

University of the Cumberland

*DOCTOR OF EDUCATION
IN
EDUCATIONAL LEADERSHIP*



**Program Handbook
and
Course Catalog**

2011-12

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THE UNIVERSITY'S MISSION STATEMENT

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

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

UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs prepare professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making in the pursuit of the life-more-abundant for both the individual and society.

THE DEPARTMENT OF EDUCATION OF UNIVERSITY OF THE CUMBERLANDS

Doctor of Education (EdD) in Educational Leadership

The Doctor of Education (EdD) program in Educational Leadership extends the University's long-standing mission to prepare students for "lives of responsible service and leadership." Curricular options in the doctoral program allow students to develop advanced practitioner skills applicable to both K-12 and higher education settings with particular emphasis on academic leadership in business, education, and English, as well as history, math, psychology, and religion departments.

The Mission and Goals of the EdD Program

The mission of the doctoral program in Educational Leadership is to prepare professional educators to make valuable, cutting-edge contributions in a variety of academic leadership roles and settings. Through their own research, professional activities, and public service, and especially through their implementation of the Ed.D curriculum, faculty members are committed to providing degree candidates the opportunity to deepen their professional knowledge and their understanding of educational theory, to extend their mastery of research and its application to strategic problem-solving, and to strengthen their commitment to professional service and ethical decision-making. Thus, the EdD program seeks to produce graduates with the capacity for critical and creative thinking necessary to meet the complex demands placed on academic units in both K-12 and higher education environments.

In pursuit of this mission, the EdD curriculum serves the following program goals:

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

- Goal 5: To promote public service and ethical leadership in professional and community settings.

Unifying these diverse curricular goals is the concept of authentic educational leadership. Such leadership is based on an understanding of educational research and sound theories of organizational management. However, these academic ideals must be tempered by the realities of experience and focused by a commitment to professional service to the community rooted in sound ethical principles. The EdD curriculum is hence designed to mold general theory and knowledge into professional expertise and ethical practice.

Program Structure

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

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

Online or Blended Program Delivery. Students may elect to take all or part of their program online. Of the sixty total hours in the program, up to thirty-six credit hours can be earned in a traditional classroom setting.

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

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

drafts of the dissertation's first three chapters in courses prior to enrollment in ELROL 930 Dissertation.

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

Comprehensive Examination. Candidates normally sit for the Comprehensive Examination at the end of their second full year in the program (i.e., at the end of their second fall semester). The specific content, structure, and scheduling of this examination is determined by the Program Director in consultation with the full-time program faculty. Tailored to each student's program of study, questions on the Comprehensive Examination are generated by the program's four content-related goals:

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

The Comprehensive Examination is normally completed in one four-hour session scheduled during the operating hours of the department. It is graded by contributing members of program faculty, with passing marks required on all sections of the examination before a candidate can graduate.

A student failing any or all parts of the Comprehensive Examination has one opportunity to retake these sections within one month of the original testing date.

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

candidate's practical experiences as a school/college educator/administrator converge with the academic experiences of previous coursework. See the discussion on "Dissertation Procedures" below for more specific details on completing the dissertation.

All of the program features highlighted above combine to make the EdD in Educational Leadership at University of the Cumberland a rigorous academic experience focused on strengthening the skills of administrators and hence on enhancing education in schools and colleges.

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

Program Policies

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

Admission. To be considered for admission into the EdD program in Educational Leadership, prospective candidates must:

- hold a master's degree from an accredited college.
- have a 3.5 GPA (on a 4-point scale) on all graduate work as verified by official transcripts.
- have earned within the past 5 years a combined verbal and quantitative score of at least 750 on the Graduate Record Examination (GRE) or a score of at least 450 on the Miller Analogies Test (MAT). Test scores older than five years may be considered if they are above 800 on the GRE and 475 on the MAT. At the discretion of the Program Director, admissions test requirements may be waived for applicants with significant leadership experiences in professional settings.
- provide a letter of recommendation from a supervisor or professor.
- provide a writing sample on the student's academic goals.
- be interviewed by the Director of the EdD program or his representatives.

Conditional Admission. An applicant who fails to meet one of the above criteria for regular admission may be admitted on a conditional or provisional basis. Students granted conditional admission will be required to satisfy specific conditions in order to continue enrollment in the program. These conditions

include a minimum level of performance during a probationary period in which the student is allowed to earn 12 hours of program credit. Other conditions may include additional enrollment or re-enrollment in administrative or other courses deemed prerequisites to the program.

