Doctor of Education in Educational Leadership
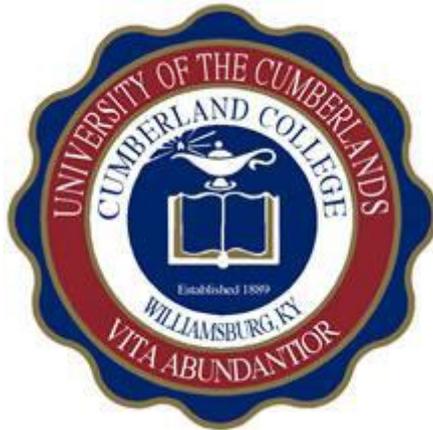
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Doctor of Philosophy in Leadership with a Specialization in Education

Program Handbook
and
Course Catalog

2016-17

ACCREDITATION

Institutional Regional 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.

School of Education National Accreditation

University of the Cumberlands' School of Education was awarded NCATE (National Council of Accreditation for Teacher Educators) accreditation through the Council for Educator Preparation (CAEP), 1140 19th Street, NW, Suite 400, Washington, DC 20036 in October 2015.

NONDISCRIMINATION POLICY

University of the Cumberlands does not illegally discriminate in its programs and activities on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. The University has 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 University has grievance procedures to provide students, employees, or applicants an opportunity to file a complaint of illegal discrimination of any kind. In order to file a grievance, see the grievance procedures published below or contact the appropriate person:

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

Mr. Nate Clouse
Student Success Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-3561, michelle.anderson@ucumberlands.edu

The following persons have been designated as the University's Title IX Coordinator to handle inquiries or complaints regarding the sex

nondiscrimination policy and 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

Dr. Emily Coleman
Vice President for Student Services and Deputy Title IX Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-4171, emily.coleman@ucumberlands.edu

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

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

PRIVACY RIGHTS OF STUDENTS

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 of 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 prepare professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making in the 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.

Table of Contents

Doctor of Education (Ed.D.) in Educational Leadership & Ph.D. in Leadership with a Specialization in Education

The doctoral tracks in leadership extend the University's long-standing mission to prepare students for "lives of responsible service and leadership." Curricular options in the doctoral programs allow students to develop advanced practitioner skills applicable to K-12 and institutions of higher education.

The Mission and Goals of the Ed.D./Ph.D. Program

The mission of the doctoral program is to prepare professional educators to make valuable, cutting-edge contributions in a variety of academic leadership roles and organizational settings. Through their own research, professional activities, and public service, and especially through their implementation of the curriculum, faculty members are committed to providing degree candidates the opportunity to deepen their professional knowledge and their understanding of educational theory, to extend their mastery of research and its application to strategic problem-solving, and to strengthen their commitment to professional service and ethical decision-making. The Ed.D./Ph.D. program seeks to equip graduates with the capacity for critical and creative thinking necessary to meet the complex demands placed on education leaders today.

In pursuit of this mission, the Ed.D./Ph.D. curricula serve the following program goals:

- Goal 1: To develop critical and reflective thinking to facilitate institutional problem-solving and school or college improvement.
- Goal 2: To nurture effective and ethical professional leadership at the college-, school-, district-, or unit-level.
- Goal 3. To strengthen the research, analytical and communication skills necessary for professional decision-making.
- Goal 4: To strengthen content knowledge in a specialty area.
- Goal 5: To promote public service and ethical leadership in professional and community settings.

Unifying these diverse curricular goals is the concept of authentic educational leadership. Such leadership is based on an understanding of educational research and sound theories of organizational

management. However, these academic ideals must be tempered by the realities of experience and focused by a commitment to professional service to the community rooted in sound ethical principles. The Ed.D./Ph.D. curricula are hence designed to mold general theory and knowledge into professional expertise and ethical practice.

Program Structures

The Ed.D. track in Educational Leadership consists of sixty post-master's credit hours designed to be completed over three calendar years. The design of the program includes several features for practitioners that enable degree candidates to complete all coursework as well as the dissertation while continuing with their full-time employment responsibilities.

The Ph.D. track in Leadership with a Specialization in Education is generally seen as more theory and research intensive than a practitioner's degree such as the Ed.D. Students pursuing the Ph.D. in Leadership with a Specialization in Education must complete the curriculum established for the Ed.D. plus six additional hours, for a total of 66 hours beyond the Master's degree.

Continuous Enrollment Model. The program permits students to begin their studies in any term in which courses are offered. Classes are designed to facilitate the development of a community of learners that provide not only a sense of camaraderie but also a collegial academic support system.

Online Delivery. The program is designed for 100% online synchronous delivery.

Executive Format. While the program's schedule requires considerable independent learning and preparation on the part of the candidate prior to each session, the schedule nevertheless enables in-depth, active learning based on critical and reflective thinking. The executive format allows assignments to be handled comfortably, while candidates maintain their continuing professional responsibilities.

Course Scheduling. Courses are organized so that those taken in a given term complement one another. In addition, courses are arranged sequentially from term to term in order to prepare the candidate for the major research tasks and checkpoints of the dissertation. Thus, embedded in the coursework the first and second years are activities intended to assist the degree candidate in exploring topics and research strategies for the dissertation. Students write drafts of the dissertation's

first three chapters in courses prior to enrollment in ELROL 930 Dissertation. Because writing and analytical skills are necessary in the ELRE/ELROL sequence of classes, they must be taken in the following order: ELROL 736, ELROL 839, and ELROL 930, ELROL 931, and, if needed, ELROL 932-935. It is required that students complete ELROL 734 before enrolling in ELROL 736. These are 16-week courses. No other course may be taken in conjunction with these courses.

Research. Students will formally identify a dissertation topic and write the review of the literature in fulfillment of the requirements for ELRE 736-Dissertation Seminar. The remaining sections of the first three chapters of the dissertation will be written while enrolled in ELRE 839-Advanced Educational Research. Candidates will then will carry out their research to complete the dissertation.

Comprehensive Examination. Candidates sit for the Comprehensive Examination prior to enrolling in ELROL 930. The specific content, structure, and scheduling of this examination is determined by the Program Director in consultation with the full-time program faculty. Tailored to each student's program of study, questions on the Comprehensive Examination are generated by the program's four content-related goals:

- Goal 1: To develop critical and reflective thinking to facilitate institutional problem-solving and school or college improvement.
- Goal 2: To nurture effective and ethical professional leadership at the college-, school-, district-, or unit-level.
- Goal 3. To strengthen the research, analytical and communication skills necessary for professional decision-making.
- Goal 4: To strengthen content knowledge in a specialty area.

The Comprehensive Examination is normally completed in one four-hour session scheduled during the operating hours of the department. It 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.

Under special circumstances, students may request to take their Composite and Comprehensive Exams under the supervision of qualified personnel employed by another accredited institution. Students seeking permission to take their exams at an accredited institution must complete the following steps: inform his or her advisor of the potential need to take the exams at an approved campus site. Notification should be made at least one full semester before the exams are scheduled. Failure to notify the advisor within the proper timeframe may result in a denial of the request. Upon informing the advisor, the student must contact, in writing, the Program Director to seek formal permission to have the exam taken at another institution. The student must provide the following information in their written request to the Director.

- A reasonable explanation as to why these special circumstances should be granted.
- The location where the student wishes to take the exams, and a contact person's name and work address (both physical and email) who would be willing to proctor the exam. All long-distance exams must be proctored by approved personnel.

To be approved an off-campus testing site, the program directors recognize the following personnel as official proctors of long distance exams: a college/university department chair who supervises an administrator/manager and other faculty, an academic dean, a registrar, or vice president of student personnel services. Upon completion of the exam, the proctor must include on official letterhead an acknowledgment of the time the exams began and when the student completed the exams. Both the student and the proctor must sign the letter. The Proctor must place the exams, exam responses, and letter in an official envelope (i.e. has the official seal of the institution where the exam was proctored). The envelope must be sealed with tape and the signature of the college official placed over the tape and seal. It is the responsibility of the proctor to mail the exam to the Program Director.

Exams sent directly by students will not be accepted.

The Dissertation. The dissertation is the capstone experience in the Ed.D. program in Educational Leadership and the Ph.D. in Leadership with a Specialization in Education. A dissertation is a research-based project that may use a wide-range of statistical, quantitative, and qualitative methods. However, in the University's practitioner-focused program, the dissertation is conceived as a reality-based, field project in which the candidate engages in authentic professional problem-solving and studies how best to improve educational practice. Ideally the dissertation becomes a venue in which the candidate's practical

experiences as a school/college educator/administrator converge with the academic experiences of previous coursework. 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 at the University of the Cumberlands a rigorous academic experience focused on strengthening the skills of administrators and hence on enhancing education in schools and colleges.

