

***Doctor of Education in Educational Leadership
&
Doctor of Philosophy in Leadership***

Both with a specialization in

***Counselor Education and
Supervision***



***Program Handbook
and
Course Catalog
2016-17***

Accreditation

University of the Cumberlands is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education 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 University of the Cumberlands.

Additionally, the Counselor Education and Supervision program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) that accredits counselor-preparation master's degree programs. University of the Cumberlands is one of the only higher education institutions to offer a CACREP-accredited doctoral program online.

CACREP accreditation ensures that our program meets national standards of quality and relevance to the profession. Graduates benefit from a CACREP-accredited program because it can provide tremendous benefits for their future.

Nondiscrimination Policy

University of the Cumberlands does not illegally discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran status, because a person is a smoker or nonsmoker, or any other basis on which the University is prohibited from discrimination under local, state, or federal law, in its employment or in the provision of its services, including but not limited to its programs and activities, admissions, educational policies, scholarship and loan programs, and athletic and other University-administered programs. In order to fulfill its purpose, the University may legally discriminate on the basis of religion in employment, and the University has sought and been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The following person has been designated to handle inquiries or complaints regarding the disability non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Mr. Nate Clouse, Student Success Coordinator Boswell Campus Center, (606) 539-3561, nate.clouse@ucumberlands.edu.

The following person has been designated to handle employee inquiries or complaints regarding the sex nondiscrimination policy including compliance with Title IX of the Education Amendments of 1972:

Ms. Pearl Baker, Human Resources Director and Title IX Coordinator, Gatliff Administration Office 116, (606) 539-4211. Pearl.baker@ucumberlands.edu

The following person has been designated to handle student inquiries or complaints regarding the sex nondiscrimination policy including compliance with Title IX of the Education Amendments of 1972:

Dr. Emily Coleman, Vice President for Student Services and Deputy Title IX

Coordinator, Boswell Campus Center, (606) 539-4171.

Emily.coleman@ucumberland.edu

The following person has been designated to handle inquiries or complaints regarding all other portions of the non-discrimination policy:

Mr. Quentin Young, Director of Business Services, Gatliff Administration
Office 001 (606) 539-4597, quentin.young@ucumberland.edu

FERPA Policy

The University is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students certain rights with respect to the student's education records. These rights are:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask the University to amend a record. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or a violation of their privacy rights. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the request and will provide the student with additional information regarding the hearing procedures.
3. **The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent) to perform a university function which would otherwise be accomplished by a university employee; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The University may also disclose, without the student's consent, "directory information", unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed. The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: the student's name, addresses including electronic mail address, telephone numbers, date and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members and denominational preference.

The University may disclose education records without the student's consent in certain other circumstances, but shall do so only upon the authorization of the Registrar.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements FERPA.** The name and address of the office which administers FERPA and to which complaints are to be sent is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

The University's Mission Statement

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation.

While located in the resort like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni.

UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong

work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs also nurture critical and creative thinking in pursuit of the “life-more-abundant” for both the individual and society. At UC, graduate study prepares professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making.

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Ph.D or EdD with a specialization in Counselor Education and Supervision

Overview

This degree in Counselor Education and Supervision (*CES*) is an advanced specialization of the EdD in Educational Leadership or the PhD in Leadership with the School of Counseling (SOC) of University of the Cumberlands. The School of Counseling works in conjunction with the University's Department of Education to offer you this advanced program. The degree builds on a completed 60-hour Masters degree with another 60 hours totaling a minimum of 120 (126 for PhD) semester hours of graduate-level credit. Sixty credit hours must be completed at the 700-900 course levels. The focus of the CES specialization is to provide graduates with the knowledge and skills necessary for a career in higher education instruction, advanced leadership skills to be an administrator for behavioral health agencies and by delivering advanced clinical training that will enable them to function in private practice settings or other innovative clinical environments.

Attainment of the doctorate with a specialization in counselor education and supervision is among the most respected accomplishments in the field of counseling. Respect for a doctoral student in counselor education and supervision is high but excellence is reserved for those who expend efforts beyond the minimal demands of the program requirements. Such efforts may include active participation in professional organizations, including giving presentations and publications of scholarly works. It may also include interaction with other professionals in the mental health fields in scholarly and service activities. It could also include advocacy for the profession or those suffering from mental health or addiction disorders.

Program Mission

The mission of the *Counselor Education and Supervision* program is to prepare ethically sound and advocacy driven counselor educators, administrators, supervisors, researchers, clinicians and leaders to serve humanity through academic and clinical excellence.

Program Purpose

The CES program is innovatively designed to prepare graduates for careers in counselor education, professional leadership and supervision, advanced clinical practice, advocacy, research, and scholarship.

Program Goals

1. To provide the student with the knowledge necessary for teaching and andragogy in Counselor Education
2. To provide the student with the knowledge necessary for Counselor Supervision

3. To provide the student with instruction and assistance to help them develop a professional identity to become leaders in, and strong advocates for, professional counseling.
4. To provide instruction through state-of-the-art technology to help the student be prepared for today's challenges in andragogy of Counselor Instruction in a multicultural and pluralistic society.
5. To instruct, monitor and assure that graduates of the program possess advanced clinical expertise.
6. To increase students' knowledge and skills as researchers, scholars and professional writers.
7. To give the student the opportunity to develop, implement and evaluate their own research project through the doctoral dissertation.

Program Faculty

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Program Structure

The structure of the program falls into three categories:

Component One:	Education Core Coursework: (Andragogy and Leadership)
Component Two:	Specialization Coursework and Professional Practice: (Advanced Counseling Skills, Supervision and Advocacy)
Component Three:	Professional Research: (Research Methods and Dissertation)

Component One: Educational Leadership Core Coursework: *(Andragogy and Leadership)*

All CES students are required to complete a twenty-seven (27) credit hour Core Component that is designed to develop skills in andragogy (teaching techniques for adult learners) and professional leadership. These courses are:

ELSA/ELSOL 730	The Politics of Educational Decision Making	3
ELSA/ELSOL 732	Program Planning and Assessment	3
ELSA/ELSOL 835	The Change Process	3
ELCC/ELCOL 731	Learning in Adulthood	3
ELCC/ELCOL 835	Online Teaching and Learning	3
ELCC/ELCOL 836	Grant Writing & Proposal Development	3
ELCC/ELCOL 834	Historical Development of Leadership Theories	3
COUN 731*	Multicultural Issues in Counseling and Education	3
COUN 833*	Leadership and Advocacy in Professional Counseling	3
Total Educational Leadership Core		27

**These courses are required for CES students in place of parallel courses taken in the core by other doctoral candidates.*

Additional Coursework Needed for the PhD		
Choose One	BUOL 532 Organizational Behavior; or CROL 537 Leadership Fundamentals	3
Total Leadership Coursework for PhD		30

Component Two: Specialization Coursework and Professional Practice: *(Advanced Counseling Skills, Supervision and Advocacy)*

Component Two is designed to build: a) advanced clinical knowledge, b) professional skills, c) expertise in legislative activism and d) proficiency in client advocacy. All CES students must complete twenty-four (24) credit hours of specialized coursework and professional clinical practice experiences. Six of the specialized coursework is listed in the Educational Leadership Core Coursework, making the total specialty coursework being eighteen (18) credit hours.

COUN 733	Ethical & Legal Issues in Counseling, Counselor Education & Super.	3
COUN 735	Advanced Counseling Theories and Skills	3

COUN 831	Theories & Techniques of Clinical Supervision	3
COUN 731	Multicultural Issues in Counseling and Education – Listed in Ed. Core	0
COUN 833	Leadership & Advocacy in Professional Counseling – Listed in Ed. Core	0
COUN 931	Advanced Clinical Practicum	3
COUN 933	Advanced Clinical Internship I	3
COUN 935	Advanced Clinical Internship II	3
Total Specialization Coursework and Professional Practice		18

Component Three: Professional Research: *(Research Methods and Dissertation)*

Graduates of the CES program will possess highly refined skills as an academic, a clinician and a researcher. The CES student will realize that leadership in the profession involves the ability to enhance the counseling knowledge base through well-designed, defensible research. Further, the student will demonstrate a proficiency in professional writing. This fifteen (15) credit hour Professional Research Component of the degree enables the realization of this goal.

