

— UNIVERSITY —
of the
CUMBERLANDS

Graduate Education Catalog



“Serving the Heart of Appalachia since 1889”

2011 - 2012

The Board of Trustees is proud to announce that on January 7, 2005, *Cumberland College* became a part of the *University of the Cumberlands*.

Cumberland College with its undergraduate liberal arts program, combined with the Hutton School of Business/Management, The Center for Leadership Studies, and the Graduate and Professional Education program to form the University of the Cumberlands

Founded January 7, 1889, Cumberland College is becoming what has been traditionally classified by Carnegie as a comprehensive university.

Location of the University of the Cumberlands

Williamsburg, Kentucky, the location of the University of the Cumberlands, is in the southern part of the mountains of Eastern Kentucky. It is approximately two hundred miles south of Cincinnati, Ohio, about an equal distance from Louisville, Kentucky, and nearly eighty miles north of Knoxville, Tennessee. The business section of the city lies in a small valley of the Cumberland River; the University and chief residence sections are situated on the surrounding hills. It is a place of natural beauty and healthful surroundings.

Williamsburg has long been known for its number of beautiful residences, its churches and schools, and for the hospitality of its people. Cumberland's main campus is situated on three hills that divide it into three distinct parts and afford a magnificent view of the surrounding area.

Accreditation

The University of the Cumberlands is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), 1866 Southern Lane, Decatur, GA 30033 • (404)679-4500 • Fax: (404) 679-4558) to award baccalaureate, master's, and doctoral degrees. Interested constituents may contact SACS 1) to inquire about the University's accreditation status, 2) to file a third-party comment as part of its decennial review, or 3) to file a complaint alleging non-compliance with a standard or requirement. Any other inquiries, such as those concerning admissions requirements, financial aid, educational programs, etc., should be addressed directly to the University and not to the Commission's Office.

The University of the Cumberlands complies with all applicable federal and state nondiscrimination statutes and does not engage in prohibited discrimination on the basis of race, color, nationality, ethnic origin, sex, age, or disability. The College may discriminate on the basis of religion in any position of employment in order to fulfill its purpose.

The University's teacher certification programs are approved by the Kentucky Education Professional Standards Board.

Member

American Association of Colleges of Teacher Education
American Council on Education
College Entrance Examination Board
The Council of Independent Colleges
Association of Independent Kentucky Colleges and Universities
Kentucky Independent College Fund
International Association of Baptist Colleges and Universities

The word “candidate” in any official University of the Cumberlands publication is defined to be any person full or part-time in any course or program. The word “candidate” is defined to be any candidate enrolled in the Teacher Education Program.

Failure to read this bulletin does not excuse candidates from the requirements and regulations described herein.

The University reserves the right to make any necessary changes without further notice.

Welcome from President Taylor

Dear Graduate Candidate:

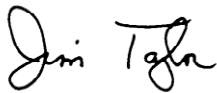
As president of the University of the Cumberland, I welcome you. You have chosen a place to continue your studies that is devoted to academic excellence and the strengthening of Christian values.

A modern library with thorough on-campus and electronic resources, as well as, a Distance Learning Lab, provides unique graduate opportunities for you to conduct research and expand your intellectual horizons.

The graduate faculty is composed of professors with degrees from leading universities who will assist in fully developing the scholar in you. Individual attention and a caring concern by the faculty are our specialty.

If I can be of assistance to you in your graduate career at Cumberland, please let me know.

Cordially,

A handwritten signature in black ink that reads "Jim Taylor". The signature is written in a cursive, flowing style.

Dr. Jim Taylor
President

Greetings from the Chair of the Education Department

Dear Graduate Candidate:

I am pleased to introduce you to the Graduate Education programs of the University of the Cumberlands. Our singular purpose is to prepare professionals who can and will ensure the academic success of all students they encounter. Some of our candidates complete initial teaching licenses through a Masters of Arts in Teaching (MAT) degree. Others come here with certifications in place and go on in advanced study leading to a Master of Arts in Education (MAED) degree and/or Rank I status to be teachers that are more effective or to be licensed as a school or district administrator or counselor. Still others go beyond that to the Education Specialist (Ed.S.) degree that also certifies them as superintendent of schools and supervisor of instruction. We are proud of the positive impact these professional have on student learning in the schools of our region, state, and beyond.

I have much confidence in the ability of our graduate program completers to create and sustain effective learning situations for their students largely because I know that the instruction they encounter at this institution is delivered by well qualified, experienced faculty who themselves model the “best practices” they want our candidates to use. Our faculty members’ knowledge has been forged in solid graduate programs and tempered through years of practice in schools and districts across the country. The efforts of the resident full-time faculty are supplemented by that of many part-time instructors, most of whom continue as practitioners in schools and districts in a variety of locations, and through the wonders of technology are able to meet our candidates wherever they happen to be. In addition, the varied personal and professional qualities and experiences of faculty increase the likelihood that our candidates will be able to meet effectively the learning needs of the ever more diverse student populations they will encounter in their professional careers.

Although the graduate education instruction at this university is rich and effective, because it is offered in a largely on-line format, it is affordable and readily accessible. The efficient way classes are scheduled helps our graduate candidates who work full-time and who live in communities a distance from this or other institutions opportunities to complete programs readily. Through technology, time and distance do not limit contact with classmates, instructors, and advisors.

In conclusion, the graduate education courses and programs offered by the Education Department of the University of the Cumberlands offer practicing and apprentice professionals the knowledge, tools, and dispositions they need to be the effective educators on whom the future of our nation depends. I am proud to serve as the chair of such an important endeavor.

Sincerely,
Robert V. Heffern, Ed.D.

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Chair, Education Department
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Mission and Goals

University of the Cumberlands has historically served candidates 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 candidate body and alumni.

UC continues to offer promising candidates 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 candidates 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 candidates 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.

Institutional Academic Purpose Statement

The purpose statement for the University of the Cumberlands is congruent with its mission in offering quality academic programs with Christian values to candidates of all backgrounds.

The foundation of all of our programs at the University of the Cumberlands is our desire to nurture an increased awareness of the pre-eminence of the spiritual dimensions of human life through an appreciation of our historic Christian heritage, as well as through an understanding of Biblical truth and religious values as they apply to daily life. The University's mission to offer "a broad-based liberal arts program enriched with Christian values" is evidenced in our graduate program. Along with the University's other programs, these curricula attempt to foster in candidates "a heightened awareness and sensitivity to the search for truth and a deepened responsibility toward humankind." Collectively, the University's graduate programs are intended to provide a breadth of information, an understanding of critical concepts, and a mastery of skills to support a life-long pursuit not only of professional achievement but also of "responsible service and leadership." These endeavors are rooted in an open exchange of ideas within and among academic disciplines and are framed by a Christian sense of responsibility toward self, toward society, and toward God.

Education Department Goals, Mission and Vision

The overall goal at the Education Department supports the University's goal to provide learning experiences that enable graduates to become leaders in moral deliberation, to use their reflective-critical thinking and problem-solving skills to become productive members of a democratic society. With this in mind, the Education Department has adopted the motto, "Reflective Constructors of Quality Learning Experiences through Critical Thinking," as the foundation of its mission and vision.

Mission

The Education Department will provide strong initial and advanced academic programs to teacher candidates and other school personnel that instill in them a commitment to a strong work ethic and prepare them for lives committed to excellence, professional integrity, and leadership that will impact candidate learning. By being Reflective Constructors of Quality Learning Experiences through Critical Thinking, graduates will possess the knowledge, skills, dispositions and spiritual values that will serve the needs of a diverse learning community.

Vision

The Education Department will prepare teacher candidates and other school personnel to be Reflective Constructors of Quality Learning Experiences through Critical Thinking and subsequently provide them with academic and practical experiences. Graduates will possess well-developed philosophies that will reflect conceptual, strategic, evaluative, and communicative knowledge as well as an understanding of technology that will help them meet the needs of diverse populations.

Purpose and Plan of the Graduate Program

The Board of Trustees of Cumberland College, on January 8, 1981, voted to approve the establishment of a Graduate Program in Teacher Education. The original charter of the college, as approved by the Kentucky Legislature on April 6, 1888, gave the College the authority to confer the degrees of Master of Arts in Education – Elementary, Middle Grades, Secondary Education and Special Education. Rank I offerings were approved in 1986, with the Master of Arts in Teaching degree approved in 2005 with the Ed.S. added in 2008.

The University of the Cumberlands presents a plan of studies for those candidates who are interested in a career in teaching. The Master of Arts in Education is designed for candidates who currently hold teaching certificates and who wish to further their education by earning a Master's degree. The Master of Arts in Teaching degree is an alternate route to teacher certification and offers graduate programs for initial certification for those who currently do not hold a valid license in the desired content area.

Graduate courses are offered during the regular fall and spring terms and in the summer. A well-trained faculty dedicated to quality teaching and individual candidate attention is available. Rank II and Rank I programs, which meet Kentucky Certification standards for professional advancement, are available as well as the traditional degree of Master of Arts in Education. The previous Master of Arts in Elementary, Middle Grades, and Secondary was replaced with the new Teacher Leader Program for the Master of Arts in Education in 2011. Any master's degree program option also provides a foundation for doctoral study in a related field for those candidates who wish to continue studies beyond the master's level. Other certification programs offered are Instructional Leadership: Principalship, Reading and Writing Specialist, Special Education Certification, School Superintendent, Director of Pupil Personnel, Director of Special Education, Supervisor of Instruction, and Master of the Arts in Teaching degree.

Goals of the Graduate Program

Graduate programs leading to the completion of certification or degree will provide an extensive awareness of current issues and trends within its field of study.

Graduate programs leading to the completion of certification or degree will provide academic and practical experiences to develop the knowledge, skills and dispositions within its field of study.

Graduate Programs will train qualified, ethical teachers and administrators in competencies leading to certification-licensure in approved programs that serve the technological and diverse demands of public and private schools.

Graduate programs instill leadership qualities within graduate candidates that may effectuate meaningful educational change.

SACS Accreditation Statement

University of the Cumberlands is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, specialist's and doctoral degrees. Inquiries concerning the accreditation status of the University may be directed to the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or by calling 404-676-4500.

Policies and Services for Graduate Candidates

Hagan Memorial Library

Hagan Memorial Library houses more than 201,000 volumes, 818,000 microfiche, 3,500 media items, and provides access to over 24,000 periodical titles. In addition to print titles, the Library provides access to more than 100,000 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.

Hagan Memorial Library provides access to a variety of electronic databases that support the University's academic disciplines. Most of these databases include full text journals and other information resources. Currently the Library provides access to more than 1,200 journals related to one or more fields in education. Access to periodicals in any format is available from links on the Library's homepage. 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. Instructions for off-campus access are provided from a link on the Library's homepage.

Hagan Memorial Library offers interlibrary loan services to faculty, students, and staff. Students seeking interlibrary loan materials may request them online by accessing the forms located on the Library's homepage. 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 or mail delivery to the student's home address, provided the candidate resides outside of Whitley County.

The library is open seven days a week during regular school terms. Additionally, the Hagan Memorial Library maintains summer hours. Library hours are posted on the outside of the building near the front doors and on the Library's homepage. Reference services and classroom instruction on database use are also available.

Computing Services

Computer instruction and use are available to all University of the Cumberlands graduate candidates.

Application packages are available for word processing, database management, spreadsheet, graphics, presentation management, desktop publishing, web design, project management, and statistical analysis in the Windows environment.

The Academic Computing Center consists of four separate labs, consisting of approximately 60 Pentium microcomputers in the academic lab. Electronic mail and Internet services are also available to graduate candidates through both local and remote access. Two-way interactive distance learning capability is now possible with help from the Royal H. Gibson Distance Learning Lab

Candidate Services

All candidate services provided by the College are available to graduate candidates. The Office of Candidate Services, located in the Boswell Campus Center, contains the offices of the Vice President for Candidate Services and the Dean of Candidate Life. These offices will assist all college candidates enrolled, full- or part-time.

The Candidate Handbook provides information regarding Candidate Services, such as counseling, food services, housing, health services, and transportation. It also provides information regarding Candidate Government Association, campus activities and campus rules and regulations.

Candidates who plan to live in campus housing may reserve rooms with the Dean of Candidate Life. Candidates who plan to live off-campus may contact the Candidate Services Offices for a listing of local landlords and properties available. No campus housing is provided for married candidates.

Registration of Motor Vehicles

All motorized vehicles parked on campus, with the exception of vehicles belonging to commuting evening candidates, must be registered annually with the Office of Parking Control, located in the Gatliff Building. The Annual Parking Permit is valid from August 15 to August 15.

Graduate Admissions Office

All applications for admission originate in the Graduate Admissions Office. That office is located in the Faulkner Building beside Asher Dormitory across the parking lot. Their number is 606-539-4390. The staff of the Graduate Admissions Office assists candidates in the admissions process.

Graduate Advising Center

The Graduate Advising Center (GAC) provides advising assistance to education graduate candidates, including an Orientation Packet and the Graduate Education Handbook. The office, located in the Andersen building next to the Education Department offices, includes staff members whose job it is to help advise and register graduate candidates for their coursework. GAC must be contacted upon admission prior to registering for the first class.

Registrar's Office

The Registrar's Office, located in the Gatliff Building, controls the permanent record of each graduate candidate after the admission process is completed.

Questions or concerns related to the permanent records should be directed to the Registrar. A graduate candidate may review his or her record at any time. Credits earned at other colleges and universities must be submitted on official transcripts, prior to the posting of this credit on the University of the Cumberland's transcript. In most cases transcripts may be obtained by writing to the Registrar of the institution concerned. Transcripts issued to candidates are not considered official. Official transcripts must be received directly from the college or university.

The transferring candidate is responsible for transcript fees from the sending institution. Prior permission from the Chair of the Education Department and the Registrar is required before courses

are taken at other institutions for transfer into the candidate's program at the University of the Cumberlands.

Privacy Rights of Candidates

The University is subject to the provision 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.** Students may ask the University to amend a record that they believe is inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. 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 hearing procedures.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes 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); 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 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.

Classification of Graduate and Non-Degree Candidates

Full-Time Candidate: A full-time graduate candidate must be enrolled in nine (9) hours for the Fall and Spring semesters. Candidates who are enrolled in at least a total six (6) hours during the summer term(s) are considered full-time.

