



**INITIAL TEACHER LICENSURE
UNDERGRADUATE HANDBOOK
2025-2026**

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The goal of the *Initial Teacher Licensure Undergraduate Handbook* is to provide candidates pursuing the program of study in initial teacher licensure, while obtaining a baccalaureate degree, familiarity with program policies and procedures, and to ensure compliance with all standards and directives relevant to initial teacher licensure. Regular mandatory conferences with assigned university advisors will guide candidates toward successfully completing the Teacher Education Program in a timely manner.

It is the candidate's responsibility to ensure that all program requirements are fulfilled before applying for the baccalaureate degree and teacher licensure. Therefore, it is imperative that the candidate become familiar with all Teacher Education Program requirements outlined in this handbook and the *University Catalog*. Should the candidate have any questions regarding requirements, a university advisor is available to answer questions and to provide direction for the completion of the program.

The Initial Teacher Licensure Undergraduate Handbook is a dated publication. As teacher licensure programs must conform to current Tennessee state and Lincoln Memorial University guidelines and requirements for graduation, the candidate should be aware that teacher education requirements are subject to change as necessary to maintain compliance with state and university requirements. **The Initial Teacher Licensure Undergraduate Program reserves the right to make programmatic changes and to implement such changes as deemed necessary by the Tennessee Department of Education and/or Lincoln Memorial University.** Candidates are responsible for maintaining current information regarding their program of study and should consult with their assigned university advisor each semester for program information and academic advising.

Office of Accessible Education

LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in a course, please contact Jason Davis, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Disability 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 Director of Accessible Education Services, Jason Davis.

Contact Information

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Lincoln Memorial University

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Welcome to Initial Teacher Licensure Undergraduate

The Initial Teacher Licensure Undergraduate (ITLU) Program at Lincoln Memorial University has been a cornerstone of the institution for over a century. Throughout its long-standing history, the university has consistently prepared high-quality educators and developed professional programs that contribute meaningfully to the advancement of the teaching profession.

The ITLU program is designed to align with the mission of Lincoln Memorial University and meets all accreditation standards established by the Southern Association of Colleges and Schools (SACS). It fully complies with the State of Tennessee's regulations governing teacher education programs and adheres to the standards set by the Council for the Accreditation of Educator Preparation (CAEP), the Interstate Teacher Assessment and Support Consortium (INTASC), the International Society for Technology in Education (ISTE), High-Leverage Practices (HLP), and the Educator Preparation Program for Literacy Standards (EPP LS). The program is approved by the Tennessee State Board of Education and maintains rigorous standards to ensure excellence in teacher preparation.

Graduates of Lincoln Memorial University's Initial Teacher Education Undergraduate Program are known for their deep understanding of content, strong critical thinking and communication skills, and their ability to tailor instructional strategies to accommodate various learning styles. Our teacher education graduates are committed to creating safe, supportive classroom environments and recognize the importance of staying informed and adaptable in response to the changing needs of students and society.

The Initial Teacher Licensure Undergraduate Program offers several concentrations:

- K-5 Elementary Education
- K-5 Elementary Education with English Language Learners Certification
- 6-12 Secondary Education with majors in, biology, English, history, or mathematics
- Special Education Comprehensive K-12
- Special Education Interventionist K-8 + K-5 Elementary Education
- Special Education Comprehensive K-12 + K-5 Elementary Education

Teacher preparation at Lincoln Memorial University begins with a strong knowledge base and foundation in general education, progresses through the development of a chosen major and professional education core, and culminates in clinical practice. The introductory course in the Teacher Education Program offers candidates an in-depth look at the teaching profession and encourages thoughtful reflection on their commitment to becoming educators. To support the growth of essential knowledge, skills, and dispositions, the program integrates cognitive, behavioral, and affective learning experiences through both university coursework and real-world experience in clinical placements in K-12 classrooms.

Program Goals and Performance Expectations

A primary goal of the ITLU program is to prepare candidates of excellence who demonstrate professional dispositions, appropriate content knowledge and skills, and pedagogical knowledge and application that produce effective classroom teachers *to make a positive impact on this generation and the next*. The Initial Licensure Undergraduate program provides "the candidate with the knowledge and skills to effectively teach all students, including students at risk, students with disabilities, English language learners, economically disadvantaged students, highly mobile students, intellectually gifted students, and students from different... backgrounds" (Tennessee Educator Preparation Policy, 5.504, 2017).

The INTASC (Interstate Teacher Assessment and Support Consortium) standards are the professional

education standards to which the Carter and Moyers School of Education and the ITLU program are aligned. In 2020, the School achieved national accreditation through a review conducted by the Council for the Accreditation of Educator Preparation (CAEP) and state accreditation through a review conducted by the Tennessee Department of Education. The ITLU program also aligns program curricula and field experiences to CAEP standards, relevant specialty content standards, and the Tennessee Board of Education literacy standards.

Candidates are expected to demonstrate mastery of the ITLU goals and performance expectations required to meet the standards of excellence set forth by the TN State Board of Education (SBE) Educator Preparation Policy 5.504 for practicing teachers. Candidates attain the knowledge and skills constituting general education standards, much of the knowledge and skills constituting the major in a qualified teaching area, and an introduction to the knowledge and skills constituting the professional education standards. Candidates are trained to deliver instruction informed by Response to Instruction and Intervention Framework (RTI²) and to understand the state-approved educator (TEAM) evaluation framework and value-added assessment mechanism, TVAAS (TNEPP, 5.504, 2017).

ITLU goals and performance expectations are systematically introduced, mastered, and reinforced as candidates progress through the program. Transition 1 is the introductory phase of the program. During Transitions 2 and 3, candidates are expected to demonstrate mastery of the requisite knowledge and skills. In Transition 4, candidates reinforce and apply their acquired competencies, solidifying their preparedness for program completion. Evidence that each candidate's achievement of program goals and performance expectations is assessed throughout the program, starting in Transition 1 and culminating in Transition 4 with Enhanced Clinical Practice II and the Exit Portfolio.

The ITLU program is committed to preparing excellent teachers through evidence-based assessment, analysis of collected data, and continuous improvement based on assessments, data, and analyses. The systematic assessment of candidates' competencies and program outcomes is fully described in the next section of this handbook.

The Carter and Moyers Assessment System (CMAS) for the ITLU program outlines Transition Points to determine candidate growth and progress using multiple assessment instruments. Program assessment is evaluated both internally and externally.

In Transition 1, the candidate begins compiling appropriate assessment documentation. All academic major (specialty studies) coursework must be completed with a grade of C- or better. Candidates must demonstrate achievement of specific program goals and performance expectations aligned with the ten InTASC Standards. Documentation may be reviewed at any time throughout the candidates' progression through the program.

Faculty in the Initial Teacher Licensure Undergraduate program are responsible for assessing candidates' achievement of all performance expectations. Internal assessment is completed through the Carter & Moyers Assessment System (CMAS) by a variety of course assignments such as interdisciplinary units of study, multimedia presentations, teaching videos, observations, reflections, interviews, log sheets, philosophy essay, field experiences, action research, professional development experiences, the Educator Disposition Assessment, and clinical practice.

Candidates enrolled in EDUC 497 create a portfolio for the Pearson edTPA® Assessment that demonstrates application of goals and performance expectations during the clinical practice. Developed by educators for educators, edTPA® is the first nationally available, performance-based assessment for beginning teachers. (<https://edtpa.com>)

ITLU Assessment Cycle

Candidates' planned progression to master program goals and performance expectations after completion of most of the University's general education requirements.



Candidate Progression Through Transitions (2-year cycle)



Transition 1: Introduction to Goals and Performance Expectations

Preparing for Full Admission to the Initial Teacher Licensure Program

1. Enroll in EDUC 290, The Teaching Profession
2. Fill out the Candidate Information Form
3. Enroll in other professional education prerequisite courses or academic content courses based on the 4-year plan for the program of study
4. Cold Writing Sample: Submitted first class session in EDUC 290
5. Complete Professional Dispositions Interview (DAPtm)
6. Complete the following and submit any required documentation:
 - a. One Recommendation for Admission to Program by LMU faculty or staff member (cannot be from the School of Education)
 - b. TBI/Cogent Criminal Background Check
 - c. Liability Insurance Purchase (prior to beginning field experiences)
 - d. ACT, SAT, or CASE Praxis Exam
 - e. Attend at least 2 Professional Development Workshops each semester
7. Successfully complete the ITLU Handbook Quiz and submit a signed acknowledgement statement
8. Complete Admissions Interview

Transition 2: Mastery of Goals and Performance Expectation



Admission to Program—Full or Denied

Based on the Review of Admission Requirements from Transition 1, the candidate will be notified in writing of Full Admission or Denial of Admission by the Program Director of the Admissions/Retention Committee.

1. Full Admission:
 - a. Must have completed and met all requirements in Transition 1
 - b. Minimum ACT score of 21, or minimum SAT of 1020, or minimum CASE (Core Academic Skills Tests—PRAXIS Exam) for writing: 162; for math: 150; for reading: 156 (TNEPP, 5.504, 2017)
 - c. Cumulative LMU GPA of 2.75
 - d. Minimum C- in all courses: academic content and professional education
 - e. Systematic evaluation of the candidates' dispositions with a professional dispositions rubric indicating professional and ethical understanding and behaviors.
 - f. Candidate is recommended for Admission to the ITLU program by the Admissions/Retention Committee and may continue to enroll in professional education courses. Admission to the program does not guarantee admission to Transition 3, EDUC 480 Clinical Practice I, or admission to Transition 4: EDUC 497, Enhanced Clinical Practice II
2. Denial of Admission:
 - a. Candidate failed DAPtm Interview or
 - b. The candidate does not have a GPA of 2.75 or
 - c. Candidate does not have C- in all professional education courses or academic content courses or
 - d. Candidate does not meet or exceed the qualifying score on ACT, SAT, or CASE
 - e. Candidate dispositions evaluations indicate a pattern of unprofessional behavior or
 - f. The candidate fails to submit the Admissions Interview documentation
 - g. Candidate fails Admissions Interview

The candidate will be notified in writing by the Committee program director of what conditions must be fulfilled and the deadline for completion.

Denial of admission prevents the candidate from enrolling in EDUC 480, Clinical Practice I, or EDUC 497, Enhanced Clinical Practice II. A candidate may enroll in the courses, but without Full Admission status, he or she will be removed from the course until Full Admission status is granted. The candidate can enroll in professional education courses and academic content courses.

A candidate's denial of admission will be determined by the Admissions/Retention Committee. The candidate may appeal the Denial of Admission. Details of the [Appeals Procedure](#) for Denial of Admission are on page 11.

If a candidate chooses not to appeal or the appeal is denied, the Admissions/Retention committee will determine under what circumstances the candidate may be allowed to reapply for admission to the ITLU program. The committee has the authority to develop an individually designed action plan of improvement for the candidate that must be met prior to the candidate's re-application. Re-application does not automatically guarantee Full Admission to the program.

The Admissions/Retention Committee chair will review candidates' academic work, field experiences, dispositions, and evaluations each semester prior to the candidate enrolling in and remaining in EDUC 480 Clinical Practice I to determine if the candidate is or can be **Fully Admitted**.