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

Doctoral-Level Course Work. All credits that are part of an EdD candidate's degree program must be doctoral-level course work. Program courses with an ELCC, ELCOL, ELSA, ELSOL, ELRE, or ELROL prefix are by definition doctoral-level courses. Other courses accepted as transfer credit for these program courses, as well as all courses accepted toward the eighteen (18) hours of Content Specialty courses, must be certified as doctoral-level courses by the Program Director with the assistance of the Registrar. To be considered a doctoral-level course, the student must write a paper or produce a project that incorporates an analysis and synthesis of professional literature. Courses taken by a student while completing a first master's degree at University of the Cumberland or elsewhere will not be accepted as EdD credits.

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

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

These learning activities for doctoral students are detailed and documented in syllabi on file in the Academic Affairs Office. Other courses, including courses offered for transfer credit, may be certified by the Program Director and the Registrar as doctoral-level Content Specialty courses if documentation of the

learning experiences noted above can be offered through the syllabus, a portfolio of student work, or a detailed statement by the course professor.

Transfer Credits. With the approval of the Director of the EdD program and the Registrar, some coursework from other regionally accredited colleges and universities may be accepted as transfer credit toward the EdD program at University of the Cumberland. Coursework accepted as transfer credit must be comparable to courses offered at University of the Cumberland.

Transfer Credit. A degree candidate may transfer up to eighteen (18) hours of post-first master's coursework. These transfer credits may include graduate-level courses in education or in the following content areas: business, English, history, math, psychology, or religion. Coursework accepted as transfer credit for Content Specialty electives must include documentation of the doctoral-level learning experiences noted above in the description of Content Specialty courses.

There are a number of graduate degree programs that serve professional student markets (i.e., MBA in business, MSSW in social work, and MA in community mental health counseling) in which course work and rigor exceeds a typical MA or MS program. While most master's programs require 30 to 36 semester hours of graduate credit, these professional programs often require 45 to 60 semester hours of graduate credit. Students may transfer in up to 18 graduate hours earned in these programs if they (1) were earned after completing 36 graduate hours and (2) the student can demonstrate that the rigor was commensurate with UC's doctoral level course requirements (i.e., a minimum research project of at least 20 pages).

Grading Procedures. The EdD Program uses the following grades and corresponding quality points for a summative course evaluation of student performance:

- A** Superior performance: Four quality points are earned for each semester hour with a grade of "A."
- B** Good performance: Three quality points are earned for each semester hour with a grade of "B."
- C** Fair performance: Two quality points are earned for each semester hour with a grade of "C."
- F** Failure, given for unsatisfactory work: No quality points are awarded.
- W** Withdrawn from class without punitive grade: No impact on GPA.
- WF** Withdrawn failing: No quality points are awarded.
- I** Incomplete, assigned only in instances where a small unit of work is not complete because of verifiable, extenuating circumstances: An "I"

contract is submitted by the instructor to the Academic Affairs Office for approval.

- IP** Indicates satisfactory progress on the dissertation if enrolled in ELRE 930: No quality points are awarded. The IP will be replaced by the final grade upon completion of the dissertation.

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

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

Satisfactory Progress. A student earning a "C" in a course must meet with the Program Director to determine whether satisfactory progress is being made or whether remediation or withdrawal from the program should be considered. Any student earning less than a "C" in a course will not be allowed to continue in the program.

Academic Appeals. A student wishing to appeal a grade must appeal first to the professor of the course. If the situation remains unresolved, the student may then appeal to the Director of the program. Following the ruling of the Director, either the professor or the student may file a complaint with the Academic Appeals Committee of the University. 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 student, 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 with 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.

An appeal of any application of program policy made by the Director of the program may also be filed with the Vice President for Academic Affairs, who will make the final determination in the matter.

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

Dropping a Course. A student wishing to withdraw from a course must consult with the Director of the program.

Withdrawal / Refund Policy. A student withdrawing from the program in mid-term will receive a tuition refund as determined by the University's Withdrawal / Refund Policy.

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

Courses Fifteen Weeks or Greater in Length

<u>Official Date of Withdrawal</u>	<u>Charge</u>	<u>Refund</u>
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

<u>Official Date of Withdrawal</u>	<u>Charge</u>	<u>Refund</u>
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

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

If a student 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 student officially withdraws after the first day of classes, they will be charged an **administrative withdrawal fee of \$100 for the fall and spring terms and \$50 fee for the summer and bi-terms.**

A student is **not eligible for any financial aid prior to the first day of class attendance.**

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

Treatment of Title IV Aid. Below are the regulations concerning Title IV aid when a student withdraws.

