



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

## **MEd and EdS Program Handbook**

### **Spring 2026**

**The MEd and EdS Program Handbook** is intended to assist graduate students, and candidates, pursuing an MEd in Educational Leadership or Instructional Leadership with administrative licensure and an EdS in Instructional Practice, Educational Leadership, or Instructional Leadership with administrative licensure. This MEd and EdS program handbook is a dated publication. This handbook will answer many questions graduate candidates have concerning the MEd and EdS programs. Compliance with the policies and procedures outlined in the handbook will guide the candidate toward successful completion of the MEd or EdS programs in a timely manner.

**It is the MEd and EdS candidate's responsibility to ensure that all program requirements are fulfilled.** Therefore, the candidate must become familiar with the pertinent program requirements outlined in this handbook and the Graduate Catalog.

<https://graduatecatalog.lmunet.edu/>.

Should the candidate have any questions regarding requirements, please contact the Academic Support Assistant or the Program Director.

Licensure programs conform to current Tennessee and University guidelines and requirements for graduation. Candidates should be aware that program requirements are subject to change to maintain compliance with state and university requirements. **The MEd and EdS Program reserves the right to make program changes and to implement such changes as deemed necessary by the Tennessee Department of Education and/or Lincoln Memorial University (LMU).**

Candidates are responsible for current information regarding their program of study, including registration, course offerings, GPA, and handbook information. Dropping courses, changing programs, or incomplete/insufficient work can affect initial graduation dates.

MEd and EdS candidates pursuing the Instructional Leadership concentration will take the SLLA leadership test. The SLLA test is designed to measure the extent to which entry-level school leaders demonstrate the standards, relevant knowledge, and skills necessary for competent professional practice.

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*LMU shall not discriminate against any person based on age, color, creed, disability, ethnic/national origin, gender, military status, race, religion, or sexual orientation.*

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## **WELCOME**

**Welcome to the MEd and EdS programs at Lincoln Memorial University. Whether you are in the MEd or EdS program, you will find your path honed and tailored to develop you as an educator with an emphasis on leadership, collaboration, and professionalism.**

**We look forward to accompanying you on this journey as you develop your skills as a leader. We hope your affiliation with LMU and your tenure with us will be a pivotal aspect of your life as you grow as a professional in your field. It is our desire that this handbook will answer many of the questions that may arise regarding our core values, degree requirements, program expectations, program structure, licensure, relevant policies, and procedures.**

**Sincerely,**

***The MEd and EdS***

***Faculty and Staff***

## **CARTER & MOYERS SCHOOL OF EDUCATION**

Interim Dean	Dr. Chessica Cave	423-869-6478
Director, MEd and EdS	Dr. Vicki Clevinger	423-335-5341
Executive and Academic Support Coordinator	Lisa Horton	423-869-7057
Director of Licensure and Testing and Academic Support	Tywanna Sue England	423-869-6253

## **Med & EdS PROGRAM FACULTY**

Vicki Clevinger, EdD	Director, Med and EdS and Assistant Professor	vicki.clevinger@lmunet.edu
Brian Bell, EdD	Assistant Professor	brian.bell@lmunet.edu
Edd Diden, EdD	Assistant Professor	edward.diden@lmunet.edu
John McCook, EdD	Associate Professor	john.mccook@lmunet.edu
James Myers, EdD	Assistant Professor	james.myers@lmunet.edu
Jesse Robinette, EdD	Assistant Professor	jesse.robinette@lmunet.edu

## **Med & EdS PROGRAM ADJUNCT FACULTY**

Mary Day, EdD	mary.day@lmunet.edu
Adam NeSmith, EdD	adam.nesmith@lmunet.edu
Chad Smith, EdD	chad.smith02@lmunet.edu
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Linda Treadwell, EdD	linda.treadwell@lmunet.edu
Scott Porter, EdD	scott.porter@lmunet.edu

## **Heritage, Mission, and Purpose of LMU**

Please follow the attached link:

<https://www.lmunet.edu/about-lmu/heritage-mission>

## **Carter & Moyers School of Education Mission Statement**

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

- Demonstrate the dispositions of the education profession. **(Values)**
- Articulate and demonstrate the knowledge base of moral, social, and political dimensions which will impact individual students, school districts, and communities for the enrichment of society. **(Values)**
- Demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real-life classroom experiences while involved in field and clinical placement in partner 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 disposition to serve and teach all students. **(Service)**

## **Carter & Moyers School of Education Vision and Mission**

The Carter & Moyers School of Education prepares and mentors professional educators of distinction through Values, Education, and Service to be teachers, administrators, school leaders, or other school professionals whose practice will improve student learning.

The Carter & Moyers School of Education will strive to:

1. Maintain successful accreditation and approval with CAEP, CACREP and the State of Tennessee.
2. Pursue donor development and fundraising in support of the School's initiatives and graduate student scholarships.
3. Continue activities, which build regional program visibility and school, district, and state partnerships with the School of Education.
4. Strengthen undergraduate education program enrollment, particularly in secondary education programs.
5. Develop streamlined systematic comprehensive technology-based processes for concentrating graduate program inquirers, applicants, and admits.
6. Promote a culture of evidence and improvement among all School faculty, candidates, and stakeholders.
7. Explore opportunities for maintaining adequate faculty resources.
8. Give priority emphasis to strengthening the school's commitment to teach all students and support the recruitment and retention of faculty and students per the school's action plan.
9. Recruit and fund qualified faculty to teach in the health, physical education and exercise science, and curriculum and instruction programs.
10. Improve the visibility and viability of the School and its programs with the implementation of effective marketing and recruitment plans.
11. Continue the focus on "closing the loop" and program improvement, utilizing appropriate assessment measures and analyses.
12. Utilize database technologies for concentrating program improvement and candidate progress.
13. Pursue improved recruitment, compensation, orientation, and professional development of adjunct faculty.
14. Enhance assessment data gathering, storage, and retrieval for all programs.
15. Develop face-to-face and online training Transitions for the use of LMU and School of Education technology.
16. Strengthen field and clinical experiences in all School of Education programs.
17. Maintain and enhance the School of Education website.
18. Improve the coordination and scheduling of graduate faculty and their classes.
19. Explore the development and implementation of blended courses in all School of Education programs.
20. Continue the LMU-Tennessee State University Partnership.
21. Develop departmental and program outcomes statements and assessment measures for all School programs.



