the course in which the violation occurred. The faculty of record is responsible for reporting all instances and accusations of academic misconduct to the Program Director. Failure to report is a violation of academic honesty (see *Interference*). In such cases where the misconduct that occurred did not take place in a specific course, misconduct should be reported to the Program Director. All candidates have the right to appeal decisions made by program personnel.

DISMISSAL

Candidates may be dismissed from the doctoral program for any offenses of academic misconduct. Candidates who are dismissed may not reapply to the program. An email and a letter will be sent to the candidate indicating the infraction and effective date of dismissal.

APPEALS PROCEDURE

A candidate who is placed on probation, suspended, or dismissed from the 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 thirty (30) days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Education. The Dean will 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 Dean may be requested. The Dean and the candidate may continue this appeal to the Vice-President for Academic Affairs (VPAA). The decision of the VPAA 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 candidate feel that he or she has a complaint or grievance about his or her educational experience at LMU that has not been satisfactorily addressed by the course instructor or staff, the candidate is encouraged to submit the complaint in writing to the appropriate Department Chair or Program Director. The Department Chair or Program Director will 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 Department Chair or Program Director, the candidate is encouraged to make a written complaint to the Dean of the School of Education, who will review the matter. The candidate may continue this complaint to the Vice-President for Academic Affairs (VPAA). The decision of the VPAA is final.

Note: If a candidate is engaged in an appeal process which would conceivably maintain their continuation in the program, he or she 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.

WITHDRAWAL POLICY

Withdrawal from the University refers to the process by which a candidate withdraws from ALL classes and from any current candidate relationship with the University. The candidate initiates this process by submitting a completed withdrawal form to the doctoral program office. This form is available in the Office of Candidate Services or *http://www.lmunet.edu/pdf/withdrawal_form.pdf*. It is imperative that all candidates receiving loans contact the Financial Aid counselor. If a candidate is withdrawing from the University after the eighth week of the term, he/she may be required to write a letter of petition to the Vice President for Academic Affairs. Permission must be requested and granted in order to withdraw after this point in the term.

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 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 indicated in the academic calendar. Candidates who withdraw from the program may reapply one term after withdrawal. Readmission is not guaranteed and is considered on a case-by-case basis.

Refunds for tuition and fees are credited to the candidate's account according to the refund schedule. 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 term's eligibility of aid. The balance of the candidate's account with the Finance office will be credited or billed to the candidate as appropriate. Once the candidate has completed registration, (i.e., turned in the registration to the Finance office), the candidate may be liable for registration fees even though he/she did not attend classes.

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.

DOCTORAL PROGRAM TUITION AND FEES

Please check the university website to obtain current information on tuition and fees associated with the Education Doctorate; Dropping / Adding a Class; Directed / Independent Study; Late Registration; Graduation; Draft Reject or NSF and/or other items as might be required.

All fees are subject to audit verification. LMU reserves the right to correct any errors concerning financial information.

Payment must be made in full, financial aid accepted, or enrollment in a payment plan and, candidate must be current on payments prior to the first day of classes each term in order to be eligible to attend classes.

Registration is not complete until one of the following has occurred:
- **Online Registration:** The candidate has received an email through LMU's email system stating that all financial obligations have been met and the registration process has been completed.
- **Paper Registration:** The candidate's registration has been processed through the Finance Office and the candidate has received a pink copy of the registration form.

FINANCIAL AID: POLICIES AND PROCEDURES

Lincoln Memorial University recognizes the problem of constantly increasing educational costs and thus offers a substantial program of financial aid to help candidates pay for their education. 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 Candidate 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 it candidates. The grant programs include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, State Assistance Awards, and various institutional scholarships. These programs are used for mostly undergraduate programs. For graduate and professional candidates, Education loans are available to candidates through the Federal Direct Stafford, and GRADPLUS loan programs. Information on these programs may be obtained from the Financial Aid Office. In order to determine a candidate's eligibility, they 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 in current the *LMU Candidate Handbook On-Line*. 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 Free Application for Federal Candidate Aid (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 satisfactory academic progress.

March 1 is the priority deadline to apply for financial aid. Candidates should feel free to contact the Financial Aid Office in the event they have any questions about the aid application process or the types of financial aid available at Lincoln Memorial University.