Conditional Admittance: Individuals are occasionally admitted on a provisional status, particularly if their academic records are inadequate, but they show strong promise of development of potential for graduate study. Candidates are also admitted under provisional status if their admission criteria is incomplete but will be complete within the first few weeks of the term. Individuals who are admitted into the University without meeting all admissions requirements may take up to 12 hours of coursework, but are not officially a part of the Graduate Education Program.

Full Admittance into Teacher Education Program (Certification): Once a candidate completes all admission requirements, the Graduate Education Committee votes to admit them into the Teacher Education Program. At that time, the candidate receives a letter from the Department Chair and are in good standing to continue taking coursework.

Non-Degree Candidates: Non-degree candidates are those who are visiting candidates, candidates seeking certification, or candidates seeking change in Rank. Candidates not seeking a graduate degree must follow the applicable Admissions procedures in the Graduate Office. Visiting Candidates should refer to Required Documentation of Graduate and Non-Degree Candidates section in the catalog for complete information. If the non-degree candidate later applies for and is granted admission into the Graduate Program for a degree, no more than twelve (12) hours taken while in the non-degree category may be used to fulfill degree requirements. No more than twelve (12) graduate hours may be applied to a Rank I or Rank II change or a degree program without the visiting candidate and their advisor developing a Planned Program.

Academic Standing: All candidates are expected to make satisfactory progress in their program by maintaining a GPA of 3.0 on a 4.0 scale.

Good Academic Standing: Candidates who conform to the following guidelines are considered in good academic standing:

For degree candidates, a GPA of 3.0 or higher overall in all courses listed on the approved program of study and in all courses taken as a graduate candidate.

For non-degree candidates, a GPA of 3.0 or higher overall in all courses listed on the approved program of study and in all courses taken as a graduate candidate.

Academic Probation: A candidate who has attempted nine or more credit hours and has a cumulative GPA below 3.0 will be placed on academic probation for the next semester.

Candidates who are working toward certification, degree changes and/or changes in Rank receiving two grades of C or lower will be reviewed and may be placed on academic probation by the Graduate Department. These candidates are subject to academic disqualification from the Graduate Program.

Candidates on academic probation who fail to raise their cumulative grade point average to 3.0 at the end of the probationary semester are subject to academic disqualification from the Graduate Education Program.

Disqualification & Appeal: Candidates who have been dismissed from the Graduate Education Program for the aforementioned academic regulations may appeal in writing to the Graduate Education Committee. Questions and appeals are to be directed to the Committee through the Chair of the Education Department.

College Regulations: All candidate violations of sufficiently serious nature to warrant the possibility of suspension or expulsion are subject to investigation by the Chair of the Education Department. Such violations may include but are not limited to dispositions and characteristics reflecting anti-social or inappropriate comments or behavior, attendance, tardiness, or lack of scholarly professionalism.

Required Documentation and Procedures

Non-Degree Candidates

Outlined below are the requirements and procedures for non-degree candidates wishing to enroll in graduate course at University of the Cumberland.

Visiting Candidate:

- Be in good standing in an accredited graduate school.
- Submit all applicable admissions documents to the Admission's Office.
- Request a letter from the Dean of the Graduate School at which the candidate is currently enrolled and forward it Graduate Admissions Office.
- A visiting candidate who elects further graduate study at the University of the Cumberland must fulfill all requirements for admission to the Graduate Program. The process is outlined in the section The Application Process.

Special Candidate

- Present a copy of transcript from an accredited undergraduate college or university indicating date of graduation.
- Complete a Graduate Application obtained from the Graduate Office.
- Obtain permission form to take selected courses up to a total of twelve (12) graduate hours.
- Non-degree-seeking persons who elect further graduate study at the University of the Cumberland must fulfill all requirements for admissions to the Graduate Program. The process is outlined in sections Admission to the Graduate Program and The Application Process.

Rank I

- Submit a transcript showing completion of the Masters or Fifth Year Degree from an accredited institution.
- Complete all application requirements outlined in The Application Process.
- After acceptance, meet with an advisor to plan a Rank I program.

Undergraduate Candidates

- Under certain circumstances, seniors who have earned 96 hours or more may be allowed to take a limited number of graduate courses (500-level only). Such candidates must see the Chair of the Education Department for permission to take graduate courses.

Academic Advising

Upon acceptance into the Graduate Education Program, the candidate will be assigned a graduate advisor who has expertise in the chosen field. At this time, candidate and advisor will develop a planned program/curriculum contract of work to be completed based on one of the following purposes:

- To improve the professional competency for the position covered by the initial teaching certificate.
- To extend the scope of professional competency to some certification area not covered by the initial certificate.
- To obtain preparation-certification required for professional advancement to a higher position.

Candidates contact the Graduate Advising Center and trained personnel assist with initial enrollment and direct them to planned programs/curriculum contracts. The planned program should also specify any deficiencies that must be corrected and the deadline for correcting those deficiencies. An official planned program must be completed and submitted to the GAC before enrolling in the first course.

The candidate should state plans for the thesis or non-thesis option of study at the time the curriculum is planned.

Transfer Credit

A maximum of nine (9) hours of graduate credit may be transferred from an accredited institution of higher learning and applied to a Master's program provided such credit meets the appropriate degree requirements of the University of the Cumberlands. All transfer credit must be approved prior to enrollment by the Registrar, by the Chair of the Education Department, and by the candidate's advisor; the credit must have been earned within the past six years (for the Masters program and ten years for Rank I) and the candidate must have earned a minimum grade of "B" on all graduate work transferred. Prior to taking a course for transfer credit, the candidate must obtain a transfer form from the Registrar's Office. This form must be signed by the advisor, the Chair of the Education Department, and the Registrar. **IT IS THE RESPONSIBILITY OF THE CANDIDATE TO INITIATE THE REQUEST FOR TRANSFER OF CREDIT.**

A total of twelve (12) hours may be transferred from an accredited graduate school and applied toward the Rank I program. These hours must be pre-approved by the advisor and Chair of the Education Department. Candidates pursuing an administration certification (Director of Pupil Personnel, Director of Special Education, School Superintendent, Supervisor of Instruction, and School Principal) independent of a Rank I may transfer in up to nine (9) hours towards Level I Certification. These hours, however, may only be accepted upon review of the candidate's transcript by the Chair of the Education Department.

All graduate work transferred for the Rank I program must have a minimum grade of "B" and must have been completed within the last ten years. The Chair of the Education Department and the Registrar must approve all transfer credits prior to the candidate enrolling in the class. Candidates

transferring to The University of the Cumberland from another institution must provide a Rank I program from that institution.

Residence Credit

To earn a Master of Arts in Education or Master of Arts in Teaching Degree, a minimum of twenty-one (21) hours in graduate courses must be completed at the University of the Cumberland.

To earn a Level I certification in Director of Pupil Personnel, Director of Special Education, School Superintendent, Supervisor of Instruction, or School Principal, a minimum of nine (9) hours must be completed at the University of the Cumberland. These hours must include the Practicum.

To complete the Rank I program, a minimum of fifteen (15) hours must be completed at the University of the Cumberland.

Degree Time Limit

A Master of Arts in Education and Master of Arts in Teaching Degrees must be completed within six (6) years of initial enrollment.

Rank I must be completed within ten (10) years of initial enrollment.

The Specialist in Education (Ed.S.) must be completed within five (5) years of initial enrollment.

Any candidate enrolled in an alternative certification program, in which a Temporary Provisional Certificate is issued by the state, must complete the program within three (3) calendar years from the time of initial enrollment. This time limit is to include a one-year internship (K.T.I.P.). *Accordingly, all candidates who are issued a Temporary Provisional Certificate dependent upon enrollment in an approved program at the University of the Cumberland must be enrolled in a minimum of six graduate hours per semester.*

Course Restrictions

Courses numbered 500 or above may be counted as credit toward a master's degree, provided they are approved as part of the candidate's planned program. Some 500-level courses are open to both graduates and undergraduates, whereas 600-level courses are open only to qualified graduate candidates. Courses cannot be counted toward both the undergraduate and graduate programs. A senior can take six (6) hours approved of 500-level courses.

At least one-half of the requirements of curricula leading to a master's degree must be met by offerings open only to graduate candidates.

Required Courses

At least six (6) hours of the required courses in the Professional Education block for the master's program (of which EDUC 630, Research Methods in Education must be one) must be completed in the first fifteen (15) hours. One-half of all required professional education courses must be taken at the University of the Cumberland. Consult the planned programs (curriculum contracts) of various programs for required courses in each emphasis.

A minimum of eighteen (18) hours of 600 or above courses must be taken to meet the requirements for the completion of the Rank I program.

Course Limits

Candidates employed as full-time teachers are advised to take no more than nine (9) hours per semester. In extreme cases, twelve (12) hours may be taken with the written approval of the school principal.

Grading

The Graduate Program lists the following grades and quality points for use:

- A Superior performance, four quality points are earned for each semester hour with a grade of “A”
- B Performance distinctly above average, three quality points are earned for each semester hour with a grade of “B”
- C Average performance, two quality points are earned for each semester with a grade of “C”
- F Failure, given for unsatisfactory work, no quality points.
- W Withdrawn from class without punitive grade.
- WP Withdrawn passing
- WF Withdrawn failing.
- AF Failure due to excessive absences.
- I Incomplete, assigned only in instances where a small unit of work is not contract is submitted to the Registrar’s Office with each “I” grade assigned.
- IP Indicates satisfactory progress on thesis, which will be replaced by the final grade upon completion of thesis.

The grade point average is computed on all graduate course work with the exception of “W”, “WP”, or “IP”. The grade of “I” is computed as an “F” in determining qualifications for candidacy. If the grade point average is below 3.0 (B), the candidacy application is held until the incomplete is cleared and the grade earned is then considered in determining the grade point average.

Grade “F” cannot be used toward degree or non-degree programs but will be used toward computing GPA. Any course can be repeated three times, but all grades will be reflected on the transcript. Candidates for a graduate degree are required to have a combined cumulative grade point average of “B” in all courses.

A “W”, “WP”, and “IP” grade has no bearing on the grade point average. A “WF” or “AF” is the equivalent of an “F” grade. Candidates wishing to withdraw prior to completing the semester should complete an official withdraw form from the Office of Academic Affairs.

Incomplete Grades

The grade of incomplete is awarded only when legitimate circumstances warrant. The grade of “I” will be recorded on the graduate candidate’s transcript and will remain until the faculty member awarding this grade makes the appropriate change 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. At the end of a one calendar year period, the incomplete will change to the grade of “F” if the candidate has not completed the course requirement as specified by the instructor. Each submitted incomplete must be accompanied by a valid contract for this grade. This contract will indicate all of the necessary steps to be taken by the candidate to satisfactorily change the grade of “I.”

Academic Appeals

Graduate candidates have a right to challenge a grade. Candidates should first contact their instructor if they Both undergraduate and graduate students have the right to challenge a grade. If discussions with the course instructor and department chair do not lead to a satisfactory conclusion, candidates may file a formal written appeal with the Vice President for Academic Affairs, who will forward the appeal to the chair of the Academic Appeals Committee.

This formal written appeal must be filed by the end of the 4th week of classes in the next regular term following the term in which the course in question was taken. The Academic Appeals Committee then gathers information from the candidate, the instructor, and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed.

Records of all actions regarding academic grade appeals, including their final disposition, are maintained by the Vice President for Academic Affairs and the Academic Appeals Committee.

Financial Information

Tuition is established each spring for the following summer and fall terms. Graduate candidates may apply for Stafford Loan assistance to help with tuition expenses. Applicants must have a current Free Application for Federal Candidate Aid (FAFSA) on file to determine the amount of the loan assistance available to them. For more information contact the Financial Planning Office at 606-539-4220. It is important to note that Stafford Loan assistance is available only to candidates who are seeking degree completion or attempting to add one or more teacher certification area(s). The loans are not available to candidates wishing to add administration certification.

A limited number of graduate assistantships are available beginning with the fall semester. Applications are available in the Graduate Office. The assistantship covers approximately 80% of tuition and a stipend. The application for graduation fee is \$50.

Graduation Financial Clearance

Full payment of an account or satisfactory financial arrangements of an account for all charges for previous semesters are due on or before registration. No candidate having an unpaid account shall receive financial clearance for the release of an official report of grades, a transcript of credits, or a diploma. Candidates not in a position to pay the full amount of tuition at registration should contact the Bursar's Office prior to enrollment.

Withdrawal/Refund Policy

Any candidate who does not cancel prior to their required deadline will be assessed a minimum fee of \$150 for classes and a minimum fee of \$150 for room & board. Deadline dates are posted with the Registrar Office and Bursar Office.

	<u>Fall I 2011</u>	<u>Fall II 2011</u>	<u>Spring I 2012</u>	<u>Spring II 2012</u>
Graduate Students	September 1	October 27	January 12	March 8

Candidates must officially withdraw through the Office of Academic Affairs. Candidates who fail to officially withdraw forfeit all rights to a refund or reduction in fees.

Refund Schedule

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 5 th 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 2 nd 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 1 st week of classes	100%	0%

If a candidate officially withdraws after the posted cancellation deadline and on or before the first day of the term, they will be charged a **non-cancellation fee of \$150 for tuition and \$150 for room and board** for the fall and spring term. There is no non-cancellation fee for the summer term(s).

If a candidate 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 candidate 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.

Treatment of Title IV Aid When a Candidate Withdraws

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

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

The amount of assistance that you have earned is determined on a pro-rata 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 candidate 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.

If you receive (or your school or parent receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, or
2. the entire amount of excess funds

The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Education Department to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refunds policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know what your school's Refund policy is, you can ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Candidate Aid Information Center at 1-800-4-fedaid (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Candidate Aid on the Web at www.candidateaid.ed.gov. (Revised 03-08-09)

Field Experience

Field Experience Defined

University of the Cumberland, as stated in **Teacher Education Handbook**:

Field Experience may include, but are not limited to, public school classroom observations, working in small groups of students to provide them with special help, working in individualized instruction programs, tutoring, assisting school administrators or teachers, participation in school and community-wide activities, grading and preparing tests, assisting teachers on field trips as well as playground duty, attending PTA and faculty meetings.

EPSB

Field Experiences are a variety of early and ongoing "real world" opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as P-12 schools, community centers, or homeless shelters.

