



MASTER OF EDUCATION

Elementary Education

Secondary Education

Special Education

Post-Bac Teacher Licensure Pathway

Master of Education in Instructional Practice

PROGRAM HANDBOOK

2025-2026

Chessica Cave, EdD, Interim Dean

Cedar Bluff Campus

421 Park 40 Boulevard North

Knoxville, TN 37923

The Master of Education Program Handbook is intended to assist graduate students, and candidates, pursuing teacher licensure for Elementary Education, K 12 (Visual Art and PE), Secondary Education, and Special Education (Interventionist K-8 and 6-12, and Comprehensive K-12) and the Masters of Education in Instructional Practice and is a dated publication; an online version may be found www.lmunet.edu/education. The handbook will answer many questions graduate candidates have concerning the MEd Program. Compliance with the policies and procedures outlined in the handbook and frequent advising conferences with a faculty advisor will guide the candidate toward successful completion of the Teacher Education Program in a timely manner.

It is the MEd candidate's responsibility to ensure that all program requirements are fulfilled. Therefore, the candidate must become familiar with all MEd Program requirements outlined in the handbook, the Graduate Catalog, and the Lincoln Memorial University (LMU) Student Handbook.

Should the candidate have any questions regarding requirements, please contact the MEd Academic Assistant or the Program Director to have questions answered and to provide direction for the completion of the program.

Teacher licensure programs conform to current Tennessee and University guidelines and requirements for graduation. The candidate should be aware that Teacher Education requirements are subject to change to maintain compliance with state and university requirements. **The MEd 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 (LMU).**

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

Candidates must pass state-required Praxis examinations before Transition III

Candidates who are not job-embedded will be required to pass (per the state of Tennessee requirements for content licensure area) edTPA requirements and Praxis tests to obtain a teaching license.

Job-embedded candidates do not take edTPA.

Candidates must pass state-mandated Praxis Content Knowledge exams before enrolling in EDUC 591 or EDUC 593 (without an undergraduate content area degree).

All master's candidates must pass the MEd Comprehensive Examination

LMU

Carter & Moyers School of Education

LINCOLN MEMORIAL UNIVERSITY

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

Students with disabilities:

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

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CARTER & MOYERS SCHOOL OF EDUCATION

Interim Dean, Associate Professor of Education & Director of Undergraduate Education	Dr. Chessica Cave	865-531-4108
Director and Associate Professor, MEd with Teacher Licensure and MEd in Instructional Practice,	Dr. Susan Wagner	865-531-4129
Academic Support Assistant	Stephanie Jeffers-Johnson	865-531-4136
Director, Licensure and Testing	Tywanna Sue England	423-869-6253

MED PROGRAM FACULTY

Susan Wagner, PhD	Director and Associate Professor	susan.wagner@lmunet.edu
Rhonda Kerr, PhD	Assistant Professor	rhonda.kerr@lmunet.edu
Ashley Stanley, EdD	Associate Professor	ashley.stanley@lmunet.edu
John McCook, EdD	Associate Professor	john.mccook@lmunet.edu
Bonnie Iannaccone, EdD	Adjunct Professor	bonnie.iannaccone@lmu.edu

WELCOME

The LMU Master of Education Program leading to teacher licensure at LMU has been a significant program at LMU for many years providing schools with quality teachers and professional programs that have continually improved the teaching profession. The design of the MEd Program at LMU reflects the mission of the University, complies fully with the standards of accreditation set forth by the Southern Association of Colleges and Schools, the regulations that govern Teacher Education programs of the State of Tennessee, as well as the standards of the Council for the Accreditation of Educator Preparation. The licensure program is approved by the Tennessee State Board of Education and adheres to the CAEP standards.

Graduates of LMU's MEd Program are frequently recognized for their mastery of content, their ability to think critically, communicate effectively, match teaching strategies to learning styles, appreciate the diverse learners, and recognize the unique needs of teaching in a multicultural setting. Our teacher education graduates understand the need to establish a caring and secure learning environment for their students. They understand the importance of keeping abreast of the needs of an ever-changing society.

The MEd Program offers teacher licensure that follows Tennessee state requirements in Elementary Education, K-12 (Visual Arts and Physical Education), Secondary Education, and Special Education (K-8, 6-12, and K-12).

Candidates who already hold a degree in the content area in which they are seeking licensure can qualify for licensure with a minimum additional core of 24 graduate hours beyond their bachelor's degree. Elementary concentrations do not have a degree in a specified licensure discipline as required for the secondary concentrations; therefore, elementary licensure requires 18 hours of core courses and an additional 18 hours of coursework as required for licensure by the state of Tennessee for a total of 36 professional core coursework hours. Additional program courses will complete the Master of Education degree for both elementary and secondary.

The special education program is designed as a master's degree program for add-on endorsement and initial licensure in Interventionist K-8/6-12 and Comprehensive K-12. Candidates who hold a bachelor's degree but are not licensed in the state of Tennessee may achieve licensure in special education through the MEd Program. Candidates will be required to complete the core MEd Program with the additional special education endorsement courses as their professional core coursework for licensure.

Candidates in post-baccalaureate programs such as the MEd Program must have completed a baccalaureate degree but have not completed a teacher licensure program. Candidates must achieve specific academic requirements and must demonstrate the appropriate dispositions to become effective teacher leaders and show a genuine professional interest in the teaching and learning process.

All credit awarded to candidates in the MEd Program is graduate level and fees are assessed per the School of Graduate Studies. The MEd Program leads to the following master's degrees: Elementary Education, Secondary Education, Special Education, and Instructional Practice.

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

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

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

CARTER & MOYERS SCHOOL OF EDUCATION MISSION STATEMENT

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

- Demonstrate the dispositions of the education profession. **(Values)**
- Articulate and demonstrate the knowledge base of moral, social, and political dimensions which will impact individual students, school districts, and communities for the enrichment of society. **(Values)**
- Demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real-life classroom experiences while involved in field and clinical placement in partner P-12 schools. **(Education)**
- Promote lifelong learning through continued professional development and scholarship. **(Education)**
- Assist in meeting the educational needs of a global society, especially the underserved. **(Service)**
- Articulate an understanding that all students can learn as well as demonstrate the disposition to serve and teach diverse student populations. **(Service)**

-Adopted by the Carter & Moyers of School of Education Faculty 5/11/12

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

INTASC STANDARDS and PERFORMANCE EXPECTATIONS

A primary purpose of the MEd Program is to prepare candidates who demonstrate content and pedagogical knowledge, skills, and professional dispositions that enable them to be effective and successful in the classroom, to make a positive impact on this generation and the next. Each goal below is accompanied by one or more performance expectations that the candidate is required to meet. Course syllabi are directly connected to the goals and performance expectations, the Institutional Standards, and linked to the Tennessee Licensure Standards, Interstate New Teacher Assessment and Support Consortium (InTASC), CAEP Standards, and Tennessee Literary Standards. The goals and performance expectations are integrated and spiral throughout the program to ensure candidates' depth of knowledge and skills. Evidence that each candidate has accomplished each goal and performance expectation is collected systematically through key assessments.