ELRE/ELROL 734	Inferential Statistics In Education	3
ELRE/ELROL 736	Dissertation Seminar	3
ELRE/ELROL 839	Advanced Educational Research	3
ELRE/ELROL 930	Dissertation	3
ELRE/ELROL 931	Dissertation	3
Professional Research for EdD		15

Additional Coursework Needed for the PhD		
Choose One	ELRE/ELROL 850 Qualitative Research Design Old Alternatives: PSYOL 540 Biostatistics; CROL 535 Research, Design, Analysis; or CROL 534 Statistical Application in Justice Admin.	3
Total Research Coursework for PhD		18

Second- and Third-Year Research

During the second year, the student will formally identify a dissertation topic and write the review of the literature in fulfillment of the requirements for ELRE 736-Dissertation Seminar. In the second or third term of the second year, the student will write the remaining sections of the first three chapters of the dissertation while enrolled in ELRE 839-Advanced Educational Research. Candidates for the EdD or PhD degree will then carry out their research during the third year.

Program Format

The **CES** program will utilize a technology-based learning model with most of the academic content provided in an interactive, distance learning format. Required residencies will be on the Williamsburg campus or in a centralized location convenient

to students. Residencies are explained in further detail later in this handbook.

Each course will be taught in an approximate eight (8) week bi-term. Two bi-terms compose a semester. The maximum load typically permitted is nine (9) hours per semester. Registering for nine (9) hours in a semester would require two (2) courses to be taken simultaneously for one bi-term and one course to be completed in the remaining bi-term. Students wanting to take more courses beyond the typical nine-hour load, may need special permission from their advisor and the SoC Dean.

Admissions Requirements

To be considered for unconditional admission into the Ed.D. or Ph.D. program with a specialization in Counselor Education and Supervision, prospective candidates must:

1. Hold a 60 credit hour master's degree in Counseling or a closely related clinical specialty from a regionally accredited college or university. All core CACREP requirements must be met prior to enrollment in the CES program.
2. Have earned a 3.5 GPA (on a 4-point scale) on all graduate work as verified by official transcripts.
3. A current clinical license or certification in the state of practice except as is exempt in their state. An associate clinical license is acceptable. A School Counseling Certification or license will be also acceptable if the student understands that they will need to provide counseling and supervision as part of their clinical experiences that are appropriate for their credential.
4. A score of 115 or above from the National Counselor Exam (NCE) or National Clinical Mental Health Counselor Exam (NCMHCE) or have a GRE score of 149 Verbal and 149 Quantitative for exams taken after 08-01-2011, or a combined Verbal and Quantitative score of 750 on exams taken prior to 08-01-2011. Other graduate school admissions tests may be considered on a case-by-case basis. The student may request an exemption from the testing requirements if they have demonstrated leadership or scholarship activities. To request an exemption, contact Dr. Martin Wesley at martin.wesley@ucumberlands.edu.
5. Provide a letter of recommendation from a supervisor or professor.
6. Provide a writing sample detailing the applicant's contribution to professional counseling thus far and professional goals for the future. This will be used to assess the potential for scholarship, professional leadership and advocacy.
7. Successfully pass an Admissions Interview by the admission committee. This will be used to assess the academic aptitude for doctoral-level study and fitness for the profession, including self-awareness and emotional stability.

Provisional Admission

An applicant who fails to meet the above criteria for unconditional admission may be admitted on a conditional or provisional basis. Students granted conditional admission would be required to satisfy specific conditions in order to continue enrollment in the

program. These conditions include a minimum level of performance during a probationary period in which the student is allowed to earn 12 hours of program credit. Other conditions may include additional enrollment or re-enrollment in clinical or other courses deemed prerequisites for admission to the program. In the case of a requirement for completion of prerequisite course work, a student will not be allowed to enroll in doctorate level work until these prerequisites are satisfied.

Transfer of Credit

To consolidate graduate counseling coursework previously earned and to document applicant readiness for advanced doctoral training, the CES program requires 60 graduate semester credit hours, provided they were earned at an entry-level master's program accredited by the *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*. Applicants from non-CACREP entry-level programs must demonstrate that the completed curricular experiences are equivalent to CACREP entry-level standards and are equivalent to the curricular requirements of a specific program area. Students not satisfying this policy will be required to complete additional entry-level course work prior to beginning the doctoral program.

Students requesting transfer of doctoral coursework must make their request at the time of application into the program. Dissertation coursework, including dissertation seminar and Advanced Educational research cannot be transferred. Doctoral level coursework in Counselor Education and Supervision, as well as Educational Leadership, will be considered, based on the submitted materials. This decision is made by the Dean of the School of Counseling or the program director in consultation with the Registrar.

Degree Requirements

To be considered for the EdD or PhD with a specialization in Counseling Education and Supervision the prospective candidate must:

1. Attend three (3) 5-day residencies
2. Have successfully completed all coursework with a grade of C or better
3. Earned a total 3.0 gpa for the program.
4. Have successfully completed the practicum and internships
5. Have successfully passed the annual reviews of faculty
6. Have successfully completed the Library research activity
7. Pass the written, oral and teaching demonstration sections of the CES comprehensive examination
8. Successfully complete and defend an approved dissertation proposal and final dissertation.

Residencies

The University of the Cumberland's, Doctor of Education in Educational Leadership with a specialization in Counseling Education and Supervision includes a stimulating residency

component to the program. These are offered in the summer and occasionally in the winter on the beautiful campus of the University of the Cumberlands. A total of Three (3) 5-day residencies (15 days total) are required for program completion. The purpose of the residency is to provide close and continuous involvement with faculty, professional colleagues and other graduate students. It is designed to provide a supervised opportunity for your development as a scholar, teacher and advocate for the counselor profession. At times it will also include periods of concentrated study, coursework and hands-on experience appropriate for an advanced degree. Finally, it gives the student a connection to the university they have chosen to join for the capstone educational experience of their lives.

While there are significant benefits to online instruction, it can sometimes leave one isolated and the need to personally connect with one's professors and other students is important. The residencies are designed to fill the void some experience as part of online instruction. The residency experience often gives the student enriching opportunities to network with others and be mentored by their professors. It gives them an opportunity to join together in personal dialogs and advocacy opportunities. This is a time when everyone, both students and faculty together, join as colleagues and talk about interests, visit with family members and become scholarly colleagues and friends. Every residency will be tailored toward the individual student and their residency level. All students will gather together for guest speakers, discussions and social events but on specific days and times the student will focus on their own residency level objectives.

There may be a cost associated with each residency. Doctoral students should budget accordingly. Other residency costs may include transportation, textbooks, hotel accommodations, and food. Students may choose to stay at the beautiful Cumberland Inn, which is owned and operated by the school. Others may choose another nearby hotel or to possibly stay with a fellow student who lives close to campus. Wherever you stay, or if you choose to commute, the people of Williamsburg, Kentucky will welcome you.

Residency Level 1 – Orientation and Socialization

This is the first opportunity to meet with professors and other students. It will include a campus tour of your beautiful campus and introduction to the school administrators. This will be an opportunity to make sure everyone is oriented on the school technologies including Blackboard, Collaborate, Safe-Assign and more. It will also include orientation to introductory skills of teaching and scholarly writing, as well as planning for a successful doctoral experience. Finally, the first orientation will include team building exercises and field trips. The first Orientation will occur just prior to or during the first or second semester.

Residency Level 2 – Counselor Education and Scholarship

This residency will focus on sharpening your skills as a leader, teacher, supervisor and counselor. Residency level 2 will focus on seminars and co-teaching experiences. This

residency will also focus on research design, data analysis, using and becoming familiar with statistical software. This is a time to refine your ideas and settle on your research project. It is at this phase when the student moves from being a doctoral student to becoming a doctoral candidate. They are working on their first three chapters of their dissertation and are planning implementation of their research.

Residency Level 3 – Research Completion and Examination

This residency will correlate with the student dissertation completion. It will include meeting with committee members on final touches and/or possibly meeting to defend the dissertation. This residency will also involve a comprehensive examination, which will include a written assessment, oral interview and teaching demonstration.

Tentative Residency Dates

July 11 – July 15, 2016

July 10 – July 14, 2017

Professional Activities and Professional Participation

Students are expected to join professional associations that most closely fit with their intended career goals. The American Counseling Association (ACA) is most closely related to the counseling profession but other organizations include The American Mental Health Counselor's Association (AMHCA) and the Association of Counselor Education and Supervision (ACES). There are also several other great professional organizations. Besides the national associations, students are also encouraged to be a member and leader at their local and state levels.

Students are further encouraged to present papers at local, regional, and national meetings related to their counseling interests. Some may find satisfaction in international opportunities to take their learning to another country to teach or perform clinical activities. Additionally students are encouraged to participate in independent research projects in the CES program. Faculty members support student research and are willing to assist with development of project ideas and data analysis.

Practicum and Internship

The practicum and internship experiences are an integral component of the CES program. Students in their first year of the program will need to plan ahead for this component, which will begin in the second year. The structure and nature of the practicum and internship experiences usually include a combination of experiences involving at least three of the following areas. A total of 100 hours are required for practicum and 600 hours for internship.