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Field Experiences. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

Procedures for Application, Admission and Exit



Admission to the Graduate Education Program

The University of the Cumberlands has established qualitative and quantitative requirements for the admission of candidates whose education preparation evidences the potential for a high-level performance. All admissions materials must be received in the Graduate Admissions Office.

Application Process for:

Master of Arts in Education (M.A. Ed.)
Rank I
Administration Certification
Educational Specialist (Ed. S.)

1. Complete a Graduate Application or an Online Graduate Application and pay required Application Fee.
2. Request that official transcripts of all undergraduate and graduate work be sent directly from the respective institution(s) to: University of the Cumberlands, Graduate Education Admissions, 7985 College Station Drive, Williamsburg, KY 40769. The transcript must include:
 - a. The degree and date on which it was conferred.
 - b. A grade point average of at least 2.5 on a 4.0 scale (for M.A.T., M. A. Ed. degrees. A grade point average of at least 3.0 for all Rank I and administrative certifications.
3. Submit one copy of the Provisional/Valid Teaching Certificate OR Statement of Eligibility **All applicants must be certified teachers and have an adequate number of years experience, if applicable (except School Counseling Program).** (*See program requirements for more information*)
4. Submit one copy of the appropriate standardized test score sheet. GRE (675) or Miller's Analogy (400) is required for School Counseling and Ed. S. degrees. No test is required for Rank, M. A. Ed. or Administration Certification Programs.
5. Submit three letters of recommendation on the recommendation form from past or present professors and/or professional associates. Applicants applying to the Principal program are required to have three letters of recommendation of which two must be from current school and district administrators.
6. All documents must be on file in the Graduate Admissions Office prior to the beginning of the term.. Failure to complete the above requirements will result in a candidate being dropped from all coursework.
7. Full admission to the Graduate Teacher Education Program is completed by a review of the above documents, and vote by the Graduate Education Committee.

Admission Status:

Conditionally Admitted: Candidates who do not have all paperwork in the Graduate Admissions Office by the first day of the term, can be provisionally admitted. Failure to complete the required paperwork by the third week of the term will result in a candidate being dropped from all coursework. The candidate may not continue in the program until all paperwork is received.

Fully Admitted: Candidates who meet all the above requirements and who have successfully completed the application process may be fully admitted to the University. Admission to the Graduate Education Program is completed by vote of the Graduate Education Committee.

8. After notification of acceptance, the candidate will complete a Planned Program and enroll in coursework. An advisor will be assigned by the Graduate Advising Center. A completed and signed Planned Program must be on file prior to enrolling in the first course.

9. All graduate candidates who are beginning a new program must reapply for subsequent programs. A candidate who has just finished a Masters degree, for example, must reapply before beginning a Rank I program.

Application Process for:

Master of Arts in Teaching (MAT) Alternative Certification

1. Complete a Graduate Application or an Online Graduate Application and pay required Application Fee.
2. Request that official transcripts of all undergraduate and graduate work be sent directly from the respective institution(s) to: University of the Cumberlands, Graduate Education Admissions, 7985 College Station Drive, Williamsburg, KY 40769. The transcript must include:
 - a. The degree and date on which it was conferred.
 - b. A grade point average of at least 2.5 on a 4.0 scale.
3. Submit one copy of the appropriate standardized test score sheet. Contact the Graduate Admissions Office (539-4390) for the specific test(s) required for the program of interest.
4. Submit three letters of recommendation from past or present professors and/or professional associates.
5. Admission to the Graduate Program is completed by a review of the above documents and approval of the Graduate Education Committee..

Admission Status:

Conditional Admittance: Candidates who do not have all paperwork in the Graduate Admissions Office by the third week of the term will be provisionally admitted. Failure to complete the required paperwork will result in a candidate being dropped from all coursework. The candidate may not continue in the program until all paperwork is received.

Fully Admitted: Candidates who meet all the above requirements and who have successfully completed the application process may be fully admitted to the university with admission to the Graduate Education Program pending Graduate Education Committee approval.

6. After notification of acceptance, the candidate will complete a Planned Program and enroll in coursework. An advisor will be assigned by the Graduate Advising Center.
7. A completed and signed Planned Program must be on file prior to enrolling in the first course.
8. All graduate candidates who are beginning a new program must reapply for subsequent programs. A candidate who has just finished a Masters degree, for example, must reapply before beginning a Rank I program.

Dispositions

A candidate's dispositions are refined throughout the graduate experience. There is a continuous assessment of a candidate's progress toward increased characteristics reflecting a candidate's attitudes and behaviors that will enable development into a more successful teacher. This assessment is accomplished through a systematic and supportive process. There are three dispositions assessments given throughout the program: (1) letters of recommendation at entrance; (2) dispositions surveys from professors at midpoint; (3) dispositions surveys from professors and/or professional educators at exit.

During the candidate's tenure at the University of the Cumberlands, his/her professors will discuss the progress of the particular candidate during faculty meetings or conferences with the Chair of the Education Department. If concerns arise, a "Dispositions Reporting" form will be completed by the

concerned faculty/instructor, followed by an Individual Action Plan. The forms are given to the Chair of the Education Department. At the discretion of the Chair, the Graduate Education Committee will be convened for the purpose of resolving the disposition concern(s). The candidate can meet with the Committee for the purpose of clarification of issues, providing an opportunity to hear the candidate, to share any concerns and to provide assistance. The Graduate Education Committee may make the following recommendations concerning the graduate: (1) Referral to the Academic Vice President, or (2) A conference with faculty for the purpose of resolving the disposition concern.

Comprehensive Examination

Candidates completing the Master of Arts in Education degree (except for Teacher Leader) as well as the Educational Specialist and Rank I and Administration programs of thirty hours will complete a final comprehensive written examination on all work offered for the degree or program. The examination is designed to evaluate the candidate's ability to integrate knowledge, demonstrate critical and independent thinking skills, and demonstrate mastery of the field. The purposes of this examination are (a) to fulfill the requirement of the Graduate School for the administration of a comprehensive examination for master's and Rank I candidates, and (b) to evaluate the ability of graduate candidates to synthesize research and theory in educational coursework and to present this information in an effective written format. The examination is held once each semester as needed. Candidates respond to at least five essay questions that contain at least one case study from a list of ten or more questions that also contain case studies. Responses of candidates seeking the Master's degree and the Educational Specialist degree are then evaluated by graduate faculty. Responses of candidates will be scored within two weeks. Each question or case study will be scored on a pass – fail. Candidates failing a question will be required to rewrite their responses within one week. Candidates seeking the Specialist degree will be scheduled for an oral defense of their responses. Candidates will be given one chance to rewrite any response needing revision.

Capstone Project

Capstone Projects are a formative and summative evaluation representing the culmination of the Master of Arts in Teaching (MAT) and the Master of Arts Teacher Leader programs. The Capstone Project consists of the development and submission of a portfolio and of an exit interview whereby the candidate is able to give an oral defense of the portfolio. The items (artifacts) in the portfolio demonstrate that the master's candidate can meaningfully analyze, synthesize, evaluate and apply the knowledge gained from graduate courses taken to real life education experiences. The Capstone Project will document how candidates meet the appropriate Standards.

More information about the Capstone Project is found in the Graduate Education Handbook and Graduate Student Teaching/Practicum Handbook.

Thesis

The thesis option is available to graduate candidates in Master of Arts in Education in elementary, middle and secondary education. However, the thesis option is not recommended to those candidates who are applying their course credits toward additional certification in leadership or reading and writing specialists programs while earning a master's degree. Master of Arts in Teaching and MAED Teacher Leader candidates do not have this option.

The candidate should consult with his/her advisor before 12 hours are accumulated and determine how the thesis hours fit into to his/her planned program/curriculum contract. Typically, the thesis is an extension of the research proposal completed in EDUC 630 Research Methods in Education. The

advisor will assist in choosing a thesis topic, thesis director, and thesis committee. The thesis committee consists of three to five members, including the Chair of the Education Department.

The maximum credit that may be earned for the thesis is six (6) hours. Candidates who wish to write a thesis must formally register for those hours. The thesis should be completed over a two-semester period, not in a single semester, with three (3) hours taken each semester. The thesis director records a mark of IP (in progress) for satisfactory work at the end of each term or semester for which the candidate is registered with the total amount of credit allowed.

Before the candidate can begin the thesis, it must be approved by the Research Ethics Committee (if applicable). The thesis director schedules the meeting with the committee and/or assists in submitting the form for committee approval.

When the thesis is completed, it is submitted to the thesis director and the committee for final approval. The candidate must present a satisfactory oral defense of the thesis to the committee and other graduate faculty. After successful oral defense of the thesis, the thesis director and committee assign a grade that applies to all six (6) hours earned for the thesis.

Two weeks prior to the date on which the degree is to be conferred, five copies of the signed thesis are to be submitted in unbound form to the Graduate Office. Complete procedural and structural guidelines are available in the Graduate Office. The candidate is responsible for obtaining and complying with these guidelines.

Rank Change and Teacher Certification

Certification of all candidates completing a teaching or school personnel program at the University of the Cumberland is vested by the Education Professional Standards Board (EPSB) and is contingent upon satisfactory completion of requirements (which vary somewhat from state to state). Specific requirements are available from each State Education Department (addresses are available in the Office of Teacher Certification).

When a candidate finishes a program leading to initial certification, a teaching endorsement, (Reading and Writing, Principalship, Additional LBD, etc.), or a rank change (M.A.Ed., Rank II, Rank I, etc.), *it is his/her responsibility to notify the Office of Teacher Certification so documentation can be submitted to the Education Professional Standards Board.* Applications for rank change and certification for Kentucky and Tennessee may be obtained from the Office of Teacher Certification in the Education Department. Applications from other states must be obtained by the candidate from the appropriate State Department.

Candidates who are employed on an emergency basis contingent upon enrollment must submit the appropriate documentation verifying employment in order to apply for a temporary certificate from the EPSB. Candidates must complete a TCTP application for a new Temporary Provisional Certificate each year of their three-year alternative program. See also Degree Time Limit section.

Guidelines for submitting applications for rank change are as follows:

1. An Official Planned Program and Intent to Graduate must be on file in the Registrar's Office.
2. The account in the Bursar's Office must have a zero balance.
3. All course work (including transfer work) must be posted on the University of the Cumberland transcript.
4. If a program of endorsement is pursued, a copy of the Planned Program must be on file in the Graduate Office.

5. If pursuing a Master's Degree, written documentation that the comprehensive examinations or Capstone Project have been passed must be on file in the Registrar's Office and the Graduate Office.
6. If certification is sought in another state, it is the candidate's responsibility to supply the appropriate forms used.

Candidates enrolled in initial certification programs must be admitted into the Teacher Education Program by a vote of the Graduate Education Committee. All the documentation listed in the Application Process is essential for this procedure.

Exiting the Program / Application for Graduation

Application for graduation should be made during registration of the semester prior (not bi-term) to the semester the candidate expects to complete his/her work. If after the submission of the application a candidate does not complete course work, he/she must reapply. Applications filed after the announced deadlines will automatically be placed with the next graduate list.

The requirements for each individual program vary. See the Graduate Programs section for the specific exit requirements of each program.

Curricula for Teachers and Other School Personnel



Degree Programs

Master of Arts in Education (M. A. Ed.)

This degree is designed for those candidates who have been awarded a bachelor's degree in education from an accredited institution, who hold at least a valid teacher certificate, and who wish to acquire a Master's degree in education. (The exception to this is School Counseling, which does not require teacher certification.) This degree does not lead to initial certification but can provide certification in Reading and Writing and School Counseling, and Teacher Leader..

- **Teacher Leader (P-12)**
- **Elementary (P-5) – admission discontinued Dec. 2010, must be completed by Dec. 2012.**
- **Middle Grades (5-9) – admission discontinued Dec.2010, must be completed by Dec. 2012.**
 - English, Math, Science, and/or Social Studies
- **Secondary – admission discontinued Dec. 2010, must be completed by Dec. 2012.**
 - (8-12) English, Math, Science, Social Studies
 - (P-12) Art, Integrated Music, Health, Physical Education
 - (5-12) Business and Marketing
- **Reading and Writing Specialist (P-12)**
- **School Counseling (P-12)**
- **Instructional Leadership– admission discontinued Dec. 2010, must be completed by Dec. 2013.**
 - Principalship (P-12)

Master of Arts in Teaching (M.A.T.)

This degree is designed for those candidates who presently hold a bachelor's degree from an accredited institution in an area other than education. It may be used as an Alternative Certification Program for those candidates who are seeking certification in a content area. Each program leads to initial certification in a content area.

- **Elementary (P-5)**
- **Middle School (5-9)**
 - English, Math, Science, and/or Social Studies
- **Secondary (8-12)**
 - English, Math, Social Studies, Physics, Chemistry, Biology and Earth Science
 - (P-12) Art, Health, Integrated Music, or Physical Education
 - (5-12) Business and Marketing
- **Special Education (P-12)**
 - Learning and Behavior Disorders

Ed. S. Program

The Educational Specialist (Ed. S.) degree is an administrative degree program requiring 45 graduate hours above the M.A. Ed. or M.A.T. degrees. The Ed. S. degree provides an advanced candidate certification as a school superintendent and as a supervisor of instruction. Candidates must have attained supervisor of instruction Level II or school principal Level II prior to beginning the

superintendent coursework in the Ed. S. program. Superintendent certification requires a minimum of two years administration experience.

Non-Degree Programs

Administration Certification Programs (P-12)

- Director of Pupil Personnel
- Director of Special Education
- School Superintendent
- Supervisor of Instruction
- School Principal

Rank I

The Kentucky Rank I program consists of Thirty (30) graduate hours above a Masters' degree with a minimum of 18 hours at 600 level or higher. The Rank I program is offered in three areas (1) Reading and Writing, (2) Special Education and (3) Elementary, Middle and Secondary. Coursework previously used to fulfill Rank II (Master's) may not be used to achieve Rank I. Rank I can also be achieved by completing thirty (30) graduate hours to complete and or more administrative certifications.

Programs

Master of the Arts in Education (M.A. Ed.) Teacher Leader (P-12)

33 Hours

(All courses are three (3) credit hours unless otherwise noted.)