Additional information on some of these features may be found in the following description of program policies and procedures.

Program Policies

Responsibility for the routine administration of the policies and procedures of the program resides with the Program Director under the oversight of the Vice President for Academic Affairs.

Admission.   To be considered for admission into the Ed.D./Ph.D. program, prospective candidates must:

- hold a master's degree from an accredited institution of higher education.
- have a 3.5 GPA (on a 4-point scale) on the most recent graduate degree earned as verified by official transcripts.
- have earned within the past 5 years a combined verbal and quantitative score of at least 300 (800 previous scale) on the Graduate Record Examination (GRE) or a score of at least 400 on the Miller Analogies Test (MAT). Test scores older than five years may be considered if they are above 300 (800 previous scale) on the GRE and 400 on the MAT.
- provide three letters of recommendation from a supervisor or professor.
- provide a writing sample describing the student's research interests. In evaluating the applicant's essay, scrutiny is placed on grammar, voice, and topic; please note that prospective research topics must fit within the range of expertise and interests that program faculty could reasonably supervise.
- achieve a satisfactory score 67 (55th percentile) for the Ed.D. program and 75 (50th percentile) for the Ph.D. program on the program's Foundational Skills Test.
- If all of the above criteria are met, the prospective student must be interviewed by the Director of the program or authorized representatives.

GRE or MAT test requirements or required GPA may be waived for applicants under the following circumstances:

- A student with a GPA of 3.75 may have the GRE or MAT test requirement waived.
- A student with a valid GRE score of 840 (on the previous scale) or 310 (on the new scale) OR a score of 440 on the MAT may have the GPA requirement waived.

Conditional Admission. Students having <u>one</u> of the above criteria for regular admission waived may be admitted on a conditional or provisional basis. Students granted conditional admission will be required to satisfy specific conditions in order to continue enrollment in the program. These conditions include maintaining a cumulative GPA of at least 3.5 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 administrative courses deemed prerequisites to the program. Some students entering the program under provisional or conditional admissions status may be required to successfully participate in the program's tutoring program while concurrently enrolled in first year classes.

Provisions for Reapplying to the Doctoral Program. A candidate whose initial application was denied admissions may reapply to the program after one full semester or 16 weeks. A person committed to being accepted into the program should work toward developing and strengthening writing, critical thinking, and computational skills. It is also essential to recognize that potential dissertation topics must be compatible with the academic interests and expertise of the program's full-time faculty.

Based upon an assessment of all information provided by prospective candidates, admission will be granted to the limited number of places available in a given cohort.

Doctoral-Level Course Work. All credits that are part of the degree program for Ed.D./Ph.D. candidates must be doctoral-level course work. Program courses with an LEAC, ELCOL, LEAS, ELSOL, LEAR, or ELROL prefix are by definition doctoral-level courses. Other courses accepted as transfer credit for these program courses, as well as all courses accepted toward the eighteen (18) hours of Content Specialty courses, must be certified as doctoral-level courses by the Program Director with the assistance of the Registrar; transfer courses must also be transcripted with letter grades (A, B, C, D, or F). Transfer courses with P or S grades will not be accepted because those grades are not

compatible with UC's grading policy. To be considered a doctoral-level course, the student must write a paper or produce a project that incorporates an analysis and synthesis of professional literature. Courses taken by a student while completing the Master's degree used for admission purposes will not be accepted as credit.

Content Specialty Credits. Content Specialty courses listed in the *Ed.D or Ph.D.. Program Handbook and Course Catalog* may not be populated exclusively by doctoral students. However, these courses have been certified as Content Specialty courses because doctoral students taking these courses will engage in learning activities beyond those expected of masters-level students.   These doctoral learning experiences will include the following:

- an in-depth engagement with professional literature and/or theory related to the topic.
- multiple opportunities to offer a critical analysis or application of professional literature and/or theory to the primary content of the course.
- development of an independent research project related to the course content, typically resulting in a written presentation of approximately twenty pages.

These learning activities for doctoral students are detailed and documented in syllabi on file in the Academic Affairs Office.   Other courses, including courses offered for transfer credit, may be certified by the Program Director and the Registrar as doctoral-level Content Specialty courses if documentation of the learning experiences noted above can be offered through the syllabus, a portfolio of student work, or a detailed statement by the course professor.

Transfer Credits. With the approval of the Program Director and the Registrar, coursework from other regionally accredited colleges and universities may be accepted as transfer credit toward the Ed.D./Ph.D. program at University of the Cumberlands.   A degree candidate may transfer up to thirty (30) hours earned beyond the master's degree used for admissions purposes. Transfer courses must be transcripted with letter grades (A, B, C, D, or F). Transfer courses with P or S grades will not be accepted because those grades are not compatible with UC's grading policy.

Grading Procedures. The Ed.D./Ph.D. program uses 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 will be 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 will indicate all work required to complete the course, as well as the deadline for completion. Once the contract is approved, the grade of "I" will remain 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.   Students must maintain a GPA of 3.0 throughout the program.

Writing and Analytical Skill Development. The doctoral program at University of the Cumberlands places a premium on helping students develop effective analytical and writing skills. As described earlier, Goals

1 and 3 speak directly to those important functions of the program. To help students succeed in developing those skill sets, a number of courses in the program have embedded assessments in them. The assessment process is designed to assist faculty in evaluating the program's success in helping students develop their writing and analysis skills. Any student who has demonstrated deficiencies in 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 or subsequent ELROL or LEAOL 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.

Remediation and Program Continuance. Critical thinking and writing skills are essential attributes of successful doctors of leadership. Any of the Ed.D./Ph.D. faculty can refer a student to mentoring. Students referred to mentoring must coordinate their entrance into and out of mentoring with the Office Manager or the Program Director. Please note that placement in mentoring is not an optional assignment; it is mandatory. Only those mentored students who have successfully completed an individualized remediation plan will be allowed to continue beyond certain points in their respective programs. For instance, provisionally admitted students who were referred to tutoring cannot register for more than 12 hours until they have met their individualized remediation requirements. Other students referred to remediation may not register for ELROL or LEAROL 930 until they have satisfied their remediation plan.

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 Program Director. 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 Program Director may also be filed with the Vice President for Academic Affairs, who will make the final determination in the matter.

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 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.

Dropping a Course.   A student may withdraw from a course with a "W" up until the last day to drop listed upon the Academic Calendar as long another grade (such as an F) has not been previously posted. A "W" has no impact upon a student's GPA. No student may drop a course after the deadline posted on the Academic Calendar for the appropriate semester or bi-term.

Voluntary Withdrawal.   A student desiring to withdraw from University of the Cumberlands at any time must complete required paperwork and receive permission from the Vice President for Academic Affairs.   The withdrawal process normally begins in the Office of 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 Cumberlands 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 "aF") 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 "aF" for each class when appropriate. An administrative withdrawal will be posted when non-participation in classes results in an active schedule of less than 1 credit hour, with W's, F's or aF's posted on all other courses.
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 final date of active enrollment (more information below) 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 participating in 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).

Administrative Withdrawal. A student may be withdrawn from all classes by administrative action based upon
1. Disciplinary action against a student confirmed by the Vice President for Academic Affairs, the Vice President for Student Services, or other university officer;
2. Failure of the student to confirm enrollment during the enrollment confirmation period at the beginning of a term.
3. Non-Participation in classes resulting in an active schedule of less than 1 credit hour and the posting of an F, W in other classes.

Final Date of Active Enrollment. Whatever the circumstances, at the time of student withdrawal from the current term, the Registrar determines the final date of active enrollment (normally the last date of class attendance for in-seat classes or the withdrawal date for online courses). The final date of active enrollment is used by the Bursar's Office and the Financial Planning Office to determine any eligibility for tuition refund and any requirement for return of financial aid.

Verification of Enrollment. A student must confirm enrollment at the beginning of each term during the Confirmation of Enrollment period established by the Registrar and published on the Academic Calendar. For in-seat courses, Confirmation of Enrollment normally occurs by attendance in all courses on a student's schedule at least once during the confirmation period. For on-line courses, Confirmation of Enrollment normally occurs via active participation in a learning activity in all courses

during the confirmation period. With the assistance of other offices and all faculty, the Registrar's Office administers the procedures by which enrollment is confirmed.