LMU Satisfactory Academic Progress

Satisfactory Academic Progress relating to Financial Aid 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, starting with the fall 2011 term, we have established the following Satisfactory Academic Progress (SAP) Policy that will be reviewed following each term.

Qualitative

Candidates who fail to maintain satisfactory progress may not receive the following types of financial aid: Federal Stafford Loans, Federal PLUS Loans, other aid involving Title IV funds, or any other aid for which satisfactory progress is a requirement. These policies apply only to eligibility to receive financial aid. A candidate is considered to have made satisfactory academic

progress provided he/she passes at least 67% of the cumulative credit hours attempted and has not reached 150% of time enrolled in an academic program (see Maximum Time Frame section).

Candidates must also earn a certain cumulative Grade Point Average (GPA) determined by their Academic program to maintain financial aid SAP. Candidates enrolled in a Graduate program (excluding Graduate Nursing, please see that specific SAP Policy) at LMU, must maintain a minimum of a 3.0 GPA. A candidate whose academic performance drops below the minimum standards will be placed on financial aid warning. A candidate can retain financial aid while on warning for one term but must meet Satisfactory Academic Progress by the end of that term or be placed on Financial Aid Suspension.

Quantitative- Hours Attempted versus Hours Earned

A candidate is considered to have made satisfactory academic progress provided he/she passes at least 67% of the cumulative credit hours attempted. For instance, a candidate who attempts 18 credit hours must complete at least 12 of those credit hours to make satisfactory academic progress. A candidate whose academic performance drops below the minimum standards will be placed on financial aid warning. A candidate can retain financial aid while on warning for one term but must meet Satisfactory Academic Progress by the end of that term or be placed on Financial Aid Suspension.

Quantitative –Maximum Time Frame

No candidate will be eligible to receive financial aid for more than 150% of the published length of the program. This time is measured by credit hours attempted. For example, a candidate seeking a MBA degree totaling 36 credit hours cannot receive aid for more than 45 attempted hours (30 x 150% = 54). Please refer to specific graduate catalogs to see the published length of the program. Transfer credits will be evaluated and those credits that count toward the candidate's current academic program will count as both attempted and completed hours. Failing a class or withdrawing from a class, whether passing or failing, can affect SAP. Incomplete grades will not count against attempted hours, until a grade is recorded or the candidate is withdrawn from the class or classes. Satisfactory academic progress will be reviewed at the end of each term.

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 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 Executive Director of Financial Aid, 6965 Cumberland Gap Parkway, Harrogate, TN 37752. The committee will review the appeal along with any additional recommendations from appropriate faculty or staff members to determine if the candidate will be able to meet SAP standards by the next evaluation. If not, an academic

plan can be developed to ensure that the candidate will be able to meet SAP standards by a specific point in order to graduate from a program. 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 on "Financial Aid Probation" for one term. At the end of the next term, the candidate must be making SAP to continue receiving financial assistance. If any additional appeals are approved beyond one term, an academic plan must be developed for the candidate and approved by the academic advisor, division Dean or the Vice President for Academic Affairs. The academic plan must detail exactly what courses are required for the candidate to complete their intended program of study at LMU.

Notification

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

Regaining Eligibility - Quantitative-Maximum Time Frame

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

Quantitative-Hours Attempted vs. Hours Earned

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

GPA

 To regain eligibility, candidates must complete courses at their own expense and raise their cumulative GPA to the acceptable standard. Once these actions have occurred, the candidate will need to notify the Office of Financial Aid prompting it to evaluate the coursework taken to see if financial aid can be awarded.

Withdrawal from the University and Financial Aid
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.

WEBADVISOR
WebAdvisor is a web-based information management tool that allows candidates to access Lincoln Memorial University's administrative database. Information/functions available through

WebAdvisor include: Search for Classes, Candidate Profile, Class Schedule, Grades, Candidate Account and Financial Aid. The candidate's account with the Finance office must be paid in full and Perkins candidate 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 web site, 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. Lincoln Memorial University does not accept responsibility for any password-related breach of security.

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

Technology
Incoming candidates must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Candidates must have access to the Internet for communicating with instructors and accessing learning resources**.** Computer access must be available on a personal computer.