3. Preparing for Admission to Clinical Practice I
 - a. The candidate is Fully Admitted to the ITLU program.
 - b. Candidate renews liability insurance prior to beginning any field experiences.
 - c. Candidate completes recommended hours of field experience as prescribed by professional education courses in which he/she is enrolled.
 - d. Candidate's current minimum GPA meets or exceeds 2.75, or the cohort group enrolled in EDUC 480 meets or exceeds 3.0 and has a C- or better in all professional education and academic major courses.
 - e. Candidate attends two professional development workshops each semester and is enrolled in professional education courses.
 - f. The candidate provides PRAXIS scores for the Content Knowledge exam.
 - g. The candidate completed the following professional education and collateral courses: EDUC 210, EDUC 290, EDUC 390, SPED 270, SPED 320, and PSYC 221.
 - h. Candidate completes training on how to "deliver instruction informed by the Response to Instruction and Intervention Framework (RTI²)" and "intervention at the Tier I and Tier II levels" (TNEPP, 5.504, 2017).
 - i. Systematic evaluation of candidate dispositions with a professional dispositions rubric indicates professional and ethical understanding and behaviors.



Transition 3: Mastery of Performance Expectations

1. The Admissions/Retention Committee recommends the candidate for admission to Transition 3, EDUC 480: Clinical Practice I, permitting continued enrollment in professional education and academic content courses alongside EDUC 480: Clinical Practice I. Admission to Transition 3, EDUC 480: Clinical Practice I, or the program does not guarantee subsequent admission to Transition 4, EDUC 497: Enhanced Clinical Practice II.
2. Candidate completes EDUC 480 Clinical Practice I **and**
 - a. The candidate must complete all professional education and academic major courses with a minimum GPA of 2.75 or maintain a cohort GPA of 3.0 or higher in EDUC 480, in accordance with CAEP Standard 3.2, with no grade lower than a C-.
 - b. Candidates must attend two (2) professional development workshops each semester they are enrolled in professional education courses.
 - c. Candidates must complete an online Intent to Graduate form.
 - d. Candidates must complete and pass all required PRAXIS tests as mandated by the Tennessee Educator Preparation Policy for their program, with proof of completion on file with the Director of Teacher Certification/Testing.
 - e. All candidates must register for a Tennessee Educator TNCompass account. TNCompass is the Tennessee Department of Education's online platform for managing educator-related information. Educators can manage their license transactions, including renewals, endorsements, and other transactions, through TNCompass.
 - f. In accordance with the *Tennessee Literacy Success Act*, teacher candidates pursuing K-5 and/or Special Education licensure must demonstrate proficiency in foundational literacy instruction by completing the [*Early Reading Training*](#) OR passing the [*Tennessee Early Literacy Assessment*](#). These requirements are offered at no cost to Tennessee educators by the Tennessee Department of Education.
 - g. Candidate completes all professional education courses and academic content courses.
 - h. Candidate enrolls in EDUC 497: Enhanced Clinical Practice II.
 1. A candidate may be denied admission to and removed from EDUC 497: Enhanced Clinical Practice II if the candidate does not complete all requirements.
 2. A candidate may request admission through the Admissions/Retention Committee to enroll in or remain in Enhanced Clinical Practice II when he/she completes all requirements.
 3. When a candidate's requests to enroll in or remain in Enhanced Clinical Practice II, that candidate may have to complete additional requirements based on Tennessee Educator Preparation Policy, CAEP accreditation, University policies, and/or ITLU programs of study.



Transition 4: Reinforcement of Goals and Performance Expectations

EDUC 497 Enhanced Clinical Practice II

The Candidate:

1. Enrolls in and completes EDUC 497 Enhanced Clinical Practice II.
2. Renews liability insurance prior to beginning any field experiences.
3. Is assigned to and successfully completes “direct teaching experiences with students with ... and varied backgrounds in at least two settings” for the “planned semester ... that includes full day teaching and observation activities” (TNEPP, 5.504, 2017).
4. Attends “regular seminars (TNEPP, 5.504, 2017)” and completes all responsibilities as directed by the seminar instructor and the Clinical Practice Handbook.

5. Completes training using “state-approved educator evaluation framework” (TNEPP, 5.504, 2017).
6. Exhibits professional and ethical behaviors/dispositions in clinical settings and during seminars. Dispositions are evaluated by the professional dispositions rubric.
7. Develops an electronic portfolio in Watermark that is aligned with InTASC standards, showcasing work completed throughout coursework and clinical experiences within the program of study.
8. Completes EDUC 497 Enhanced Clinical Practice II and EDUC 497F seminar with a “P.”
9. Is recommended by the University Registrar for graduation.
10. Completes required documents for the Director of Teacher Certification/Testing, which are necessary to be recommended for teacher licensure.
11. Will be recommended for teacher licensure by the Director of Teacher Certification and Testing.
12. Submits an edTPA® portfolio and receives a score on the edTPA® assessment that meets or exceeds the required state minimum score of 40.

Students who do NOT receive a passing score on the FIRST submission of the edTPA Portfolio Assessment

- Candidates who do not meet or exceed the state minimum score on the first submission must resubmit at his or her own expense.
- During the summer, Pearson publishes a calendar of specific dates on which they accept submissions and the corresponding dates when scores will be returned.
- Pearson does not accept submissions in June or July.
- Candidates who do not pass the edTPA may have time remaining during the semester to make corrections and resubmit their portfolio.
- If the candidate receives a passing score on resubmission and official scores are received before graduation, the candidate’s degree will be conferred at graduation, and the candidate may apply for teacher licensure.
- If the candidate receives a passing score on resubmission, but the official scores have NOT been received before graduation, the candidate’s degree will NOT be conferred at graduation, but they may go through the graduation ceremony. The candidate may apply for teacher licensure after official scores are received.

Students who do NOT receive a passing score on the SECOND submission of their edTPA Portfolio Assessment

- Candidates who do not pass edTPA on the SECOND submission will receive an “IP” for EDUC 497F and a “P” for EDUC 497A.
- The candidate will not be eligible to graduate at the end of the student teaching semester or apply for teacher licensure.
- The candidate will resubmit the edTPA portfolio assessment at his or her own expense the following semester. Pearson does not accept portfolio submissions during the summer.
- If the candidate meets or exceeds the state-required minimum on the third submission, he or she may file an Intent to Graduate and apply for teacher licensure. The EDUC 497F grade will be changed to a “P”.
- If the candidate still does not meet or exceed the state minimum score, he or she will then be eligible for the following:
 - If the candidate was enrolled in the Bachelor of Science K-5 concentration program with licensure in EDSL, the Special Education Comprehensive program, and the Special Education Interventionist programs, that candidate can apply for graduation with a degree in those programs, but will not be able to apply for or receive a Tennessee teacher licensure. The “IP” will be changed on the

candidate's EDUC 497F class to a "P." The candidate must have met the required number of hours for graduation through a course substitution for EDUC 497F.

- If the candidate was enrolled in Biology, English, History, or Math programs, including teacher licensure, that candidate must meet with the content advisor to determine qualifications for graduation with a content degree without licensure. The "IP" will be changed to a "P" on the candidate's EDUC 497F class. The candidate must meet the required number of hours for graduation for the content degree program.
- If the candidate does not resubmit the edTPA portfolio the semester following student teaching (excluding summer semester), the candidate's grade for EDUC 497F will be changed to an "F". The candidate will not be able to graduate, nor will that candidate be able to get a Tennessee teacher license. If the candidate wants to re-enter the ITLU program at a later date, the candidate will have to be readmitted and complete the current requirements for the appropriate program of study, as well as, at a minimum, meet all LMU graduation and course hour requirements, re-enroll in EDUC 497A and EDUC 497F, and complete an edTPA portfolio assessment based on the new clinical practice placement.

General Disclaimer for the Carter & Moyers School of Education Programs

Students are responsible for 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 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.

Appeals Procedure for Denial of Full Admission

Full Admission will be denied if a candidate does not meet all requirements described under Transition 2: Full Admission.

A candidate can only appeal the denial of Full Admission if all requirements for Full Admission are met except that the cumulative GPA is less than 2.75 or the score on a nationally-normed ability/achievement (ACT, SAT, or Praxis I: CASE) assessment falls below the qualifying score.

How does the candidate file an appeal?

1. For a GPA appeal, candidates must have a cumulative undergraduate GPA of 2.5 or higher from all transcripts to submit an appeal.
2. For assessment appeal, candidates must have taken an assessment (ACT, SAT, or CASE) at least twice. If this has occurred, but scores do not meet TN Department of Education requirements, but meet the following criteria, then an appeal may be submitted:
 - ACT = 18 or higher cumulative score
 - SAT = 873 or higher cumulative score

CASE (Praxis Core Academic Skills for Educators Tests)

- 5713 = 134 or higher
 - 5723 = 139 or higher
 - 5733 = 129 or higher
3. The candidate must notify the Admission/Retention Committee by contacting the ITLU Department Program Director in writing within 5 days of receiving the denial of Full Admission, explaining why the candidate believes Full Admission should be granted.
 4. The Admission/Retention Committee will convene and review the candidate's appeal request and respond within five days in writing.
 - Criteria considered for Full Admission or Denial are based on cumulative data points for admission to ITLU program including: DAPT[™] interview, Educator Disposition Assessment, performance in General Education courses and Transition 1 professional education coursework and clinical experiences, recommendation form, cold writing sample, philosophy of education, Formal Admissions Interview, TBI Cogent Background check.
 - The Admission/Retention Committee will individually review each appeal and supporting documentation and reach a consensus for each determination of Full Admission or Denial of Admission to the ITLU program.

What if the candidate's appeal is denied by the Admissions/Retention Committee?

The candidate may appeal the decision by the ITLU Admissions/Retention Committee to the School of Education Appeals & Grievance Committee. The appeal must be made in writing within five business days of notice of the denial to the Chair of the Appeals & Grievance Committee. The committee will review the request and make a decision.

If the appeal is denied, the candidate may reapply when all program requirements have been satisfied. The candidate will receive written notification from the committee by the department program director reporting the committee's decision within 30 days of the candidate's request.

No candidate can enroll in EDUC 480, Clinical Practice I, without Full Admission to the program. No candidate can enroll in EDUC 497, Enhanced Clinical Practice II, without Full Admission and satisfactory completion of EDUC 480, Clinical Practice I.

Prerequisite and Corequisite Course Requirements

Each program has its own unique suggested 4-year plans; however, some courses must be completed as prerequisites or corequisites:

All Programs

Prerequisite to all other professional education core courses*:

EDUC 290

*EDUC 210 can be taken prior to being enrolled in EDUC 290, *but this is not recommended*.

Prerequisite to all professional education core courses **except EDUC 290**

EDUC 210

Prerequisite to EDUC 480

SPED 320

PSYC 221

*K-12 Certification and 6-12 Certification majors are not required to take EDUC 420, EDUC 440, or EDUC 414/Z but are required to take EDUC 360, EDUC 370, EDUC 380, and a designated teaching methods course within your discipline.

Field Experiences, Clinical Experiences, and Enhanced Clinical Practice II

Candidates shall successfully complete a program that includes clinical experiences (field experiences and clinical practice) in accordance with standards and procedures established by the Tennessee State Board of Education. All candidates should have several clinical experiences that reflect the breadth of the grade span and the depth of the content area of endorsement for which the candidate is preparing.

Clinical experiences are defined as guided, hands-on, practical applications and the demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings (TNEPP, 5.504, 2017)

Field experiences begin early in the ITLU program and are ongoing from the first professional education course, EDUC 290, The Teaching Profession, through the final student teaching semester in EDUC 497, Enhanced Clinical Practice II. Clinical experiences allow candidates opportunities to apply content and pedagogical knowledge in K-12 settings “to progressively develop and demonstrate knowledge, skills, and dispositions” (TNEPP, 5.504, 2017).