## **Carter & Moyers School of Education Philosophy**

The school's motto, "*Preparing professional educators of distinction to make a positive impact on this generation and the next*" provides the philosophical base, direction, and parameters, achieved through a constructivist, self-directed and lifelong learner theory, for the development of professional educators, at both the initial and advanced levels, through:

### ***Values***

- Upholding the principles of Abraham Lincoln
- Individual liberty
- Individual responsibility
- Individual improvement
- Respect for citizenship
- Appreciation for the community
- High moral and ethical standards
- A belief in a personal God

### ***Education***

- Commitment to quality teaching and instruction
- Commitment to inquiry and research
- Appreciation for the depth of learning in a field of knowledge
- Appreciation and understanding of knowing oneself and the world around us
- An ability to exercise informed judgments

### ***Service***

- Belief that a major cornerstone of a meaningful existence is service to humanity
- Service to the community where one lives
- Service in a global society with an emphasis on the underserved

# Master of Education and Educational Specialist Program Admission

## Admissions Instructions and Program Process Guide

### Initial Program Admittance (Level 1)

#### **Educational Leadership (EL) in the Med program / Educational Leadership (EL) and Instructional Practice (IP) in the EdS program:**

- Complete and submit the program application by semester target date deadline – Applications must be submitted online at <https://www.lmunet.edu/index.php> and click on Apply.
- A \$50 non-refundable application fee is due at the time of the application submission, or you can request a fee waiver. Returning LMU students should submit a fee waiver. New students will be required to submit a \$50 application fee.
- Financial hardships are considered for the fee waiver. Fee waiver requests should indicate the reason.
- Request 1 official transcript for your bachelor's degree (if applying for a MEd degree) or master's degree (if applying for an EdS degree) – Due by the semester target date.
- Request 1 official transcript for any coursework completed since your bachelor's degree or master's degree - Due by the semester target date.
- TBI-L1 fingerprint background check or Background Check Verification Letter – Due by the semester target date.
- Official transcript(s) can be submitted to Lisa Horton via email at [lisa.horton@lmunet.edu](mailto:lisa.horton@lmunet.edu) or they can be mailed to (due by the semester target date):

LMU - Graduate Education Department, Attention: Lisa Horton,  
6965 Cumberland Gap Parkway – BE Suite 237, Harrogate, TN 37752

- Instructional Practice (EdS) and Educational Leadership (MEd and EdS) candidates will complete and submit a resume – due by the semester target date and participate in a mandatory in-person DAP Interview.
- DAP Interview – an interview will be conducted with every candidate. DAP Interview date(s) and location: TBD each semester – LMU Cedar Bluff Campus, 421 Park 40 North Blvd., Knoxville, TN 37923.
- In the event you are unable to attend the scheduled DAP Interview, an alternate date will be provided.

### Level 2 Program Admittance (Before completion of your first semester):

- Application for Degree Candidacy
- Three Recommendation Forms (**only required of incoming MEd EL students**)
- LMU Director-Approved Program of Study
- Acknowledgement of Receipt of Handbook/New Student Orientation

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### Initial Program Admittance (Level 1) for Instructional Leadership (IL) majors:

- Pre-Admissions Packet – contained within each program information packet (ensuring to provide listed necessary pre-admission documents) and email to Lisa Horton at [lisa.horton@lmunet.edu](mailto:lisa.horton@lmunet.edu) after submission of your online application. The Recommendation for Consideration form and the Employment of Verification form will be emailed to you after your application is submitted – Must be completed by the semester due date.
- Instructional Leadership Admission Portfolio - applicants will be provided with the requirements and directions needed to complete the Admission Portfolio after acceptance of the application. The Admission Portfolio must be completed by and evaluated at the scheduled mandatory in-person DAP

interview.

- DAP Interview – an interview will be conducted with every candidate. DAP Interview date(s) and location: Date TBD each semester – LMU Cedar Bluff Campus, 421 Park 40 North Blvd., Knoxville, TN 37923.
- In the event you are unable to attend the scheduled DAP Interview, an alternate date will be provided.
- TBI-L1 fingerprint background check or Background Check Verification Letter – Due by the semester target date.
- Bachelor's Degree or Master's Degree - Cumulative GPA: 2.75 or above. Minimum 2 years education experience. Student Teacher experience is not considered as applicable state-approved experience. Must have a valid TN Teaching License.
- Conditional/Provisional acceptance, with Program Director approval, for candidates who have less than a 2.75 Cumulative GPA on the Bachelor's Degree or Master's Degree.

**Level 2 Program Admittance (Before completion of your first semester):**

- Application for Degree Candidacy
- LMU Director-Approved Program of Study
- Acknowledgement of Receipt of Handbook/New Student Orientation

The following are to be completed before the end of your last semester:

- School Leadership Licensure Assessment (SLLA) - leadership licensure candidates must also pass this exam as a graduation requirement (taken during your last semester).

**Exit Requirements:**

- Successful completion of all course requirements
- Intent to Graduate Form
- Graduation Fee
- Exit survey
- EL majors (MEd only) - Comprehensive Examination - see graduate catalog for examination information.
- IL majors only - School Leadership Licensure Assessment (6990 - SLLA) / Exit Interview / Completion of 100 practicum hours with a Licensed TN Administrator

Note: Additional documentation may be requested, as needed

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### **Add-On Endorsements**

Licensed teachers can obtain additional endorsements through LMU. Requirements vary based on the endorsements sought. Course work older than **three years** will not be considered transferable toward an add-on endorsement. Please contact the Graduate Education Office for additional information.

