

LINCOLN MEMORIAL UNIVERSITY GRADUATE EDUCATION CATALOG 2013-2014

Harrogate, Tennessee
August 2013
www.lmunet.edu

This edition of the *Graduate Education Catalog*, edited by Dr. Sheila Clyburn, Dr. Fran Swantic, Dr. Terry Stevenson, Dr. Laura Hopfer, Dr. Mark Tichon, and Ms. Barb McCune, supersedes all others.

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

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

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

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

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

The Ed.D. program policies are included in a separate handbook.

MESSAGE FROM THE PRESIDENT

Dear Student:

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

President Lincoln once said, “Things may come to those who wait, but only the things left by those who hustle.” By making this important decision to pursue your graduate degree, you have chosen to expand your opportunities and to prepare for a world filled with challenges. I want to congratulate you on making this wise decision to continue your educational journey at Lincoln Memorial University. We will provide for you a learning environment that maximizes technology, while insuring opportunities for personal interaction. The investment you are making in your future will pay dividends for your lifetime. You will become a leader and a change agent for our society. Upon graduation you will know that the degree you receive will be enhanced by the growing reputation of our University.

I hope and trust that you will realize your full potential as a student at LMU. Graduates of LMU become a part of the legacy that began in 1897. You are now a citizen of our academic community. There are responsibilities associated with your engagement in our living and learning environment. Above all else, we expect all of our students to respect their colleagues and to pursue their educational aspirations with a commitment to academic integrity. Keep your dream of completing your education ever before you and know that you will succeed. I am honored that you join us now and wish you much success.

Dr. B. James Dawson
President

WELCOME FROM THE
CARTER AND MOYERS SCHOOL OF EDUCATION

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

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

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

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

J. Michael Clyburn, Dean
Teresa A. Bicknell, Associate Dean

Accreditation

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

Individual program accreditation has been granted by:

- Accreditation Commission for Education in Nursing, Inc.
- Accreditation Review Commission on Education for the Physician Assistant, Inc.
- American Council on Business Schools & Programs
- American Osteopathic Association-Commission on Osteopathic College Accreditation
- American Veterinary Medical Association - Council on Veterinary Technology Education and Activities
- Commission on Accreditation of Athletic Training Education
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Accreditation of Nurse Anesthesia Educational Programs
- Council on Social Work Education
- National Accrediting Agency for Clinical Laboratory Sciences

Individual program approval has been granted by:

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

Memberships

- Abraham Lincoln Association
- Accrediting Council for Business Schools and Programs
- American Association for Higher Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Museums
- American Association for State and Local History
- The American Council on Education
- American Library Association
- American Universities in Russia, Ukraine
- Appalachian College Association
- Appalachian Consortium
- Appalachian Osteopathic Postgraduate Training Institute Consortium
- Association of College and Research Libraries
- Association of College and University Museums and Galleries
- Association for Gerontology in Higher Education
- Association of Governing Boards of Universities and Colleges
- Association of Independent Liberal Arts Colleges for Teacher Education
- Association for Supervision and Curriculum Development
- Association of Veterinary Technician Educators
- Civil War Courier
- College and University Professional Association for Human Resources (National)
- College and University Professional Association for Human Resources (Tennessee)

The College Board
Consortium for the Advancement of Private Higher Education
Council for Adult and Experiential Learning
The Council for the Advancement and Support of Education
Council for Higher Education Accreditation
Council of Graduate Schools
Council of Independent Colleges
Council on Undergraduate Research
East Tennessee College Alliance
East Tennessee Historical Society
The Foundation for Independent Higher Education
International Alliance for Higher Education
International University and Business Consortium
Kentucky Civil War Roundtable
Kentucky Association of Museums
Kingsport Higher Education Consortium
Knoxville Area Health Science Library Consortium
The Lincoln Group
LYRASIS
Medical Library Association
Museum Store Association
National Association of College and University Business Officers
National Association of Foreign Student Advisors
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Collegiate Honors Council
National Council of Educational Opportunity Associations
National League for Nursing
National Organization of Nurse Practitioner Faculties
Oak Ridge Associated Universities
Private College Consortium for International Studies
Rural Health Association of Tennessee
Society for Advancement of Management (SAM)
South Atlantic Conference
Southeastern Library Network
Southern Association of Collegiate Registrars and Admissions Officers
Southern Museums Conference
TENN-SHARE
Tennessee Association of Colleges for Teacher Education
Tennessee Association of Collegiate Registrars and Admissions Officers
Tennessee Association of Museums
The Tennessee College Association
Tennessee Conference of Graduate Schools
Tennessee Educational Association of Veterans Program Administrators
Tennessee Hospital Association
Tennessee Independent Colleges and Universities Association
Tennessee Osteopathic Medical Association
Veterinary Information Network
Virginia Association of Museums

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MISSION AND PURPOSE OF THE UNIVERSITY

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

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

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

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

CAYLOR AND MOYERS SCHOOL OF EDUCATION UNIT MISSION STATEMENT

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

- demonstrate the disposition of the education profession - **Values**
- articulate and demonstrate the knowledge base of moral, social, and political dimensions, which will impact individual students, schools, districts, and communities for the enrichment of society - **Values**
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and clinical placements in partner P-12 schools - **Education**
- promote lifelong learning through continued professional development and scholarship - **Education**

- assist in meeting the educational needs of a global society, especially the underserved - **Service**
- articulate an understanding that all students can learn as well as demonstrate the dispositions to serve and teach diverse student populations - **Service**

DEPARTMENT OF GRADUATE EDUCATION MISSION STATEMENT

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

LINCOLN MEMORIAL UNIVERSITY INSTITUTIONAL GOALS

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

1. Make educational opportunities available to all persons without reference to social status. The University seeks to maximize enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.
2. Maintain fiscal integrity in all its activities, programs, and operations through concerted efforts to continuously increase its endowment and financial standing.
3. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards, and produce graduates with relevant career skills to compete in an ever-changing, increasingly global market.
4. Advance the Cumberland Gap and Appalachian region through community service programs in continuing education, leadership development, recreation, and the fine and performing arts.
5. Serve as a critical educational, cultural, and recreational center for the area, and to develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.
6. Attract and retain a diverse and highly qualified faculty and staff, com-

- mitted to teaching, research, and service.
7. Commit resources to support the teaching, research, and service role of the Institution.
 8. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
 9. Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty, staff, and students.
 10. Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
 11. Provide a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a diverse community that encourages students to grow intellectually and personally to meet their academic and career goals.
 12. Provide quality educational opportunities through selected degree programs for students who live or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

CARTER AND MOYERS SCHOOL OF EDUCATION INSTITUTIONAL PROFICIENCIES (OUTCOMES)

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

1. articulate and demonstrate an understanding of the **Dispositions of the Profession**.
2. express the value of **Active Engagement in Education** and its value to improving the quality of life.
3. discuss and demonstrate the value of **Social Skills**.
4. demonstrate and apply the **Content Knowledge Skills**, and **Best Practices** of the profession.
5. understand, articulate, and apply **Pedagogical Skills**.
6. demonstrate the ability to make informed decisions for improved practice through **Reflection**.
7. demonstrate growth and improvement in personal **Social Intelligence**.
8. demonstrate **Analytical Skills**.
9. demonstrate the ability to **Synthesize Information** to make informed decisions from assessment data.
10. demonstrate the ability to **Create a Positive Learning Environment**;
11. understand, read, and conduct **Quantitative and/or Qualitative Research**.

12. demonstrate and implement **Effective Communication Skills** both written and oral.
13. demonstrate **Informational and Technology Literacy**.
14. understand and implement **Assessment and Evaluation**.
15. articulate, implement, and demonstrate an **Appreciation for Diversity**; understand a **Global Perspective**; and demonstrate an understanding that all students can learn.
16. understand and apply legal issues for **Fairness and Social Justice**.
17. appreciate the value for **Lifelong Learning**.