TurnItIn
Candidates may be required to submit written materials (i.e., class assignments, dissertation sections, other related documents) to TurnItIn, a computer application designed to check on the originality of document text. Instructions on how to use this application will be available early in the term on the Graduate Education Office webpage.

LiveText
Each candidate will be required to establish a LiveText account prior to the second-class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess candidate work online using assessment instruments that have been developed and implemented by the School of Education faculty and administration. Candidates will be required, in each class throughout the Ed.D. program, to upload some assignments to LiveText where they will be evaluated by the faculty of record. LiveText may be purchased online at *https://c1.livetext.com* or through the LMU Bookstore.

Library Resources
The Carnegie-Vincent Library provides access to many outstanding resources for candidates including tutorials, databases, and support from experienced reference librarians. There are many professional databases including: ERIC, the *Educational Resource Information Center,* the premier database for education-related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; *ProQuest Education Journals* database which contains access to 760 leading journals of which over 600 are in full-text; *ProQuest Dissertation & Theses Full Text*: The *Humanities and Social Sciences Collection*:

a comprehensive collection of scholarly research in the humanities and social sciences, this database covers more than one million dissertations and theses; and the *Mental Measurements Yearbook* which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan. Visit the library's website (library.lmunet.edu) for additional information on all that is available.

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

At its discretion, LMU may provide directory information in accordance with the provision of the Act to include 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, or honors to which they have waived their rights of inspection and review; or education 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. Lincoln Memorial University maintains a list of all persons, except other college officials, who have received a copy of the candidate's education record. A copy of the LMU institutional policy on the release of education records is on file in the President's office and the Registrar's office.

CRIMINAL BACKGROUND CHECK

If a candidate is assigned for a field study or lab 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 clinical affiliates, other affiliate agency, organization, or school's discretion. If the agency 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 host facility may be denied at any time by the agency or by Lincoln Memorial University.

Appendices

Appendix A: Leave of Absence Form

Lincoln Memorial University
School of Graduate Education, Ed.D. Program
Personal Leave of Absence Request Form

Full Name: _____

Candidate ID: _____

Mailing Address: _____

_____

Email: _____

Phone: (   ) _____ -- _____ (Home)

Phone: (   ) _____ -- _____ (Mobile)

I request a personal leave of absence
    from _____ through _____
                    (month/day/year)   (month/day/year)

Reason(s) for the leave:
_____
_____
_____

_____   _____
                    Candidate Signature   Date

Recommended by Ed.D. Program Director_____

                                                            Date: _____

Personal Leave of Absence is approved: ☐Yes ☐No

_____   Date: _____
            Signature of Dean

Appendix B: Leave of Absence Reentry Form

Lincoln Memorial University
School of Graduate Education, Ed.D. Program
Intent to Re-enroll following Leave of Absence

Full Name: _____

Candidate ID: _____

Mailing Address: _____

_____

Email: _____

Phone: (   ) _____ (Home)

Phone: (   ) _____ (Mobile)

I plan to re-enroll in Ed.D. program at Lincoln Memorial University for the

Term: ☐Spring   ☐Summer   ☐Fall   Year: _____

I understand that I must schedule an appointment for advisement with the Doctoral Program Director to ensure that the appropriate classes are being offered and my plan of degree completion is on track.

_____ (initial)

_____   _____
Candidate Signature   Date

Approved by Ed.D. Program Director _____

Date: _____

Copy: Registrar

DEADLINES AND GUIDELINES FOR DISSERTATION SUBMISSION

Item	May Deadlines	December Deadlines
Chapters I – III Approved by Committee and Submitted to the Dissertation Reviewer	October 15[*]	May 1[*]
Chapters I – III Returned with a Completed Checklist and Chapters IV and V Approved by Committee and Submitted to the Dissertation Reviewer	December 6	June 6
Oral Defense of the Dissertation Scheduled and Announced Prior to this Date	December 13	July 10
Oral Defense of the Dissertation Successfully Completed and Chapters I - V Submitted to the Dissertation Reviewer	January 10	August 5
Review and Edit Process can Continue on Manuscript - Final, Approved Manuscript and all Required University Documentation must be Completed by April 1	April 1	November 1
Final Dissertation Copy to Director	April 1	November 1
Final Signature by Dean	April 15	November 15
Transcript Availability	May	December

[*] **Guideline**: These are given to ensure a May or December graduation provided no additional problems exist in; a) the execution of the study or in the production of the dissertation, b) a successful oral defense, and c) obtaining the required approvals from all members of the candidate's dissertation committee and from the Dissertation Reviewer.

