

LINCOLN MEMORIAL UNIVERSITY GRADUATE EDUCATION CATALOG 2011-2012

Harrogate, Tennessee
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www.lmunet.edu

This edition of the *Graduate Education Catalog*, edited by Dr. Sheila Clyburn and Ms. Barb McCune, supersedes all others.

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

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

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

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

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

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

Accreditation

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

Individual program accreditation has been granted by:

- Accreditation Review Commission on Education for the Physician Assistant, Inc. (*provisional*)
- American Osteopathic Association Commission on Osteopathic College Accreditation (*provisional*)
- American Veterinary Medical Association - Council on Veterinary Technology Education and Activities
- Commission on Accreditation of Athletic Training Education
- Council on Accreditation of Nurse Anesthesia Educational Programs
- Council on Social Work Education
- National Accrediting Agency for Clinical Laboratory Sciences
- National League for Nursing Accrediting Commission

Individual program approval has been granted by:

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

Memberships

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

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

TABLE OF CONTENTS

Accreditation	2
Memberships	2-3
Mission and Purpose of the University	6
Caylor and Moyers School of Education Mission Statement	6
Department of Graduate Education Mission Statement	6
Institutional Goals	7
Carter and Moyers School of Education Proficiencies (Outcomes)	8
Carter and Moyers School of Education Dispositions	9-10
Message from the President	11
Academic Calendar	12
Graduate Education Academic Calendars	13
Extended Campus Sites	14
Academic Information	15-24
Official Academic Records	15
Tuition and Fees	15
Change of Schedule	16
Withdrawal from the University	16-17
Refund Policies	17
Change of Name and/or Address	18
Technology	18
WebAdvisor	18
Library Services	18
Residency Requirement	18
Time Restrictions/Limitations	18
Applicable Catalog	19
Family Education Rights and Privacy Act (FERPA)	19
Criminal Background Check Policy	19-20
ADA Statement	20
Transfer Graduate Credit	20
Correspondence Study/Prior Learning Credit	20
Graduate Credit for Undergraduate Seniors	20-21
Student Work and Class Attendance	21
Grading System	21-22
Probation Status	22
Appeals Procedure	22
Plagiarism	22-23
Certification of Authorship	23
Repeating Graduate Education Courses	23
Graduate Education Student Courseload	23
Orientation/Advisement	23

Program of Study	24
Graduation Requirements.....	24
Second Masters Degree Requirements	24
General Admission Requirements	24
Categories of Admission.....	24-25
Policy for Administration of Graduate Assistantships	25-26
Definition	26
Qualification of Graduate Assistants	26
Application Process	26
Work Assignments and Related Factors	26
Required Application Dates	26
Graduate Education	27-54
Master of Education (M.Ed.)	27-40
Degree Application Procedures	27-29
Comprehensive Examination	29-30
Major Areas of Study	30-37
Counseling	30-33
Curriculum and Instruction	34-35
Educational Administration and Supervision	35-37
Master of Education - Initial Licenuse	37-40
Educational Specialist (Ed.S.)	40-43
Degree Application Procedures	40-41
Advisory Committee	41
Attendance Policy.....	41
Degree Requirements	41-42
Evaluation	42
Major Areas	42-43
Course Descriptions	44-54
Counseling.....	44-47
Curriculum and Instruction	47-48
Education	48-53
Educational Administration and Supervision	53-54
English.....	54
Administration	55
Officers of the University	55
Academic Officers	55
Graduate Education Faculty	55-60
Full-Time Faculty	55-58
Adjunct/Part-Time Faculty	59-60

MISSION AND PURPOSE OF THE UNIVERSITY

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

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

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

Approved by the Board of Trustees May 5, 2006

CAYLOR AND MOYERS SCHOOL OF EDUCATION

MISSION STATEMENT

The Carter and Moyers School of Education is dedicated to preparing caring professionals with a broad knowledge base acquired through the integration of the liberal arts and the career-related disciplines, who are capable of meeting the challenges of an ever increasing global society.

DEPARTMENT OF GRADUATE EDUCATION

MISSION STATEMENT

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

INSTITUTIONAL GOALS

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

1. Secure and maintain fiscal integrity in all its activities, programs, and operations through concerted efforts to continuously increase its endowment and financial standing.
2. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards, and produce graduates with relevant career skills to compete in an ever-changing, increasingly global market.
3. Make educational opportunities available to all persons without reference to social status. The University seeks to stabilize undergraduate enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.
4. Advance the Cumberland Gap and tri-state region through community service programs in continuing education, leadership development, recreation, and the fine and performing arts.
5. Continue as a critical educational, cultural, and recreational center for the area, and to develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.
6. Attract and retain a highly qualified faculty and staff, committed to teaching, research, and service, by providing the best compensation program possible.
7. Commit resources to support the teaching, research, and service role of the institution and the faculty.
8. Continue to strengthen the faculty and staff development program with priority for allocation of resources determined by institutional needs.
9. Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty and students.
10. Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
11. Continue the tradition of providing a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a community where diversity and growth in the pursuit of academic and career goals are encouraged. The University seeks to develop students' potential in a supportive environment while challenging them to grow intellectually and personally.
12. Provide high quality educational opportunities through selected undergraduate and graduate degree programs for students who live or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

**CARTER AND MOYERS SCHOOL OF EDUCATION
INSTITUTIONAL PROFICIENCIES (OUTCOMES)**

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

1. articulate and demonstrate an understanding of the **Dispositions of the Profession**.
2. express the value of **Active Engagement in Education** and its value to improving the quality of life.
3. discuss and demonstrate the value of **Social Skills**.
4. demonstrate and apply the **Content Knowledge Skills**, and **Best Practices** of the profession.
5. understand, articulate, and apply **Pedagogical Skills**.
6. demonstrate the ability to make informed decisions for improved practice through **Reflection**.
7. demonstrate growth and improvement in personal **Social Intelligence**;
8. demonstrate **Analytical Skills**.
9. demonstrate the ability to **Synthesize Information** to make informed decisions from assessment data.
10. demonstrate the ability to **Create a Positive Learning Environment**;
11. understand, read, and conduct **Quantitative and/or Qualitative Research**.
12. demonstrate and implement **Effective Communication Skills** both written and oral.
13. demonstrate **Informational and Technology Literacy**.
14. understand and implement **Assessment and Evaluation**.
15. articulate, implement, and demonstrate an **Appreciation for Diversity**; understand a **Global Perspective**; and demonstrate an understanding that all students can learn.
16. understand and apply legal issues for **Fairness and Social Justice**.
17. appreciate the value for **Lifelong Learning**.