Unit Commitment to Diversity

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

ADA Statement

As a rule, all candidates must read and comply with standards of the LMU Student Handbook and LMU catalog. Any candidate seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Jason Kishpaugh, with regard to required documentation and in order to make appropriate arrangements. Contact information: jason.kishpaugh@lmunet.edu and/or 423-869-6401 (800-325-0900, ext. 6401). The office is located on the second floor of Duke Hall, office 201, on the main campus in Harrogate.

CARTER AND MOYERS SCHOOL OF EDUCATION DISPOSITIONS

A. Attendance and Punctuality

- Meets attendance requirements

B. Initiative

- Demonstrates self initiative
- Is creative and resourceful
- Works independently, when appropriate

C. Work Habits

- Promptly completes quality work
- Works independently
- Demonstrates commitment to achieve professional programs of study goals
- Demonstrates the ability to plan both long and short term
- Effectively uses instructional technology
- Demonstrates ability to reflect on and assess as an ongoing learning process

D. Oral Communications

- Articulates and uses Standard English grammar
- Uses language for fostering clear understanding and self-expression
- Demonstrates thoughtful and responsive listening

E. Written Communication Skills

- Uses Standard English grammar
- Writes clearly and concisely

F. Collegiality

- Works well on a team while encouraging, assisting, and inspiring peers to excel
- Participates in collegial planning activities
- Gives and accepts assistance

G. Respect (In Action and Speech)

- Demonstrates respectful classroom behavior
- Sensitive to all stakeholders' needs
- Maintains confidentiality
- Provides educational experiences that demonstrate understanding of the worldview of culturally diverse groups
- Demonstrates a sense of fairness by developing differentiated educational opportunities for all students (*all students can learn*)

H. Commitment to Profession

- Strives to promote a caring, non-discriminatory, and equitable environment
- Participates in professional consultation for the improvement of one's own skills
- Committed to engage in professional growth and development activities
- Responds appropriately to positive feedback

I. Professionalism in Clinical and Field Placements (Ethics, Professional Growth, and Confidentiality)

- Dresses with professional attire
- Maintains factually accurate records
- Adheres to all rules and requirements and supports decisions made by the Carter and Moyers School of Education
- Demonstrates academic honesty and integrity in all circumstances

Professional Certification and Licensure Disclaimer

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

For Alabama Students:

Alabama Commission on Higher Education Disclaimer Statement

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an

Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

EDUCATIONAL SPECIALIST DEGREE PROGRAM CALENDAR

Chattanooga, Kingsport

Fall 2013

August 10, September 14, October 12, November 9, December 7

Spring 2014

January 11, February 8, March 8, April 12, May 10

Summer 2014

May 24, June 7, June 21, July 12

Cedar Bluff, Harrogate

Fall 2013

August 17, September 21, October 19, November 16, December 21

Spring 2014

January 18, February 16, March 16, April 19, May 17

Summer 2014

May 31, June 14, June 28, July 19

(The summer dates may be changed due to new state policies regarding acceptable degree completion dates. Students will be informed in a timely manner.)

Ducktown

Fall 2013

August 10, September 14, October 12, November 9, November 23

ACADEMIC CALENDAR 2013-2014

Official University Holidays (Offices closed/no classes):

2013: September 2; November 28-29; December 25-31

2014: January 1; April 18 May 26; July 4

Fall Semester 2013

Final Registration before classes begin	Friday, August 16
Classes begin	Monday, August 19
Last day to complete registration/add classes	Wednesday, August 28
Labor Day (no classes, residence halls remain open)	Monday, September 2
Last day to drop a course without “WD” on transcript	Tuesday, September 17
Homecoming (classes held as scheduled)	October 10-12
Mid-Term	Monday-Friday, October 14-18
Fall Break	Monday-Tuesday, October 21-22
Last day to drop a course without “F” on transcript	Friday, October 25
Early registration begins	Monday, October 28
Comprehensive Examination	Saturday, November 2
Thanksgiving Holiday (no classes)	Thursday-Friday, November 28-29
Classes end	Friday, December 6
Final Exams	Monday-Friday, December 9-13
Commencement (11:00 a.m.)	Saturday, December 14

Spring Semester 2014

Final Registration before classes begin	Friday, January 3
Classes begin	Monday, January 6
Last day to complete registration/add classes	Wednesday, January 15
Martin Luther King Day (no classes)	Monday, January 20
Last day to drop a course without “WD” on transcript	Tuesday, February 4
Lincoln Day/Founders Day (special activities)	Wednesday, February 12
Mid-term	Monday-Friday, February 24-28
Last day to drop a course without “F” on transcript	Friday, March 14
Early registration begins	Monday, March 17
Spring break (no classes)	Monday-Friday, March 24-28
Classes end	Friday, April 25
Final Exams	Monday-Friday, April 28-May 2
Commencement (11:00 am.)	Saturday, May 3

Summer Terms 2014 (The Graduate Education class schedule will vary from these dates; contact the Department of Graduate Education Office for schedule information.)

Memorial Day (no classes)

Holiday (no classes)

During the 13-week summer term, classes may meet 3 weeks, 4 weeks, etc., as long as the required number of contact hours is met.

GRADUATE EDUCATION CATALOG

Graduate Education, Business-Education Building .. 423/869-7057 or 423/869-7068

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

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

Extended Campus Sites

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

Site	Majors Available
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Cedar Bluff Site (421 Park 40 North Blvd., Knoxville, TN 37923)

M.Ed. degree	Initial Licensure
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M.Ed. degree	CG, CI, EAS
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Ed.S. degree	CI, EAS
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Chattanooga, TN at Chattanooga State Community College (7158 Lee Highway, Chattanooga, TN 37421)

M.Ed. degree	CI, EAS
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Ed.S. degree	CI, EAS
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Ducktown, TN (Copper Basin area, near Blue Ridge, GA) at Copper Basin High School (Hwy 68, Copper Hill, TN 37318)

Ed.S. degree	CI, EAS
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Kingsport, TN (upper East Tennessee area) at the Kingsport Center for Higher Education, 300 West Market Street, Kingsport, TN 37660)

M.Ed. degree	Initial Licensure
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M.Ed. degree	EAS
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Ed.S. degree	CI, EAS
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Morristown, TN (45 miles east of Knoxville, TN) at Walters State Community College (500 S. Davy Crockett Parkway, Morristown, TN 37813)

M.Ed. degree	CI, EAS
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Ed.S. degree	CI, EAS
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Sevierville, TN at Walters State Community College (1720 Old Newport Highway, Sevierville, TN 37876)

Ed.S. degree	CI, EAS
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ACADEMIC INFORMATION

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

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

Official Academic Records

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

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

Tuition and Fees

- *Master's Degree* (M.Ed.): \$395 per semester hour
- *Educational Specialist Degree* (Ed.S.): \$465 per semester hour

A monthly payment plan option is available that allows candidates to divide tuition and other expenses into 10 or 12 smaller monthly payments, spread over the year. Candidates will be charged a \$65 enrollment fee. There are no interest charges or other costs. Life insurance covering the interest-free monthly payment plan is included, at no additional cost. For further information, contact 1-888-572-8985.

Additional Fees:

Add/Drop Fee	\$15 per course
Late Registration Fee	\$100
Independent Study Fee	\$25 per course
Graduation Fee	\$100 - M.Ed. \$150 - Ed.S.

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

Change of Schedule (Add/Drop)

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

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

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

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

Official Withdrawal from the University

“Withdrawal from the University” refers to the process which withdraws a candidate from ALL classes, from the residence hall (if applicable), and from any current candidate relationship with the university. The candidate initiates this process by contacting the Graduate 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 candidates receiving student loans have an exit interview with a Financial Aid Counselor. If a candidate is withdrawing from the University after the eighth week of the semester, he/she may be required to write a letter of petition to the Vice President for Academic Affairs. Permission must be requested and granted to withdraw after this point in the semester.

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

1. Refunds for tuition and fees are credited to the candidate’s account

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

Change of Name and/or Address

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

Technology

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

WebAdvisor

WebAdvisor is a web-based information management tool that allows candidates to access 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 candidate's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status in order for the candidate to access his/her academic grades on WebAdvisor. To access WebAdvisor on the Internet from LMU's web site, go to <https://webadvisor.lmunet.edu>.