NOTE: Student Aid is not dispersed by the Financial Planning Office until enrollment is verified. A student's receipt of aid confirms the student's intent to complete all courses on the schedule for the semester. Once enrollment is confirmed and aid is dispersed, all policies and procedures described elsewhere are followed regarding tuition refund and aid remission should a student choose to drop individual classes or withdraw from all classes.

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 has expired.

<u>Treatment of Title IV Aid.</u> 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, Nation al 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 prorated 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. UC has designated Mr. Nate Clouse, Student Services Coordinator, to coordinate its efforts to comply with laws which prohibit discrimination against students or applicants on the basis of a disability. If you have questions or concerns, please contact him for assistance in the Boswell Center, by phone at 606-549-3561, or through email at nate.clouse@ucumberlands.edu.

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, a candidate is 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 Ed.D./Ph.D. in approximately three 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 program 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 ELROL/LEAR 736, Dissertation Seminar, and ELROL/LEAR 839, Advanced Educational Research. 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. Before the student enrolls in ELROL 930, the Program Director assigns an additional 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 hours each term until the dissertation is completed – three hours 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.

Degree Requirements

An outline of the courses required to complete the 42-hour core and 18-hour specialty are presented below:

Curriculum and Culture. Twelve hours in the degree are earned through four courses that explore various aspects of the academic leader's role in nurturing a sound curriculum and healthy educational culture in the institution.

ELCOL/LEAC	731	Learning in Adulthood
ELCOL/LEAC	835	Online Teaching and Learning
ELCOL/LEAC	836	Grant Writing and Proposal Development
ELCOL/LEAC	834	Historical Development of Leadership Theories

Administration. An additional 15 hours are earned through seven courses emphasizing different areas of administrative management.

ELSOL/LEAS	730	The Politics of Educational Decision-Making
ELSOL/LEAS	732	Program Planning and Assessment
ELSOL/LEAS	830	Leadership in Theory and Practice
ELSOL/LEAS	835	The Change Process
ELSOL/LEAS	833	Higher Education in America

Research. The remaining 15 hours of the degree are earned through a series of courses focusing on research methods and research activities. The capstone of these courses and of the entire program is ELROL/LEAR 930, enrolled in for a minimum two semesters to contribute a total of at least six credit hours.

ELROL/LEAR	734	Inferential Statistics in Education
ELROL/LEAR	736	Dissertation Seminar
ELROL/LEAR	839	Advanced Educational Research
ELROL/LEAR	930, 931, 932-935	Dissertation

Content Specialty Area. Eighteen hours in the Ph.D. program may be earned in courses in a variety of content areas such as literacy, history, business, etc. Those interested in a content area should discuss this option with the Program Director to customize the program to individual interests.

Eighteen hours in the Ed.D. program may be earned in courses in a variety of school administration areas such as Curriculum and Instruction, District Level Administration, Literacy, Pupil Personnel Services, School Counseling, School Level Administration, or Special Education. Classes available include, but are not limited to, those listed below.

Business:

BADM/BUOL 530	Specialized Studies in Accounting, Business Administration and Marketing Education
BADM/BUOL 539	Research and Report Writing
BMIS 630	Advanced Educational Applications Approved electives

Business and Marketing:

BUOL 511	Current Issues in Business (1 Credit Hour)
BUOL 531	Methods and Materials for Teaching Business
BUOL 534	Managerial Finance

BUOL 536	Advanced Management Information Systems
BUOL 539	Research and Report Writing
BUOL 638	Strategic Decision Making

Criminal Justice:
CROL 531 Foundations in Justice Administration
CROL 532 Criminological Theories in Justice Administration
CROL 535 Legal and Ethical Issues in Justice Administration
CROL 538 Administrative Law and Management
CROL 633 Corrections Administration
CROL 634 Critical Issues in Community-Based Corrections

Curriculum and Instruction:
ADOL 630	Introduction to Education Administration
ADOL 631	School Program Improvement
ADOL 632	Human Resource Management and Supervision
ADOL 636	School Law 1
ADOL 639	The Supervisor
ADOL 665	Instructional Supervisor Practicum

District Level Administration:
ADOL 631	School Program Improvement
ADOL 643	Special Education and School Leadership
ADOL 644	Introduction to District Leadership
ADOL 669	Superintendent Clinical Experience
ADOL 671	School Superintendent
ADOL 672	School Administration and Regulation

Education:
ADOL 631	School Program Improvement
ADOL 633	Applied Research
ADOL 635	School and Community Relations
EDOL 533	Educational Technology
	Approved Electives

Educational Technology:
EDOL 548	Internet and Web Design for the Modern Teacher
EDOL 633	Instructional Leadership in Technology
CSOL 530	Computers in Education
CSOL 630	Advanced Educational Applications
	Approved Electives

English:
ENOL 532	Methods and Materials of Teaching English
ENOL 534	British Literature
ENOL 535	Studies in Modern Literature
ENOL 550	Creative Writing
	Approved Electives

Health and Physical Education:

HEOL 530	Methods and Materials of Teaching Health
HEOL 531	Topics in Health and/or Exercise and Sport Medicine
PEOL 530	Methods and Materials of Physical Education
PEOL 531	Topics in Physical Education and/or Exercise and Sport Medicine
	Approved Electives

Information Systems: Choose 6 from:

ISOL 531	Access Control
ISOL 532	Telecommunications and Network Security
ISOL 533	Information Security and Risk Management
ISOL 534	Application Security
ISOL 536	Security Architecture and Design
ISOL 631	Operations Security
ISOL 632	Business Continuity Planning and Disaster Recovery Planning.
ISOL 633	Legal Regulations, Compliance, and Investigation
ISOL 634	Physical Security
ISOL 690	Special Topics, with the approval of the Program Director may substitute for one required course in the program.

Literacy:

ENOL 531	Writing Instruction in Content Areas
REOL 531	Reading and Writing Foundations
REOL 533	Teaching Reading in Content Areas
REOL 630	Diagnosis or Reading Problems
REOL 632	Strategies for Reading Programs
REOL 633	Literacy Leadership

Mathematics:

MAOL 531	Teaching Mathematics to Students with Learning Disabilities
MAOL 532	Methods and Materials of Teaching Math
MAOL 530	Topics in Mathematics I
MAOL 630	Topics in Mathematics II
MAOL 631	Topics in Geometry
	Approved Electives

Psychology:

PSYC 530	Psychology of Religion
PSYC 538	History and Systems in Psychology
PSYC 590	Special Topics
	Approved electives

Pupil Personnel Services:

ADOL 630	Introduction to Education Administration
ADOL 631	School Program Improvement
ADOL 632	Human Resource Management and Supervision
ADOL 641	School Systems Administration
ADOL 667	Director of Pupil Personnel Practicum
SPOL 530	Characteristics, Identification and Instruction of Students With Disabilities

Religion/Ministry:

MMOL 537	Christian Education
MMOL 538	The Church and Contemporary Culture
MMOL 639	Ministry Project
MMOL 531	Old Testament Survey I OR
MMOL 532	Old Testament Survey II
MMOL 533	New Testament Survey I OR
MMOL 534	New Testament Survey II

One of the following 600-level courses:

MMOL 631	Focused Study of the Old Testament
MMOL 632	Focused Study of the New Testament
MMOL 635	Church Administration
MMOL 637	Planting High Impact Churches

School Counseling:

COUN 630	Counseling Theories and Techniques II
COOL 630	Introduction to Addiction Counseling
COOL 633	Child and Adolescent Counseling
COOL 636	Counseling Aspects of Grief and Loss
COUN 537	Etiology and Diagnosis of Mental Disorders
COOL 635	Leadership, Advocacy, and Accountability in Counseling

School Level Administration:

ADMOL 650	Introduction to School Leadership
ADMOL 661	Principal's Role in Climate and Culture
ADMOL 671	Principal's Role in Curriculum
ADMOL 672	Principal's Role in Assessing and Monitoring Instructional Programs
ADMOL 675	Principal's Role in Creating Organizational Structures
ADMOL 679	Research and Development in Education

Social Studies:

HIOL 530	Methods and Materials of Social Studies
HIOL 531	Selected Topics
PLOL 531	Studies in Political Science
	Approved Electives

Special Education:

ADOL 630	Introduction to Education Administration
ADOL 632	Human Resource Management and Supervision
ADOL 636	School Law 1
ADOL 668	Director of Special Education Practicum
SPOL 632	Consultation and Collaboration for Curriculum Design
SPOL 636	Advanced Assessment Strategies and Prescriptive Writing

Student Personnel Services:

EDOL 631	Advanced Human Behavior
LEAC 781	Higher Education and Student Personnel Services
LEAC 782	Higher Education Enrollment Management
LEAC 783	Higher Education Law and Policy in Student Services
BUOL 533	Marketing Management
COUN 540	Counseling Theories & Techniques I

Ph.D. in Leadership With a Specialty Area in Education.