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

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

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

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

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

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

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

Dissertation Procedures. Possible topics for the dissertation are explored through coursework during the first year of the program. A formal proposal for the dissertation is developed and completed during ELRE/ELROL 736, Dissertation Seminar, and ELRE/ELROL 839, Advanced Educational Research, taken during the second year of the program. After this proposal is reviewed and approved by the Program Director in consultation with other program faculty who have expertise in the student's area of interest, a dissertation

director is formally assigned. This individual henceforth serves as the candidate's advisor. During the coming year, the candidate begins working informally on the project with the aid of the dissertation director. As the student enters the third year, the Director of the program assigns an additional EdD faculty member and an external faculty member to serve as Dissertation evaluators. At this time the candidate must register for dissertation hours. A minimum of six dissertation hours must be earned, three hours per term. If the dissertation is not ready to be defended after the completion of six dissertation hours, the candidate continues to enroll in dissertation hours each term until the dissertation is completed – three hours each term. Dissertation hours are marked IP (in-progress) until the dissertation is completed and defended. At that time, Dissertation evaluators may award the dissertation a “passing” mark (earning “B” credit for all dissertation hours) or an “honors” mark (earning “A” credit for all dissertation hours). If the Dissertation evaluators find the work unacceptable, the candidate and dissertation director must consult with the Program Director before working further or enrolling in additional hours.

Degree Requirements

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

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

ELCC/ELCOL 731 Learning in Adulthood. 3 credit Hours.
 ELCC/ELCOL 835 Teaching and Learning Online. 3 Credit Hours.
 ELCC/ELCOL 836 Grant Writing and Proposal Development. 3 Credit Hours.
 ELCC/ELCOL 837 Strategic Planning and Institution-Based Decision-Making.
 3 Credit Hours.

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

ELSA/ELSOL 730 The Politics of Educational Decision-Making. 3 Credit Hours.
 ELSA/ELSOL 731 Educational Program Evaluation. 3 Credit Hours.
 ELSA/ELSOL 830 Leadership in Theory and Practice. 3 Credit Hours.
 ELSA/ELSOL 835 The Change Process. 3 Credit Hours.

ELSA/ELSOL 833 Higher Education in America. 3 Credit Hours.

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

ELRE/ELROL 734 Inferential Statistics in Education. 3 Credit Hours.

ELRE/ELROL 736 Dissertation Seminar. 3 Credit Hours.

ELRE/ELROL 839 Advanced Educational Research. 3 Credit Hours.

ELRE/ELROL 930 Dissertation. Minimum of 6 Credit Hours.

Content Specialty Area. Eighteen hours are earned in courses in one of these disciplines: business, education, English, history, mathematics, or psychology. Classes available include but are not limited to those listed below. Some of these courses may be repeated if different topics are covered.

Business

BADM/BUOL 530 Specialized Studies in Accounting, Business Administration
and Marketing Education

BADM/BUOL 539 Research and Report Writing

BMIS 630 Advanced Educational Applications

Approved electives

Education

ADOL 631 School Program Improvement

ADOL 633 Applied Research

ADOL 635 School and Community Relations

EDOL 533 Educational Technology

Approved electives

English

ENGL/ENOL 534 Studies in British Literature, 3 hrs.

ENGL/ENOL 535 Studies in Modern Literature, 3 hrs.

Approved electives

History

HIST/HIOL 531 Selected Topics, 3 hrs.

Approved electives

Mathematics

MATH/MAOL 533 Topics in Math, 3 hrs.

MATH/MAOL 534 Abstract Algebra, 3 hrs.

MATH/MAOL 535 Real Analysis I, 3 hrs.

Approved electives

Psychology

PSYC/PSYOL 530 Psychology of Religion, 3 hrs.

PSYC/PSYOL 538 History and Systems in Psychology, 3 hrs.

PSYC/PSYOL 590 Special Topics, 3 hrs.

Approved electives

Religion

RGOL 537 Christian Education, 3 hrs.

RGOL 538 The Church and Contemporary Culture, 3 hrs.

RGOL 639 Ministry Project, 3 hrs.