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

Library Services

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

Residency Requirement

There is no residency requirement for the graduate education degrees.

Time Restrictions/Limitations

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

Applicable Catalog

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

Criminal Background Check Policy

If a candidate is assigned for clinical experiences/practica at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the candidate will be required to provide the requested information. Candidates are allowed in the facility at the clinical affiliates', other affiliate agency's, organization's, or school's discretion. If the agency denies the candidate's acceptance into the facility, the candidate will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program.

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

Transfer Graduate Credit

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

Correspondence Study/Prior Learning Credit

No graduate credit is accepted by Lincoln Memorial University for work

done by correspondence or through any program awarding credit for prior non-college sponsored learning.

Graduate Credit for Undergraduate Seniors

The LMU candidate who has not completed all requirements for the baccalaureate degree may be eligible for master-level graduate study as an undergraduate senior. The candidate must have an overall GPA of at least 3.0 and must be within 15 semester credit hours of completing the total credit hours required for the baccalaureate degree. Course credit used to meet baccalaureate degree requirements may **not** be used to meet graduate degree requirements. To enroll for graduate courses under this provision, a candidate must adhere to the regular admission procedures and secure the written permission of the Dean of the School of Education.

Candidate Work and Class Attendance

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

Grading System

A candidate receives a grade for most registered coursework (except “Audit”). Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of “C” or better is earned. Candidates who earn more than six (6) semester hours of “C” grades must appeal to the Dean of the School of Education to continue in the program.

Grade	Definition	Quality Points Per Semester Hour
A	Superior (Quality of work exceptional)	4.00
A-	Excellent (Quality of work above course expectation)	3.67
B+	Very Good (Quality of work better than satisfactory)	3.33
B	Good (Quality of work satisfactory)	3.00
B-	Average (Quality of work meets minimum requirements)	2.67
C+	Below average (Quality of work less than satisfactory)	2.33

C	Minimum passing grade (Unsatisfactory graduate-level work)	2.00
F	Fail	0.00
I	Incomplete; Work must be completed within the first six weeks of the next semester; otherwise, the grade automatically becomes an “F” unless an extension is granted by the Dean of the School of Education.	
IP	In Progress; This grade is restricted to specific courses in the curriculum.	
NC	No Credit; allows for a later grade with no penalty to the candidate	
AU	Audit	
WD	Withdrawal	
P	Pass; carries credit but no quality points	

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

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

Probation Status

Probation constitutes a warning of insufficient progress. In order to remain in good academic standing, the graduate candidate must maintain a grade point average of 3.0 (B). The grade point average considered for academic progress is the GPA of the current program. The grade point averages from previous degrees at Lincoln Memorial University may not be averaged into the current GPA. A candidate whose cumulative GPA falls below a 3.0 in a given semester is placed on probation the following semester. A candidate whose cumulative GPA falls below a 3.0 (B) for two successive terms must have permission from the Dean of the School of Education to continue in the program. Any Ed.S. candidate who receives a grade of “F” in a course will be suspended from the program for the remainder of that academic year.

Appeals Procedure

A candidate who is placed on probation, suspended, or dismissed from the program and feels that the probation, suspension, or dismissal is unfair, has a right to appeal. The candidate who wishes to appeal a probation, suspension, or dismissal has 30 days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Education. The Dean will forward this letter of appeal to the Chair of the Appeals and Grievance Committee for the School of Education, who will set up an appeal hearing within two weeks of the receipt of the candidate’s letter of appeal. The Chair of the Appeals and Grievance Committee and the candidate must inform each other of all attend-

ees who will be at the appeal hearing. Should the decision of the Appeals and Grievance Committee be unsatisfactory to the candidate, a meeting with the Dean may be requested. The Dean and the candidate must inform each other of any additional attendees to the meeting. The candidate may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

Complaint and Grievance Procedure

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

Plagiarism

Plagiarism is the presentation of someone else's words or ideas as one's own (see APA Manual). Plagiarism in any form, including self-plagiarism, is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code. All incidences of plagiarism will be reported to and reviewed by the Dean of the School of Education to determine disciplinary action. To avoid plagiarism:

- cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- cite sources within the text in the format delineated in the APA Manual.

Certification of Authorship

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

I certify that I am the author of this paper titled _____ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify

that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.
Student's Signature _____ Date _____

Repeating Graduate Education Courses

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

Graduate Education Candidate Courseload

The maximum load for an M.Ed. candidate is nine (9) credit hours during fall and spring semesters, three (3) semester hours during the mini-term, and twelve (12) semester hours for the summer session. There will be no exceptions granted to the maximum of three (3) semester hours during the mini-term and twelve (12) semester hours in the summer session. For financial aid purposes, the federal government considers nine (9) semester hours as a full-time course load for graduate candidates.

Orientation/Advisement

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

Program of Study

The program of study consists of a combination of theoretical study and practical experiences that best prepare the candidate for the selected area of interest. Although the minimum number of credit hours required for graduation is determined in accordance with the program as listed in the *Graduate Education Catalog*, it should not be construed as indicating a maximum number of credit hours for any particular candidate.

Graduation Requirements

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

1. completion of the credit hours specified in the approved program of study
2. a minimum cumulative GPA of 3.0 (B)
3. a passing score on the comprehensive examination (M.Ed. degree)
4. payment of all fees

Second Master's Degree Requirements

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

FINANCIAL INFORMATION

Refund Policies

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

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

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

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

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

FINANCIAL AID POLICIES AND PROCEDURES

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

Financial Aid Services

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

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

Financial Aid Awards

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

Satisfactory Academic Progress for Financial Aid - Graduate Education Programs

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

Quantitative

Candidates may attempt a maximum of 49 credit hours in pursuit of their 33 credit hour M.Ed. Curriculum & Instruction and Educational Administration & Supervision degrees. In the M.Ed. Clinical Mental Health Counseling program, candidates may attempt a maximum of 90 credit hours in pursuit of their 60 credit hour program. In the M.Ed. School Counseling program, candidates may attempt 72 credit hours in pursuit of their 48 credit hours program. In the M.Ed. Initial Licensure degree program, candidates may attempt a maximum of 63 credit hours in pursuit of the 42 credit hour degree program. In the Ed.S. program, candidates may attempt a maximum of 45 credit hours in pursuit of their 30 credit hour degree program. Any candidate who attempts hours beyond this mark is ineligible for financial aid.

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

Qualitative

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

Evaluation

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

Financial Aid Appeals

Candidates who are in SAP Suspension may appeal this decision to the LMU

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

Notification

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

Financial Aid and Withdrawal from the University

Any candidate who is withdrawing from the University and has received financial aid is strongly encouraged to make an appointment with the Financial Aid Office to determine how financial aid programs are impacted by the candidate's withdrawal from the university. See additional information on pages 17-18 -- Official Withdrawal from the University.

GENERAL ADMISSION REQUIREMENTS

Categories of Admission

Admission to the graduate program is possible in four categories:

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

Non-degree or transient candidates who decide to change their status to degree seeking must then petition the Graduate Admission Committee for admission as degree-seeking candidates. The applicant must follow the pro-

cess outlined for regular graduate student status.

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

3. **Conditional student status.** Under special circumstances, a person who does not meet the requirements for admission but who feels strongly that he/she can do graduate work may be allowed conditional status. In this category, candidates may take no more than six (6) semester hours of graduate coursework from their planned program within the conditional semester and earn no grade less than “B.” A grade less than “B” disqualifies the candidate from full graduate admission.
4. **Auditor status.** The candidate wishing to audit courses may enroll by completing an Application for Admission form, registering for the course, and paying the appropriate fees. An “AU” notation will appear on the academic transcript signifying that the course was taken for audit, not for credit. Examinations are not required; grades are not earned; and credit is not awarded for courses audited.