The field experiences in Transition 1 are a time when the candidate is becoming familiar with the overall teaching experience. The candidate will observe the K-12 licensed teacher as he/she teaches and performs professional duties. The candidate will also be studying the routines that establish the classroom environment, the techniques the K-12 licensed teacher is using to manage the classroom, the strategies the teacher uses in lesson presentation, and the informal and formal assessment techniques of the teacher.

Field experiences in Transitions 2 and 3 are designed to allow candidates to progress through guided and hands-on tasks, activities, and assessments. During Transition 4, EDUC 497, Enhanced Clinical Practice II, candidates apply and reinforce goals and performance expectations through “intensive and extensive culminating field-based sets of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates’ progressive development of the professional knowledge, skills, and dispositions to be effective educators” (TNEPP, 5.504, 2017).

Candidates seeking K-5 licensure will have clinical practices in both early grades and intermediate grades. Candidates seeking 6-12 licensure will have clinical practices in both middle and high school grades. Candidates seeking K-12 licensure will have clinical practices in both early/intermediate and middle/high school grades. Enhanced Clinical Practice II (student teaching) will take place in the state of Tennessee, where you will receive your teaching license upon graduation.

Clinical Practice Permit

An individual who teaches under a clinical practice permit issued pursuant to this Rule satisfies the clinical practice required in accordance with § 49-5-5604 and State Board Rule 0520-02-04-.10 if:

1. The individual is assigned to, and receives guidance, evaluations, and instructions from a clinical mentor who meets criteria outlined in State Board Rule 0520-02-04-.10 and Educator Preparation Policy 5.504 for school-based clinical mentors, for an amount of time that is at least equal to the amount of time required for candidates of the EPP in which the individual is enrolled to meet the EPP’s clinical practice requirements;
2. The EPP clinical supervisor assigned to the individual evaluates the individual as having adequately met the same requirements that candidates of the EPP in which the individual is enrolled must meet to satisfy the clinical practice requirements of § 49-5-5604 and State Board Rule 0520-02-04-.10, including, but not limited to, teaching under a clinical practice permit in a course or endorsement area aligned to the specialty area for which the individual is being prepared; and
3. The individual teaches under a clinical practice permit for an amount of time that is at least equal to the amount of time required for candidates of the EPP in which the individual is enrolled to complete the clinical practice requirements of § 49-5-5604.

ELIGIBILITY CRITERIA FOR CLINICAL PRACTICE PERMIT

Criteria
Must have a cumulative GPA of 3.0 or greater
Fully Admitted to ITLU Program
Passed All Mandatory Praxis Exams
The teacher candidate must not have received more than two dispositions with a score of 1.
Letter of Recommendation by Pre-Clinical Practice Cooperating Teacher and Field Supervisor.
Passed the Tennessee Literacy Success Act Requirements.
Candidate must have completed all courses except EDUC 497 and 497F.

The teacher candidate must earn “YES” on ALL of the above criteria to qualify for the Clinical Practice Permit.

Transportation is the responsibility of each candidate and may require travel up to 65 miles from the main campus to meet these guidelines.

IMPORTANT: Prior to completing any Field Experiences, all candidates must submit to a TBI criminal background check (\$33.15) and purchase professional liability insurance annually (Appendix B: TBI Background Check and Professional Liability Insurance Information and Forms). Professional liability insurance can easily be purchased through STEA membership for \$50. Any other carrier must be approved by the Director of Licensure and Testing.

All field experience placements are assigned by the Director, Licensure and Testing. He/she will notify the candidate of the field placement when he/she has received:

1. Candidate's clearance through TBI background check,
2. Candidate's proof of professional liability insurance, and
3. Notification that the placement school and classroom teacher have accepted the candidate.

Required Field Experience Hours

Completed Log Sheets Required for all field experience hours - blank sheets are available in BE 209.

Classes	Number of Hours/Weeks	Proposed Candidate Activities
Transition 1		
All Licensure Programs		
EDUC 290, The Teaching Profession *Transition I Log Sheet * Service Learn	10 hrs.	Observing
Transitions 2 and 3		
All Licensure Programs		
SPED 320, Differentiated Instruction *Transition I Log Sheet	10 hrs.	Observing, Assisting
K-5, Interventionist K-8 & 6-12, Special Education K-12, EDSL K-5		
EDUC 376, Fundamentals of Literacy *Transition I Log Sheet	10 hrs.	Observing, Assisting, and reading session
EDUC 420, Reading Diagnosis *Transition II Log Sheet	25 hrs. (15 after school)	Observing, Assisting, Small Group Instruction with Reading Specialist or Interventionist
EDUC 440, Methods of Teaching Literacy *Transition III Log Sheet *Demographic Form *Cooperating Teacher Evaluation Sheet	25 hrs.	Observing, Assisting, Small Group Instruction, Team Teaching, Mini-Unit 3-5 lessons
EDUC 340, Instructional & Assessment Strategies *Transition II Log Sheet *Demographic Form *Cooperating Teacher Evaluation Sheet	25 hrs.	Observing, Assisting, Small Group Instruction, Team Teaching, Whole Group Instruction, Student Assessment. Mini Unit- 3-5 lessons
Secondary K-12 and 6-12 Licensure Tracks only		
EDUC 360, Sec. Instructional Methods & Strategies *Transition II Log Sheet *Demographic Form *Cooperating Teacher Evaluation Sheet	30 hrs.	Observing, Assisting, Small Group Instruction, Team Teaching, Whole Group Instruction. Mini unit.
EDUC 370, Measurement, Evaluation *Transition II Log Sheet	20 hrs.	Observing, Assisting, Small Group Instruction, Team Teaching, Whole Group Instruction, Student Assessment
EDUC 380, Literacy in Secondary Education *Transition II Log Sheet	30 hrs.	Observing, Assisting, Small Group Instruction, and/or Whole Group Instruction in the content area classroom focused on Disciplinary Literacy.
EDSL only		
EDSL 330, Methods of Instruction & Support for ESL **Transition II Log Sheet	30 hrs.	Practicum in EDSL – Small Groups

Special Education only		
SPED 330, Methods of Instruction & Support for Students with Severe Disabilities Transition II Log Sheet *Demographic Form *Cooperating Teacher Evaluation Sheet	30 hrs.	Assisting, mini unit of study – 3-5 lessons
SPED 340, High Incidence Characteristics Transition II Log Sheet *Demographic Form *Cooperating Teacher Evaluation Sheet	30 hrs.	Assisting, mini unit of study – 3-5 lessons
All Licensure Programs		
EDUC 480 Clinical Practice I *Transition III Log Sheet *Demographic Sheet	50 hrs.	Observing, Assisting, Small Group Instruction, Team Teaching, Whole Group Instruction, Student Assessment. Unit - clinical – edTPA
Transition 4		
All Licensure Programs		
EDUC 497, Enhanced Clinical Practice II (**Requirements set by the Tennessee Department of Education and cannot be changed)	Semester 1 st placement = min. 12 weeks 2 nd placement = min. 4 weeks	Student Teaching (co-teaching model)

¹All early and elementary preparation programs must include clinical experiences that are mentored by qualified literacy teacher educators and that provide candidates with literacy teaching experiences with whole class, small group, and one-to-one instruction and community and family-based programs. Upon completion of the literacy coursework and clinical experiences, educator candidates can apply literacy practices flexibly to advance the literacy learning of all students toward attainment of grade-level standards and post-secondary and workforce readiness. ((TNEPP, 5.504).

Service Learning Requirement

Student Community Engagement: A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information, visit: <https://www.lmunet.edu/leadership-and-outreach/student-services-initiative>

Additionally, all candidates in the Initial Teacher Licensure Undergraduate Program will be required to participate in and complete service learning outside the regular schedule of classes as part of program completion. Service learning hours must involve children or schools, have an impact on schools/communities, and encompass a time commitment of 5 hours per semester (excluding the final semester of student teaching, EDUC 497). Undergraduate education students in the Carter & Moyers School of Education at LMU must complete 5 hours of service learning per semester.

Service learning hours must be completed prior to student teaching. Service learning hours will be evaluated for completion and quality of participation by the faculty. An approved list of potential projects may be provided to candidates. Candidates will submit a log sheet of activity to document and validate service learning experiences.

Professional Dispositions for Teacher Candidates

The Council for the Accreditation of Educator Preparation (CAEP) requires that education professionals exhibit professional dispositions, defined as *professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.*

Candidates recommended for licensure by the State of Tennessee must exhibit professional dispositions in their interactions with all stakeholders, including classmates, P-12 administrators, clinical faculty, students, University faculty, staff, and supervisors while in the University environment and clinical placements.

Reports of behavior, actions, or attitudes that are not considered professional or determined not to meet the professional disposition requirements could result in termination from the Initial Teacher Licensure Undergraduate Program.

Dispositions are operationally defined as tendencies or beliefs conveyed or made public through observable behaviors. Candidates enrolled in EDUC 290, The Teaching Profession, will participate in a scheduled group interview evaluation known as DAPtm. Interviewers will facilitate candidates' participation in four tasks, which are designed to reveal insights into the candidates' dispositions. The candidate will be given individualized feedback on his/her performance in the interview.

Additionally, the following Educator Disposition Assessment (found at: [Survey & Forms](#)) is utilized and evaluated at various points throughout the program by candidate self-evaluation, faculty, staff, and/or cooperating teachers:

Dispositions Plan for ITLU Program

Transition 1

- **EDUC 290** (all candidates) — candidate self-evaluation; faculty evaluation
- **SPED 320** (all candidates) — faculty evaluation

Transition 2

- **EDUC 340** (K-5; SPED)— cooperating teacher evaluation; faculty evaluation
- **EDUC 360** (secondary)—cooperating teacher evaluation; faculty evaluation

