University of the Cumberlands

Doctor of Education

in

Educational Leadership

Program Handbook
and
Course Catalog

2013-14
ACCREDITATION

University of the Cumberlands is accredited to award associate, baccalaureate, master’s, and doctoral degrees 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.

NONDISCRIMINATION POLICY

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

The following person has been designated to handle inquiries or complaints regarding the disability non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:
Dr. Tom Fish, Dean of Undergraduate Studies, Retention, and Assessment Library 021, (606) 539-4216.

The following person has been designated to handle inquiries or complaints regarding the sex nondiscrimination policy including compliance with Title IX of the Education Amendments of 1972:
Ms. Pearl Baker, Human Resources Director and Title IX Coordinator Gatliff Administration Office 116, (606) 539-4211.

The following person has been designated to handle inquiries or complaints regarding all other portions of the non-discrimination policy:
Mr. Steve Morris, Vice President for Business Services Gatliff Administration Office 001, (606) 539-4597.
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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. Because writing and analytical skills are necessary in the ELRE/ELROL sequence of classes, they must be taken in the following order: ELROL 736, ELROL 839, and ELROL 930, ELROL 931, and, if needed, ELROL 932-935. It is required that students complete ELROL 734 before enrolling in ELROL 736.
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 five-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.

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

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

To be approved an off-campus testing site, the Department of Community and Higher Education recognizes the following personnel as official proctors of long distance exams: a college/university department chair who supervises an administrator/manager and other faculty, an academic dean, a registrar, or vice president of student personnel services. Upon completion of the exam, the proctor must include on official letterhead an acknowledgment of the time the exams began and when the student completed the exams. Both the student and the proctor must sign the letter. The Proctor must place the exams, exam responses, and letter in an official envelope (i.e. has the official seal of the institution where the exam was proctored). The envelope must be sealed with tape and the signature of the college official placed over the tape and seal. It is the responsibility of the proctor to mail the exam to the Department of Community and Higher Education. Exams sent directly by students will not be accepted.

**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 Cumberlands a rigorous academic experience focused on strengthening the skills of administrators and hence on enhancing education in schools and colleges.

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

Responsibility for the routine administration of the policies and procedures of the 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 298 on the Graduate Record Examination (GRE) or a score of at least 400 on the Miller Analogies Test (MAT). Test scores older than five years may be considered if they are above 298 on the GRE and 400 on the MAT. 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 authorized 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. At the discretion of the Program Director, admissions test requirements may be waived for applicants with significant leadership experiences in professional settings (i.e., five or more years of experience supervising adult workers and managing budgets). In lieu of GRE or MAT test scores, professional applicants seeking a test score waiver must submit three letters of support from referees familiar with the applicant’s capacity for advanced research in an area involving organizational leadership.

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 Cumberlands 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 Cumberlands. Coursework accepted as transfer credit must be comparable to courses offered at University of the Cumberlands.

**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.
- **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
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.

Writing and Analytical Skill Development. The doctoral program at University of the Cumberlands places a premium on helping students develop effective analytical and writing skills. As described earlier, Goals 1 and 3 speak directly to those important functions of the program. To help students succeed in developing those important skills, a number of courses in the program have embedded assessments in them. The assessment process is designed to assist faculty in evaluating the program’s success in helping students develop their writing and analysis skills. Any student who has demonstrated deficiencies in writing or analysis skills will be required to participate in tutoring services. Students assigned to a tutor will be evaluated and presented with a remediation plan that must be satisfied before they can register for any or subsequent ELROL courses.

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

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

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

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

**Dropping a Course**

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

**Withdrawing from the University**

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

1. The permanent record of a student who withdraws from University of the Cumberlands up until the last day to drop a class published on the Academic Calendar for that semester or bi-term will list a mark of “W” for all courses for which another grade (such as an “an F”) has not been previously posted. A “W” carries no grade point penalty.
2. Students withdrawing after the last day to drop a course for the semester or bi-term will receive a grade as determined by the professor. In many cases this may be an “F.”
3. A student who does not attend or ceases to attend a class but never officially drops or withdraws will receive an “an F” for each class when appropriate. An administrative withdrawal will be processed when grades of F are posted for all courses on a student’s schedule.
4. No student who withdraws from University of the Cumberlands is entitled to a grade report or transcript of credits until the student’s account is cleared by the Bursar’s Office.
5. The official date of withdrawal will be used by the Bursar’s Office and the Office of Financial Planning to determine any adjustments involving financial aid and financial charges.
Medical / Emergency Withdrawal. Students who must withdraw from classes for medical reasons or because of dire personal circumstances may submit a written request to the Academic Affairs Office as soon as the student intends to stop attending classes. This request must be supported by a letter from a medical professional or other source supporting the student’s request with specific information on the student’s diagnosis, current condition, and continuing treatment requirements, or on the student’s personal emergency that necessitates the withdrawal request. If the medical / emergency withdrawal is granted, the student will receive grade of a “W” in all current classes. NOTE: Normally, partial medical /emergency withdrawals are not permitted (that is, withdrawal from one or two courses while the student continues in others).

