

LINCOLN MEMORIAL UNIVERSITY

GRADUATE EDUCATION



HANDBOOK

DOCTOR OF EDUCATION DEGREE – Ed.D.

2011-2012 Academic Year

**LINCOLN MEMORIAL UNIVERSITY
GRADUATE EDUCATION**



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Greetings!

Candidates admitted to the EdD program have demonstrated their *potential* to be an emerging scholar-practitioner. A scholar practitioner is one who uses scholarship (e.g., research, theory) to inform their practice (e.g., teaching, administration). This ideal, one who understands the dynamic and interdependent relationship between research, theory, and practice, is needed in order to better address the challenges and opportunities facing leaders in this age.

Admission into the LMU EdD program is highly competitive; thus, accepted candidates should consider their invitation to pursue doctoral study as both an honor and a responsibility. It is an honor in that they are embarking on the path toward holding an important academic distinction, the EdD. This honor carries with it an immense responsibility, as the road towards attaining this degree is both challenging and rewarding. This degree provides candidates with added professional validity, enhanced skills, and additional opportunities to serve others.

However, the path towards realizing these benefits is arduous and long. The material presented in the LMU EdD is of the highest academic and intellectual integrity. The faculty are experts in their respective areas of research and practice. As such, it is expected that admitted candidates will produce work in this program which is rigorously conceptualized, incessantly interrogated, methodically crafted, and painstakingly detailed. To do so will require perseverance on the part of each student. As they confront roadblocks during the program, candidates can remember Galatians 6:9, “And let us not be weary in well doing: for in due season we shall reap, if we faint not”. Candidates who continue sowing efforts into their doctoral study may reap many personal and professional benefits.

Onward and Upward!
J. Luke Wood, PhD

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

PREFACE

The 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 Ed.D. program. By reading, understanding, and adhering to the information provided in this document, students may be better equipped for success in the program. These guidelines should also be interpreted as the minimum requirements of the Ed.D. program. Students should also familiarize themselves with catalogs and policies from LMU and the Carter & Moyers School of Education (CMSE). Policies and procedures at the university, school, and program level may change as needed; *these changes would 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.

UNIVERSITY AND INSTITUTIONAL MISSION STATEMENTS

LMU Mission 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; a recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments. The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region. *Reaffirmed by the Board of Trustees May 3, 2002*

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 **servng** an ever changing global society with knowledge and understanding of moral and social **values**, as well as, political dimensions.

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 Program Statements

Vision

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.

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 Slogan

“Advancing ethics, change, and social justice through the decision sciences”

Doctor of Education Values

- Ethical Leadership
- Transformation
- Social Justice
- Critical Inquiry

DOCTORAL PROGRAM OVERVIEW

The Doctor in 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. This is accomplished through rigorous academic training which challenges educators to make a positive impact on this generation and the next. Students can earn a concentration in one of five areas: Curriculum and Instruction; Higher Education; Human Resource Development; Leadership and Administration, and Executive Leadership.

PROGRAM DESIGN

Pathway 1 – The Ed.D. program can be completed in a three and one-half years (coursework and dissertation), although students may take up to the Pathway 1 limit of seven years (inclusive of the dissertation). This represents the minimum time frame for degree completion and may not be typical. Applicants for Pathway 1 must possess an earned master’s degree. The program consists of 63 credit hours including: (a) 18 credit hours of doctoral core); (b) 15 credit hours in an area of emphasis; (c) 15 credit hours in standing elective offerings; (d) 6 credit hours in dissertation coursework; and (e) 9 credit hours in independent dissertation coursework.

Pathway 2 – The Ed.D. program can be completed in two and one-half years (coursework and dissertation), although students may take up to the Pathway 2 limit of six years (inclusive of the dissertation). Applicants for Pathway 2 for the Higher Education, Curriculum and Instruction, Leadership and Administration, and Human Resource Development concentrations must possess a master’s degree, plus an Educational Specialist (Ed.S.) degree (completed within the past seven years). Applicants for the Executive Leadership concentration must possess 30 post-master’s credits from a completed degree program. The program consists of 63 credit hours, 33 of which are completed in LMU’s Ed.D. program, including: (a) 18 credit hours of doctoral core); (b) 15 credit hours in an area of emphasis; (c) 6 credit hours in dissertation coursework; and (d) 9 credit hours in independent dissertation coursework.

NOTE: **Total credit hours are the program minimum. Students may need to take additional dissertation or course hours dependent upon their progress in the program. Additional hours are prescribed at the discretion of candidate’s advisor and/or the program director.**

Research Prerequisite: A program prerequisite required for students is the completion of EDL 741 – Introduction to Inquiry. This research course covers: frequencies, percentiles, distributions, means, standard deviations, correlations, t-test, research paradigms, and basic qualitative research components. Applicants not possessing an equivalent course will be required to take the prerequisite. Applicants who have previously taken an equivalent course within the past five years can take another course towards their total program credit hours. This course can be taken after admission into the program but must be completed within two semesters of admittance. Students who have not successfully passed this course (with a grade of B+ or better) within two semesters will be dismissed from the doctoral program. For Pathway 1 students, this course serves as three (3) credits towards the standing elective offerings. For Pathway 2, this course does not count towards minimum program hours.

ORIENTATION

Admitted students are required to attend a program orientation before being provisionally admitted into the program. Failure to do so may constitute deferring enrollment to a subsequent semester or dismissal from the program; this determination is made at the discretion of the program director. Orientation is a full day of activities and is **mandatory** as it provides crucial information needed to be successful in the Ed.D. program. The

orientation is the first doctoral course students take in the program. This course is titled EDL 700: Leadership: Lincoln as Leader. Orientation is a 0-credit pass/fail course that must be passed to secure full admission into the Ed.D. program. To successfully complete the orientation course, students must: 1) attend the orientation, and 2) be fully attentive and engaged during the orientation. Successful completion of the orientation course will allow candidates to proceed to other coursework. Students who do not pass the course will not be admitted into the program.

Technology Requirement

All students are required to have reliable access to the Internet. Students who do not possess proficiency in foundational computer technology may be required to take an additional prerequisite. This additional prerequisite is prescribed at the discretion of the student's advisor and/or the program director and is determined after admission into the program. If referred for a technology course, a student has two semesters to complete the course (inclusive of the semester in which the referral took place). If not completed in this time frame, the student **will** be dismissed from the doctoral program.

Concentration Offerings

The Ed.D. program offers concentrations in several areas. All students must earn a concentration while in the program. To earn a concentration, students must complete at least 15 credit hours in a designated area of emphasis. Students may earn multiple concentrations by earning 15 or more credits in an additional concentration area. This must be approved by the primary track advisor and the track advisor for the additional concentration(s). Concentration descriptions are as follows:

- ***Ed.D. with an emphasis in Curriculum and Instruction (CI):*** The (CI) program is specifically designed for teachers, faculty, and instructional leaders. Students will gain an advanced understanding of current research on pedagogy relevant to diverse educational contexts. The program 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 of curriculum and instruction. Students will also develop expertise in instructional design, implementation, and evaluation.
- ***Ed.D. with an emphasis in Leadership and Administration (LA):*** The (LA) program is specifically designed for leaders in PreK-12 schools. Students will acquire expertise in current leadership and organizational theories. The program focuses on financial stewardship and employing predictive leadership to address emerging and future educational issues. Students 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 of leadership and administration in education.

- ***Ed.D. with an emphasis in Higher Education (HE)***: The (HE) program is specifically designed for higher education practitioners in community colleges and four-year universities. This includes college/university faculty, staff, and administrative professionals. Students will explore current research, theory, policies, and practices in higher education. Emphasis is placed on understanding, applying, and conducting research in the field of higher education.
- ***Ed.D. with an emphasis in Human Resource Development (HRD)***: The (HRD) program is specifically designed for professionals who conduct human resource development and educational programming for non-profits, businesses, and government entities. Students will learn current theories and practices relevant to HRD. Emphasis is placed on understanding, applying, and conducting research in the field of education and human resource development.
- ***Ed.D. with a concentration in Executive Leadership (EL)***: The cohort-based (EL) program is specifically designed for professionals in business, health, non-profits, government, and related fields. Students 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.

COURSE OFFERINGS

Doctoral Core (DC)

EDL 743: Research Epistemology - This course will examine the relationship between epistemology, ontology, and methodology. Students will examine differing perspectives on truth and the relationship between the researcher and the researcher and the research. Methodological approaches for differing perspectives will be examined as they relate to the ontological orientation of the researcher. Research paradigms examined in this course may include: logical positivism, post-positivism, critical theory, constructivism, structuralism, post-structuralism, post-modernism.

EDL 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.

EDL 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.

EDL 751: Quantitative Research - Regression Procedures - This course focuses on the application of quantitative research methods. Course topics may include bivariate regression, multiple regression, logistic regression, and regression diagnostics. In this course, candidates will perform and interpret quantitative research using PASW/SPSS software. Emphasis is placed on practical usage of quantitative methods and the acquisition of sufficient theoretical knowledge needed for data interpretation.

EDL 754: Qualitative Research - Interpretive Policy Analysis - This course focuses on the development, implementation and evaluation of public policy at the national, state, and local level. The course is designed for students 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 the candidate 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.

EDL 753: Quantitative Research - Univariate and Multivariate Techniques - This course focuses on the application of quantitative research methods. Course topics may include: analysis of variance, analysis of covariance, multiple analysis of variance. In this course, candidates will process and interpret quantitative research using PASW/SPSS software. Emphasis is placed on practical usage of quantitative methods and the acquisition of sufficient theoretical knowledge needed for data interpretation.

Standing Electives (E)

EDL 841: Global and Comparative Education- This course examines educational policy, processes, culture, and institutional types on a global perspective. Emphasis will be placed on comparing U.S. educational models and practices to those in other countries. Global educational issues will also be examined; these issues may include; access, marginality, human and intellectual capital, and infrastructure. Comparative research methodologies and paradigms will be explored as well as the political, economic, and social impact of globalization on education.

EDDL 842: Program Development and Evaluation – This course allows students to examine, discuss, and critique issues relevant to program planning and evaluation in education. Students will examine historical and contemporary principles, practices, models, and theories in the development, assessment (formative and summative), and evaluation of educational programming. Students will also discuss the relationship

between program evaluation and educational policy, qualitative and quantitative methods of evaluation, and how to critique program evaluations.