**CARTER AND MOYERS SCHOOL OF EDUCATION
DISPOSITIONS**

A. Attendance and Punctuality

- Meets attendance requirements
- Arrives at required time
- Remains until required departure time

B. Initiative

- Demonstrates self initiative
- Has good ideas, works with limited supervision
- Is creative and resourceful
- Works independently, when appropriate, of cohorts/teammates

C. Work Habits

- Completes lesson plans/forms/assignments correctly and on time
- Is responsible, attends to necessary paperwork, makes no excuses except under dire distress
- Works independently, needing a minimum of help
- Demonstrates commitment to achieve professional programs of study goals
- Reaches beyond the minimum and does excellent work
- Engages in and values both long-term and short-term planning
- Effectively uses instructional technology in the field placement/university classes
- Is committed to reflection, assessment, and learning as an ongoing process
- Establishes and maintains a positive climate in the field placement/university classes
- Observes modeling of mentors and effectively uses modeling techniques in the field placement/university classes

D. Oral Communications

- Easily expresses self
- Articulates and uses standard English grammar without colloquial expressions
- Recognizes the power of language for fostering self-expression, identity development, and learning
- Is a thoughtful and responsive listener

E. Written Communication Skills

- Uses Standard English grammar without colloquial expressions in written work
- Uses clear and organized style in writings
- Frequently and effectively communicates with others

F. Collegiality

- Works well on a team while encouraging, assisting, and inspiring peers to excel
- Values planning as a collegial activity
- Willing to give and receive help

G. Respect (In Action and Speech)

- Does not create classroom disruptions
- Shows diplomatic sensitivity to others' needs
- Avoids sharing information that is confidential
- Demonstrates respect to all stakeholders
- Demonstrates respect for diverse and individual cultures

H. Commitment to Profession

- Strives to promote a caring, non-discriminatory, and equitable environment
- Seeks help from others to develop professional skills
- Attempts to implement suggestions for improvement without being defensive
- Is interested in profession and displays enthusiasm for improving one's own skills
- Shows commitment to teaching
- Is committed to continuous learning and engages in professional discourse about subject matter knowledge and students' learning of the discipline
- Makes positive decisions about professional growth and development

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

- Dresses appropriately (initial licensure students)
- Records (i.e., observation logs, journals, applications, etc.) accurate information without any misrepresentation of facts
- Writes without plagiarizing others and with academic integrity
- Adheres to all rules and requirements and supports decisions made by the Carter and Moyers School of Education
- Demonstrates honesty and integrity in all circumstances

MESSAGE FROM THE PRESIDENT

Dear Student:

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

President Lincoln once said, “Things may come to those who wait, but only the things left by those who hustle.” By making this important decision to pursue your graduate degree, you have chosen to expand your opportunities and to prepare for a world filled with challenges. Let me congratulate you on making this wise decision to continue your education at Lincoln Memorial University. The faculty and staff of LMU are committed to an experience of uncommon quality characterized by personal attention and a true interest in your success. We will provide for you a learning environment that maximizes technology while insuring opportunities for personal interaction. The investment you are making in your future will pay dividends for your lifetime. Upon graduation you will know that the degree you receive will be enhanced by the growing reputation of our University.

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

I am honored that you join us now and wish you much success.

Dr. B. James Dawson
President

ACADEMIC CALENDAR 2011-2012

(On-campus and Cedar Bluff sites only; all other off-campus graduate students should contact the Department of Graduate Education for academic schedule dates and deadlines.)

Official University Holidays (Offices closed/no classes): **2011:** September 5; November 24-25; December 26-30 **2012:** January 2; April 6; May 28; July 4

Fall Semester 2011

Final Registration before classes begin	Monday, August 22
Classes begin	Tuesday, August 23
Last day to complete registration/add classes	Wednesday, August 31
Labor Day (no classes, residence halls remain open)	Monday, September 5
Last day to drop a course without “WD” on transcript	Wednesday, October 12
Homecoming (classes held as scheduled)	October 13-15
Mid-Term	Monday-Friday, October 17-21
Fall Break	Thursday-Friday, October 27-28
Last day to drop a course without “F” on transcript	Monday, October 31
Early registration begins	Monday, October 31
Thanksgiving Holiday (no classes)	Thursday-Friday, November 24-25
Comprehensive Examination	Saturday, November 19
Classes end	Friday, December 9
Final Exams	Monday-Friday, December 12-16
Commencement (11:00 a.m.)	Saturday, December 17

Spring Semester 2012

Final Registration before classes begin	Monday, January 9
Classes begin	Tuesday, January 10
Martin Luther King Day (no classes)	Monday, January 16
Last day to complete registration/add classes	Wednesday, January 18
Lincoln Day/Founders Day (special activities)	Monday, February 13
Last day to drop a course without “WD” on transcript	Thursday, February 23
Mid-term	Monday-Friday, February 27-March 2
Last day to drop a course without “F” on transcript	Wednesday, March 14
Spring break (no classes)	Monday-Friday, March 19-23
Early registration begins	Monday, March 26
Good Friday (no classes)	Friday, April 6
Comprehensive Examination	Saturday, April 14
Classes end	Friday, April 27
Final Exams	Monday-Friday, April 30-May 4
Commencement (11:00 am.)	Saturday, May 5

May Mini-Term 2012 May 7-25

Summer Terms 2012 (The Graduate Education class schedule will vary from these dates; contact the Department of Graduate Education Office for schedule information.)

Term A - 10-week session	May 29-August 3
Term B - First 5-week session	May 29-June 29
Term C - Second 5-week session	July 2 - August 3
Holiday (no classes)	July 4

EDUCATIONAL SPECIALIST DEGREE PROGRAM CALENDAR

Cleveland, Ducktown A, Kingsport

Fall 2011

August 13, September 10, October 8, November 12, December 3

Spring 2012

January 14, February 11, March 10, April 14, May 12

Summer 2012

May 26, June 16, June 30, July 14

Ducktown B, Cedar Bluff, Harrogate, Morristown, Sevierville

Fall 2011

August 20, September 17, October 15, November 19, December 10

Spring 2012

January 21, February 18, March 17, April 21, May 19

Summer 2012

June 2, June 23, July 7, July 21

**MASTER OF EDUCATION
OFF-CAMPUS PROGRAM CALENDARS**

- Cleveland - Pentecostal Theological Seminary
- Kingsport Center for Higher Education
- Knoxville - Cedar Bluff Site
- Walters State Community College -Morristown
- Walters State Community College - Sevierville

Classes begin as stated below and follow the official calendar for all other dates:

Fall 2011 Tuesday, August 23
 Spring 2012 Tuesday, January 10

**MASTER OF EDUCATION SUMMER CALENDAR
ALL SITES**

Classes begin Monday, June 4
 Classes end Thursday, July 27

GRADUATE EDUCATION CATALOG

Office of Graduate Education, Business-Education Building 423/869-6374

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

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

Extended Campus Sites

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

Site	Majors Available
<i>Cedar Bluff Site</i> (421 Park 40 North Blvd., Knoxville, TN 37923)	
M.Ed. degree	Initial Licensure
M.Ed. degree	CG, CI, EAS
Ed.S. degree	CI, EAS
<i>Cleveland, TN</i> (30 miles north of Chattanooga, TN, on I-75) at the Pentecostal Theological Seminary (900 Walker St., Cleveland, TN 37311)	
M.Ed. degree	CI, EAS
Ed.S. degree	CI, EAS
<i>Ducktown, TN</i> (Copper Basin area, near Blue Ridge, GA) at Copper Basin High School (Hwy 68, Copper Hill, TN 37318)	
Ed.S. degree	CI, EAS
<i>Kingsport, TN</i> (upper East Tennessee area) at the Kingsport Center for Higher Education, 300 West Market Street, Kingsport, TN 37660)	
M.Ed. degree	Initial Licensure
M.Ed. degree	EAS
Ed.S. degree	CI, EAS
<i>Morristown, TN</i> (45 miles east of Knoxville, TN) at Walters State Community College (500 S. Davy Crockett Parkway, Morristown, TN 37813)	
M.Ed. degree	CI, EAS
Ed.S. degree	CI, EAS
<i>Sevierville, TN</i> at Walters State Community College (1720 Old Newport Highway, Sevierville, TN 37876)	
Ed.S. degree	CI, EAS

ACADEMIC INFORMATION

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

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

Official Academic Records

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

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

Tuition and Fees

- *Master's Degree (M.Ed.):* \$355 per semester hour
- *Educational Specialist Degree (Ed.S.):* \$425 per semester hour

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

Additional Fees:

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

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

Change of Schedule (Add/Drop)

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

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

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

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

Withdrawal from the University

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

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

1. Refunds for tuition and fees are credited to the student’s account according to the refund schedule.

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

Refund Policies

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

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

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

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

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

Change of Name and/or Address

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

Technology

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

WebAdvisor

WebAdvisor is a web-based information management tool that allows 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 access their academic grades on WebAdvisor. To access WebAdvisor on the Internet from LMU's web site, go to <https://webadvisor.lmunet.edu>.

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

Library Services

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

Residency Requirement

There is no residency requirement for the graduate education degrees.

Time Restrictions/Limitations

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

Applicable Catalog

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

Criminal Background Check Policy

If a student is assigned for clinical experiences/practica at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the student will be required to provide the requested information. Students are allowed in the facility at the clinical affiliates', other affiliate agency's, organization's, or school's discretion. If the agency denies the student's accep-

tance into the facility, the student will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program.

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

ADA Statement

Any student with a disability should bring documentation for the disability to the ADA Compliance Officer in the Office of Student Services at the main campus of Lincoln Memorial University. When the documentation has been reviewed, a form will be completed stating the reasonable accommodations to be granted to the student with a disability.

Transfer Graduate Credit

A maximum of nine semester credit hours at the graduate level may be transferred to the master degree programs in education — a maximum of six semester credit hours to the Ed.S. program — (**must** have a 5 or above as the first digit of the course number, no more than six semester credit hours in the emphasis area). These credit hours may not have been applied to a previous degree and **must** carry a grade of “**B-**” or better. Credits transferred into any graduate degree program at Lincoln Memorial University must be earned after the required entrance degree was posted on the transfer transcript. Course credit earned more than five years previous to the current semester will not be approved for transfer credit. Only approved credit/course work from a degree-granting accredited institution, recognized as such by a regional accrediting body, will be accepted for transfer. All transfer credit must be approved by the Dean of the School of Education. Grades and quality points for transfer work will be included in the calculation of the LMU graduate grade point average (GPA).

Correspondence Study/Prior Learning Credit

No graduate credit is accepted by Lincoln Memorial University for work done by correspondence or through any program awarding credit for prior non-college sponsored learning.

Graduate Credit for Undergraduate Seniors

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

regular admission procedures and secure the written permission of the Dean of the School of Education.

Student Work and Class Attendance

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

Grading System

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

Grade	Definition	Quality Points Per Semester Hour
A	Superior (Quality of work exceptional)	4.00
A-	Excellent (Quality of work above course expectation)	3.67
B+	Very Good (Quality of work better than satisfactory)	3.33
B	Good (Quality of work satisfactory)	3.00
B-	Average (Quality of work meets minimum requirements)	2.67
C+	Below average (Quality of work less than satisfactory)	2.33
C	Minimum passing grade (Unsatisfactory graduate-level work)	2.00
F	Fail	0.00
I	Incomplete; Work must be completed within the first six weeks of the next semester; otherwise, the grade automatically becomes an “F” unless an extension is granted by the Dean of the School of Education.	
IP	In Progress; This grade is restricted to specific courses in the curriculum.	
NC	No Credit; allows for a later grade with no penalty to the student	
AU	Audit	
WD	Withdrawal	
P	Pass; carries credit but no quality points	

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

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

Probation Status

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

Appeals Procedure

A student who is placed on probation, suspended, or dismissed from the program and feels that the probation, suspension, or dismissal is unfair, has a right to appeal. The student who wishes to appeal a probation, suspension, or dismissal has 30 days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Education. The Dean will forward this letter of appeal to the Chair of the Appeals and Grievance Committee for the School of Education, who will set up an appeal hearing within two weeks of the receipt of the student’s letter of appeal. The Chair of the Appeals and Grievance Committee and the student 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 student, a meeting with the Dean may be requested. The Dean and the student must inform each other of any additional attendees to the meeting. The student may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

Plagiarism

Plagiarism is the presentation of someone else’s words or ideas as one’s own (see APA Manual). Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of

the professional ethical code. All incidences of plagiarism will be reported to and reviewed by the Dean of the School of Education to determine disciplinary action. To avoid plagiarism:

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

Certification of Authorship

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

I certify that I am the author of this paper titled _____
and that any assistance I received in its preparation is fully acknowledged
and disclosed in the paper. I have also cited any sources from which I used
data, ideas, or words, either quoted directly or paraphrased. I also certify
that this paper was prepared by me specifically for this course. I understand
that falsification of information will affect my status as a graduate student.
Student's Signature _____ Date _____

Repeating Graduate Education Courses

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

Graduate Education Student Courseload

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

Orientation/Advisement

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

Program of Study

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

Graduation Requirements

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

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

Second Masters Degree Requirements

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

GENERAL ADMISSION REQUIREMENTS

Categories of Admission

Admission to the graduate program is possible in four categories:

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

Non-degree or transient students who decide to change their status to degree seeking must then petition the Graduate Admission Committee for admission as degree-seeking students. The applicant must follow the process outlined for regular graduate student status.

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

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

POLICY FOR ADMINISTRATION OF GRADUATE ASSISTANTSHIPS

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

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

Definition

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

Qualification of Graduate Assistants

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

Application Process

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

Work Assignments and Related Factors

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

Required Application Dates

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

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

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

GRADUATE EDUCATION

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

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

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

1. Educational Administration and Supervision (Instructional Leadership)
2. PreK-12 School Counseling
3. Mental Health Counseling
4. Elementary or Secondary Initial Licensure

MASTER OF EDUCATION (M.Ed.)