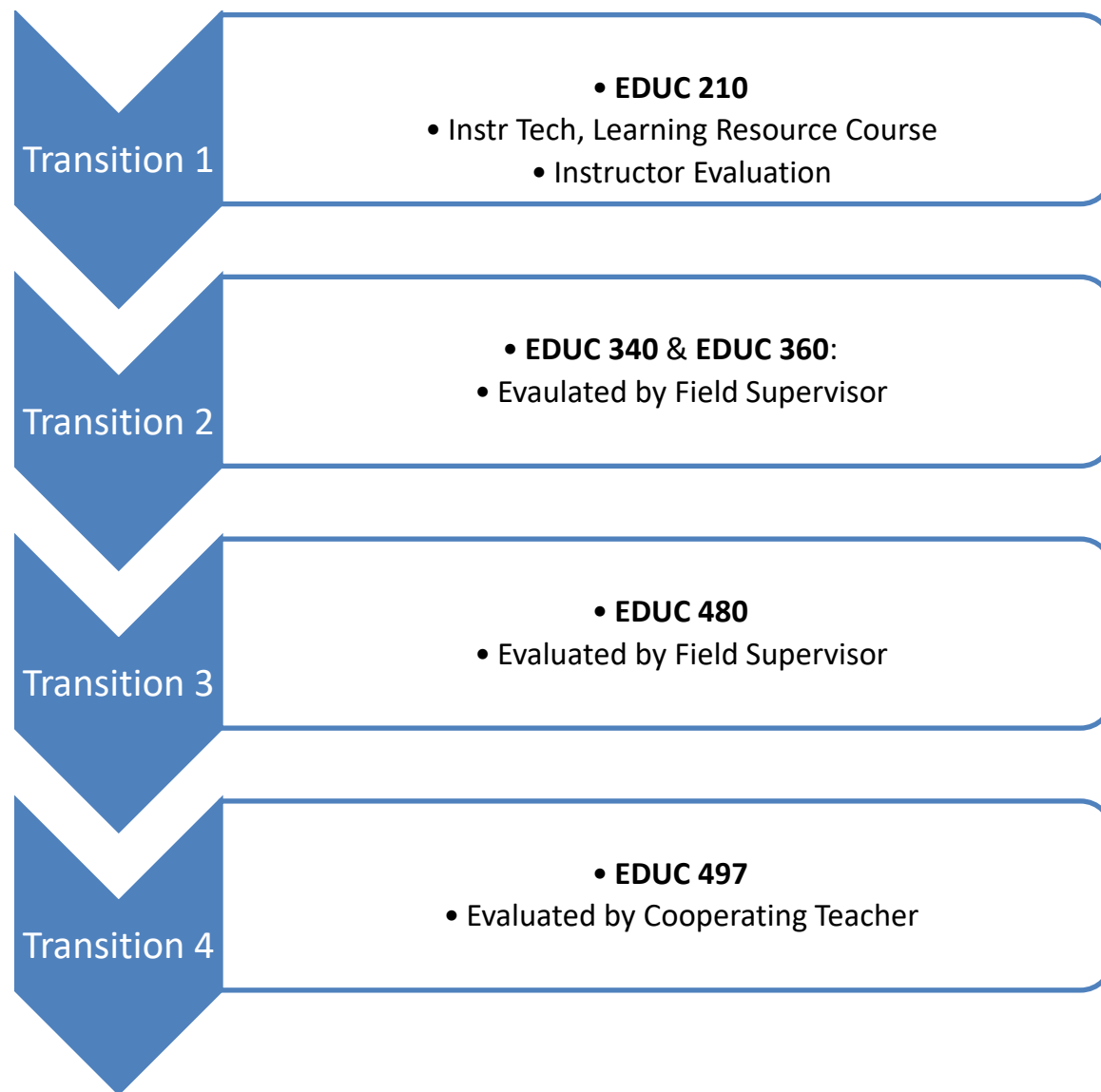
Transition 3

- **EDUC 480** (all candidates) —faculty evaluation; field supervisor evaluation; cooperating teacher evaluation

Transition 4

- **EDUC 497** (all candidates) —first placement cooperating teacher evaluation

Initial Teacher Licensure ISTE Technology Standards Assessment Process



Initial Teacher Licensure Education Portfolio Assessment Process

Transition 1

- **EDUC 290**
 - Introduction of the InTASC Standards
 - Creation of the Exit Portfolio Showcase

Transition 2

- **EDUC 340 & EDUC 360**
 - Work on Introduction.
 - Add professional developments certificates and key assignments to matching InTASC Standards 1-3.
 - Reviewed by course instructor.

Transition 3

- **EDUC 480**
 - Add professional developments certificates and key assignments to matching InTASC Standards 4-7.
 - Evaluated by course instructor.

Transition 4

- **EDUC 497**
 - Final editing.
 - Add professional developments certificates and key assignments to matching InTASC Standards 8-10.
 - Evaluated by LMU faculty, Director of Licensure, and Primary Partners Members

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number. Lastly, please add comments to support ratings as needed.

0 - Needs Improvement: minimal evidence of understanding and commitment to the disposition

1 - Developing: Some evidence of understanding and commitment to the disposition

2 - Meets Expectations: considerable evidence of understanding and commitment to the disposition

1. Demonstrates Effective Oral Communication Skills *

<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic 0 points	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation Occasionally uses vocabulary that is either too difficult or too simplistic -1 Point	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors Communicates at an age appropriate level as evidenced by explaining content specific vocabulary <input type="checkbox"/> -2 Points
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2. Demonstrates Effective Written Communication Skills *

<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes -0 Points	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates common errors in spelling and grammar -1 Point	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses <input type="checkbox"/> Demonstrates precise spelling and grammar -2 Points
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3. Demonstrates professionalism *

<input type="checkbox"/> Does not respond to communications and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses major boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation -0 Points	<input type="checkbox"/> Delayed response to communications and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses minor boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation -1 Point	<input type="checkbox"/> Responds promptly to communications and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps inappropriate personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes -2 Points
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4. Demonstrates a positive and enthusiastic attitude *

<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions -0 Points	<input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect -1 Point	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues -2 Points
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5. Demonstrates preparedness in teaching and learning *

<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed -0 Points	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust -1 Point	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits -2 Points
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6. Exhibits an appreciation of and value for all students

<input type="checkbox"/> Demonstrates inequitable embracement of all diversities <input type="checkbox"/> Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students -0 Points	<input type="checkbox"/> Goes through the expected and superficial motions to embrace all diversities <input type="checkbox"/> Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task -1 Point	<input type="checkbox"/> Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence <input type="checkbox"/> Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors -2 Points
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7. Collaborates effectively with stakeholders *

<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted. -0 Points	<input type="checkbox"/> Demonstrates some flexibility <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration -1 Point	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration -2 Points
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8. Demonstrates self-regulated learner behaviors/takes initiative *

<input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work -0 Points	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles -1 Point	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted -2 Points
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9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability *

<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness -0 Points	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time -1 Point	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness -2 Points
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Carter & Moyers School of Education Plagiarism Statement

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 acknowledgement/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 also means presenting work as original and new, as 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 lockdown web browser technology. Many instructors will expect written works to be submitted via TurnItIn or SafeAssign accessed in the course Canvas site.

Additional and more specific guidance, standards, and consequences with respect to academic integrity may be defined in each course syllabus. The syllabus may also state other specific expectations that will be followed in courses to encourage academic integrity. Students are encouraged to clarify with the instructor the exact meaning of academic integrity in each course and learning situation. Faculty may define more specific standards of academic integrity in each specific course, along with consequences, up to failure in the course and dismissal from the University, for violating those standards.

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.

Students may be required to submit a signed copy of the Certification of Authorship statement below with written work, including uploads to Watermark 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 I prepared this paper specifically for this course. I understand that falsifying information will affect my status as a University student.

Candidate's Signature _____ Date _____

Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism Policies can be found in the LMU student handbook: <https://www.lmunet.edu/student-life/handbooks.php>

Teacher Certification/Testing

Professional Certification and Licensure Disclaimer

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

Teacher candidates seeking teacher licensure must meet all testing requirements specified by the Tennessee State Board of Education.

All Specialty and PRAXIS II testing must be taken and passed BEFORE enrolling in EDUC 497: Enhanced Clinical Practice II. NO EXCEPTIONS.

Director of Teacher Certification/Testing

The Director of Teacher Certification/Testing, located in the Business/Education Building, Room 214, assists Initial Teacher Licensure Undergraduate candidates with testing requirements for program admission and completion.

Candidates should consult with the Director of Certification/Testing for specific requirements for testing. The Educational Testing Service (ETS) controls the PRAXIS Series tests required for Teacher Education. Registration booklets, tests at a glance, and information are available to candidates at www.ets.org.

Recommended Testing Timeline

The following is a ***recommended*** timeline for completion of all required testing before clinical practice:

Transition 1: Core Academic Skills for Educators (CASE), ACT, or SAT

Transition 2-3: PRAXIS II

K-5 5001 Multiple Subjects Elementary Content Knowledge
 5205 -Teaching Reading: Elementary

K-12 Content Knowledge: See the Chart on page 21.

SPED K-12 5205 - Teaching Reading: Elementary
 5547 - Core Knowledge: Special Education Severe to Profound Applications

Candidates are advised to take testing requirements seriously, to prepare early, and to complete testing in the recommended timeline to allow sufficient time for scores to be received and processed. ***Failure to comply with testing requirements at appropriate Transition Levels in the Initial Teacher Licensure Undergraduate Program is likely to delay the candidate's program completion date as originally planned.***

In addition to Praxis/NES exams, students will also be required to complete edTPA during final clinical placement

- Register for Praxis exams at www.ets.org
- Register for NES exams at www.nestest.com
- **Fee waivers are available from Praxis for qualified students.**
- **Visit <https://www.ets.org/praxis/register/fees/waivers>**

**** Hard copies are also available in Bus/Ed 214.**

Tennessee Literacy Success Act: Training and Licensure Requirements

Effective August 1, 2023, the Tennessee Literacy Success Act (TLSA) requires that teachers in the state of Tennessee demonstrate knowledge of foundational literacy skills instruction. The law outlines both training and licensure requirements.

Licensure Requirement

Teacher candidates seeking to obtain a teaching license with at least one qualifying endorsement ([listed here](#)) must demonstrate compliance with TLSA requirements when submitting licensure transactions. Educators may elect to demonstrate compliance using one of the following pathways. Both the training and the assessment are free to all educators.

- 1) *Foundational Literacy Skills Training*: Complete Course 1 of either the [Early Reading Training](#) or [Secondary Literacy Training](#).

OR

- 2) *Assessment*: Pass the Tennessee Early Literacy Assessment (TELA). The [Tennessee Early Literacy Assessment \(TELA\)](#) is now available online (25 multiple-choice questions).

After completing the selected training and earning a passing score on the summative assessment, candidates will receive a digital badge that is uploaded to their TN Canvas account in order to process their license..

edTPA® Assessment Minimum Required Scores

Any candidate seeking initial teacher licensure through the Carter and Moyers School of Education **must** complete the edTPA® Assessment portfolio and **must meet the minimum** Tennessee Educator Preparation Policy, 5.504, **required score. The current required minimum scores are:**

edTPA Handbook	Qualifying Score
Elementary Literacy	40
Secondary English-Language Arts	40
Secondary History/Social Studies	40
Secondary Mathematics	40
Secondary Science	40
Special Education	40

Praxis Exams by Content Area & Testing Availability

Content Area and Grade Level	Required Assessments	TN DOE Score	Testing Availability	Format	Cost	Test Time
Art - K-12	5135: Art Content & Instruction	161	Limited testing - Test at Home or Testing Center	Selected Response and Constructed Response	\$156	2 hrs.
Elementary Education K-5	5001: Elementary Education Multiple Subjects Combined 5002: Reading and Language Arts Subtest 5003: Math Subtest 5004: Social Studies Subtest 5005: Science Subtest 5205: Teaching Reading Elementary Education	157 157 155 159 AND 159	Continuous Testing - Test at Home or Testing Center	Selected Response	\$180 then \$64 per subtest retake AND \$156	4 hrs. 15 min then 1-1.5 per subtest retake
SPED Comprehensive K-12	5547: Special Education Core Knowledge and Severe to Profound Applications AND 5205: Teaching Reading Elementary Education	156 AND 159	Limited testing - Test at Home or Testing Center	Selected Response and Constructed Response	\$156 AND \$156	2 hrs.
SPED Interventionist K-8 SPED Interventionist 6-10	5355: Special Education Mild to Moderate Applications AND 5205: Teaching Reading Elementary Education	145 AND 159	Monthly testing window - Test at Home or Testing Center	Selected Response and Constructed Response	\$156 AND \$156	2 hrs.
English as a Second Language K-12	5362: English to Speakers of Other Languages	155	Continuous Testing - Test at Home or Testing Center	Selected Response	\$130	2 hrs.
Pre-Admission Option in lieu of required ACT (21) or SAT (1020) Core Academic Skills for Educators	5752: Combined 5713: Reading Subtest 5723: Writing Subtest 5733: Math Subtest	156 162 150	Continuous Testing - Test at Home or Testing Center	Selected Response and Constructed Response	\$150 then \$90 per subtest retake	4.5 hours, then 1.25-1.6 hours per subject retake

Initial Teacher Licensure Undergraduate Program Policies and Procedures

The Initial Teacher Licensure Undergraduate Program faculty is committed to recruiting and preparing quality graduates for the teaching profession. To be eligible to apply for a Tennessee teaching license, candidates must demonstrate knowledge of content and pedagogy and exhibit dispositions that meet the high level of professionalism expected of ITLU graduates. Meeting these standards is a requirement for retention in the Initial Teacher Licensure Undergraduate Program. The following policies and procedures have been designed to give guidance to candidates, faculty, and administration regarding guidelines about academic curriculum and program regulations.