EDL 843: Neuroscience Research in Education – This course will examine issues in neuroscience research as it relates to education and child/student development. Historical and contemporary issues in human learning and development research will be examined. Students will also discuss the relevance of neuroscience research to academic, behavioral, and learning concerns.

Curriculum and Instruction (CI)

EDL 871: Teaching in a Technological World - This course will examine the evolution of educational technology. A researched exploration into the needs of classroom teachers will result in a resources repository for educating and assisting teachers in the technology literacy arena. Students will design and develop digital-age learning activities and assessments, model digital-age work, learning and citizenship responsibility as well as engage in professional growth and leadership. The necessity in understanding the avenues in which these new tools can make a significant difference in student learning will be a primary course focus.

EDL 872: Current Trends and Issues in Educational Technology - This course will examine the current trends and issues describing the historical and psychological foundations, policy development, utilization, and assessment of educational instructional technologies and application within K–16 educational and industry-based training settings. Analysis of research findings and issues related to instructional technologies, and other articulated programs being established in secondary schools, community colleges, four-year institutions as well as industry-based training programs.

EDL 873: Contemporary Perspectives in Teaching and Learning - The symbiotic relationship of teaching and learning will be examined in the framework of K-12 schooling. Popular assumptions, theories, and discourse regarding the nature of teaching and learning will be examined as well as the intense debate around these perspectives. This course will examine the effectiveness and philosophy of a variety of contemporary teaching and learning movements.

EDL 874: Curriculum Design and Evaluation - This course examines federal and state curricular mandates and the testing associated with these mandates which now serve as the primary evaluative tool in education. The philosophy, standards, content, and evaluation of this curriculum will be examined at a national, state, and local level.

EDL 875: Critical and Multicultural Strategies for Teaching - This course will examine current research and pedagogy relevant to multicultural/multiethnic education. Definitions, concepts, and discourse around multiculturalism and multicultural education will be examined. Culturally relevant practices will be examined and critiqued.

EDL 876: Pedagogical Practices for Exceptional Students - This course examines pedagogical strategies designed to support learning among exceptional students, broadly defined. Current teaching and learning strategies will be examined in relationship to laws, policies, and practices in exceptional education. Course topics may include: individualized education plans (IEPs), development of materials for exceptional students, social and ethical implications of exceptional student practices, social development of exceptional students, and methods of provision.

EDL 877: Teacher Leadership – This course examines strategies, processes, and research on teacher leadership. Students will discuss leadership theory and its applicability to teacher leadership. Core beliefs and values in teacher leadership will be discussed. Issues regarding equity and diversity in education, culturally relevant pedagogy, inclusive classroom environments, reflective practice, school culture, and organizational change will also be discussed.

Leadership and Administration (LA) or (E)

EDL 861: Educational Finance - This course traces the historical development of education funding models from the 19th to the 21st century. Students 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).

EDL 862: Financial Management and Administration - This course will train educational leaders in budget development and implementation. Students will examine origins of funding resources and allocations from federal, state, and local levels; management of schools funding and resources; and the implementation of vertical and horizontal equity. Focus will be placed on budget simulations which problem solve district and school level budgeting issues.

EDL 863: Research in School Finance - This course will provide a historical and contemporary view on research in school finance. The course will trace this research from its inception into the 21st century. Focus will be given to the transition from school practitioner research to research conducted by macro-micro economists. Students will learn and apply techniques, theoretical frames, and methodologies (e.g., correlation analyses, regression analyses) specific to the field of school finance. Application of information learned will be displayed in a finance research paper which uses public databases to examine issues (e.g., vertical equity, horizontal equity) in finance research.

EDL 864: Predictive Leadership - This course will teach students to identify, analyze, and extrapolate on future trends in educational leadership. Students will learn methodologies, models, and techniques for predicting change in education. In doing so,

this course will discuss approaches for institutional and academic development to address emerging issues in education.

EDL 865: Data-Based Decision Making - The purpose of this course is 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. This course studies the use of quantitative data to improve student and organizational outcomes. Students will develop enhanced data literacy and analytical techniques to inform data-based decision making to identify, address, and reflect upon educational issues. General concepts and techniques of quantitative data analysis, generation, and presentation will be learned.

EDL 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 facilitate discussions relative to the ethical issues faced in diverse organizations. Students will apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

EDL 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.

EDL 821: Organizational Landscapes: Theory & Behavior - 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 organization's 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.

EDL 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.

Higher Education (HE-C) or (E)

EDL 851: History and Philosophy and Structure of Higher Education – This course examines the historical and philosophical foundations of higher education. Students will investigate the origins of higher education in the United States beginning with early theological institutions. Then, 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.

EDL 852: Sociology of Higher Education - This course will allow candidates to examine how key sociological theory (e.g., Max Weber, Emile Durkheim, Pierre Bourdieu) has influenced the study of higher education. Historical and contemporary perspectives, theories, and models in the sociology of higher education will also be examined. This may include the study of inequality, higher education as a social process, forms of capital and community cultural wealth, the culture of academia, social reproduction, industrialization, and organizational saga.

EDL 853: Student Development Theory - This course will examine a wide array of theories and models relevant to student 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 student development theories to student and academic affairs practices will be discussed.

EDL 854: The American Community College - This course will examine the history and mission of the community college. Students will trace the history of the community college from its early proponents in the late 1800s to its current status in present day. The mission of the institution will be examined and discussed in light of contemporary issues facing the community college. Historical and contemporary research on community colleges will also be examined.

EDL 855: Law in Higher Education - This course will examine legal issues in higher education. Students will learn how executive orders, judicial rulings, and legislative mandates have served to shape the mission and function of higher education. Students will also survey basic elements of governance structures in higher education as they related to law of higher education. This includes examining how master plans, legislative influence, local control, and structure differ by state.

EDL 856: Spirituality in Higher Education – This course will examine spirituality as a form of socio-cultural capital and form of resilience for students in higher education. Ideological schools of thought around the concept of spirituality, religiosity, and religion; legal boundaries of church and state; and the importance of spirituality in higher education will be examined. Extant research on spiritual identity development will also be discussed.

EDL 857: Student Persistence and Success Models - This course will examine theories and models relevant to student enrollment, transfer, academic success, persistence, and graduation in higher education. Foundational models from Astin, Bean & Metzner, Carroll, Tinto, Pascarella, and Terenzini will be explored. These models will be critiqued in light of contemporary models and theories by Rendon, Yosso, Solórzano, Hurtado, Allen, Harper, Palmer, and Nora, among others.

EDL 858: Higher Education Finance - This course will overview funding models in higher education by institutional type. 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. Students will explore funding issues relevant to budget construction and implementation.

EDL 859: Governance Systems and Policy Issues in Higher Education - This course will examine 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. Current policy issues affecting higher education will also be discussed, including: access, affordability, accountability, accreditation, and finance. Higher education policy organization such as the American Council on Education (ACE) and American Association of University Professors (UUAP) will also be examined.

Human Resource Development (HRD)

EDL 881: Work Life Interface: Process and Policy - Over the last three to four decades the landscape of work, life, and family has dramatically changed. As this landscape has changed, individuals have experienced greater difficulty in juggling the role demands associated with their personal and professional responsibilities. Many creative opportunities exist for improvement. This course will assist HR professionals in better understanding the structure of the workplace as it interfaces with the daily lives of individuals and working families to meet the varied needs of today's professional without sacrificing the Corporate "bottom-line." The course will examine the problems, as well as proposed solutions, at both the public and private sector levels. It will focus on not only the imbalances, but also on the possibilities for facilitation, enhancement, fit or integration of work and non-work life and to promote generally less stressed and healthier individuals, families, organizations, and society.

EDL 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. Creative thought is presented as a necessary component for organizational renewal, and strategies 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.

EDL 833: Adult Program Planning & Measurement - 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. Students will engage in activities which are designed for students to connect research and theory to practice.

EDL 884: Training & Instructional Design for Adult Learners - This course will explore the methods, tools, and techniques employed in facilitating adult learning. Emphasis is on the process and structure of delivering effective group training activities in programs such as workshops, seminars, semester-based 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 are emphasized throughout this course.

EDL 885: Leadership & Team Development - This course will overview leadership theory as it relates to leadership and team development. Students will discuss issues regarding team development in educational and organizational contexts. Research, models, and practices in leadership and team development will be discussed and supplemented with activities that allow students to connect research and theory to practice.

EDL 886: Personnel & Human Resource Management - This course examines recruitment, selection, and training of personnel for organizations in private and public sectors. This course explores employee relations, collective bargaining, and the major laws that govern employment.

EDL 887: Human & Workplace Psychology - 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.

EDL 888: Strategic Human Resource Development - This course explores techniques and practical application of training processes within the organizational context with a focus on building a learning organization. Topics may include planning, development, curriculum design, and evaluation techniques.

Executive Leadership Concentration (EL-C)

EDL 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.

EDL 702: Leadership: 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 facilitate 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.

EDL 802: Leadership: 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.

EDL 822: Leadership: Individual and Organizational Development - 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.

EDL 821: Organizational Landscapes: Theory & Behavior - 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.

EDL 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. Creative thought is presented as a necessary component for organizational renewal, and strategies 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.

EDL 826: Leadership: 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.

Dissertation Courses (DR)

EDL 731/831 - 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.

EDL 898: Dissertation Prospectus - This course prepares students to develop a doctoral dissertation prospectus. This includes discussion on the following research components: purpose statement, research questions, hypotheses, theoretical/conceptual frameworks, data collection, data analysis, reliability, and operationalization of terms.

EDL 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.

Elective Offerings

EDL 702: Leadership: 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 facilitate 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.

EDL 802: Leadership: 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.

EDL 822: Leadership: Individual and Organizational Development - 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.

EDL 824: Leadership: 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.

EDL 826: Leadership: 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.

EDL 827: Leadership: Seminar in Organizational Leadership - Organizational metaphors provide lenses 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.

EDL 732 Critical Inquiry and Research Design - The purpose of this course is 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.

EDL 733 Quantitative and Qualitative Methods (Mixed Methods) – This course of this course is to provide students with intense training in the tools and strategies needed to conduct reliable, valid, and relevant research.