1. **Teaching** – Teaching will include roles and responsibilities related to educating counselors. Teaching experiences will include teaching a minimum of one counseling related course under the supervision of the primary instructor.

- Additionally, the student will participate in the creation of the course syllabi, grading and sequence of course content. It will include assessment of learning, and effective approaches for online instruction. Screening, remediation and gatekeeping will also be explored. *This content area is required.*
2. **Clinical Counseling** – Advanced clinical experiences working with clients’ various mental, emotional and addiction disorders may count toward hours needed for course completion. Clinical content will include conceptualization of clients from multiple theoretical perspectives and using evidence-based counseling practices. *The practicum will require 100 hours for clinical experience of which 40 hours must be providing direct counseling services.*
 3. **Research and Scholarship** – The student may also choose to count hours working with faculty toward research design, data analysis and scholarly writing. The student can explore research questions appropriate for professional research and publication. They can look for funding and grant proposals and develop research designs appropriate to quantitative and qualitative research questions.
 4. **Leadership and Advocacy** – The student may count internship hours working on advocacy of the counseling profession or for those served by the counseling profession. The ACA *Code of Ethics* (2005, A.6.a) states that advocacy is the “promotion of the well-being of individuals and groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.” This could include hours serving in the counselor education program, leadership in professional organizations and exploring current topical and political issues in counseling and how those issues affect the daily work of counselor and the counseling profession
 5. **Clinical Supervision** – Clinical supervision in an academic or clinical setting can often count toward internship hours. This could include administrative procedures and responsibilities related to clinical supervision, assessment of supervisees’ developmental level, evaluation, remediation and gatekeeping in supervision.

The student advisor will be the primary responsible person to determine if the required 700 hours of practicum and internship experiences are met according to the CACREP standards.

The Dissertation

The dissertation is the capstone experience in the doctoral program. A dissertation is a research-based project that may use a wide-range of statistical, quantitative and qualitative methods. The doctoral level counselor educator represents a “scientist-practitioner” model and should be both a consumer and producer of research.

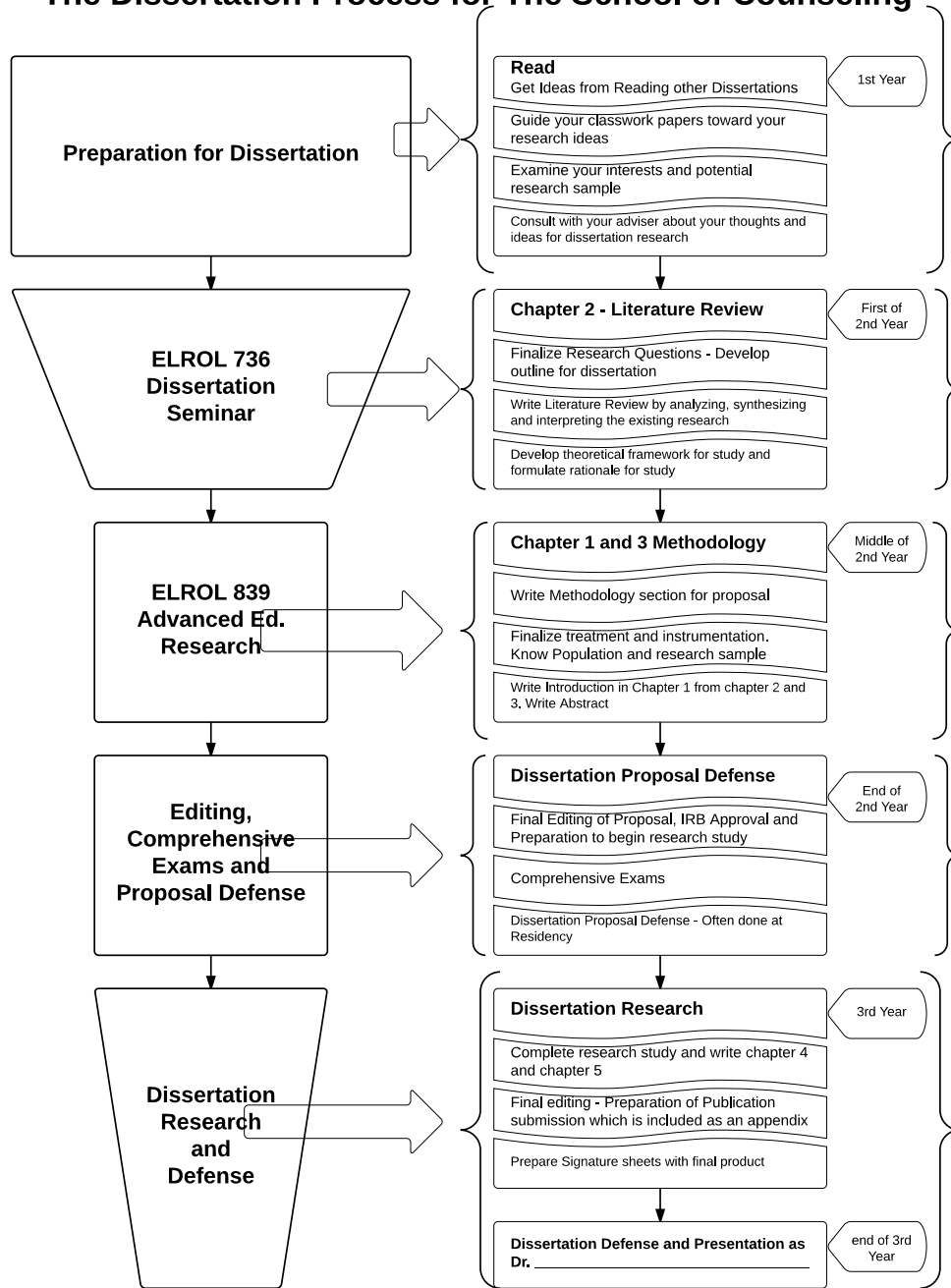
See the discussion on “Dissertation Procedures” below for more specific details on

completing the dissertation.

All of the program features highlighted above combine to make the doctoral program with a specialization in Counseling Education and Supervision at University of the Cumberlands a rigorous academic experience focused on strengthening the skills of administrators and enhancing counselor education and supervision.

Additional information on the dissertation process is included in the School of Counseling's Dissertation Handbook. This is located in the School of Counseling MyUC website.

The Dissertation Process for The School of Counseling



The CES Comprehensive Examination

The purpose of the comprehensive examination is to evaluate the students' comprehension of core knowledge areas and skills appropriate for a counselor educator and supervisor. This is a written test. The examination will take place following completion of all coursework and prior to their proposal defense. Students may receive a grade of Pass, Pass with Revisions or Did not Pass. Students must obtain a grade of Pass to apply for Graduation. If the student receives a Pass with Revision, the student will have two weeks to address any concerns their committee has related to their response.

To apply to take the Comprehensive Exams, click [HERE](#). Candidates normally sit for the Comprehensive Examination at the end of their second full year in the program prior to their proposal defense. The specific content, structure, and scheduling of this examination is determined by the Program Director in consultation with the full-time program faculty.

- The comprehensive exams are timed essays and will occur over three consecutive days.
- Once the exam folder is open, the timer begins.
- Answers will be submitted individually online as well as at the end of each testing day. Organize all responses for each day (with references) in a single Word document. Meaning you will submit three separate Word documents during your three-day testing period. The Word document needs to be submitted within 30 minutes of completing the exam.
- This document is expected to have identical answers to those submitted and will be checked for plagiarism against the Safe Assign database.
- The student is allowed 7 hours on each exam day to answer and submit their responses.
- The number of questions vary per topic: Counseling, Teaching, and Supervision.
- The student is allowed to search the internet and electronic databases for research articles and book materials while taking the exam.
-

The Exam is graded by contributing members of program faculty, with passing marks required on all sections of the examination before a candidate can graduate. A student failing any or all parts of the Comprehensive Examination has one opportunity to retake these sections within one month of the original testing date. A student who fails the exam or a portion of it a second time must sit out for 16 weeks before taking it a third time. Students failing the exam a third time must retake relevant courses. Once the student has successfully retaken relevant courses, the cycle of testing begins anew.

The rubric used to score the comprehensive exam is included at the end of this handbook. Your score will be posted on the Exam site once graded. You will also receive a notice

indicating whether you pass all or a portion of the questions and the subsequent steps, if needed.