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ADMISSION REQUIREMENTS

The MEd 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 we expect of our graduates. The criteria summarized below list the minimum standards that must be met before an applicant will be considered for admission to the program. MEd Program requirements may change at any time per federal or state standards and guidelines, the University and/or the program reserves the right to make necessary changes at any time.

All applicants must fulfill the following MEd Program admission requirements and submit them to the MEd Office:

1. An application and a **\$50 non-refundable** fee for transcript and licensure analysis.
2. Official **transcripts** of all coursework taken at all post-secondary institutions.
3. Transcript(s) must verify an earned bachelor's degree and cumulative grade point average (GPA) of 2.75.
4. TBI-L1 fingerprint background check.
5. Three completed and signed recommendation forms are found here: <https://form.jotform.com/41355440294957>. These can also be printed and mailed.

Upon receipt of all materials listed above, a transcript analysis will be completed, and the applicant will be invited to an admission interview and then be notified of acceptance/non-acceptance to the program. The evaluated transcript analysis/program of study will be mailed to the applicant indicating any coursework or testing deficiencies. Any deficiencies must be completed before enrollment in Enhanced Clinical Practice (Student Teaching/Job Embedded).

TBI-L1 Background

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

1. Select non-DCS childcare.
2. Child-related worker- private (volunteer).
3. Enter the following Service Code: 28TY6K
4. LMU ORI number TNCC13002.
5. Follow the instructions when you come to the payment page.
6. Click USBANK e-pay.
7. Find the pay without registering option.

Once registered, the applicant will receive a registration confirmation number and a

payment confirmation number. Applicants need to take both confirmations to the fingerprint scan location. Applicants will need to know the following information:

- The cost is based on Tennessee state rates and is borne by the applicant.
- Fingerprints will be forwarded electronically to the Tennessee Bureau of Investigation and all results of the fingerprint background check will be provided to the Agency (LMU).
- TBI-L1 Background checks containing indications may affect admission into the Teacher Licensure program.

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

Securing Program Placement

To secure placement in the program, the applicants must submit to the MEd Office the following documentation:

1. The signed program of study (This verifies the candidate's notification of coursework or testing deficiencies; these courses must be completed before student teaching). Applicants should make a copy of this signed form before returning to the MEd Office. This copy should be kept in the applicant's files.
2. \$50 application fee.

All required materials must be submitted to the MEd Office before the applicant is accepted into the program. Upon acceptance, an information packet including course registration information will be given to the candidate.

Deficiencies in Undergraduate Coursework

Deficiencies in undergraduate coursework deemed necessary for certification (identified on the program of study) may be taken at LMU or other accredited universities/colleges, including credit by examination methods such as CLEP and DANTES. Online courses may be used to complete undergraduate requirements for licensure in specified fields. The applicant must meet the following requirements:

1. All coursework substitutions must be approved in writing by the MEd Program Director before enrolling in coursework.
2. All undergraduate deficiency coursework must reflect a grade of C or better.
3. All undergraduate courses must be completed before enrolling in Transition III.

The MEd Program Director has the authority to assign additional courses as determined necessary for admission. All qualifying coursework assigned must receive a **B (3.0) or above** class grade to remain in the program. **Note: B- is not a passing score.** Failure to maintain a B average in qualifying coursework will result in suspension of consideration for the program. Admission will not be considered if these conditions are not met.

Denial of Admission

If an applicant is denied admittance to the MEd program due to not meeting the cumulative 2.75 GPA, they can appeal to the Director of MEd for conditional admittance to the program. The applicant's Letter of Appeal for Conditional Admittance must be received within ten business days of the applicant receiving the admissions denial notification. The applicant's Letter of Appeal for Conditional Admittance must describe why the applicant's GPA was low and the steps they will take in the MEd program to maintain the program requirement of a B (3.0) GPA. The Director and faculty will review the Letter of Appeal submitted by the applicant and notify them of steps the applicant will take to rectify and maintain a B (3.0) GPA in the program. The applicant will receive a response to their Letter of Appeal detailing acceptance upon condition. Conditional admittance requirements such as regular attendance, timely completion of required tests and key assignments, and communication through the LMU email account will be outlined in the response.

Candidates conditionally admitted to the program through the appeals process must successfully follow their conditional acceptance plan for a minimum of one full semester. Failure to maintain a 3.0 GPA will be grounds for an automatic dismissal from the program.

PROGRAM PATHWAYS, TRANSITIONS, AND COURSEWORK

Teacher Licensure Pathways and Master of Education Degrees

Post-Baccalaureate licensure-only pathways:

- K-5 Elementary Education
- 6-12 Secondary: History, English, Math, Business, Biology, Chemistry, Physics
- K-12 Physical Education
- K-12 Visual Arts
- Special Education Interventionist K-8
- Special Education Interventionist 6-12
- Special Education Comprehensive K-12

Job-embedded pathways:

- K-5 Elementary Education
- 6-12 Secondary: History, English, Math, Business, Biology, Chemistry, Physics
- K-12 Physical Education
- K-12 Visual Arts
- Special Education Interventionist K-8
- Special Education Interventionist 6-12
- Special Education Comprehensive K-12

Master of Education Degrees with initial teacher licensure:

- Master of Education in Elementary Education
- Master of Education in Secondary Education
- Master of Education in Special Education

Special Education Add-On licensure (For licensed teachers):

- Special Education Interventionist K-8
- Special Education Interventionist 6-12
- Special Education Comprehensive K-12

Master of Education in Instructional Practice (For licensed teachers)

The Master of Education Program at Lincoln Memorial University is a post-baccalaureate graduate degree program divided into four distinct Transitions. Each transition requires specific knowledge, skills, and performance expectations that relate to the coursework and licensing requirements as well as satisfactory dispositions. Transfer credit is not accepted for coursework required during Transitions I, II, or III of the professional core coursework. Progress through each Transition is dependent upon faculty recommendations, grades of B or better in all required courses, attendance, professionalism, and positive dispositions. The candidate may be required to repeat a Transition upon the recommendation of the faculty and Program Director. MEd candidates must maintain a minimum GPA of B (3.0) throughout Transitions I-IV. Candidates are required to achieve a grade of B or higher in the required core courses as well as satisfactory disposition ratings. Failure to achieve this standard may result in dismissal from the program.

As outlined, candidates complete a specified program of study that includes their professional core courses, service learning, professional development, and clinical experiences during Transitions I, II, and III. In Transition IV candidates conclude the course requirements for the MEd degree. Clinical practice is an integral component of the preparation program. The program of study is designed and sequenced to provide opportunities for candidates to apply their knowledge, skills, and dispositions in a variety of educational settings appropriate to the content and level of the program. Clinical experiences are ongoing school-based opportunities with collaborative partnerships with school districts during which candidates may observe and/or assist. All candidates receiving licensure through the MEd Program are required to complete Enhanced Clinical Practice (EDUC 591 or EDUC 593). This provides candidates with experiences that require full immersion in the school-based community, allowing them the opportunity to demonstrate competence in their intended profession. Student teachers spend a full semester in full-time classroom student teaching experience while enrolled in the professional semester, EDUC 591: Enhanced Clinical Practice. Candidates approved for Job Embedded will serve as teachers of record with a practitioner license subject to the requirements of the Job Embedded program and will enroll in EDUC 593 for two semesters during their job-embedded program. Candidates are assigned to clinical experiences by the department, and these experiences begin on the first day of school in the fall and spring semesters for teachers in the assigned school districts.