Electives

- RGOL 531 Old Testament Survey I, 3 hrs. OR RGOL 532 Old Testament Survey II, 3 hrs.
- RGOL 533 New Testament Survey I, 3 hrs. OR RGOL 534 New Testament Survey II, 3 hrs.

One of the following 600-level courses:

RGOL 631 Focused Study of the Old Testament, 3 hrs.

RGOL 632 Focused Study of the New Testament, 3 hrs.

RGOL 635 Church Administration, 3 hrs.

RGOL 637 Planting High Impact Churches, 3 hrs.

Tentative Course Rotations

Fall Year 1 ELSA/ELSOL 730 Politics of Educational Decision-Making, 3 hrs.
 ELSA/ELSOL 833 Higher Education in America, 3 hrs.
 ELCC/ELCOL 731 Learning in Adulthood, 3 hrs.

Spring Year 1 ELRE/ELROL 734 Inferential Statistics in Education, 3 hrs
 ELSA/ELSOL 731 Educational Program Evaluation, 3 hrs
 Specialty area elective, 3 hours

Summer Year 1 ELSA/ELSOL 835 The Change Process, 3 hrs
 ELCC/ELCOL 835 Teaching and Learning Online, 3 hrs
 Specialty area elective, 3 hours

Fall Year 2 ELSA/ELSOL 830 Leadership in Theory and Practice, 3 hrs

	ELRE/ELROL 736 Dissertation Seminar, 3 hrs Specialty area elective, 3 hours (Submit dissertation topic by the end of the term; appointment of Dissertation Chair by Program Director; file IRB forms with Dissertation Chair)
Spring Year 2	ELCC/ELCOL 837 Strategic Planning and Institution-Based Decision-Making, 3 hrs ELRE/ELROL 839 Advanced Educational Research, 3 hrs Specialty area elective, 3 hours
Summer Year 2	ELCC/ELCOL 836 Grant Writing and Proposal Development, 3 hrs Specialty area elective, 3 hours (Written Comprehensive Exam Completed by the End of the Term; Dissertation evaluators Appointed)
Fall Year 3	ELRE/ELROL 930 Dissertation, 3 hrs Specialty area elective, 3 hours
Spring Year 3	ELRE/ELROL 930 Dissertation, 3 hrs (Enroll in ELRE/ELROL 930 each term until dissertation is defended; file Intent To Graduate at beginning of term of intended completion; schedule Oral Dissertation Defense at least six weeks prior to Intended Date; file approved dissertation with Program Director at least two weeks prior to graduation)

Course Descriptions

Core EdD Courses

ELCC/ELCOL 731-Learning in Adulthood. Course investigates the adult as learner with special attention given to the impact that aging has on cognition, visual acuity, auditory ability, social interactions, and self-perceptions. The course further explores the various settings and platforms in which learning takes place. Special attention is given to teaching and leading adults. Credit, 3 hours.

- Students will explain how the aging process impacts learning.
- Students will contrast pedagogical and andragogical assumptions.

- Students will demonstrate understanding of structuring learning experiences for adults.

ELCC/ELCOL 835 – Course provides the knowledge and skills necessary to effectively develop curriculum and deliver it online. Instruction includes a survey of the history of the distance education movement; types of online learning environments, instructional design strategies, and methods and best practices of teaching and learning online. Discussion is also provided on learning management systems (LMS) and communication management software.

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

ELCC/ELCOL 836 – Grant Writing and Proposal Development. This course examines the variety of federal and private sources for additional funding for educational projects, as well as common strategies for writing grant proposals and managing grant projects. Course activities focus on refinement of writing skills, including development of organizational and goal-setting strategies. Emphasis is also given to developing public relations techniques to cope with the political realities of grant projects. Credit, 3 hours.

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

ELCC/ELCOL 837 – Strategic Planning and Institution-Based Decision-Making. This course surveys various methods for institution-based management and strategic-planning. Special emphasis is given to leadership roles of various academic administrators in evaluating the instructional

programs and in developing strategies for institutional improvement. Credit, 3 hours.

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

ELSA/ELSOL 730 – The Politics of Educational Decision-Making. This course provides an overview of how political activities at the federal, state, and local levels impact the administrative decision-making in educational setting. It explores strategies for managing institutional politics to make these activities a constructive component of administration. Credit, 3 hours.

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

ELSA/ELSOL 731 – Educational Program Evaluation. This course is designed to provide the student with an understanding of the political and cultural forces shaping the current structure of and trends in educational program evaluation. It also explores common types of program evaluation, the characteristics of sound assessment procedures, as well as strategies for managing and interpreting assessment data. Credit, 3 hours.