Diversity and the School of Counseling

The School of Counseling at the University of the Cumberlands honors and celebrates diversity among their students, faculty and staff. The School of Counseling understands that each individual is unique and brings distinctive qualities of race, ethnicity, gender, age, religious and political beliefs and much more to enhance each person's educational experience. Human similarity and diversity will be explored in a safe, positive and nurturing environment. The school desires to move beyond artless tolerance to embrace and celebrate the rich dimensions of human diversity while also pointing to our universal human qualities of love and understanding. The School of Counseling proposes to lead by example to embrace diversity among the faculty, which will be passed down to the students who will later embrace diversity as professional clinicians and educators.

Diversity in the Counseling Profession

The School of Counseling respects and upholds the mission of the American Counseling Association to “enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.” Counselors need to maintain awareness and cultural sensitivity when working with their clients. The faculty of the School of Counseling infuses cultural competence in their training and supervision. They enthusiastically instill in students the knowledge and skills needed for multicultural competence in regards to counseling, assessment, supervision, counselor education and research.

Diversity among Faculty and Staff

The School of Counseling attempts to recruit, hire, and retain faculty and staff who bring diversity to the program. Recruitment announcements notify the potential applicant of the school's intent to hire a diverse faculty. While those who are responsible for hiring faculty desire professional experience, a qualifying education, scholarship and other important areas in the hiring process, diversity is another essential area that will be explored to make this important decision. The current School of Counseling faculty brings a rich diversity in race and ethnicity, religious experiences, political views, gender, age, areas of disability, national and regional origins, and more to each student's experience.

Diversity of the Student Body

Students of the School of Counseling come from all over Kentucky, the surrounding states and beyond. While the on-campus students come predominately from the immediate Appalachian area, the School of Counseling has a highly diverse student body. Students come from the West Coast of California to the East Coast of New York

and New Jersey. Students also come from outside the United States including Jamaica and South Korea. Each student enhances the School of Counseling by bringing it diverse backgrounds, ages, handicaps, views, colors, cultures, religions, languages, and much more.

Grading Procedures

Both Doctoral programs use the following grades and corresponding quality points for a summative course evaluation of student performance:

- A** Superior performance: Four quality points are earned for each semester hour with a grade of "A."
- B** Good performance: Three quality points are earned for each semester hour with a grade of "B."
- C** Fair performance: Two quality points are earned for each semester hour with a grade of "C."
- F** Failure, given for unsatisfactory work: No quality points are awarded.
- W** Withdrawn from class without punitive grade: No impact on GPA.
- I** Incomplete, assigned only in instances where a small unit of work is not complete because of verifiable, extenuating circumstances: An "I" contract is submitted by the instructor to the Academic Affairs Office for approval.
- IP** Indicates satisfactory progress on the dissertation if enrolled in ELRE 930: No quality points are awarded. The IP will be replaced by the final grade upon completion of the dissertation.

A student's grade point average (GPA) is computed on all graduate course work with the exception of "W," "I," or "IP." A "WF" is the equivalent of an "F" for computation of the GPA. If a course is repeated in order to maintain satisfactory academic progress, the new grade only is used to compute the GPA. Any course can be repeated three times, but all grades will be reflected on the transcript.

The grade of Incomplete is awarded only when legitimate circumstances warrant. For an "I" grade to be issued, an "I" contract must be filed by the instructor and approved by Academic Affairs. The "I" contract indicates all work required to complete the course, as well as the deadline for completion. Once the contract is approved, the grade of "I" remains on the student's transcript until a "Change of Grade" request is filed by the faculty member and approved by Academic Affairs, or until the time specified on the "I" contract expires. The maximum length of time an "I" may remain on a transcript is one calendar year. If the incomplete is not cleared by the end of one year, the "I" will change to the grade of "F."

Satisfactory Progress

A student earning a "C" in a course must meet with the Program Director to determine whether satisfactory progress is being made or whether remediation or withdrawal

from the program should be considered.

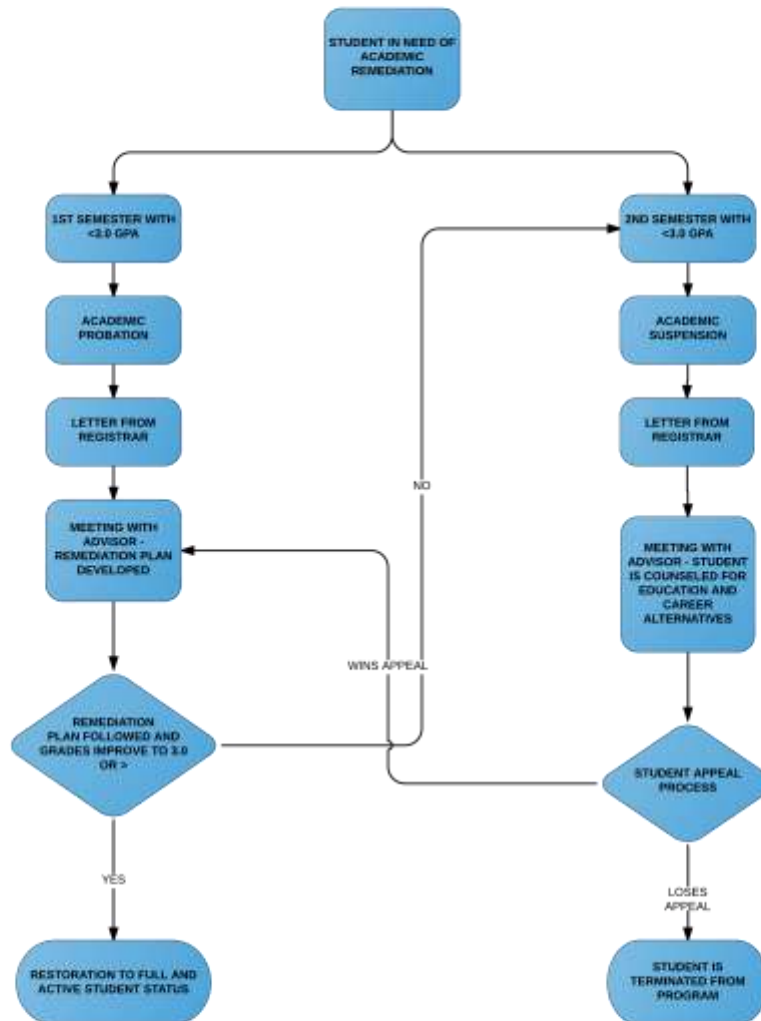
Student Academic Remediation Policy

Any student with a GPA less than 3.0 in any given semester, will be placed on academic probation. A letter will be sent to the student to inform them that their grades have fallen below the required standard. A notice will also be given to the assigned academic advisor, at which time a meeting will take place between the advisor and student. A remediation plan will be developed. If the student follows through with the plan and improves their grades to a 3.0 GPA, they will be restored to full and active student status. If the student chooses not to follow the plan and retains grades below the 3.0 standard for a second semester, the student is placed on academic suspension. A letter will be sent to the student from the Registrar and the academic advisor will be notified. A meeting will take place between the student and advisor and the student will be counseled for education and career alternatives (please see the Program Suitability Policy below). The student may also appeal this process. If the appeal is won, the student will need to follow a remediation plan developed by them and their academic advisor. If the appeal is lost, the student will be terminated from the program.

This process is fully illustrated in the Student Academic Remediation Policy Chart below.

Student Academic Remediation Policy Chart

UNIVERSITY OF THE CUMBERLANDS, SCHOOL OF COUNSELING STUDENT ACADEMIC REMEDIATION POLICY



Student Behavioral Remediation Policy

A student in need of behavioral remediation will be based on three levels.

Level I – First Incident, Mild in Nature

A student's first behavioral incident, if mild in nature, will receive an official program warning letter from the office of the Dean of the School of Counseling. Their academic advisor will also be notified. A meeting will be set up with the student and advisor at which time a remediation plan will be developed. If the student chooses to follow the remediation plan, they will be restored to full and active student status. If the student chooses not to follow the remediation plan, they will be asked to follow a contract to seek out services which may include counseling services. If they choose to do this, then a remediation plan will be developed and if the student follows the plan, they will be restored to full and active student status. If the student chooses not to follow the contract or the remediation, they will face program suspension. A meeting will be scheduled with their academic advisor and the student will be counseled for education and career alternatives (please see the Program Suitability policy below). The student may choose to appeal this process and in so doing, if they win the appeal, they will go back to the remediation plan developing stage and will need to follow through with the plan in order to be restored to full and active student status.