Programs of study for the add-on endorsement for Administrative Licensure are developed in accordance with Tennessee and LMU requirements for recommendation to licensure. No coursework older than **three years** from the date of completion will be accepted for use in lieu of previously taken coursework. Programs of study are developed on an individual basis, dependent on several variables including but not limited to the Graduate GPAs of transcripts (2.75 cumulative GPA or higher is required), the time that has lapsed since a course was previously taken and completed, the content of the previously taken and completed course, and the grade received.

Acceptance of any previously taken praxis test is at LMUs discretion in accordance with TN State requirements.

With the ever evolving dynamic of public and private schools and universities, it is LMU's responsibility to disperse qualified candidates from our education program with the needed skills to compete and succeed in their line of employment and in conjunction with their job responsibilities in our TN school systems.

### **Duration in the Program**

All MEd and EdS candidates have a maximum of seven years to complete their program. Once candidates reach the maximum for their program, they will be administratively withdrawn from the program unless the program director determines they are making adequate progress toward completion of their program. Should the program director find the candidate is not making adequate progress, the candidate will be administratively withdrawn from the program. In the event that a candidate wants to complete a previously started MEd or EdS degree, within the seven year time frame mentioned above, programs of study will be re-evaluated and requirements will be made known to the applicant of the expectations to complete the degree, utilizing the information contained within the LMU Graduate Catalog and this handbook.

### **Change of Major**

Candidates interested in changing their major must do so before the end of their first semester. Any IP or EL candidate who wants to do Administrative Licensure may do so after completing their program with an IL Add-on option. Please contact the Graduate Education Office for details.

## **MEd and EdS Program Information**

### **TBI-L1 Background Check**

To be considered for our MEd and EdS programs, applicants must complete a fingerprint background check. This must be completed even if the applicant has recently submitted a TBI background check to a different institution or organization. It is recommended that applicants complete this process at least one week before submitting their application packet so that background check results will not delay processing. Go online to <http://www.identogo.com> Follow the online directions for registering:

1. Select non-DCS childcare.
2. Child-related worker- private (volunteer).
3. Enter the following Service Code: 28TY6K
4. LMU ORI number TNCC13002.
5. Follow the instructions when you come to the payment page.
6. Click USBANK e-pay.
7. Find the pay w/o registering option.

Once registered, the applicant will receive a registration confirmation number and a payment confirmation number. Applicants need to take both confirmations to the fingerprint scan location. Applicants will need to know the following information:

- The cost is based on Tennessee state rates and is borne by the applicant.
- Fingerprints will be forwarded electronically to the Tennessee Bureau of Investigation, and all results of the fingerprint background check will be provided to the Agency (LMU).

- TBI-L1 Background checks containing indications may affect admission into the LMU MEd or EdS program.
- Candidates may submit a Background Check Verification Letter from their school system or employer in accordance to their background check policies and procedures.

Required paperwork includes official transcripts of all undergraduate (for MEd candidates) or graduate coursework (for EdS candidates) and an approved fingerprint background check (TBI-L1) before registration can be completed. The presence of an indication on the background check will require the applicant to provide written documentation explaining the indication. A written appeal to the Admissions Committee must also accompany the explanation and must be filed within ten days of the notification from LMU of the background check indication. The applicant must sign an informed consent stating their agreement and understanding that school districts may not allow the applicant to be placed for clinical experiences in their school districts. The appellant understands and agrees that LMU has no control of acceptance by the school districts.

### **Denial of Full Admission Status/Provisional Acceptance**

If an applicant is denied full admittance to the MEd or EdS program due to not meeting the cumulative 2.75 GPA, they can be accepted conditionally/provisionally. This means the following:

Applicants with credentials indicating adequate preparation and ability to complete the program successfully may receive regular student status. A minimum cumulative 2.75 undergraduate GPA is required for MEd applicants and a minimum cumulative 2.75 graduate GPA is required for EdS applicants. Applicants who do not meet the minimum admission requirements may be admitted provisionally with a further review of academic progress at the completion of the first semester of study.

Under special circumstances, a person who does not meet the requirements for admission but who feels strongly that they 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. This can be found on page 93 of our Graduate Catalog.

<https://graduatecatalog.lmunet.edu/>

The candidate will be permitted to take the full 1-12 credit hours in the first semester with the condition that the candidate maintain a grade of B or higher in all coursework for the first semester, with a signed agreement to the terms for conditional/provisional acceptance. Failure to maintain a 3.0 GPA will be grounds for an automatic dismissal from the program.

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### **Attendance Policy for Online Candidates**

Candidates are expected to attend, participate, and actively engage in classes as scheduled and meet all requirements of the course as outlined in the course syllabus in order to receive a passing grade.

At the graduate level, direct interaction with the course instructor and with other candidates is integral to each candidate's ability to acquire, integrate, and obtain a better context for the knowledge and skills that the course is designed to deliver. Candidate participation is required as outlined in the course syllabus and by instructor direction.

If a schedule conflict arises, it is the student's responsibility to notify the faculty member. Questions regarding

attendance should be directed to your instructor. Most of the time, the student must determine if they can miss the conflict that has arisen or uphold the conflict with consequences. Upholding the conflict, and therefore missing class, will result in a lowered grade. If the student decides to miss class, he/she is still responsible for ALL assignments at the original due date, including a make-up assignment for missing the class discussion portion, as determined by the instructor. Failure to complete any assignments will result in an additionally lowered grade as noted in the grading policy section of the graduate catalog. In some cases, absences could be approved and are only approved at the discretion of the instructor.

### **Attendance Policy for Hybrid Candidates**

Candidates are expected to attend, participate, and actively engage in classes as scheduled and meet all requirements of the course as outlined in the course syllabus in order to receive a passing grade.