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

- Counseling (School and Mental Health and Student Affairs and College Counseling)
- Curriculum and Instruction
- Educational Administration and Supervision
- Elementary or Secondary Education (Initial Licensure program)

DEGREE APPLICATION PROCEDURES

The admission requirements for the Master of Education degree are a two-step process. All requirements for Educational Administration and Supervision majors (Leadership license) are included on pages 30-32.

Admission to Graduate Education Studies

The student must submit:

1. Application for Graduate Studies, with the required \$25 application fee and

2. two (2) official transcripts of all previous undergraduate coursework from accredited institutions.
3. For Counseling majors, the following is also required for admission to Graduate Education Studies: three Recommendation Forms, a personal interview, and a personal statement.

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

Admission to Degree Candidacy

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

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

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

Miller Analogies Test

32 (paper test) 388 (computer based test)

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

Upon completion of these requirements, the student's credentials will be presented to the Graduate Admission Committee for consideration for admission to degree candidacy.

A transfer applicant must follow the same procedure for admission and must be in good standing and eligible to continue the program of the previous institution. Exception to this policy can be made only by the Graduate Admission

Committee (see “Transfer Graduate Credit” section for more information).

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

Comprehensive Examination

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

1A. Philosophy of Education - An important part of the comprehensive exam is the written statement expressing the student’s belief about life in general and education in particular. It is the first question of the exam and is entitled, “My Philosophy of Education.” The student’s response should be three to five pages and include but not necessarily be limited to:

- a. a demonstration of a knowledge of the tenets (teachings) of the major schools of philosophy with their leaders and the implications of these teachings for education.
- b. a presentation of a coherent (organized and understandable) personal philosophy of education. Students may either identify with one of the schools of philosophy or develop their own. A student’s own philosophy should be comprehensive (broad and understandable), consistent (parts should not contradict), and workable (operational and practical).
- c. an application of this personal philosophy to educational practice in such areas as: teacher, student, curriculum, learning, methodology, class management, values, parental and community involvement.

1B. Philosophy of Counseling - The Counseling candidate’s response to the first exam question should be entitled “My Philosophy of Counseling,” and should be approximately three to five pages in length. It should include, but not necessarily be limited to:

- a. a summary of the characteristics/approaches/values of three major counseling approaches, including the major theorist(s) associated with each approach

- b. the student's identification of one of those approaches (or a well-defined combination thereof) as their approach of choice, with a clearly articulated set of reasons for that choice, including applicability/usefulness with certain student/client populations
 - c. identification and explanation of areas the candidate perceives to be particularly significant in the practice of counseling (e.g., key ethical/legal issues, factors in building a therapeutic alliance with students/clients, the importance of self-care for counselors, etc.)
2. Case Studies - Case studies selected for their relationship to the standards and objectives of the courses taught in the Master of Education program will constitute the bulk of the comprehensive exam. A combination of complex cases and in-basket type cases will make up the exam content. Students will bring the required casebook to the exam.

Students who do not pass the final evaluation may retake the comprehensive examination the following semester. Students who are not successful on the second attempt will be required to take additional coursework as prescribed by the Dean of the School of Education before retaking the exam.

MAJOR AREAS OF STUDY

In addition to meeting the specific major area requirements, each degree-seeking graduate student must include in his/her program Foundations of American Education (EDUC 501) and Research and Statistics (EDUC 511). Programs of study which reflect state endorsement requirements are available from the Graduate Education Office. Counseling majors substitute Foundations of School Counseling (CG 508), Foundations of Mental Health Counseling (CG 509) or Student Development Theory (EDUC 653) for the EDUC 501 requirement.

Counseling

Mission Statement

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

Program offerings, service learning activities, and field experiences are de-

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

The Program

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

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

Students in all three counseling concentrations (PreK-12 School, Mental Health, and Student Affairs and College Counseling) must take the Common Counseling Core, which consists of the following 36 credit hours:

Counseling Common Core

(All are 3 credit hours.)

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

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

PreK-12 School Counseling

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

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

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

Additional PreK-12 Licensure program requirements:

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

Mental Health Counseling (Non-School)

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

Mental Health Counseling Concentration Specific Classes - 24 credit hours

CG 509	Foundations of Mental Health Counseling	3 credit hours
CG 551	Personality and Mental Health	3 credit hours

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

Additional Mental Health Counseling Licensure Requirements:

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

Student Affairs and College Counseling

The Student Affairs and College Counseling concentration is a non-licensure Counseling concentration designed to prepare students to assume a variety of positions in higher education and student affairs offices after graduation. Such positions might include working at a college’s or university’s housing and residential life office, assisting with management activities at a student union, offering student leadership activities and orientation sessions, or providing career services, and multicultural support services. Students opting to specialize in Student Affairs and College Counseling programs acquire a strong professional counseling knowledge base including: orientation to the profession, philosophy, ethics, theory and assessment, while simultaneously learning about the culture of higher education, its organizational dynamics, administrative structure, and policy issues to enable them to provide leadership in student development issues and policy-making decisions in student affairs offices.

Student Affairs and College Counseling Concentration Specific Classes - 12 credit hours

EDUC 653	Governance Systems and Policy Issues in Higher Education	3 credit hours
EDUC 659	Student Development Theory	3 credit hours
CG 697	Internship and Seminar in Student Affairs and College Counseling	6 credit hours

Curriculum and Instruction

Mission Statement

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

The Program

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

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

Core Courses:		Sem Cr Hrs
EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3
Major Area:		
CI 501	Curriculum, Instruction and Assessment	3
EAS 501	Leadership and School Improvement	3
EAS 541	School and Community Relations	3
EAS 561	School Law	3
EDUC 551	Supervision for Teaching and Learning	3
EDUC 602	Structuring Learning Environments	3
EDUC 607	Brain Compatible Teaching and Learning	3
Electives:	Graduate-Level Education Courses	<u>6</u>
TOTAL		33

Educational Administration and Supervision

(Leadership License)

Mission Statement

The mission of the Educational Administration and Supervision program is to prepare educational administrators with the knowledge, skills, proficiencies, and dispositions essential to meeting the changing educational needs of society.

The Program

The program is designed to license school administrators based on State Board

policy and standards. In order to be eligible for the program, a candidate must have:

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

Program Application and Admission

All prospective Educational Administration and Supervision (Leadership license) students must complete the following requirements after being recommended by their particular school systems:

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

Candidate Portfolio Requirements

- Copy of current teacher license
- Evidence of three years successful educational experience
- Copy of most recent performance appraisal
- Copy of current professional development plan
- Evidence of ability to improve student achievement and also demonstrate leadership in coaching other teachers to raise achievement
- Evidence of knowledge about curriculum, instruction, and assessment
- A personal statement of career goals and how the preparation program would assist the candidate in reaching those goals
- Recommendation as stated in each partnership agreement
- Evidence that describes qualities of collaboration, cooperation, and relationship building
- Demonstration of effective oral and written communication skills

Candidates may select additional information to be included in the portfolio to demonstrate leadership potential. The portfolio should be submitted to the graduate office (two paper copies).