Eighteen hours in education related courses are required for the Ph.D. with a Specialty Area in Education. Those interested in a Ph.D. with a specialty area in education should discuss this option with the Program Director to customize the program to individual interests.

Students pursuing the Ph.D. in leadership with a specialty area in education must complete the curriculum established for the Ed.D. in educational leadership plus six additional hours: one graduate course in which leadership theories and concepts in a non-academic environment is a central theme and one course in which non-academic statistics or research methods is the focus. The PhD in leadership requires a minimum of 66 hours beyond the master's degree.

NOTE ON DISSERTATION CREDITS AND PROCEDURES.

ELROL/LEAR 930 and 931 are taken consecutively for 3 credits each. If the dissertation is not completed at the end of ELROL/LEAR 931, the candidate enrolls in ELROL/LEAR 932 through ELROL/LEAR 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 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

ELROL/LEAR 930 and ELROL/LEAR 931, while IP's in ELOL/LEARE 932-935 are converted to "S" (satisfactory) credits.

COURSE SEQUENCE

Course sequence will vary based on the number of transfer hours accepted.

COURSE DESCRIPTIONS

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.   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.

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. 3 Hours

- Students will evaluate the classical understanding of leadership, particularly from a Greco-Roman perspective
- Students will assess the traits, skills, and other characteristics the classical and medieval world considered necessary for strong leaders.
- Students will examine the changing understanding of leadership as it emerged during the Renaissance with special emphasis placed upon the theories of Machiavelli.
- Students will explore the early modern and modern concepts of leadership. Special focus will be devoted to the ideas commonly associated with "republicanism."
- Special attention will be devoted throughout the course to the importance of historical context in shaping both the development of leaders and the understanding of leadership theories.

ELCOL/LEAC 835 − Teaching and Learning Online. 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. 3 Hours

- 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.

ELCOL/LEAC 836 − Grant Writing and Proposal Development. This course examines a 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. 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.

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. 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.

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. 3 Hours
- Students will explore ways to assess both felt and assessed needs as prerequisite activities in program building.
- Students will investigate ways in which to develop program goals that support an organization's mission statement and strategic plan.
- Students will develop course objectives that fulfill program goals.
- Students will analyze ways to conduct program assessments.
- Students will examine program assessment data as part of an annual report.

ELSOL/LEAS 830 − Leadership in Theory and Practice. In this home-based project, the candidate applies adult learning theories and leadership principals to an initiative within the home institution or in an educational setting approved by the instructor. The course culminates in a written project that assesses the types of learning and or leadership models used in the initiative as well as the outcome. The paper should be at least 20 pages in length. 3 Hours
- Students will collaborate effectively with others on an educational change initiative in an educational or human resource development unit or institution.
- Students will identify and assess the types of learning and leadership models used in the initiative.
- Students will write an analysis of the initiative.

ELSOL/LEAS 833 − Higher Education in America. Course provides an overview of the missions of contemporary higher education institutions, including community colleges; private liberal arts colleges; church affiliated universities, public regional and land-grant universities, historically black colleges, as well as proprietary colleges and universities. Particular attention is given to the roles played by various administrative units operating on college campuses, including academic affairs, student-personnel services, and financial affairs and plant operations. 3 Hours

- The learner will contrast missions and clientele served by various kinds of institutions that make-up American higher education.
- The learner will examine diverse departmental cultures and missions of academic departments, fiscal affairs, student services, and physical plant operations operating on college campuses.
- The learner will analyze the forces affecting leadership directed toward institutional viability.

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. 3 Hours
- 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.

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. 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.

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. 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.

ELROL/LEAR 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: ELROL/LEAR 734 and 736. 3 Hours

- 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.

ELROL/LEAR 850 – Qualitative Research Methods. 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. Prerequisites: ELROL/LEAR 736 Dissertation Seminar; ELROL/LEAR 839 Advanced Educational Research. 3 Hours

- Students will select a topic suitable for qualitative research.
- Students will design and explain a proper qualitative method and theory to structure their research.
- Students will write an appropriate "Introduction" to their qualitative dissertation proposal; for students completing the course to satisfy the research requirements for the PhD, the work in ELROL 850 must be applicable to a research project worthy of consideration for the introduction to a potentially publishable study.
- Students will review various forms of logic, and they will discuss how to avoid logical fallacies in their work.
- Students will review secondary literature to discuss and detect methodological and logical approaches in the secondary literature; subject to approval of the instructor, students may rework material drafted for ELROL/LEAR 736 and ELROL/LEAR 839.

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. ELROL/LEAR 930 and 931 are taken consecutively for 3 credits each. Prerequisites: all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of ELROL/LEAR 931, the candidate enrolls in ELROL/LEAR 932 through ELROL/LEAR 935 as needed, for 1 credit each term, until the dissertation is completed and defended. Prerequisites: all program course work. 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 931, while IP's in ELRE 932-935 are converted to "S" (satisfactory) credits.

ADOL 630 - Introduction to Educational Administration. This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the candidate to the theories and concepts of administration including personnel, finance, law, school organization and curriculum. Research studies which have been completed by state and regional administrative groups and frequent seminars in administration are held. 3 Hours

ADOL 631 - **School Program Improvement.** This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America's schools will be discussed and examined. Further, the course provides the student with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change. 3 Hours

ADOL 632 – Human Resource Management and Supervision. This course is a study of the role of the school administrator in managing the human resource function. Included in this course is a study of the organizational dimensions of the personnel function, along with planning, recruitment, selection, placement, development, and appraisal of the individual. This course also deals with the school administrator in his/her capacity as supervisor of the human resources of the school. In addition, the legal aspects of Human Resource Administration are discussed. Five Field/Clinical Experience Hours required. 3 Hours

ADOL 633 - Applied Research in Education. The interpretation, synthesis, and analysis of educational research findings as they relate to action research and program management. The emphasis is placed on conducting applied research or program evaluation, including the development of instruments, collection and interpretation of data, and presentation of findings. 3 Hours

ADOL 636 – School Law 1. A course that is designed to provide basic legal information to the educational professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of candidates and teachers, religious expressions in the school, etc. 3 Hours

ADOL 639 - The Supervisor. This course examines the role of the school supervisor at the three levels of public schools. The course provides an analysis also of the duties and responsibilities of supervisors assigned to specific subjects and grade levels. 3 Hours

ADOL 644 – Introduction to District Administration. This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the candidate to the theories and concepts of administration including leadership theory and development; including impact of board leadership on student learning; community engagement focused on student learning; capacity building; district management; culturally responsive leadership; ethics; and professional development. Instructional Leadership at the chief executive officer (CEO) level is the subject of this standards-based course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized. 3 Hours

ADOL 671 - School Superintendency. This course analyzes the role of the school superintendent in public education. Content knowledge, job expectations, and job descriptions are addressed. Also addressed are ways in which the superintendent's position can be used in order to generate educational improvement. 3 Hours

ADOL 641 - School System Administration. This course examines and analyzes the daily job responsibilities of a public school superintendent including areas such as financial management, instructional support and improvement, the management of and planning for school facilities and federal program management. 3 Hours

ADOL 643 - Special Education and School Leadership. The administration of the special education program in public and private schools is a significant component of an administrator's duties. This course seeks to familiarize prospective school administrators with the laws of special education and other laws related to handicapped children in schools. Three legislative enactments IDEA, Section 504, and the Americans with Disabilities Act (ADA) will be addressed. The course also focuses on related topics including; (1) due process hearings, (2) remedies available to parents and school districts, (3) school records, (4) the identification and evaluation of children with disabilities including the

process for evaluations, individualized education plans, placement, notice and consent, (5) discipline and (6) best practices for establishing a working relationship with parents of special education students. 3 Hours

ADOL 665 - Practicum: Supervisor of Instruction. Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The student, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Director Pupil Personnel including program evaluation and improvement. The 100 hours will be divided between two different schools. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Department Chair required. 3 Hours