Hybrid/Hyflex Delivery

Our hybrid/hyflex course delivery will combine face-to-face or online with asynchronous online instruction modalities for the convenience of the adult learner. Coursework will be delivered through the CANVAS learning management system and key assignments submitted through the Watermark data assessment system. Methods of instruction may include but are not limited to lectures, textbook interactions; face-to-face and online discussions and collaboration; classroom observations, demonstration; written reflections, presentation and discussion of instructional strategies, group activities, individual presentations, group presentations, and online discussions

and video presentations; guest speakers, video presentations and evaluations, and other on-line assessments.

LMU Book Bundle

The LMU Book Bundle program offers LMU students a more streamlined way to access all required course materials. In this program, the LMU bookstore provides a convenient package for physical books with digital materials delivered directly into Canvas. You'll receive emails to review your courses and choose how to receive your materials. The bookstore will prepare your course materials, notify you when they are ready for pickup or shipment, and deliver digital materials within Canvas. You'll get reminder emails at the end of your courses to return any rental materials. While opting out of the program is possible, it means you will be responsible for purchasing your materials independently. Students will have the option to purchase rented textbooks and materials. Students can opt out of the program, but note: that digital materials will not be loaded into Canvas and students will need to purchase textbooks on their own.



Transition I

Transition I required coursework includes the professional core course titled EDUC 570 Introduction to Teaching and Learning for all initial licensure candidates. This is a 6-credit hour course taught on designated Saturdays and required for all licensure areas. Candidates seeking licensure in K-5 are also required to register for EDUC 572 Early Childhood and Adolescent Development or SPED 550 Managing Academic and Social Behavior Using Positive Behavior Supports, as well as EDUC 574 Foundations of Literacy or SPED 560 Screening, Assessment & Identification. Secondary candidates (excluding special education K-12 or 6-12 candidates) will take EDUC 580 Secondary Methods in Teaching as part of their professional core coursework. Candidates seeking initial licensure in special education will take special education coursework to fulfill professional core coursework for licensure. These courses are offered through hybrid/hyflex delivery with face-to-face classroom meetings with available online synchronous delivery and through online asynchronous weeks delivery through the Canvas Learning Management system. A minimum grade of a B is required in all core courses and a satisfactory disposition rating to enter the next transition level.

Transition II

Transition II required coursework includes the professional core course titled EDUC 571 Extending and Refining Knowledge of Teaching and Learning. This is a 6-credit hour course taught on designated Saturdays and required for all licensure areas. Candidates seeking K-5 licensure are also required to register for EDUC 573 Methods of Teaching Elementary Mathematics, as well as EDUC 575 Phonological Awareness and Phonics. Secondary candidates (excluding special education K-12 or 6-12 candidates) will complete EDUC 509 Content Literacy. These courses are offered through hybrid/hyflex delivery with face-to-face classroom meetings and through online delivery through the Canvas Learning Management system.

Elementary candidates will be required to enroll in summer courses to complete EDUC 576 Methods of Teaching Elementary Science and EDUC 577 Elementary Content Literacy. Secondary candidates may use this summer session to complete MEd coursework. Candidates seeking special education licensure will enroll in approved special education courses during this term.

Before the end of March (for student teaching placements in the following fall semester) and before

the end of October (for student teaching placements in the following spring semester) during Transition II, the candidate must take the Educational Testing Service Praxis exam(s) <https://www.ets.org/praxis/tn/requirements/>.

A passing Praxis score must be documented before enrollment in EDUC 591 Enhanced Clinical Practice and/or EDUC 593 Job Embedded Seminar. Praxis exams must be taken and passed before completing Transition II for admission to Transition III Elementary K-5 candidates must take the Elementary Education: Multiple Subjects (5001) and Teaching Reading: Elementary Education (5205) Praxis exams. Secondary 6-12 candidates must take the Content Knowledge (in their concentration area) Praxis exam. Special Education candidates must take the Core Knowledge (in their concentration area) and Teaching Reading: Elementary Education (5205) Praxis exams. A minimum grade of B is required in all core courses and a satisfactory disposition rating to enter the next transition level. All pre-admission requirements, including undergraduate coursework, must be completed before enrollment in Transition II. All pre-admission requirements excluding deficient undergraduate coursework must be completed by the end of Transition I.

Deadline for Entry into Transition III (EDUC 591: Enhanced Clinical Practice)

A maximum of two academic years (six semesters including summer programs) may elapse between the completion of Transition II (EDUC 571) and enrollment in Transition III (EDUC 591). After that time, the candidate may be required to complete additional academic coursework before being admitted to student teaching.

Candidates are required to enroll in approved academic coursework or MEd-level coursework during each semester in which enrollment in Transition III (EDUC 591) is delayed. Failure to enroll in coursework necessary to maintain academic proficiency may result in a release from the program or required completion of additional coursework. An additional TBI background check may be required. A minimum grade of B is required in all core courses and a satisfactory disposition rating to enter the next transition level.

Transition III

Clinical Practice Defined: During clinical practice in EDUC 591, full-time teacher candidates are required to student teach for a full semester, assisting the cooperating teacher in all classroom duties and responsibilities. The candidate's clinical practice replicates the experience of being a teacher, and cooperating teachers fulfill the mentoring role as they give formative and summative feedback to the candidates so they can minimize and/or correct weaknesses. Candidates hone their knowledge, skills, and dispositions in planning, developing, implementing, and evaluating lessons at the K-12 clinical experience sites. Candidates develop standards-based instructional lessons and use a variety of instructional strategies while learning to establish and maintain a positive, safe learning environment.

Attendance is mandatory and begins on the first day of teacher attendance for the new school year in the fall and on the first day, teachers report for the spring semester in the school/district assigned.

In EDUC 593 Job Embedded, eligible candidates receive a practitioner's license and become the teacher of record for the school district. Continuation to a professional license is based upon the contractual agreement with the candidate as well as the collaborative partnership agreement with the school district. Attendance is mandatory.

Transition III, EDUC 591 Enhanced Clinical Practice or EDUC 593 Job Embedded, is a required course for all candidates receiving licensure through the MEd Program. This student teaching or teacher practitioner course requires the candidate to demonstrate knowledge, skills, and leadership as a professional. Transition III is a time for the candidate to demonstrate their ability to synthesize all program goals and proficiencies.

EDUC 591 Enhanced Clinical Practice is the clinical requirement for teacher licensure in the state of Tennessee. To receive a passing grade and satisfactory dispositions in EDUC 591 and the candidate must provide a passing score on edTPA as defined by the state of Tennessee for teacher licensure.

Before entering Transition III, candidates must provide:

1. A current TBI L1 criminal background check is on file.
2. All licensure testing requirements are met, and proof is on file with the Director of Licensure and Testing.
3. Proof of liability insurance on file.
4. A passing score on all PRAXIS examinations.