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 Delivery

The Ed.D. program operates on a module system. Students are required to undertake coursework in at least one module each semester (summer, fall, spring). Any deviation from this requirement must be approved in advanced by both the student’s advisor and the doctoral program director. There are two modules offered each semester. Each module features two courses. In general, summer modules operate over nine full-day sessions; while fall and spring modules operate monthly over five weekend sessions (Friday evening and all day Saturday). All modules (summer, fall, spring) take place at LMUs Cedar Bluff site in Knoxville, TN, with Executive Leadership courses meeting in Harrogate, TN. In totality, Ed.D.courses utilize face-to-face (primarily), online, and hybrid mediums (less frequently).

Portfolio

All students will maintain an electronic portfolio of specific program requirements throughout their program of study as dictated by the program director. Portfolios are used as one tool to evaluate a student’s progress and are required for good academic standing.

Integrity of Course Offerings

Unless transferred, coursework is only applicable to one degree at LMU. Thus, students are not allowed to re-take doctoral level coursework previously taken while a master's or Ed.S. student at Lincoln Memorial University.

Transfer Credit

Pathway 1 students may transfer up to nine (9) credit hours of doctoral level (above Ed.S. level) coursework from other academic institutions. All transfers are approved by the program director. Students may request a waiver of credit hours by writing a formal letter to the program director prior to the start of any core coursework. The letter must indicate the course(s) that students would like to transfer with descriptions of each. The student must show that the course(s) replicate existing courses in the program. Students must show that the completed course is equivalent to a course offered in the program. The 'burden of proof' for course equivalency is on the student. Students cannot transfer credits towards the doctoral core. Transferred coursework must have been completed within the past five (5) years, with a grade of A- or better, and be awarded from a regionally accredited college or university. Steps in transferring courses are as follows:

- Write a transfer petition letter to the program director.
- Attach the course description from the catalog where the course was taken and the course syllabus.
- Attach an official transcript.
- Submit letter and documentation to the program director. If approved by the program director, the form will be sent to the registrar.

The program director will respond to transfer requests within one month of receipt. Determinations are final and cannot be appealed. Pathway 2 students cannot transfer coursework into the program beyond the 15 credit hours transferred from an earned Ed.S. program, which already reduces the program from 63 to 48 credit hours.

FACULTY ADVISEMENT

After admittance into the Ed.D. program, the student will be referred to the concentration coordinator who will either serve as faculty advisor or assign a faculty member within the concentration to mentor the student. Faculty advisors may not be changed without approval of the concentration coordinator and the program director. This decision is based on the student's identified area of interest. Students are required to meet with their faculty advisors face to face at least once a semester. This meeting should be 'in-person'. Faculty advisors serve as official program mentors and guides for students. However, students are ultimately responsible for being aware of and meeting program requirements, guidelines, and expectations.

COURSE LOAD

Students are considered full-time doctoral students with a load of six (6) credit hours per semester (summer, fall, spring). Students taking only three (3) credit hours are considered

part-time. Students must maintain continuous enrollment (full or part-time) in the program. Failure to do so may result in dismissal. Students must complete a leave of absence form which must be approved by the program director (see section 'Leave of Absence'). Student enrollment in more than six (6) credits hours per semester must be approved each semester by the faculty advisor and program director. In general, enrolling in seven (7) or more units is discouraged, but may be approved if the student has completed one or more semesters with a grade point average (GPA) of 3.80 or better. Approvals are granted on a case-by-case basis. Determinations made by faculty advisors and/or the program director are final.

SUBMISSION TIMELINE POLICY

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. 6. This policy can be waived by an instructor if the submission of late work is approved in advance of the original deadline.

GRADE SCALE

Quality Points

Grade Definition per course (on 100 point scale)

A Superior 94-100 (Quality of work exceptional)

A- Excellent 90- 93.9 (Quality of work above satisfactory level)

B+ Very Good 87-89.9 (Quality of work satisfactory)

B Good 84- 86.9 (Quality of work below satisfactory)

B- Average 80- 83.9 (Quality of work meets minimum requirements)

C+ Below average 77-79.9 (Quality of work less than satisfactory)

For information on other marks are covered throughout the handbook.

A grade of B- is the minimum grade a student can receive to pass an LMU Ed.D. course successfully. *The only exception to this is the program prerequisite which must be completed with a grade of B or better.* As such, students must complete all program coursework with a grade of B- or better. Students receiving a C+ or lower will be required to retake the course and will not receive credit towards the completion of their degree. Students receiving 'F' grade in any course **will** be dismissed from the program. Dismissals occur after review by the student and the program director. Dismissal decisions may be appealed to the Dean of the School of Education within two calendar weeks of candidate's receipt of dismissal notification. Any dismissal not appealed in this time period is final. Letters contesting dismissal must also be sent to the program director.

Students receiving a C+ or lower (in any course) will be placed on academic probation (see section on Academic Probation). *Note: Grading scales are at the discretion of individual faculty members.* Students are required to complete all their coursework within the timeframe designated by the course instructor/faculty. Students who do not complete coursework in time may receive an ('F'). An incomplete ('I') is rarely awarded and only given under exceptional circumstances (e.g., death in the family, loss of employment, major illness). Incomplete grades must be approved in advance by the instructor AND program director with final approval by the Dean of the School of Education. To apply for a grade of incomplete ('I'), students' must submit a letter to the course instructor detailing the rationale for the incomplete. This letter must be received prior to the last day of class. Faculty members are not required to approve incompletes. If an incomplete is approved by the faculty member, then it is directed to the program director, who has the final decision on the approval. If approved, the student will have 30 calendar days to complete the coursework. If the completed coursework is not submitted within this time frame, the student will receive a grade of F. Coursework will be graded following the template and rubric in use during the semester in which the course was taken. If the course is satisfactorily completed, the candidate is responsible for asking the instructor to complete and submit a grade change form. This form must be approved by the program director and sent to the Registrar.

In addition, withdrawal ('W') or withdrawal failing ('WF') grades are not awarded. Students have until one month prior to the course start date to dis-enroll from a course. Students are responsible for completing coursework which they are enrolled in past one month (to the day) prior to the course start date. WD grades are awarded for class taken by a student during a semester in which they withdrawal from the program

WITHDRAWAL POLICY

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

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

without 'F', as indicated in the academic calendar. Students who withdraw from the program may reapply one semester after withdrawal. Readmission is not guaranteed and is considered on a case-by-case basis.

1. Refunds for tuition and fees are credited to the student's account according to the refund schedule.
2. Financial aid will be prorated to the student according to the university's refund schedule. Withdrawal after the refund period means that the student will have used an entire semester's eligibility of aid.
3. The balance of the student's account with the Finance Office will be credited or billed to the student as appropriate.
4. 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.

LEAVES OF ABSENCE POLICY

A student who finds it necessary to be excused from enrollment in a given semester must formally request a leave of absence. A leave of absence must be recommended by an Ed.D. Program faculty progress committee and then approved by the Ed.D. Director. The student will be required to apply for reinstatement to the program at an appropriate time. If an absence is approved, students have three consecutive semesters to be reinstated. After this time, students are formally dismissed from the program and must reapply. Extensions to a leave of absence may be granted with the approval of the program director and the dean. Students may not work on their dissertation or other coursework during a leave of absence.

REFUND POLICY

In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or financial reasons after registration is completed and prior to the end of a semester of enrollment, the student's eligibility for a refund of appropriate institutional tuition and room and board charges will be prorated as indicated. Please note that any changes to this policy, by the finance office supersedes information provided.

A student must complete a Change of Schedule form obtained from the registrar to drop one or more classes. Any situation in which all classes are dropped is considered to be a withdrawal from the University. Any notification of withdrawal and request for refund must be made in writing. Should the student fail to withdraw officially, all semester charges will become immediately due and payable. The official withdrawal process begins in the Graduate Education Office. A withdrawal form must be completed and all the necessary signatures obtained. *Oral requests do not constitute official notification.* The University's official date of withdrawal used to compute the refund is determined by the finance office. Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

- through the first official day of classes 100%.
- after the first official day of classes and during the first week of the semester 90%.
- during the second week of the semester 75%.
- during the third week of the semester 50%.
- during the fourth week of the semester 25%.
- after the fourth week of the semester 0%.

No refund of institutional charges will be made after the fourth week of the semester. Specific dates affecting the schedule of refunds appear in the *Class Schedule* and/or the Office of Student Services, the Registrar's Office and the Office of Finance. Refund schedules pertaining to summer and mini-terms are adjusted to the varying length of the terms and appear in the *Class Schedule* published for the given term.

GRADUATION REQUIREMENTS

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

1. completion of the credit hours specified in the approved program of study;
2. payment of all fees;
3. successful completion and defense of a dissertation; and
4. acceptance of final copies of the dissertation.

CHANGE OF NAME AND/OR ADDRESS

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

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.

LIBRARY SERVICES

Library services are provided for all graduate students through the campus library, through the library terminals located at all off-campus sites, and/or through Internet access to on-campus databases. Students are given access codes and procedures by library personnel and instructors at the beginning of each semester. The Ed.D. program primarily uses library facilities at the Cedar Bluff site.

STUDENT SUPPORT SERVICE

A major advantage of the University is that unique resources and specialized departments and colleges are available to other departments and colleges within the University. The student should become aware, and take advantage of available resources and services in support of study for the doctoral degree. Refer to the Student Handbook for various services provided by the University. Basic information concerning individual programs of study and accommodation to career goals are available from program faculty. Library and computer services are available through the university. Career Services are available as well.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

At its discretion, LMU may provide directory information in accordance with the provision of the Act to include student name, address, telephone number, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Currently enrolled students may withhold disclosure in writing to the attention of the registrar. Students may not inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case, LMU will permit access only to that part of the record which pertains to the inquiring student. Lincoln

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

CRIMINAL BACKGROUND CHECK POLICY

If a student is assigned for 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.**

STUDENT WORK AND CLASS ATTENDANCE

The compressed curriculum design of the Ed.D. program does not adapt well to missed classes; therefore, they are discouraged. 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 semester in which the absence occurs. Faculty will provide students with make-up equivalent to the course time missed by the student. The student may be required to attend a scheduled make-up day at the Cedar Bluff site in Knoxville designated for such purposes. Only one excused absence will be allowed each semester. Missing an unexcused class or more than one excused class each semester, or failure to attend a make-up session for an excused 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.