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

- Students will formulate a sound plan for evaluating a specific educational program.

ELSA/ELSOL 830 – Leadership in Theory and Practice. In this home-based project, the candidate applies adult learning theories and leadership principals to an initiative within the home institution or in an educational setting approved by the instructor. The course culminates in a written project that assesses the types of learning and or leadership models used in the initiative as well as the outcome. The paper should be at least 20 pages in length.

- Students will collaborate effectively with others on an educational change initiative in an educational or human resource development unit or institution.
- Students will identify and assess the types of learning and leadership models used in the initiative.
- Students will write an analysis of the initiative.

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

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

ELSA/ELSOL 835-The Change Process. The course offers an interdisciplinary approach to the management of the change process with respect to individuals, groups, local community, and the American society. Drawing on concepts from the psychology of learning, human resource management, and sociology, the course looks at how educators and various social and political forces, including government policies and court decisions, interact with local culture to impact individual and corporate human behavior.

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

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

ELRE/ELROL 734 – Inferential Statistics in Education. This course focuses on the descriptive and inferential statistics commonly used in educational administration. Course activities include the application of statistical methods to research design, as well as an investigation of how these methods can contribute to school improvement. Specific concepts include measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression. Credit, 3 hours.

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

ELRE/ELROL 736 – Dissertation Seminar. This course provides guided instruction on the design and writing of a dissertation proposal focused on school-based research. Course activities are intended to strengthen skills in writing, project design, and research methods. Credit, 3 hours.

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

ELRE/ELROL 839 – Advanced Educational Research. The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will,

upon approval of the student's advisor and program director, serve as the first three chapters of student's dissertation. Prerequisites: ELRE/ELROL 734.

- Students will write a rationale and introduction for a dissertation proposal which must be based on a topic or problem related to administration in either K-12 or higher education settings.
- Students will construct a substantial literature review on a topic or problem related to administration in either K-12 or higher education settings.
- Students will design and write an appropriate methods chapter for a dissertation proposal.
- Students will successfully obtain approval from the course instructor and his/her advisor for a three-chapter dissertation proposal.

ELRE/ELROL 930 – Dissertation. This course is an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. Credit, 1-3 hours.

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

ENGLISH

ENGL/ENOL 534 – Studies in British Literature. This course offers an in-depth study of a specific period and/or genre of British literature. The particular focus of the course will change from year to year. Common topics will be romantic literature and Victorian fiction. Other potential topics could be non-Shakespearean Renaissance drama, Restoration drama, the eighteenth-century novel, and Victorian poetry. Students will produce a research paper/project commensurate with the Department's standards for graduate level classes. Credit, 3 hours. Offered every spring semester.

- Students will critique writings representative of a specific era.
- Students will contrast the writing styles of various authors who are representative of different eras.
- Students will contrast genres written during different literary periods.

ENGL/ENOL 535 – Studies in Modern Literature. This course examines a varied combination of English, American, and world literature of the twentieth century. The specific focus will change from year to year. A given course may be organized according to genre (fiction, poetry, or drama), topic (e.g., the Southern Renaissance, expatriate literature of the 1920's or the Irish Literary Revival), or representative and related authors (such as "Joyce, Yeats, Eliot" or "Williams, Miller, O'Neill"). Students will produce a research paper/project commensurate with the Department's standards for graduate level classes. Credit, 3 hours. Offered every fall semester.

- Students will critique works written by English, American, and various other authors from around the world.
- Students will contrast works of fiction, poetry, and drama written by such authors as Yeats, Eliot, and Joyce.

HISTORY

HIST/HIOL 531 – Selected Topics. The detailed study of a particular historical subject. This course may be taken in conjunction with an undergraduate course, depending upon the topic, with the approval of the student's advisor and the chairman of the Department. Topics such as Early America and Russia could be covered. This course may be repeated up to 18 hours with the approval of the chairman of the Department. Students will produce a research paper/project commensurate with the Department's standards for graduate level classes. Course credit, 3 hours. Offered as needed.