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

Courses Fifteen Weeks or Greater in Length

<table>
<thead>
<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2 of classes</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Week 3 of classes</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Week 4 of classes</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Week 5 of classes</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>After 5th week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2 of classes</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>After 2nd week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Courses Six Weeks or Less in Length

<table>
<thead>
<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>After 1st week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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.

Disability Accommodations

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

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

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

Advising. When accepted into the program, 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, 931, 932-935 Dissertation. 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.
One of the following 600-level courses:
RGOL 631  Focused Study of the Old Testament, 3 hrs.
RGOL 635  Church Administration, 3 hrs.
RGOL 637  Planting High Impact Churches, 3 hrs.

Tentative Course Rotations

Fall Year 1  ELSA/ELSOLE 730 Politics of Educational Decision-Making, 3 hrs.
ELSA/ELSOLE 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/ELSOLE 731 Educational Program Evaluation, 3 hrs
Specialty area elective, 3 hours

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

Fall Year 2  ELSA/ELSOLE 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 931  Dissertation, 3 hrs
(Candidates enroll in ELRE/ELROL 932, 933, 934, and 935 each term until dissertation is defended.

NOTE ON DISSERTATION CREDITS AND PROCEDURES: ELRE 930/931 are taken consecutively for 3 credits each. If the dissertation is not completed at the end of ELRE 931, the candidate enrolls in ELRE 932 through ELRE 935 as needed, for 1 credit each term, until the dissertation is completed and defended.

The candidate must file Intent to Graduate at the beginning of the term of intended completion; must schedule Oral Dissertation Defense at least six weeks prior to Intended Date; and must file approved dissertation with Program Director at least two weeks prior to graduation.

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

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/EL SOL 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/EL SOL 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. Prerequisite: ELRE/OL 734. Credit, 3 hours.

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

**ELRE/ELROL 839 – Advanced Educational Research.** The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will, upon approval of the student’s advisor and program director, serve as the first three chapters of student’s dissertation. Prerequisites: ELRE/ELROL 734 and 736.

- Students will write a rationale and introduction for a dissertation proposal which must be based on a topic or problem related to administration in either K-12 or higher education settings.
- Students will construct a substantial literature review on a topic or problem related to administration in either K-12 or higher education settings.
- Students will design and write an appropriate methods chapter for a dissertation proposal.
- Students will successfully obtain approval from the course instructor and his/her advisor for a three-chapter dissertation proposal.
ELRE/ELROL 930, 931, 932-935 – Dissertation. These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student’s Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. ELRE 930/931 are taken consecutively for 3 credits each. If the dissertation is not completed at the end of ELRE 931, the candidate enrolls in ELRE 932 through ELRE 935 as needed, for 1 credit each term, until the dissertation is completed and defended. Prerequisites: all program course work. Credit, 1-3 hours.

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

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

Business

BAOL 531 - Managerial Accounting. This course focuses on managerial accounting concepts, including costing, budgeting, forecasting, planning and control. Emphasis is on preparing and using financial statements as well as various managerial reports for decision-making. Credit, 3 Hours.

BUOL 511 - Current Issues in Business. This course investigates and evaluates current topics or specialized areas of business. The focus for each section will vary each term to complement the corresponding core business courses currently being taught. Emphasis is placed on exploration into areas pertinent to the current business environment such as customer service and leadership. Course topics are announced the semester preceding the offering. This 1-credit course must be repeated three times on different topics. Prerequisites are to be designated for each specific offering.

BUOL 532 - Organizational Behavior. This course is the study of individual and group behavior within diverse organizations. Examination of organizational structure, processes, norms and values is included. Emphasis is given on the
topics of leadership, management styles, organizational fit and change, motivation, group dynamics, and business process efficiency. Credit, 3 Hours.