Grading Scale:

A = 95-100	4.0 quality points	C+ = 77-79	2.33 quality points	D+ = 67-69	1.33 quality points
A- = 90-94	3.67 quality points	C = 73-76	2.0 quality points	D = 63-66	1.0 quality point
B+ = 87-89	3.33 quality points	C- = 70-72	1.67 quality points	D- = 60-62	0.67 quality points
B = 83-86	3.0 quality points	F = Below 60	no quality points		
B- = 80-82	2.67 quality points				

Coursework completed in the academic major and in the professional education core must have a grade of C-.

Attendance Policy: The Undergraduate Initial Teacher Licensure Program believes that class attendance and active participation are critical components to the development of candidates, reinforcing and mastering the knowledge and skills necessary to become a successful and effective educator in the 21st century. Class attendance will be recorded at each class meeting and will be enforced with the following attendance policy:

- 2 tardies or early exits = 1 class absence
- Beginning date of class registration, any candidate absent **more than 2** times from a class that meets **once** per week during a semester will automatically fail the class.
- Beginning date of class registration, any candidate absent **more than 4** times from a class that meets **two or more** times per week during a semester will automatically fail the class.
- Beginning date of class registration, any candidate enrolled in a hybrid or online class will adhere to the instructor's attendance policy as outlined in the syllabus.
- Athletes whose game times coincide with class times (including hybrid classes) will make special arrangements to meet with the course instructor to make up for those absences.
- Absences exceeding the stated policy **may** be approved by the instructor for emergency or unique circumstances.

Professional Advisors: Candidates are responsible for reviewing their program evaluation in WebAdvisor to ensure that they are meeting class requirements for their declared major. All candidates must meet University's general education requirements, major requirements, and licensure requirements to be eligible for graduation. Their professional advisor can give valuable direction and encouragement, **but each candidate is ultimately responsible for meeting all requirements and completing all required courses.**

A candidate who has not yet been assigned a professional advisor should pick up a Declaration of Major form from the Registrar or in the Business Education building, Room 227, and discuss the appointment of an advisor with the Academic Support Assistant. For general advising email account, lincs@lmunet.edu.

LMU Web-based Communication Resources:

- **LMU Student Email:** The University provides every student with an LMU email account. It is very important that candidates check their LMU email accounts regularly. Candidates are responsible for any information received through this email account.
- **MyLMU:** This portal serves as a resource for all LMU students available anywhere the student has access to the Internet (www.lmunet.edu--MyLMU), and it is crucial that candidates use this resource. Using your LMU email address and password, the candidate can register for classes, review class schedules, see University transcripts, review program evaluations, check email, access financial aid information, read announcements, etc.

- **WebAdvisor:** WebAdvisor is located under the MyLMU portal. WebAdvisor is a web-based information management tool that allows students to access Lincoln Memorial University's administrative database. Information/functions available through WebAdvisor include Search for Classes, Student Profile, Class Schedule, Grades, Student Account, and Financial Aid. *The student's account with the Finance Office must be paid in full, and Perkins student loans must be in a current non-defaulted status in order for the student to gain access to WebAdvisor.* To access WebAdvisor on the Internet from LMU's website, go to <https://webadvisor.lmunet.edu>. Each candidate is assigned a unique username and temporary password (which must be changed upon first login to WebAdvisor). ***It is the responsibility of each student to ensure that his/her password remains confidential. Lincoln Memorial University does not accept responsibility for any password-related breach of security.*** **Licensure requirement updates and information are not available here.** This information must be obtained from the advisor or staff in the Initial Licensure Undergraduate Department.
- **Carter and Moyers School of Education Website:** <https://www.lmunet.edu/school-of-education/> *Information specific to the Carter and Moyers School of Education is located here.* News, announcements, forms, catalogs, handbooks, surveys, and other information are located on this website.
- **Carter and Moyers School of Education Facebook & Instagram:** Search for the page "Carter and Moyers School of Education at LMU" to follow the school on Facebook & "LMUSchoolofEd" to follow on Instagram.

Candidate Workspaces and Resources:

- Candidates have access to snack and drink machines, a refrigerator, and a microwave in the Business Education Building on the first floor.
- On the second floor of the Business Education Building, candidates have two workrooms: Bus. Ed. Room 209 and Bus. Ed. Room 213. Room 209 has tables, a printer/copier, a hole punch, a binder, and a laminator available for candidates' use. Room 213 has laptops that candidates may check out to use, but laptops cannot be removed from the building. Laptops must be signed in and out in the notebook provided. Laptops must be returned to the laptop cart and plugged into a power supply when the candidate is finished. Abuse of these laptops or the laptop policy will result in candidates losing the privilege to use them. Report any issues with technology or resources to the Director of Testing and Licensure.
- Bus. Ed. Room 244 is a dedicated classroom for the Carter and Moyers School of Education. There are supplies and resources for candidates to use stored in this classroom. Candidates may work in this room when no class is in session. Check with the Director of Licensure and Testing for access to the classroom and the supplies.
- A limited number of Swivls and iPads for videotaping teaching experiences are available from the Director of Licensure and Testing.
- The ITLU department has a hardship application available for students who require financial support throughout the program based on need, eligibility, and availability. Contact the department program director or any full-time instructor or staff member for more information and an application.

Required Carter and Moyers School of Education Software

The internet-based software, Watermark, must be purchased through the LMU bookstore (\$198.57). All candidates in the ITLU program or any LMU students taking courses in the ITLU program must purchase the software for course assessments and a required online portfolio generated throughout the program. The licensure for the software will be effective for five years and may be renewed at the end of that period. The software is used in every program of the Carter and Moyers School of Education.

Required Program Fees and Associated Costs

* Costs that are current at the time of publication are subject to change without notice*

Required Fee	Cost*	When	How to Pay
Professional Liability Insurance	\$50	Purchased annually before beginning any field experience. STEA membership covers liability insurance for \$50 per year (August-July).	Must be paid directly to the insurance provider with proof of purchase submitted to Cathy Dunn, Academic Support Assistant, BE 227.
TBI Background Check	\$33.15	Purchased for a one-time fee when a candidate first enrolls in professional education classes. Any additional checks may be required if the candidate does not remain continuously enrolled in the program or circumstances indicate a need for another check.	Must be purchased through indentogo.com using a credit card. Proof of completed background check will be sent to the Director of Licensure and Testing.
Watermark	\$198.57	Purchased for a one-time fee when a candidate first enrolls in professional education classes.	Must be purchased through the LMU bookstore. See Appendix D . Financial aid money can be used.
PRAXIS Tests	See charts on page 21.	Purchased at the time of registration for the test.	Candidates must pay ETS directly with a credit card each time he/she register for a test.
edTPA® Assessment	\$300	Added to tuition costs when the candidate enrolls in EDUC 480, Clinical Practice I.	A voucher will be purchased by LMU that will be given to the candidate when he/she register for the edTPA® Assessment.
Cooperating Teacher Stipend	\$300	Added to tuition costs when the candidate enrolls in EDUC 497, Enhanced Clinical Practice II.	Cooperating Teachers who submit the required documentation will receive \$150 each from LMU for hosting student teachers.
Graduation Fee	\$75	Added to tuition costs when the candidate enrolls in EDUC 497, Enhanced Clinical Practice II.	
Textbook Fees	Varies by Class	Purchased by the candidate	Candidates may purchase through the LMU Bookstore so that he/she may use financial aid.
Transportation Costs	Varies by Placement	Paid by the candidate	Paid by the candidate

Retention in Program

Candidates are required to sign a Statement of Ethics agreement to abide by appropriate academic and professional standards and ethical behaviors as outlined in the dispositions. Failure to adhere to these standards of conduct, as well as failure to meet stated requirements in each program benchmark, may be grounds for termination from the Initial Teacher Licensure Undergraduate Program. Candidates who are terminated from the program may reapply to the School Appeals and Grievance Committee upon meeting specified conditions as presented by the committee at the time of the termination.

Candidates not in compliance with the academic requirements or standards of ethical behavior will be placed on probation for one semester. During this semester of probation, the candidate may be allowed to continue enrolling in courses outside the professional education component. When the candidate has complied with the probation requirements or conditions, he/she must apply to the School Appeals and Grievance Committee to remove the status of probation. The candidate's education advisor will monitor the candidate's academic progress during the probation semester.

Termination

In some cases, a candidate may be terminated from the program without the privilege to reapply. Although a student's academic performance may be satisfactory, it may become necessary to advise a student to consider changing to another major. The basis for such a decision may arise from, but is not limited to, the following:

1. The candidate does not demonstrate a commitment to achieving the mission and goals of the Initial Teacher Licensure Undergraduate Program.
2. The candidate demonstrates signs of substance abuse.
3. The candidate is convicted of a felony.
4. The candidate does not comply with the required process of a criminal records background check.
5. The candidate does not comply with the University's Code of Ethics.

6. The candidate fails to comply with the teaching profession's Code of Ethics.
7. The candidate demonstrates continued use of poor oral and written communication skills and poor interpersonal skills.
8. The candidate demonstrates unprofessional behavior that is not acceptable in the field or classroom settings, such as a lack of good judgment, a lack of dependability, a lack of confidentiality, and/or habitual incidents of being unreliable or irresponsible.
9. The candidate does not treat all students equally.
10. The candidate does not resolve personal problems that significantly and consistently prevent effective performance in the University classroom and in the field-based partnership classroom.
11. The candidate receives failing grades in the same education classes for two or more semesters.

The course instructor is responsible for initiating a conference with a candidate as soon as there is evidence of persistent failure to meet the standards for retention. All efforts will be made to allow the candidate ample time to correct the deficiency. If the candidate does not correct the deficiency, and if the course instructor believes the candidate should be advised to withdraw from the Initial Teacher licensure Undergraduate Program, the following procedures will be initiated:

1. The course instructor(s) will provide a written recommendation to the Program director of the Undergraduate Teacher Education Program that the candidate be withdrawn from the program.
2. The Program director of the Department will meet with the Admissions and Retention Committee, and a time will be scheduled to meet with the candidate to discuss the recommendation. If all parties agree on withdrawing the candidate from the program, no further action is necessary.
3. If the decision is unacceptable to the candidate, he/she may file a written appeal to the School of Education Appeals and Grievance Committee within five business days requesting a hearing before the committee.
4. The candidate may appear in person or respond in writing to the committee regarding his/her concern. The candidate may also request a person to speak on his/her behalf at the committee meeting.

The committee may recommend:

- a. **Continuance in the Initial Teacher Licensure Undergraduate Program.**
Continuance granted if issues of concern are determined to be unfounded or resolved.
- b. **Provisional continuance in the Initial Teacher Licensure Undergraduate Program.**
Continuance is allowed if specified conditions are satisfactorily met. The candidate will receive a written copy outlining the conditions to be met, with a timeframe for compliance. A follow-up meeting will be held to determine if the conditions were met satisfactorily.
- c. **Termination from the Initial Teacher Licensure Undergraduate Program.**
Notifications of program termination are sent to the candidate by mail or delivered in person by the School of Education Program Director.