Level II – Second Incident, Moderately Severe in Nature

Should the student be involved in a second incident, or one which is moderately severe in nature, they will receive an official program warning letter from the office of the Dean of the School of Counseling. Their academic advisor will also be notified. This letter will inform the student that their program status has been changed to "conditional". A meeting will be scheduled with both their academic advisor and the Dean of the School of Counseling. A remediation plan will be developed. If the student chooses to follow this plan, they will be restored to full and active student status. Should they choose not to follow the plan, they will be asked to follow a contract to seek out services which may include counseling services. If they choose to follow this contract, a remediation plan will then be developed and if the student follows the plan, they will be restored to full and active student status. If the student chooses not to follow the contract or remediation plan, they will face program suspension. At this time, a meeting with their academic advisor will be scheduled and they will be counseled for education and career alternatives (please see the Program Suitability policy below). The student may choose to appeal this process and in so doing, if they win the appeal, they will go back to the remediation plan developing stage and will need to follow through with the plan in order to be restored to full and active student status. If they lose the appeal, the student will be terminated from the program.

Level III – Third Incident or First Offense of a Serious Nature

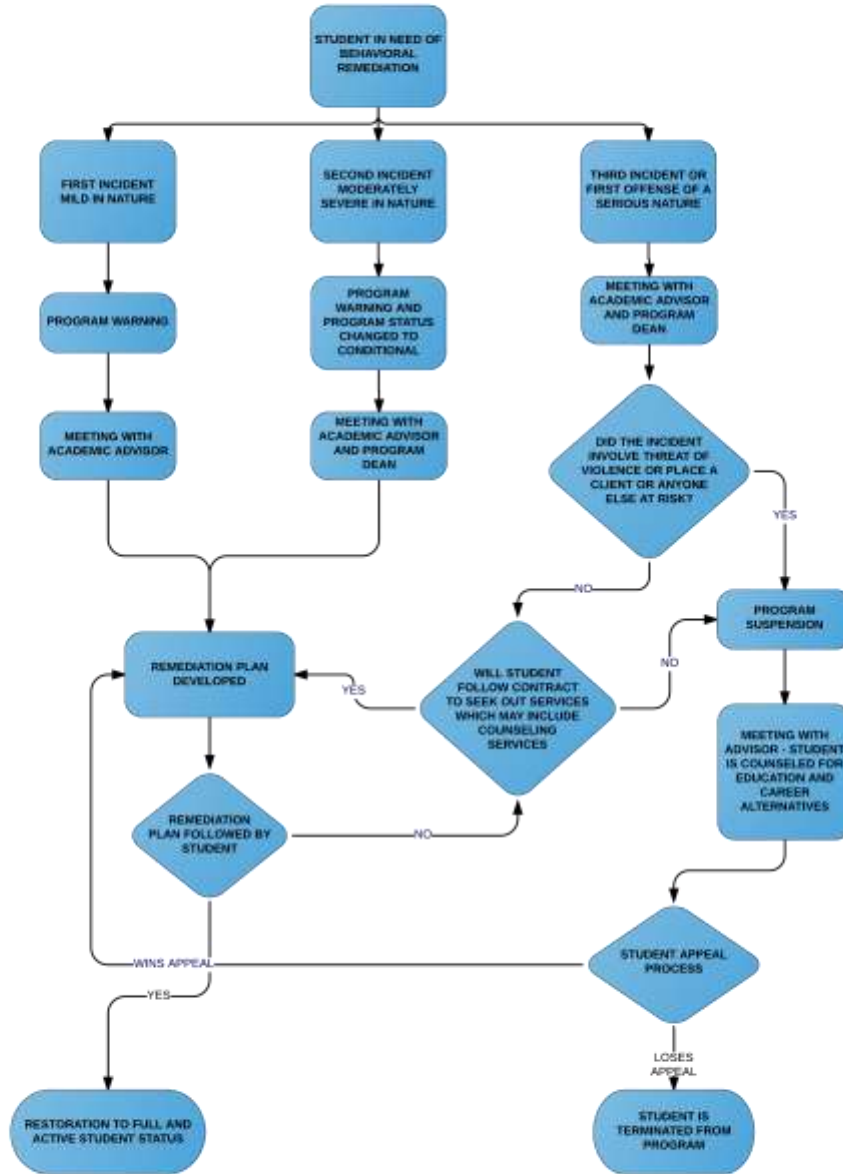
Should the student be involved in a third behavioral incident, or an incident which is serious in nature, a meeting with the academic advisor and the Dean of the School of

Counseling will be scheduled immediately. If the incident involved threat of violence or placed a client or anyone else at risk, the student will face program suspension, at which time the student will meet with their advisor to be counseled for education and career alternatives (please see the Program Suitability policy below). The student may appeal this process and, in so doing, may win the appeal. At this point they will go back to the remediation plan developing stage and will need to follow through with the plan in order to be restored to full and active student status. If they lose the appeal, the student will be terminated from the program.

This process is fully illustrated in the Student Behavioral Remediation Policy Chart below.

Student Behavioral Remediation Policy Chart

UNIVERSITY OF THE CUMBERLANDS, SCHOOL OF COUNSELING STUDENT BEHAVIORAL REMEDIATION POLICY



Program Suitability

The student's faculty advisor and/or practicum and internship supervisor completes a series of developmental student assessments for the student. Included in these assessments is a review of the student's appropriateness for the program and the counseling field. If the student is determined to be inappropriate by the advisor and upon consultation with other faculty and the dean of the school of counseling, then the student and their advisor will meet. At this meeting the student will be counseled for possible education and career alternatives. If the student accepts the advice of their advisor, then appropriate steps will be given to transition them to the alternative path. If the student disagrees with the advisor's recommendation for program suitability and wants to continue in the program and counseling track a remediation plan will be developed and approved by the School of Counseling Dean for continued enrollment. A review of the student's progress on the remediation plan will occur within one semester.

Writing and Analytical Skill Development

The doctoral program at University of the Cumberland places a premium on helping students develop effective analytical and writing skills. To help students succeed in developing those important skills, a number of courses in the program have assessments embedded within them. The assessment process is designed to assist faculty in evaluating the program's success in helping students develop their scholarly writing and analysis skills. Any student who has demonstrated deficiencies in APA scholarly writing or analysis skills will be required to participate in tutoring services. Students assigned to a tutor will be evaluated and presented with a remediation plan that must be satisfied before they can register for any subsequent doctoral courses.

Analysis skills refer to higher levels of learning as described by Benjamin Bloom in his cognitive domain. A basic restatement of one or even two perspectives on a topic is not considered sufficient analytical skills necessary to meet proficiency in regard to higher-level analytical aptitude. Students must be able to identify distinct factors in complex issues, separate them, and then synthesize salient factors to arrive at a non-biased evaluation of numeric data and other forms of evidence.

Academic Appeals

A student wishing to appeal a grade must appeal first to the professor of the course. If the situation remains unresolved, the student may then appeal to the Director of the CES program. Following the ruling of the Director, either the professor or the student may file a complaint with the Academic Appeals Committee of the University, whose recommendation will be made to the Vice President for Academic Affairs for a final decision. An appeal of any application of program policy made by the Director of the program may also be filed with the Vice President for Academic Affairs, who will make

the final determination in the matter.

Course Sequence

Adherence to the recommended Course Sequence assures seamless flow through the program in three (3) years. It is understood, however, that not all students can follow the sequencing recommendations. Academic advisors are responsible for working with each student and completing an individualized Program of Study for their advisees. It should be understood by the student that some of the required course work, as well as the dissertation sequence, is linear and deviations are limited. Adjustments to the Recommended Course Sequence may increase the number of semesters required to complete the degree.

Plagiarism

Plagiarism is the use of another writer's words and/or ideas without providing correct citations. An example of this serious unethical practice is copying verbatim passages from another source and passing it off as one's own writing. Plagiarism will not be tolerated and will result in an F in the course in which the plagiarism occurred. The offending student will be dropped from the program.

Exit and Re-Entry

A candidate exiting the cohort of the program because of exigent familial or professional circumstances must file notice of this and have an exit interview with the program Director. Likewise, an individual wishing to re-enter the program must apply to and be interviewed by the Director, at which time any conditions for re-entry will be determined.

Withdrawing from the University

A student desiring to withdraw from University of the Cumberland within any semester must complete required paperwork and receive permission from the Vice President for Academic Affairs. The following policies and procedures govern withdrawal from the University for the current term.

1. The permanent record of a student who withdraws from University of the Cumberland up until the last day to drop a class published on the Academic Calendar for that semester or bi-term will list a mark of "W" for all courses for which another grade (such as an "an F") has not been previously posted. A "W" carries no grade point penalty.
2. Students withdrawing after the last day to drop a course for the semester or bi-term will receive a grade as determined by the professor. In many cases this may be an "F."

3. A student who does not attend or ceases to attend a class but never officially drops or withdraws will receive an “an F” for each class when appropriate. An administrative withdrawal will be processed when grades of “F” are posted for all courses on a student’s schedule.
4. No student who withdraws from University of the Cumberlands is entitled to a grade report or transcript of credits until the student’s account is cleared by the Bursar’s Office.
5. The official date of withdrawal will be used by the Bursar’s Office and the Office of Financial Planning to determine any adjustments involving financial aid and financial charges.