Clinical Practice Placement

All candidates will experience two placements covering the breadth of licensure, content, and grade span. Candidates seeking K-5 licensure will have clinical practice in both early grades (K-2 or 3) and intermediate grades (3-5). Candidates seeking grade 6-12 licensures should have clinical practices in both middle grade (grades 6-8) and high school (grades 9-12) classrooms. Candidates will spend a full semester in clinical practice with placement beginning and ending dates determined by the MEd Program Director.

All candidate placements for student teaching will be processed and placed by clinical experience staff. Candidates will be assigned to schools within school districts that have a state-approved collaborative partnership agreement with LMU. One of the candidate placements will be in a diverse setting. Clinical placements will not be approved where a candidate's child or relative is employed or in attendance.

All candidates enrolled in clinical practice will be charged a clinical practice fee during registration for EDUC 591 or EDUC 593. All candidates will be charged a \$150.00 fee upon registering for EDUC 570 and a \$150.00 fee upon registering for EDUC 571 to cover the cost of edTPA submission and scoring.

Range in Clinical Experiences

LMU strives to achieve regional distinction as a student-centered, educational, and service-oriented intellectual and cultural community defined by excellence, creativity, and uniqueness in its people, procedures, and programs. To meet this goal, candidates must participate in activities that include diverse populations of K-12 students or school district populations. Those diverse populations include urban, rural, special education/English as a Second Language, low socio-economic status, racially diverse, and culturally diverse student demographics.

TN Literacy Succeeds Act

The Tennessee Literacy Success Act (TLSA) requires that teachers in the state of Tennessee

demonstrate knowledge of foundational literacy skills instruction. Beginning August 1, 2023, all teachers in Tennessee with a qualifying endorsement (**Elementary Education K-5, Special Education Comprehensive K-12, and Special Education Interventionist K-8**) must demonstrate compliance with TLSA requirements when submitting licensure transactions.

TLSA provides two pathways for demonstrating knowledge of foundational literacy instruction: completing a foundational literacy skills course OR passing a foundational literacy instruction assessment.

The Tennessee Early Literacy Assessment (TELA) was fully approved by the State Board of Education (SBE) during the June 2023 special-called board meeting. Educators may now [take and pass the TELA](#) as one option to meet TLSA licensure requirements.

Educators may also still meet the TLSA requirements for licensure by completing Course 1 of either the [Early Reading Training](#) or [Secondary Literacy Training](#).

To further support you in understanding and implementing these requirements, we have created a landing page in BFAC for TLSA information and guidance documents. Please visit the [TLSA landing page](#) to learn more.

Initial Teacher Licensure Completion and Exit

When the candidate has completed EDUC 591: Enhanced Clinical Practice, or EDUC 593: Enhanced Clinical Practice for Job Embedded, an exit interview will be scheduled by the course instructor. To complete the MEd Program, the following requirements must be fulfilled:

1. Successful completion of Enhanced Clinical Practice.
2. Successful completion of exit interview.
3. Passing score/s for EDUC 591: Enhanced Clinical Practice or EDUC 593 A and B
4. **A passing score on edTPA is required to pass student teaching EDUC 591**
5. Application for licensure completed and filed with the Director of Licensure and Testing.
6. For the master's degree, successful passing of master's courses and the MEd Comprehensive Examination

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

Recommended Testing Timeline

Praxis tests must be completed before student teaching. In case a candidate's Praxis score indicates the need to repeat testing, candidates are required to take exams by the end of March in Transition III. The following is a recommended timeline for completion of all required testing before clinical practice:



Transition I:	Elementary K-5 Content Knowledge OR Content Specialty test
Transition II:	Remaining Exams in Content Area Praxis, Teaching Elementary Reading

Transition III: edTPA Portfolio passing scores as required by the Tennessee Department of Education

It is the candidate's responsibility to determine the required testing for his/her specific degree. If you have questions about requirements, please contact the Director of Licensure and Testing.

Add-On Endorsements

Licensed teachers can obtain additional endorsements through LMU. Requirements vary based on the endorsements sought. Contact the MEd Office for more information

Transition IV: Master of Education degree: Elementary, Secondary, and Special Education

The MEd degree is optional and not required for Tennessee state licensure. From the total number of credit hours required for the MEd degree, a maximum of nine credit hours may be transferred from an accredited institution, if equitable, to the description of LMU's requirements and completed, with a passing grade of B (3.0) or above, within the last five years.

For K-5 concentrations earning 36 credit hours in their professional core coursework for licensure, the following courses are required to meet the needs for an MEd degree. Added to the 36 credit hours completed within the professional core, the K-5 candidates may qualify for the Master of Education in Initial Teacher Licensure degree (MEd) with 42 required credit hours.

Elementary Education K-5 Required Master of Education Coursework:



Master's Courses:

EDUC 504	American Education: History, Law, and Foundations	3 credit hours
EDUC 511	Educational Research and Statistics	3 credit hours
	Total additional MEd credit hours	6 credit hours

Professional Coursework:

EDUC 570	Introduction to Teaching and Learning	6 credit hours
EDUC 571	EDUC 571 Extending and Refining Knowledge of Teaching and Learning	6 credit hours
EDUC 591	Enhanced Clinical Practice Student Teaching OR	
EDUC 593	Enhanced Clinical Practice: Job Embedded	6 credit hours
	Total professional coursework credit hours	18 credit hours

Elementary Methods Coursework:

EDUC 572	Early Childhood and Adolescent Child Development OR	
SPED 550	Managing Academic & Social Behavior Using Positive Behavior Supports	3 credit hours
EDUC 575	Phonological Awareness and Phonics OR	3 credit hours

SPED 560	Screening, Assessment & Identification	
EDUC 583	STEM Math and Science Methods OR	
SPED 577	Responsive Teaching for Math and Literacy Instruction for Learners with High Incidence Disabilities	3 credit hours
SPED 545	Methods of Literacy, Language, and Communication OR	3 credit hours
EDUC 574	Foundations of Literacy	
SPED 530	Special Education, Law, Practice, and Ethics	3 credit hours
EDUC 577	Elementary Content Literacy	3 credit hours

Total required credit hours for the MEd in Elementary Education: 42 credit hours

Secondary Education Secondary Content Areas 6-12 and K-12 (Visual Arts and Physical Education)



Secondary concentrations earn 24 credit hours in their professional core coursework for licensure (EDUC 570, EDUC 571, EDUC 580, and EDUC 509). In addition to the professional core coursework, secondary concentrations must complete six credit hours in Master of Education coursework to obtain their M.Ed. The following courses are additional to the professional core courses and are required for those secondary concentrations who choose to pursue the MEd degree:

Secondary Master's Coursework

Master's Coursework

EDUC 504	American Education: History, Law, and Foundations	3 credit hours
EDUC 511	Educational Research and Statistics	3 credit hours
Total additional MEd credit hours		6 credit hours

Professional Coursework/Post-Bac License Courses:

EDUC 570	Introduction to Teaching and Learning	6 credit hours
EDUC 571	EDUC 571 Extending and Refining Knowledge of Teaching and Learning	6 credit hours
EDUC 580	Educational Methods of Teaching in Secondary Environments	3 credit hours
EDUC 509	Content Literacy	3 credit hours
EDUC 591	Enhanced Clinical Practice Student Teaching OR	
EDUC 593	Enhanced Clinical Practice: Job Embedded	6 credit hours
Total professional coursework credit hours		24 credit hours

Master's Degree Courses:

EDUC 572	Early Childhood and Adolescent Child	3 credit hours
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	Development OR	
SPED 550	Managing Academic & Social Behavior Using Positive Behavior Supports	
EDUC 575	Phonological Awareness and Phonics OR	
SPED 560	Screening, Assessment & Identification	3 credit hours
SPED 530	Special Education, Law, Practice, and Ethics	3 credit hours

Choose a **3-credit hour** course from the following courses:

EDUC 583	STEM Math and Science Methods OR	
SPED 577	Responsive Teaching for Math and Literacy Instruction for Learners with High Incidence Disabilities	3 credit hours
EDUC 574	Foundations of Literacy OR	
SPED 545	Methods of Literacy, Language, and Communication	3 credit hours
		3 credit hours
SPED 565	Transition and Employment for Students with Disabilities	
SPED 573	Applied Behavior Analysis in Autism and Moderate and Severe Disabilities	3 credit hours
SPED 547	Systematic instructional Procedures for Learners with Moderate to Severe Disabilities	3 credit hours

Total required credit hours for the MEd in Secondary Education: 42 credit hours

Added to the 18 credit hours completed within the professional core, the 6-12 and K-12 candidates may qualify for an MEd with 42 required credit hours.

MEd degree completion requires a passing grade on LMU's comprehensive examination and submission of all required coursework and paperwork. Comprehensive exams are given each semester; however, commencement ceremonies only take place in the fall and spring semesters. Comprehensive exams are blind scored by two independent raters, and the scores are analyzed for interrater reliability. In the event the scores are significantly different, then a third independent evaluator will rate the discrepant questions of the comprehensive examination. Each area of the comprehensive examination must have a sufficient rating. Should consensus be reached that there is an insufficient area, the candidate may be given a one-time opportunity to retake the specific section of the comprehensive exam.

Special Education



The MEd Program at LMU offers licensure in special education (SPED) in three areas: Interventionist K-8, Interventionist 6-12, and Comprehensive K-12.

The Interventionist K-8 or 6-12 licensure track is for candidates who intend to teach learners with mild to moderate disabilities. These learners receive specialized support for the general education curriculum and are typically served in classrooms with their same-age peers. The

SPED Interventionist program prepares candidates to accommodate the unique learning needs of learners with high-incidence disabilities.

The Comprehensive K-12 licensure track is intended for individuals who plan to teach students with moderate to severe disabilities. These students require intensive support in specialized programs which prepare them for independent and functioning lives. They are often taught in classrooms and settings that are different from their same-age peers. The K-12 Comprehensive program prepares candidates to create, implement, and modify the school curriculum to meet the needs of learners with low-incidence disabilities. This program also includes an emphasis on applied behavioral analysis. The programs of study for these graduate SPED programs are aligned with standards published by *Interstate Teacher Assessment and Support Consortium* (INTASC) https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf and the *Council for Exceptional Children* (CEC) <https://www.cec.sped.org/Standards>.

Initial Licensure in Special Education

Initial licensure programs in special education include 36-42 credit hours of graduate coursework. All clinical experiences must be in special education settings. NOTE: Programs of study may change at any time in response to requirements of the TDOE and LMU's departmental changes.

Interventionist Initial Licensure

EDUC 570	Introduction to Teaching and Learning	6 credit hrs
EDUC 571	Extending/Refining the Knowledge of Teaching and Learning	6 credit hrs
SPED 530	Special Education Law, Policies, & Ethics	3 credit hrs
SPED 545	Methods of Literacy, Language & Communication OR	3 credit hrs
EDUC 574	Foundations of Literacy	
SPED 550	Managing Academic and Social Behavior OR	3 credit hrs
EDUC 572	Early Childhood and Adolescent Child Development	
SPED 560	Screening, Assessment, and Identification OR	3 credit hrs
EDUC 575	Phonological Awareness and Phonics	
SPED 577	Responsive Teaching for Math & Literacy Instruction OR	3 credit hrs
EDUC 583	STEM Math and Science Methods	
EDUC 591/3	Enhanced Clinical Experience	6 credit hrs

Total required credit hours to be recommended for SPED Int K-8 licensure K-8: 33

Special Education Interventionist 6-12 the above coursework plus:

SPED 565	Transition and Employment for Students with Disabilities	3 credit hrs
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Total required credit hours to be recommended for SPED Int 6-12 licensure: 36

Coursework for Completion of Special Education MEd Degree:

EDUC 504	American Education: History, Law, and Foundations	3 credit hrs
EDUC 511	Research and Statistics	3 credit hrs

Total required credit hours for MEd in Special Education with for licensure:

Special Education Interventionist K-8: 39

Special Education Interventionist 6-12: 42

Comprehensive Initial Licensure

EDUC 570	Introduction to Teaching and Learning	6 credit hrs
EDUC 571	Extending/Refining the Knowledge of Teaching and Learning	6 credit hrs
SPED 530	Special Education Law, Policies, & Ethics	3 credit hrs
SPED 545	Methods of Literacy, Language & Communication/ or EDUC 574	3 credit hrs
SPED 547	Systematic Instructional Procedures for Learners w/MSD	3 credit hrs
SPED 550	Managing Academic and Social Behavior/or EDUC 572	3 credit hrs
SPED 560	Screening, Assessment and Identification/or EDUC 575	3 credit hrs
SPED 565	Transition and Employment for Students with Disabilities	3 credit hrs
SPED 573	Applied Behavior Analysis in Autism	3 credit hrs
EDUC 591/3	Enhanced Clinical Experience	6 credit hrs

Total required credit hours to be recommended for licensure: 39

Coursework for Completion of MEd Degree:

EDUC 504	American Education: History, Law, and Foundations	3 credit hrs
EDUC 511	Research and Statistics	3 credit hrs

Total required credit hours for MEd in Special Education: 45

Job Embedded Program Requirements



LMU is state-approved to provide licensure through job-embedded experiences in all our licensure offerings. Candidates in good standing in the LMU MEd with Teacher License program may apply for admission in the Job Embedded Program during their enrollment in EDUC 570/571. Acceptance into the Job Embedded Program is not an automatic approval. Candidates must complete 100 days of classroom instruction. The applicant **MUST** complete and comply with the following to be considered for admission:

1. Hold a minimum bachelor's degree from a regionally accredited college/university, with a cumulative GPA of 2.75 or higher on a 4-point scale or have a minimum of 2.75 in the last 60 credit hours of a completed baccalaureate degree.
2. Submit passing scores on the PRAXIS Content Knowledge Exam for the licensure the candidate is applying to teach if the candidate does not hold a bachelor's degree in that area. *
3. Submit an official *Letter of Intent to Hire* from a partnering Tennessee school system stating the position, subject area, and grade level for which the candidate is being hired.
4. Meet all employment eligibility requirements for employment at the partnership school district.
5. Enrollment in EDUC 570, EDUC 580, EDUC 571, and EDUC 509 with a grade of B during the first year.
6. Interview and approval by the Job Embedded Candidate Review Committee.
7. Complete the TN DOE TELA or Early/Secondary Literacy (Elem K-12; SPED Comprehensive K-12, SPED Interventionist K-8)