POLICY FOR ADMINISTRATION OF GRADUATE ASSISTANTSHIPS

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

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

Definition

An assistantship is a financial award, in the form of tuition waiver, to a

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

Qualification of Graduate Assistants

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

Application Process

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

Work Assignments and Related Factors

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

Required Application Dates

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

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

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

GRADUATE EDUCATION

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

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

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

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

MASTER OF EDUCATION (M.Ed.)

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

- Counseling (School and Clinical Mental Health)
- Curriculum and Instruction
- Instructional Leadership
- Elementary or Secondary Education (Initial Licensure program)

DEGREE APPLICATION PROCEDURES

The admission requirements for the Master of Education degree are a two-step process. *Admission requirements for the Instructional Leadership major (Leadership license) are included on pages 38-39; admission requirements for the Initial Licensure major are listed on page 42.*

Admission to Graduate Education Studies

The candidate must submit:

1. an application for Graduate Studies, with the required \$25 application fee and
2. two (2) official transcripts of all previous undergraduate coursework from accredited institutions.
3. For Counseling majors, the following is also required for admission to Gradu-

ate Education Studies: three recommendation forms, a personal interview, and a personal statement.

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

Admission to Degree Candidacy

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

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

<u>Praxis Test</u>	<u>Graduate Record Exam</u>
Principles of Learning & Teaching	Verbal 144 (370 prior to November 2011)
K-6 155	Quantitative 140 (410 prior to November 2011)
7-12 159	
5-9 154	

Miller Analogies Test

32 (paper test) 388 (computer based test)

TOEFL - Required of all foreign candidates, unless they are graduates of an American university or they originate from a country whose primary language is English. The following are the minimum required scores:

550 (paper test); 79 (Internet test); 213 (computer-based test)

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

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

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

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

Comprehensive Examination

The written comprehensive exam is an exam which allows each candidate as much as four hours to address the questions involved. The examination is comprised of questions and/or case studies encompassing the program of study and one question addressing the candidate’s philosophy of education for Curriculum and Instruction, Instructional Leadership, Initial Licensure or Counseling candidates. The comprehensive examination must be scheduled the last semester of required course work for the Master of Education degree in order to fulfill all requirements for the degree. Candidates are not allowed to sit for the exam prior to the last semester of required coursework. Upon successful completion of all required coursework and the comprehensive exam, the degree will be conferred.

A. Philosophy of Education - An important part of the comprehensive exam is the written statement expressing the candidate’s philosophy of teaching and learning. It is the first question of the exam and is entitled, “My Philosophy of Education.” The candidate’s response should be three to five pages in length.

1. Counseling Philosophy Question

The Counseling candidate’s response to the first exam question should be entitled “My Philosophy of Counseling,” and should be approximately three to five pages in length. It should include, but not necessarily be limited to:

- a. a summary of the characteristics/approaches/values of three major counseling approaches, including the major theorist(s) associated with each approach;
- b. the candidate’s identification of one of those approaches (or a well-defined combination thereof) as their approach of choice, with a clearly articulated set of reasons for that choice, including applicability/usefulness with certain student/client populations; and
- c. identification and explanation of areas the candidate perceives to be particularly significant in the practice of counseling (e.g., key ethical/legal issues, factors in building a therapeutic alliance with students/clients, the importance of self-care for counselors, etc.).

2. Curriculum and Instruction Philosophy of Education Question:

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

- a. Thoroughly explain your beliefs about teaching and learning. Relate your beliefs to at least 3-5 of the major philosophers in education. Explain how these philosophies have shaped your thinking.
- b. Explain how your personal philosophy of teaching and learning is evidenced in your work. Whether you are leading teachers in curriculum development and implementation or working in a classroom setting, explain how your philosophy impacts the educational decisions you make and the strategies you use. Use specific examples to illustrate your discussion.

3. Initial Licensure Philosophy of Education Question:

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

- a. Thoroughly explain your beliefs about teaching and learning. Relate your beliefs to at least 3, but not more than 5, of the major philosophers in education. Be specific in the explanation of “how” these philosophies have shaped your thinking.
- b. Explain how your personal philosophy of teaching and learning is evidenced in your work. Whether you are a classroom teacher, an aide in the classroom or not currently working in a classroom setting, explain how your philosophy impacts, or will impact, the educational decisions you make and the strategies you use. Use specific examples to illustrate your discussion.

4. Instructional Leadership Philosophy of Education Question:

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

- a. What is your philosophy of instructional leadership and what are influences that ground your philosophy (identify major classical phi-

- losophers, educational theorists, writers and practitioners, historical leaders, and/or personal examples (be specific, concise, and brief)?
- b. Describe how your philosophy of leadership informs or affects the culture of the school and the following relationships: relationships between administration and faculty; faculty to faculty interaction; faculty and student interactions; student to student relationships; and leader to parent and community relationships.
 - c. How does your philosophy guide communication and collaboration with all stakeholders to share your vision, mission, and goals for continuous improvement in teaching and learning, continuous improvement for students, and professional learning and growth?
- B. Case Studies - Case studies selected for their relationship to the standards and objectives of the courses taught in the Master of Education program will constitute the bulk of the comprehensive exam. A combination of complex cases and in-basket type cases will make up the exam content.
- C. Candidates who do not pass the final evaluation may retake the comprehensive examination the following semester. Candidates who are not successful on the second attempt will be required to take additional coursework as prescribed by the Dean of the School of Education before retaking the exam.

MAJOR AREAS OF STUDY

In addition to meeting the specific major area requirements, each degree-seeking graduate candidate must include in his/her program Foundations of American Education (EDUC 501) and Research and Statistics (EDUC 511). Programs of study which reflect state endorsement requirements are available from the Graduate Education Office. Counseling majors substitute Foundations of School Counseling (CG 508) or Foundations of Mental Health Counseling (CG 509) for the EDUC 501 requirement.

Counseling

Mission Statement

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

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

The Program

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

The Counseling program combines academic preparation in the areas of counseling and guidance and research with practica and internship assignments. Emphasis areas are available in either PreK-12 School Counseling and Clinical Mental Health Counseling.

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

Counseling Common Core

(All are 3 credit hours.)

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

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

PreK-12 School Counseling

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

PreK-12 School Counseling Concentration Specific Classes - 12 credit hours

CG 508	Introduction to School Counseling	3 credit hours
EAS 561	School Law	3 credit hours
CG 698	Internship and Seminar in School Counseling	6 credit hours

Additional PreK-12 Licensure program requirements:

- The Internship/Practicum requirement consists of 700 clock hours of field-based experience (Practicum - 100 hours; Internship - 600 hours). Specific requirements for the Internship and Practicum courses can be found in the Internship/Practicum Application packets. Candidates are required to be covered by insurance provided with an American Counseling Association student membership. Candidates are responsible for obtaining their own personal ACA Student Membership.
- Candidates are required by the State Department of Education to pass the Praxis Specialty Area Test in School Counselor with a score of at least 580 to be eligible for licensure as a PreK-12 School Counselor in Tennessee. Candidates in other states are responsible for following the licensing policies of their respective governing boards.

Clinical Mental Health Counseling (Non-School)

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

Clinical Mental Health Counseling Concentration Specific Classes - 24 credit hours

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

Additional Clinical Mental Health Counseling Licensure Requirements:

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

Curriculum and Instruction

Mission Statement

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

The Program

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

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

Core Courses:

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

Major Area:

CI 501	Curriculum, Instruction, and Assessment	3
IL501	Leadership and School Improvement	3
IL 541	School Community Partnerships in a Diverse World	3
IL 561	School Law and Ethics	3
EDUC 551	Supervision for Teaching and Learning	3
EDUC 602	Structuring Learning Environments	3
EDUC 607	Brain Compatible Teaching and Learning	3
Electives:	Graduate-Level Education Courses	<u>6</u>
	TOTAL	33

Instructional Leadership License**Mission Statement**

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

The Program

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

- a valid Tennessee Teacher License
- three years successful educational experience
- basic computer skills
- a completed Recommendation for Consideration by a practicing administrator
- completed the application process

Program Application and Admission (Enrollment is limited.)

All prospective Instructional Leadership license candidates must complete the following requirements.