TEACHER LEADER CORE CURRICULUM – 15 HOURS

ADOL 631	School Program Improvement
ADOL 653	Assessment of and for Student Learning
ADOL 655	Team Leadership
EDOL 562	Theories of Teaching and Learning
EDOL 630	Research and Evaluation

TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS

ADOL 561	Leadership for Educational Professions
ADOL 633	Applied Research
EDOL 542	Change, Professional Development and Teacher Improvement
EDOL 634	Curriculum Management and Assessment
EDOL 643	Best Practices for Coaching and Mentoring Teachers
EDOL 647	Teacher Leader in Professional Learning Communities

Continuous Assessment Pillar IV Entry Assessments	Continuous Assessment Pillar V Midpoint Assessments	Continuous Assessment Pillar VI Exit Assessments
Requirements		
<ul style="list-style-type: none"> - Bachelor's degree from an accredited institution of higher education - G.P.A. of 2.5 or higher - Three letters of recommendation supporting favorable dispositions - Completed graduate application - Kentucky Professional Code of Ethics signed by candidate - Assessment of entry level writing assignment 	<ul style="list-style-type: none"> - Midpoint assessment with advisor when candidate accumulates 12 to 18 hours credit - Maintain 3.0 or higher G.P.A. in coursework - Two favorable disposition assessments - Completion of field and clinical experience hours 	<ul style="list-style-type: none"> - G.P.A. of 3.0 or higher - Fifteen hours of 600 level courses completed - A minimum of 21 hours completed at University of the Cumberlands - Completion of all degree or certification coursework - Two favorable dispositions - Exit portfolio or e-portfolio (standards based) - Standards based exit action research project and interview - Maximum 6 year time limit - Completed application for graduation - Signed copy of Kentucky Professional Code of Ethics - Action research (capstone project)
Key Assessments		
<ul style="list-style-type: none"> → Assessment of entry level writing assignment (all CF Strands) 	<ul style="list-style-type: none"> → 2 favorable disposition assessments → Standards-based assessments embedded in course work (course grades) → Standards-based assessments embedded in course work 	<ul style="list-style-type: none"> → Summative Evaluation → Portfolio (KTS – All, UC – All, CF strands – All; Mean score 2.75 or above)
Assessment of Knowledge Strands		
<p><i>Conceptual</i> Evidenced by meeting state licensure exam requirements Completed a degree program with 2.5 or better; writing sample</p>	<p><i>Conceptual</i> Apply concepts related to differentiated instruction in units and lessons; Research paper</p> <p><i>Strategic</i> Use concepts to develop instructional and assessment strategies</p> <p><i>Communicative</i> Articulate rationale for instructional decisions; discussion board and chat assignments</p> <p><i>Evaluative</i> Research papers, article critiques, curriculum comparisons</p>	<p><i>Conceptual</i> Comprehensive Examination / Thesis</p> <p><i>Strategic</i> Comprehensive Examination</p> <p><i>Communicative</i> Comprehensive Examinations</p> <p><i>Evaluative</i> Comprehensive Examinations, Disposition Self-assessment survey</p>

Master of the Arts in Education (M.A. Ed.) Elementary (P-5)

30 Hours

(All courses are three (3) credit hours unless otherwise noted.)

(NOTE: No further admissions will be made into this program after December 2010. All candidates enrolled in this program must complete requirements by January 1, 2013.)

EDUCATIONAL FOUNDATIONS (CORE) – 12 HOURS

EDUC/EDOL 539	The Modern Elementary School
EDUC/EDOL 630	Research Methods in Education (must be taken within first 15 hours)
EDUC/EDOL 631	Advanced Human Behavior, Development and Learning
EDUC/EDOL 634	Curriculum Management and Assessment

AREA OF SPECIALIZATION – 12 hours required in **ONE** of the following areas:

- *Interdisciplinary* (EDUC/EDOL 533, EDUC/EDOL 633, BMIS/CSOL 530, HIST/HIOL 530, HESS/HEOL 530, MATH/MAOL 530, SCNS/SCOL 630)
- *Special Education* (SPED/SPOL 530, SPED/SPOL 533, SPED/SPOL 535, SPED/SPOL 630, SPED/SPOL 631, SPED/SPOL 632, SPED/SPOL 634, SPED/SPOL 635, SPED/SPOL 636)
- *Reading* (READ/REOL 531 - Pre-requisite to all READ/REOL courses, READ/REOL 534, READ/REOL 535, READ/REOL 630, READ/REOL 631, READ/REOL 632)

APPROVED ELECTIVES – 6 hours

Electives are to be selected upon advisor's approval from the following:

- EDUC/EDOL 532, EDUC/EDOL 533, EDUC/EDOL 633, EDUC/EDOL 636, EDUC/EDOL 637, EDAD/ADOL 635, EDAD/ADOL 636, EDUC/EDOL 660

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Valid Teaching License
- Cumulative GPA of 2.5 on a 4.0 scale
- Three letters of recommendation

Exit Requirements (Pillar VI):

- Fifteen (15) hours at 600 level
- Twenty-one (21) hours completed at University of the Cumberland
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed or Thesis successfully defended
- Six (6) year time limit not exceeded
- TC-1 Completed
- Dispositions Survey (2)

Master of Arts in Education (M.A.Ed.) Middle Grades (5-9)

30 Hours

(All courses are three (3) credit hours unless otherwise noted.)

(NOTE: No further admissions will be made into this program after December 2010. All candidates enrolled in this program must complete requirements by January 1, 2013.)

EDUCATIONAL FOUNDATIONS (CORE) – 12 HOURS

EDUC/EDOL 537	The Middle School
EDUC/EDOL 630	Research Methods in Education (must be taken within first 15 hours)
EDUC/EDOL 631	Advanced Human Behavior, Development and Learning
EDUC/EDOL 634	Curriculum Management and Assessment

AREA OF SPECIALIZATION – 12 hours must be completed in two of the following areas (6 hours in each):

- *English* (ENGL/ENOL 531, ENGL/ENOL 532, READ/REOL 531- Pre-requisite to all READ/REOL courses, READ/REOL 535, READ/REOL 536)
- *Mathematics* (MATH/MAOL 530, MATH/MAOL 531, MATH/MAOL 532, MATH/MAOL 632, BMIS/CSOL 530, BMIS/CSOL 630)
- *Science* (SCNS/SCOL 530, SCNS/SCOL 630)
- *Social Studies* (HIST/HIOL 530, HIST/HIOL 531, HIST/HIOL 630, POLS/PLOL 531)

APPROVED ELECTIVES – 6 hours

Electives are to be selected upon advisor's approval from the following:

- EDUC/EDOL 532, EDUC/EDOL 533, EDUC/EDOL 633, EDUC/EDOL 636, EDUC/EDOL 637, EDAD/ADOL 635, EDAD/ADOL 636, EDUC/EDOL 660

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Valid Teaching License
- Cumulative GPA of 2.5 on a 4.0 scale
- Three letters of recommendation

Exit Requirements (Pillar VI):

- Fifteen (15) hours at 600 level
- Twenty-one (21) hours completed at University of the Cumberland
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed or Thesis successfully defended
- Six (6) year time limit not exceeded
- TC-1 Completed
- Dispositions Survey (2)

Master of Arts in Education (M.A.Ed.) Secondary

(8-12) – English, Math, Science, Social Studies; (5-12) – Business & Marketing;

(P-12) – Art, Music, Health, Physical Education; 30 hours

All courses are three (3) credit hours unless otherwise noted.

(NOTE: No further admissions will be made into this program after December 2010. All candidates enrolled in this program must complete requirements by January 1, 2013.)

EDUCATIONAL FOUNDATIONS (CORE) – 12 HOURS

EDUC/EDOL 538 The Modern Secondary School (P-12 may substitute EDUC 537/EDUC 539)

EDUC/EDOL 630 Research Methods in Education (must be taken within first 15 hours)

EDUC/EDOL 631 Advanced Human Behavior, Development and Learning

EDUC/EDOL 634 Curriculum Management and Assessment

AREA OF SPECIALIZATION – 12 hours must be completed in one of the following areas:

- *English* (ENGL/ENOL 531, ENGL/ENOL 532, READ/REOL 531- Pre-requisite to all READ/REOL courses, READ/REOL 535, READ/REOL 536)
- *Business* (BADM/BUOL 530, BADM/BUOL 539, BMIS/CSOL 530, BMIS/CSOL 630)
- *Mathematics* (MATH/MAOL 531, MATH/MAOL 532, MATH/MAOL 630, MATH/MAOL 631, BMIS/CSOL 530, BMIS/CSOL 630)
- *Science* (SCNS/SCOL 530, SCNS/SCOL 630)
- *Social Studies* (HIST/HIOL 530, HIST/HIOL 531, HIST/HIOL 630, POLS/PLOL 531)
- *Art* (ART 530)
- *Health* (HESS/HEOL 530, HESS/HEOL 531)
- *Physical Education* (ESS/PEOL 530, ESS/PEOL 531)
- *Music* (MUSC/MUOL 521, MUSC/MUOL 530, MUSC/MUOL 531, MUSC/MUOL 532, MUSC/MUOL 537, MUSC/MUOL 631, MUSC/MUOL 632, MUSC/MUOL 638)

APPROVED ELECTIVES – 6 hours

Electives are to be selected upon advisor's approval from the following:

- EDUC/EDOL 532, EDUC/EDOL 533, EDUC/EDOL 633, EDUC/EDOL 636, EDUC/EDOL 637, EDAD/ADOL 635, EDAD/ADOL 636, EDUC/EDOL 660

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Valid Teaching License
- Cumulative GPA of 2.5 on a 4.0 scale
- Three letters of recommendation

Exit Requirements (Pillar VI):

- Fifteen (15) hours at 600 level
- Twenty-one (21) hours completed at University of the Cumberland
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed or Thesis successfully defended
- Six (6) year time limit not exceeded
- TC-1 Completed
- Dispositions Survey (2)

Master in Education (M.A. Ed.) Reading and Writing Specialist

(P-12 Certification); 30 Hours

All courses are three (3) credit hours unless otherwise noted.

EDUCATIONAL FOUNDATIONS (CORE) – 12 HOURS

EDUC/EDOL 537, 538, or 539	The Modern Elementary, Secondary, or Middle School
EDUC/EDOL 630	Research Methods in Education (must be taken within first 15 hours)
EDUC/EDOL 631	Advanced Human Behavior, Development and Learning
EDUC/EDOL 634	Curriculum Management and Assessment

AREA OF SPECIALIZATION – 12 hours

- READ/REOL 531 – Pre-requisite to all READ courses, READ/REOL 630, READ/REOL 631, READ/REOL 632

APPROVED ELECTIVES – 6 hours

Electives are to be selected upon advisor's approval from the following:

- READ/REOL 534, READ/REOL 535, READ/REOL 536, READ/REOL 633, ENGL/ENOL 531, ENGL/ENOL 532

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Bachelor's Degree from accredited IHE
- Valid Teaching License
- Cumulative GPA of 2.5 on a 4.0 scale
- Planned program on file
- Three letters of recommendation

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- EDUC/EDOL 630 taken
- GPA 3.0
- Dispositions Survey (2)

Exit Requirements (Pillar VI):

- Fifteen (15) hours at 600 level
- Twenty-one (21) hours completed at University of the Cumberland
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed or Thesis successfully defended
- Six (6) year time limit not exceeded
- TC-1 Completed
- Dispositions Survey (2)

Master of Arts in Education (M.A.Ed.) School Counseling

(Provisional and Standard Certificate); 48 Hours
All courses are three (3) credit hours unless otherwise noted.

DEGREE REQUIREMENTS 48 HOURS

EDUC/EDOL 532	Evaluation Measurement and Assessment
EDUC/EDOL 630	Research Methods in Education
EDUC/EDOL 631	Advanced Human Behavior Development and Learning
SPED/SPOL 530	Issues and Trends in Special Education
COU/OL 530	Introduction to School Counseling
COU/OL 531	Social and cultural Foundations of School Counseling
COU/OL 536	Psychological Assessments
COU/OL 537	Personality Assessments
COU/OL 538	Counseling Individuals with Diverse Needs
COU/OL 539	Career Development
COU/OL 630	Introduction to 'Drug/Alcohol Counseling
COU/OL 631	Legal and Ethical Issues in School Counseling
COU/OL 634	Group Counseling in Public Schools
COU/OL 636	Counseling Aspects of Grief and Loss
COU/OL 637	Counseling Practicum
COU/OL 638	Counseling Internship

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Bachelor's Degree from accredited IHE
- GRE (675)/Miller's Analogies Test (400)/PRAXIS
- Assessment of Entry Level Writing Assignment
- Cumulative GPA of 2.75 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- Signed Kentucky Code of Ethics
- Completion of Field Experience hours
- Comprehensive Exam/oral defense
- Portfolio Pillar V
- GPA 3.0
- Two favorable dispositions

Exit Requirements (Pillar VI):

- Thirty-three (33) hours completed at University of the Cumberlands
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Successful completion of COU/OL 637 and COU/OL 638
- Portfolio Pillar VI
- Six (6) year time limit not exceeded
- TC-1 Completed

Master of Arts in Education (M.A. Ed.) Instructional Leadership: Principal

(P-12 Certification); 30 Hours (33 if EDOL 630 must be taken)

All courses are three (3) credit hours unless otherwise noted.

(NOTE: No further admissions will be made into this program after December 2011. All candidates enrolled in this program must complete requirements by January 1, 2014.)

Level I: 21 hours

EDUC/EDOL 634	Curriculum Management and Assessment
EDAD/ADOL 630	Introduction to Educational Administration
EDAD/ADOL 632	Human Resource Management and Supervision
EDAD/ADOL 634	Business Management in Public Schools
EDAD/ADOL 636	School Law I
EDAD/ADOL 643	Special Education and School Leadership
EDAD/ADOL 664	Practicum: Principalship

Level II: 9 hours

EDUC/EDOL 633	Instructional Leadership in Technology
EDAD/ADOL 633	Applied Research in Education*
EDAD/ADOL 635	The Politics of School and Community

* Pre-requisite EDUC 630 -(Candidates must have successfully completed EDUC 630 Research in Education prior to enrolling in ADOL 633 Applied Research)

To be noted:

M.A.Ed. Instructional Leadership- Candidates not possessing a Master's degree in education must complete the full thirty (30) hour program and the required assessments to be eligible for principal certification.

Non-Degree Candidates with a Master's degree in Education may apply for certification as a Level I Principal by completing the twenty-one (21) hour Level I courses listed above and by passing the required assessments. This does not result in a Master's degree.

