

LINCOLN MEMORIAL UNIVERSITY

GRADUATE EDUCATION



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

Doctor of Education Handbook

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

PREFACE

This *Handbook* is intended to familiarize doctoral students with the procedures, policies, and expectations of Lincoln Memorial University's (LMU's) Ed. D. program. This document is designed with the purpose of facilitating students' matriculation through the program. By reading, understanding, and adhering to the information provided in this document, students may be better equipped for success. These guidelines should also be interpreted as the minimum requirements of the Ed. D. program. Students should also familiarize themselves with this *Handbook* and the 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 students, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff. Lincoln Memorial University reaffirms its commitment to personnel and educational policies that comply with the requirement applicable to equal opportunity/affirmative action laws, directives, executive orders, and regulations to the effect that no person at Lincoln Memorial University shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, 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 met the National Council for Accreditation of Teacher Education (NCATE) preconditions and thereby has been declared a candidate for accreditation by 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. The School of Education will receive notification as to the NCATE Board's final accreditation decision during the fall of 2013.

Unit Commitment to Diversity

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and PK-16 school faculty, candidates, and students 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 students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

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

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students, Lincoln Memorial University seeks to advance life throughout the Appalachian region 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 student-sensitive entity, is to prepare professionals with knowledge, skills, and competencies to meet the changing needs of society through relevant student-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 student-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 students, schools, districts, and communities for the enrichment of society. (Values)
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and clinical 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 students can learn as well as demonstrate the dispositions to serve and teach diverse student 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.

DOCTOR OF EDUCATION (Ed. D.)

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. Students can earn a concentration in one of five areas: *Curriculum & Instruction*; *Instructional Leadership*; *Executive Leadership*; *Higher Education*¹ or *Human Resource Development*²

The LMU doctoral program is an independent program requiring students to take appropriate and timely initiatives to meet program expectations and deadlines regarding coursework and dissertation completion. Students are provided guidance about the program design and dissertation requirements at the beginning of their journey. There is a sequence that must be followed along with required approvals before moving on to next steps. Students who take seriously these expectations will be ready to move ahead on schedule.

An Ed. D. 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 program and University.

Program Design

Pathway 1: Applicants must possess a Master's Degree in an education-related field.

The program consists of 63 credit hours including: a) 15 credit hours of doctoral core); b) 18 credit hours in a concentration; c) 15 credit hours in independent dissertation coursework; and d) 15 credit hours in an alternate concentration. Students may need to take additional dissertation hours dependent upon their progress in the program. Students will graduate with an Ed. D. in two concentrations.

Pathway 2: Applicants must possess an Ed. S., or Master's Degree plus 30 hours minimum in an education-related emphasis (for *IL* and *C&I*).

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. Students may choose to enroll in 15 additional hours from the alternate concentration to graduate with an Ed. D. in two concentrations.

¹ Available in 2014

² Available in 2014

Application Process

Review of applications will begin in February for the summer term and in April for the fall term. For full consideration, **applicants must have all application materials turned in by dates that are stipulated and published by the program.**

Instructional Leadership (IL) and *Curriculum & Instruction (CI)* students will begin a new cohort each fall. *Executive Leadership (EL)* students will begin a cohort each summer. *Higher Education (HE)* and *Human Resource Development (HR)* student's schedules will be published in the fall of 2013.

Stage One: Complete application package must be submitted

- Application form
- Application fee of \$50, non-refundable
- Graduate Record Exam (GRE) scores – verbal, quantitative, and writing – taken within the past five years. Applicants must have:
 - 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.
- Transcripts for all graduate level coursework
- Three recommendation forms
- Resume or Curriculum Vita

The Admissions Committee will review all documents and rate the applicants. The decision of the Admissions Committee is final.

Stage Two: Writing Assessment and Interview

Applicants recommended for Stage Two will take a writing assessment and have an interview at the Cedar Bluff campus. Final recommendations for admission into the Ed. D. program will be made after writing assessments and interviews have been evaluated. The decision of the Admissions Committee is final.