1. Submit to LMU a completed Recommendation for Consideration for the Lincoln Memorial University Instructional Leadership Licensure Program form. This form must be completed by a practicing administrator. When the Recommendation for Consideration form has been submitted to Lincoln Memorial, an application packet will be mailed to the candidate.
2. Complete the Application for Graduate Education Studies, Educational Administration and Supervision Program form. A \$25 application fee is required to be attached to the form. Official transcripts verifying the bachelor's degree must be forwarded to Lincoln Memorial University from the

bachelor's degree institution.

3. Complete the Candidate Portfolio requirements.
4. Interview by invitation (Candidates who successfully complete their interviews will be admitted to the program.)
5. Meet all deadlines.

This cohort program is sequential, beginning each summer semester as follows:

Summer Semester		Sem	Cr	Hrs
EDUC 501	Foundations of American Education		3	
EDUC 511	Research and Statistics		3	
EDUC 596L	Practicum in Leadership		1	
Fall Semester				
IL501	Leadership and School Improvement		3	
EDUC 551	Supervision for Teaching and Learning		3	
EDUC 596L	Practicum in Leadership		2	
Spring Semester				
CI 501	Curriculum, Instruction, and Assessment		3	
IL541	School Community Partnerships in a Diverse World		3	
EDUC 596L	Practicum in Leadership		2	
Summer Semester				
IL561	School Law and Ethics		3	
IL571	School Finance and Resource Management		3	
EDUC 596L	Practicum in Leadership/Capstone		4	

Candidates must also pass the SLLA test in order to be recommended for license as an instructional leader.

The following program of study in Instructional Leadership is designed for candidates who are out-of-state candidates or who are Tennessee non-licensure Administration majors:

Core Courses:		Sem	Cr	Hrs
EDUC 501	Foundations of American Education		3	
EDUC 511	Research and Statistics		3	
Major Area:				
CI 501	Curriculum, Instruction, and Assessment		3	
IL501	Leadership and School Improvement		3	

IL541	School Community Partnerships in a Diverse World	3
IL 561	School Law and Ethics	3
IL 571	School Finance and Resource Management	3
EDUC 551	Supervision for Teaching and Learning	3
EDUC 596	Practicum in Education	3
Electives:	Graduate-Level Education Courses	<u>6</u>
	TOTAL	33

MASTER OF EDUCATION - INITIAL TEACHER LICENSURE

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

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

Candidates who successfully complete program and licensure requirements will be recommended for initial teacher licensure in the state of Tennessee. The program requires a transcript evaluation to assess any course discrepancies at the undergraduate level to ensure attainment of knowledge and skills required in general education, professional education, and the teaching field academic major. Candidates must satisfy course discrepancies through LMU or any other fully accredited college or university prior to student teaching. Secondary majors who already hold a degree in the area in which they are seeking licensure can qualify for licensure with a minimum additional professional core of 18 graduate hours beyond their bachelor's degrees. Elementary licensure requires the 18 hours of professional core courses and an additional

18 hours of methods courses. Licensure programs are offered in:

Elementary Education (K-6)

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

Secondary Education (7-12) - Business Education/Technology, Biology,
Chemistry, English, History, Mathematics.

Elementary and Secondary majors complete the following professional core courses:

Fall Semester

EDUC 570 Introduction to Teaching and Learning 6 hrs

Spring Semester

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

Following Fall Semester or later

EDUC 591 Enhanced Student Teaching* 6 hrs

TOTAL 18 hrs

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

Elementary majors also complete the following methods courses for licensure:

EDUC 572 Early Childhood and Adolescent Development 3 hrs

EDUC 573 Methods of Teaching Mathematics in K-6 3 hrs

EDUC 574 Methods of Teaching Reading in K-6 3 hrs

EDUC 575 Methods of Teaching Language Arts in K-6 3 hrs

EDUC 576 Methods of Teaching Science in K-6 3 hrs

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

Total Methods Courses 18 hrs

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

EDUC 501 Foundations of American Education 3 hrs

EDUC 511 Research and Statistics 3 hrs

Total required hours for the M.Ed. in Elementary Education 42 hrs

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

licensure. The following courses are additional and required for the M.Ed. degree for secondary majors:

EDUC 501 Foundations of American Education	3 hrs
EDUC 511 Research and Statistics	3 hrs
CI 501 Curriculum, Instruction and Assessment	3 hrs
EDUC 572 Early Childhood and Adolescent Child Development	3 hrs
EDUC 595 Topic: Methods of Teaching in Secondary Environments	3 hrs
EDUC 602 Structuring Learning Environments	3 hrs
EDUC 607 Brain Compatible Teaching and Learning	3 hrs
EDUC 692 Diversity and Equity Issues	<u>3 hrs</u>
Total additional M.Ed. hours	24 hrs
Total required hours for the M.Ed. degree in Secondary Education	42 hrs

Admission requirements include, but may not be limited to:

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

- An application and **\$35** non-refundable fee for licensure analysis.
- **Two** official **transcripts** of all coursework taken post-secondary. Transcript(s) must verify an earned bachelor's degree and cumulative GPA of 2.50 or better.
- Proof of a passing score for the Praxis I (PPST): reading score of 174, writing score of 173, math score of 173 **OR** have an ACT test score of 22 or SAT score of 1020 or higher, and must have been taken within the last five (5) years. Required test scores must be submitted **BEFORE** attending EDUC 570 in August.
- TBI L1 fingerprint background check.
- Three completed and signed recommendation forms.

Upon receipt of **all** materials listed above, a transcript analysis will be completed, and the applicant will be notified of acceptance/non-acceptance to the program. The Evaluated Transcript Analysis/Program of Study form will be mailed to the applicant indicating any coursework or testing deficiencies; **these courses must be successfully completed before being admitted to Module III, Enhanced Clinical Practice.**

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

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

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

Those candidates who hold a current and valid license in PreK-12 School Counseling and are currently employed by a school district, may substitute verified school counseling experience for EDUC 591 Enhanced Student Teaching. All candidates choosing to substitute counseling experience for student teaching will be **required** to take and pass with a grade of “B” or higher, EDUC 602 Structuring Learning Environments and CI 501 Curriculum, Instruction and Assessment immediately following the completion of EDUC 570 and EDUC 571. Verification of work experience must be provided by the school district(s) and approved by the Dean of the School of Education. Verified work experience must be equivalent to, or more than, one full semester. Upon completion of all required coursework and receipt of passing scores on all required Praxis exams, the candidate will request scheduling for the program exit interview. This will be conducted by a named faculty committee. Application to the state for licensure will be made by the University upon completion of all state and program requirements and upon receipt of a passing score for the exit interview.

MASTER OF EDUCATION SATURDAY COHORT PROGRAM

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

- Curriculum and Instruction
- Instructional Leadership
- Instructional Leadership with Licensure

Curriculum and Instruction Major

Semester 1

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

Semester 2

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

Semester 3

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

Semester 4

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

TOTAL

33 cr hrs

Instructional Leadership Major

Semester 1

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

Semester 2

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

Semester 3

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

Semester 4

IL 541	School Community Partnerships in a Diverse World	3 cr hrs
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CI 501	Curriculum, Instruction and Assessment	3 cr hrs
	Capstone Project	0 cr hrs
	TOTAL	33 cr hrs

EDUCATIONAL SPECIALIST (Ed.S.)

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

- Curriculum and Instruction
- Instructional Leadership
- Counseling (Available only for LMU Counseling M.Ed. graduates who completed at least 15 additional hours beyond their M.Ed. degree and began their degree programs prior to Fall 2011.)

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

DEGREE APPLICATION PROCEDURES

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

Admission to Advanced Graduate Studies

The candidate must submit:

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

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

Admission to Degree Candidacy

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

1. the Application for Degree Candidacy for the Educational Specialist degree
2. an advisor-approved Program of Study.

Upon completion of these requirements, the candidate's credentials will be presented to the Graduate Admission Committee (Graduate Education Chair and Program Directors) for consideration for admission to degree candidacy. Lincoln Memorial University reserves the right to deny admission due to immoral conduct.