ADOL - 667 Practicum: Director of Pupil Personnel. Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The student, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Director Pupil Personnel including program evaluation and improvement. The 100 hours will be divided between two different schools. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Department Chair required. 3 Hours

ADOL 668 - Practicum: Director of Special Education. Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The student, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Director of Special Education, including program evaluation and improvement. The 100 hours will be divided between two different schools. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Department Chair required. 3 Hours

ADOL 669 - Practicum: School Superintendent. Supervised practicum designed to provide experiences at the elementary, middle and high school level. The student, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a superintendent including program evaluation and

improvement. The 100 hours will be divided between two different schools. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Department Chair required. 3 Hours

ADOL 672: School System Administration and Regulation.   This course address the federal, state, and local laws governing school system administration with an emphasis on the following school functions: finance; personnel; food service; facilities; transportation; school safety; and school-based councils. These critical areas will be studied from a systems perspective of developing and coordinating all system services in the support of high performance schools. The nature of the superintendency and other district-level administrative positions requires that the district administrator interacts continually with many different people and agencies in complex and dynamic relationships. The human relations skills and the processes with which the administrator must be competent to work effectively with people will also be examined. The other personal and professional competencies required for effective school system leadership will also be discussed in the context of a shared decision making environment and a comprehensive school improvement planning process. 3 Hours

ADMOL 650 - Introduction to School Leadership.   This course provides aspiring school leaders with an introduction to the roles and responsibilities of school leaders and practical application at the district, school, and community levels. The leadership and management function and duties of the principal are examined. This class is designed to introduce the theories, concepts, and skills needed for school leaders to be highly effective including curriculum and instruction, assessment of instructional programs, human resource management, school climate and culture, organization structures and operations, and school and community relations. 3 Hours.

ADMOL 661 - The School Principal's Role in Improving School Climate and Culture. This course is intended to provide the principal candidate with an understanding of the educational relevance of involving the greater community (parents, neighborhoods, businesses, etc.) to enhance and support student achievement; organizational relationships between schools within and outside schools; power, multicultural awareness; major opinion leaders; vision and mission articulation; and interpersonal skills. The content of the course emphasizes the following concepts: the importance of diversity in developing and implementing curriculum; strategies to reinforce norms of behavior and to promote effective change; elements of and impact of

school culture; the use of data to influence school culture; the value of active partners/stakeholders; individual and collective accountability; modeling professional ethics; and equity and diversity.
3 Hours

ADMOL 671 - The Principal's Role in Curriculum Leadership. This course examines the principles and practices essential to developing and administering curricular programs, including knowledge and understanding about measurability, scope and sequence, taxonomy, program designs, and the fit between a planned program and a taught or implemented one. 3 Hours

ADMOL 672 - The School Principal's Role in Assessing the Instructional Program. This culminating course in the principal preparation program is designed to aid the principal candidate in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply to the role of the principal. Relevant readings, analysis of sample assessment processes, and use of protocols will provide principals an understanding of those assessment strategies needed to evaluate the instructional program, support teacher effectiveness, and monitor students' performance, thus improve student learning. 3 Hours

ADMOL 675 - The School Principal's Role in Creating Organizational Structures & Operations. This course integrates the predominate approaches to leadership, management theory, and operations management concepts to structure competitive organizations, shape organizational behavior, enhance organizational effectiveness, and foster an organizational culture that adapts and capitalizes on change. Analyzes the interaction of individual, group, and organizational dynamics that influence human behavior in an organization and determines appropriate management approaches to foster a productive work environment. 3 Hours

ADMOL 679 - Research and Development. This course provides field experiences and opportunities for candidates pursuing Level 1 Principal Certification to complete the Capstone Project. The University Advisor and University Mentor will work with the aspiring candidate on the development of this research project in preparation for the committee presentation. 3 Hours

BUOL 511 – Current Issues in Business. This course investigates and evaluates current topics or specialized areas of business. The focus for each section will vary each term to complement the corresponding core business courses currently being taught. Emphasis is placed on

exploration into areas pertinent to the current business environment such as customer service and leadership. Course topics are announced the semester preceding the offering. This 1-credit course must be repeated three times on different topics. Prerequisites are to be designated for each specific offering. 1 Hour

BUOL 531 – Methods and Materials for Teaching Business. This class is designed to prepare students to become instructors of business education. Methods and assignments employed in the class are designed to develop techniques of classroom management, motivation, planning, and evaluation of instructional experiences.   3 Hours

BUOL 533 - Marketing Management. This course acquaints the student with the seminal concepts and models appropriate for marketing management. Course content and experiences will allow students to develop the knowledge base and skills necessary for devising and implementing strategic marketing plans which complement organizational goals. 3 Hours

BUOL 534 – Managerial Finance.   This course focuses on the advanced study of financial topics, including capital budgeting, risk and cost of capital, capital structure of the firm, financial analysis, leverage and time value of money. It provides students practical decision-making and problem solving using real world examples. 3 Hours

BUOL 536 – Advanced Management Information Systems.   This course explores major components and architectural models of computer information systems, including information concepts; information flow; types of information systems; the role of information in planning operations, control, and decision making; and integrated information systems across a range of functional elements. Course work emphasizes various strategies and best practices for the management of data necessary for efficient and successful business operations. 3 Hours

BUOL 539 – Research and Report Writing. This course focuses on developing skills to engage in research, write persuasive and informative business documents, and create and deliver effective presentations. Students will have opportunities to work individually and collaboratively. 3 Hours

BUOL 638 – Strategic Decision-Making. This capstone course integrates the knowledge learned from all functional areas in business into a strategic plan. In addition to reviewing key concepts of business and corporate strategy, the course addresses traditional approaches to industry and competitor analysis and competitive advantage, and contemporary extensions and refinements of these concepts. Analytical

tools and techniques are demonstrated through case studies focusing on the relationship between an organization and its environment, competition, market entry, vertical integration, diversification, global competition, and strategic alliances. This capstone course must be completed at University of the Cumberlands. Prerequisites: BACC 531, BADM 532, BADM 533, BADM 534, and BADM 535. 3 Hours

COOL 630 - Introduction to Addiction Counseling. Candidates in this course explore the fundamental concepts and issues necessary to gain an understanding of drug/alcohol counseling. Participants will be able to define chemical dependency and describe the various models of addiction. Criteria for Substance Abuse Disorders will be examined and applied to illustrative case studies. Participants will also be able to identify and discuss the unique clinical issues involved in treating the rising population. These include: denial and defenses, stages of recovery, relapse and relapse prevention counseling, shame and guilt, co-occurring disorders, effects on the family, intervention, and 12-Step groups. Modalities of treatment and treatment practices will also be discussed. The participants will gain an understanding of the knowledge, skills, and abilities required to be an effective counselor. The participants will be introduced to a code of ethics for the professional and will be able to discuss its importance. Five Field/Clinical Experience Hours required. 3 Hours

COOL 633 - Children and Adolescent Counseling. This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents. 3 Hours

COOL 635 - Leadership, Advocacy, and Accountability in School Counseling. A comprehensive study is made of contemporary practices of leadership, advocacy, and accountability in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, legal and ethical practices, and multiculturalism in the schools in the 21st century. 3 Hours

COOL 636 - Counseling Aspects of Grief and Loss. This course will address the relevant knowledge and skill base needed to provide the school counselor to work effectively with individuals and families coping

with a range of experiences life transitions, divorce, physical health changes, foster placement, as well as death and bereavement experiences. Candidates will explore the dynamics of attachment and loss, life cycle reactions and needs of the dying and bereaved. The grief process and factors to consider in work with grieving children, adolescents and adults will be introduced. The assessment of complicated grief reactions and social work roles and tasks in facilitating the grief process will also be presented. 3 Hours

COUN 537 – Etiology and Diagnosis of Mental Disorders. One of the primary roles of counselors in community settings is to recognize the diagnostic criteria for mental disorders, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive study of the etiology of abnormal behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders, and other tools for facilitating accurate mental l diagnoses and treatment plans. 3 Hours

COUN 540 - Counseling Theories & Techniques I. This course is an introduction to the theories and techniques supporting counseling. Theories of personality and the causes and severity of abnormal behavior will serve as frameworks for therapeutic intervention strategies. Particular emphasis will be placed on applying theory to professional practice in each of the three disciplines, as well as exploring the diverse responsibilities the counselor must demonstrate in each of these roles.