Admitted applicants are required to attend a program orientation before beginning work in the program. Failure to do so may constitute deferring enrollment or dismissal from the program.

THE PROGRAM

The Doctor of Education (Ed. D.) 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. Students can earn a concentration in one of five areas: *Curriculum & Instruction*; *Instructional Leadership*; *Executive Leadership*; *Higher Education*³ and *Human Resource Development*⁴.

Concentrations

(LMU-Cedar Bluff, Knoxville)

All students in *Curriculum & Instruction* and *Instructional Leadership* will first take doctoral core classes in the following:

- Introduction to Qualitative Research and Policy Analysis
- Qualitative Research: Theory and Design
- Quantitative Research Procedures I
- Quantitative Research Procedures II
- Diversity and Equity in Education

Ed. D. with a Concentration in *Curriculum & Instruction (CI)*

The CI concentration is specifically designed for teachers, faculty, and instructional leaders. Candidates will gain an advanced understanding of current research on pedagogy relevant to diverse educational contexts. The concentration is designed to foster the development of teacher and instructional leaders. This is inclusive of topics related to instructional strategies, learning styles, human cognition, and diversity. Emphasis is placed on understanding, conducting, and applying research in the field curriculum and instruction. Candidates will also develop expertise in instructional design, implementation, and evaluation. Courses in this concentration include:

- Trends and Issues in Educational Technology and Literacy
- Curricula for Literacy
- Curriculum Leadership at the District Level
- Perspective and Strategies in Teaching and Learning
- Poverty, Gender, and Cultural Background in Education
- Teacher Leadership

³ Available in 2014

⁴ Available in 2014

Ed. D. with a Concentration in *Instructional Learning (IL)*

The IL concentration is specifically designed for leaders in PreK-16 schools. Candidates will acquire expertise in current leadership and organizational theories. The concentration focuses on financial stewardship and employing predictive leadership to address emerging and future educational issues. Candidates will also critically analyze and reflect upon contemporary issues facing education and learn to engage inquiry in decision-making processes. Emphasis is placed on understanding, applying, and conducting research in the field leadership and administration in education. Courses in this concentration include:

- Ethical Leadership and Decision Making
- Group Methods and Processes
- Organizational Leadership and Governance
- Educational Finance
- Advanced Educational Law: A Legal Perspective in Specific Areas of Need
- Leadership: Historical and Contemporary Perspectives

(Duncan School of Law, Institute for Collaborative Leadership, Knoxville)

Ed. D. with a Concentration in *Higher Education (HE)* or *Human Resource Development (HR)*

Information related to the HE and HR concentrations will be available in the early fall of 2013.

Ed. D. with a Concentration in *Executive Leadership (EL)*

The EL program is specifically designed for professionals pursuing executive levels of business, education, health, non-profits, government, and related fields. Candidates will gain an advanced understanding of the individual, interpersonal, institutional, and investigative dimensions of leadership as exemplified by the leadership style of Abraham Lincoln. Emphasis is placed on problem identification and resolution as well as applied research in the field of leadership.

Courses in this concentration include:

- Leadership: Historical and Contemporary Perspectives
- Critical Inquiry and Research Design
- Leadership: Ethical and Social Considerations
- Quantitative and Qualitative Methods
- Leadership: Advanced Seminar in Leadership
- Leadership: Organizational Landscapes
- Leadership: Individual and Organizational Development
- Leadership: Change and Entrepreneurship
- Leadership: Policy Analysis
- Leadership: Political Structures and Governance

- Leadership: Economic and Legal Issues
- Leadership: Seminar in Organizational Leadership

President's Executive Leadership Scholarship

- Amount: 1/3 of each term's tuition, not to exceed three academic years.
- Student must be in good standing and make acceptable academic progress.
- Student must be a full-time employee of a community college, or private college or university, located in the Appalachian College Association (ACA) region.