STUDENT STANDINGS

Students admitted to the program are placed on two standings, provisional 1 or provisional 2. Provisional standing means that students are provisionally admitted into the program. Provisional 1 designates that students are on provisional admission for one semester, while provisional 2 suggests that students must complete two semesters of provisional admission. Students must maintain an overall GPA of 3.8 or higher on all coursework during the provisional period. A student's probationary period ceases at the end of the specified one or two semester provisional period. Dismissed students may reapply to the program after one full semester has lapsed. Students who do not meet this requirement are automatically dis-enrolled from the program. A student may choose to appeal the grade(s) that resulted in their dismissal; however, this must occur within two

weeks of being posted to WebAdvisor. If a student is engaged in a grade appeal process which would conceivably raise his/her GPA above 3.8, he/she will be allowed to continue taking coursework until the grade appeal process has been completed. However, if the grade is not successfully appealed, the student will be immediately dis-enrolled and may not receive credit or reimbursement for courses that occurred during the semester of the appeal. This determination is made by the discretion of the finance office in consultation with the program director. After the provisional admission period is over, students gain normal admission standing. Under this standing there are no minimum GPA requirements for good standing. However, a student receiving a C+ or below in two courses will be dismissed from the program. Students dismissed from the program under these criteria cannot reapply to the program until three consecutive semesters have lapsed. Any coursework taken during this dismissal period will not be accepted for transfer.

Probationary Standing: The faculty Progress Committee will meet regularly to determine whether students are successfully progressing through the doctoral program. Students will be placed on probation if they: (a) receive a grade of C+ or lower in any course, (b) do not illustrate a disposition expected by distinguished educational professionals both inside and outside of the university (e.g., failure to follow netiquette policy, disruptive, combative, or withdrawn behavior in class, plagiarism); (c) have a lack of progress on their dissertation; and (d) do not follow policies identified in this handbook. In such cases, the committee will recommend special requirements for the student. Usually, this will include maintaining a semester GPA of 3.80 or higher throughout the duration of the probationary period. However, additional requirements may be levied by the committee. Students must meet the committee's requirements within the specific timeline given. Students who do not meet these requirements will be suspended or dismissed from the program. Suspended students must wait one semester before taking coursework again. Upon re-entry, suspended students will remain on probation and will have additional requirements specified by the Progress Committee. If these requirements are not met to the satisfaction of the committee the student will be dismissed from the program.

DISMISSAL

Students on probation who do not meet the requirements set forth by the Progress Committee will be dismissed from the program. Students who are dismissed from the program may apply for readmission after six (6) months from date of dismissal. Readmissions are approved by the admissions committee. Students who are readmitted will re-enter the program on probation. The admissions committee may also specify special requirements for readmits (i.e., retaking specified courses). Any coursework completed during the six-month lapse will not be transferred into the program. In some cases, students may be dismissed from the program without the option to reapply. This decision is usually, but not always, reserved for egregious offenses (e.g., physical altercation, bullying, threatening, or verbally assaulting a faculty member or student, plagiarism).

TRI-SEMESTER REPORT

All Ed.D. students are required to submit a report updating the program on their progress. Students must submit a brief memorandum after each three consecutive semesters in the program. Memorandums should be no longer than two pages and must address all of the following (which is applicable):

- The year the student entered the program
- The students current progress towards degree completion, including:
 - course completion and grades
 - passing qualifying exams
 - dissertation prospectus defense
 - progress towards dissertation
 - name of dissertation committee members
 - *Students may also identify extenuating circumstances which help to contextualize their progress.*
- Plans for upcoming year, including:
 - anticipated courses to be taken
 - goals with realistic timetables
 - potential challenges and strategies for addressing them
- Student contact information
- Awards and honors received within the year
- Conference presentations made within the year
- Publications (if any) produced within the year

Students must submit their memorandums to their faculty advisor, concentration coordinator, the program director, and the chair of the progress committee. Faculty advisors will submit a final copy of the report to the Progress Committee. Students will be informed by the committee whether their progress is deemed satisfactory or problematic. The committee may recommend that some students be placed on probation, dismissed from the program, and/or be placed under special requirements.

POLICY EXCEPTIONS

In some circumstances, program policies may be overridden or modified due to extenuating circumstances. In these *extremely rare instances*, a written exemption request with supporting documentation will be considered on a case-by-case basis by the program director and School of Education Dean.

PAPER FORMATTING

All papers submitted to the program must follow the most recent edition of APA. All students are required to own the most recent publication manual for this format.

Students should adhere to plagiarism policies identified in the LMU student handbook, LMU catalog, and LMU Ed.D. catalog.

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 others writings, ideas, concepts, and works as one's own. Plagiarism is an egregious violation of academic honesty and will be addressed as such by faculty and other institutional personnel. Plagiarism consists of knowingly or unknowingly presenting the writings, figures, graphs, tables, creative works, ideas, and concepts of others:
 1. Failing to identify the source of direct quotations in accordance with the most recent edition of the APA manual;
 2. Paraphrasing or restating the works, ideas, and concepts of others without referencing the source in accordance to the most recent edition of the APA manual;
 3. Presenting in full or in part the works of others (e.g., papers, figures, graphs, charts, posters, photography) whether published or unpublished as one's own without referencing the source in accordance to the most recent edition of the APA manual;
- **Self-plagiarism** - knowingly or unknowingly presenting one's own work in full or in part to two or more venues (e.g., classes, fieldwork, projects). This may include, but is not limited to submitting a paper or portions of a paper to multiple classes without proper citation. Work submitted in multiple courses must exhibit significant modifications and must also reference the student's original source in accordance to the most recent edition of the APA manual. NOTE: Work completed in courses in whole or in part in a student's dissertations. This is the only exemption to the self-plagiarism policy.
- **Cheating** – refers to attempting to gain an advantage on a test, exam, quiz, or 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.
- **Un-Professionalism** – 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.

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.

First Offense – Minor: If the first act of academic misconduct is deemed ‘minor’ by the program director (in consultation with the faculty of record), then the student will receive an ‘F’ on the assignment. This determination is made regardless of student’s intent. A letter completed by the faculty member which outlines the offense and the resulting action will be placed in the student’s file.

First Offense –Major: If the first academic misconduct is at a level deemed ‘major’ by the program director (in consultation with the faculty of record), then the student will be suspended for three consecutive semesters. This determination is made regardless of student’s intent. A letter written by the faculty member which outlines the offense and the resulting action will be placed in the student’s file. A student may be required to reapply to the program, but admission will not be guaranteed. If readmitted, the student will be placed on probation for two consecutive semesters and must fulfill the terms of the probation, as outlined by the program director.

Second Offense: Regardless of whether the offense is ‘minor’ or ‘major’, the program director (in consultation with the faculty of record and concentration coordinators), will dismiss the student from the program. A letter will be written by the faculty member which outlines the offense and the resulting action will be placed in the student’s file. A student will not be permitted to reapply to the program.

Note: If a student is engaged in an appeal process which would conceivable 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 semester of the appeal. This policy applies to all varieties of first and second offenses.

GRADE APPEALS

Students may choose to appeal a grade which they believe to be incorrect. Prior to engaging in a grade appeal process, students must meet with the faculty member from whom the objectionable grade was received and discuss the grade with them first. Students must not correspond with other faculty, the program director, associate dean, dean, or other LMU officials about an objectionable grade prior to meeting with the faculty member. Failure to do so may result in dismissal, per the discretion of the program director. If no resolution is reached, the student may engage the grade appeal process outlined in the LMU catalog.

NETIQUETTE POLICY

This netiquette policy addresses how students should conduct themselves when corresponding with faculty members. Netiquette (Net Etiquette) covers appropriate conduct for all communications with faculty via technology. This includes email, blogs, discussion boards, text messaging, instant messaging, and other forms of communication. Students should adhere to the following guidelines: (1) Students should address faculty using their appropriate academic title (e.g., Dr., Mr., Vice President, Professor) and their last name. The title and last name may be preceded by "Dear" and may not be preceded with other words, "Hey", "Hi", "Sup" etc; (2) the communication should employ a professional tone. Thus, students should avoid colloquialisms as well as the use of derogatory, offensive or threatening language; (3) students should be cognizant that usage of bold, colored, or underlined fonts can often be misinterpreted; (4) avoid the usage of text language (e.g., U, LOL, TTYL, PPL); and (5) spell and grammar check communications before sending. Violation of the netiquette policy may result in probation or dismissal from the program.

QUALIFYING EXAMS

After coursework is completed in the appropriate pathway, students' progress to comprehensive/qualifying exams, which take place over a two-day period. These exams are designed to assess the student's learning, reflection, and syntheses from doctoral-level coursework. Exams are written and then orally defended. After successful passage of exams, students advance to the dissertation stage of the program, which allows them to engage in original research.

Students who have completed all coursework in their programs of study (with the exception of dissertation coursework - EDL 731/831; 898; 899) must take a qualifying

exam. Qualifying exams are designed as a program benchmark; thus, students who do not pass their exams will be dismissed from the program. Exams take place in two stages. First, students take written exams on four topical areas: (1) epistemology, ontology, and methodology; (2) qualitative and quantitative research methods; (3) doctoral core; and (4) concentration core. Exams take place over two full-day (8:00 am -5:00 pm) writing periods. Students may not bring pre-written material, notes, articles, or any resource into the exam. Exams are scored by a team of faculty using rubrics.

Students who successfully pass the written portion of the exam will proceed to oral defense. Oral defense must take place within ten (10) business days of the written exam. Students who pass the written exam but cannot be present to orally defend the exam will fail. These students will be afforded the opportunity to retake the exam one time after four months have lapsed. Students who do not pass the exam during the second sitting are permanently barred from doctoral study at LMU. During the oral exam, students are asked questions about the exams as well as on other topics deemed appropriate by the committee. Oral exams will last approximately two hours. Students who do not pass the oral exam will be dismissed from the program. Oral defense of exams are scored with rubrics.