COUN 630 – Counseling Theories and Techniques II. This course will provide an advanced look into the major theories of counseling. The student will go beyond the basics of each theory and take their theoretical foundation and build on it through the use of advanced techniques. Each student will be able to use methods and concepts from each theory but also the freedom to develop their own eclectic model of treatment that can fit the client's theory of change. 3 Hours

COUN 633 - Counseling during Grief and Crisis. This course will address the relevant knowledge and skill base needed to provide the school counselor to work effectively with individuals and families coping with a range of experiences life transitions, divorce, physical health changes, foster placement, as well as death and bereavement experiences. Candidates will explore the dynamics of attachment and loss, life cycle reactions and needs of the dying and bereaved. The grief process and factors to consider in work with grieving children,

adolescents and adults will be introduced. The assessment of complicated grief reactions and social work roles and tasks in facilitating the grief process will also be presented. 3 hours

CROL 531 - Foundations in Justice Administration. This course is an overview of all the knowledge and skills of an administrator in the justice system. These skills include the ability to budget an organization with monetary limitation, the aptitude to know what needs the public has at a given time, and the resources to form professional integration and evaluation plans for new policy. This course will also be an overview of professional administrative ethics and morals, and an analysis of effective managerial processes as it pertains to civil liability. 3 Hours

CROL 532 - Criminological Theories in Justice Administration. This course provides an overview of the founding principles of the major criminological theories, including sociological, biological, economic, environmental, and psychological theories about the etiology of crime. Theories can be empirically validated and translate their principles into policy will be examined, also in terms of the context in which they were presented and their implications on the justice administrative system. 3 Hours

CROL 535 - Legal and Ethical Issues in Justice Administration. This course explores professional ethical and legal issues and boundaries. The discussion will weave through various points of interest such as corruption, codes of ethics, race/gender discrimination, ethical, moral and design flaws in research settings, and use of force. The course will stay to the point of ethical issues faced by all criminal justice professionals in today's society, and how to deal with the results of each predicament. 3 Hours

CROL 538 - Administrative Law and Management. This course investigates the legal, binding principles that govern criminal justice agencies. The conceptual ideas behind managing a criminal justice organization will be placed on the forefront of this course. Contemporary issues and policies that public administrators have to deal with on a daily basis will also be at the center of this course. 3 Hours

CROL 631 - Law Enforcement Administration. This course examines the best way to enforce the law, policing administration, internal affairs as it relates specifically to policing institutions, and managing special units. Students will also learn about the trends in community policing, restorative justice programs and crime prevention, and contemporary issues in policing structure as it relates to administrative purposes. 3 Hours

CROL 633 - Corrections Administration. This course provides an overview of the most significant issues to correctional facilities, officers and those within the criminal justice system. This course seeks to provide an examination of the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system. 3 Hours

CROL 634 - Critical Issues in Community-Based Corrections. This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course examines the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in
prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system. 3 Hours

CSOL 530 – Microcomputers in Education. Introduction to the tools used for classroom instruction and classroom management with a focus on word processing, spreadsheets and presentation management. Emphasis is also placed on the use of the Internet as a research tool. Concepts such as evaluation of computer hardware and software appropriate for use in the classroom will be addressed. (Credit will not be awarded if student has received credit for EDUC/EDOL 533.) 3 Hours

CSOL 630 – Advanced Educational Applications. Intended for the teacher with a working understanding of microcomputer use. The course focuses on advanced applications such as telecommunications, LAN networking, web page design and creation. The course will also deal with such issues as computer ethics, software evaluation, copyright laws, and public domain software acquisition and use. Prerequisite: BMIS 530 or equivalent. 3 Hours

EDOL 523 – Introduction to Educational Technology. This course will introduce the student to educational technology and current research on critical issues, trends, diffusion and adoption of technology and history and theoretical foundations of the field. Students will identify, develop and apply a variety of technological skills congruent to their educational technology philosophy.   2 Hours

EDOL 533 – Educational Technology. This class is a survey of the field of educational technology. It surveys the pedagogical applications of

widely used media, materials and technology that form part of the knowledge and skills that modern teachers should possess to instruct students in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be able to handle well to enhance their teaching skills. 3 Hours

EDOL 547 - Diversity in a Multicultural Society. This course is designed for classroom teachers and other school personnel to explore the role that culture plays and has played in our lives, classrooms, city and country. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools will be examined. Candidates will analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and particular in the classroom. Dynamics of prejudice and biases are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all candidates. Examination of personal biases and identification of areas of deficient knowledge is encouraged. 3 Hours

EDOL 548 – Internet and Web Design for Teachers. This course will allow learners to develop, implement, and produce a plan to create a functional and informative Web site that they will publish on the Internet. Candidates will analyze ways Web publishing can foster interaction among students and identify differences between administrative and instructional uses of a Web site. Students will also employ various strategies to design a Web site and use tools needed to publish on the Web. 3 Hours

EDOL 631 - Advanced Human Behavior. Study of the lifespan from conception to young adulthood is studied with emphasis upon biological, intellectual, and psychosocial development. Also included are units on exceptional pupils and understanding of multicultural education.

EDOL 633 – Instructional Leadership in Technology. Technology is constantly expanding and changing the way we teach and learn. Instructional leaders are called upon every day to make ethical and important decisions about what technology to use and how to use it in the classroom. Consequently, courses in educational technology are becoming critical part of teacher education programs across the curriculum. By completing this course, students will be equipped with skills that they need to meet the challenges posed by technology in a modern classroom. 3 Hours

EDOL 634 - Curriculum Management and Assessment. This course is designed to prepare the master teacher and practicing school administrator for developing, evaluating and managing curricula. It will also examine the national, state, district and school roles in curricular matters including data analysis based on schools' continuous improvement plan. Further, this course will address the importance of the school portfolio as an effective way to exhibit a school's goals, achievements, and vision for improvement. 3 Hours

ENOL 531 – Writing Instruction for Content Areas. This course teaches the methods of including writing exercises and projects into all curricular divisions. The intent is to show teachers in fields other than English that writing can become an integral academic component in their fields in grades K-12. Students will study research in the field of writing across the curriculum and develop a variety of daily and unit plans that incorporate writing experiences. 3 Hours

ENOL 532 – Methods and Materials for Teaching English. This course is the study of methods and materials suitable for teaching English at various public school grade levels. The intent is to introduce teachers to the burgeoning theories of teaching the various elements of an English class. Students will research the field of English instruction, develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and study strategies suitable to English instruction. 3 Hours

ENOL 534 – British Literature. This course offers an in-depth study of a specific period, author, and/or genre of British literature. The particular focus of the course will change from year to year. Common topics may be Romantic literature and Victorian fiction. Other potential topics could be non-Shakespearean Renaissance drams, Restoration drama, the eighteenth-century novel, the works of John Milton, and Victorian poetry. Students will produce a research paper/project commensurate with the program's standards for graduate level classes. Credit 3 hours. Offered every fall semester. May be repeated for up to nine hours if topic changes. Students will critique writings representative of the semester's topic. Students will contrast the writing styles of various authors and within various works Students will contrast various genres covered in the semester's topic.

ENOL 535 – Studies in Modern Literature. This course examines a varied combination of English, American, and world literature of the twentieth century. The specific focus will change from year to year. A given course may be organized according to genre (fiction, poetry, or

drama), topic (e. g. Southern Renaissance, expatriate literature of the 1920's, • \Joyce, Yeats, and Eliot. or • \Williams, Miller, O'Neill). Students will produce a research paper/project commensurate with the program's standards for graduate level classes. Course credit 3 hours. Offered every spring semester May be repeated for up to nine hours if topic changes. Students will critique works by English, American, and/or other authors. Students will contrast works of fiction, poetry, and drama. Students will investigate the various genres written during a given period or by given authors. 3 Hours

ENOL 550 – Creative Writing. This course focuses on the study of creative writing, both through the analysis of writing techniques used in published works and through the development and revision of students' original creative work. This course will be offered in rotation of different genres. Students will produce a research paper/project commensurate with the Department's standards for graduate level classes. Credit, 3 hours. Offered every spring semester. 3 Hours

HEOL 530 – Methods and Materials for Teaching Health. This course is designed to provide students with the necessary skills to plan and implement a variety of health promotion lessons and methods in elementary, middle and secondary school classrooms. Emphasis will be on facilitating prepared units/lessons to respective target. 3 Hours

HIOL 530 – Methods and Materials for Teaching Social Studies. An analysis of content area, methodology, and instructional techniques; application of methods to the skill and content area of social studies. 3 Hours