The scholarship will be facilitated by LMU's Financial Aid office.

DOCTORAL COURSE DESCRIPTIONS

EDLC-701 Leadership: Historical and Contemporary Perspectives

This course explores historical and contemporary leadership theories. Students examine social, political and cultural contexts as contributing factors in developing leadership perspective. Particular emphasis is 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. Students examine underlying principles of leadership including values, beliefs about human nature, and philosophy. The focus is on personal mastery as students investigate the philosophical nature of leadership theory, explore various leadership perspectives, and construct their personal leadership plans.

EDLC-702 Ethical and Social Considerations

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. Students 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. Students apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

EDLB-703 Diversity in the Workplace

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. Students 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

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 student's independent development as a researcher and the expansion of research ideas.

EDLC-731/831 Doctoral Dissertation Seminar I/II

The class is an intensive course designed to assess students' knowledge of critical statistical research concepts; to identify students' research topics; and, to initiate students' literature review on the stated

topics. Dissertation Seminar is designed as a semi-structured learning process allowing students 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

This course is designed to provide students with directed experience in critical inquiry and research design and to prepare students for the type of research/scholarship that will be expected of them in their professional careers.

EDLC-733 Quantitative and Qualitative Methods

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

EDEC-742 Diversity and Equity in Education

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

This course will provide students 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. Students 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

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

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 students as applicable to the development of their dissertation. Students 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

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

This course examines leadership vision through the lens of personal story. As students 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, students clarify their own leadership visions.

EDLB-820 Adult Learning Principles

Learning is in every component of the human experience. Understanding how adults learn and apply expertise to practical everyday situations provides the student opportunities to broaden understandings regarding the capacity of the human mind, what motivates learning and as future leaders, empowers others. This course introduces students to the theory and practice of adult education emphasizing those theories, models, and principles applied to the workplace and other adult learning venues. Students 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

This course explores the interrelationships among individuals and organizations. Classical and social systems theories are examined and connected to the responsibilities of leadership. Students 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

Students 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. Students 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. Students reflect on their own learning community and develop plans for fostering learning communities in their own organizations.

EDEL-823 Change and Entrepreneurship

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 students to identify emerging issues and plan for change.

EDEL-824 Policy Analysis

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. Students learn to apply policy analysis tools as they analyze a policy impacting their particular organization.

EDEL-826 Economic and Legal Issues

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. Students 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

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. Students 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

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.

EDDLB-829 Leadership: Forecasting and Strategic Planning

This course considers two aspects of strategic planning: problem finding and problem solving. Students 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.

EDIL-860 Group Methods and Processes

This course focuses on communication skills for upper level education leaders. Students will explore group dynamics, communication within groups, controversy and creativity, managing conflict, and team development. Students 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

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

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. Students apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

EDIL-867 Political Structures and Governance

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. Students 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 students with meaningful examples of effective leadership in the midst of diverse political perspectives. Students assess their own conflict resolution styles and apply this knowledge.

EDIL-868 Organizational Leadership and Governance

This course examines power and authority and the external and internal structures that govern organizations and the interrelationships among individuals and organizations. Students 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 students with meaningful examples of effective leadership in the midst of diverse political perspectives.

EDIL-869 Curriculum Leadership at the District Level

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. Students 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

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. Students 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

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

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

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

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

EDCI-877 Teacher Leadership

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.

EDIL, EDCI, and EDLC-899 Independent Dissertation Research

This is an independent study course for doctoral students 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.

Student – an enrolled individual who has yet to write and defend his or her dissertation prospectus successfully.

Candidate - an enrolled student who has successfully written and defended his or her dissertation prospectus.

COURSE LOAD

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

COURSE DELIVERY

The Ed. D. program operates on a cohort system.