DISSERTATION COMMITTEES

Students are permitted to request their dissertation chair from the approved list of chairs. Not all requests will be granted. **All committee appointments must be approved by the program director.** This list can be obtained from the department office. Dissertation chairs cannot be selected prior to completion of the qualifying exams. **At minimum**, a chairperson, a content person, a research methodologist, and committee member are needed for each dissertation. The Ed.D. dissertation committee must be composed of at least one (1) Lincoln Memorial University Ed.D. core faculty. Dissertation committees chaired by approved chairs who are not members of the core Ed.D. faculty, will still need at least one core Ed.D. faculty member as a member of the committee. Students may draw upon LMU faculty and staff from all colleges to fill their committees. **Students are also permitted with special permission to include committee members who are external to LMU. A non-LMU committee member must possess a terminal degree for at least three years and have at least seven years of professional experience in their respective field. LMU committee members external to LMU must be approved by the student's concentration coordinator and the program director. All determinations are final.** The general roles of each dissertation committee members are as follows:

The four members include:

- A *dissertation* chair who is the first line of communication between the student and the other committee members; the chair is responsible for ongoing supervision of the student's research and will certify that the student has satisfactorily completed the dissertation.
- A content expert who possesses necessary content expertise for the student's area of inquiry;
- A member of the committee with methodological expertise consistent with the student's research question(s). Any member of the committee, including the

chair/co-chair, may be designated the committee member with specific methodological expertise.

- The committee members also serve in an advisory role for content and methodology.

An additional committee member may serve on the committee if deemed appropriate by the student and the committee chair. The maximum number of committee members allowed is five.

DISSERTATION PROSPECTUS

Students who pass their qualifying exams are approved to advance to dissertation coursework – EDL 731/831; 898; 899. Students must enroll in EDL 731 and 898 the semester immediately after passage of the qualifying exams. After successful completion of EDL 898, students may defend their prospectus. A prospectus must be written and orally defended. A prospectus format must have a 1 inch margin, Times New Roman, 12 point font, double space excluding the cover page, references, and appendices. A copy of student's draft prospectus (which has been approved by the students chair for distribution to the dissertation committee) must be sent to the program director. The director reserves the right to review the prospectus and either request additional changes, clarification, or provide approval for the prospectus defense to proceed. Students must orally defend their prospectus to the committee. See Appendix A for the Dissertation Prospectus Defense form. All committee members should be present. At a minimum, the Chair, Student and committee members should be in attendance. In this case, the remaining committee members may use tele/internet conferencing. However, the use of tele/internet conferencing must be arranged, prior to defense. Prospectus defenses are closed to the public, excluding LMU Ed.D. faculty. A dissertation prospectus should include the following:

- Section One: Introduction
 - Introduction (researchers interest in the study)
 - Purpose Statement
- Purpose statement
- ii. Goal of Study
- iii. Intended Audience & Impact
 - Statement of the Problem
 - Research Questions
 - Hypotheses (if any)
 - Significance of the Study
 - Definitions
- Section Two: Literature
 - Review of Literature
- Key studies conducted in the topic area
- ii. Relevant research on the topic
- iii. Theoretical or conceptual framework
- Section Three: Methods
 - Research approach (e.g., qualitative, quantitative, mixed-methods)

- Benefits of identified approach & methodology
 - Why approach is useful for identified topic
 - Participants
- Identify population and participants
- ii. Rationale for sample size
 - Research site/scope
 - Data collection
 - Power Analysis
- Operationalization of key concepts/terms
- ii. Step by step procedures
 - Data analysis procedures
 - Validity and Reliability measures
 - Limitations/De-limitations
 - Ethical Considerations
 - Participant/site protection
- ii. Attaining informed consent/assent
- iii. Plan for implementing ethical protocols
 - Positionality of the researcher
- Appendices: *(not included in page length)*
 - Institutional Review Board (IRB) application
 - Proposed dissertation timeline

At the prospectus defense, a candidate will receive feedback from his/her committee members. Students must incorporate this feedback (based on consultation from their Chair) into subsequent versions of their dissertation. Prospectus defenses conclude with a pass or fail. Students who pass are thereafter referred to as doctoral candidates. Students who fail will be provided one opportunity to defend their prospectus again. If a candidate does not successfully defend their prospectus at the second defense, they will be dismissed from the program.

Dissertation committees use the following criteria in evaluating a dissertation prospectus.

1. The document follows the appropriate format specified and is presented in a scholarly and professional manner
2. The document illustrates a 'new' or 'revised' addition to a current body of knowledge
3. The document is clear, uses proper grammar, syntax, and spelling.
4. The document avoids the use of direct quotations (when possible).
5. The document has ample citations using current literature (preferably within the past ten years when possible)
6. All citations are included in the reference list.
7. The document employs a scholarly prose (using objective, tentative, and precise language).
8. The document is well organized with clear transitions.

INSTITUTIONAL REVIEW BOARD (IRB)

Candidates should familiarize themselves with the policies and procedures of the universities IRB Board. **If a candidate conducts research without the written approval of IRB, they are automatically dismissed from the program.** Please see Appendix B for IRB forms.

DISSERTATION

Candidates who have successfully written and defended their dissertation prospectus will enroll in EDL 899: Independent Dissertation Research (a three credit course) each consecutive semester (summer, fall, spring) until they have successfully written and defended their dissertation. Dissertations must exhibit original research on the part of the doctoral candidate; however, this does not preclude doctoral candidates from including secondary analysis of existing data. The length, depth, breadth, and quality of the dissertation must be indicative of a candidate who possesses 'expert' knowledge in a topical area. See Appendix C for guidelines on the minimum information needed for a dissertation.

Dissertation Style

Dissertations must be written using the most recent edition of the Publication Manual of the American Psychological Association (APA). Continually updated information is available at the APA Online web site at <http://www.apastyle.apa.org/>.

Arrangement of Dissertation Sections:

Cover Sheet (see Appendix D)

Title Page

Copyright Page (optional)

Dedication page, & Acknowledgement Page

Abstract

Table of Contents (page(s) must be numbered lowercase roman numerals)

Dissertation Body (chapters 1 – 5)

References

Appendix (optional)

Vita or Bio (optional)

Presenting Dissertation Drafts to All Committee Members

Electronic transfer of copies of documents is cost efficient and feasible, but electronic copies are not acceptable to everyone. Some individuals prefer reading a paper copy to reading long documents on a screen. If faculty prefer a paper copy but are given an electronic copy, then they may need to print the electronic copy, which requires more time, effort, and expense on their part. Students should not make assumptions about the form in which faculty prefer to receive documents. All committee members should make their wishes clear. Students give each draft in the form he or she prefers. Candidates are responsible for all costs associated with dissertation printing. Candidates may not use LMU resources, other than those

specifically allocated to the student, for printing dissertations or dissertation related materials. Candidates must provide printed copies for their dissertation proposal and dissertation defense to all committee members and faculty who request them.

Regardless whether documents are presented electronically or on paper, some common errors should be avoided:

- electronic copies that the recipient cannot open or that lose their format
- unnumbered pages or pages not numbered consecutively so that readers have difficulty finding a particular page.
- paper documents that do not lay flat on a table due to binding.
- paper documents that are not reasonably secured.
- paper documents with hand-written corrections or documents that are difficult to read due to odd fonts or poor copy quality.

Doctoral candidates should be thoughtful about the demands on readers of proposals and dissertations. Documents should be presented in such a way that they will be easy to manage. Pages should all be numbered consecutively within a document. A paper document should be secured within a closeable file folder. A paper document should be further held together by a device (e.g., a spring clip of sufficient strength) that allows easy handling as a single entity, yet allows the reader to lay pages flat for reading and editing.

Students', Dissertation Chairs', and Committee Members' Responsibilities

Students are responsible for choosing their topic, submitting proofread drafts of materials to the chair, and working with their chair to schedule meetings for the defense of the proposal and dissertation. It is expected that students will maintain contact with the chair and committee (at the direction of the chair) throughout the process to confirm that the research and writing is following the agreed upon plan. The dissertation is the student's responsibility and not that of the dissertation chair, but the dissertation chair shall be kept informed of problems and progress by the student.

All members of the Ed.D. student's committee have a shared responsibility for ensuring high quality scholarship. Dissertation chairs are responsible for reading drafts of each student's proposal and dissertation according to the agreed-upon schedule, for giving editorial or substantive feedback to the student, and for working with the student until the chair judges that the document is likely to be found acceptable by the dissertation committee members. Dissertation chairs should not allow distribution of drafts of materials to committee members that are likely to be judged unacceptable. Candidates must deliver a full print and electronic copy of their defense-ready dissertation at least two weeks prior to defense. After submission of this document, no additional changes to the document may be made prior to defense. Prior to convening the student's dissertation proposal meeting or dissertation defense meeting, the dissertation chair will contact the committee to ask if any committee member foresees a major problem with the proposal or dissertation. Committee members will share concerns with the dissertation chair immediately. It is the responsibility of the chair to inform the student in a timely manner if there are concerns.

Committee members are responsible for reading the proposal and dissertation within the agreed-upon time, suggesting editorial or substantive changes, and being able to explain why they do or do not believe the document submitted by the student is acceptable. Committee members who perceive major flaws in the document that are likely to result in a student's unsuccessful defense should inform the dissertation chair in a timely manner.

Some candidates may choose to bring refreshments to their dissertation defense, but these shall be kept to a minimum. All defense arrangements shall be made in collaboration with the committee chair. Following a successful defense, a student should check with each member of his or her committee to find out if the member would like an unbound hard copy of the dissertation. If they do, the candidate must provide copies to those members. Two bound copies of the final dissertation must be provided to Lincoln Memorial University. One copy will be archived in the LMU Library and a second copy will be archived in the Ed.D. office. Candidates must also submit bound copies to all committee members unless the committee members specifically expresses that they do not need a copy. Binding is done after the dissertation is approved. All LMU dissertations will be sent to UMI Dissertations Publishing and will be included in Proquest's *Digital Dissertation Database*. The Program Director has sole discretion whether the document will be provided as full-text in Proquest. The abstract of the dissertation will appear in the index, *Dissertation Abstracts* unless the author options out of this arrangement.