If the decision is unacceptable to the candidate, the University's academic grievance process, as outlined in the *LMU Undergraduate Catalog*, may be pursued.

Retention Appeals Procedure

A student/candidate 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 Program Director of the Appeals and Grievance Committee for the School of Education, who will set up an appeal hearing within two weeks of receiving the student/candidate's letter of appeal.

The Chair of the Appeals and Grievance Committee and the student/candidate must inform each other of all attendees who will be at the appeal hearing. Should the decision of the Appeals and Grievance Committee be unsatisfactory to the 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.

Student Grievance and Complaint Policy

I. Introduction This section outlines the processes for students to address concerns through either a complaint or a grievance. These procedures ensure a fair, transparent, and timely resolution of issues.

II. Definitions

- **Complaint:** A concern raised by a student regarding a process, action, or behavior not necessarily tied to a specific violation of policy.
- **Grievance:** A formal allegation that a specific policy or procedure, as outlined in the catalog or student handbook, has been violated.

III. Complaint Procedure

A. Informal Resolution

1. The student meets with the involved faculty or staff member to discuss the issue.
2. The meeting is documented by the faculty or staff, including the date, time, issues discussed, and proposed support.
3. If resolved, the issue is documented and closed.
4. If unresolved, the student is referred to the complaint procedure in the catalog, and the meeting is documented accordingly.

B. Formal Complaint

1. Student submits a written complaint to the Program Director within 10 calendar days.
2. The complaint must outline issues, prior resolution attempts, and proposed resolution.
3. The Program Director meets with both parties to attempt to resolve the issue.
4. If resolved, the Program Director documents the outcome.
5. If unresolved, the Director forwards the documentation to the Dean or designee within three business days.
6. The Dean's decision is final for complaints.

IV. Grievance Procedure

A. Informal Resolution

1. The student (grievant) meets with the faculty or staff member to discuss the issue.
2. Grievant provides a written statement identifying the specific policy or procedure allegedly violated.
3. The meeting is documented by the faculty/staff.
4. If resolved, the issue is documented and closed.
5. If unresolved, the student is referred to the grievance procedure in the catalog, and documentation is updated.

B. Formal Grievance

1. Grievant submits a written grievance to the Program Director within 10 calendar days.
2. A grievance must include details of the issue and the desired resolution.
3. The Program Director meets with both parties to attempt to resolve the issue.
4. If unresolved, the Director forwards documentation to the Appeals and Grievance Committee within 3 business days.

C. Appeals and Grievance Committee Review

1. The committee conducts a hearing within 10 business days, based only on existing documentation.
2. No new evidence is accepted.
3. Members must be impartial and have no prior involvement.

4. A decision is made within 10 business days.
5. If resolved, the matter is closed with prejudice.

D. Dean Review

1. If unresolved, the grievant may appeal in writing to the Dean within 3 business days.
2. An appeal must specify the grounds and the alleged policy violation.
3. The Dean reviews the records and issues a decision within five business days.

E. Vice President of Academic Affairs (Final Appeal)

1. If the student remains unsatisfied, the student may appeal in writing to the Vice President of Academic Affairs within 3 business days.
2. The appeal must clearly state the policy, procedure, or action in question.
3. The Vice President reviews the case and makes a final, binding decision.

V. Additional Provisions

- All grievance and complaint proceedings are confidential.
- Retaliation against individuals participating in these processes is prohibited.
- Records are maintained following institutional policies and legal requirements.

Situational Conditions for Enhanced Clinical Practice II (EDUC 497)

A candidate who *has not been enrolled for one semester* at Lincoln Memorial University following completion of Transitions 2 and 3, who decides to return to continue with Transition 4, and who has completed all testing requirements must:

1. Meet with the department program director.
2. Have a full evaluation of program requirements on the curriculum advising form.
3. Complete any additional hours at the pre-clinical sites. Sites that were previously assigned in EDUC 480, Classroom Management, may not be available; therefore, alternate clinical sites may be assigned.

A candidate who *has not been enrolled for two or more semesters* at Lincoln Memorial University following completion of Transitions 2 and 3 and decides to return to continue with Transition 4 and who has completed all testing requirements must:

1. Meet with the Department Program Director.
2. Have a full evaluation of program requirements on the curriculum advising form.
3. Complete any additional courses/program requirements of current candidates to meet the Initial Teacher Licensure Undergraduate program goals as determined by the academic advisor.
4. Complete additional observation hours, as determined by the academic advisor in Placement I and Placement II at the placement sites. Placement I and II sites that were assigned in EDUC 480, Classroom Management, when enrolled, may not be available; therefore, alternate placement sites may be assigned.

Support Services and Student Organizations

• Student Tennessee Education Association (STEA)

The Student Tennessee Education Association (STEA) was founded in 1937 as a department of the National Education Association. Its purpose "shall be to develop in prospective educators an understanding of the Education profession, to provide for a united candidate voice in matters affecting their profession, to influence the conditions under which prospective educators are prepared, to advance the interests and welfare of candidates preparing for a career in Education, ... and to stimulate the highest ideals and professional ethics, standards, and attitudes."

All candidates enrolled in any field or clinical experiences in the Teacher Education Program are required to be protected by professional liability insurance prior to going into his/her K-12 Pre-Clinical Experience/Clinical Practice. Membership in the STEA provides professional liability insurance, or the candidate can provide evidence of professional insurance by another provider. For STEA membership information, please contact the STEA faculty sponsor located in the Business/Education Building, or call 869-6253.

- **Tagge Center for Academic Excellence**

The Tagge Center for Academic Excellence is a service of Lincoln Memorial University providing a variety of free assistance to meet student and faculty needs. These services include peer tutoring, lecture note-taking assistance, computer and printer availability, writing assistance, vocabulary development, and training in test preparation and test-taking. To receive assistance or to schedule an appointment, the candidate should phone campus extension 6310 or visit the Tagge Center for Academic Excellence. A staff member or peer tutor will work to meet the candidate's individual needs. The Tagge Center for Academic Excellence is located on the second floor of the student center.

- **Student Support Services Program**

The Student Support Services Program is a federally funded program to assist the candidate seeking academic help due to weak educational background or current academic difficulty. The program offers services in the areas of academic and financial advice, career planning, personal growth, tutoring, and mentoring. Following federal guidelines, candidates interested in participating in the Student Support Services Program must apply for acceptance; the accepted student may utilize all services free of charge. Applications are available in the Student Support Services Office, located on the second floor of the student center.

- **Library**

The purpose of the Carnegie-Vincent Library, located in the Harold M. Finley Learning Resources Center, is to support the curriculum of the University's academic programs. Each student enrolled at the University is entitled to full use of all resources and services provided by the library. The library is also equipped with a copier for student use. Materials may be checked out by students who have completed a patron reservation form and a valid LMU ID. Please stop by the library for more information or call 869-6219.

- **Counseling**

Lincoln Memorial University recognizes that academic problems may be interrelated with psychological, emotional, and social experiences of the student. Many people and services work together to meet the needs of the student. Any office will serve as a referral point for services outside the expertise of that particular office. The academic advisor, the Tagge Center for Academic Excellence, or the Office of Student Affairs serves as an initial contact for the student.

Candidate Program Requirements/Responsibilities Summary

Each Initial Teacher Licensure Undergraduate candidate must:

- Support the mission of the Initial Teacher Licensure Undergraduate Program and the University while enrolled in the Initial Teacher Licensure Undergraduate Program;
- Maintain appropriate professional dispositions as outlined in department dispositions evaluation forms.
- Adhere to the University's Code of Student Conduct and all University academic policies and procedures as stated in the *University Catalog*;
- Establish an academic educational plan with the education advisor, update the plan each semester, and obtain the education advisor's signature on all required forms.
- Maintain a minimum overall GPA of 2.75 for Full Admission and when enrolling in EDUC 497.
- Present evidence of professional liability insurance each semester enrolled in professional education courses;
- Complete and submit a TBI/Cogent Criminal Background Check within the first two weeks of the semester in Transition 1.
- Inquire with the Director of Certification/Testing regarding current program testing requirements.

- Complete the Full Admission process to be admitted to the Initial Teacher Licensure Program.
- Complete Transitions 1, 2, and 3 coursework and required licensure testing prior to enrolling in EDUC 497 Enhanced Clinical Practice.
- Satisfactorily complete teacher candidate educator dispositions and candidate evaluations;
- Complete all required K-12 observations/field experience hours;
- Complete and submit an electronic portfolio showcase of digitalized work demonstrated throughout the program aligned to InTASC standards (due upon graduation);
- Wear the LMU photo ID at all times in pre-clinical or clinical practice and acquire/wear a Claiborne County School District ID for field experiences in this district.
- Participate in required Professional Development workshops;
- Participate in approved educational settings and experiences;
- Demonstrate professionalism in the use of all social media; and
- Complete 5 hours of service learning each semester prior to student teaching.

Each candidate is ultimately responsible for meeting or exceeding:

- **The required scores on the ACT, SAT, or CASE/CORE Praxis exams**
- **Required interviews**
- **Educator Disposition Assessments**
- **Course grades**
- **Required clinical experiences placements and documentation**
- **All Praxis II required exams**
- **edTPA assessment**

The faculty and staff are committed to supporting and advising candidates. However, the faculty and staff are not responsible for the candidate's ability to achieve or surpass the required passing scores.

Additional Program Information

Four-year plans are suggested sequences of coursework for freshmen entering LMU each academic year. These plans should be used in conjunction with the University catalog and in consultation with a professional academic advisor.

Transfer students should contact their advisor if they have questions regarding transfer credit. Courses listed on four-year plans may be taken during other semesters, based on availability and course placement.

These plans meet LMU's general education (Liberal Arts Common Core) requirements, major requirements, and 300/400 level course requirements.

Lincoln Memorial University reserves the right to adjust at any time its Initial Teacher Licensure Undergraduate Program requirements to comply with changes mandated by the State Board of Education.

Note: In order to graduate in four years (eight regular semesters), the student must average passing 16/17 hours per semester. Courses with * must have a grade of C- or better.

Please note:

All Students in teacher licensure programs are required to apply for admission to the teacher licensure program while enrolled in EDUC 290, The Teaching Profession.

Students will begin taking Praxis II exams near the end of the junior year.

Formal Admission is required prior to enrolling in EDUC 480, Clinical Practice I.

All Praxis II requirements and program criteria must be met prior to registration for EDUC 497, Enhanced Clinical Practice and Seminar.

All candidates must complete the edTPA portfolio assessment during the student teaching semester. All scores from the edTPA assessment are automatically sent to the Tennessee State Educators Database called Tennessee Compass. A passing score on the edTPA portfolio is required for certification in the state of Tennessee.

Please note: All Students in teacher licensure programs are required to apply for admission to the teacher licensure program while enrolled in EDUC 290, The Teaching Profession. Students will begin taking Praxis II exams near the end of the Junior year. Formal Admission is required prior to enrolling in EDUC 480, Clinical Practice I. All Praxis II requirements and program criteria must be met prior to registration for EDUC 497, Enhanced Clinical Practice II and Seminar.

Appendix A

Forms and Information

1. Completing TBI Fingerprint, Background Check, & Waiver Agreement
2. Purchasing Liability Insurance
3. Full Admission Checklist
4. Application for Admission to EDUC 497, Enhanced Clinical Practice II
5. LMU Initial Teacher Licensure Program Statement of Ethics
6. Initial Teacher Licensure Programs Acknowledgment of Possible Travel Requirements

TBI Fingerprint/Background Check

Required of all candidates prior to entering schools for field experience.