The program is sequential beginning each summer semester as follows:

Summer Semester

EDUC 501 Foundations of American Education	3 hrs
EDUC 511 Research and Statistics	3 hrs
EDUC 596 Practicum in Leadership	1 hr

Fall Semester

EAS 501 Leadership and School Improvement	3 hrs
EDUC 551 Supervision for Teaching and Learning	3 hrs
EDUC 596 Practicum in Leadership/Supervision	2 hrs

Spring Semester

CI 501 Curriculum, Instruction and Assessment	3 hrs
EAS 541 School and Community Relations	3 hrs
EDUC 596 Practicum in Curriculum/School and Community Relations	2 hrs

Summer Semester

EAS 561 School Law	3 hrs
EAS 571 School Finance and Management	3 hrs
EDUC 596 Practicum in Law/Finance/Capstone	4 hrs
School Leaders Licensure Assessment (SLLA) test passed	

Candidates must pass the SLLA test in order to earn an advanced degree and/or a license as an instructional leader.

The following program of study in Education Administration and Supervision is designed for candidates who are out-of-state students or who are Tennessee non-licensure Administration majors:

Core Courses:	Sem	Cr	Hrs
EDUC 501 Foundations of American Education		3	
EDUC 511 Research and Statistics		3	
Major Area:			
CI 501 Curriculum, Instruction and Assessment		3	
EAS 501 Leadership and School Improvement		3	
EAS 541 School and Community Relations		3	
EAS 561 School Law		3	
EAS 571 School Finance and Management		3	
EDUC 551 Supervision for Teaching and Learning		3	

EDUC 596	Practicum in Education	3
Electives:	Graduate-Level Education Courses	<u>6</u>
	TOTAL	33

MASTER OF EDUCATION - INITIAL TEACHER LICENSURE

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

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

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

Elementary Education (K-6)

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

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

Elementary and Secondary majors complete the following professional core courses:

Fall Semester

EDUC 570 Introduction to Teaching and Learning 6 hrs

Spring Semester

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

Following Fall Semester or later

EDUC 591 Enhanced Student Teaching* 6 hrs

TOTAL 18 hrs

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

Elementary majors also complete the following methods courses for licensure:

EDUC 572 Early Childhood and Adolescent Development 3 hrs

EDUC 573 Methods of Teaching Mathematics 3 hrs

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

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

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

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

Total Methods Courses 18 hrs

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

EDUC 501 Foundations of American Education 3 hrs

EDUC 511 Research and Statistics 3 hrs

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

For secondary majors, the total number of hours for licensure is 18 in addition to the bachelor's degree. Candidates may apply for licensure after completing the required coursework, required testing, and student teaching. The M.Ed. degree is optional and not required for licensure. The following courses are additional and required for the M.Ed. degree for secondary majors:

EDUC 501 Foundations of American Education 3 hrs

EDUC 511 Research and Statistics 3 hrs

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

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

Admission requirements include, but may not be limited to:

- Submission of an application complete with application fee and three recommendation forms. Applications are found on the website.
- Submission of two (2) official transcripts from each regionally accredited college/university attended, indicating a cumulative minimum undergraduate GPA of at least 2.50, as reported on the baccalaureate degree transcript.
- One copy of pre-admission test scores. These may be ACT, SAT, GRE, MAT or PPST (Pre-professional Skills Test Battery in Math, Reading and Writing).
- Candidates must pass a Tennessee Bureau of Investigation Cogent background check. Results must be sent to the M.Ed. in Initial Licensure office.

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

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

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

candidate will request scheduling for the program exit interview. This will be conducted by a named faculty committee. Application to the state for licensure will be made by the university upon completion of all state and program requirements and upon receipt of a passing score for the exit interview.

EDUCATIONAL SPECIALIST (Ed.S.)

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

- Curriculum and Instruction
- Educational Administration and Supervision

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

DEGREE APPLICATION PROCEDURES

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

Admission to Advanced Graduate Studies

The student must submit:

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

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

Admission to Degree Candidacy

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

1. the Application for Degree Candidacy for the Educational Specialist degree
2. an advisor-approved Program of Study. This Program of Study will include but not be limited to:
 - a. licensure goals — Licensure requirements will be coordinated with, but considered separately from, degree requirements .
 - b. official transcripts supporting transfer credits (maximum of six semester hours taken within the last five years, after completing the master's degree).

Upon completion of these requirements, the student's credentials will be presented to the Graduate Admission Committee for consideration for admission to degree candidacy.

Advisory Committee

Each student who has achieved admission to the program as an advanced graduate (Ed.S.) student is assigned a three-member Advisory Committee approved by the Dean of the School of Education.

Attendance Policy

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

Degree Requirements

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

master's degree. Advisory Committees are charged with the evaluation of student competence and may prescribe work beyond those requirements.

Evaluation

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

Major Areas

Majors in Administration and Supervision (EAS) and Curriculum and Instruction (CI) with modifications for licensure requirements constitute the choices of the Ed.S. program. The emphasis areas are designed primarily for practitioners in the public schools. The program is a 30 semester hour program as follows:

Core Requirements		Sem Cr Hrs
CI 631	Comparative Education	3
CI 661	Instructional Design	3
EAS 611	School Assessment, Accountability and Improvement	3
EAS 652	Leadership for Educational Programs	3
EDUC 697	Research Project	<u>3</u>
TOTAL		15

In addition, the following 15 semester hours are required:

CI 695	Content-Based Independent Study I, II	3, 3
(Curriculum majors only - 6 hours of transfer courses may be substituted for these two courses)		
EAS 680/681	Learning to Lead I, II	3, 3
(Administration majors only - 6 hours of transfer courses may be substituted for these two courses)		
EDUC 601	Politics in Educational Decision Making	3
EDUC 651	School Law/School Finance	3
EDUC 696	Practicum in Education	<u>3</u>
TOTAL		15

Requirements for the Leadership license in Tennessee at the Ed.S. level are as follows:

- Apply and be accepted to the Lincoln Memorial University Leadership program by June 30, before entry into the program in the fall. A Recommendation for Consideration form must be completed by a practicing licensed administrator, recommending the student to the Leadership program. Students also are required to submit a portfolio and complete a personal interview. Contact the Graduate Education Office for an admission/information packet.
- Complete the Ed.S. program as designed - 30 hours, three semesters based on the Tennessee Instructional Leader Standards.
- Complete Learning to Lead I in the spring semester and Learning to Lead II in the summer session as part of the 30-semester hour program, unless students have transfer coursework. A maximum of six semester hours of transfer coursework may be used toward the Ed.S. program. Transfer coursework must be completed after the master's degree was posted, within the last five years, must be 500 level or above, and must be earned from an accredited institution. Transfer coursework substitutes for Learning to Lead I (3 hours) and Learning to Lead II (3 hours).
- Complete the three-semester hour field based Leadership Practicum, which begins in the spring semester and will continue into the summer session for completion. Students will be assigned a grade of IP (in progress) at the end of the spring semester. A final grade will be assigned at the end of the summer session.
- Pass the School Leader Licensure Assessment (SLLA) test required by the Tennessee Department of Education for licensure.