Listed below are examples of learning outcomes:

- Students will identify the major constitutional developments of seventeenth and eighteenth century England and their bearings upon the American experience.
- Students will understand the constitutional development of the American colonies, their constitutional structure, and their constitutional relationship with England.
- Students will identify the different types and importance of charters, codes, and contracts in the creation of the American colonies.
- Students will understand the development of federalism, the separation of powers, and the importance of limited government to American Constitutionalism

MATHEMATICS

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

- Students will discuss the origins of deductive geometry.
- Students will index Euclidean Geometry into primitive terms, defined terms, postulates, common notions, theorems based on E-5 and those not based on E-5.
- Students will produce several Euclidean Constructions.

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

- Students will state the principle of well ordering.
- Students will apply the principle of well ordering in proving the several versions of the Theorem on Mathematical Induction.
- Students will write mathematical induction proofs.
- Students will prove group theorems.

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

- Students will find partial derivatives of implicitly defined functions.
- Students will apply the chain rule to functions of several variables.
- Students will apply Green's Theorem.
- Students will apply the Divergence Theorem and Stoke's Theorem.
- Students will find the Fourier series for a given function.

PSYCHOLOGY

PSYC/PSYOL 530 – Psychology of Religion. A course in the psychology of religious experience. Special emphasis will be given to religious growth, worship, the psychology of belief, and normal religious behavior. Informal

lectures and class discussion on assigned readings. Doctoral candidates will be expected to conduct independent research that examines one facet of how religious experience affects psychological functioning, or how one's psychological make-up affects their religious experience/practice. Credit, 3 hours. Offered fall semesters.

- Students will explain how individuals interpret religious symbols.
- Students will assess how the individual impacts the behavior of a religious group.
- Students will explain how beliefs influence the individual's behavior in non-religious or secular social settings.

PSYC/PSYOL 538 – History and Systems in Psychology. A history of modern psychology focusing on the development and decline of different techniques and approaches in German, British, and American psychology. Exploration of the interrelationships among the historical facts and theories providing an integration and awareness of the discipline of psychology. Doctoral candidates will be expected to analyze a particular era/phenomenon in the history of psychology which had a profound effect on its development. Prerequisite: PSYC 131, 234, and 244. Credit, 3 hours. Offered Fall semesters.

- Students will contrast nineteenth century developments in psychology with respect to British, German, and American schools of thought.
- Students will explain a particular theory and its development with respect to its time in the history of psychology.

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

- Students will conduct independent research on a topic of special interest to the student and the instructor.

Religion

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

for selecting, training, and utilizing church staff and volunteer leaders for effective educational ministry through the church. Credit, 3 hours.

RGOL 538 -The Church and Contemporary Culture. The course examines cultural trends, their impact upon the Church and evangelism, and various means of effectively interacting to promote church planting and growth. The course focuses on the challenges and processes of communication cross-culturally, especially in encountering different worldviews and in meeting the challenges provided by language and actions. The course also provides the student with the necessary tools to understand and reach the people of various cultures and worldviews. Credit, 3 hours.

RGOL 639- Ministry Project. All students are required to demonstrate their expertise in the field of applying biblical knowledge, theology, and ministry skills in the local church or other ministry setting. Students may select their own project subject to the approval of the Program Director and faculty. Each student will work closely with a professor in the Master of Arts in Christian Studies program who specializes in the chosen area. Students need to think about their final project well before taking the course and need to secure approval for their project at least one full semester before taking the course. The final project will be reviewed by all program faculty and the grade will be assigned by the program faculty. The ministry project will serve as a graduate thesis and a copy will become a major part of the student's portfolio. Credit, 3 hours.

RGOL 531- Old Testament Survey I. The course provides an introduction to the Pentateuch and the former prophets (Joshua, Judges, Samuel, and Kings). The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books. Credit, 3 hours.

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

RGOL 533- New Testament Survey I. The course provides an introduction to the Gospels of the New Testament. The course provides an historical, literary,

and theological examination of the books. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books. Credit, 3 hours.

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

RGOL 631-Focused Study of the Old Testament. The course focuses on one section of the Old Testament writings. For the purposes of the course, the Old Testament has been broken into the Pentateuch, history of Israel, Prophets, and Psalms and Wisdom. Within a two-year cycle of the course, at least one offering of the course would cover each of the four sections of the Old Testament. A student pursuing the Biblical Studies track of the M.A. in Christian Studies may take the course three times as long as each offering focuses on a different section of the Old Testament, but to meet the requirements of the Biblical Studies track a student must take RGOL 632 Focused Study of the New Testament at least once to provide a more balanced in-depth study of the Bible (Prerequisite: RGOL 531 Old Testament Survey I, RGOL 532 Old Testament Survey II, or permission of instructor). Credit, 3 hours.