Advisory Committee

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

Attendance Policy

Cooperative and group learning is the essence of the Ed.S. program. When class absences occur, candidates can make up for the knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their fellow candidates' learning. Therefore, even with successful completion of make-up assignments, class absences will cause a reduction in the final course grade. One (1) absence will result in a reduction of one letter grade from whatever grade would have been earned. Two absences will result in a grade of "C" or lower. More than two absences will result in the grade of "F" for the course.

Degree Requirements

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

Evaluation

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

Major Areas

Majors in Instructional Leadership (IL) and Curriculum and Instruction (CI) with modifications for licensure requirements, constitute the choices of the Ed.S. program. The emphasis areas are designed primarily for practitioners in the public schools. Each major is a 30 semester hour program.

Curriculum and Instruction Major

	Research and Assessment Core	Sem	Cr	Hrs
EDUC 670	Research I - Reading and Designing Educational Research		1	
EDUC 671	Research II - Writing Literature Review		1	
EDUC 672	Research III - Application		1	
EDUC 685	Capstone Electronic Portfolio		<u>3</u>	
				6 cr hrs
	Specialty Area Core			
CI 641	World Class Education - Political, Economic and Cultural Contexts		3	
CI 642	Practicum for World Class Education		2	
CI 610	Instructional Strategies for Diverse Learners		3	
CI 612	Practicum for Instructional Strategies for Diverse Learners		2	
CI 661	Instructional Design		3	
CI 608	Initiatives in Curriculum		3	
CI 609	Practicum for Instructional Design and Curriculum Initiatives		<u>2</u>	
				18 cr hrs
	Cognate Core			
IL 652	Leadership for Educational Programs		3	
IL 611	Assessment for School Improvement		<u>3</u>	
				6 cr hrs
	TOTAL		30	cr hrs

The Instructional Leadership Licensure Program

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

- a valid Tennessee Teacher License
- three years successful educational experience
- basic computer skills
- a completed Recommendation for Consideration by a practicing administrator
- completed the application process

Program Application and Admission (Enrollment is limited.)

All prospective TN Instructional Leadership Licensure candidates must complete the following requirements.

1. Submit to LMU a completed Recommendation for Consideration for the Lincoln Memorial University Instructional Leadership Licensure Program form. This form must be completed by a practicing administrator. When the Recommendation for Consideration form has been submitted to Lincoln Memorial, an application packet will be mailed to the candidate.
2. Complete the Application for Graduate Education Studies, Instructional Leadership Program form. A \$50 application fee is required to be attached to the form. Two official transcripts verifying the bachelor's degree must be forwarded to Lincoln Memorial University from the bachelor's degree institution.
3. Complete the Candidate Portfolio requirements.
4. Selected candidates will be invited for interviews.
5. Candidates who successfully complete their interviews will be admitted to the program
6. All deadlines must be met.

Research and Assessment Core		Sem Cr Hrs
EDUC 670	Research I - Reading and Designing Educational Research	1
EDUC 671	Research II - Writing Literature Review	1
EDUC 672	Research III - Application	1
EDUC 685	Capstone Electronic Portfolio	<u>3</u>
		6 cr hrs
Specialty Area Core		
IL 652	Leadership for Educational Programs	3
IL 653	Practicum for Leadership for Educational Programs	2

IL 611	Assessment for School Improvement	3
IL 612	Practicum for Assessment for School Improvement	2
IL 651	Educational Law and Ethics	3
IL 661	Finance and Human Resource Management	3
IL 656	Practicum for School Law, Ethics & Finance	<u>2</u>
		18 cr hrs

Cognate Core

CI 641	World Class Education - Political, Economic and Cultural Contexts	3
CI 610	Instructional Strategies for Diverse Learners	<u>3</u>
		6
	TOTAL	30 cr hrs

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

Candidates may major in Instructional Leadership and choose the non-licensure option. When choosing this option, the candidates would not be required to complete the Instructional Leader licensure requirements for admission. They would follow the admission requirements listed on page 46.

COURSE DESCRIPTIONS

Counseling

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

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

CG 508 - Foundations of School Counseling 3 cr hrs

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

CG 509 - Foundations of Mental Health Counseling 3 cr hrs

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

CG 521 - Career Counseling 3 cr hrs

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

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

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

CG 541 - Counseling Skills 3 cr hrs

This course provides an understanding of the philosophical bases of the counseling processes. It focuses on the application of counseling theories and inculcation of core counseling micro-skills, emphasizing the analysis of solution-focused brief counseling approaches to bring an integrative perspective to prob-

lems of parents and their children. Skills training for parents in handling behavior disorders is also studied.

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

An overview of the personality theories with application to counseling and education. Adjustment issues and various perspectives of mental health with application to education and counseling settings.

CG 581 - Human Growth and Development 3 cr hrs

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

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

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

CG 595 - Topics in Counseling 1-3 cr hrs

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

CG 602 - Classroom Behavior Management for Counselors 3 cr hrs

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

CG 611 - Counseling Theories 3 cr hrs

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

CG 621 - Crisis Intervention and Consultation 3 cr hrs

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

CG 631 - Group Counseling 3 cr hrs

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

CG 651 - Evidence-Based Treatment and Treatment Planning 3 cr hrs

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

CG 662 - Psychopathology

3 cr hrs

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

CG 669 - Psychopharmacology for Counselors

3 cr hrs

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

CG 671 - Assessment in Counseling

3 cr hrs

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

CG 681 - Children and Families

3 cr hrs

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

CG 698 - Internship and Seminar in School Counseling

3-6 cr hrs

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

scheduled professional seminars and field supervision on the school site. Pass/Fail grade.

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

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

Curriculum and Instruction

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

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

CI 509 - Content Literacy 3 cr hrs

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

CI 510 - Supervision/Content Literacy Action Research Project 3 cr hrs

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

CI 512 - Educational Practice and Innovation 3 cr hrs

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

CI 513 - Educational Practice/Innovation Field Experience 3 cr hrs

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

CI 516 - Motivational Theory and Classroom Management 3 cr hrs

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

CI 517 - Motivational Theory and Classroom Management Field

Experience and Electronic Portfolio 3 cr hrs

This course is the companion field experience to CI 516, Motivational Theory and Classroom Management. The course is designed to formalize the field experience component of the program and to provide students with direct theory-into-practice work. Students will design and implement research-based strategies for student engagement related specifically to their teaching situation. Candidates will then implement and assess those strategies.

Students will also initiate the creation of an electronic portfolio that is a purposeful collection of artifacts designed to provide tangible evidence of the candidate's ability to demonstrate leadership in educational settings, and to reflect on, critical competencies and practices that improve instruction and enhance student learning.

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

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

CI 608 - Initiatives in Curriculum 3 cr hrs

This course examines current curricular innovations including the Common Core Curriculum. Candidates will examine the Common Core Curriculum from leadership and teaching perspectives. Ed.S.-level course

CI 609 - Practicum for Instructional Design/Curr Initiatives 2 cr hrs

This course is the companion practicum for CI 608, Initiatives in Curriculum. Candidates will design and implement Common Core Curriculum projects appropriate to their current job situations. Corequisite: CI 608; Ed.S.-level course.

CI 610 - Instructional Strategies for Diverse Learners 3 cr hrs

This course explores research-based strategies to increase student achievement in diverse student populations. Topics include students in poverty, diverse cultural and social groups, English language learners, and special needs learners. Ed.S.-level course

CI 612 - Practicum for Instructional Strat for Diverse Learners 2 cr hrs

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

CI 641 - World Class Educ-Pol, Econ, and Cultural Contexts 3 cr hrs

Today's students will be working in a global marketplace. This course requires candidates to glean best practices from high achieving nations and to translate those practices into practical strategies to better prepare students for the knowledge, skills, and perspectives that will best serve them in the 21st Century.