1. Complete VECHS WAIVER AGREEMENT AND STATEMENT - available in ITLU handbook or BE 209.
2. Return completed VECHS Waiver Agreement and Statement to Sue England in BE 214 prior to scheduling your appointment or your actual fingerprinting date.
3. Review and complete the instructions on the following page for scheduling your appointment by visiting: <https://tn.ibtfingerprint.com>
4. You will enter the Service Code and the ORI numbers listed on the following page.
5. Agree to the terms on the website.
6. Enter your zip code to pull up the closest fingerprinting location. We recommend the closest location to campus— Johnco Inc. in Middlesboro, KY: 204 N 19th Street, Middlesboro, KY 40965 (adjacent to Jeff Pharmacy).
7. Schedule your appointment through the online portal.
8. You will need to enter your demographic and contact information on the portal to finalize your appointment.
9. Cost is \$33.15, and you will pay once you arrive at your selected location for fingerprinting.
10. Fingerprints will be forwarded electronically to the Tennessee Bureau of Investigation, and all results of the fingerprint background check will also be provided to LMU. No student may enter field placements or complete clinical experiences unless LMU has a copy of your TBI background check and fingerprinting.

If you have any questions at any time throughout the process, please contact Sue England in BE 214 or by email tywana.english@lmunet.edu



IdentoGO
By IDEMIA

n-DSC Child Care/Adoption Providers Use Only

Tennessee Applicant Processing Services Form

Child-Related Worker - Private

To schedule your ten-minute fingerprint appointment, simply visit <https://tn.ibtfingerprint.com> and enter the following Service Code

28TY

When prompted, please enter the following ORI:

TNCC13002

Service Code and ORI are unique to your hiring/licensing agency

Do not use these codes for another purpose

As a primary form of picture identification, one of the following valid and unexpired documents is required to be presented to the enrollment agent when being fingerprinted:

- **Driver's License issued by a State or outlying possession of the U.S.**
- **State ID Card (or outlying possession of the U.S.) with a seal or logo from the State or State Agency**
- **Commercial Driver's License issued by a State or outlying possession of the U.S.**
- **U.S. Passport**

However, in the absence of one of these documents, applicants may provide one or more Secondary Documents including:

- State Government Issued Certificate of Birth
- US Active Duty/Retiree/Reservist Military ID Card (000-10-2)
- Passport
- Social Security Card
- Certificate of Citizenship (N560)
- Certificate of Naturalization (N550)
- INS I-551 Resident Alien Card Issued since 1997
- INS I-688 Temporary Resident Identification Card
- INS I-688B, I-766 Employment Authorization Card

Secondary Documentation must be supported by at least two of the following:

- Current Utility Bill (Address)
- Voter Registration Card
- Current Vehicle Registration Card/Title
- Current Paycheck Stub with Name/Address
- Cancelled Check or Current Bank Statement
- Social Security Card



Don't have access to the Internet? You can still schedule an appointment by calling 855.226.2937



VECHS WAIVER AGREEMENT AND STATEMENT Volunteer & Employee Criminal History System



for Criminal History Record Checks

under the National Child Protection Act of 1993, as amended

Pursuant to the National Child Protection Act of 1993, as amended, this form must be completed and signed by every current or prospective employee, volunteer and contractor/vendor, for whom criminal history records are requested by a qualified entity under these laws.

I hereby authorize (**enter Name of Qualified Entity**) Lincoln Memorial University

to submit a set of fingerprints through the TBI vendor and this form to the Tennessee Bureau of Investigation (TBI), for the purpose of accessing and reviewing Tennessee and national criminal history that may pertain to me directly from the FBI, pursuant to 28 CFR, Sections 16.30-16.34. By signing this Waiver Agreement, it is my intent to authorize the dissemination of any national criminal history record that may pertain to me to the Qualified Entity with which I am or am seeking to be employed or to serve as a volunteer, pursuant to the National Child Protection Act of 1993, as amended.

I understand that, until the criminal history background check is completed, you may choose to deny me unsupervised access to children, the elderly, or individuals with disabilities. I further understand that, upon request, you will provide me with a copy of the criminal history background report, if any, you receive on me, and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I may obtain a prompt determination as to the validity of my challenge before you make a final decision about my status as an employee, volunteer, contractor, or subcontractor.

A national criminal history background check on me is being requested by the following:

Name of Qualified Entity: Lincoln Memorial University

Address: 6965 Cumberland Gap Parkway BE 221

City: Harrogate

State: TN

Zip: 37752

I ☐ have OR ☐ have not been convicted of a crime.

If convicted, describe the crime(s) and the particulars of the conviction(s) in the space below:

I am a current or prospective (check one):

Employee ☐ Volunteer ☐ Contractor/Vendor ☐

Signature: _____ Date: _____

Printed Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Date of Birth: _____

TO BE COMPLETED BY QUALIFIED ENTITY:

Entity Name: Lincoln Memorial University

Address: _____ 6965 Cumberland Gap Parkway BE 221

City: Harrogate

State: TN

Zip: 37752

Telephone: (423) 869-6253

Fax Number: (423) 869-6455

**ORIGINAL MUST BE RETAINED BY QUALIFIED ENTITY
COPY MUST BE SUBMITTED TO TBI**

Purchasing Liability Insurance

Liability Insurance

Proof of liability insurance is required prior to going into schools for field experiences. You may choose to purchase from TEA/NEA or from another source.

You may register by paper or online for TEA liability insurance.
(Paper membership forms are available in BE 227)

Below are the instructions to register online.

[Tennessee Education Association - TEA Teachers - Tennessee ...
teateachers.org](http://teateachers.org)

Click on Join TEA Today

Click on **Online Enrollment**

Students

Student TEA (STEA) members get extra professional development and interaction with colleagues that help them succeed. Membership includes the benefits of both the NEA and STEA. Dues amounts depend on your college or university. (When you identify your school during the online enrollment process, your dues will be calculated - \$25.00 plus local dues, if any.) **Online enrollment** will take you briefly to the NEA website.

Complete Student Enrollment/Renewal Form

***Membership is for one year – September 1 – August 31**

Print membership form and bring a copy to BE 214 and keep a copy for your records, OR forward membership confirmation to:
cathy.dunn@lmunet.edu

**Thank you,
Cathy Dunn
BE 227
cathy.dunn@lmunet.edu**



Carter & Moyers School of Education

LINCOLN MEMORIAL UNIVERSITY

Initial Teacher Licensure - Undergraduate Full Admissions Checklist

Declaration of Major on File	
Information Form to Teacher Education Program in EDUC 290	
Acknowledgement of Handbook Receipt	
One Recommendation Letter Outside the School of Education	
Required testing: ACT (21) _____ or SAT (1020) _____ or CASE: Reading (156) _____ Writing (162) _____ Math (150) _____	
Current Transcript with 2.75 GPA	
TBI Background Check	
Liability Insurance	
EDUC 290 Writing Sample	
Dispositions Interview (DAP®)	
Professional Development Seminars (minimum of 2 per semester)	
Self-Assessment Educator Dispositions	
Completed Admissions Interview	

Application for EDUC 497- Enhanced Clinical Practice II

Semester you expect to Student Teach: Fall _____ Spring _____ Year _____

Name: _____ **Student ID#** _____

Cell Phone# _____ **Additional Phone#** _____

Major _____ **Current GPA** _____

Live on campus: Yes _____ No _____

Home Address _____

Praxis Exams Passed: 1. _____ 2. _____

3. _____ 4. _____

Please describe any reasons you should not teach in a specific school, i.e., aunt teaches there, brother is principal, mother is janitor, etc.

I understand that I must have a vehicle available to drive to field placements (Check One)

Yes _____ No _____

I prefer for my second Placement to be in (Check one)

Morristown _____ Knoxville _____

PLEASE READ THE FOLLOWING STATEMENTS, AND INDICATE YOUR UNDERSTANDING BY CHECKING THE APPROPRIATE RESPONSE.

1. I know that I must apply for graduation by the appropriate deadline in order to graduate **Yes** ____ **No** ____
2. I know that all **required** major and professional courses must be completed prior to student teaching with the required grade.
Yes ____ **No** ____
3. I know that all required parts of the Praxis exams must be successfully passed **prior** to student teaching. **Yes** ____ **No** ____
4. I know that my GPA must meet the requirements of the program of study that I have completed. **Yes** ____ **No** ____

I certify that I have read and understood the contents of this application for clinical practice/student teaching. I further certify that I have answered the above statements correctly and completely to the best of my ability and knowledge.

Signature of Applicant

Date

Initial Teacher Licensure Undergraduate Program Statement of Ethics

As a teacher education candidate who represents Lincoln Memorial University, I will work toward the best interest of all stakeholders, including my classmates, university faculty and staff, K-12 school administrators, cooperating teachers and students, and the community at large.

As a teacher education candidate, it is my responsibility to maintain standards of exemplary professional behavior at all times. I will be observed and evaluated by university faculty, peers, K-12 school administrators and cooperating teachers, and professional education faculty.

In the best interests of Lincoln Memorial University, the Carter & Moyers School of Education, and the Initial Teacher Licensure Undergraduate program, I agree to uphold the following ethical standards listed below:

- Exemplify quality academic and professional standards and ethical behaviors as noted in the Initial Licensure Undergraduate (ITLU) program;
- Abide by the LMU mission statement and policies outlined in the student handbook;
- Demonstrate a commitment to achieve the mission and goals of the ITLU Program;
- Demonstrate a commitment to achieve K-12 partnership goals;
- Fulfill ITLU program responsibilities with honesty and integrity;
- Demonstrate a willingness to adjust to changes as needed to provide a positive and caring, learning environment;
- Avoid sharing information that is confidential;
- Refrain from any falsification of records (i.e., observation logs, journals, applications, etc.) and plagiarism;
- Demonstrate respect to all stakeholders as defined above;
- Avoid using positions for personal gain through political, social, religious, and economic arenas, or any other influences;
- Be on time and attend classes;
- Be on time and attend any and all K-12 Partnership meetings, activities, and events;
- Make positive decisions about my professional growth and development;
- Demonstrate support for decisions made by the initial Teacher Licensure Undergraduate program.

Additionally, I agree to always strive to embody the principles of the Tennessee Teacher Code of Ethics listed below:

49-5-1002. Legislative findings.

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://www.tn.gov/content/dam/tn/stateboardofeducation/do>

I have read and understand the Statement of Ethics and I agree to abide by these standards and program requirements.

Signature

Date

**Acknowledgment of Possible Travel Requirements
Initial Teacher Licensure Programs**

Lincoln Memorial University and the Carter & Moyers School of Education, in accordance with the Tennessee Department of Education and the Council for the Accreditation of Educator Preparation (CAEP), has initiated the following requirements for the Initial Teacher Licensure Programs, both undergraduate and graduate:

Clinical placement hours and experiences with—

- Urban schools
- Low socioeconomic status schools
- Rural schools
- Special education/English language learners
- A variety of student populations.

Due to these requirements, you may be travelling up to 65 miles from your institutional school base to meet these obligations. Candidates are individually responsible for arranging or providing transportation to all clinical experiences and placements required by their coursework and certification throughout their time in the program.

Your signature below indicates your understanding of the above requirements.

Candidate's Signature: _____

Date: _____

Program (Please check one): ☐ Initial Teacher Licensure Undergraduate
 ☐ MEd Initial Teacher Licensure (Graduate)

Appendix B

Lincoln Memorial University Vision and Mission

Lincoln Memorial University Vision

Lincoln Memorial University strives to achieve regional distinction while making a national and global impact as a student-centered, educational, and service-oriented intellectual and cultural community defined by excellence and creativity in its people, procedures, and programs.