HIOL 531 – Studies in History. Different topics will be offered on a specific period of history. The course may be repeated for up to six hours credit and upper class undergraduates may take the course with permission of the Department chair. 3 Hours

ISOL 531 – Access Control. The course provides an in depth study of the three main security principles: availability, integrity and confidentiality. The course examines mechanisms used to control what resources an entity can access, and the extent of the entity's capabilities to interact with the resource. The course also examines approaches to auditing how the entity interacts with the resource. 3 Hours

ISOL 532 – Telecommunications and Network Security. The course provides fundamental concepts of networking including: examination of public and private communication systems, networking topologies, devices, protocols, and remote access. It additionally explores strategies on identifying areas for security vulnerabilities on networks. 3 Hours

ISOL 533 – Information Security and Risk Management. The course provides a methodology to identify an institution's information technology assets, the proper way to determine the necessary level of protection required, and techniques for developing budgets for security implementations. 3 Hours

ISOL 534 – Application Security. This course discusses methods to increase the security of application development and thwart attacker attempts to manipulate code. It also explores the software lifecycle and change control to reduce the probability of poorly written applications that allows an attacker to exploit coding errors. Database development models will be introduced focusing on choosing the best model to increase security. 3 Hours

ISOL 535 – Cryptography. The course examines methods and techniques for concealing data for security purposes. Topics covered will include cryptographic techniques, approaches and technologies. 3 hours.
ISOL 536 – Security Architecture and Design. The course focuses on the concepts and standards for designing and implementing secure software systems. 3 Hours

ISOL 631 – Operations Security. The course examines controls over personnel, hardware, software, and systems. It also covers possible abuse channels and proper countermeasures. 3 Hours

ISOL 632 – Business Continuity Planning and Disaster Recovery Planning. The course examines the preservation of business activities when faced with disruptions or disasters. It involves the processes that are used to create a business continuity and disaster recovery plan and strategies for critical resource recovery. 3 Hours

ISOL 633 – Legal Regulations, Compliance, and Investigation. The course examines computer crimes, laws and regulations. It includes techniques for investigating a crime, and gathering evidence. It also covers techniques for creating incident reports. 3 Hours

ISOL 634 – Physical Security. The course examines risks, threats, and countermeasures to secure data, personnel and hardware. This involves facility creation and selection concerns, facility access control methods, and safety issues. 3 Hours

ISOL 690 – Special Topics. The course presents special topics of interest in the domain of information security and information governance. Topic areas might include business continuity planning,

legal and regulatory compliance issues and operations security. With the approval of the Program Director, ISOL 690 Special Topics may substitute for one required course in the program. 3 Hours

ISOL 699 – Information Security Project. All students are required to demonstrate the ability to clearly evaluate a particular information security need, identify potential solutions, evaluate the alternatives, and implement the best solution. This project will draw upon portfolio case assignments completed in previous courses to produce a complete solution for the assigned problem. It will be evaluated using the same rubric that was used to assess the individual course portfolio assignments. 3 Hours

LEAC 781 - Higher Education and Student Personnel Services. This course examines both theory and practice based development, implementation, and management approaches to student personnel services. The course reviews services and programs designed to support the ever-expanding student development needs. Course topics can vary by semester, but may include residence life, academic advising and support, student engagement, athletics, judicial affairs, and targeted student subpopulations. 3 Hours

LEAC 782 - Higher Education Enrollment Management. This course will examine best practices and current trends as it relates to student recruitment and retention in higher education. The cycle of student enrollment will be analyzed reflecting upon the impact of technology, financial aid, marketing, and student engagement on college student enrollment behaviors. 3 Hours

LEAC 783 - Higher Education Law and Policy in Student Services. This course will review state and federal law as it relates to institutional policy development and implementation. Special attention will be devoted to the impact of Title IX, the Family Educational Rights and Privacy Act (FERPA) and the American with Disabilities Act on Student Services. Discussions surrounding social media, student privacy, freedom of speech, and due process as it relates to judicial affairs and student services will also be reviewed. 3 Hours

MAOL 531 – Teaching Math to Learners with Disabilities. The overall context in which these teaching approaches are considered are the national curricular reforms in mathematics. This course focuses on pedagogy and its relationship to subject matter, curriculum, and pedagogical knowledge. The roles of learners within the context of the school are also considered. 3 Hours

MAOL 532 – Methods and Materials for Teaching Math. The study of the methods and materials suitable for teaching Mathematics at various public/private school grade levels. The intent is to introduce teachers to the ever-increasing theories of teaching the elements of mathematics in the curriculum. Students will take an active approach to teaching mathematics to learners. All students will study current relevant research in the field of mathematics instruction, develop a variety of daily and unit plans that incorporate new and current techniques and theories, practice evaluation techniques and to be introduced to other aspects which classroom. 3 Hours

MAOL 533 – Topics in Mathematics. Topics are generally selected from complex variables, number theory, numerical analysis, and problems research in mathematics or mathematics education. Students will produce a research paper/project commensurate with the Department's standards for graduate level classes. Prerequisite: MATH 241 or the equivalent. Credit 1 to 3 hours each topic. A topics course is offered on demand.

MAOL 534 – Abstract Algebra. Topics covered include structure of the number systems, groups, mappings, rings, fields, sets, and metrics. Students will produce a research paper/project commensurate with the Department's standards for graduate level classes. Prerequisite: MATH 241 or the equivalent. 3 Hours. Offered fall semesters.

MAOL 535 – Real Analysis I. This is the study of partial differentiation, application of partial differentiation, line and surface integrals, and Fourier series. Students will produce a research paper/project commensurate with the Department's standards for graduate level classes. Prerequisite: MATH 241 or the equivalent. 3 Hours. Offered fall semesters.

MAOL 630 – Topics in Mathematics II. Topics are selected from statistics, calculus, and Mathematical structure and analysis. 3 Hours

MAOL 631 – Topics in Geometry. Designed for both the student in the field of education and for the student pursuing further study in mathematics. The student is provided the opportunity to study Euclidean Geometry as an axiomatic system and the work completed in this course is intended to serve as resource material for teaching geometry in the public school, for teaching geometry in the junior college or college and in further mathematics study. 3 Hours

MMOL 531 - Old Testament Survey I. The course provides an introduction to the Pentateuch and the former prophets (Joshua, Judges,

Samuel, and Kings). The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books. 3 Hours

MMOL 532 - Old Testament Survey II. The course provides an introduction to the latter prophets (Isaiah, Jeremiah, Ezekiel, and the Twelve) and the Writings of the Old Testament. The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books. 3 Hours

MMOL 533 - New Testament Survey I. The course provides an introduction to the Gospels of the New Testament. The course provides an historical, literary, and theological examination of the books. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books. 3 Hours

MMOL 534 - New Testament Survey II. The course provides an introduction to the Book of Acts, the letters of Paul, the general letters, and the Book of Revelation in the New Testament. The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books. 3 Hours

MMOL 537- Christian Education. The course provides a study of the biblical, theological, and historical basis for the educational ministry of a church. The course also provides a study of the nature and functions of a New Testament church, especially as they relate to education and outreach. Students will learn about the church's educational programs, and become acquainted with principles for planning for and administering those programs. Students will explore means for selecting, training, and utilizing church staff and volunteer leader for effective educational ministry through the church. 3 Hours

MMOL 538 -The Church and Contemporary Culture. The course examines cultural trends, their impact upon the Church and evangelism,

and various means of effectively interacting to promote church planting and growth. The course focuses on the challenges and processes of communication cross-culturally, especially in encountering different worldviews and in meeting the challenges provided by language and actions. The course also provides the student with the necessary tools to understand and reach the people of various cultures and worldviews. 3 Hours

MMOL 635-Church Administration. The course provides a study of the process of administration as applied to a church. The course also provides a biblical and theological basis for church administration and examines the basics of administration and how to organize a church. In addition, the course surveys and applies the administrative functions to the ministry of a church. Students will also examine several administrative styles as related to administration in a church. 3 Hours

MMOL 636 - Christian Missions and Evangelism. The course is an introduction to Christian missions and evangelism that provides a Biblical basis and theological foundation for ministry. Students will understand contemporary strategies and trends with a focus on their practical application. 3 Hours

MMOL 637-Planting High Impact Churches. The course provides a comprehensive introduction to the principles and methods used in starting high impact churches. The course focuses on the biblical mandate for starting high impact churches, the process of determining need and location, the organization and financing of the new church, and the launch of the new church (Prerequisite: MMOL 538 The Church and Contemporary Culture or permission of instructor) 3 hours