At the graduate level, direct interaction with the course instructor and with other candidates is integral to each candidate's ability to acquire, integrate, and obtain a better context for the knowledge and skills that the course is designed to deliver. Candidate participation is required as outlined in the course syllabus and by instructor direction.

If a schedule conflict arises, it is the student's responsibility to notify the faculty member. Questions regarding attendance should be directed to your instructor. Most of the time, the student must determine if they can miss the conflict that has arisen or uphold the conflict with consequences. Upholding the conflict, and therefore missing class, will result in a lowered grade. If the student decides to miss class, they are still responsible for ALL assignments at the original due date, including a make-up assignment for missing the class discussion portion, as determined by the instructor. Failure to complete any assignments will result in an additionally lowered grade as noted in the grading policy section of the graduate catalog. In some cases, absences could be approved and are only approved at the discretion of the instructor.

Cooperative and group learning is the essence of the EdS program. When class absences occur, candidates can make up for the knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their fellow candidates' learning. Therefore, even with successful completion of make-up assignments, class absences, after the first, will cause a reduction in the final course grade. Two (2) absences will result in a reduction of one letter grade from whatever grade would have been earned. Three absences will result in a grade of "C" or lower. More than three absences will result in the grade of "F" for the course.

### **Course Work**

Instructors have the right to reject any coursework that is not sufficient to graduate candidate level work. Students will have an opportunity to resubmit assignments; however, this must be discussed and agreed upon by the applicable instructor. If your work is not submitted according to the syllabus or rubric it may not be accepted. It is the student's responsibility to submit assignments on time.

### **Late Course Work Policy**

Candidates in the MEd and EdS Leadership programs are responsible to keep up with readings, discussions, and assignments per each module's deadlines. For each day late, 5% will be deducted from the total points for the assignment. Assignments one week late will lose 35% total points off the possible grade. Assignments two weeks late will receive a zero.

In the event of a personal or family emergency which may necessitate the need to submit a late assignment, a candidate must immediately make a formal request in writing to the professor. The professor will respond in writing to such a request including the amount of time to be granted to fulfill the assignment. A failure to make such a written request will result in the previously defined deductions and grade. Such decisions for a request

of additional time will be made on a case-by-case basis. The professor holds the right to decide if the time request is warranted and how much time will be granted.

### **Incomplete Policy**

Instructors may assign a grade of Incomplete (I) in the MEd and EdS programs if warranted. Students need to have documentation of an emergency which has affected their ability to complete coursework. An emergency refers to a sudden, often medical, situation where the student is physically unable to complete the requirements of the course in the semester. If the grade of Incomplete (I) is assigned, students must satisfy all course requirements, including outstanding assignments, within six weeks after the end of the term (the day in which final grades are posted) in which they receive an Incomplete. At the end of the six weeks the grade of Incomplete (I) will be changed to either a satisfactory grade if all requirements have been met or a grade of F if all requirements have not been met.

### **Capstone Electronic Portfolio**

Candidates are required to create a Capstone Electronic Portfolio in their MEd or EdS program majors of Instructional Leadership (IL), Educational Leadership (EL), or Instructional Practice (IP). Instructional Leadership (IL) candidates will be assigned a mentor to assist and support in the creation of the Capstone Electronic Portfolio which will include evidence supporting the TILS standards and indicators, technology artifacts, practicum hours, and the SLLA test results. Additional information is on the Leadership Hub in Canvas. Educational Leadership (EL) and Instructional Practice (IP) candidates have support through the Leadership Hub in Canvas as well. Each of the Capstone Electronic Portfolio templates are found in Watermark and it is in Watermark candidates will create their portfolios.

### **Syllabi**

The syllabus for each class is cooperatively developed by the faculty currently teaching the course. These syllabi are found on Canvas. It is the responsibility of each student to access the syllabus for each class.

### **Faculty Advisement**

The EdS and MEd programs are designed to be **self-advised**. Adequate information will be provided to candidates to guide them through the program; however, knowledge of the requirements and deadlines are the responsibility of the candidate. Therefore, candidates must read all correspondence and informational communications from the Graduate Office and on myLMU. Faculty will be available by appointment before class, during lunch, and after class to assist candidates. Course syllabi include faculty information regarding telephone numbers and e-mail addresses.

### **Cellphones and Laptops**

Cell phones must be set to vibrate at all times during class. Text messaging is allowed during class breaks only. Inappropriate and unprofessional use of electronic devices may result in a reduction of the final grade.

### **Children in the Classroom**

It is university policy that LMU students may not bring children to class.

### **Watermark Student Learning and Licensure**

Each candidate will be required to establish a Watermark Student Learning and Licensure account. The Watermark account is good for seven years. Watermark Student Learning and Licensure is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess candidate work online using assessment instruments that have been developed and implemented by the School of Education faculty and administration. Candidates will be required, in each class throughout the MEd and EdS Programs, to upload some assignments to Watermark Student Learning and Licensure where they will be evaluated by the faculty of record. The Capstone Portfolio is also a part of the Watermark requirements. Watermark Student Learning and Licensure may be purchased online at <https://www.lmunet.edu/school-of-education/watermark> or through the LMU Bookstore. If purchasing the Book Bundle this will be included.

### **Technology**

Incoming candidates must be computer literate, able to use software for email, word processing, web browsing, submitting class assignments for assessment, and information retrieval. Candidates must have access to the Internet for communicating with instructors and accessing learning resources as this program is based on a blended learning design. Computer access must be available on a personal computer. School email systems are not to be used for the submission of candidate work due to firewalls set up by the schools' technology departments.

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## **University Services and Resources**

### **LMU Bookstore and Book Bundle**

The LMU Bookstore is offering a Book Bundle program which makes getting course materials convenient and more affordable. You are automatically opted in to the Book Bundle program upon registration of classes. You must opt out if you are not interested in the Book Bundle program. With the Book Bundle you will receive all your course materials before the first day of class and save 30-50% on the cost of course materials each term.