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Valid Teaching License
- Three years of documented teaching experience
- Assessment of Entry Level Writing Assignment
- Cumulative GPA of 2.75 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- Completion of Field Experience hours
- GPA 3.0
- Two favorable dispositions

Exit Requirements (Pillar VI):

- Fifteen (15) hours of 600 level courses completed
- Twenty-one (21) hours completed at University of the Cumberlands
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed / Thesis defended
- Six (6) year time limit not exceeded
- Dispositions Surveys (2)
- Kentucky Specialty Test of Instructional and Administration Practice
- School Licensure Assessment
- Signed Kentucky Code of Ethics
- TC-1 Completed

Master of Arts in Teaching (M.A.T.) Elementary

(P-5 Certification); 39-42 hours

All courses are three (3) credit hours unless otherwise noted.

DEGREE REQUIREMENTS – 39-42 hours

EDUC/EDOL 533	Educational Technology
EDUC/EDOL 539 ¹	The Modern Elementary School
EDUC/EDOL 630	Research Methods in Education (must be taken within first 15 hours)
EDUC/EDOL 631	Advanced Human Behavior, Development and Learning
EDUC/EDOL 635 ¹	Classroom Management and Discipline
EDUC/EDOL 639	Seminar: Methodology of Teaching
READ/REOL 531*	Reading and Writing Foundations
MATH/MAOL532 ¹	Methods and Materials for Teaching of Math
ENGL/ENOL 532 ¹	Methods and Materials for Teaching English
SCNS/SCOL 530 ¹	Methods and Materials of Science
HIST/HIOL 530 ¹	Methods and Materials of Social Studies
SPED/SPOL 530 ¹	Issues and Trends in Programs in Special Education
EDUC/EDOL 699	Practicum in Education***
OR	
EDUC/EDOL 698	Supervised Student Teaching** (6 credit hours)

¹ Course requires Field Experience Hours

*Pre-requisite to all READ courses

** Candidates not currently teaching in an elementary classroom

Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

***Candidates who are currently employed with a Temporary Provisional Certificate and working in an elementary classroom must have a TB skin test, a physical, and a background check before their admittance to the MAT Program. Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV):

- Bachelor's Degree from accredited IHE
- PRAXIS II Content passing scores
- Cumulative GPA of 2.5 on a 4.0 scale
- Three letters of recommendation
- Planned Program on file
- TC-TP for Option Six Candidates

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- Dispositions Surveys (2)
- EDUC/EDOL 630 passed
- PRAXIS II PLT passed
- Completion of Field Experience Hours
- GPA 3.0

Exit Requirements (Pillar VI):

- Fifteen (15) hours of 600 level courses completed
- Twenty-one (21) hours completed at University of the Cumberland
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam /Capstone passed
- Six (6) year time limit not exceeded
- Signed Kentucky Code of Ethics
- TC-1 Completed

Master of Arts in Teaching (M.A.T.) Middle School

(5-9 Certification); 30-36 hours

All courses are three (3) credit hours unless otherwise noted.

PROFESSIONAL EDUCATION – 27-30 hours

- EDUC/EDOL 537¹ The Middle School
- EDUC/EDOL 533 Educational Technology
- EDUC/EDOL 630 Research Methods in Education (must be taken within first 15 hours)
- EDUC/EDOL 631 Advanced Human Behavior, Development and Learning
- EDUC/EDOL 632 Instructional Design and Curriculum
- EDUC/EDOL 635¹ Classroom Management and Discipline
- EDUC/EDOL 639 Seminar: Methodology of Teaching
- SPED/SPOL 530¹ Issues and Trends in Programs in Special Education
- EDUC/EDOL 699 Practicum in Education**
- OR
- EDUC/EDOL 698 Supervised Student Teaching* (6 credit hours)

AREA OF SPECIALIZATION: 3 hours for each area (Candidates may choose to specialize in one OR two content areas.)

1. Candidates must have a major or 30 hours in a single content area within that specialization for one specialty area or 24-27 hours in each of two specialty areas. 2. Additional graduate or undergraduate hours may be required of the candidate. 3. The decision regarding the requirement of additional coursework will be made by the Department Chair during the admissions process.

- ENGL/ENOL 532¹ Methods and Materials for Teaching English
- MATH/MAOL 532¹ Methods and Materials for the Teaching of Math
- HIST/HIOL 530¹ Methods and Materials of Social Studies
- SCNS/SCOL 530¹ Methods and Materials for the Teaching of Science

¹ Course requires Field Experience Hours

*Pre-requisite to all READ courses

** Candidates not currently employed nor working in an elementary classroom.

Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

***Candidates who are currently employed with a Temporary Provisional Certificate and working in a middle school classroom. Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV):	Midpoint Requirements (Pillar V):	Exit Requirements (Pillar VI):
<ul style="list-style-type: none"> ○ Bachelor's Degree from accredited IHE ○ PRAXIS II Content passing ○ Cumulative GPA of 2.5 on a 4.0 scale ● Three letters of recommendation ● Planned Program on file ○ TC-TP for Option Six Candidates 	<ul style="list-style-type: none"> ● Contact with advisor between 12-18 hours ● Dispositions Surveys (2) ● EDUC/EDOL 630 passed ● PRAXIS II PLT passed ● Completion of Field Experience Hours ● GPA 3.0 	<ul style="list-style-type: none"> ○ Fifteen (15) hours of 600 level courses completed ○ Twenty-one (21) hours completed at University of the Cumberlands ○ Cumulative graduate GPA of 3.0 on a 4.0 scale ○ Comprehensive Exam /Capstone passed ○ Six (6) year time limit not exceeded ○ Signed Kentucky Code of Ethics ○ TC-1 Completed

Master of Arts in Teaching (M.A.T.) Secondary

(8-12) – English, Math, Social Studies, Biology, Chemistry, Earth Science, Physics; (5-12) – Business & Marketing; 30-33 hrs

All courses are three (3) credit hours unless otherwise noted.

PROFESSIONAL EDUCATION – 27-30 hours

- EDUC/EDOL 538¹ The Modern Secondary School OR
- EDUC/EDOL 537¹ The Middle School (option for Business & Marketing only)
- EDUC/EDOL 533 Educational Technology
- EDUC/EDOL 630 Research Methods in Education (must be taken within first 15 hours)
- EDUC/EDOL 631 Advanced Human Behavior, Development and Learning
- EDUC/EDOL 632 Instructional Design and Curriculum
- EDUC/EDOL 635¹ Classroom Management and Discipline
- EDUC/EDOL 639 Seminar: Methodology of Teaching
- SPED/SPOL 530¹ Issues and Trends in Programs in Special Education
- EDUC/EDOL 699 Practicum in Education**
- OR
- EDUC/EDOL 698 Supervised Student Teaching* (6 credit hours)

AREA OF SPECIALIZATION: 3 hours

Requirement: Candidates must have 30 undergraduate hours OR a major within their area of specialization. Also, additional graduate or undergraduate hours in Chemistry, Biology, Physics or Earth Science may be required of the candidate. The decision regarding the requirement of additional coursework will be made by the Graduate Admissions Office during the admissions process.

- ENGL/ENOL 532¹ Methods and Materials for Teaching English
- HIST/HIOL 530¹ Methods and Materials of Social Studies
- SCNS/SCOL 531¹ Methods and Materials for Teaching Science at the Secondary Level
- MATH/MAOL532¹ Methods and Materials for the Teaching of Math
- BADM/BUOL 531¹ Methods & Materials for the Teaching of Business

¹ Course requires Field Experience Hours

*Pre-requisite to all READ courses

** Candidates not currently employed nor working in a secondary school classroom.

Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

***Candidates who are currently employed with a Temporary Provisional Certificate and working in a secondary school classroom. Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV):	Midpoint Requirements (Pillar V):	Exit Requirements (Pillar VI):
<ul style="list-style-type: none"> ○ Bachelor's Degree from accredited IHE ○ PRAXIS II Content passing ○ Cumulative GPA of 2.5 on a 4.0 scale ● Three letters of recommendation ● Planned Program on file ○ TC-TP for Option Six Candidates 	<ul style="list-style-type: none"> ● Contact with advisor between 12-18 hours ● Dispositions Surveys (2) ● EDUC/EDOL 630 passed ● PRAXIS II PLT passed ● Completion of Field Experience Hours ● GPA 3.0 	<ul style="list-style-type: none"> ○ Fifteen (15) hours of 600 level courses completed ○ Twenty-one (21) hours completed at University of the Cumberlands ○ Cumulative graduate GPA of 3.0 on a 4.0 scale ○ Comprehensive Exam /Capstone passed ○ Six (6) year time limit not exceeded ○ Signed Kentucky Code of Ethics ○ TC-1 Completed

Master of Arts in Teaching (M.A.T.) P-12

(P-12) – Art, Integrated Music, Physical Education, Health; 30-33 hours
All courses are three (3) credit hours unless otherwise noted.

PROFESSIONAL EDUCATION – 27-30 hours

EDUC/EDOL 537, 538, or 539 ¹	The Modern Elementary, Secondary, or Middle School
EDUC/EDOL 533	Educational Technology
EDUC/EDOL 630	Research Methods in Education (must be taken within first 15 hours)
EDUC/EDOL 631	Advanced Human Behavior, Development and Learning
EDUC/EDOL 632	Instructional Design and Curriculum
EDUC/EDOL 635 ¹	Classroom Management and Discipline
EDUC/EDOL 639	Seminar: Methodology of Teaching
SPED/SPOL 530 ¹	Issues and Trends in Programs in Special Education
EDUC/EDOL 699	Practicum in Education**
OR	
EDUC/EDOL 698	Supervised Student Teaching* (6 credit hours)

AREA OF SPECIALIZATION: 3 hours

Requirement: Candidates must have 30 undergraduate hours OR a major within their area of specialization.

HESS/PEOL 530 ¹	Methods & Materials for Teaching Physical Education
HESS/HEOL 530 ¹	Methods & Materials for Teaching Health
AROL 531 ¹	Methods & Materials for Teaching Art
MUSC/MUOL 533 ¹	Methods & Materials for Teaching Music

¹ Course requires Field Experience Hours

*Pre-requisite to all READ courses

** Candidates not currently employed as teachers working in a classroom.

Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

***Candidates who are currently employed with a Temporary Provisional Certificate and working in an elementary classroom. Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV):

- Bachelor's Degree from accredited IHE
- PRAXIS II Content passing
- Cumulative GPA of 2.5 on a 4.0 scale
- Three letters of recommendation
- Planned Program on file
- TC-TP for Option Six Candidates

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- Dispositions Surveys (2)
- EDUC/EDOL 630 passed
- PRAXIS II PLT passed
- Completion of Field Experience Hours
- GPA 3.0

Exit Requirements (Pillar VI):

- Fifteen (15) hours of 600 level courses completed
- Twenty-one (21) hours completed at University of the Cumberlands
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam /Capstone passed
- Six (6) year time limit not exceeded
- Signed Kentucky Code of Ethics
- TC-1 Completed

Master of the Arts in Teaching (M.A.T.) Special Education Learning and Behavior Disorders

(P-12 Certification); 39-42 hours

All courses are three (3) credit hours unless otherwise noted.

PROFESSIONAL EDUCATION – 39-42 hours

EDUC/EDOL 533	Educational Technology
EDUC/EDOL 630	Research Methods in Education (must be taken within first 15 hours)
EDUC/EDOL 632	Instructional Design and Curriculum
SPED/SPOL 530 ¹	Issues and Trends in Special Education
SPED/SPOL 533 ¹	Middle and Secondary School: Transition
SPED/SPOL 634	Working with Parents
SPED/SPOL 637	Characteristics of Autism Spectrum Disorders
SPED/SPOL 631	Special Education Evaluation
SPED/SPOL 632 ¹	Consultation and Collaboration for Curriculum Design
SPED/SPOL 635 ¹	Classroom and Behavior Management for Individuals with Disabilities
READ/REOL 531	Reading and Writing Foundations
MATH/MAOL 531	Teaching Math to Learners with Disabilities
EDUC/EDOL 699	Practicum in Education* OR
EDUC/EDOL 698	Supervised Student Teaching** (6 credit hours)

¹ Course requires Field Experience Hours

*Pre-requisite to all READ courses

** Candidates not currently employed nor working in a special education classroom.

Passing scores on PRAXIS content must be received by UC before enrollment in the course.

***Candidates who are currently employed with a Temporary Provisional Certificate and working in a special education classroom. Passing scores on PRAXIS content must be received by UC before enrollment in the course.

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV):

- Bachelor's Degree from accredited IHE
- Elementary PRAXIS CONTENT
- Cumulative GPA of 2.5 on a 4.0 scale
- Three letters of recommendation
- Planned Program on file
- TC-TP for Option Six Candidates

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- Dispositions Surveys (2)
- EDUC/EDOL 630 passed
- PRAXIS II CONTENT Special Education
- Completion of Field Experience Hours
- GPA 3.0

Exit Requirements (Pillar VI):

- Fifteen (15) hours of 600 level courses completed
- Twenty-one (21) hours completed at University of the Cumberland
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam /Capstone passed
- Six (6) year time limit not exceeded
- Signed Kentucky Code of Ethics
- TC-1 Completed

Director of Pupil Personnel

Administration Certification Level I-18 hours; Level II-30 hours
All courses are three (3) credit hours unless otherwise noted.

Level II: 30 hours required for Rank I

EDAD/ADOL 630	Introduction to Educational Administration
EDAD/ADOL 631	School Program Improvement
EDAD/ADOL 632 ¹	Human Resource Management & Supervision
EDAD/ADOL 633	Applied Research in Education**
EDAD/ADOL 635	School and Community Relations
EDAD/ADOL 636	School Law I
EDAD/ADOL 641	School System Administration
EDAD/ADOL 642	Strategic Management in Education
SPED/SPOL 530 ¹	Issues and Trends in Special Education
EDAD/ADOL 667	Practicum: Director of Pupil Personnel*

Level I: 18 hours required – certification only

EDAD/ADOL 631	School Program Improvement
EDAD/ADOL 632 ¹	Human Resource Management & Supervision
EDAD/ADOL 636	School Law I
EDAD/ADOL 641	School System Administration
SPED/SPOL 530 ¹	Issues and Trends in Special Education
EDAD/ADOL 667	Practicum: Director of Pupil Personnel*

¹ Course requires Field Experience Hours

** Prerequisite is EDUC/EDOL 630 Research Methods in Education

*To be completed after all other courses

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Valid Teaching License
- Master's Degree from IHE
- Three (3) years teaching experience
- Cumulative GPA of 3.0 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- Two favorable disposition assessments
- Completion of Field Experience Hours
- GPA 3.0

Exit Requirements (Pillar VI):

- Eighteen (18) hours of 600 level courses completed (Rank I)
- Twenty-one (21) hours completed at University of the Cumberland
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed
- Ten (10) year time limit not exceeded
- Signed Kentucky Code of Ethics
- TC-1 Completed

Director of Special Education

Administration Certification Level I-18 hours; Level II-30 hours
All courses are three (3) credit hours unless otherwise noted.