MMOL 638 - Youth and Family Ministry. The course provides an overview of ministry to youth and their families. The course provides a synopsis of contemporary culture, especially as it affects youth and family ministry. Special attention will be given to calling and being a Christian leader, to the Biblical foundation for youth and family ministry, to special issues in regard to youth and their families, and to the recruiting and training of leaders. 3 Hours

MMOL 639- Ministry Project. All students are required to demonstrate their expertise in the field of applying biblical knowledge, theology, and ministry skills in the local church or other ministry setting. Students may select their own project subject to the approval of the Program Director and faculty. Each student will work closely with a professor in the Master of Arts in Christian Studies program who specializes in the chosen area. Students need to think about their final project well before taking the course and need to secure approval for their project at least one full

semester before taking the course. The final project will be reviewed by all program faculty and the grade will be assigned by the program faculty. The ministry project will serve as a graduate thesis and a copy will become a major part of the student's portfolio. 3 Hours

PEOL 530 – Methods and Materials for Teaching Physical Education. The purpose of this course is to prepare students to plan, organize and conduct a physical education program for students in grades P-12. Students will be provided background knowledge about physical education content, skill themes and movement concepts. Students will acquire knowledge and skills in various individual and team sports including life sports. 3 Hours

PLOL 531 – Studies in Political Science. Different topics will be offered as a specific area of Political Science. The course may be repeated for up to six hours credit and upper-class undergraduates may take the course with permission of the Department Chair. 3 Hours

PSYC/ PSYOL 530 - Introduction to Mental Health Counseling. This course is an overview and examination of Mental Health Counseling as a helping profession. It is designed to assist the student in developing his/her professional identity as a counselor. The course will examine historical, philosophical, and social/political influences on contemporary mental health counseling practices, as well as equip the student with an introduction to the practical aspects of a counseling practice (treatment planning, developing the helping relationship, collaboration/referral, etc.). An in-depth examination will be made into the professional organizations of professional counselors as well as their credentialing and licensing. 3 Hours

PSYOL 531 - Ethical and Legal Issues in Counseling. Legal and ethical issues and practices are integral to the professional counseling career. This course will examine topics such as confidentiality, ethical competence, professional relationships, testing and malpractice. Emphasis will be placed upon critical thinking and the development of skill in evaluating and resolving ethical dilemmas encountered in a mental health counseling practice. 3 Hours

PSYOL 532 - Lifespan Development. Lifespan Development will focus on human development from conception through adulthood. This course will provide an overview of development in the following areas: physical, cognitive, psychological, social-emotional, and moral. The five areas of development will be examined through various developmental theories with applications to therapeutic settings. Students will examine

developmental crises that may be the source of problems that become the focus in a counseling setting. 3 Hours

PSYOL 533 - Personality Theories in Clinical Practice. This class will cover an in-depth examination into historical and current psychological theories of personality. These will include psychoanalytic, humanistic, behavioral, cognitive and trait theories. The student will be given the opportunity to interpret the strengths and weaknesses of each of these models, and integrate learning toward creating tools for effective counseling. 3 Hours

PSYOL 534 - Lifestyle and Career Counseling. A thorough examination of major theories of career development and use of career assessment instruments will help equip students in evaluating and applying approaches to career counseling. This course will explore the relationship between career choice, individual skills, and lifestyle, and explore career/occupational resources available to a counselor. 3 Hours

PSYOL 535- Psychological Testing in Clinical Practice. This course will provide an exploration of the structure, administration, interpretation and uses of various psychological tests typically utilized in a counseling practice. Specific assessment procedures will include (but are not limited to) testing: cognitive ability, personality dynamics, achievement, aptitude, adaptive behavior, and emotional characteristics. Special attention will be paid to helping students develop awareness of the process of conducting a comprehensive assessment, interpreting assessment results and how to communicate those results to clients. 3 Hours

PSYOL 537 - Etiology and Diagnosis of Abnormal Behavior. One of the primary roles of counselors in community settings is to recognize the diagnostic criteria for abnormal behavior, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive study of the etiology of abnormal behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders, and other tools for facilitating accurate mental health diagnoses. 3 Hours

PSYOL 538 – History and Systems in Psychology. A history of modern psychology focusing on the development and decline of different techniques and approaches in German, British, and American psychology. Exploration of the interrelationships among the historical facts and theories providing an integration and awareness of the discipline of psychology. Doctoral candidates will be expected to analyze

a particular era/phenomenon in the history of psychology which had a profound effect on its development. Prerequisite: PSYC 131, 234, and 244. 3 hours. Offered Fall semesters.

PSYOL 590 – Special Topics. The topic of this course will vary according to student and faculty interest and will explore contemporary issues in psychology. Doctoral candidates will be expected to conduct independent research that explores the topic in significant depth. 3 hours. Offered fall or spring semesters as needed.

PSYC 630 - Counseling during Crisis and Grief. This course will provide a basic overview of theory and interventions used when working with clients who seek out counseling during times of crisis. Crisis interventions address urgent situations that are triggered by a specific life event. Course material will address social/emotional problems associated with mental illness (depression, OCD, suicide, etc.), bereavement, or other social losses (health/chronic illness, divorce, unemployment, etc.) and how the counselor can intervene to prevent ongoing impairment or distress for clients. 3 Hours.

REOL 531 – Reading and Writing Foundations. This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). 3 Hours

REOL 533 – Teaching Reading in Content Areas. REOL 533 will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required. 3 Hours

REOL 630 – Diagnosis of Reading Problems. Current research in the implementation of standardized and informal diagnostic procedures for the appraisal of reading problems. Emphasis in assessing reading disability using the various measures. Prerequisite: READ 531. 3 Hours

REOL 632 – Strategies for Reading Programs. Techniques and materials appropriate for the correction of reading disabilities. Emphasis is on non-traditional, high interest materials used in innovative procedures. Pre-requisite: READ 531 and READ 630. Prerequisite/Co-requisite: READ 631. 3 Hours

REOL 633 – Advanced Strategies in Reading and Writing Methods. Intensive and comprehensive investigation of problems related to reading and writing will be addressed as well as a review and practice of current teaching methods and innovative approaches. 3 Hours

SPOL 530 – Characteristics, Identification and Instruction of Students With Disabilities. This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program. 3 Hours

SPOL 632 - Consultation and Collaboration for Curriculum Design. This course is designed to assist teachers in collaborating and consulting with colleagues regarding specially designed instruction for individuals with disabilities. Knowledge and skills include designing, adapting, and evaluating materials, methods, and resources for individuals with a variety of characteristics. Teaching the core curriculum is included. Various models of instruction including strategic teaching are explored. Communications skills and barriers to professional relationships are discussed. Assistive technology, adaptive devices and equipment are discussed. Field experience is required. 3 Hours

SPOL 636 Advanced Assessment Strategies and Prescriptive Writing. This course contains advanced preparation in assessment foundations, techniques, procedures, data interpretation, and writing of prescriptive programs of specially designed instruction for individuals with learning and behavior disabilities. 3 Hours

Educational Support Resources

Hagan Memorial Library provides learning and information resources for the Ed.D. program at University of the Cumberlands. 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 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. 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. By spring 2009, an interlibrary loan request will be able to be submitted online.

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.

Because of the Library's hours of operation, program 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.

Dissertation Process and Timeline

ELROL 736:   Identify Dissertation Topic
                    Write Chapter 2, Review of Literature
ELROL 839:   Write remainder of Chapters 1-3: Introduction, Review of
                    Literature, Methodology
                    Get Dissertation Proposal Approved by Program Director
                    Program Director Assigns Dissertation Director/Advisor

Dissertation Evaluators are assigned by Program Director: 1 full-time faculty member, 1 faculty member from research and statistics courses, one faculty member outside the Leadership Department. Adjuncts may serve if they have taught dissertation courses.

IRB: Once Proposal is Approved, Complete IRB and get Signatures

Comprehensive Exams: Take after all course work is complete, just before enrolling in ELROL 930.

ELROL 930-935: Conduct research and complete dissertation. Must register for at least two courses, three hours each, 16 weeks each. May take up to five. Defend dissertation during the last course needed to complete dissertation.

Graduation: Apply at the beginning of the term you will graduate.

Oral Defense: Complete six weeks prior to graduation.

Final Copy of Dissertation must be on file with the Program Director two weeks prior to graduation.