Medical / Emergency Withdrawal

Students who must withdraw from classes for medical reasons or because of dire personal circumstances may submit a written request to the Academic Affairs Office as soon as the student intends to stop attending classes. This request must be supported by a letter from a medical professional or other source supporting the student’s request with specific information on the student’s diagnosis, current condition, and continuing treatment requirements, or on the student’s personal emergency that necessitates the withdrawal request. If the medical / emergency withdrawal is granted, the student will receive a grade of “W” in all current classes. NOTE: Normally, partial medical /emergency withdrawals are not permitted (that is, withdrawal from one or two courses while the student continues in others).

Refund Schedule

Below is the Refund Schedule, depending upon the length of courses

Courses Fifteen Weeks or Greater in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
Week 2 of classes	20%	80%
Week 3 of classes	40%	60%
Week 4 of classes	60%	40%
Week 5 of classes	80%	20%
After 5th week of classes	100%	0%

Courses Greater than Six Weeks but Less than Fifteen Weeks in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
Week 2 of classes	50%	50%
After 2nd week of classes	100%	0%

Courses Six Weeks or Less in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
After 1st week of classes	100%	0%

If a student officially withdraws after the first day of classes, they will be charged an administrative withdrawal fee of \$100 for the fall and spring terms and \$50 fee for the summer and bi-terms. A student is not eligible for any financial aid prior to the first day of class attendance.

No Refund of Tuition or fees will be applied for dropping a course after the last day to add a course for the term that has expired.

Treatment of Title IV Aid

Below are the regulations concerning Title IV aid when a student withdraws. The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The title IV programs that are covered by this law are: Federal Pell Grants, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you are originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all

other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

Disability Accommodations

University of the Cumberlands accepts students with certified disabilities and provides reasonable accommodations for their certified needs in the classroom, in housing, in food service, or in other areas. Students with disabilities may incur additional costs for services not provided by the University. The University's obligation to reasonably accommodate any student's disability ends where the accommodation would pose an undue hardship on the University or where the accommodation in question would fundamentally alter the academic program.

For accommodations to be awarded, a student must complete an Accommodations Application form and provide documentation of the disability to the Disability Services Coordinator. Documentation may include copies of accommodation records from a high school or previously attended educational institution, testing results and evaluation by a licensed psychometrician, and/or statements from a physician describing the disability and the necessary restrictions.

When all paperwork is on file, a meeting between the student and the Coordinator will be arranged to discuss possible accommodations before accommodations are formally approved. Students must then meet with the Coordinator at the beginning of each semester before any academic accommodations can be certified for that term. Certifications for other accommodations are normally reviewed annually. All accommodations may be reviewed at any time at the request of the student or of the Disabilities Coordinator.

Advising

When accepted into the program, the student will be assigned an advisor by the Program Director. The candidate meets with this advisor at least once each term to assess progress in the program. The assignment of advisor may change after the student's dissertation topic has been approved. The dissertation director then serves as advisor for the remainder of the program.

Degree Time Limit

A candidate should be able to complete the EdD in Educational Leadership with a specialization in Counseling Education and Supervision in approximately three years and the PhD in Leadership with a specialization in Counselor Education and Supervision in three to three and one half years. If after five years in the program, a candidate has not completed the degree, application must be made for additional time to complete the program. This application will be reviewed and acted upon by the Program Director with the assistance of the CES faculty. Candidates may not remain in the program beyond five years unless an application for a time extension has been approved. Such an approval may include the need for additional course work to remain current in the field, as well as other conditions.

Dissertation Procedures

Possible topics for the dissertation are explored through coursework during the first year of the program. A formal proposal for the dissertation is developed and completed during ELRE/ELROL 736, Dissertation Seminar, and ELRE/ELROL 839, Advanced Educational Research, taken during the second year of the program. After this proposal is reviewed and approved by the Program Director in consultation with other program faculty who have expertise in the student's area of interest, a dissertation director is formally assigned. This individual henceforth serves as the candidate's advisor. During the coming year, the candidate begins working informally on the project with the aid of the dissertation director. As the student enters the third year, the Director of the program assigns an additional CES faculty member and an external faculty member to serve as Dissertation evaluators. At this time the candidate must register for dissertation hours. A minimum of six dissertation hours must be earned, three hours per term. If the dissertation is not ready to be defended after the completion of six dissertation hours, the candidate continues to enroll in dissertation each term until the dissertation is completed – one hour each term. Dissertation hours are marked IP (in-progress) until the dissertation is completed and defended. At that time, Dissertation evaluators may award the dissertation a "passing" mark (earning "B" credit for all dissertation hours) or an "honors" mark (earning "A" credit for all dissertation hours). If the Dissertation evaluators find the work unacceptable, the candidate and dissertation director must consult with the Program Director before working further or enrolling in additional hours.

Note on Dissertation Credits and Procedures

ELRE 930/931 are taken consecutively for 3 credits each. If the dissertation is not completed at the end of ELRE 931, the candidate enrolls in ELRE 932 through ELRE 935 as needed, for 1 credit each term, until the dissertation is completed and defended. The candidate must file Intent to Graduate at beginning of the term of intended completion; must schedule Oral Dissertation Defense at least six weeks prior to Intended Date; and

must file approved dissertation with Program Director at least two weeks prior to graduation. An IP grade is posted initially for dissertation credits, denoting the dissertation is “in-progress.” When the dissertation is completed and defended, IP grades are changed to the appropriate letter grade in ELRE 930 and ELRE 931, while IP’s in ELRE 932-935 are converted to “S” (satisfactory) credits.

Educational Support Resources

Hagan Memorial Library provides learning and information resources for the doctoral programs at University of the Cumberland. It houses the book, periodical, music score, government documents, media, and microform collections. Additionally, the Library provides access to electronic databases, reference services, bibliographic instruction, and interlibrary loan services.

Overview of the Collection

The Library currently houses over 201,000 volumes, including 140,000 titles in its print collections. These volumes are cataloged using the Library of Congress Classification System and are accessible through the Library’s online catalog, UC Cat. This catalog can be accessed directly from the library homepage at <http://www.ucumberlands.edu/library/>. In addition to print titles, the Library provides access to more than 99,000 books in electronic format. These books are also cataloged and accessible through the UC Cat. In its various collections, there are over 8,200 volumes dedicated to the study of education, as well as some 8,600 volumes of children’s books of relevance to elementary education.

Overview of Periodical and Online Database Resources

In addition to its print and electronic book resources, the Library provides access to 805,000 microforms; to 2,500 media items; and to 24,000 periodical titles. Most of these periodical titles are accessible through a variety of online databases, but the Library does subscribe to over 350 periodicals in paper. These titles primarily support specific academic programs of the University. Currently the Library provides access to more than 75 journals related to one or more fields in education. Access to periodicals in any format is available from links on the Library’s homepage at <http://www.ucumberlands.edu/library/>. Library users may access online periodical databases resources on-campus or off-campus. To access these resources from off-campus, students simply need to provide their campus email network username and password. Instruction for off-campus access are provided from a link on the Library’s homepage.

Learning Resources Supporting the Doctoral Program

Hagan Memorial Library provides a multitude of resources to support the doctoral program in Educational Leadership. Several of these resources have recently been acquired or enhanced. Among these resources are the following databases of value to graduate students and graduate faculty in education:

- Dissertation Abstracts – ProQuest Dissertations & Theses (PQDT) database is the most comprehensive index and abstracting service to dissertations and theses.
- ERIC – The Educational Resource Information Center (ERIC) contains more than 2,200 digests along with references for additional information, citations, and abstracts from over 1,000 educational and education-related journals.
- JSTOR – JSTOR provides access to an important and wide-ranging selection of academic journals from a variety of disciplines, including education. It specializes in preserving archives of older editions of journals rather than recent editions.
- LexisNexis Academic Universe – This large-scale database provides reference information for news, business, legal, and medical research. It is particularly strong in legal studies, including education law.
- Middle Search Plus – This resource provides full text for nearly 110 magazines covering general topics appropriate for middle and junior high school students.
- OmniFile Fulltext Mega (Wilson Web) – OmniFile references over 4,000 periodicals in a variety of subjects. Notably, this resource includes Education Index Fulltext.
- Primary Search Plus—This resource provides full-text documents from over 70 children’s magazines appropriate for elementary schools and children’s reading rooms.
- Professional Development Collection – This database indexes full-text articles from some 550 professional journals and other publications in the field of education, making it the largest online compendium of education articles, indices, and abstracts in the world.
- Project MUSE – This text-digitization project is similar to JSTOR. It provides digital reproductions of over 300 periodicals in the arts, humanities, natural sciences, and social sciences.
- Psychology and Behavioral Sciences Collection – This collection references over 500 publications in full-text format, the vast majority of which are peer-reviewed journals.
- TOPICsearch – This current events database allows users to explore social, political, and economic issues, and other popular topics, including controversial opinions and viewpoints.
- Mental Measurements Yearbook (MMY), produced by the Buros Institute at the University of Nebraska, provides users with a comprehensive guide to over 2,000 contemporary testing instruments. The MMY series contains information essential for a complete evaluation of test products within such diverse areas as psychology, education, business, and leadership.
- Tests in Print (TIP), also produced by the Buros Institute, provides a comprehensive bibliography of all known commercially available tests that are currently in print in English. TIP provides vital information to users, including test purpose, test publisher, in-print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

Library Support and Training for the Doctoral Program.