Candidates must work with their chair and committee members in the development of their dissertation draft. Once a complete draft is believed (by all committee members) to be ready for defense, the chair must provide a copy to the concentration coordinator and the program director. A dissertation **cannot** be approved by the dissertation committee or Program Director which is more abbreviated than 135 pages (not including cover pages, references, and appendices). The director may review the document and either request additional changes, clarification, or provide approval for the defense to proceed. Defense dates may not be set until this has occurred. Candidates must orally defend their prospectus to their committee. All committee members should be present, in-person. At a minimum, the chair, candidate and one committee member must be present. In this case, the remaining committee members may use tele/internet conferencing. The use of tele/internet conferencing is permitted. Dissertation defenses are open to the public; however, candidate's family members and friends (other than LMU Ed.D. students) are not permitted to attend.

An oral defense should adhere to the following outline: (1) candidate presents their dissertation discussing: (a) why the research is important; (b) addressing the research questions; (c) very brief overview of literature; (d) brief overview of methodology; and (e) an extensive discussion of findings, conclusions, and recommendations) (approximately; 15-20 minutes); (2) committee members question student about the validity and reliability of their dissertation, requiring the student to 'defend' their work (approx. 75-90 minutes, though sometimes more); (3) the committee will provide limited time for questions from other faculty, candidates, or attendees. Preference is given to questions from faculty attendees (approximately 10-15 minutes); (4) the candidate and all attendees will leave the room while the committee deliberates; (5) the Chair and committee will ask the candidate to return to the room and will provide the candidate with the deliberation (e.g.,

accept, accept with minor revisions, not accepted, major revisions, fail) (see Appendix E for Dissertation Defense rubric).

Candidates who fail will be provided one opportunity to defend their dissertation during a subsequent semester. If a student does not successfully defend his/her dissertation at the second defense, the student will be dismissed from the program. Candidates who pass will be provided with feedback which must be incorporated into the signed copy of the dissertation. The student is expected to bring signature (approval) pages to the dissertation defense so that *if* the dissertation is approved the dissertation chair and the committee members can sign all necessary documents at that time. Approval of the dissertation is the last step in the student's program, other than filing the document. If the student's dissertation is approved, the student may assume that he/she has earned the degree for which the dissertation was submitted as soon as the student files it officially in the Ed.D. Office.

GRADUATION REQUIREMENTS

To qualify for graduation, candidates must:

- (a) complete all required coursework;
- (b) pass qualifying exams;
- (c) successfully write and defend their dissertation prospectus;
- (d) adhere to IRB policies in the collection of data; and
- (e) successfully write and defend their dissertation.
- (f) candidates accounts must be up to date

To apply for graduation, doctoral candidates must have successfully completed items a-f and have set a final defense date. Final defense dates are approved by the candidate's committee and the concentration coordinator. Doctoral candidates applying for graduation must complete the Ed.D. Intention to Graduate Petition (see Appendix F). This form is used to notify the registrar's office of a potential graduate. When filed, a graduation fee will be added to candidate's account. This fee is set every semester by the program director. An unprocessed fee will result in the rejection of the form. Once the petition is filed, candidates will be added to the listserv for graduating candidates. This listserv is used to provide candidates with information on the College of Education convocation. Please note: candidates must file the Intent to Graduate form the semester prior to graduation. Candidates have until the last day of the semester to file. If the candidate does not graduate the following semester, he/she will be required to file a new form.

Candidates must purchase their regalia (e.g., mortarboard cap (not tam), gown, hood, tassel) at least one month prior to graduation. Candidates can contact the LMU bookstore to order their regalia. Attendance at the College of Education convocation is required. Candidates do not receive official diplomas at graduation. Diplomas are mailed out by the registrar's office after graduation. Candidates needing verification of graduation may request a letter from their chair, noting the completion of their degree. Candidates may not request this letter until after they have successfully written and defended their dissertation.

APPENDIX A

**Lincoln Memorial University
Doctorate of Education, Ed.D.**

Prospectus Defense Form

Candidate's Name _____ Date _____

Research topic

Committee Members' Signatures

Chairperson's Signature Date

Content Member's Signature Date

Methodologist's Signature Date

Program Director Date

All signature are required for this prospectus defense to be valid. *This form must be submitted to Ed.D. program office within seven days of defense.*

APPENDIX B

APPENDIX C

IRB APPLICATION FOR HUMAN SUBJECT RESEARCH

1. PROJECT TITLE

Title of Project: _____

2. TYPE OF REVIEW: (See Exempt and Expedited Categories Lists)

This project may fall under: Exempt Expedited Full

a. For an exempt review, please check the appropriate review category below.

- Category 1**
- Category 2
- Category 3
- Category 4
- Category 5
- Category 6

b. For an expedited review, please check the appropriate review category below.

- Category 1**
- Category 2
- Category 3
- Category 4
- Category 5
- Category 6
- Category 7
- Category 8
- Category 9

3. PROJECT DATES

a. Anticipated starting and completion dates: _____ to _____

NOTE: Project may not start prior to approval from the IRB.

b. This project may be conducted on an annual basis: Yes

4. PRINCIPAL INVESTIGATOR INFORMATION

a. Contact Information

Principal Investigator: _____

Department or Affiliation: _____
 Telephone: _____ Email: _____
 Name of chair/supervisor: _____
 Email of chair/supervisor: _____

b. Status

PI status: Undergraduate: Graduate: Faculty: Staff: Other:

Students and outside researchers must provide their current address:

c. Student / Outside Researcher Information

If you are a student, please provide the following as applicable:

Type of project: Thesis/Essay: Independent Study: Class Project: Other:

Course # & Name: _____

Faculty Sponsor: _____ Dept: _____

Faculty Email: _____ Phone: _____

NOTE: An application by a student researcher must have the following statement signed by the university sponsor:

I have examined this completed form and I am satisfied with the adequacy of the proposed research design and the measures proposed for the protection of human subjects. For student projects, I will take responsibility for informing the student of the need for the safekeeping of all raw data (e.g., test protocols, tapes, questionnaires, interview notes, etc.) in a University or computer file.

Signature of University/Faculty Sponsor

Date

If you are an outside researcher, please provide the following as applicable:

Investigator Name: _____

Name of Home Institution: _____

Investigator email: _____ Phone: _____

Home Institution IRB Contact: _____ Dept: _____

Date of IRB Approval: _____ FWA Number _____
 (Please include copy of approval)

NOTE: An application by outside researcher must have the following statement signed by the university sponsor:

I have examined this completed form and I am satisfied with the adequacy of the proposed research design and the measures proposed for the protection of human subjects. I will take responsibility for informing the above mentioned investigator of the need for the safekeeping of all raw data (e.g., test protocols, tapes, questionnaires, interview notes, etc.) in a University or computer file.

Signature of University/Faculty Sponsor

Date

5. FUNDING

Is this project being funded?

Yes

No

If yes, list the funding source:

6. RESEARCH STATEMENT: In 100 words or less indicate the reason for the research and a short justification:

7. PARTICIPANTS

a. Indicate which, if any, of the following groups will be research subjects (check all that apply):

<input type="checkbox"/> Minors (under 18) <input type="checkbox"/> Students <input type="checkbox"/> Non-English Speakers <input type="checkbox"/> Institutional Residents <input type="checkbox"/> Single Subject Populations (by Race, Ethnicity, Sex, or Religion) <input type="checkbox"/> Other (specify): <input style="width: 500px;" type="text"/>	<input type="checkbox"/> Senior Citizens (over 65) <input type="checkbox"/> Prisoners <input type="checkbox"/> Mentally/Physically Disabled <input type="checkbox"/> Employees	<input type="checkbox"/> Terminally Ill <input type="checkbox"/> Cognitively Impaired <input type="checkbox"/> Pregnant Women <input type="checkbox"/> No Special Groups
--	---	---

b. If any of the above groups are selected, state the rationale for using special groups.

c. What is the approximate number of subjects to be recruited?

d. How will the subjects be solicited (check all that apply)?

<input type="checkbox"/> Advertisements <input type="checkbox"/> Telephone Lists <input type="checkbox"/>	<input type="checkbox"/> Letters <input type="checkbox"/> Notices <input type="checkbox"/> Other (specify): <input style="width: 100px;" type="text"/>	<input type="checkbox"/> Random Calls <input type="checkbox"/> Direct Solicitation
---	--	---

8. INFORMED CONSENT. See <http://www.lmunet.edu/curstudents/ORGSP/IRB.htm> for detailed information on consent and assent forms, the required consent elements, and to view sample consent forms. If the materials do not meet the requirements for informed consent, a revision may be requested.

a. Type of Consent/Minor Assent Requested (check all that apply):

(i)	<input type="checkbox"/>	Adult Consent
(ii)	Use of Minors (under 18 years of age)	
	<input type="checkbox"/>	Parent/Guardian Consent
	<input type="checkbox"/>	Child/Minor Assent (Non-readers: Not able to read or not-proficient at reading)
	<input type="checkbox"/>	Child/Minor Assent (Proficient readers: Can read & understand a simple assent form)
(iii)	In certain circumstances, a waiver of informed consent/minor assent may be requested. In this case, subjects are not informed or only partially informed about a study. To request that informed consent or assent be waived, indicate category below (check all that apply).	
	<input type="checkbox"/>	Informed consent will not be obtained
	<input type="checkbox"/>	Parental consent will not be obtained
	<input type="checkbox"/>	Child/minor assent will not be obtained
	<input type="checkbox"/>	Partial Consent/Assent: This study involves deception

Justify why informed consent will not be obtained or why deception is necessary for this study. For studies that involve deception please include plans for how and when subjects will be debriefed. If a debriefing statement will not be used, explain why.

b. Method to obtain consent/minor assent.

(i)	<input type="checkbox"/>	Written Consent/Assent (written signature will be obtained from subjects)
(ii)	<input type="checkbox"/>	No Written Consent/Assent Obtained (a written signature will not be obtained from subjects. Documentation of a signature is waived.)

If a waiver of a signature is requested, indicate below how subjects will be informed:

An Information Sheet will be used. Explain rationale below.

Oral Consent will be obtained. Explain rationale below.