RGOL 632-Focused Study of the New Testament. The course focuses on one section of the New Testament writings. For the purposes of the course, the New Testament has been broken into the Synoptic Gospels, the writings of Paul, the Johannine Gospel and letters, and the General Epistles and Revelation. Within a two-year cycle of the course, at least one offering of the course would cover each of the four sections of the New Testament. A student pursuing the Biblical Studies track of the M.A. in Christian Studies may take the course three times as long as each offering focuses on a different section of the New Testament, but to meet the requirements of the Biblical Studies track a student must take RGOL 631 Focused Study of the Old Testament at least once to provide a more balanced in-depth study of the Bible (Prerequisite: RGOL 533 New Testament Survey I, RGOL 534 New Testament Survey II, or permission of instructor). Credit, 3 hours.

RGOL 635-Church Administration. The course provides a study of the process of administration as applied to a church. The course also provides a

biblical and theological basis for church administration and examines the basics of administration and how to organize a church. In addition, the course surveys and applies the administrative functions to the ministry of a church. Students will also examine several administrative styles as related to administration in a church. Credit, 3 hours.

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

Educational Support Resources

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

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

Overview of Periodical and Online Database Resources. In addition to its print and electronic book resources, the Library provides access to 805,000 microforms; to 2,500 media items; and to 24,000 periodical titles. Most of these periodical titles are accessible through a variety of online databases, but the Library does subscribe to over 350 periodicals in paper. These titles primarily support specific academic programs of the University. Currently the Library provides access to more than 75 journals related to one or more fields in

education. Access to periodicals in any format is available from links on the Library's homepage at <http://www.ucumberland.edu/library/>.

Library users may access online periodical databases resources on-campus or off-campus. To access these resources from off-campus, students simply need to provide their campus email network username and password. Instruction for off-campus access are provided from a link on the Library's homepage.

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

- *Dissertation Abstracts* – ProQuest Dissertations & Theses (PQDT) database is the most comprehensive index and abstracting service to dissertations and theses.
- *ERIC* – The Educational Resource Information Center (*ERIC*) contains more than 2,200 digests along with references for additional information, citations, and abstracts from over 1,000 educational and education-related journals.
- *JSTOR* – *JSTOR* provides access to an important and wide-ranging selection of academic journals from a variety of disciplines, including education. It specializes in preserving archives of older editions of journals rather than recent editions.
- *LexisNexis Academic Universe* – This large-scale database provides reference information for news, business, legal, and medical research. It is particularly strong in the area of legal studies, including education law.
- *Middle Search Plus* – This resource provides full text for nearly 110 magazines covering general topics appropriate for middle and junior high school students.
- *OmniFile Fulltext Mega* (Wilson Web) – OmniFile references over 4,000 periodicals in a variety of subjects. Notably, this resource includes *Education Index Fulltext*.
- *Primary Search Plus*—This resource provides full-text documents from over 70 children's magazines appropriate for elementary schools and children's reading rooms.
- *Professional Development Collection* – This database indexes full-text articles from some 550 professional journals and other publications in the field of education, making it the largest online compendium of education articles, indices, and abstracts in the world.

- *Project MUSE* – This text-digitization project is similar to *JSTOR*. It provides digital reproductions of over 300 periodicals in the arts, humanities, natural sciences, and social sciences.
- *Psychology and Behavioral Sciences Collection* – This collection references over 500 publications in full-text format, the vast majority of which are peer-reviewed journals.
- *TOPICsearch* – This current events database allows users to explore social, political, and economic issues, and other popular topics discussed in classrooms, including controversial opinions and viewpoints.
- *Mental Measurements Yearbook (MMY)*, produced by the Buros Institute at the University of Nebraska, provides users with a comprehensive guide to over 2,000 contemporary testing instruments. The *MMY* series contains information essential for a complete evaluation of test products within such diverse areas as psychology, education, business, and leadership.
- *Tests in Print (TIP)*, also produced by the Buros Institute, provides a comprehensive bibliography of all known commercially available tests that are currently in print in English. *TIP* provides vital information to users, including test purpose, test publisher, in-print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

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

Currently, students seeking interlibrary loan materials may request them in person or by using the online library resource request form can be accessed and downloaded by a link on the Library's homepage. By spring 2009, an interlibrary loan request will be able to be submitted online.