Hagan Memorial Library offers interlibrary loan services to faculty, students, and staff. Through membership in SOLINET, the Library has access to the Online Computer Library Center (OCLC) bibliographic network. OCLC enhances the Library's holdings by providing access to holdings of other libraries worldwide, thus making interlibrary loan a viable service. The Library has interlibrary loan agreements with other member libraries of the ACA and of the Federation of Kentucky Academic Libraries (FoKAL). These agreements provide free or low-cost interlibrary loan between member libraries. The Library also provides access to the catalogs of the member libraries of the Kentucky Virtual Library (KYVL). As a result, the Library's interlibrary loan policies and procedures enable students to obtain materials normally within five days.

Currently, students seeking interlibrary loan materials may request them in person or by using the online library resource request form can be accessed and downloaded by a link on the Library's homepage.

The Library employs a full-time, MLS-certified Reference and Instruction Librarian to work with faculty and students to ensure their access to the full array of library resources and services. This individual has been designated as primary liaison for all graduate students and faculty. The Reference and Instruction Librarian, as well as other librarians, are available to answer questions about resources or research at any time during open hours.

Doctoral candidates have convenient personal access to library resources. Whether on-campus or at home, students will also be able to contact a librarian through the University's toll-free phone number (800-343-1609). In addition, the Reference and Instruction Librarian can assist students with research questions via email when appropriate. The Library Director coordinates timely delivery of interlibrary loan materials requested by graduate students. Such delivery may be self-service pickup for materials at the Library by the student, delivery to the classroom, or express mail delivery to the student's home address if the candidate resides outside of Whitley County.

Access to tutorials on basic strategies for using the library resources is available from links on the Library homepage. In addition, the Reference and Instruction Librarian (as well as any of the other professional librarians) can provide individual and course instruction on library resources and research.

Recommended Course Sequence

Semester	Dept./#	Course Name	Hours
Fall – Year 1			
Residency – Level One			
	ELSA/ELSOL/LEAS 730	The Politics of Educational Decision Making	3
	ELCC/ELCOL/LEAC 731	Learning in Adulthood	3
	COUN 731	Multicultural Issues in Counseling and Education	3
Spring – Year 1			
	COUN 733	Ethical and Legal Issues in Counseling, Counselor Education and Supervision	3
	ELRE/ELROL/LEAR 734	Inferential Statistics In Education	3
	COUN 833	Leadership and Advocacy in Professional Counseling	3
Summer – Year 1			
	ELSA/ELSOL/LEAS 835	The Change Process	3
	ELCC/ELCOL/LEAC 835	Online Teaching and Learning	3
	COUN 735	Advanced Counseling Theories and Skills	3
Fall – Year 2			
Residency – Level Two			
	ELRE/ELROL/LEAR 736	Dissertation Seminar	3
	ELSA/ELSOL/LEAS 732	Program Panning and Assessment	3
	ELSA/ELSOL/LEAC 834	Historical Development of Leadership Theories	3
Spring – Year 2			
	COUN 831	Theories & Techniques of Clinical Supervision	3
	ELRE/ELROL 839	Advanced Educational Research	3
	COUN 931	Advanced Clinical Practicum	3
Summer – Year 2			
	ELCC/ELCOL/LEAC 836	Grant Writing and Proposal Development	3
	COUN 933	Advanced Clinical Internship I	3
		<i>Special PhD Leadership Course</i>	(3)
Fall – Year 3			
Residency – Level Three			
	COUN 935	Advanced Clinical Internship II	3
		<i>Special PhD Research or Stats Course</i>	(3)
	ELRE/ELROL/LEAR 930	Dissertation	3
Spring – Year 3			
	ELRE/ELROL/LEAR 931	Dissertation	3
Residency – Level Four			
		Total Hours for EdD	60
		Total Hours for PhD	66

Counselor Education and Supervision Specialty Course Descriptions

COUN 733 - Ethical and Legal Issues in Counseling, Counselor Education and Supervision

This course examines the professional identity of mental health counselors, counselor educators and supervisors. Students will gain an understanding of professional functioning in a variety of settings. Legal, ethical, and best practice issues encountered by professional counselors will be examined. Prerequisite: admission to the Counselor Education and Supervision program. Credit, 3 Hours.

COUN 735 - Advanced Counseling Theories and Skills

This course focuses on the integration of theory and practice for advanced counseling students. Critical analysis of several major theories of counseling/personality will be completed. The course will provide a contextual background for advanced clinical work, understanding of theoretical material, and the ability to conceptualize and apply counseling theory specific to client history, diagnosis and presentation. Credit, 3 Hours.

COUN 831 - Theories & Techniques of Clinical Supervision

This course will examine clinical supervision theory and techniques currently used in counseling while introducing students to supervision as a specialty. Focusing on developmental issues of both supervisors and clinicians, this course will study methods that can be used to enhance counselor competency, and issues related to supervising utilizing multiple counseling models. Credit, 3 Hours.

COUN 731 - Multicultural Issues in Counseling and Education

This course is a study of the personal, social, political, affective, and behavioral considerations of diversity, explored through critical reflection. The course utilizes a broad view of diversity which includes factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. Multicultural competencies (awareness, knowledge, and skills) in counseling are emphasized. Awareness is centered on understanding the multiple value systems and worldviews that shape a complex and multi-faceted cultural identity. Emphasis is placed on insight gained into one's own cultural socialization and biases. Knowledge focuses on acquiring accurate understanding of the various cultural groups within our society. Skills relate to providing counseling services to reduce the risk of indirectly or directly oppressing or showing bias in the counseling relationship. Efforts will be made to provide counselors with practical skills, strategies and techniques for use when working with students and clients from a variety of cultural backgrounds. This course is designed to invite and encourage students to become ethical; effective advanced multiculturally competent counselor educators, supervisors, and researchers. Credit, 3 Hours.

COUN 833 - Leadership and Advocacy in Professional Counseling

This course is a study of various theories and models of professional leadership and advocacy. Students will utilize the knowledge gained to design and implement a structured, criterion-focused advocacy plan addressing a current, topical, political issue effecting professional counselors and the clients they serve. Implementation of the plan will require direct advocacy through face-to-face contact with legislative representatives on behalf of the profession and related stakeholders. Credit, 3 Hours.

COUN 931 - Advanced Clinical Practicum

A 100 clock hour doctoral-level supervised clinical placement in which 40 hours are in direct service with clients. The program may allow a variety of placement options. However, all placements must be approved by the student’s advisor prior to initiation. See the *CES Student Handbook* for further specifics and necessary practicum documentation materials. Credit, 3 hours.

COUN 933 - Advanced Clinical Internship I

A 300 clock hour doctoral-level supervised experience that includes a variety of activities associated with counselor education and supervision. Examples of activities include: teaching, clinical practice, research and others. The experience may be tailored to the student’s interests and career goals. All placements must be approved by the student’s advisor prior to initiation. See the *CES Student Handbook* for further specifics and necessary practicum documentation materials. Credit, 3 hours.

COUN 935 - Advanced Clinical Internship II

Advanced Clinical Internship II is a final 300 hour doctoral-level experience. The student may continue the placement from Advanced Clinical Internship I or may choose to work in another professional setting. As in Internship I, activities include: teaching, clinical practice, research and others. Placements are approved by the student’s advisor prior to initiation. See the *CES Student Handbook* for further specifics and necessary practicum documentation materials. Credit, 3 hours.

Core EdD and PhD Courses

ELCC/ELCOL/LEAC 731-Learning in Adulthood.

Course investigates the adult as learner with special attention given to the impact that aging has on cognition, visual acuity, auditory ability, social interactions, and self-perceptions. The course further explores the various settings and platforms in which learning takes place. Special attention is given to teaching and leading adults. Credit, 3 hours.