You can find the bookstore by going to <https://lmu.bncollege.com/shop/lmu/home>. There you can shop for textbooks and supplies and find course materials by selecting course prefix, course number, and course section.

You may contact the bookstore with questions at 423-869-6306 or [sm8218@bncollege.com](mailto:sm8218@bncollege.com).

### **Withdrawals and Refund Schedule**

The official withdrawal process begins in the Office of the Registrar. A withdrawal form must be completed and all the necessary signatures must be obtained. Oral requests do not constitute official notification. The official date of withdrawal used to compute the refund is the date that the Registrar's Office physically receives the form.

Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule: During the first week of the semester (100%); 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 or institutional charges will be made after the fourth week of the semester. Refund schedules pertaining to summer are adjusted to the varying length of the term. Students should contact the Registrar's Office with questions.

### **LMU Transcript Requests**

Upon successful program completion, the Director of Licensure and Testing will submit the candidate's transaction to the Tennessee Department of Education for licensure. To initiate the licensure process, students are required to submit a request for electronic delivery of an official transcript to the Director of Licensure and Testing. <https://www.lmunet.edu/registrar/transcript-requests.php>

### **Student Financial Services**

LMU Student Financial Services/Financial Aid can be reached at [finaid@lmunet.edu](mailto:finaid@lmunet.edu) or 423-869-6336.

### **LMU Email**

MEd and EdS candidates are required to use their LMU email addresses when communicating with their instructors. Candidates should check their LMU email regularly for important messages from professors and administrative offices at LMU.

### **MyLMU**

MEd and EdS candidates are required to use MyLMU, located on the LMU Webpage, to receive messages and announcements from the University. Please check MyLMU regularly for information and important announcements from LMU administrative offices.

### **Turn-It-In**

Professors will use Turn-it-in for various assignments throughout the program. Turn-it-in is a computer designed program to check for literature duplication. You may have a professor that requests submission to Turn-it-in in addition to submitting to Canvas.

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#### ***Students with disabilities:***

**If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Direct of Accessible Education Services.**

## **PROGRAMS OF STUDY**

### **Master of Education (MEd) Online Cohort Programs**

The MEd Online Cohort Program is a 33-semester hour program (3 semesters) designed to extend and expand the candidate's level of professional competence beyond that attained at the bachelor's level. In an online program, all of the coursework including instruction and assessment will be done online through Canvas and Watermark. Candidates are expected to complete the modules by the dates specified. Discussion board participation as described in the modules is also required and logging into Canvas frequently is expected.

The MEd program offers concentrations in the following areas:

- Education Leadership (EL): NOT leading to Initial Tennessee Leadership Licensure

The EL major is suitable for candidates already holding Leadership Licensure, out-of-state candidates, higher education personnel, practitioners seeking improvement with best practices in organizational leadership, innovative strategic school improvement, organizational alignment, and data collection and analysis to improve the overall school community.

- Instructional Leadership (IL): leading to Initial Tennessee Leadership Licensure

The IL major is suitable for candidates with the state-required teaching experience who are seeking to obtain Leadership Licensure. Additionally, the candidate will develop the necessary leadership skills in an education environment that focuses on leading and developing teachers at either the building or district level. This focus provides the necessary tools to increase teachers' effectiveness, instructional strategies, and student assessment. LMU offers SLLA help sessions multiple times throughout each semester. Sessions are offered in person and online. These are not mandatory; however, they are highly recommended. Ultimately it is the candidate's responsibility to be prepared for the SLLA.

The following courses will be offered in one of the three semesters (fall, spring, summer) for the MEd Educational Leadership program and the MEd Instructional Leadership program.

### **MEd Educational Leadership (EL) Comprehensive Examination**

A comprehensive examination is required at the end of the MEd Educational Leadership (EL) program. The examination consists of questions and/or case studies encompassing the program of study and one question addressing the candidate's philosophy of education for Educational Leadership. The comprehensive examination will be scheduled for the last semester of required coursework for the MEd degree to fulfill all requirements for the degree. The exam will be administered in Watermark.

Candidates are not allowed to sit for the exam prior to the last semester of required coursework. The degree will be conferred upon successful completion of all required coursework and comprehensive exam. If a passing score is not achieved on the Comprehensive Exam, the candidate will be given an opportunity to revise their responses and resubmit. If a passing result is still not achieved, the exam can be scored by a second professor.

<b>MEd – Educational Leadership (EL) – Non-licensure</b>	<b>Credit Hours</b>
EDUC 501 Foundations of American Education	3.0
EDUC 511 Research and Statistics	3.0
IL 501 Leadership and School Improvement	3.0
IL 502 Clinical Practice in Leading Schools and Portfolio	3.0
IL 541 Building School-Community Engagement to Benefit All Learners	3.0
IL 561 School Law and Ethics	3.0
SPED 530 Special Education Law, Policy, and Ethics	3.0
SPED 560 Screening, Assessment, and Identification of Risk/Disability	3.0
EDUC 551 Supervision for Teaching and Learning	3.0
EDUC 565 Leadership in Literacy	3.0
IL 571 School Finance and Resource Management	3.0
EDUC 585 Capstone Electronic Portfolio	0.0
Summative Evaluation: Comps	0.0
<b>Total Credit Hours for MEd – Educational Leadership</b>	<b>33.0</b>