Level II: 30 hours (Required for Rank I)

EDAD/ADOL 630	Introduction to Educational Administration
EDAD/ADOL 632 ¹	Human Resource Management & Supervision
EDAD/ADOL 633	Applied Research in Education**
EDAD/ADOL 634	Business Management in Public Schools
EDAD/ADOL 635	School and Community Relations
EDAD/ADOL 636	School Law I
EDAD/ADOL 637	School Law II***
SPED/SPOL 632 ¹	Consultation and Collaboration for Curriculum Design
SPED/SPOL 636	Advanced Assessment Strategies and Prescriptive Writing
EDAD/ADOL 668	Practicum: Director of Special Education*

Level I: 18 hours Required – Certification Only

EDAD/ADOL 632 ¹	Human Resource Management & Supervision
EDAD/ADOL 634	Business Management in Public Schools
EDAD/ADOL 637	School Law II***
SPED/SPOL 632 ¹	Consultation and Collaboration for Curriculum Design
SPED/SPOL 636	Advanced Assessment Strategies and Prescriptive Writing
EDAD/ADOL 668	Practicum: Director of Special Education*

¹ Course requires Field Experience Hours

*To be completed after all other courses

** Pre-requisite is EDUC/EDOL 630 Research Methods in Education

*** Pre-requisite is EDAD/ADOL 636 School Law I

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Valid Teaching License
- Master's Degree from IHE
- Three (3) years teaching experience OR 2 years out-of-state teaching (minimum 1 yr in Special Education or Psychology)
- Cumulative GPA of 3.0 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- Two favorable disposition assessments
- Completion of Field Experience Hours
- GPA 3.0

Exit Requirements (Pillar VI):

- Eighteen (18) hours of 600 level courses completed (Rank I)
- Twenty-one (21) hours completed at University of the Cumberlands
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed
- Ten (10) year time limit not exceeded
- TC-1 Completed

School Superintendent

Administration Certification 18 hours

All courses are three (3) credit hours unless otherwise noted.

Level I: 18 hours Required - Certification Only

EDAD/ADOL 634	Business Management in Public Schools
EDAD/ADOL 637	School Law II**
EDAD/ADOL 640 ¹	School Superintendency
EDAD/ADOL 641	School System Administration
EDAD/ADOL 642	Strategic Management in Education
EDAD/ADOL 669	Practicum: Superintendent*

¹ Course requires Field Experience Hours

** Pre-requisite is EDAD/ADOL 636 School Law I

*To be completed after all other courses

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Valid Teaching License
- Master's Degree in Education
- Three (3) years teaching experience OR 2 years out-of-state teaching (2 years in educational administration)
- Level II certification in Supervisor of Instruction or Principalship
- Cumulative GPA of 3.0 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- Two favorable disposition assessments
- Completion of Field Experience Hours
- GPA 3.0

Exit Requirements (Pillar VI):

- Maximum of nine (9) hours transferred from IHE
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed
- TC-1 Completed

Supervisor of Instruction

Administration Certification Level I-18 hours; Level II-30 hours
All courses are three (3) credit hours unless otherwise noted.

Level II: 30 hours (Required for Rank I)

EDAD/ADOL 634	Curriculum Management & Assessment
EDUC/EDOL 636	Problems in Education
EDAD/ADOL 630	Introduction to Educational Administration
EDAD/ADOL 631	School Program Improvement
EDADADOL 632 ¹	Human Resource Management and Supervision
EDAD/ADOL 633	Applied Research in Education**
EDAD/ADOL 635	School and Community Relations
EDAD/ADOL 636	School Law I
EDAD/ADOL 639	The Supervisor
EDAD/ADOL 665	Practicum: Supervisor of Instruction*

Level I: 18 hours Required - Certification Only

EDAD/ADOL 630	Introduction to Educational Administration
EDAD/ADOL 631	School Program Improvement
EDAD/ADOL 632 ¹	Human Resource Management and Supervision
EDAD/ADOL 636	School Law I
EDAD/ADOL 639	The Supervisor
EDAD/ADOL 665	Practicum: Supervisor of Instruction*

¹ Course requires Field Experience Hours

** Prerequisite is EDUC/EDOL 630 Research Methods in Education

*To be completed after all other courses

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Master's Degree from IHE
- Three (3) years teaching experience
- Cumulative GPA of 3.0 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- GPA 3.0

Exit Requirements (Pillar VI):

- Eighteen (18) hours of 600 level courses completed (Rank I)
- Twenty-one (21) hours completed at University of the Cumberland
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed
- Ten (10) year time limit not exceeded
- TC-1 Completed

Rank I - Elementary, Middle, and Secondary

All courses are three (3) credit hours unless otherwise noted.

PROFESSIONAL EDUCATION – 30 hours

EDAD/ADOL 631	School Program Improvement
EDAD/ADOL 635	The Politics of School and Community
EDUC/EDOL 542	Change, Professional Development and Teacher Improvement (<i>must be taken between 12 and 18 hours</i>)
EDUC/EDOL 544	Creating the Effective Inclusive Classroom
EDUC/EDOL 547	Diversity in a Multicultural Society
EDUC/EDOL 548	Internet and Web Design for the Modern Teacher
EDUC/EDOL 634	Curriculum Management and Assessment
EDUC/EDOL 636	Problems in Education
EDUC/EDOL 639	Seminar: Methodology of Teaching
EDUC/EDOL 643	Best Practices for Coaching and Mentoring Teachers

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Master's Degree from accredited IHE
- Valid Teaching License
- Cumulative GPA of 3.0 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- EDUC/EDOL 542 passed
- GPA 3.0

Exit Requirements (Pillar VI):

- Eighteen (18) hours of 600 level courses completed
- Eighteen (18) hours completed at University of the Cumberland
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam
- Ten (10) year time limit not exceeded
- Signed Kentucky Code of Ethics

Rank I - Special Education: Learning & Behavior Disorders

All courses are three (3) credit hours unless otherwise noted.

P-12 (May provide certification); 30 hours

PROFESSIONAL EDUCATION – 30 hours

EDUC/EDOL 544	Creating the Effective Inclusive Classroom
SPED/SPOL 530 ¹	Issues and Trends in Special Education
SPED/SPOL 533 ¹	Middle and Secondary School: Transition
SPED/SPOL 634	Working with Parents
SPED/SPOL 637	Characteristics of Autism Spectrum Disorders
SPED/SPOL 631	Special Education Evaluation
SPED/SPOL 632 ¹	Consultation and Collaboration for Curriculum Design
SPED/SPOL 635 ¹	Classroom and Behavior Management for Individuals with Disabilities
READ/REOL 531	Reading and Writing Foundations
MATH/MAOL 531	Teaching Math to Learners with Disabilities

¹ Course requires Field Experience Hours

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Bachelor's Degree from accredited IHE
- Master's Degree from an accredited IHE
- Valid Teaching License
- Cumulative GPA of 3.0 on a 4.0 scale
- Assessment of entry level writing
- Three letters of recommendation

Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- Completion of Field Experience Hours
- Favorable Dispositions (2)
- PRAXIS Content passed
- GPA 3.0

Exit Requirements (Pillar VI):

- Fifteen (15) hours of 600 level courses completed
- Eighteen (18) hours completed at University of the Cumberland
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam
- Ten (10) year time limit not exceeded
- Signed Kentucky Code of Ethics
- TC-1 completed

Reading & Writing Specialist Endorsement P-12; 18 hours

All courses are three (3) credit hours unless otherwise noted.

AREA OF SPECIALIZATION – 12 hours

READ/REOL 531* Reading and Writing Foundations
READ/REOL 630 Diagnosis of Reading and Writing Problems
READ/REOL 631** Diagnostic Procedures in Teaching Reading
READ/REOL 632 ** Strategies for Reading and Writing Programs

APPROVED ELECTIVES – 6 hours

Electives are to be selected upon advisor's approval from the following:

READ/REOL 534 Reading and Writing Readiness in Primary Programs
READ/REOL 535 Methods and Materials of Language Arts in Public Schools
READ/REOL 536 Young Adult and Children's Literature
READ/REOL 633 Advanced Strategies in Reading and Writing Methods
ENGL/ENOL 531 Writing Instruction for the Content Areas
ENGL/ENOL 532¹ Methods & Materials for Teaching English

¹ Course requires Field Experience Hours

*Pre-requisite to all READ courses

**Pre-requisite is READ/REOL 630

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

- Master's Degree from an accredited IHE
- Valid Teaching License
- Cumulative GPA of 3.0 on a 4.0 scale
- Three letters of recommendation

Exit Requirements (Pillar VI):

- Cumulative graduate GPA of 3.0 on a 4.0 scale
- TC-1 completed

Educational Specialist Degree (Ed. S.)

All courses are three (3) credit hours unless otherwise noted.

EDUC/EDOL	547	Diversity in Multicultural Society
EDAD/ADOL	630	Introduction to Educational Administration
EDAD/ADOL	631	School Program Improvement (Must be Taken During First 18 Hours)
EDAD/ADOL	639	The Supervisor (Must be Taken During First 18 Hours)
EDAD/ADOL	643	Special Education and School Leadership
EDAD/ADOL	665	Practicum: Supervisor of Instruction
ELCC	835	Administrative Strategies for School Improvement
ELSA	730	The Politics of Educational Decision Making
EDAD/ADOL	632	Human Resource Management and Supervision
EDAD/ADOL	634	Business Management in Public Schools
EDAD/ADOL	637	School Law II
EDAD/ADOL	640 ¹	School Superintendency
EDAD/ADOL	641	School System Administration
EDAD/ADOL	642	Strategic Management
EDAD/ADOL	669	Superintendent Practicum

¹ Course requires Field Experience Hours

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV):

- Must qualify for a Kentucky Teaching Certificate
- Must have attained a Level II Principal or Supervisor of Instruction Certification
- Masters Degree from IHE
- GRE (675)/Miller's Analogies Test (400)
- Official Transcripts
- Cumulative GPA 3.0 (Verified)
- KTIP successfully completed or
 - Two (2) years of successful out-of-state teaching
 - Three (3) years teaching experience
- Two (2) years experience in educational administration
- Signed copy of Kentucky Code of Ethics
- Three (3) letters of recommendation

Midpoint Requirements (Pillar V):

- Meeting with advisor when candidate accumulates 15 to 24 hours credit
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Field Experience Hours completed
- Application to Practicum(s) completed
- Signed copy of Kentucky Code of Ethics

Exit Requirements (Pillar VI):

- Twenty-one (21) hours of 600 level courses completed
- Twenty-one (21) hours completed at University of the Cumberlands
- Cumulative GPA 3.0
- Degree application completed
- Comprehensive Written Exam and Oral Defense passed
- Five (5) year time limit not exceeded
- Signed copy of Kentucky Code of Ethics

Course Descriptions

Course rotations for both on campus and on-line graduate classes are available in the Graduate Education Office and on the University of the Cumberland's website:

<http://gradweb.ucumberlands.edu/education>

Any course prefix containing an "OL" refers to a course offered in an on-line format. Courses are offered in 8 week bi-terms unless otherwise noted.

Courses are listed in alphabetical order of Course Number.

Art

ART 530 Studio Problems

A study concentrated on creative projects in a selective media. Six (6) hours conference and laboratory per week. A strong background in art or instructor permission required. May be repeated. 3 semester hours

ART 531 Methods and Materials for Teaching Art

This course focuses on the basic techniques and methods for planning, teaching and assessing art P-12. National, state, and visual arts guidelines of a comprehensive art education program will be reviewed. The course emphasizes various hands-on activities for use of tools, materials, and methods for creating a variety of P-12 art studio projects. Five Field Experience Hours required. 3 semester hours.

Business

BADM/BUOL 530 Specialized Studies in Accounting, Business Administration, and Secretarial Practice

Directed study in the areas of accounting, business administration, and/or secretarial practice. May be repeated. 3 semester hours

BADM/BUOL 531 Methods and Materials for the Teaching of Business

This class is designed to prepare candidates 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. Five Field Experience Hours required. 3 semester hours.

BADM/BUOL 539 Research and Report Writing

This class is a directed study of the analysis and report research of accounting and business topics. The purpose of the course is to afford candidates an opportunity to engage in an analysis of scholarly research in functional business areas. 3 semester hours.

Computer Information Systems

BMIS/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 candidate has received credit for EDUC/EDOL 533) 3 semester hours

BMIS/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, 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 semester hours

Counseling

COU/OL 530 Introduction to School Counseling

This course is the introductory course in the school counseling program and provides a basic introduction to school counseling at the K-12 level. This course is designed to give candidates an overview of current trends in school

counseling, on both a local and national level. Topics to be covered include: Historical basis for school counseling, assessing school guidance needs, and planning, implementing, and evaluating a guidance program based on the National School model. This course is a prerequisite for ALL other counseling courses. Five Field Experience Hours required. 3 semester hours.

COU/OL 531 Social and Cultural Foundations of School Counseling

This course provides an understanding and application of the social and cultural foundations associated with school counseling. This course is also designed to emphasize various cultural factors, poverty, ethnicity, ageism and disabilities and how those factors impact and affect cognition, emotion, behavior and social interactions in both the school and community. Ethical issues related to multicultural aspects of counseling will be addressed as well. 3 semester hours.