At **Cedar Bluff**, a new cohort begins each fall. Each cohort will take the five core courses and then move to the six IL or C&I concentration courses.

Each term (summer, fall, spring) features two courses. The summer session operates over nine full days – three consecutive days for three weeks. The fall and spring terms operate monthly over five weekend sessions – Friday evening and all day Saturday.

At the **Duncan School of Law**, a new cohort begins each summer. Each cohort moves through a prescribed, sequential curriculum meeting in a short summer residency in Harrogate and once-a-month weekend schedule in the fall and spring.

WORK SUBMISSION TIMELINE

Faculty members across all courses will adhere to a submission timeline policy. This policy pertains to all coursework and assignments.

1. Assignments are due by 11:59 pm EST on the date identified by the professor.
2. Any submission past that deadline will be considered late.
3. Assignments submitted within 24 hours of the original due date will be reduced one full letter grade.

4. Assignments submitted past 24 hours and within 48 hours will be reduced two full letter grades.
5. Assignments submitted beyond 48 hours mark will not be accepted.

An instructor can waive this policy if the submission of late work is approved in advance of the original deadline.

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 student can receive to successfully pass an LMU Ed. D. course.

Upon approval of the Director, a student 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 student will be allowed to continue taking the prescribed subsequent courses.

If the “C+” is earned in either a quantitative or qualitative research class, the student will not be allowed to take the qualifying exam and may not enroll in dissertation hours. After successfully completing the research class, the qualifying exam must be passed before beginning dissertation work.

A student receiving a second cumulative “C+” will be dismissed from the Ed. D. program.

A student receiving a “C” or lower in any course will be dismissed from the program.

STUDENT WORK AND CLASS ATTENDANCE

The compressed curriculum design of the Ed. D. 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. If a student 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 students with make-up assignments equivalent to the course time and/or content missed by the student. 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.

QUALIFYING EXAM

After the first four courses are completed, the students will progress to the Qualifying Exam. This exam is designed to assess the student's learning, reflection, and syntheses from doctoral-level coursework in quantitative and qualitative research methods. Each research method will be assessed separately. If a student does not pass a section, 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 student from continuing in the Ed. D. program.

DISSERTATION REQUIREMENTS

Candidates who have successfully written their dissertation prospectus and passed the Qualifying Exam will enroll in *EDIL / EDCI / EDLC-899: Independent Dissertation Research* 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 one might have or expect.* Until final approval has been given, candidates will continue to enroll in *EDIL / EDCI / EDLC-899*. Students 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 Ed. D. 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 *Ed. D. Program Handbook* and 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.

RIGHT TO WITHHOLD PUBLICATION

Following consultation with the Ed. D. Program Director, the Dean of the Carter and Moyers School of Education may permanently withhold a completed dissertation from electronic publication or placement on ProQuest by Lincoln Memorial University.

See the *Dissertation Manual* for more detailed information on the production, review and approval of candidate dissertations.

May Graduation

A final dissertation committee approved copy (electronic and paper) of the dissertation must be submitted to the University dissertation reviewer by the committee chair prior to **January 10**.

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

December Graduation

A final dissertation committee approved copy (electronic and paper) of the dissertation must be submitted to the University dissertation reviewer by the committee chair prior to **August 5**.

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 a signed (all signatures are on 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 student'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 must be completed:

- pass the Qualifying Exam;
- adhere to IRB policies in the collection of data;
- completion of the credit hours specified in the approved program of study;
- successful completion and defense of a dissertation;
- approval of final copies of the dissertation; and
- payment of all fees.

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

CHANGE OF NAME AND/OR ADDRESS

A student 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

Students may choose to appeal a grade which they believe to be incorrect. Prior to engaging in a grade appeal process, students must first meet with the faculty member of record. Students 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 student may engage the grade appeal process outlined in the *Ed. D. Handbook* (see *Appeals Procedure*).