- Students will explain how the aging process impacts learning.
- Students will contrast pedagogical and andragogical assumptions.
- Students will demonstrate understanding of structuring learning experiences for adults.

ELCC/ELCOL/LEAC 835 – Online Teaching and Learning

Course provides the knowledge and skills necessary to effectively develop curriculum and deliver it online. Instruction includes a survey of the history of the distance education movement; types of online learning environments, instructional design strategies, and methods and best practices of teaching and learning online. Discussion is also provided on learning management systems (LMS) and communication management software.

- Understand the history of distance education.
- Identify differences among the types of learning environment: web-enhanced, hybrid, synchronous, and asynchronous settings.
- Compare/contrast the differences among learning management systems and communication management software.
- Implement instructional design strategies culminating in the design of online course.

ELCC/ELCOL/LEAC 836 – Grant Writing and Proposal Development.

This course examines the variety of federal and private sources for additional funding for educational projects, as well as common strategies for writing grant proposals and managing grant projects. Course activities focus on refinement of writing skills, including development of organizational and goal-setting strategies. Emphasis is also given to developing public relations techniques to cope with the political realities of grant projects. Credit, 3 hours.

- Students will develop skills in grant and proposal writing, including an understanding of the common expectations by reviewers of vocabulary and organization.
- Students will become familiar with the types of financial assistance available to educational institutions.
- Students will understand common processes used by governmental and other agencies to review grant proposals and applications.
- Students will describe and assess various strategies for managing grant projects.

ELCC/ELCOL/LEAC 834 – Historical Development of Leadership Theories

This course traces the historical development of leadership theory from the classical age to modern times. It will explore the relationship between leaders, leadership theories, and the constraints of a contextual time period upon both the leader and the power structure. The course culminates in a written project that will explore a theme, idea, or historical leader

and the events that shaped their leadership methods. The paper should be at least 20 pages in length. Credit, 3 hours.

- Students will critique the roles of various decision-makers in the institution and community in developing and implementing a strategic plan for improvement.
- Students will evaluate the usefulness of various technological resources in administering an institution's academic programs.
- Students will identify and evaluate the components of a sound process for maintaining accurate fiscal reporting.
- Students will formulate strategies for collaborating with stake-holders in responding to a specific problem or need within constituents populations.

ELSA/ELSOL/LEAS 730 – The Politics of Educational Decision-Making.

This course provides an overview of how political activities at the federal, state, and local levels impact the administrative decision-making in educational setting. It explores strategies for managing institutional politics to make these activities a constructive component of administration. Credit, 3 hours.

- Students will trace the impact of politics on the development of specific educational policies and programs.
- Students will differentiate between constructive and destructive political forces.
- Students will explore strategies for responding to political opposition to educational proposals with clear and constructive explanation and argument.
- Students will develop strategies for nurturing collaboration and consensus in the development of institutional policies and programs.

ELSA/ELSOL/LEAS 732 – Program Planning and Assessment.

The course examines the development, delivery, and assessment of academic programs. Emphasis is placed on identifying needs and developing courses relevant to organizational and unit mission statements. Methods of assessing program effectiveness are also examined. Credit, 3 hrs.

- Students will assess the development of current public policies and procedures concerning educational assessment and accountability
- Students will identify typical data sources for program evaluation, assessing the advantages and limitations of each.
- Students will critique the quality of policies and procedures for program evaluation.
- Students will formulate a sound plan for evaluating a specific educational program.

ELSA/ELSOL/LEAS 835-The Change Process

The course offers an interdisciplinary approach to the management of the change process with respect to individuals, groups, local community, and the American society. Drawing on concepts from the psychology of learning, human resource management, and sociology, the course looks at how educators and various social and political forces, including government policies and court decisions, interact with local culture to impact individual and corporate human behavior.

- Students will synthesize an interdisciplinary perspective on how individuals and groups respond to change initiatives.

- Students will contrast major learning theories.
- Students will contrast adult learning characteristics with children.
- Students will analyze major leadership models.
- Students will conduct an in-class change procedure.

ELRE/ELROL/LEAR 734 – Inferential Statistics in Education.

This course focuses on the descriptive and inferential statistics commonly used in educational administration. Course activities include the application of statistical methods to research design, as well as an investigation of how these methods can contribute to school improvement. Specific concepts include measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression. Credit, 3 hours.

- Students will define and describe the essential characteristics of quantitative research.
- Students will apply inferential statistical tests on problems requiring parametric and non-parametric analyses.
- Students will identify potential research designs for various problems.
- Students will analyze and critique statistical information in the professional literature on a topic related to their own research project.

ELRE/ELROL/LEAR 736 – Dissertation Seminar.

This course provides guided instruction on the design and writing of a dissertation proposal focused on school-based research. Course activities are intended to strengthen skills in writing, project design, and research methods. Prerequisite: ELRE/OL 734. Credit, 3 hours.

- Students will recognize the components of a sound dissertation proposal.
- Students will articulate clearly the focus of their dissertation research.
- Students will identify and assess literature relevant to their dissertation project.
- Students will design a sound methodology for gathering/presenting data on their research.

ELRE/ELROL 839 – Advanced Educational Research.

The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will, upon approval of the student's advisor and program director, serve as the first three chapters of student's dissertation. Prerequisites: ELRE/ELROL 734 and 736.

- Students will write a rationale and introduction for a dissertation proposal which must be based on a topic or problem related to administration in either K-12 or higher education settings.
- Students will construct a substantial literature review on a topic or problem related to administration in either K-12 or higher education settings.

- Students will design and write an appropriate methods chapter for a dissertation proposal.
- Students will successfully obtain approval from the course instructor and his/her advisor for a three-chapter dissertation proposal.

ELRE/ELROL/LEAR 850 – Qualitative Research Design

The course is designed to provide doctoral students with an in-depth understanding of qualitative methods and procedures of research. Topics discussed will include epistemology, the use of logic and drawing conclusions, the role of deduction, detection of logical fallacies and false argumentation, and the forms of qualitative study: Narratives, phenomenologies, ethnographies, grounded theory, and case studies, conceptualizing research designs, the collection and analyzing data/research, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.

ELRE/ELROL/LEAR 930, 931, 932-935 – Dissertation.

These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. ELRE 930/931 are taken consecutively for 3 credits each. If the dissertation is not completed at the end of ELRE 931, the candidate enrolls in ELRE 932 through ELRE 935 as needed, for 1 credit each term, until the dissertation is completed and defended. Prerequisites: all program course work. Credit, 1-3 hours.

- Students will organize and implement a practitioner-based educational research project.
- Students will gather, critique and synthesize professional literature related to their research topic.
- Students will manage and interpret data gathered in the course of their research.
- Students will communicate effectively the nature and results of their research.

An IP grade is posted initially denoting the dissertation is "in-progress." When the dissertation is completed, IP grades are changed to the appropriate letter grade in ELRE 930 and ELRE/ELROL 931, while IP's in ELRE/ELROL 932-935 are converted to "S" (satisfactory) credits.

Elective EdD and PhD COUN Courses

COUN 710 – Mindfulness-Based Cognitive Behavioral Interventions in Mental Health Counseling

The course will focus on the theory and evidence based practice of Mindfulness-Based Cognitive Behavioral Therapy (MBCBT) by engaging mental health clients in the process of change. The student will learn to help their clients explore and resolve their ambivalence by enhancing intrinsic motivation for change. MBCBT will

be explored as a stand-alone intervention, as a method of increasing client adherence to other intervention approaches, or as a general counseling approach underlying all client interactions. Given the wide variety of application, this class is appropriate for those who are interested in substance abuse and addiction practice or in adapting these methods and theory to guide counseling for other behaviors and populations.

COUN 715 – Introduction to Online Counseling and Supervision

This course provides advanced education and learning experiences in providing counseling services and clinical supervision online. This course will cover the history, goals, benefits and drawbacks for providing clinical services online. Current research, ethics and technology will be explored. This course will require the student to provide clinical services in an online format. Students will need to be a licensed counselor or a master's student in a practicum or internship experience.

Comprehensive Exam Rubric

SCORE:	Excellent:	Pass:	Fail:
	Thorough, Concise, and answered fully, with Correct APA, Excellent scholarly or peer-reviewed support, and is within the required length.	Addressed all areas, Clear and logical writing, Adequately supported with scholarly or peer-reviewed references, accurate APA, and Meets minimum required length	<p>Did not address all points, writing lacked clarity, inadequate scholarly/peer-reviewed support, APA errors, and/or did not meet minimum length required.</p> <p><i>Each response which is not scored as passing requires taking an alternate/comparable question, or an oral exam- <u>Which will be determined by the Faculty</u></i></p>
Day 1: Counseling			
Day 2: Teaching			
Day 3: Supervision			