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

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

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

Program Faculty

Below are listed the permanent university faculty who teach full-time in the EdD program. A number of other full-time university faculty members teach in the program on a part-time basis. In addition, several individuals with recognized leadership expertise serve as adjunct faculty in their fields.

Dr. Barry Vann
Program Director
Professor of Higher Education and Geography

Barry Vann is a native of southern Appalachia. An accomplished author, professor, speaker, and administrator, Dr. Vann came to University of the Cumberland in 2008 as Director of the Doctor of Education Program.



Vann holds two doctorates: a Doctor of Education degree in Adult Education from the University of Arkansas, and a Doctor of Philosophy degree dually awarded by the Department of Geographical and Earth Sciences and the School of Divinity at the University of Glasgow in Scotland. In addition, he also possesses a Master of Science degree in Geosciences from Western Kentucky University and a BSE in social sciences from Tennessee Technological University.

Vann has served for two decades as an academic administrator and the director of a dozen degree programs at Delta State University in Mississippi and Northeastern Oklahoma A&M College. Before coming to the University of the Cumberland as the founding director of the Doctor of Education program and professor of geography, he served as the founding director of Lincoln Memorial University's Appalachian Development Studies and geography programs.

As an author, Vann has published more than twenty articles and six books with a seventh due out in fall 2012. His writings have appeared in such publications as *Journal of Transatlantic Studies*, *Human Resource Development Quarterly*, *Journal of Historical Sociology*, and *Geography of Religions and Belief Systems*.

Vann has spoken in a number of settings, including his lecture on Celts and settlements in Appalachia that he delivered to the Appalachian Literature class

at University of the Cumberland, taught by English Department Chair Dr. Thomas Frazier. Of Vann’s visit, Frazier noted that Dr. Vann is “engaging, knowledgeable, and entertaining.” Some students say Dr. Vann has a sense of humor that is a blend of Robin Williams, Larry the Cable Guy, and Chevy Chase, without the vulgarities.

Primary Course Responsibilities:

- GEOG 130 World Regional Geography
- GEOG 131 Human Geography
- GEOG 231 Environmental Geography
- ELROL 734 Inferential Statistics
- ELROL 736 Dissertation Seminar
- ELROL 839 Advanced Educational Research
- ELROL 930 Dissertation
- ELSOL 730 Politics of Educational Decision-making
- ELSOL 835 The Change Process

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Dr. Mary Ruth Isaacs
Associate Professor
Department of Community
and Higher Education University of the Cumberland



Mary Ruth Isaacs, a native of Jackson County, Kentucky, holds a baccalaureate degree in child and family studies with a child development emphasis from Berea College, and a master's degree in family studies with an early childhood education emphasis from the University of Kentucky. She was also a member of the first graduating doctoral class of the University of the Cumberland, earning her doctorate of education (Ed.D.) degree in May, 2011. Her dissertation, "Factors Affecting College Student Enrollment and Workforce Placement in an Appalachian Context" focused on the various influences that manifested themselves in the lives of individuals, ages 18-25, who chose to attend college or enter the workforce in Bell, Clay, Jackson, Knox, and Whitley County, Kentucky, and Claiborne County, Tennessee.

Dr. Isaacs has had a variety of experiences working with children, their families, early childhood providers, schoolteachers, and administrators while serving as an early childhood classroom teacher in Madison County, Kentucky, and a child and family interventionist at the Cumberland River Comprehensive Care Center in Jackson County, Kentucky. During her graduate studies at the University of Kentucky, she was the first managing editor of *The Kentucky Journal of Excellence in College Teaching and Learning*. She has also taught child development, early childhood education, and early childhood administration courses at the University of Kentucky and Bluegrass Community and Technical College.

During her doctoral studies at the University of the Cumberland, Dr. Isaacs completed a fellowship in the Hutchins Library Special Collections and Archives at Berea College. She studied the Appalachian folktales collected by Dr. Leonard Ward Roberts and used this information to create a college course entitled "Childhood in Appalachia." She has presented her work in Madison and Jackson County, Kentucky, and plans to continue research on the dying art of storytelling and collecting stories in Appalachia. She currently writes a weekly newspaper article in *The Jackson County Times* entitled "Folks Tellin' Tales in Appalachia."

Dr. Isaacs is a member of Kappa Delta Pi and the Appalachian Studies Association. Her research interests include: the history of religion and religious practices in Appalachia; the role of social reference groups in the lives of young adults in Appalachia; folktales; the history of education in Appalachia; and the study of religiously-affiliated colleges and universities in Appalachia.