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

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

**BUOL 535 - Managerial Economics.** This course focuses on case analysis using microeconomic theory and statistical techniques to aid in decision-making processes. Topics include demand and cost analysis, pricing in different market and risk conditions, forecasting methods and constrained optimality. Credit, 3 Hours.

**BUOL 537 - Legal, Ethical, and Social Environment.** This course is a study of the appropriate roles of business in society, the constraints placed on business by the legal system and government regulation, and the ethical responsibilities of managers. It provides students with an understanding of how the law and the political process affect business strategy and decision making, including the various means and procedures for resolving legal disputes in business matters. The course highlights ethical conflicts and dilemmas, and provides plausible frameworks for dealing with those conflicts. Credit, 3 Hours.

**BUOL 538 - Management of Investments.** This course focuses on the study of the principles of investments, including the supply of and demand for investment funds; types of stocks, bonds, and other investments; the functions of securities markets; the analysis of different types of securities; and the government regulation of the securities market. The course focuses on investment management decisions and their impact on other functional business elements. Credit, 3 Hours.

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

**BUOL 631 - Managing in a Global Environment.** This course provides a study of the involvement of American firms in the international community with
special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment. Credit, 3 Hours.

**BUOL 632 - Advanced Human Resource Management.** Advanced Human Resource Management is the study of contemporary topics related to effective management of human resources. This course emphasizes in depth research and analysis of the interrelationship of the human resource function in a dynamic business environment. Credit, 3 Hours.

**BUOL 638 - Strategic Decision-Making.** This capstone course integrates the knowledge learned from all functional areas in business into a strategic plan. In addition to reviewing key concepts of business and corporate strategy, the course addresses traditional approaches to industry and competitor analysis and competitive advantage, and contemporary extensions and refinements of these concepts. Analytical tools and techniques are demonstrated through case studies focusing on the relationship between an organization and its environment, competition, market entry, vertical integration, diversification, global competition, and strategic alliances. This capstone course must be completed at University of the Cumberlands. Prerequisites: BACC 531, BADM 532, BADM 533, BADM 534, and BADM 535. Credit, 3 Hours.

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

**BUOL 690 - Special Projects in Business and Related Subjects.** Special Projects is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in a specific area of business. The course may be retaken under different subtopics for a cumulative total of 6 hours.

**Education (K-12)**

**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 student 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. Credit, 3 Hours.

**EDAD 631 - School Program Improvement.** This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America’s schools will be discussed and examined. Further, the course provides the student with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change. Credit, 3 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. Credit, 3 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. Credit, 3 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, students will analyze how policy is made for American schools, and its effect on all of our lives and thinking. Students 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. Credit, 3 Hours.

**EDAD/ADOL 636 - School Law I.** A course that is designed to provide basic legal information to the educational professional. Students 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 students and teachers, religious expressions in the school, etc. Credit, 3 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. Students in this class will additionally conduct research on a legal issue of their choosing. Pre-requisite: EDAD/ADOL 636. Credit, 3 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. Credit, 3 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. Credit, 3 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. Credit, 3 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. Credit, 3 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 students. Credit, 3 Hours.
EDAD/ADOL 664 - Practicum: Principalship. A course designed to allow the student to gain practical experience in the everyday supervision management and leadership of a school. The student 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. Credit, 3 Hours.

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

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

EDAD/ADOL 668 - Practicum: Director of Special Education. Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The student, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Director of Special Education, including program evaluation and improvement. The 100 hours will be divided between two different schools. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Department Chair required. Credit, 3 Hours.
EDAD/ADOL 669 - Practicum: School Superintendent. Supervised practicum designed to provide experiences at the elementary, middle and high school level. The student, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a superintendent including program evaluation and improvement. The 100 hours will be divided between two different schools. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Department Chair required. Credit, 3 Hours.

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

EDUC/EDOL 537 - The Middle School. Provides students 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 students. This course includes a field experience component. Credit, 3 Hours.

EDUC/EDOL 538 - The Modern Secondary School. This course provides students 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. Field Hours Required. Credit, 3 Hours.

EDUC/EDOL 539 - Modern Elementary School. This course seeks to explore and analyze contrasting strategies for the instruction and assessment of
elementary school students as well as to examine the infusion of technology and software applications into student instruction and assessment. Students 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. Credit, 3 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. Credit, 3 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, students will be equipped with skills that they need to meet the challenges posed by technology in a modern classroom. Credit, 3 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. Credit, 3 Hours.