NETIQUETTE

The netiquette (net etiquette) policy addresses how students 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. (1) Students 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. Students should avoid colloquialisms, as well as the use of derogatory, offensive, or threatening language; (3) students 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 type of unprofessional academic misconduct.

ACADEMIC MISCONDUCT

Academic misconduct is a serious offense which jeopardizes a student'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.

Students 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 this 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 processes.

Interference – knowingly or unknowingly interfering or attempting to interfere with the academic experience of another student, with or without gain. In addition, students 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. Students should act with professionalism (e.g., convey cordiality, mutual respect, civility, and collegiality) in all venues (e.g., email, classroom, hallways, telephone). Students 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 student will receive an “F” on the assignment. This determination is made regardless of the student’s intent. A letter which outlines the offense and the resulting action will be completed by the faculty member and placed in the student’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 student 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 student’s file.

Students aware of violations of academic misconduct must be 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 students have the right to appeal decisions made by program personnel.

DISMISSAL

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

APPEALS PROCEDURE

A student/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 student/candidate who wishes to appeal a probation, suspension, or dismissal has 30 days from the postmark on the letter of notice to present the appeal in writing to the 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 student/candidate’s letter of appeal. The Chair of the Appeals and Grievance Committee and the student/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 student/candidate, a meeting with the Dean may be requested. The Dean and the student/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 student/candidate feel that he or she has a complaint to grievance about his or her educational experience at LMU that has not been satisfactorily addressed by the course instructor or staff, the student/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 student/candidate with the goal of generating an equitable, fair, and just resolution of the complaint. If the student/candidate is not satisfied with the results of addressing the complaint with the department chair or Program Director, the student/candidate is encouraged to make a written complaint to the Dean of the School of Education, who will review the matter. The student/candidate may continue this complaint to the Vice-President for Academic Affairs (VPAA). The decision of the VPAA is final.

Note: If a student is engaged in an appeal process which would conceivably maintain their continuation in the program, he/she will be allowed to continue taking coursework until the appeal process has been completed. However, if an unsuccessful appeal results in a student's disqualification from continuing the coursework, the student 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 student withdraws from ALL classes and from any current student relationship with the University. The student initiates this process by submitting a completed Withdrawal form to the Ed. D. office. This form is available in the Office of Student Services or http://www.lmunet.edu/pdf/withdrawal_form.pdf. It is imperative that all students receiving student loans contact the Financial Aid counselor. If a student 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 student is registered will appear on the transcript with a notation of "WD". The official date of withdrawal will appear with the courses. Further, any student who ceases attending classes (in effect, leaves the University) prior to the end of the term without completing official withdrawal from the University automatically receives the grade of "F" for the course(s). Withdrawal from the University has no impact on the cumulative GPA of the student if processed by the close of "Last day to drop without F", as indicated in the academic calendar. Students 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 student's account according to the refund schedule. Financial aid will be prorated to the student according to the University's refund

schedule. Withdrawal after the refund period means that the student will have used an entire term's eligibility of aid. The balance of the student's account with the Finance office will be credited or billed to the student as appropriate. Once the student has completed registration, (i.e., turned in the registration to the Finance office), the student may be liable for registration fees even though he/she did not attend classes.

LEAVE OF ABSENCE

A student who wishes or needs to interrupt study temporarily because of personal exigencies may request a personal leave of absence. A student 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 student 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 student can be reached during the period of the leave.

1. The Dean on the recommendation of the Ed. D. Program Director must approve all leaves of absence.
2. Students in Ed. D. the program may be granted a leave for up to one academic year (three terms). The expected last date of registration will be adjusted by one term for each term of the leave.
3. Students 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 student from meeting the tuition requirement or payment of fees already accrued.
5. A student on leave of absence is not eligible for financial aid, including loans; and in most cases, student loans are not deferred during periods of non-enrollment.
6. Students should consult the University Financial Aid Office to ascertain financial aid implications prior to applying for a leave of absence.
7. A student on leave of absence is not eligible for the use of any University facilities normally available to enrolled students.
8. Students on leave of absence must file a formal application for readmission and submit it to the Ed. D. office. The Ed. D. 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. Students who fail to register for the term following the end of the approved leave will be administratively withdrawn from the Ed. D. program.