<b>MEd – Instructional Leadership - Licensure</b>	<b>Credit Hours</b>
EDUC 501 Foundations of American Education	3.0
EDUC 511 Research and Statistics	3.0
IL 501 Leadership and School Improvement	3.0
IL 502 Clinical Practice in Leading Schools and Portfolio	3.0
IL 541 Building School-Community Engagement to Benefit All Learners	3.0
IL 561 School Law and Ethics	3.0
SPED 530 Special Education Law, Policy, and Ethics	3.0
SPED 560 Screening, Assessment, and Identification of Risk/Disability	3.0
EDUC 551 Supervision for Teaching and Learning	3.0
EDUC 565 Leadership in Literacy	3.0
IL 571 School Finance and Resource Management	3.0
IL 589 School Leadership Licensure Assessment	0.0
IL 586 Capstone Electronic Portfolio	0.0
<b>Total Credit Hours for MEd – Instructional Leadership</b>	<b>33.0</b>

## **Educational Specialist (EdS) - Hybrid and Online Cohort Programs**

The EdS Online and Hybrid Cohort Program is a 30-semester hour program (3 semesters) designed to extend and expand the candidate's level of professional competence beyond that attained at the master's level. Courses are designed to bring the candidates up to date on matters relevant to the field of leadership, to enable the candidate to read and understand research pertaining to their field, and to apply relevant research findings to further their impact in their leadership roles. The goal of all the assignments, activities, discussions, and projects in each course is to prepare candidates for their future leadership role.

The EdS program offers concentrations in the following areas:

- Instructional Practice (IP): NOT leading to Initial Tennessee Leadership Licensure

The IP major is suitable for candidates seeking to advance their skills as classroom leaders by focusing on innovative curriculum design and best practices within the classroom. This program is tailored for educators with a passion to advance their skills as leaders in today's classroom.

- Educational Leadership (EL): NOT leading to Initial Tennessee Leadership Licensure

The EL major is suitable for candidates already holding Leadership Licensure, out-of-state candidates, higher education personnel, and practitioners seeking improvement with best practices in organizational leadership, innovative strategic school improvement, organizational alignment, and data collection analysis to improve the overall school community. This program is tailored for educators with a desire to lead in an educational, community, or business setting.

- Instructional Leadership (IL): LEADING to Initial Tennessee Leadership Licensure

The IL major is suitable for candidates with the state-required teaching experience seeking to obtain Leadership Licensure. Additionally, the candidate will develop the necessary leadership skills in an education environment, focusing on leading and developing teachers at either the building or district level. This focus provides the tools to increase teachers' effectiveness, instructional strategies, and student assessment. This program is tailored for licensed teachers with the state required experience and the desire to lead as a licensed principal in the state of Tennessee. LMU offers SLLA help sessions multiple times throughout each semester. Sessions are offered in person and online. These are not mandatory; however, they are highly recommended. Ultimately it is the candidate's responsibility to be prepared for the SLLA.

The following courses will be offered in one of the three semesters (fall, spring, summer) for the EdS Instructional Practice program, the Educational Leadership program, and the Instructional Leadership program.

<b>EdS - Instructional Practice (IP)- Non-licensure</b>	<b>Credit Hours</b>
IL 611 Assessment for School Improvement	3.0
IP 610 Differentiated Instruction Strategies for All Learners	3.0
IP 612 Applied Practice in Differentiated Instruction for All Learners	3.0
EDUC 609 Literacy for Instructional Leaders	3.0
EDUC 611 Clinical Practice for Instructional Leaders	3.0
IL 652 Leadership for Educational Programs	3.0
EDUC 665 Action Research	3.0
IL 651 Federal Educational Law and Ethics	3.0
IP 661 Instructional Design and Initiatives	3.0
EDUC 685 A, B, and C Capstone Electronic Portfolio	3.0
<b>Total Credit Hours for EdS - Instructional Practice</b>	<b>30.0</b>

<b>EdS - Educational Leadership (EL) - Non-licensure</b>	<b>Credit Hours</b>
IL 611 Assessment for School Improvement	3.0
IP 610 Differentiated Instruction Strategies for All Learners	3.0
IL 612 Clinical Practice for Assessment and School Improvement	3.0
EDUC 609 Literacy for Instructional Leaders	3.0
IL 653 Clinical Practice for Instructional Leadership	3.0
IL 652 Leadership for Educational Programs	3.0
EDUC 665 Action Research	3.0
IL 651 Federal Educational Law and Ethics	3.0
IL 661 Tennessee Finance and Human Resources	3.0
EDUC 685 A, B, and C Capstone Electronic Portfolio	3.0
<b>Total Credit Hours for EdS - Educational Leadership</b>	<b>30.0</b>

<b>EdS - Instructional Leadership (IL) - Licensure</b>	<b>Credit Hours</b>
IL 611 Assessment for School Improvement	3.0
IP 610 Differentiated Instruction Strategies for All Learners	3.0
IL 612 Clinical Practice for Assessment and School Improvement	3.0
EDUC 609 Literacy for Instructional Leaders	3.0
IL 653 Clinical Practice for Instructional Leadership	3.0
IL 652 Leadership for Educational Programs	3.0
EDUC 665 Action Research	3.0
IL 651 Federal Educational Law and Ethics	3.0
IL 661 Tennessee Finance and Human Resource	3.0
IL 686 A, B, and C Capstone Electronic Portfolio	3.0
IL 689 School Leadership Licensure Assessment (SLLA)	0.0
<b>Total Credit Hours for EdS - Instructional Practice</b>	<b>30.0</b>

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### **SLLA Licensure Examination**

The SLLA is required for Instructional Leadership (IL) concentrations in lieu of the comprehensive examination. Leadership licensure candidates must pass the exam as a graduation requirement. Study sessions are given throughout the semester to assist the candidates in preparing for the examination. This examination may be taken more than once. The exam will be administered through ETS. Follow this link for more information and to schedule your test:

<https://www.ets.org/sls/resources/slla-test-prep.html>

The correct test for administrative licensure is the School Leadership Licensure Assessment (6990).