COU/OL 536 Psychological Assessments

The course is intended to provide a survey of key areas of relevance in psychological assessment across a variety of settings. As an introduction to psychological assessment, the course focuses on the fundamental goals and principles of psychological assessment in both applied and theoretical contexts. Ability, interest, personality, vocational, marital and clinical tests will be examined. 3 semester hours

COU/OL 537 Personality Assessments

This course is designed to introduce advanced candidates to the concepts and applications of personality assessment with a specific focus on objective assessment methods. This course is intended to provide a thorough understanding of theory and concepts relevant to objective personality assessment, as well as to build skills needed to administer, score, and interpret well-known personality inventories. 3 semester hours

COU/OL 538 Counseling Individuals with Diverse Needs

This course is designed to help prepare school counselors to provide the collaborative services for individuals with diverse needs in elementary, secondary and post-secondary educational settings. The course includes topics including IDEA, Section 504, learning disabilities, identification of candidates suspected of having a disability, transition planning, working with parents and collaboration with related service specialists. Five Field Experience Hours required. 3 semester hours

COU/OL 539 Career Development

The purpose of this course is to introduce candidates wishing to become school counselors to various career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling. Five Field Experience Hours required. 3 semester hours

COU/OL 630 Introduction to Drug/Alcohol 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 Experience Hours required. 3 semester hours

COU/OL 631 Legal and Ethical Issues in School Counseling

This course provides an overview of the school counseling profession with an emphasis on the application of ethical and legal processes to current school issues. The course explores the basics of ethics, values, and morals against the backdrop of school counseling. Ethical and legal issues are analyzed including: informed consent, confidentiality and privileged communications, records, technology and, professionalism and malpractice, resolving legal and ethical issues, codes of ethics and standards of practice. 3 semester hours

COU/OL 634 Group Counseling in Public Schools

Candidates investigate group dynamics processes related to counseling theory and participate in group counseling demonstrations. Group counseling will be clearly differentiated from group guidance. Potential uses of group counseling

in schools and methods of organizing group counseling sessions are addressed. Candidates are expected to arrange a visit to a school or agency to observe an actual group at the level for which they are seeking certification or the age groups with which they will be involved. Five Field Experience Hours required. 3 semester hours

COU/OL 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 semester hours

COU/OL 637 Counseling Practicum

The practicum is a class that allows candidates to promote their development as a skilled practitioner capable of applying the knowledge base in counseling in an ethical, reflective, and culturally responsive manner. This course is intended to provide candidates with faculty supervision of direct counseling experience at placement sites and supplements the on-site and on-line supervision experience. This course is intended to serve as a prerequisite for COU/OL 638. Prerequisite: Comprehensive Exam.

COU/OL 638 Counseling Internship

The internship is the culminating field experience of the Masters of Arts in Education School Counseling program. The internship is designed to provide the advanced candidate with an on-site placement in a public or private school setting that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. The internship is the final course in the prescribed program and must follow a successful practicum experience.

Educational Administration

EDAD/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 semester hours

EDAD/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 candidate with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change. 3 semester hours

EDAD/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 Experience Hours required. 3 semester hours.

EDAD/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. Prereq: EDOL 630 3 semester hours

EDAD/ADOL 634 Business Management in Public Schools

This course analyzes the principles, practices, policies, revenues and expenditures of school funds and school resource allocation at the district and school level. Special attention is given to school budgeting. Other topics in this course may be discussed featuring – but not limited to – finance formulas, financial accounting, purchasing and supply problems, school construction, school equipment, and school insurance. 3 semester hours

EDAD/ADOL 635 The Politics of School and Community

The purpose of this course is to provide a critical understanding of the political and social forces shaping educational politics in the United States. During the course, candidates will analyze how policy is made for American schools, and its effect on all of our lives and thinking. Candidates will be able to demonstrate an understanding of the complex interrelationship between politicians, private foundations and think tanks, teachers' unions, special-interest groups, educational politicians, school administrators, boards of education, courts, and the knowledge industry. 3 semester hours

EDAD/ADOL 636 School Law I

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 semester hours

EDAD/ADOL 637 School Law II

This course continues the goals of EDAD 636 and places additional emphasis in specific areas of school law including Special Education, government requirements such as the Americans with Disabilities Act (ADA), Occupational Safety Health Administration (OSHA), and other state and federal requirements. Candidates in this class will additionally conduct research on a legal issue of their choosing. Pre-requisite: EDAD/ADOL 636. 3 semester hours

EDAD/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 semester hours

EDAD/ADOL 640 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. Five Field Experience Hours required. 3 semester hours

EDAD/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 semester hours

EDAD/ADOL 642 Strategic Management in Education

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 semester hours

EDAD/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 candidates. Five Field Experience Hours required. 3 semester hours

EDAD/ADOL 664 Practicum: Principalship

A course designed to allow the candidate to gain practical experience in the everyday supervision management and leadership of a school. The candidate will work under the guidance of a public school principal or other administrator for seventy-five (75) or more clock hours. The hours must be divided into the different areas of the Principalship including budget/finance, personnel, curriculum issues, community relations and transportation if possible. 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 semester hours

EDAD/ADOL 665 Practicum: Supervisor of Instruction

Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The candidate, 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 semester hours

EDAD/ADOL 667 Practicum: Director of Pupil Personnel

Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The candidate, 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 semester hours

EDAD/ADOL 668 Practicum: Director of Special Education

Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The candidate, 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 semester hours

EDAD/ADOL 669 Practicum: School Superintendent

Supervised practicum designed to provide experiences at the elementary, middle and high school level. The candidate, 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 semester hours

Education

EDUC 532 Evaluation, Measurement, and Assessment

A survey of materials and procedures in the diagnosis of pupil needs and difficulties; the place and use of measurement in guidance, instruction, and evaluation; types of tests, test construction, rating techniques, and the measurement of aptitudes and abilities 3 semester hours

EDUC/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 candidates 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 semester hours.

EDUC/EDOL 537 The Middle School

Provides candidates with a conceptual framework and a practical guide for teaching in the middle school. The objectives of this course are to understand the differences between middle school and junior high; to explore the history of the Middle School Movement; to become familiar with defining characteristics of middle schools; and to study the behaviors and learning of middle school candidates. Five Field Experience Hours required. 3 semester hours.

EDUC/EDOL 538 The Modern Secondary School

This course provides candidates with a conceptual framework and a practical guide for teaching a variety of courses at the secondary school level. The course features a study of current methods and materials for approved subject areas in secondary school. Emphasis is placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques. Five Field Experience Hours required. 3 semester hours.

EDUC/EDOL 539 Modern Elementary School

This course seeks to explore and analyze contrasting strategies for the instruction and assessment of elementary school candidates as well as to examine the infusion of technology and software applications into candidate instruction and assessment. Candidates will research and compare and contrast curriculum standards for Kentucky and other states. New and innovative practices for effective and appropriate classroom, school-wide, and district policies will also be examined. Attention will focus on reducing the achievement gap between sub-populations. Required for all elementary majors. Five Field Experience Hours required. 3 semester hours.

EDUC/EDOL 542 Change, Professional Development and Teacher Improvement

This course is intended to provide advanced candidates with an overview of various planning and decision-making models that are appropriate for district and campus planning. Focus will be placed on the complex roles and responsibilities of the teacher leader at the elementary, middle and secondary levels. The course provides a framework for new visions of learning and strategies for restructuring classrooms and schools with professional development while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection. 3 semester hours

EDOL 544 Creating the Effective Inclusive Classroom

This course focuses on enhancing teachers' abilities to engage a diverse body of candidates, including those often described as reluctant learners, marginalized, or at risk of failure within our school system. Teachers will develop their capacity to increase candidate motivation through an examination of various theories linked to practical applications. For example, using principles of critical pedagogy, teachers will link curriculum to issues candidates face in their daily lives. Strategies learned will include those aimed at helping candidates build self-determination as they take responsibility for and think critically about their learning. Teachers will hone their pedagogy to enhance teacher-candidate relationships, maximize learning opportunities through cooperative and collaborative learning, differentiate instruction, and create an environment where all candidates can be successful. Five Field Experience Hours required. 3 semester hours

EDUC/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 semester hours

EDUC/EDOL 548 Internet and Web Design for the Modern Teacher

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 candidates and identify differences between administrative and instructional uses of a Web site. Candidates will also employ various strategies to design a Web site and use tools needed to publish on the Web. 3 semester hours

EDUC/EDOL 630 Research Methods in Education

Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature. 3 semester hours.

EDUC/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. Required for all Master's Degree programs. 3 semester hours.

EDUC/EDOL 632 Instructional Design and Curriculum

Focuses on lesson plan development and design. Included are teaching strategies for diverse populations, accommodations for special needs candidates. This course will also incorporate the use of current Kentucky Teacher Internship Program's Teacher Performance Assessment documents. Particular attention will be paid to KERA Initiatives, Program of Study Core Content, and curriculum alignment from Objectives, activities, and procedures through assessment. 3 semester hours.

EDUC/EDOL 633 Instructional Leadership in Technology

Technology is constantly expanding and changing the way we teach and learn. Instructional leaders are called upon everyday 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, candidates will be equipped with skills that they need to meet the challenges posed by technology in a modern classroom. 3 semester hours

EDUC/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 semester hours

EDUC/EDOL 635 Classroom Management and Discipline

This course is designed to assist teachers in learning the theoretical foundations and practical application of effective classroom management and discipline systems. Learning activities will direct participants toward assessing classroom behavior management needs and planning for progress based on the application of concepts and skills presented in the course. In collaborative teams, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situations. Course participants will also be directed to compare and contrast Glasser's Choice Theory to other well known models of classroom management. Participants will then determine which approach, or combination of approaches; best fits their teaching situation. Five Field Experience Hours required. 3 semester hours.

EDOL 636 Problems in Education

An examination of principles and practices, changing goals and processes in Education. Analysis of topical problems faced by society in shaping educational programs in the school. May be taken more than once. 3 Semester Hours

EDUC/EDOL 639 Seminar: Methodology of Teaching

A seminar approach to the methods of teaching, providing candidates with an opportunity to explore in-depth particular problems associated with methodology; individual demonstration, oral reports, and group discussion pertinent to areas of specialization. An emphasis of study of the Reflective Model and the Kentucky Internship Program is included. 3 semester hours.

EDUC/EDOL 643 Best Practices for Coaching and Mentoring Teachers

The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations. 3 semester hours

EDUC/EDOL 660 Thesis

See section entitled Thesis Option. 6 semester hours taken over two semesters.

EDUC/EDOL 698 Supervised Student Teaching (MAT)

Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the candidate teaching and provide in-class time for study, analysis, and reflection. This course has a \$200 fee. Pre-requisite: passing appropriate PRAXIS scores, GPA 3.0. 6 semester hours.

EDUC/EDOL 699 Practicum in Education (MAT)

This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a \$75 fee. Pre-requisite: Passing appropriate PRAXIS scores; GPA 3.0. 3 semester hours.

Educational Specialist Courses

ELCC 835 Administrative Strategies for School Improvement

This course explores the relationship between the efforts of a school principal or other school administrator to the improvement of candidate achievement. The course offers a survey and evaluation of resources and methods for nurturing school improvement.

ELSA 730 The Politics of Educational Decision Making

The course provides an overview of how formal political activities and social forces at the Federal, state and local levels impact administrative decision-making in educational institutions. The course also provides strategies for managing institutional politics to make them constructive components of administration.

English Courses

ENGL/ENOL 531 Writing Instruction for the 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. Candidates 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 semester hours.

ENGL/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. Candidates 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. Five Field Experience Hours required. 3 semester hours.

Health Courses

HESS/HEOL 530 Methods and Materials for Teaching Health

This course is designed to provide candidates 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. Five Field Experience Hours required. 3 semester hours.

HESS/HEOL 531 Topics in Health and/or Exercise and Sport Science

An examination and critical analysis of current trends and issues in the area of health, exercise and sport science. Topics may include obesity and physical inactivity, health care delivery system, gerontology and other related topics. May be repeated. 3 semester hours.

ESS/PEOL 530 Methods and Materials for Teaching Physical Education

The purpose of this course is to prepare candidates to plan, organize and conduct a physical education program for candidates in grades P-12. Candidates will be provided background knowledge about physical education content, skill themes and movement concepts. Candidates will acquire knowledge and skills in various individual and team sports including life sports. Five Field Experience Hours required. 3 semester hours.

ESS/PEOL 531 Topics in Physical Education and/or Exercise and Sport Science

An examination and critical analysis of current trends and issues in the area of physical education, exercise and sport science. Topics may include movement fundamentals, physiology of fitness, biomechanics, fattening of America and other related topics. May be repeated. 3 semester hours.

History Courses

HIST/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. Five Field Experience Hours required. 3 semester hours.

HIST/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 semester hours

HIST/HIOL 630 Social Studies Subject Matter Resources

Provides a comprehensive study of the bibliographic and instructional resources available to secondary teachers. 3 semester hours

POLS/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 semester hours

Mathematics Courses

MATH/MAOL 530 Topics in Mathematics I

Topics are selected from arithmetic and number theory, statistics in research, geometry, and other topics. May be repeated. 3 semester hours

MATH/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. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by the NCTM and higher standards in mathematics in education present KERA. 3semester hours.

MATH/MAOL 532 Methods and Material 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. Candidates will take an active approach to teaching mathematics to learners. All candidates 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 is appropriate for a mathematics instructors classroom. Five Field Experience Hours required. 3 semester hours.

MATH 630 Topics in Mathematics II

Topics are selected from statistics, calculus, and Mathematical structure and analysis. May be repeated. 3 semester hours

MATH 631 Topics in Geometry

Designed for both the candidate in the field of education and for the candidate pursuing further study in mathematics. The candidate 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 semester hours

Music Courses

MUSC 530 Opera Workshop

Designed to develop the candidate's knowledge and experience in characterization and stage movement necessary for opera. Offered on-site only. 3 semester hours

MUSC 537 Music Theatre Production

Designed to give candidates knowledge, skill, and experience in all aspects of musical theatre production. Offered on-site only. 3 semester hours

MUOL 531 Applications of Music Theory

Designed to help the candidate develop a broad knowledge of various pedagogical and analytical approaches toward music theory, develop an understanding of various interdisciplinary approaches to learning and teaching music-related topics, and to develop a bibliography of sources for various theoretical concepts. 3 semester hours

MUOL 532 Advanced Music Literature

Analysis of solo vocal and choral music literature of all historical periods with emphasis on compositional techniques and repertoire of composers. 3 semester hours

MUSC/MUOL 533 Methods and Materials for Teaching Music

This course is focused primarily on the preparation of classroom teachers to effectively use and teach music concepts and skills to elementary, middle and secondary candidates, regardless of their prior musical background. Pre-service teachers will learn to design and deliver lessons in music that include singing, movement classroom instrument performance, simply music note reading, and listening to enhanced conceptual learning for candidates. Candidates will examine such issues as music curricula, goals and objectives of the music program and the different aspects involved in teaching music. Five Field Experience Hours required. 3 semester hours.