Revised: April 25, 2025, by LMU Board of Trustees.

Mission and Purpose

Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. 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.

While primarily committed to teaching, the University supports 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, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

Revised July 6, 2017; approved by Board of Trustees, November 10, 2017

Reviewed and reaffirmed by LMU Board of Trustees on May 3, 2024.

LMU Annual Security & Fire Safety Report

The LMU Annual Security & Fire Safety Report (ASFSR) will be published online by October 1st of each year and can be found at: [ASR24.pdf](#)

The LMU ASFSR contains three previous years of crime statistics, campus policies and procedures, including alcohol, drug, weapons, sexual violence, etc., and law enforcement authority. This publication is required to be in compliance with the Clery Act and the Higher Education Opportunity Act (HEOA)

To request a paper copy, contact the Clery Act Compliance Coordinator at 423-869-6301 or in person at: Tex Turner Arena, 330 Mars/DeBusk Parkway, Harrogate, TN 37752.

Carter and Moyers School of Education Mission, Philosophy, and Conceptual Framework

Carter & Moyers School of Education Mission Statement

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

- Demonstrate the dispositions of the education profession. (Values)
 - Articulate and demonstrate the knowledge base of moral, social, and political dimensions, which will impact individual students, schools, districts, and communities for the enrichment of society. (Values)
 - Demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real-life classroom experiences while involved in field and clinical placement in partner 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 all student populations. (Service)
- Adopted by the Carter and Moyers School of Education Faculty - May 2025.

EPP Commitment:

The EPP 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 all students. Experiences provided for candidates include working with all populations, including higher education and PreK-12 school faculty, candidates, and students in PreK-12 schools.

Carter and Moyers School of Education Purpose

The Carter and Moyers School of Education is committed to preparing and mentoring quality professional educators of distinction, whether they be teachers, administrators, or other school professionals, to promote collaboration with learning communities interested in establishing partnerships, to conduct research designed to improve educational practices, and to advance educational theory. The purpose of the School of Education is to develop candidates with the content knowledge, professional and pedagogical knowledge, skills, and professional dispositions applying the Lincoln Memorial University core principles of education, values, and service enabling candidates to become successful professional educators of distinction who will make a positive impact on this generation and the next.

Carter and 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

Conceptual Framework Model & Overview

Lincoln Memorial University's conceptual framework is built on the concept of **Values**, **Education**, and **Service** as reflected in the visual framework of the Carter and Moyers School of Education. In alignment with the University's mission and vision, the School of Education develops high quality educators with **Values** congruent with the dispositions of the profession, strong general and content knowledge fitting the highest standards of **Education** at LMU, and a commitment to **Service** through the development of professional skills that benefit the community they serve. These three components, as reflected in the school's motto, lead to *Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next*.

Knowledge Bases that Support the School's Conceptual Framework

The School of Education at Lincoln Memorial University is committed to student-centered experiences rooted in a constructivist, self-directed, lifelong learning foundation in order to provide excellence through **Values**, **Education**, and **Service**, in developing practitioners who are effective professionals and leaders for the students, schools, and the communities they serve.

Theory and Wisdom of Conceptual Framework and Practice

Since its foundation, the Teacher Education Program has evolved, creating new emphases and curriculum modification on constructivism, multiple intelligences, teaching and learning styles, technology, academic standards-driven curriculum and assessment, student-centered goals that encourage life-long problem solving and reflection for personal and societal improvement. It is the belief of the school's faculty that understanding the principles of andragogy, applied at both the initial and advanced levels, will lead to the development of improved pedagogy. This is highlighted through an emphasis on **Values**, **Education**, and **Service**. The program integrates all of these emphases or *common threads* with a significant emphasis on preparing teaching professionals to make *a positive impact on this generation and the next* throughout the professional core of teaching.

Constructivist Theory

Constructivism embodies concepts generated by research to determine how students learn and thus how teachers should teach. The key ideas are that in an individual's schema or networks are formed, that prior knowledge is important, and that new learning must address prior knowledge (Brooks & Brooks, 1993; Fosnot, 1996; Simon, 1995). Candidates demonstrate this development through a portfolio approach in the Initial Teacher Licensure Program. The electronic portfolio allows for reflection and development that expands the general knowledge of the candidate (**Education**), enhancing self-reflection into current and development schemas (**Values**), and enhancing professional development with a focus on the practice of teaching (**Service**).

The Initial Teacher Licensure Program philosophy is based on the constructivist theory. The philosophy of constructivism as the foundation of the program is visually depicted in the program's model, beginning with **Values**, **Education**, and **Service** within the disciplines as the basis or foundation for the curriculum. Throughout the program, candidates demonstrate the knowledge, skills, and dispositions that thread constructively throughout the Professional Core with a "begin with an end in mind" (Covey, 1992) outcome of "*preparing professional educators of distinction to make a positive impact on this generation and the next*."

Constructivism has implications that impact institutions given the task of preparing teachers who have the **Education** (knowledge and skills), **Values** (dispositions), and **Service** (professional practice) to facilitate the learning process in this global society (Steffe & D'Ambrosio, 1995; Steffe & Gale, 1995). One implication is that each individual (teacher/student) approaches the learning task as a whole. This idea is captured in the theme of the Teacher Education Program – "*Preparing professional educators of distinction to make a positive impact on this generation and the next*." When applied, the teacher's role is to regard the learner as a whole and to teach from the perspective that a dynamic interaction is going on between the learner and the teacher. The constructivist theory asserts that the candidate enters the program as a whole (with prior knowledge and experiences) within a whole. The program

integrates the constructivist philosophy with modified curriculum orientations of cognitive processes, academic rationalism, and personal relevance. At any given time, there are several curriculum orientations operating in a dynamic confluence.

The program recognizes that students and curriculum are influenced by many factors. While in the program, the candidate experiences an organic, dynamic process that enables the learner to construct beliefs, concepts, and intra/inter personal attributes that empower the learner (**Values**).

Formal and informal assessments at multiple Transitions and transition points are used to evaluate data continuously to improve the content knowledge, professional and pedagogical knowledge, and skills and dispositions of the school's programs in order to benefit the candidates. The assessments are intended to evaluate the development and growth over time of the candidates' understanding and application of the school's philosophy and core principles of **Values, Education, and Service** as integrated through the school's ten EPP Institutional Standards.

In response to research and natural maturation, the conceptual framework has evolved to encompass current research-based best practices. Changes in the program are evolutionary and are designed to build on program success.

Implications of the Conceptual Framework

In support of the institution and school mission and value statements, the school incorporates a process/learner-centered approach with essential implications for **Values, Education, and Service** (Betts, 1994; Kozma & Shank, 1998; Vygotsky, 1978). Each individual approaches the learning task holistically. When applied in the instructional context, this means that the faculty's role is to regard the candidate as a whole and to teach from the perspective that a dynamic interaction is ongoing between the candidate and the professor: both are learning, both are teaching (Friere, 2000).

A second implication is that assessment must change to accommodate the new perspective (**Education**). Thus, the faculty's role is no longer to focus just on products of learning, but to become astute observers in the process of learning (McInerney & McInerney, 2006). Candidates must become part of the assessment process as part of the learning process (Cambourne, 2002; Daniels, 2001; Darling-Hammond, 1990).

A third implication is that nurturing (**Values & Service**) must become an integral part of the teaching /learning process. Since constructivism involves collaboration at all levels, school faculty must create a nurturing environment for each other as well as for candidates so that nurturing is modeled and experienced as well as conceptualized as knowledge or theory (Wasserman, 1990; Zahorik, 1995).

A fourth implication is that learning is ongoing (Henderson, 1996). The professor's role is to constantly evaluate what candidates need to know to be successful, productive citizens (**Education & Service**). This means that professors must consider new ways of arranging the environment and content of learning and acquire knowledge and skill in technology use (Embretson & Hershberger, 1999; Masters, 2004). Concomitant with ongoing learning is the realization that we are in an era of rapid change and knowledge explosion. When applied, this means that professors must be adept at creating nurturing environments for generating and solving problems, making decisions, thinking critically, and enhancing creativity.

A final implication is for **Values**. Technology and expanding knowledge have opened access to the entire world making global communication and understanding imperative. School faculty must model an understanding and demonstrate the professional dispositions and appreciation and respect for others, and foster the disposition that all children can learn (King, Hollins & Hayman, 1997; Martin, 1995).

INTASC STANDARDS

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://caepnet.org/~media/Files/caep/accreditation-resources/intasc-teacher-standards.pdf>

Appendix C

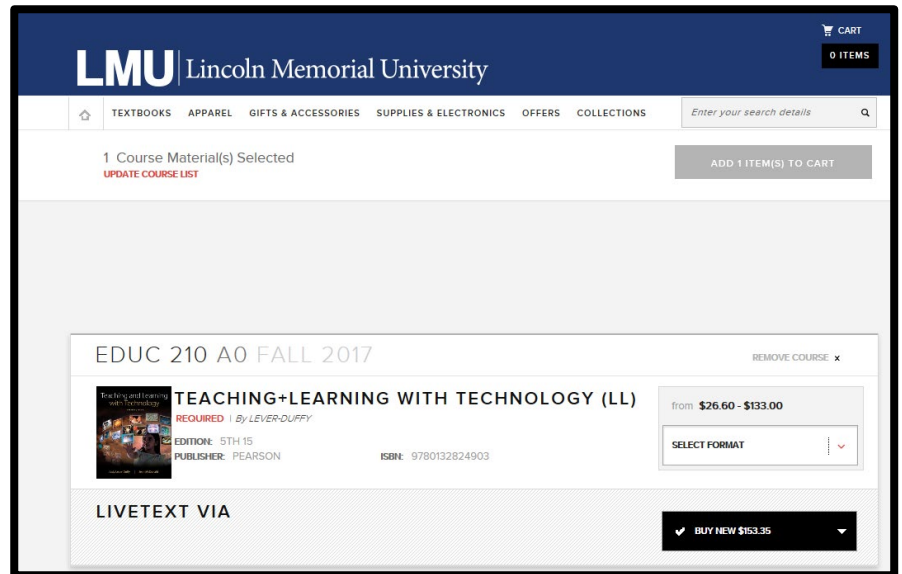
How to Purchase Watermark/ViaLiveText

1. Go to the LMU website (<https://www.lmunet.edu/>).
2. Click on the menu bar: **STUDENT LIFE**
3. Click on Bookstore.
4. Click on Textbooks.
5. Select the following options if you have not purchased Watermark/viaLiveText previously, even if you are enrolled in a different Education Class:

The screenshot shows a search form titled "FIND COURSE MATERIALS" with the subtitle "Add your courses to find everything you need for class." The form has four columns: TERM, DEPARTMENT, COURSE, and SECTION. The TERM column contains a dropdown menu with "FALL 2017" selected. The DEPARTMENT column contains a text box with "EDUC". The COURSE column contains a text box with "210". The SECTION column contains a text box with "Ad" and a close button (X). There is also a search button (X) to the right of the SECTION column.

TERM	DEPARTMENT	COURSE	SECTION
FALL 2017	EDUC	210	Ad

6. Select WATERMARK
7. View Cart to complete the purchase.



Appendix D: Initial Teacher Licensure Undergraduate Department Faculty and Staff

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Acknowledgement of Handbook

I have read and understand the 2025-2026 Initial Teacher Licensure Undergraduate Handbook, and I agree to abide by these standards, guidelines, and program requirements.

Signature

Date