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### **General Disclaimer for the Carter & Moyers School of Education Programs**

General Disclaimer for the Carter & Moyers School of Education Programs

Students bear the responsibility of passing all required licensure, certification, or program completion tests as mandated by each program. Some examples of licensure-required testing include but are not limited to edTPA, SLLA, and national counseling requirements. However, students can rest assured that LMU provides guidance and support throughout this process. Ultimately, it is the sole responsibility of the candidate to complete the requirements to achieve licensure in their chosen field.

For those students entering practical/clinical experience semesters, such as but not limited to student teaching, job-embedded positions, or internships, all required tests must be completed before these periods start. The student is responsible for preparing for and scheduling these tests in time to ensure eligibility for their practical experience or participation in job-embedded programs. Students who have not taken or completed required examinations or tests such as PRAXIS, state-required testing, and other requirements will not be allowed to register for the next semester. Documentation of successful completion of testing must be provided prior to the student being allowed to register for the semester.

### Grading

A candidate receives a grade for most registered coursework. 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.

Letter Grade	Definition	Per Semester Hour
A	Superior (Quality of work exceptional)	4.00
A-	Excellent (Quality of work above course expectations)	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 exceeds minimum requirements)	2.67
C+	Quality of work better than minimum	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	

	<b>granted by the Dean of the School of Education</b>	
<b>IP</b>	<b>In Progress; only given in clinical coursework to complete required hours for licensure</b>	
<b>NC</b>	<b>No Credit; no credit assigned for the course. Not computed in GPA</b>	
<b>AU</b>	<b>Audit</b>	

### **ACADEMIC INTEGRITY**

The integrity of the learning experience is built upon the mutual responsibilities of students and faculty. It is the responsibility of the faculty of LMU to foster complete honesty, fairness, and truthfulness in all teaching and learning activities, i.e. “academic integrity.” Based on this shared responsibility and definition, the faculty identify the following as violations of academic integrity and provide typical consequences for these violations while reserving the right to use their own judgment, within the bounds of academic freedom, to determine if academic integrity has been violated and to determine the fair consequences for that violation. Where proctors are assigned and responsible for assessment supervision, they have the same authority and responsibilities of faculty members. Students are expected to complete original work. This standard has been developed with input from the LMU Faculty Senate and the LMU Student Government Association and approved by the LMU Academic Council. Faculty must also design learning activities and assessment environments to minimize opportunities for students to violate academic integrity. If a violation is observed or otherwise detected, faculty may stop the activity for those involved and then review the evidence with their immediate supervisor and/or academic dean. Following this review, the student(s) involved will be notified of the specific violation and consequences. Students cited for violations may follow the appeals process in the academic program. If the appeal is not resolved in the LMU school or college, the Executive Vice President for Academic Affairs will receive and resolve the appeal. Consequences for violating academic integrity by students range from a zero on the assignment to suspension from the University. Repeated violation within a course usually results in immediate failure of that course. Violations in multiple courses, including repeating the same course in another semester, usually results in immediate failure and suspension from the University. Violations of academic integrity will be recorded and archived in the student discipline records by the Associate Dean of Students and in the academic records of the University by the Executive Vice President for Academic Affairs. The student’s academic advisor will also be notified of the violation.

### **CHEATING**

Cheating may be active or passive. Active cheating is when one decides and pursues behavior that is dishonest. Passive cheating is when one decides to do nothing to prevent cheating or fails to notify the academic authority (i.e. the instructor) of cheating. Dishonesty of any kind on academic assignments is cheating. Academic assignments are diverse but usually include: quizzes, exams, problem sets, essays, research papers, analysis papers, book reviews, creative objects, performances, speeches, and presentations. Unauthorized possession of examination questions or answers, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat (collusion), altering grade records, or illegally entering an office are instances of cheating. These violations may be in person or via technology. Faking an illness in order to take a test at a different time, failure to report others who are violating academic integrity, bullying/intimidating others to prevent reporting of a violation, and falsifying an attendance sheet are also forms of cheating. In addition, forgery,



falsification, fabrication, and misrepresentation are cheating. Copyright infringement is stealing and cheating the creator of recognition or compensation for intellectual property.

## **PLAGIARISM POLICY**

Plagiarism is regarded by the faculty and administration as a very serious offense. Plagiarism is the presentation of someone else's words or ideas as one's own either intentionally or resulting from failure to give proper acknowledgment/citation to the original author of a statement, or statements. One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences, or ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher's own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author's form and structure without giving credit to the originator of the work.

Plagiarism is also to present work as original and new that was previously completed and submitted by the same author(s). Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, web sources, or other reference works, or from the essays, research papers, or other writings of a fellow student has committed plagiarism.

Instructors may prohibit access to, and use of, electronic devices in a course, especially during quizzes and examinations. Electronic devices include but are not limited to calculators, telephones, smartwatches, computers, and tablets. Where computers are used for testing, the faculty member is expected to design and regulate the environment to minimize opportunities for students to violate academic integrity. This may include using lock-down web browser technology. Many instructors will use Turnitin, SafeAssign, or CopyLeaks Artificial Intelligence (AI) Detection Tool to verify the originality of written works.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit (see APA Publication Manual for additional guidance on plagiarism). Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and could result in any of the following: failure of an assignment or course, academic probation, and/or expulsion/administrative withdrawal from the program. Students enrolled in any program in the Carter & Moyers School of Education at Lincoln Memorial University will abide by these requirements throughout their coursework and program of study. 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; Cite sources when replicating learning materials obtained from open-access resources.

### Academic Writing

Generative AI software and other writing software may be useful in brainstorming ideas for writing papers (although not paper content), for generating practice questions for test preparation, and for other helpful purposes. However, the instructor expects all student work submitted in class to be entirely the work of the student, unless otherwise stated. Student work is to be their own composition in their own words. Any undisclosed co-authorship, assisted research, or use of any generative artificial intelligence software is prohibited and will be considered academic dishonesty. Penalties will be the same as for plagiarism.