Upon completion of the Ed.S. degree, the field based Practicum and the SLLA test, Lincoln Memorial University will recommend the student for the new Instructional Leader (III-B) license in Tennessee.

COURSE DESCRIPTIONS

Counseling

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

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

CG 508 - Foundations of School Counseling 3 cr hrs

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

CG 509 - Foundations of Mental Health Counseling 3 cr hrs

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

CG 521 - Career Counseling 3 cr hrs

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

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

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

CG 541 - Counseling Skills 3 cr hrs

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

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

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

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

CG 581 - Psychology of Human Development 3 cr hrs

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

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

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

CG 595 - Topics in Counseling 1-3 cr hrs

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

CG 602 - Classroom Behavior Management for Counselors 3 cr hrs

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

CG 611 - Counseling Theories 3 cr hrs

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

CG 621 - Crisis Intervention and Consultation 3 cr hrs

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

CG 631 - Group Counseling 3 cr hrs

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

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

This course is designed to assist mental health counselors in designing client-

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

CG 662 - Psychopathology 3 cr hrs

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

CG 669 - Psychopharmacology for Counselors 3 cr hrs

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

CG 671 - Assessment in Counseling 3 cr hrs

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

CG 681 - Children and Families 3 cr hrs

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

CG 697 - Internship and Seminar in Student Affairs and College Counseling 3-6 cr hrs

This internship is a capstone experience designed to provide student affairs and college counseling students opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on the roles of student affairs professionals and engage in a wide range of activities, including student support services, career assessment and planning, involvement in student services presentations and programming, related program development and leadership, as well as individual and group counseling. Six hun-

dred on-site clock hours are required; and weekly faculty supervision is provided on an individual and group basis, as well as on-site supervision by an appropriately credentialed practitioner. Pass/Fail grade.

CG 698 - Internship and Seminar in School Counseling 3-6 cr hrs

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

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

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

Curriculum and Instruction

CI 501 - Curriculum, Instruction and Assessment 3 cr hrs

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

CI 505-Differentiating Instruction and Assessment 3 cr hrs

The course emphasizes assessment and development models and strategies as they relate to the emergent, competent learner and on key principles, models, and strategies of differentiation to accommodate learner differences.

CI 591 - Integrating the Curriculum 3 cr hrs

A study of content interconnectedness across disciplines and age/grade levels. Strategies including but not limited to the use of curriculum maps and essential questions to integrate skill level and higher order thinking content are developed. Students engage in study of various models of integration and develop their own strategies for collaborative integration linked to specific objectives or standards.

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

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

CI 631 - Comparative Education 3 cr hrs

The course is a factual, descriptive, and analytical study of systems of formal education or schooling. Educational trends, along with curriculum reform and restructuring are emphasized in political, economic, and cultural contexts. Ed.S. core requirement.

CI 661 - Instructional Design 3 cr hrs

The course takes an in-depth look at current instructional topics with emphasis on instructional design. Current instructional design strategies are compared and applied in model school curriculum construction. Students research instructional strategies including but not limited to constructivist teaching/learning, multiple intelligences, brain-compatible learning, technology in the classroom, and authentic/alternative assessment, and developing an instructional model that has a broad base of strategies to accommodate learning style diversity. Ed.S. core requirement; prerequisite: CI 631.

CI 695 - Content-Based Independent Study I, II 3, 3 cr hrs

These courses will address current issues and trends in content areas. The foundation for the courses will be the national organizations and national standards for each content area. Ed.S. students only. Pass/Fail grade.

Education

EDUC 501 - Foundations of American Education 3 cr hrs

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

EDUC 511 - Research and Statistics 3 cr hrs

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

EDUC 551 - Supervision for Teaching and Learning 3 cr hrs

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

EDUC 570 - Introduction to Teaching and Learning 6 cr hrs

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

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

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

EDUC 572 - Early Childhood and Adolescent Development 3 cr hrs

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

EDUC 573 - Methods of Teaching Mathematics 3 cr hrs

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

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

This course examines the major approaches to the teaching of reading in the elementary classroom, emphasizing the cognitive constructivist approach to learning. Students will review current research and trends; explore the history of reading theory and instruction; practice teaching strategies for word recognition, comprehension, study skills, and content area reading. Diagnosis and correction of common reading disorders will be studied and formal and informal methods of assessments identifying reading strengths and weaknesses will be examined. Students will create developmental plans addressing reading problems and will learn to plan for and work with diverse learners. Candidates will

observe reading instruction and examine a wide variety of material, and will develop lesson plans integrating national standards and research-based strategies, including the appropriate use of technology in the elementary classroom.

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

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

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

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

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

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

EDUC 591 - Enhanced Student Teaching 6 cr hrs

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

and taken and passed all undergraduate courses required for licensure. This course is Module III in the Master of Education - Initial Licensure program.

EDUC 595 - Topics in Education 1-3 cr hrs

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

EDUC 596 - Practicum in Education 3 cr hrs

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

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

This course focuses on supervised application of skills that approximate employment as a school principal. Field-based experiences are completed which are related to courses required in the Leadership program. A total of 9 semester hours is required. Leadership program students only.

EDUC 601 - Politics and Current Issues in Educational Decision Making 3 cr hrs

This course explores the importance of politics in education at the local, state, and national levels and the groups, events, and forces influencing the profession and the operation of schools and school systems. Ed.S. students only.

EDUC 602 - Structuring Learning Environments 3 cr hrs

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

EDUC 603 - Administration of Athletic Programs 3 cr hrs

This course introduces major concepts related to the following topics: psychology of sports, sports pedagogy, nutrition, general safety, physiology, first aid, and classroom management issues. As part of the requirements for this course, students must pass the ASEP/NFYS Coaching Principles test and the ASEP/NFHS Sport First Aid test.

EDUC 606 - Learning Theories 3 cr hrs

This course involves the study of theoretical and practical aspects of learning. Relevancy and application of learning theories in the teaching of academic and life skills are addressed.

EDUC 607 - Brain Compatible Teaching and Learning 3 cr hrs

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

EDUC 610 - Instructional Strategies for Diverse Learners 3 cr hrs

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

EDUC 651 - School Law/School Finance 3 cr hrs

This course combines the study of statutory and case law related to schools and school systems with an overview of school finance. It is designed to introduce the educators to the concepts of educational finance and law at the school and school system levels. This course is open to Ed.S. students only.