**The Director of Licensure and Testing, Tywana "Sue" England handles all licensure requests for job-embedded candidates. LMU is subject to TN DOE and TN SBOE rulings and policies which can change program requirements. Current [TN DOE Licensure Assessment Guidance](#) details the latest testing requirements for job-embedded candidates. Note: Admission into the job-embedded program may involve changes to the candidate's course delivery including two semesters of EDUC 593.*

AFTER INITIAL LICENSURE PROGRAMS

Special Education Add-On

For those teachers who already hold a Tennessee teaching license, an add-on licensure option is available. With the add-on endorsement, candidates may apply for a provisional teaching license in SPED which permits them to be the teacher of record and employed by a school district at the same time they are enrolled in graduate-level courses. Add-on licensure programs include 12 to 15 credit hours of graduate coursework. **NOTE: Programs of study may change at any time in response to requirements of the TDOE and LMU's departmental changes.**

Interventionist K-8 Add-On Endorsement

SPED 530	Special Education and Law, Policies, & Ethics	3 credit hrs
SPED 548	Assessments and Instructional Techniques for Exceptional Learners	3 credit hrs
SPED 550	Managing Academic & Social Behavior/ EDUC 572	3 credit hrs
SPED 560	Screening, Assessment & Identification/ EDUC 575	3 credit hrs

Total required credit hours for add-on endorsement recommendation: 12

Interventionist 6-12 Add-On Endorsement

SPED 530	Special Education and Law, Policies, & Ethics	3 credit hrs
SPED 548	Assessments and Instructional Techniques for Exceptional Learners	3 credit hrs
SPED 550	Managing Academic & Social Behavior/ EDUC 572	3 credit hrs
SPED 560	Screening, Assessment & Identification/ EDUC 575	3 credit hrs
SPED 565	Transition and Employment for Students with Disabilities	3 credit hrs

Total required credit hours for add-on endorsement recommendation: 15

Comprehensive Licensure Add-On Endorsement

SPED 530	Special Education and Law, Policies & Ethics	3 credit hrs
SPED 548	Assessments and Instructional Techniques for Exceptional Learners	3 credit hrs
SPED 550	Managing Academic & Social Behavior/ EDUC 572	3 credit hrs
SPED 560	Screening, Assessment, & Identification/ EDUC 575	3 credit hrs
SPED 565	Transition and Employment for Students with Disabilities	3 credit hrs

Total required credit hours for add-on endorsement recommendation: 15

Master of Education in Instructional Practice



The Master of Education in Instructional Practice is designed for professionals who are *not seeking initial teacher licensure* but who wish to deepen their understanding of effective teaching and learning across the full spectrum of K–12 public education. This non-licensure pathway offers a comprehensive exploration of instructional methods, learner development, and instructional practices in both general

and special education settings. It is an ideal option for current educators, instructional leaders, and school-based professionals seeking to expand or refresh their pedagogical expertise across a broader range of grade levels, content areas, and student needs.

EDUC 509	Content Literacy	3 credit hours
EDUC 580	Educational Methods of Teaching in Secondary Environments	3 credit hours
SPED 545	Methods of Literacy, Language, and Communication OR	3 credit hours
EDUC 574	Foundations of Literacy	
EDUC 572	Early Childhood and Adolescent Child Development OR	3 credit hours
SPED 550	Managing Academic & Social Behavior Using Positive Behavior Supports	
EDUC 575	Phonological Awareness and Phonics OR	3 credit hours
SPED 560	Screening, Assessment & Identification	
SPED 530	Special Education, Law, Practice, and Ethics	3 credit hours
EDUC 583	STEM Math and Science Methods OR	3 credit hours
SPED 577	Responsive Teaching for Math and Literacy Instruction for Learners with High Incidence Disabilities	
SPED 547	Systematic Instructional Procedures for Learners with MSD OR	3 credit hours
SPED 573	Applied Behavior Analysis in Autism	
SPED 565	Transition and Employment for Students with Disabilities	3 credit hours
EDUC 504	American Education: History, Law, and Foundations	3 credit hours
EDUC 511	Research and Statistics	3 credit hours
Total required credit hours for MEd in Instructional Practice:		33 credit hours

PROGRAM ASSESSMENT AND ASSESSMENT PLAN OUTLINE

The candidate is responsible for creating and maintaining a professional portfolio for documentation of progress throughout the program. In Transition I, the candidate begins compiling appropriate assessment documentation. The candidate will continue to develop the portfolio through each Transition. The candidate portfolio must demonstrate achievements and accomplishments of specific program goals and performance expectations in alignment with INTASC and CAEP standards.

Documentation will be reviewed at the end of each Transition. All professional core coursework leading to licensure must be completed with a grade of B (3.0) or better. A course grade below B in professional core coursework will result in the candidate meeting with the MEd Program Director and course instructor to create a developmental plan. Any subsequent professional core course grades below B may result in the candidate's termination from the program. Core courses where a grade of B is not achieved must be repeated.

The MEd faculty is responsible for the internal assessment of the candidate's achievement of all performance expectations. This assessment is completed through the Carter & Moyers School of Education Assessment System (CMAS) through a variety of course assignments such as interdisciplinary units of study, multicultural experiences, multimedia presentations, teaching videos, observations, reflections, interviews, log sheets, philosophy essay, field experiences, action research, professional development experiences, and clinical experiences.

General Disclaimer for the Carter & Moyers School of Education Programs

Students bear the responsibility of passing all required licensure, certification, or program completion tests as mandated by each program. Some examples of licensure-required testing include but are not limited to edTPA, SLLA, and national counseling requirements. However, students can rest assured that LMU provides guidance and support throughout this process. Ultimately, it is the sole responsibility of the candidate to complete the requirements to achieve licensure in their chosen field. For those students entering practical/clinical experience semesters, such as but not limited to student teaching, job-embedded positions, or internships, all required tests must be completed before these periods start. The student is responsible for preparing for and scheduling these tests in time to ensure eligibility for their practical experience or participation in job-embedded programs. Students who have not taken or completed required examinations or tests such as PRAXIS, state-required testing, and other requirements will not be allowed to register for the next semester. Documentation of successful completion of testing must be provided prior to the student being allowed to register for the semester.

edTPA OVERVIEW

edTPA is a national teacher performance assessment that assesses pedagogical knowledge. Candidates who enroll in EDUC 591 Student Teaching will complete edTPA for licensure as stated by the Tennessee Department of Education. Candidates enrolled in EDUC 591 will submit an edTPA portfolio to Pearson for national scoring (www.edtpa.com). Candidates in state-mandated areas of study must meet or exceed the state-required cut score to be licensed to teach in Tennessee along with clinical placement and course requirements for Transition III (EDUC 591). LMU will provide guidance and support, but ultimately it is the responsibility of the candidate to complete the edTPA portfolio to achieve licensure. LMU will provide support on completing the video components, portfolio submission, and preparing the candidate to complete and understand the rubrics associated with the candidate's licensure area in all three tasks. Candidates who successfully complete program and licensure requirements may apply for initial teacher licensure in the state of Tennessee. If a candidate must resubmit their edTPA documents for review, the candidate has six weeks to do so. Any resubmission costs are at the expense of the candidate. edTPA will no longer be a requirement by the state of Tennessee after summer of 2026.