10. Students 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 Ed. D. program.

TIME LIMITATION AND CONTINUOUS ENROLLMENT

A student has five years from the date of admission to the doctoral program to complete the dissertation and the doctoral degree. A student who does not maintain continuous enrollment without a Leave of Absence is considered dropped from the Ed. D. program and must file for readmission.

Readmission

To file for readmission, the student must submit a formal letter of request for readmission to the Ed. D. Director outlining the reasons for the lack of continuous enrollment and plans for completion. 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 student to secure enrollment status with the registrar and other ancillary departments such as financial aid.

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.

Ed. D. GRADUATE 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 enrolled in a payment plan and current on payments prior to the first day of classes each semester in order to be eligible to attend classes.

Your registration is not complete until one of the following has occurred:

- Online Registration: You have received an email through your LMU email account stating that your financial obligations have been met and your registration is complete.
- Paper Registration: You have processed your registration through the Finance Office and have received your 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 students pay for their education. The University makes every effort to ensure that qualified students are not denied the opportunity to attend LMU due to their limited financial resources. Each applicant for financial aid must submit a Free Application for Federal Student Aid (FAFSA). After the student submits the necessary application forms, the Financial Aid Office will determine the student's eligibility for financial assistance.

Financial Aid Services

The University offers a variety of grant, loan, and work programs to its students. 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 students, Education loans are available to students 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 student's eligibility, they must complete the FAFSA. Graduate students should check with the Financial Aid Office for programs for which they may be eligible.

The student 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 Student Handbook On-Line*. The following information reflects information in this handbook.

Financial Aid Awards

A student's eligibility for financial aid is determined from the information provided on the Free Application for Federal Student Aid (FAFSA). It is the student's responsibility to complete and submit all necessary application materials by the priority deadline of March 1. Students are required to reapply for financial aid each academic year. Renewal of financial aid awards is based on the individual student's demonstrated financial need, availability of funds and maintenance of satisfactory academic progress.

March 1 is the priority deadline to apply for financial aid. Feel free to contact the Financial Aid Office should you have any questions about the aid application process of the types of financial aid available at Lincoln Memorial University.

Satisfactory Academic Progress for Financial Aid – Graduate Education Programs

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

Quantitative

For the Ed. D. Pathway 1 program, students may attempt a maximum of 72 credit hours in pursuit of the 48 credit hour degree program. For the Ed. D. Pathway 2 program, students may attempt a maximum of 94 credit hours in pursuit of the 63 credit hour degree program. Any student who attempts hours beyond this mark is ineligible for financial aid.

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

Qualitative

Students must also earn a certain cumulative Grade Point Average (GPA) determined by their Academic program to maintain financial aid SAP. In the LMU Graduate Education programs, a student must maintain a minimum of a B (3.0 GPA) average in all of their coursework.

Evaluation

After each semester, a review will be made of all enrolled students to determine if they meet this policy. If the student fails to meet SAP after one semester, they will be automatically placed on “Financial Aid Warning”. If a student is placed on Financial Aid Warning, the student will be eligible to receive aid for one semester. At the end of the warning semester, the student will be evaluated again. If they regain SAP, there is no further action, and they remain eligible for financial aid. For those students who fail to regain SAP, they will be placed in “SAP Suspension” and be ineligible to receive financial aid. This policy has no bearing on the Academic Probation and/or Suspension policies; this only relates to financial aid programs.