EDUC 653 - Student Development Theory 3 cr hrs

This course will examine a wide array of theories and models relevant to student development and learning during college. Psychological, typological, and cognitive theories and models examined may include: Experiential Learning Theory, Intellectual Development, Feminine and Masculine Development, Racial Identity Development, Cognitive-Structural Development, and Moral Development.

EDUC 659 - Governance Systems and Policy Issues in Higher Education 3 cr hrs

This course will examine the governance structures used in higher education. Specific attention will be directed toward state governing boards/coordinating boards, institutional governing boards, and the federal government's role in American higher education. International systems of higher education will also be discussed, including: access, affordability, accountability, accreditation, and finance. Higher education policy organizations such as the American Council on Education (ACE) and the American Association of University Professors (AAUP) will also be examined. This course is open to Student Affairs and College Counseling students only.

EDUC 692 - Equity Issues in the Classroom 3 cr hrs

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

EDUC 695 - Topics in Education 1-3 cr hrs

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

EDUC 696 - Practicum in Education 3 cr hrs

This course focuses on supervised application of skills that approximate employment in various educational settings. Ed.S. level course.

EDUC 697 - Research Project 3 cr hrs

This course applies research methodologies in education including a formal written report. Ed.S. core requirement. An IP (in progress) grade is assigned at the end of the fall semester. A final letter grade is assigned at the end of the summer semester, when the Research Project is complete.

Educational Administration and Supervision

EAS 501 - Leadership and School Improvement 3 cr hrs

This course examines data-driven school improvement for academic success for all students including the role of school culture, stakeholder involvement, and parent and community collaboration.

EAS 541 - School and Community Relations 3 cr hrs

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

EAS 561 - School Law 3 cr hrs

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

EAS 571 - School Finance and Management 3 cr hrs

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

EAS 591 - The Principalship 3 cr hrs

This course introduces students to the practical aspects of school administration. Emphasis is placed on the application of skills related to the school principalship.

EAS 595 - Topics in Educational Administration and Supervision 1-3 cr hrs

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

EAS 611 - School Assessment, Accountability and Improvement 3 cr hrs

This course focuses on developing a culture and climate of school improvement. Emphasis will be placed on setting a strategic direction for school improvement, organizational alignment, data collection, and analysis. Ed.S. core requirement; prerequisite: EAS 652.

EAS 652 - Leadership for Educational Programs 3 cr hrs

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

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

These courses is an indepth independent study of selected program objectives. Objectives will be selected in collaboration with the student's major pro-

fessor. Content, processes, and products will be approved by the major professor. Ed.S. students only. Pass/Fail grade.

EAS 695 - Topics in Educational Administration and Supervision

1-3 cr hrs

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

English

ENGL 530 - Appalachian Literature

3 cr hrs

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

ENGL 533 - Literary Periods

3 cr hrs

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

ENGL 543 - Literary Genres

3 cr hrs

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

ENGL 560 - The English Language

3 cr hrs

Traces the history of the English Language, describes the major grammar systems, and defines and surveys the science of linguistics.

ENGL 595 - Special Topic in English

3 cr hrs

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

ADMINISTRATION

Officers of the University

B. James Dawson, Ed.D. President of the University
Sydney Beckman, JD. Vice President and Dean, Duncan School of Law
Cynthia Cooke-Whitt, M.Ed. Vice President for University Advancement
Christy Graham, MBA. Interim Vice President for Finance and Operations
Clayton Hess, Ph.D. Vice President for Academic Affairs
Ray E. Stowers, D.O. Vice President and Dean, DeBusk College
of Osteopathic Medicine

Academic Officers

J. Michael Clyburn, Ed.D. Dean, Carter and Moyers School of Education
Conrad Daniels, B.S. Dean, Community College Partnerships and Transfer
Articulation
Randy Evans, D.V.M. Dean, School of Allied Health Sciences
Amiel Jarstfer, Ed.D. Assistant Vice President for Student Success and Dean,
Hamilton School of Arts and Sciences
Jack T. McCann, Ph.D. Dean, School of Business
Mary Anne Modrcin, Ph.D., CNS, RN Dean, Caylor School of Nursing
Evelyn G. Smith, M.S. Assistant Vice President for Academic Affairs-Academic
Services

GRADUATE EDUCATION FACULTY

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

Judy Arnold, 1993 Professor of Graduate Education
Program Director, Initial Licensure Program
M.A., Ed.D., University of Tennessee-Knoxville
Teresa Bicknell, 2003 Assistant Professor of Graduate Education
Associate Dean, Carter and Moyers School of Education
M.A., Ed.S., Tennessee Technological University
Ed.D., Tennessee State University
Sandra Birchfield, 2011 Assistant Professor of Graduate Education
M.Ed., Union College
Ed.D., East Tennessee State University
Martha Jean Bratton, 2011 Assistant Professor of Graduate Education
M.S., Ed.D., University of Tennessee-Knoxville

Michael Burger, 2011 Assistant Professor of Graduate Education
M.Ed., Ed.D., The University of Nebraska-Lincoln

Rebecca Burleson, 2009 Assistant Professor of Graduate Education
M.Ed., East Tennessee State University
Ed.D., University of Kentucky

David Burrell, 2005 Assistant Professor of Graduate Education
M.A., Ed.D., East Tennessee State University

William Burris, 2011 Assistant Professor of Graduate Education
M.S., Ed.D., University of Tennessee-Knoxville

Karen Carter, 2010 Assistant Professor of Graduate Education
M.S., Bowie State University
Ph.D., Old Dominion University

Walter R. Celusta, 2001 Assistant Professor of Graduate Education
M.A., Austin Peay State University
Ed.D., University of Tennessee-Knoxville

Clarence Edwin Cherry, 2011 Assistant Professor of Graduate Education
M.S., Ed.D., University of Tennessee-Knoxville

Patricia Clark, 2006 Assistant Professor of Graduate Education
M.S., Ed.D., University of Tennessee-Knoxville

J. Michael Clyburn, 2004-2007, 2011 Professor of Education
Dean, Carter and Moyers School of Education
M.A., Middle Tennessee State University
Ed.D., University of Tennessee-Knoxville

Sheila J. Clyburn,* 2004-2007, 2011 Associate Professor of Education
M.Ed., Ed.D., Trevecca Nazarene University

Helen Cole, 1995 Professor of Graduate Education
Program Director, Curriculum and Instruction Program
M.S., Ed.D., University of Tennessee-Knoxville

Jerry W. Cole, 2001 Associate Professor of Graduate Education
Assessment Coordinator
M.A., Ed.S., Ed.D., East Tennessee State University

Steve Davidson, 2011 Professor of Graduate Education
Program Director, Ed.D. Program
M.Ed., East Tennessee State University
Ed.D., Trevecca Nazarene University

Daniel N. DeBord,* 1987 Professor of English
M.F.A., University of Alabama
D.A., University of Mississippi