Students may be required to submit a signed copy of the Certification of Authorship statement below with written work including uploads to Watermark Student Learning and Licensure and Canvas:

#### CERTIFICATION OF AUTHORSHIP

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 University student.

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Educator Disposition Assessment

The Educator Disposition Assessment is an assessment intended to give candidates feedback on nine characteristics that represent effective and ethical educators, and for this program, effective and ethical leaders. This assessment will be filled out by faculty and candidates at the end of one of the courses in a semester.

The seven dispositions are:

- ❖ Demonstrates effective writing skills
- ❖ Demonstrates professional interactions/responsibilities with instructor and other students
- ❖ Demonstrates a positive and enthusiastic attitude
- ❖ Demonstrates appropriate responses to feedback from mentor, school advisor, and others
- ❖ Collaborates effectively with stakeholders
- ❖ Demonstrates self-regulated learner behaviors/takes initiative
- ❖ Exhibits the social and emotional intelligence to promote personal and educational goals/stability

The rubric is divided into the following sections:

- **Meets Expectations (2)** = the candidate demonstrates **strong** knowledge, skills, and dispositions in the specified skill(s) and professional disposition(s).
- **Developing (1)** = the candidate demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified skill(s) and professional disposition(s).
- **Needs Improvement (0)** = the candidate demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified skill(s) and professional disposition(s). Remediation may be necessary in the areas identified as deficient by the professor.

### Grievance and Complaint Procedures

There is a distinct difference between a grievance and a complaint. Generally, a complaint addresses a process that is used and the interpretation of that process. A grievance is an action or inaction that impacts a student or class only by applying a specific policy or procedure. For our purposes, the catalog defines the following terms: A grievance is defined as an alleged violation of a specific policy or procedure outlined in the catalog or student program handbook. A complaint is defined as a disagreement made by the faculty or staff.

The following paragraphs outline the procedures to be followed and the expectations of faculty, staff, and students, whether it involves a grievance or complaint.

#### **Complaint Procedure**

The complaint process begins with an informal resolution step. The student (complainant) must initiate a documented meeting with the faculty or staff member involved to discuss the issue. This meeting should not focus on grades or assignments unless the grade or assignment is the source of the complaint. The faculty or staff member must document the meeting in writing, including the date, time, issues discussed, and any proposed resolution or support offered.

After this discussion, the faculty or staff member must ask the student whether the issue has been resolved to their satisfaction. If the student confirms that the matter is resolved, the faculty or staff member will document this resolution. If the student indicates that the issue remains unresolved, the student will be referred to the complaint procedure in the catalog. The faculty or staff member will then memorialize the meeting and provide a written summary of the discussion and determination.

If informal resolution fails, the student must submit a written complaint to the program director within ten (10) calendar days of the meeting. This written complaint must outline the issue(s), prior efforts to resolve the matter, and the student's proposed resolution. Upon receiving the written complaint, the program director will schedule a meeting with the student and the involved faculty or staff member to discuss the matter and seek a resolution.

If an agreement is reached, the program director will document the resolution in writing. If the issue remains unresolved, the program director must forward a written summary of the complaint and meeting to the Dean of the Carter & Moyers School of Education or the Dean's designee within three (3) business days. The decision made at that level is considered final in the complaint process.

## **Grievance Procedure**

The grievance process applies when a student (the grievant) believes that a specific policy or procedure outlined in the catalog or student handbook has been violated. The process begins with a required documented meeting between the grievant and the faculty or staff member involved. The grievant must provide a written statement that clearly references the specific language from the handbook or catalog that was allegedly violated. This initial discussion is not intended to address grades or assignments unless those are the basis of the grievance. The faculty or staff member must memorialize this meeting in writing, including a summary of the issue and any proposed support.

After the meeting, the faculty or staff member will ask whether the student feels the matter is resolved. If the student indicates satisfaction, the resolution will be documented, and the matter will be closed. If the student remains unsatisfied, the faculty or staff member will refer the student to the grievance procedure in the catalog and document the outcome accordingly. The student must then submit a formal written grievance to the program director within ten (10) calendar days. This document must detail the issue(s) and the desired resolution. The program director will meet with the student and the involved party to hear the grievance and attempt to resolve the issue. If the matter is resolved, the meeting and outcome will be documented. If unresolved, the program director will forward the documentation to the Chairperson of the Appeals and Grievance Committee within three (3) business days.

The Appeals and Grievance Committee will conduct a hearing within ten (10) business days based solely on the existing documentation. No new evidence will be accepted. Committee members must be impartial and not have participated in earlier stages of the case. A decision will be rendered within ten (10) business days of the hearing. If the student is satisfied with the decision, the case is closed with prejudice and cannot be reopened.

If the student remains unsatisfied, the student may appeal to the Dean of the Carter & Moyers School of Education or the Dean's designee within three (3) business days. The appeal must be in writing and clearly state the grounds for appeal, as well as the specific policy or procedure allegedly violated. The Dean will review the record and issue a decision within five (5) business days.

If the student still believes the matter is unresolved, the student may submit a final written appeal to the Vice President of Academic Affairs within three (3) business days. This appeal must clearly identify the specific policy, procedure, or action or inaction in question. The Vice President of Academic Affairs will review the case on the record and issue a final, binding decision. Lack of adherence to the timeline in the process by the grievant shall cause the grievance to be mooted and the process to be terminated with prejudice.

## **Additional Provisions**

All grievance and complaint matters will be treated with the highest level of confidentiality. Retaliation against any individual for participating in these procedures is strictly prohibited. Records of all complaints and grievances, including documentation and resolutions, will be maintained in the student's file following institutional policy and applicable laws.

**Disclaimer: This manual is not intended for use with the Mental Health Counseling or School Counseling Master of Education degree program or Professional Counseling and Educational Leadership Education Specialist degree program. Please contact the Program Director with questions related to these programs. Please call: 865-531-4110.**