Appeals

Students 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 they failed to make SAP and what has changed that will allow them to make SAP at the next evaluation. This letter should be sent to the Director of Student Financial Aid, 6965 Cumberland Gap Parkway, Harrogate, TN 37752. The committee will review the appeal along with any academic recommendations from faculty to decide if the student will be able to meet SAP standards by the next evaluation or if a plan can be developed to ensure that the student will be able to meet SAP standards by a specific point in the future. If the committee does not approve the appeal, the student may take classes at their own expense to try to regain SAP. If the appeal is approved, they will be placed in “Financial Aid Probation” for one semester. At the end of the next semester the student must be making SAP or successfully following a plan designed by the Academic Dean (or designee) of the School of Education.

Notification

All Financial Aid SAP notifications will be sent in two ways: a letter will be sent to the student at their home address and an e-mail will be sent to their LMU e-mail address.

Withdrawal from the University and Financial Aid

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

WEBADVISOR

WebAdvisor is a web-based information management tool that allows students to access Lincoln Memorial University's administrative database. Information/functions available through WebAdvisor include Search for Classes, Student Profile, Class Schedule, Grades, Student Account and Financial Aid. The student's account with the Finance office must be paid in full and Perkins student loans must be in a current nondefaulted status in order for the student 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 student is assigned a unique username and temporary password (which must be changed upon first log-in to WebAdvisor). It is the responsibility of each student to ensure that his/her password remains confidential. Lincoln Memorial University does not accept responsibility for any password-related breach of security.

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

Technology

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

TurnItIn

Portions of written materials may be required to be submitted to TurnItIn, the computer program designed for checking literature duplication. Submitting additional course work to TurnItIn is at the instructor's discretion. Instructions will be available early in the term on the Graduate Education Office webpage.

LiveText

Each student will be required to establish an account with the LiveText program by 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 student work online using assessment instruments that

have been developed and implemented by the individual college faculty and/or departments. Each class throughout the Ed. D. program will require you to upload some assignments to LiveText which will be evaluated there. 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 students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu) for full details. 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 1 million dissertations and theses; Mental Measurements Yearbook which contains descriptive information & 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.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The University complies with the provisions of the Family Educational Rights and Privacy Act, 1974, as amended. This law maintains that the institution will provide for the confidentiality of student education records. No one outside the institution shall have access to, nor will LMU disclose any information from, students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

At its discretion, LMU may provide directory information in accordance with the provision of the Act to include student name, address, telephone number, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Currently enrolled students may withhold disclosure in writing to the attention of the Registrar. Students may not inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived

their rights of inspection and review; or education records containing information about more than one student, in which case, LMU will permit access only to that part of the record which pertains to the inquiring student. Lincoln Memorial University maintains a list of all persons, except other college officials, who have received a copy of the student's education record. A copy of the LMU institutional policy on the release of education records is on file in the President's office and the Registrar's office.

CRIMINAL BACKGROUND CHECK

If a student is assigned for a field study or lab at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the student will be required to provide the requested information. Students are allowed in the facility at the clinical affiliates, other affiliate agency, organization, or school's discretion. If the agency denies the student's acceptance into the facility, the student will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program. In certain situations, investigative background reports are ongoing and may be conducted at any time. Access to the host facility may be denied at any time by the agency or by Lincoln Memorial University.

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

Full Name: _____

Student 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 advising appointment with the Ed. D. Program Director to ensure that the appropriate classes are being offered and my plan of progression is on track.

_____ (initial)

Student Signature

Date

Approved by Ed. D. Program Director _____

Date: _____

Copy: Registrar

ACKNOWLEDGEMENT OF RECEIPT OF *Ed. D. HANDBOOK*

The Doctor of Education (Ed. D.) Handbook contains important information about the Ed. D. program at Lincoln Memorial University (LMU). I have entered into a relationship with LMU understanding my role as a student 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 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 Ed. D. 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 Ed. D. 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 Ed. D. *Handbook* on the date listed below.

Signature of Student

Date

Printed Name of Student

1 copy for student

1 copy for file