Electronic Consent

9. DATA & CONSENT COLLECTION

a. Data collection methods (check all that apply):

<input type="checkbox"/> Questionnaire or Survey	<input type="checkbox"/> Archival Data
<input type="checkbox"/> Web or Internet	<input type="checkbox"/> Intervention
<input type="checkbox"/> Interview	<input type="checkbox"/> Focus Groups
<input type="checkbox"/> Observation	<input type="checkbox"/> Testing/Evaluation
<input type="checkbox"/> Video or Audio Taping	<input type="checkbox"/> Instruction/Curriculum
<input type="checkbox"/> Computer Collected Task Data	<input type="checkbox"/> Physical Tasks
<input type="checkbox"/> Other:	

b. Will the data be collected with identifiers?

If yes, will the data be rendered anonymous for analysis?

Will the data be rendered anonymous for reporting?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No

c. Describe how the consent forms and other study material (e.g., data instruments, computer task data, interview questions) will be distributed and collected to protect the privacy of the subjects and how confidentiality/anonymity will be maintained throughout the consent and data collection process.

d. Describe security of the data, including where the consent forms and other study material will be stored, who will have access, and how and when the material will be destroyed. Note that signed consent forms must be retained for three years after the end of the study. State who will maintain the consent forms for the specified three years. (Note: Faculty/staff sponsors may retain the original or a copy of signed consent forms including those collected from student projects.)

10. **METHODOLOGY:** Describe in detail how the research will be conducted making sure to address (1) how subjects will be identified and the process of contacting, selecting and excluding subjects; (2) how consent will be obtained, and if children will be used, describe how parental consent and child assent will be obtained; and (3) how data will be collected, including how data instruments, if used, will be distributed and collected, and the location where the study will take place. Essentially, describe how the study will be practically implemented step by step.

11. **RISK FACTORS:** A research participant is considered to be at risk if he or she may be exposed through the procedures of the planned experiment to the possibility of physical or mental harm, coercion, deceit or loss of privacy. The most obvious examples of placing participants at risk of harm include administration of unusual physical exertion, deceit and public embarrassment or humiliation. Coercion may be present when the potential participants are not able to exercise their right to decline participation, particularly when the researcher is in a relationship of greater power over the participants.

a. Risk Criteria	CHECK ONE			
Deceit, coercion or possible embarrassment/humiliation	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Experimental drugs will be used.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Potential for medical problems exist.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Participants may experience physical discomfort.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Participants may experience mental discomfort.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Electrical equipment will be used.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Participants will be tape recorded, photographed, or videotaped.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

b. Does any part of this activity have the potential for coercion of the subject? If yes, explain and describe the proposed safeguards.

Yes No

- c. **Assess the likelihood and seriousness of risks (physical, mental, or other) to the subjects. Describe alternative methods that would not entail comparable risks and why these were not used.**

- d. **Description of the anticipated benefits to subjects and contributions to general knowledge in the field of inquiry:**

- e. **If the research subjects will be compensated or rewarded, indicate the type and amount of compensation and the milestone for each payment. If subjects are being recruited from LMU classes, indicate whether students are receiving course credit (regular or extra credit) and, if so, what alternatives are offered to those students who do not wish to participate in the research.**

12. SUBMISSION MATERIAL

The IRB must review copies of all final material presented to subjects. The IRB cannot approve a project without a complete and accurate application and final copies of all supporting materials. Please indicate below what materials have been attached to this application (check all that apply):

- Recruitment material (flyer, announcement, oral script, email, letter, etc.)
- Data instruments (surveys, interview questions, tests, web-survey, etc.)
- Informed consent
- Debriefing statement
- Video clips, music CDs, photos, etc.
- Other: (specify) _____

13. CERTIFICATION STATEMENT

In making this application, I certify that I have read and understood Lincoln Memorial University's policies and procedures governing research with human participants (specifically, those as described in Lincoln Memorial University's Institutional Review Board Policy). I shall comply with the letter and spirit of those policies and will not undertake the research without IRB approval. Furthermore, I am aware that certain departments may have their own standards for conducting research, and it is up to me to familiarize myself with them. I further acknowledge my obligation to: (1) obtain written approval of significant deviations from the originally approved protocol BEFORE making those deviations; and (2) report immediately all adverse effects of the study on the participants to the Chairperson of the Institutional Review Board and the Chairperson or Supervisor of my Department.

Principal Investigator signature	Date
Chair signature	Date

CO-INVESTIGATORS:

a. Name:		Title:	
Signature:		Affiliation:	
b. Name:		Title:	
Signature:		Affiliation:	

14. SUBMISSION INFORMATION

Send one original and one copy of this packet (the application and all pertinent supporting materials) to:

ORGSP
 Lincoln Memorial University, Duke 304
 6965 Cumberland Gap Parkway
 Harrogate, TN 37752

The submission of handwritten and/or incomplete packets may significantly delay the review process. Forms and policy guidelines are available at:

<http://www.lmunet.edu/curstudents/ORGSP/IRB.htm>

For questions, comments, or assistance in completing the form, contact the IRB Coordinator at 423-869-6214 or 869-6291 or pauline.lipscomb@lmunet.edu.

Appendix C

This information presented in this section is quoted directly from the dissertation handbook of California State University, Sacramento Ed.D. program. Deviations can be made at the discretion of the dissertation Chair.

On all Front and End pages

1. Abstract provides a concise description of the study, brief statement of the problem, and exposition of methods and procedures and a summary of findings and implications.
2. Table of Contents, list of tables, figures, graphics and pictures are clear and organized.
3. The appendices include all research instruments, IRB approval, and consent forms.
4. References are complete and in proper APA format.

Writing and Format

1. Dissertation
 - a. follows a standard form and has a professional, scholarly appearance
 - b. is written with correct grammar, punctuation, and spelling.
 - c. includes citations: direct quotations, paraphrasing, facts and references to research studies.
 - d. relies on original sources.
 - e. fully references in-text citations are in the reference list
2. The dissertation is written in scholarly language (accurate, balanced, objective and tentative) The writing is clear, precise, fluid, and comprehensible.
3. The dissertation is logically and comprehensively organized. The chapters add up to an integrated “whole.”
4. Subheadings are used to identify the logic and movement of the dissertation, and transitions between chapters are smooth and coherent.

Chapter Checklist:

Chapter 1

1. Introduction
 - a. Should include a clear statement demonstrating that the focus of the study is on a significant problem worthy of study
 - b. Includes brief, well-articulated summary of research literature that substantiates the study, with references to more detailed discussions in Chapter 2.
2. Problem Statement
 - a. describes the issue or problem to be studied.
 - b. situates the issue or problem in context.
 - c. contains a purpose statement stating the specific objectives of the research.
 - d. in quantitative studies, concisely states what will be studied by describing at least two variables and a conjectured relationship between them.

- e. describes the need for increased understanding about the issue to be studied.
- 3. Nature of the Study
 - a. Specific Research Questions, Hypotheses, or Research Objectives (as appropriate for the study) are clearly described. Reference is made to more detailed discussions in Chapter 3
 - b. Purpose of the study is described in a logical, explicit manner
 - c. The theoretical base or in qualitative studies the conceptual framework is ground in the research literature
- 4. The Theoretical Base or Conceptual Framework
 - a. Delineates the theoretical concepts of the issue or problem under investigation
 - b. Provides descriptions of the ideas or concepts and their relevance to the issue or problem chosen for study
 - c. Briefly links the descriptions to prior knowledge and research
- 5. Operational Definitions
 - a. Technical terms or special word uses are provided and conceptually justified
- 6. Assumptions, Limitations, Scope and Delimitations
 - a. Identifies facts assumed to be true but not actually verified
 - b. Identifies potential weaknesses of the study and the bounds of the study
- 7. The Significance of the Study
 - a. Provides a rationale for the study with application to educational leadership, generation or extension of knowledge, implications for social or organizational change, and/or advancement of a methodological approach for examining the issue or problem under study
- 8. Conclusion
 - a. Transition Statement contains a summary of key points of the study and an overview of the content of the remaining chapters in the study

Chapter 2

- 1. Introduction
 - a. Describes the content of the review
 - b. Explains the organization of the review,
 - c. Justifies the strategy used for searching the literature
- 2. Review of research and literature
 - a. Is clearly related to the problem statement, research questions and hypotheses
 - b. Compares/contrasts different points of view or different research outcomes
 - c. Illustrates the relationship of the study to previous research
 - d. Contains concise summaries of scholarly works that help
 - e. Defines the most important aspects of the theory that will be examined or tested (for quantitative studies)
 - f. Substantiates the rationale or conceptual framework for the study (for qualitative studies)
- 3. Literature-based Descriptions

- a. Cites the research variables (quantitative studies), or
- b. Describes potential themes and perceptions to be explored (qualitative studies)
- c. The content of the review is drawn from acceptable peer-reviewed journals or there is a justification for using other sources
4. Methodology
 - a. Literature related to the method(s) is reviewed
 - b. Literature is related to the use of differing methodologies to investigate the outcomes of interest is reviewed
5. The review is an integrated, critical essay on the most relevant and current published knowledge on the topic

Chapter 3 – Qualitative Studies

1. Introduction describes how the research design derives logically from the problem or issue statement
2. Design describes the qualitative tradition or paradigm that will be used, the choice of paradigm is justified
3. The Role of Researcher in the data collection procedure is described
4. Where appropriate, questions and sub questions are coherent answerable, few in number, clearly stated, and open-ended. When it is proposed that questions will emerge from the study, initial objectives are sufficiently focused.
5. The context for the study is described and justified. Procedures for gaining access to participants are described. Methods of establishing a researcher-participant working relationship are appropriate
6. Measures for ethical protection of participants are adequate
7. Criteria for selecting participants are specified and appropriate to the study. Justification for the number of participants, is balanced with depth of inquiry (the fewer the participants the deeper the inquiry per individual).
8. Choices about selection of data are justified. Data collected are appropriate to answer the questions posed in relation to the qualitative paradigm chosen. How and when the data were collected and recorded is described
9. How and when the data will be or were analyzed is articulated. Procedures for dealing with discrepant cases are described. If a software program is used in the analysis, it is clearly described. The coding procedure for reducing information into categories and themes is described
10. If an exploratory study was conducted, its relation to the larger study is explained
11. Measures taken for protection of participants' rights are summarized