Appendix D: Graduation Instructions

LINCOLN MEMORIAL **Memo**
U N I V E R S I T Y
Carter and Moyers School of Education

TO: **Graduating Candidates**
FROM: **The Doctoral Faculty and Administrative Team**
RE: **Required Actions for Program Graduation**

In order to ensure everything is in order for your May or December graduation, please ensure you have completed the following submissions and payments:

- **Remit All Required University Fees.** Please contact Ms. Martha Jo Collins (423.869.6202) (martha.collins@LMUnet.edu) or Ms. Mary Wilcox (423.869.6315) (mary.wilcox@LMUnet.edu) to ensure that you have paid all fees that are required in order to clear you for graduation. There is, among others, a $425 graduation fee that will need to be processed and paid.
- **Ensure Submission of a Fully Executed Dissertation Signature Form.** Ensure that a fully executed dissertation signature page has been directed to Ms. Park for placement in your doctoral file.
- **Check your Transcript to ensure that you have successfully completed either 48 or 63 credit hours.**
- **Send an** *Intent to Graduate* **Form (Form H).** Complete and email an *Intent to Graduate* form to the Registrar's office – please copy Ms. Park on this message.
- **Post your Dissertation on ProQuest.** Ms. Sarah Senter, our Cedar Bluff librarian, will be sending a message to you that provides instructions on how you are to submit your dissertation to the Proquest database. Please note that, *Form J,* formerly associated with this process, is no longer required. Your chair should provide you with the final e-copy of your dissertation - please carefully review this document to ensure it is the copy that your chair submitted to the Dean - you will not want to publish a document with errors. Please note, your dissertation will not be posted in ProQuest until after you have officially graduated in December. It is held in abeyance until the conferment of your degree. Your transcripts, however, should be available soon after you complete all graduation requirements.
- **Exit Interview.** Please complete the doctoral program exit interview form to provide us with direction and guidance as to how we can improve the curriculum, our instruction, our policies, and/or other aspects of the program.

Please let me know if you have any questions regarding this process or check with your chair should she or he be a better resource. Again, congratulations and thank you for participating in our program! We are attempting to launch some strategies that would enable program graduates to remain in contact with each other. We are also trying to build pictorial biosketches of each graduate with the intent of posting these on our website. Accordingly, you may be contacted by Ms. Taja Welch as she is in the process of collecting information for this project. Regardless, we would appreciate it if you would keep us informed of your future promotions, successes, and celebrations!

We all wish you heartfelt and sincere success in the attainment of your professional as well as personal goals – we have thoroughly enjoyed the opportunity to work with you throughout your doctoral program!

ACKNOWLEDGEMENT OF RECEIPT OF
DOCTOR OF EDUCATION HANDBOOK

The *Doctor of Education (Ed.D.) Handbook (Handbook)* contains important information about the doctoral program at Lincoln Memorial University (LMU). I have entered into a relationship with LMU understanding my role as a candidate and the quality and rigor required and expected in doctoral level work at the University.

Because the information and policies described herein are subject to change at any time, I acknowledge that revisions in the *Handbook* may occur. All such changes will generally be communicated through official notices and I understand that revised information may supersede, modify, or eliminate existing policies. Only the leadership within and above the Carter and Moyers School of Education Doctoral Program has the ability to make or adopt any revisions to the policies in this *Handbook*.

I have had an opportunity to read the *Handbook* and understand that I should consult the Doctoral Program Director regarding any questions not answered in the *Handbook*. I accept the terms of the *Handbook* and understand that it is my responsibility to comply with the policies, and/or revisions, contained herein.

I have received a copy of the *Doctor of Education Handbook* on the date listed below.

_____   _____
Signature of Candidate   Date

_____
Printed Name of Candidate

1 copy for candidate
1 copy for file