MED PROGRAM RETENTION GUIDELINES

Candidates are required to sign a *Statement of Ethics* and a *Plagiarism Statement* 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 Transition, may be grounds for termination from the MEd Program. Candidates who are terminated from the program may reapply to the 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 may be placed on probation or terminated. When the candidate has complied with the probation requirements or conditions, he or she must meet with the MEd Program Director to discuss the

status of probation. The candidate's faculty members, clinical field supervisor, and MEd Program Director will monitor the candidate's progress during the probation.

A candidate may be terminated from the program without the privilege to reapply, even though a student's academic performance may be satisfactory. The basis for such a decision may arise from but is not limited to the demonstration of any of the following behaviors:

1. Signs of substance abuse.
2. Conviction of a felony.
3. Noncompliance with the *Lincoln Memorial University Code of Ethics or Student Handbook*.
4. Continual use of offensive oral and written communication skills.
5. Poor interpersonal skills.
6. Demonstrated unprofessional behavior such as lack of judgment, dependability, confidentiality, or irresponsibility.
7. Hostile or aggressive behaviors.
8. Discriminatory behaviors.
9. Failure to resolve personal problems that significantly and consistently prevent effective performance in the University or clinical experiences.
10. Unsatisfactory disposition ratings at any transition point.
11. Plagiarism

The course instructor is responsible for initiating a conference with a candidate as soon as there is evidence of failure to meet the expectations listed above and dispositions of the MEd Program. The MEd faculty and staff with a need to know will be aware of this process through documentation.

The candidate will be given a specific time frame to provide evidence the deficiency has been corrected. If the candidate does not correct the deficiency, and if the course instructor believes the candidate should be advised to withdraw from the program, the following procedures will be initiated:

1. The course instructor(s) will submit a disposition sheet specifying the candidate's deficiencies, along with recommendations for improvement, to the MEd Program Director.
2. The director will meet with all parties involved to discuss the issues/recommendations.
3. Candidates recommended for withdrawal from the program will be sent a letter of dismissal.

PLAGIARISM POLICY

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

Plagiarism is also to present work as original and new that was previously completed and submitted by

the same author(s). Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, web sources, or other reference works, or from the essays, research papers, or other writings of a fellow student has committed plagiarism.

Instructors may prohibit access to, and use of, electronic devices in a course, especially during quizzes and examinations. Electronic devices include but are not limited to calculators, telephones, smartwatches, computers, and tablets. Where computers are used for testing, the faculty member is expected to design and regulate the environment to minimize opportunities for students to violate academic integrity. This may include using lock-down web browser technology. Many instructors will expect written works to be submitted via Turnitin or SafeAssign accessed on 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 violation of 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 Student Learning and Licensure (formerly Via by 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 this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a University student.



Candidate's Signature _____ Date _____

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

Hazing Prevention and Student Training Requirements

In compliance with the Stop Campus Hazing Act, all LMU students are required to complete the federally mandated hazing prevention module titled *Recognize & Prevent Hazing*, provided through the United Educators platform. This requirement applies to all students, regardless of academic program, enrollment level, or course modality. All incoming and current students are required to complete this module to ensure institutional compliance with federal law.

The LMU MEd Academic Assistant will distribute the training link and instructions for accessing *Recognize & Prevent Hazing* at the start of the academic year. Students will receive access instructions within the course or from the program office. Timely completion of the training is required for continued participation in academic and field-based activities. For assistance with gaining access to the training, navigating the United Educators platform, or enrolling students in the course, please contact Ms. Karen Farmer.

In addition to the online module, all student clubs, organizations, and student groups—including athletic teams—are required to participate in a more comprehensive hazing prevention training facilitated by:

- Ms. Deanna Cooper, University General Counsel, and
- Ms. Robin Johnson, Clery Compliance Officer.

Faculty, program directors, or student group leaders should contact these offices directly to coordinate the scheduling of this training.

Hazing is strictly prohibited at Lincoln Memorial University. While commonly associated with fraternities or athletics, hazing can take many forms and may occur in academic, service, or professional contexts. LMU is committed to promoting a safe, respectful, and inclusive campus community in which all students can thrive without fear of coercion, harm, or humiliation.

Complaint and Grievance Procedures

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

Student Complaint Procedure

The complaint process begins with an informal resolution step. The student (complainant) must initiate a documented meeting with the faculty or staff member involved to discuss the

issue. This meeting should not focus on grades or assignments unless the grade or assignment is the source of the complaint. The faculty or staff member must document the meeting in writing, including the date, time, issues discussed, and any proposed resolution or support offered.

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

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

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

Formal Grievance Appeal Process

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

After the meeting, the faculty or staff member will ask whether the student feels the matter is resolved. If the student indicates satisfaction, the resolution will be documented, and the matter will be closed. If the student remains unsatisfied, the faculty or staff member will refer the student to the grievance procedure in the catalog and document the outcome accordingly.

The student must then submit a formal written grievance to the program director within ten (10) calendar days. This document must detail the issue(s) and the desired resolution. The program director will meet with the student and the involved party to hear the grievance and attempt to resolve the issue. If the matter is resolved, the meeting and outcome will be documented. If unresolved, the program director will forward the documentation to the Chairperson of the Appeals and Grievance Committee within three (3) business days.

The Appeals and Grievance Committee will conduct a hearing within ten (10) business days based solely on the existing documentation. No new evidence will be accepted. Committee members

must be impartial and not have participated in earlier stages of the case. A decision will be rendered within ten (10) business days of the hearing. If the student is satisfied with the decision, the case is closed with prejudice and cannot be reopened.

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

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

Additional Provisions

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

MED PROGRAM LICENSURE REQUIREMENTS

The following MEd policies and procedures have been designed to give guidance to candidates, faculty, and administration regarding questions or concerns about curriculum and university regulations. If a candidate has a question or concern about program policies and procedures, the MEd Program Director, Chairs of the Schools of Undergraduate and Graduate Education, and the Dean of the School Education will serve as a committee to protect the rights of the candidate for due process.

Each MEd candidate must do the following:

1. Adhere to the University's Code of Student Conduct and all University academic policies and procedures as stated in the University catalog.
2. Complete registration for required coursework and provide payment for tuition and fees or make appropriate arrangements with the Finance Office.
3. Maintain enrollment, throughout the program, in either a professional association providing liability coverage or provide proof of professional liability coverage through personal insurance (use of personal insurance for coverage must be approved by the MEd Program Director) before visiting or participating in any K-12 school as a candidate representing LMU and keep this current through the end of the student teaching experience.
4. Pass and file in the MEd Office the results of the TBI-L1 Background Check before visiting or participating in any K-12 school as a candidate representing LMU.
5. Submit a Placement Request Form for student teaching. Placement for EDUC 591 and EDUC 593 will be determined by the MEd Program Director.
6. Participate in 10 approved professional development workshops.
7. Participate in required and approved service-learning projects during each of the three Transitions.