Chapter 3 – Quantitative Studies

1. Introduction includes a clear outline of the major areas of the chapter
2. Research Design and approach
 - a. Includes a description of the research design and approach
 - b. Provides justification for using the design and approach
 - c. Derives logically from the problem or issue statement
3. Setting and Sample
 - a. Describes the population from which the sample will be or was drawn

- b. Describes and defends the sampling method including the sampling frame used
 - c. Describes and defends the sample size
 - d. Describes the eligibility criteria for study participants
 - e. Describes the characteristics of the selected sample
 4. If a treatment is used, it is described clearly and in detail
 5. Instrumentation and Materials
 - a. Presents descriptions of instrumentation or data collection tools to include name of instrument, type of instrument, concepts measured by instrument, how scores are calculated and their meaning, processes for assessment of reliability and validity of the instrument(s), processes needed to complete instruments by participants, where raw data are or will be available (appendices, tables, or by request from the research).
 - b. Includes a detailed description of data that comprise each variable in the study
 - c. Includes a power analysis
 6. Data Collection and Analysis includes
 - a. An explanation of descriptive and/or inferential analyses used in the study
 - b. Nature of the scale for each variable
 - c. Statements of hypotheses related to each research question
 - d. Description of parametric, nonparametric, or descriptive analytical tools used
 - e. Description of data collection processes
 - f. Description of any pilot study results, if applicable
 7. Measures taken for protection of participants' rights are summarized

Chapter 4 – Qualitative Studies

1. The process by which the data are generated, gathered, and recorded is clearly described
2. The systems used for keeping track of data and emerging understanding (research logs, reflective journals, cataloging systems) are clearly described
3. Findings
 - a. Build logically from the problem and the research design
 - b. Are presented using “thick description”
 - c. Are presented in a manner that addresses the research questions
4. Discrepant cases and non-confirming data are included in the findings
5. Patterns, relationships, and themes described as findings are supported by the data. All salient data are accounted for in the findings
6. A discussion on Evidence of Quality shows how this study followed procedures to assure accuracy of the data (e.g. trustworthiness, member checks, triangulation, etc.). Appropriate evidence occurs in the appendices (sample transcripts, researcher logs, field notes, etc.). (May appear in Chapter 5).

Chapter 4 – Quantitative Studies

1. Chapter 4 is structured around the research questions and/or hypotheses addressed in the study, reporting findings related to each
2. Research tools:

- a. Data collection instruments have been used correctly
- b. Measures obtained are reported clearly, following standard procedures
- c. Adjustments or revisions to the use of standardized research instruments have been justified and any effects on the interpretation of findings are clearly described
3. Overall, data analysis (presentation, interpretation, explanation) is consistent with the research questions or hypotheses and underlying theoretical/conceptual framework of the study
4. Data analyses
 - a. Logically and sequentially address all research questions or hypotheses
 - b. Where appropriate, outcomes of hypothesis-testing procedures are clearly reported (e.g., findings support or fail to support).
 - c. Contains statistical accuracy
5. Tables and Figures
 - a. Contribute to the presentation of findings
 - b. Are self-descriptive, informative, and conform to standard dissertation format
 - c. Are directly related to and referred to within the narrative text included in the chapter
 - d. Have immediately adjacent comments
 - e. Are properly identified (titled or captioned).
 - f. Show copyright permission (if not in the public domain).
6. The comments on findings address observed consistencies and inconsistencies and discuss possible alternate interpretations
7. In a concluding section of Chapter 4, outcomes are logically and systematically summarized and interpreted in relation to their importance to the research questions and hypotheses

Chapter 5

1. Chapter 5 begins with a brief Overview of the study, the questions or issues being addressed, and a brief summary of the findings
2. Interpretation of Findings
 - a. Includes conclusions that address all of the research questions
 - b. Contains references to outcomes in Chapter 4
 - c. Covers all the data
 - d. Is bounded by the evidence collected
 - e. Relates the findings to a larger body of literature on the topic, including the conceptual/theoretical framework
3. Program Objectives
 - a. Are clearly grounded in the significance section of Chapter 1 and outcomes presented in Chapter 4
 - b. The implications are expressed in terms of tangible improvements to individuals, communities, organizations, institutions, cultures or societies
4. Recommendations for Actions
 - a. Flow logically from the conclusions and contain steps to useful action
 - b. States who needs to pay attention to the results
 - c. Indicates how the results might be disseminated

5. Recommendations for Further Study point to topics that need closer examination and may generate a new round of questions
6. Qualitative studies include a reflection on the author's experience with the research process and a discussion possible of personal biases or preconceived ideas and values, possible effects of the researcher on the participants or the situation, and changes in thinking as a result of the study
7. The chapter closes with a strong concluding statement making the "take-home message" clear to the reader

Appendix D

**Lincoln Memorial University
Graduate School of Education
Doctorate of Education (Ed.D.) Program**

Dissertation Committee

Steve Davidson, Ph.D., Chair

John D. Harrison, Ph.D.

Toby W. Rogers, Ph.D.

**THE EFFECTS OF URBANIZATION ON ACADEMIC ACHIEVEMENT IN SEMI-
RURAL SCHOOL DISTRICTS**

by

Jane B. Doe

**A dissertation presented to the graduate school
of Lincoln Memorial University in partial
fulfillment of the requirements for the degree of
Doctor of Education**

Appendix E

**Lincoln Memorial University
Doctorate of Education, Ed.D.
Dissertation Defense Rubric/Form**

1. Abstract	Acceptable	Minor Revision	Major Revision
The purpose of the study and the importance of the work within the larger theoretical framework were clearly delineated.			
Identification of the specific problem(s) or issue(s) that the study addressed was clearly tied to the study's purpose.			
The methodology that was employed to address the study's research questions was clearly presented.			
Overall results that were obtained were presented accurately and completely.			
The implication of the study's findings and how the study's findings fit within the larger theoretical framework was delineated.			
Comments:			
2. Theoretical Framework			
A clear statement of the problem was explicated, with important and relevant concepts defined.			
The importance of the general topic and specific questions posed were made clear.			

3. Questions	Acceptable	Minor Rev.	Major
The research question(s) were answered in a clear and explicit manner.			
The questions were feasibly addressed in the context of the dissertation.			
Posing and addressing the question(s) were done in an ethical manner.			
Comments:			
4. Methodology			
The research design was described in detail, with particular attention to all variables addressed.			
The sample and/or sampling plan were described and were appropriate.			
<u>Procedures</u> for data collection were described in detail and were appropriate to the questions posed.			
Data collection tools (e.g., instruments, interview or observation guides) were described in detail and were appropriate.			
Data analysis plans were appropriate and were described in detail, with particular reference to the research question(s) posed.			

Comments:		

5. Results	Acceptable	Minor Revisions	Major Revisions
Results were presented clearly and concisely.			
Results answer the posed question(s)			
Comments:			
6. Conclusions and Implications			
Results or findings were summarized clearly with direct reference to the research questions posed.			
Results or findings were placed in appropriate context in the broader area of study.			
The implications of findings for practice and for further research were discussed in detail.			
The limitations of the study were acknowledged and discussed in the context of interpreting findings (e.g., generalizability, transferability).			
Comments:			

7. Writing	Acceptable	Minor Revisions	Major Revisions
The dissertation was written in a scholarly manner that is consistent with the research literature in the student's field of study.			
The dissertation is free of grammatical, spelling, and typographical errors.			
The dissertation followed a structure and organization consistent with guidelines for doctoral dissertations and APA or other prescribed requirements. Proper attribution was given when the work of others was used or cited			
Comments:			

FULL COMMITTEE DETERMINATION (check one only):

- Acceptable**
 Acceptable with minor revisions
 Not accepted, major revisions
 Fail

Committee Chairperson's Date

Committee Member Date

Committee Member Date

Committee Member Date

Program Director Date

A defense must include all signatures to be valid, including the program director. Voting is done by unanimous decision. Failure to reach a unanimous decision on the final determination will result in a "not accepted, major revisions," thereby, requiring a re-defense at a later date or dismissal from the program.

Rubric Measures

For each category described above, statements are provided as general indicators of quality. Committee members may rate each statement according to the following criteria. These ratings are meant as guides. They also require professional judgments of committee members.

Acceptable. *Acceptable* indicates that this aspect of the dissertation requires no further revision on the part of the student. Committee members should elaborate on this designation for dissertations that are of extraordinarily high quality. For example, if some aspect of the dissertation is exemplary in that it is consistent with the nature and quality of the current published literature in the student's area of study, specific comments about this should be made in the comments sections that follow each category or the general comments sections at the end of the quality indicators checklist.

Minor Revision Necessary. *Minor Revision Necessary* indicates that while this aspect of the dissertation needs improvement, it does meet minimal standards of quality. At a dissertation defense, this designation implies that while some revision of the dissertation manuscript is necessary, the dissertation merits a designation of "pass." This presumes that any needed modifications or editing will be made within a time frame agreed upon with the chair.

Major Revision Necessary. *Major Revision Necessary* implies that aspects of the dissertation does not meet a minimal standard of quality and must be corrected. A student receiving a major revision on any item (but less than three) of the rubric does not pass their defense. This student must follow the procedures identified in this handbook for setting a new defense date at which time he/she must re-defend his/her dissertation. A student receiving a major revision or fail at the second defense is dismissed from the program.

Fail. *A fail* implies that the student received a major revision on three or more items in the rubric. A student receiving a fail is dismissed from the program without the opportunity for readmission.

*Adapted from: Dissertation Manual: Guidelines for Doctoral Dissertations, 2008-2009, Curry School of Education, University of Virginia.

APPENDIX F

Lincoln Memorial University
Doctor of Education, Ed.D.

Intent to Graduate

This form is to be completed no later than beginning of student's final semester.

Student _____ ID No: _____
Spell Your Name the Way You Want It on Diploma

Dissertation Title: _____

Student's Signature Date

Chairperson's Signature Date

Content Specialist's Signature Date

Methodologist's Signature Date

Committee Member's Signature Date

Program Director's Signature Date

Registrar's Office Date

THE FOLLOWING INFORMATION IS NEEDED TO ORDER CAP/GOWN:

HEIGHT: _____ WEIGHT: _____

This form must be sent to the registrar's office with a copy submitted to the Ed.D. Office.