CI 642 - Practicum for World Class Education 2 cr hrs

This course is the companion practicum for CI 641, World Class Education. Candidates will design and implement strategies to increase student achievement. Corequisite: CI 641; Ed.S.-level. course

Education

EDUC 501 - Foundations of American Education 3 cr hrs

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

EDUC 511 - Research and Statistics 3 cr hrs

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

EDUC 551 - Supervision for Teaching and Learning 3 cr hrs

This course focuses on the role of the educator as a learning leader. Candidates will demonstrate their understanding of how to create a school culture and climate based on high expectations conducive to the success of all students sustained by high quality professional development.

EDUC 570 - Introduction to Teaching and Learning 6 cr hrs

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

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

This course focuses on the role of the teacher as leader. Candidates demonstrate their understanding of the teacher as leader role by applying relevant concepts to the development of an interdisciplinary unit of study and a personal philosophy statement. This course is Module II in the Master of Education - Initial Licensure program. Prerequisite: EDUC 570

EDUC 572 - Early Childhood and Adolescent Development 3 cr hrs

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

EDUC 573 - Methods of Teaching Mathematics in K-6 3 cr hrs

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

EDUC 574 - Methods of Teaching Elementary Reading in K-6 3 cr hrs

This course examines the major approaches to the teaching of reading in the elementary classroom, emphasizing the cognitive constructivist approach to learning. Candidates will review current research and trends; explore the history of reading theory and instruction; practice teaching strategies for word recognition, comprehension, study skills, and content area reading. Diagnosis and correction of common reading disorders will be studied and formal and informal methods of assessments identifying reading strengths and weaknesses will be examined. Candidates will create developmental plans addressing reading problems and will learn to plan for and work with diverse learners. Candidates will observe reading instruction and examine a wide variety of material, and will develop lesson plans integrating national standards and research-based strategies, including the appropriate use of technology in the elementary classroom.

EDUC 575 - Methods of Teaching Language Arts in K-6 3 cr hrs

An integrative approach to teaching language arts in the elementary school will be modeled and examined with consideration of the cognitive constructive approach to learning. Emphasis will be placed on teaching strategies that develop knowledge and skill through the use of literature, including listening, speaking, reading, writing, creative writing, handwriting, grammar, spelling, viewing and visually representing. Research will focus on helping prospective teachers to identify techniques for success for all students, including those from diverse populations. Surveys of language arts teachers will be conducted to guide can-

didate decision making for designing a Language Arts Implementation Plan. Portions of the plan will consider the use of technology in the language arts classroom.

EDUC 576 - Methods of Teaching Science in K-6 3 cr hrs

Candidates will examine strategies and pedagogy related to the life, earth/space and physical sciences. National standards and the application of those standards to K-6 lesson planning will be emphasized. Research will focus on best practice as candidates learn to plan, instruct, and assess life, earth/space, and physical science unit and lesson plans. Candidates will also create integrated unit lessons connected to science, technology, and societal issues. Inquiry-based learning experiences will be studied and constructivist activities will be modeled as candidates learn to plan, present, and assess constructivist unit and lesson plans for K-6 students.

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

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

EDUC 591 - Enhanced Student Teaching 6 cr hrs

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

EDUC 595 - Topics in Education 1-3 cr hrs

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

EDUC 596 - Practicum in Education 3 cr hrs

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

EDUC 596L - Practicum in Leadership 1-4 cr hrs

This course focuses on supervised application of skills that approximate employment as a school principal. Field-based experiences are completed which

are related to courses required in the Leadership program. A total of 9 semester hours is required. Leadership program candidates only.

EDUC 602 - Structuring Learning Environments 3 cr hrs

This course investigates how to structure safe, effective, and efficient learning environments. Candidates will be able to demonstrate how to advocate, nurture, and sustain a positive instructional climate.

EDUC 607 - Brain Compatible Teaching and Learning 3 cr hrs

This course will examine neurological, psychological, and educational aspects of the brain. Classroom strategies and applications to the learning processes will be investigated based on current research.

EDUC 610 - Instructional Strategies for Diverse Learners 3 cr hrs

This course investigates various characteristics and elements of diversity in order to plan effective instruction for the 21st century student.

EDUC 670 - Research I - Read/Designing Educ Research 1 cr hr

This course focuses on the identification of a research topic related to educational practice. The topic is explored in the literature, resulting in the design of a research proposal. Ed.S.-level course

EDUC 671 - Research II - Writing Literature Review 1 cr hr

This class requires a thorough examination of literature related to an identified problem or topic, resulting in a written review formatted and documented according to the APA Manual, 6th Edition. Prerequisite: EDUC 670; Ed.S.-level course

EDUC 672 - Research Application III 1 cr hr

This course completes the research cycle culminating in a scholarly project designed to improve educational practice. Prerequisites: EDUC 670, EDUC 671; Ed.S.-level course

EDUC 685 - Capstone Electronic Portfolio 3 cr hrs

Candidates will complete the electronic portfolio including their final philosophy of education, specific assignments from coursework, and other artifacts as required. Ed.S.-level course

EDUC 685L - Capstone Electronic Portfolio 3 cr hrs

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

EDUC 692 - Diversity and Equity Issues 3 cr hrs

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

EDUC 695 - Topics in Education 1-3 cr hrs

This course will address a topic of interest enriching the existing course offer-

ings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required.

EDUC 696L - Practicum in Education

3 cr hrs

This course focuses on supervised application of skills that approximate employment as a school principal. Ed.S.-level course.

Instructional Leadership

IL 501 - Leadership and School Improvement

3 cr hrs

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

IL 502 - Leadership Field Experience and Electronic Portfolio

3 cr hrs

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

IL 541 - School Community Partnerships in a Diverse World

3 cr hrs

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

IL 561 - School Law and Ethics

3 cr hrs

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

IL 562 - Legal, Ethical, and Financial Issues Practicum

3 cr hrs

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

IL 571 - School Finance and Resource Management

3 cr hrs

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

IL 572 - Supervision/Comm Partnerships Action Res Project 3 cr hrs

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

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

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

IL 611 - Assessment for School Improvement 3 cr hrs

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

IL 612 - Practicum for Assessment for School Improvement 2 cr hrs

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

IL 651 - Educational Law and Ethics 3 cr hrs

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

IL652 - Leadership for Educational Programs 3 cr hrs

This course focuses on leadership, the change process, and strengthening and maintaining interpersonal relationships to provide a foundation for improvement in educational programs. Ed.S.-level course

IL 653 - Practicum for Leadership for Educational Programs 2 cr hrs

This course is the companion practicum for IL 652, Leadership for Educational Programs, which focuses on leadership, managing the change process, and strengthening and maintaining interpersonal relationships to provide the foundation for improvement in teaching and learning in diverse educational settings.

The aim of the course is to move from theory to practice by providing emerging educational leaders with craft knowledge, especially in the areas of curriculum, teaching, and learning, while developing a professional vision, mission, and philosophy of school leadership. Corequisite: IL 652; Ed.S.-level course

IL 656 - Practicum for School Law, Ethics and Finance 2 cr hrs

This course is the companion to IL 651, Educational Law and Ethics, and IL 661, Finance and Human Resources, and focuses on supervised application of skills that provide field experience related to legal, ethical, and financial practices encountered in various educational settings. Corequisites: IL 651 and IL 661; Ed.S.-level course

IL 661 - Finance and Human Resources 3 cr hrs

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

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

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

IL 695 - Topics - Educational Administration and Supervision 3 cr hrs

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

English

ENGL 530 - Appalachian Literature 3 cr hrs

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

ENGL 533 - Literary Periods 3 cr hrs

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

ENGL 543 - Literary Genres 3 cr hrs

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

ENGL 560 - The English Language 3 cr hrs
 Traces the history of the English Language, describes the major grammar systems, and defines and surveys the science of linguistics.

ENGL 595 - Special Topic in English 3 cr hrs
 This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required.