Jacques Debrot,* 2004 Assistant Professor of English
Chair, English Department
A.M., Ph.D., Harvard University

Gregory Duthey, 2005 Assistant Professor of Graduate Education
M.S., Ph.D., University of Tennessee-Knoxville

Gary Dutton, 1995 Professor of Graduate Education
Program Director, Educational Administration and Supervision Program
M.A., Tennessee Technological University
Ed.D., University of Tennessee-Knoxville

Joel David Effler, 2011 Assistant Professor of Graduate Education
M.A., Appalachian State University
Ph.D., University of Tennessee-Knoxville

John Harrison, 2010 Assistant Professor of Graduate Education
NCATE Coordinator
M.S., Pfeiffer University
Ph.D., University of Tennessee-Knoxville

Cherie Gaines, 2011 Assistant Professor of Graduate Education
M.S., Ed.S., Tennessee Technological University
Ph.D., University of Tennessee-Knoxville

Kester Greene, 2005 Associate Professor of Graduate Education
M.Ed., Towson State University
Ed.D., Nova Southeastern University

Deborah Hayes, 2006 Assistant Professor of Graduate Education
M.A., Tennessee Technological University
Ed.D., University of Tennessee-Knoxville

Michael Hayes, 2011 Assistant Professor of Graduate Education
M.A., University of Tennessee-Knoxville
Ed.D., Argosy/Sarasota University

Reginald High Associate Professor of Graduate Education
M.A., Ed.S., Appalachian State University
Ed.D., University of Tennessee-Knoxville

Laura Hopfer, 2003 Associate Professor of Graduate Education
M.S., Ed.D., University of Tennessee-Knoxville

Kathy Hulley, 1999 Professor of Graduate Education
M.Ed., University of Memphis
Ed.D., University of Mississippi

Kevin Jones, 2008 Associate Professor of Graduate Education
Director, Post Baccalaureate Licensure Program
M.A., Ph.D., Utah State University

Elizabeth Lamont,* 1995 Associate Professor of English
M.A., Clemson University
Ph.D., University of Tennessee-Knoxville

Buford McWright, 2008 Associate Professor of Graduate Education
M.Ed., Ed.D., Texas A & M University

Joyce Mears, 1980 Professor of Graduate Education
M.A., Vanderbilt University
Ed.D., University of Tennessee-Knoxville

Patricia Murphree, 2000 Professor of Graduate Education
M.S., Radford University
Ed.D., University of Sarasota

Cynthia Norris, 2005 Professor of Graduate Education
M.S., Ed.D., University of Tennessee-Knoxville

Howard Norris, 1999 Associate Professor of Graduate Education
M.A., Ed.D., University of Alabama

John O'Dell, 2004 Assistant Professor of Graduate Education
M.S., Ed.S., East Tennessee State University
Ed.D., University of Tennessee-Knoxville

Gary Peevely, 2009 Associate Professor of Graduate Education
M.A., Union College
Ed.D., University of Tennessee, Knoxville

Peggy Quarles, 2005 Associate Professor of Graduate Education
M.Ed., University of Georgia
Ed.S., West Georgia College
Ed.D., Argosy University

Talbot Rogers, 2002 Assistant Professor of Education
M.S., Ph.D., University of Tennessee-Knoxville

William Russell, 2006 Assistant Professor of Education
M.Ed., West Georgia College
Ed.D., University of Georgia

Betty Standifer, 2004 Assistant Professor of Graduate Education
M.Ed., West Georgia College
Ed.S., University of Tennessee-Knoxville
Ed.D., University of Sarasota

Frances Swantic, 2000 Professor of Graduate Education
M.Ed., Georgia State University
Ed.S., West Georgia College
Ph.D., Georgia State University

Connie Theriot, 1998 Professor of Graduate Education
M.S., Ph.D., University of Tennessee-Knoxville

Mark Andrew Tichon, 2008 Assistant Professor of Education
Program Director, Counseling Program
M.S., Georgia Southern University
Ph.D., University of Tennessee-Knoxville

David Wetzel, 1999 Associate Professor of Graduate Education
M.A., Ed.D., East Tennessee State University

Dan Wilder, 2003 Associate Professor of Graduate Education
M.A., Ed.D., East Tennessee State University

ADJUNCT/PART-TIME FACULTY

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

- Fred Bedelle, Jr.** Lecturer in Graduate Education
Dean Emeritus, Lincoln Memorial University
M.S., Ed.D., University of Tennessee-Knoxville
- Michael Belcher** Lecturer in Graduate Education
Principal, Hancock County Schools
M.S., Ed.D., East Tennessee State University
- Brian Bell** Lecturer in Graduate Education
Superintendent, Alcoa City Schools
M.Ed., Lincoln Memorial University
Ed.D., Trevecca Nazarene University
- Lynn Stevenson Burger** Lecturer in Graduate Education
M.Ed., Colorado State University
Ph.D., Iowa State University
- Margie Carico** Lecturer in Graduate Education
Retired Supervisor, Blount County Schools
M.S., Ed.D., University of Tennessee-Knoxville
- Christopher Henderson** Lecturer in Graduate Education
Principal, Elementary School, Knox County
M.S., Ph.D., University of Tennessee-Knoxville
- Charles Hubbard** Lecturer in Graduate Education
Professor of History and the Abraham Lincoln Historian
M.A., Middle Tennessee State University
Ph.D., University of Tennessee-Knoxville
- Tony Maxwell** Lecturer in Graduate Education
Supervisor, Middlesboro, KY Schools
M.Ed., Lincoln Memorial University
Ed.D., East Tennessee State University
- Robert Mindrup** Lecturer in Graduate Education
Clinical Psychologist
M.S.S.W., University of Tennessee-Knoxville
Psy.D., Forest Institute
- Deborah F. Morelock** Lecturer in Graduate Education
Retired Principal, Elementary School, Sullivan County
M.A., Ed.D., East Tennessee State University
- Jesse Robinette** Lecturer in Graduate Education
School Administrator, Blount County Schools
M.Ed., Ed.S., Lincoln Memorial University
Ed.D., East Tennessee State University

Shelley Salter Lecturer in Graduate Education
 Contract School Counselor and Mental Health Counselor
 M.Ed., University of Tennessee-Chattanooga
 Ph.D., University of Tennessee-Knoxville

Lynn Stevenson-Burger Lecturer in Graduate Education
 Independent Consultant
 M.Ed., Colorado State University
 Ph.D., Iowa State University

Rush Winchester Lecturer in Graduate Education
 Counselor at the university level
 M.S., Ph.D., University of Tennessee-Knoxville

Donna Wright Lecturer in Graduate Education
 Assistant Superintendent for Instruction, Knox County Schools
 M.S., Ed.D., University of Tennessee-Knoxville

Bruce Cabot Young Lecturer in Graduate Education
 Psychologist-Health Service Provider
 M.A., Ph.D., California Institute of Integral Studies

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