8. Successfully completed a semester of Enhanced Clinical Practice (EDUC 591), with placements at two different sites/locations.
9. Successfully complete and pass edTPA portfolio according to Tennessee state licensure requirements.
10. Always wear an appropriate LMU ID badge in any K-12 school.
11. Wear professional dress while in any K-12 school.
12. Demonstrate professional, ethical, and moral standards while in any K-12 school.
13. Always demonstrate academic integrity.
14. Demonstrate professionalism by being prepared, on time, and actively engaged in learning.
15. Behave at a professional level of maturity, present a pleasant and respectable attitude while working with others, and demonstrate a genuine desire for teaching and learning in both university coursework and field experiences.
16. Complete the exit interview documenting the successful fulfillment of all requirements for Enhanced Clinical Practice as outlined in the Enhanced Clinical Practice Handbook and the successful completion of the candidate's portfolio.
17. Complete all required paperwork and documentation in an appropriate and timely manner.
18. Complete all required core courses with a minimum grade of B or above and have satisfactory disposition ratings before being allowed to scaffold to the next transition. Candidates may take non-core courses during this period but may not take core courses until the deficiency in a core course is resolved.

Additional Requirements for MEd Transition IV (MEd Degree):

1. Complete all required coursework with a grade of B or higher in each course.
2. Take and pass the required comprehensive examination.
3. Apply for degree candidacy and graduation; and
4. Complete all required coursework, paperwork, and documentation in an appropriate and timely manner and return to the graduate office.
5. Satisfactory disposition ratings at each transition level.

MEd Program Calendar

The MEd Program meets early each fall and spring semester to enable our candidates to fully participate with our partner districts and to allow the most opportunities for scheduling clinical hours and observations. **Plan to begin each fall semester on the first Saturday in August, and the spring semester on the first Saturday in January.** The MEd calendar differs from the posted undergraduate calendar on the LMU website or the initial Canvas dates. Our program coordinator will send out class meeting schedules each semester when they are approved by the graduate program leadership.

Attendance

The MEd Program is an accelerated program. For this reason, **attendance is very important.** While candidates can make up for the knowledge and skills presented in a course assignment, they cannot make up for the knowledge and skills administered as group activities, class participation, and hands-on learning. During the semester, one unexcused absence will result in a lowering of the final letter grade by half a letter grade. A second unexcused absence during the semester results in the lowering of the final grade by a full letter grade, in addition to the half of a letter grade lost for the first absence. Two unexcused absences will result in notification to the MEd Program Director and may result in repeating the course and/or dismissal from the program. For online courses or modules, attendance is documented through participation in Canvas discussions and Canvas notes each time candidates log into

the system.

If you must miss a class, it is expected that you inform your instructor as soon as possible before the absence. Any coursework missed during an absence must be turned in on time. An absence is not an acceptable excuse for late submission of previously assigned coursework with a stated deadline. Candidates must arrange to submit the required coursework on time. A pattern across Transitions of absenteeism, tardiness, and/or leaving class early is evidence of a lack of professionalism and may result in dismissal from the program. Children are not to be brought to class or left on the site unattended.

Late Coursework

All assignments are important in building theoretical and pedagogical knowledge in the MEd Program. The ability to plan, prioritize, and meet deadlines represents an important teacher disposition. Therefore, 5% will be deducted from the possible total points for the assignment for each day late and assignments one week late will lose 35% total points off the possible grade. It is important to develop a schedule to balance readings and assignments between courses.

Watermark Student Learning and Licensure

Each candidate will be required to establish a Watermark Student Learning and Licensure account before the second-class session. Watermark Student Learning and Licensure is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess candidate work online using assessment instruments that have been developed and implemented by the School of Education faculty and administration. Candidates will be required, in each class throughout the MEd Program, to upload some assignments to Watermark Student Learning and Licensure where they will be evaluated by the faculty of record. Watermark Student Learning and Licensure may be purchased online at <https://www.lmunet.edu/academics/schools/school-of-education/via-livetext> or through the LMU Bookstore.

Professional Certification and Licensure Disclaimer

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

Smoke-Free Campus Policy

All LMU buildings are smoke-free, and tobacco-free. Tobacco use is prohibited in all campus buildings for health and safety reasons. Residence hall rooms contain sensitive smoke detectors, and consequently, smoking will trigger smoke detector alarms. Fines of up to \$250.00 may be imposed on any person tampering with smoke detectors. Smoking is allowed only outside of facilities. Candidates should, at no time, use tobacco products anywhere at their assigned schools in clinical/field placements.

Harassment, Discrimination, and Sexual Misconduct

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. The LMU policies on harassment, discrimination, and sexual misconduct are located in the Railsplitter Community Standards Guide and through the Office of Institutional Compliance.

All LMU employees, except counselors in the LMU Office of Mental Health Counseling in the course of providing clinical counseling, are Mandatory Reporters for sexual harassment on campus. This means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex-based discrimination, the employee is required to report the information to the Title IX Coordinator. If you have experienced discrimination and would like to make a report to the University or discuss your options for support from the University, contact:

Ms. Rebekah Webb, M.Ed., Title IX Coordinator & Institutional Compliance Officer

Phone: (423) 869-6315 or Emails: rebekah.webb@lmunet.edu or TitleIX@LMU.net

Office: LMU Cumberland Gap Offices #3 (next-door to Lincoln's Closet) | Duncan School of Law 249 (Knoxville) | Meet by Appointment on any LMU campus or via Zoom.

LMU SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (SAP) relating to Financial Aid federal regulations require that all students who receive federal financial aid make progress toward a degree. All colleges must have policies that ensure students are making this progress both qualitatively and quantitatively. All information can be found at <https://www.lmunet.edu/financial-aid/graduate/satisfactory-academic-progress-graduate.php>.

SERVICES AND STUDENT ORGANIZATIONS

Counseling

Personal and confidential counseling is available free of charge to students through the Counseling Services Office. Referral to local counseling and assistance resources is available upon request by the student. For more information about LMU counseling services or to schedule an appointment, please visit <https://www.lmunet.edu/counseling/index.php>.

Library

The purpose of the Carnegie-Vincent Library, located at the Cedar Bluff campus in Knoxville and at the Harold M. Finley Learning Resources Center at the Harrogate campus, 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 to students who have completed a patron reservation form and have a valid LMU ID. Please stop by the library for more information or call 865-531-4119 (Cedar Bluff campus) or 423-869-7079 (Harrogate campus).

Academic Support Services

Visit <https://www.lmunet.edu/academic-support-services/index.php> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program.

Counseling

LMU counselors are available to help current students with personal, career, and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

Students with Disabilities Policy

The Division of Academic & Student Support Services hopes you all are well. Please, note that—effective immediately—the Office of Accessible Education Services (“AES”) will be led by Mr. Jason Davis (jason.davis@lmunet.edu), Assistant Director for Accessible Education Services.