ADMINISTRATION

Officers of the University

B. James Dawson, EdD President of the University
 Kimberly Bontrager, MBA Vice President for Finance
 Clayton Hess, PhD Vice President for Academic Affairs
 Dennis Kiick, PhD Vice President for Research
 Ray E. Stowers, DO Vice President for Health Services
 Cynthia Whitt, MEd Vice President for University Advancement
 Parham Williams, JD Vice President and Dean, Duncan School of Law

Academic Officers

J. Michael Clyburn, EdD Dean, Carter and Moyers School of Education
 Randy Evans, DVM Associate Vice President for Comparative Medicine-
 Division of Health Sciences; Dean, College of Veterinary and Comparative Medicine
 Vina R. Faulkner, PhD Dean, School of Allied Health Sciences
 Amiel Jarstfer, EdD Dean, School of Mathematics and Sciences
 Jack T. McCann, PhD Dean, School of Business
 Mary Anne Modrcin, PhD, CNS, RN Associate Vice President for Internal Affairs,
 Health Sciences; Dean, Caylor School of Nursing
 Martin Sellers, PhD Dean, School of Arts and Humanities
 Evelyn G. Smith, MS Assistant Vice President for Academic Affairs
 Michael Weiting, DO Interim Dean, DeBusk College of Osteopathic Medicine

Carter and Moyers School of Education

Frances Swantic, PhD Chair, Graduate Education/Coordinator, Instructional
 Leadership Program
 Laura Hopfer, EdD ... Program Director, Initial Licensure Master of Education Program
 Kathy D. Sims, EdD Diversity Officer
 Theresa Stevenson, EdD Program Director, Curriculum and Instruction Program
 Mark Tichon, PhD Program Director, Counseling Program

GRADUATE EDUCATION FACULTY

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

Tammy Barnes,, 2013 Assistant Professor of Graduate Education
MEd, EdD, East Tennessee State University

Teresa Bicknell, 2003 Associate Professor of Graduate Education
Associate Dean, Carter and Moyers School of Education
MA, EdS, Tennessee Technological University
EdD, Tennessee State University

Sandra Birchfield, 2011 Assistant Professor of Graduate Education
MEd, Union College
EdD, East Tennessee State University

Martha Jean Bratton, 2011 Assistant Professor of Graduate Education
MS, EdD, University of Tennessee-Knoxville

Benjamin Brown, 2009 Professor of Graduate Education
BA, David Lipscomb University
MA, Middle Tennessee State University
PhD, University of Florida

Lynn Stevenson Burger, 2013 Assistant Professor of Graduate Education
Program Director, EdD Program
MEd, Colorado State University
PhD, Iowa State University

Michael Burger, 2011 Assistant Professor of Graduate Education
MEd, EdD, The University of Nebraska-Lincoln

Rebecca Burleson, 2009 Assistant Professor of Graduate Education
MEd, East Tennessee State University
EdD, University of Kentucky

David Burrell, 2005 Assistant Professor of Graduate Education
MA, EdD, East Tennessee State University

William Burris, 2011 Assistant Professor of Graduate Education
MS, EdD, University of Tennessee-Knoxville

Margie Carico, 2012 Assistant Professor of Graduate Education
M.S., Ed.D., University of Tennessee-Knoxville

J. Michael Clyburn, 2004-2007, 2011 Professor of Education
Dean, Carter and Moyers School of Education
MA, Middle Tennessee State University
EdD, University of Tennessee-Knoxville

Sheila J. Clyburn,* 2004-2007, 2011 Associate Professor of Education
MEd, EdD, Trevecca Nazarene University

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

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

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

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

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

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

Laura Hopfer, 2003 Associate Professor of Graduate Education
Program Director, Initial Licensure Program
MS, EdD, University of Tennessee-Knoxville

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

Janet Mobley, 2013 Assistant Professor of Graduate Education
M.Ed., Lincoln Memorial University
EdD, University of Tennessee-Knoxville

Lajuana Morris, 2012 Assistant Professor of Graduate Education
MEd, Freed-Hardeman University
EdD, Arkansas State University

Patricia Murphree, 2000 Professor of Graduate Education
Program Director, Curriculum and Instruction Program
MS, Radford University
EdD, University of Sarasota

Cynthia Norris, 2005 Professor of Graduate Education
MS, EdD, University of Tennessee-Knoxville

Howard Norris, 1999 Associate Professor of Graduate Education
MA, EdD, University of Alabama

Talbot Rogers, 2002 Associate Professor of Education
MS, PhD, University of Tennessee-Knoxville

William Russell, 2006 Assistant Professor of Education
MEd, West Georgia College
EdD, University of Georgia

Betty Standifer, 2004 Associate Professor of Graduate Education
MEd, West Georgia College
EdS, University of Tennessee-Knoxville
EdD, University of Sarasota

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

Frances Swantic, 2000 Professor of Graduate Education
 Chair, Graduate Education/Program Director, Instructional Leadership
 MEd, Georgia State University
 EdS, West Georgia College
 PhD, Georgia State University

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

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

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

ADJUNCT/PART-TIME FACULTY

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

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

Judy Arnold, Lecturer in Graduate Education
 Retired Professor of Graduate Education, Lincoln Memorial University
 MA, EdD, University of Tennessee-Knoxville

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

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

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

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

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

Helen H. Cole Lecturer in Graduate Education
 Retired Professor of Graduate Education, Lincoln Memorial University
 MS, EdD, University of Tennessee-Knoxville

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

David Cook Lecturer in Graduate Education
 Retired school administrator
 MEd, EdD, University of Tennessee-Knoxville

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

Gary Dutton Lecturer in Graduate Education
 Retired Professor of Graduate Education, Lincoln Memorial University
 MA, Tennessee Technological University
 EdD, University of Tennessee-Knoxville

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

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

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

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

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

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

Theresa McCormick Lecturer in Graduate Education
Associate Professor, Auburn University
MEd, EdS, PhD, University of Alabama

Robert Mindrup Lecturer in Graduate Education
Clinical Psychologist
MSSW, University of Tennessee-Knoxville
PsyD, Forest Institute

Johnetta Mooreland Lecturer in Graduate Education
MEd, EdD, Tennessee State University

Deborah F. Morelock Lecturer in Graduate Education
Retired Principal, Elementary School, Sullivan County
MA, EdD, East Tennessee State University

James Myers Lecturer in Graduate Education
Classroom Teacher, Lee County, VA
MAEd., Tusculum College
EdS, Lincoln Memorial University
EdD, East Tennessee State University

John O'Dell Lecturer in Graduate Education
Retired Assistant Professor of Graduate Education, Lincoln Memorial University
MS, EdS, East Tennessee State University
EdD, University of Tennessee-Knoxville

Phillip Owens Lecturer in Graduate Education
MS, University of Tennessee-Knoxville
EdD, University of Louisville

James Posey Lecturer in Graduate Education
Assistant Dean of Library Services, Walters State Community College
MEd, East Tennessee State University
EdS, Lincoln Memorial University
EdD, East Tennessee State University

Scott Porter Lecturer in Graduate Education
Principal, Alcoa High School, TN
MS, University of Tennessee-Knoxville
EdS, EdD, Lincoln Memorial University

Francine Reynolds Lecturer in Graduate Education
Part-time School Psychologist, Blount County Schools, TN and Owner, Premier
Psychological Services
MA, East Tennessee State University
PhD, University of Tennessee-Knoxville

Jesse Robinette Lecturer in Graduate Education
School Administrator, Blount County Schools
MEd, EdS, Lincoln Memorial University
EdD, East Tennessee State University

Rodney Russell Lecturer in Graduate Education
Human Resources Supervisor, Knox County Schools, TN
MS, University of Tennessee-Knoxville
EdS, Lincoln Memorial University
EdD, Trevecca Nazarene University

Shelley Salter Lecturer in Graduate Education
 Contract School Counselor and Mental Health Counselor
 MEd, University of Tennessee-Chattanooga
 PhD, University of Tennessee-Knoxville

Randall Shearouse Lecturer in Graduate Education
 Superintendent of Schools, Effingham County Schools, GA
 MEd, EdS, Georgia Southern University
 PhD, Capella University

Ashley Stanley Lecturer in Graduate Education
 Teacher, Sullivan County Schools
 MEd, EdD, East Tennessee State University

Michele Taylor Lecturer in Graduate Education
 Superintendent of Schools, Calhoun City Schools, GA
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 EdS, EdD, University of Sarasota

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