MUOL 630 Graduate Music Core Seminar

This course is designed as a review of music theory and music history in order to assist graduate candidates with the Music Specialty Area of the PRAXIS. Reviewed topics include: music theory, orchestration, form and analysis, and music history. 3 semester hours

MUOL 639 Selected Topics in Music Education

Designed to help the candidate develop a broad knowledge of concepts in music education including but not restricted to curriculum design, core music content, and program administration. 3-9 semester hours

Reading and Writing Courses

READ/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). *This course is a required prerequisite to ALL READING COURSES.* (Exception: candidates who have satisfactorily completed ELEM 331 and ELEM 338 or their equivalents.) 3 semester hours.

READ/REOL 534 Reading Readiness in Primary Programs

An intensive study of methods and materials appropriate for developing reading readiness and for getting reading instruction in the kindergarten and early primary grades. The emphasis is on the newer approaches and latest research. 3 semester hours

READ/REOL 535 Methods and Materials of Language Arts in Public Schools

An Analysis of methodologies and instructional techniques, application and methods to the skills and content areas of language arts. 3 semester hours.

READ/REOL 536 Young Adult and Children's Literature.

Designed to encompass all grade levels. Children's books and young adult novels with varying topics and maturity levels will be examined with a focus on how to incorporate them into the curriculum. Opportunities to discover a study on the importance technology plays in teaching literature. 3 semester hours

READ/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. This course is a prerequisite to REOL 631 and 632. 3 semester hours

READ/REOL 631 Diagnosis of Procedures in Teaching Reading

This course will deal with a diagnostic-prescriptive approach to teaching and learning. The diagnosis will relate to (1) informal testing; (2) standardized tests; and (3) criterion-referenced tests. The prescriptions for teaching will be directly related to the diagnostic data gathered from testing. Tests and materials from reading and content areas will be used as a basis for identifying and planning for individual needs. Prerequisites: READ 531 and READ 630. 3 semester hours

READ/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 semester hours

READ/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 semester hours

Science Courses

SCNS/SCOL 530 Methods and Materials for Teaching Science

Designed as a survey of selected basic principles from earth/space science and the physical and biological sciences, this course provides a body of content essential for the teaching of science in the elementary school. Five Field Experience Hours required. 3 semester hours.

SCNS/SCOL 630 Science Topics: Principles, Applications, and Implications

Surveys selected basic principles from earth and space science, physical and biological sciences. This course provides a body of science content essential for the teaching of science in the public schools. (May be repeated). 3 semester hours

SCNS/SCOL 531 Methods and Materials for Teaching Science at the Secondary Level

Fundamental principles of the physical and biological sciences to prospective and experienced teachers. This course will be education specific and provide effective strategies for teaching science at any grade level. Particular attention will be given to the prescribed. Five Field Experience Hours required. 3 semester hours

Special Education

SPED/SPOL 530 Issues and Trends

This is a course of directed study designed to explore current trends and issues in the education of candidates with disabilities. Topics include most recent legislation that outlines the categories for eligibility, and issues affecting the identification of individuals with disabilities, and educational programming. This course is a prerequisite for candidates entering the special education program for certification (SPED 233 may also be a prerequisite option). This course may be taken as the special education requirement for candidates in the leadership program. Five Field Experience Hours required. 3 semester hours.

SPED/SPOL 533 Middle and Secondary School: Transition

This is a course of directed study designed to explore the area of career education, transition, and practices at the middle and secondary school levels that support successful community integration of individuals with disabilities. Course topics include characteristics of adolescents, current outcomes for individuals with disabilities, learning strategies, and methods and materials appropriate for adolescents. Other topics include school drop-out prevention, family centered planning, self-determination training, and supported employment. Five Field Experience Hours required. 3 semester hours.

SPED/SPOL 535 Early Childhood Special Education

Prepares teachers to develop and manage programs of specially designed instruction for preschool children that have been identified as at-risk, or with disabilities, or having developmental delays. This course of study includes assessment, criteria, curricula and material modifications for pre-school children with disabilities. Topics include development of

interdisciplinary, trans- disciplinary, or multidisciplinary service delivery systems and IFSP/IEP development. 3 semester hours

SPED/SPOL 630 Inclusive Classrooms: Strategies for Effective Instruction

Surveys knowledge and skills of effective instruction and classroom management skills that are prerequisites for providing programs for individuals with disabilities who are within inclusive classrooms today. This course provides strategies that promote success for the candidate identified as eligible for special education as well as those candidates with learning needs related to culture, race, etc. (diversity). Skills are developed that enable special educators to align candidates' IEP objectives with the regular education curriculum within the academic areas (literacy, mathematics, science) as well as, addressing the areas of social skills, vocational and career education, and special areas of art, music, and physical education. 3 semester hours

SPED/SPOL 631 Special Education Evaluation

Principles of evaluation regarding the areas of academic, social, and personal characteristics of individuals with disabilities. Evaluation as a basis for program design and management is emphasized. 3 semester hours

SPED/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. Five Field Experience Hours required. 3 semester hours.

SPED/SPOL 634 Working with Parents of Candidates with Disabilities

This course is designed to prepare teachers to interact appropriately with parents of candidates with disabilities. The course includes the development of competencies in conducting parent conferences, interviews, home-family assessments, and parent training programs. 3 semester hours

SPED/SPOL 635 Classroom and Behavior Management for Individuals with Disabilities

This course is designed to prepare teachers to perform functional assessments of behavior and social skills in educational settings. This course includes designing and implementing instruction using operant conditioning or behavior modification techniques as well as social skills instruction and personal adaptation instructional techniques. General principles of classroom management are included. Five Field Experience Hours required. 3 semester hours.

SPED 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 semester hours

SPED/SPOL 637 Characteristics of Autism Spectrum Disorders

This course is designed to provide the candidate with readings, discussions and related activities to the recognition of behaviors associated with autism spectrum disorders (ASD). Autism spectrum disorders diagnostic assessments and rating scales will be reviewed to identify those children with autism, and Asperser's syndrome, and to distinguish these disabilities from Rett's syndrome. The emphasis of this course will be on the identifying characteristics of ASD in candidates and the best practices of instructing those candidates. 3 semester hours.

Teacher Leader Program

ADOL 561 Leadership for Educational Professionals

This is the study of modern leadership theories, practices, and techniques in school leadership and responsibilities, with emphasis on facilitating leadership to create a work climate supportive of excellence in teaching and learning

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 candidate with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change. 3 semester 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. Prereq: EDOL 630 3 semester hours

ADOL 653 Assessment of and for Student Learning

This course will provides an introduction to research in education, including the purpose of research, basic statistics, identification of appropriate research methods, interpretation of findings, research report development and ethical and legal considerations pertinent to the professional educator. The course also provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to the theory and practice of educational evaluation by focusing the research review on evaluation reports and papers. The work is contextualized in key issues in k – 12 and higher education, including assessment of the educational performance of students, schools, and teachers, the impact of educational policies, measurement of the efficacy of specific instructional programs and materials, and exploration of the relationships between teacher education and teacher quality. Required of all Master Degree programs and must be taken within the first fifteen (15) semester hours. 3 semester credit hours. (It is highly recommended that this course is taken in the first nine (9) semester credit hours.)

ADOL 655 Team Leadership

This course provides the candidate with the basic concepts and the essential skills of leadership that are required to lead and manage others. The course is designed to provide an examination of theories, concepts, research and practices in teacher leadership and conflict resolution. It is designed to promote creative, innovative leadership among emerging leaders in the education professions. The class will also examine approaches to building group and team competencies, paying particular attention to effective decision-making and communication in conflict resolution. Finally, the course will focus special attention on diagnosing the intentional and hidden dynamics that support and sometimes undermine team effectiveness.

EDOL 542 Change, Professional Development and Teacher Improvement

This course is intended to provide advanced candidates with an overview of various planning and decision-making models that are appropriate for district and campus planning. Focus will be placed on the complex roles and responsibilities of the teacher leader at the elementary, middle and secondary levels. The course provides a framework for new visions of learning and strategies for restructuring classrooms and schools with professional development while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection. 3 semester hours

EDOL 562 Theories of Teaching and Learning

This course will provide a current and comprehensive overview of research and theory related to human learning. The course will emphasize major concepts of learning theory but will also cover relevant motivational, developmental, and classroom management theory. Standardized testing, test interpretation, college readiness and use of results are stressed through studies of principles of development of assessment tools. Intelligence, language learning motivation and persistence are included. (3 hours)

EDOL 630 Research and Evaluation

This course will provide an introduction to research in education, including the purpose of research, basic statistics, identification of appropriate research methods, interpretation of findings, research report development and ethical and legal considerations pertinent to the professional educator. The course also provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to the theory and practice of educational evaluation by focusing the research review on evaluation reports and papers. The work is contextualized in key issues in k – 12 and higher education, including assessment of the educational performance of students, schools, and teachers, the impact of educational policies, measurement of the efficacy of specific instructional programs and materials, and exploration of the relationships between teacher education and teacher quality. Required of all Master Degree programs and must be taken within the first fifteen (15) semester hours. 3 semester credit hours. (It is highly recommended that this course is taken in the first nine (9) semester credit 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 semester hours

EDOL 635 Classroom Management and Discipline

This course is designed to assist teachers in learning the theoretical foundations and practical application of effective classroom management and discipline systems. Learning activities will direct participants toward assessing classroom behavior management needs and planning for progress based on the application of concepts and skills presented in the course. In collaborative teams, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situations. Course participants will also be directed to compare and contrast Glasser's Choice Theory to other well known models of classroom management. Participants will then determine which approach, or combination of approaches; best fits their teaching situation. Five Field Experience Hours required. 3 semester hours.

EDOL 647 Teacher Leader in Professional Learning Communities

This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and site-based accountability can positively improve schools. (3 hours)

Graduate Education Committee

Dr. Robert Heffern, Chair
Mrs. Kim Brown
Dr. Tyrone Bynoe
Dr. Melanie Cardell
Dr. Karen Goldman
Dr. John Hymo
Ms. Sherryll Jones
Dr. James Key
Dr. Elizabeth Lasley
Mrs. Teresa Montgomery
Dr. Susan Rose
Dr. Fred Sagester
Dr. Jeff Smoak
Dr. Sharon Smith
Dr. Dennis Trickett
Dr. Jennifer Woodruff
Dr. Mary Lynn Woolsey
Ms. Jan Wren
Dr. Larry Cockrum, Vice President for Academic Affairs
Dr. Michael Colegrove, Vice President for Candidate Services
Ms. Emily Meadors, Registrar
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Administrative Officers

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Vice President for Business Services

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Administrative Staff

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Dr. Susan Weaver, Ed.D.	Director of Teaching and Learning and Director of Assessment
Ms. Janice Wren, M.S.L.S.	Director of Library
Dr. Robert Heffern	Graduate Chair
Ms. Sherryll Jones, BS	Teacher Certification Officer
Ms. Kimberly White	Teacher Certification Officer; Office Manager

Graduate Faculty

Kimberly Brown (1989). Director Initial Undergraduate Program, Director Option 6 and Assistant Professor of Education. B.S., M.S. Eastern Kentucky University.

Tyrone Bynoe (2004). Assistant Professor of Education. B.A., M.A, M.Ed., State University of New York at Albany; Ed.D. Teacher's College, Columbia University.

Melanie J. Cardell (2007). Professor B.S. Radford University; M.A. Virginia Tech; M.L.S. Florida State University; Ed.D. University of West Georgia; M.S.I.S. Graduate College of West Virginia; Ph.D. Georgia State University.

Oline Carmical, Jr. (1974). Professor of History and Political Science. B.A., Cumberland College; M.A., Ph.D., University of Kentucky; further study: University of Kentucky College of Law.

Michael B. Colegrove (1973-87, 1989). Vice President for Candidate Services, Professor of Education. B.A., Cumberland College; M.A., Eastern Kentucky University; Ph.D., Vanderbilt University.

Larry Cockrum (2005). Vice President for Academic Affairs and Dean of the University. B.S., School of the Ozarks; M.S. Ed., Missouri State University; Ed.D., Vanderbilt University. Additional Study: Harvard University.

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Thomas B. Frazier (1976). Chair and Professor of English. B.A., Cumberland College; M.A., Eastern Kentucky University; D.A., Middle Tennessee State University; Additional Study: Eastern Kentucky University, University of Kentucky.

Robert Glass (2008). B. S. Duke University; M.A. Ed. University of Louisville; Ed. D., University of Louisville

Karen Goldman (2010). Director Teacher Leader and Associate Professor of Education. B.S., M. S., University of Tennessee and Arrowmont School of Art & Design; Ed.S., School Administration and Supervision, University of Tennessee; Ph.D., Cultural Studies, University of Tennessee.

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Elizabeth A. Lasley (2010). Associate Professor of Education. B.S., Illinois State University; M.S., Illinois State University; Ph.D., Texas Woman's University.

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Susan Rose (2009). Director of School Counseling Program and Associate Professor of Education. B.S.Ed., University of Louisville; M.Ed., University of Louisville; Ph.D. University of Louisville.

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Keith Semmel (1990). Chair of the Department and Professor of Communication, Theatre Arts, and Art. B.A., Mansfield State College; M.A., Ph.D., Bowling Green State University.

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Dennis Trickett (1997). Chair and Professor of Psychology
B.S., Cumberland College; M.S., Ed.D., New Orleans Baptist Theological Seminary.

Patrick Tuck (2007). Assistant Professor of Music. B.M., Queen's University; M.M., University of Southwestern Louisiana; Ph.D., Louisiana State University.

Eric L. Wake (1967). Chair of History and Political Science Department, Professor of History. B.A., Cumberland College; M.A., Ph.D., Texas Christian University.

Russell Weedman (1991). Associate Professor of Art. B.A., Centre College; M.F.A., State University of New York at Stony Brook.

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Mary Lynn Woolsey (2009). Professor of Education. B.S., Illinois State University, M. Ed., Lewis and Clark College, Ph. D., Ohio State University