**EDUC/EDOL 637 - Supervision of Student Teachers.** The nature and role of supervision, techniques of observation, constructive counseling, evaluation and aids to the teacher in the school. Credit, 3 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 student with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change. Credit, 3 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 whit 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. Credit, 3 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. Students 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 students. Examination of personal biases and identification of areas of deficient knowledge is encouraged. Credit, 3 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 website that they will publish on the Internet. Candidates will analyze ways web publishing can foster interaction among students and identify differences between administrative and instructional uses of a website. Students will also employ various strategies to design a website and use tools needed to publish on the Web. Credit, 3 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. Credit, 3 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 observation. Credit, 3 Hours.

**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: students who have satisfactorily completed ELEM 331 and ELEM 338 or their equivalents.) Credit, 3 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 students 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 students 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 students in the leadership program. Credit, 3 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. Credit, 3 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. Credit, 3 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. Field experience is required. Credit, 3 Hours.

SPED/SPOL 634 - Working with Parents of Students with Disabilities. This course is designed to prepare teachers to interact appropriately with parents of students with disabilities. The course includes the development of competencies in conducting parent conferences, interviews, home-family assessments, and parent training programs. Credit, 3 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. Credit, 3 Hours.

SPED/SPOL 637 - Characteristics of Autism Spectrum Disorders. This course is designed to provide the student 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 Asperger’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 students and the best practices of instructing those students. Credit, 3 Hours.

ENGLISH

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. Students will study research in the field of writing across the curriculum and develop a variety of daily and unit plans that incorporate writing experiences. Credit, 3 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. Students will research the field of English instruction; develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and study strategies suitable to English instruction.
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.

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.

HISTORY

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. Credit, 3 Hours.

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.

HIST/HIOL 630 - Social Studies Subject Matter Resources. Provides a comprehensive study of the bibliographic and instructional resources available to secondary teachers. Credit, 3 Hours.

MATHEMATICS

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.
Students will take an active approach to teaching mathematics to learners. All students will study current relevant research in the field of mathematics instruction, develop a variety of daily and unit plans that incorporate new and current techniques and theories, practice evaluation techniques and to be introduced to other aspects which classroom. Credit, 3 Hours.

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.

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.

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.

MATH 630 - Topics in Mathematics II - Topics are selected from statistics, calculus, and Mathematical structure and analysis. May be repeated. Credit, 3 Hours.

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

PSYCHOLOGY

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

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

PSYOL 532 - Lifespan Development. Lifespan Development will focus on human development from conception through adulthood. This course will provide an overview of development in the following areas: physical, cognitive, psychological, social-emotional, and moral. The five areas of development will be examined through various developmental theories with applications to therapeutic settings. Students will examine developmental crises that may be the source of problems that become the focus in a counseling setting. Credit, 3 Hours.

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

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

PSYOL 535 - Psychological Testing in Clinical Practice. This course will provide an exploration of the structure, administration, interpretation and uses of various psychological tests typically utilized in a counseling practice. Specific assessment procedures will include (but are not limited to) testing: cognitive ability, personality dynamics, achievement, aptitude, adaptive behavior, and emotional characteristics. Special attention will be paid to helping students develop awareness of the process of conducting a comprehensive assessment, interpreting assessment results and how to communicate those results to clients. Credit, 3 Hours.
PSYOL 537 - Etiology and Diagnosis of Abnormal Behavior. One of the primary roles of counselors in community settings is to recognize the diagnostic criteria for abnormal behavior, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive study of the etiology of abnormal behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders, and other tools for facilitating accurate mental health diagnoses. Credit, 3 Hours.

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

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.

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.

PSYOL/PSYC 630 - Counseling during Crisis and Grief. This course will provide a basic overview of theory and interventions used when working with clients who seek out counseling during times of crisis. Crisis interventions address urgent situations that are triggered by a specific life event. Course material will address social/emotional problems associated with mental illness (depression, OCD, suicide, etc.), bereavement, or other social losses (health/chronic illness, divorce, unemployment, etc.) and how the counselor can intervene to prevent ongoing impairment or distress for clients. Credit, 3 Hours.
PSYOL/PSYC 631 - Counseling Theory and Practice. This course provides a comprehensive overview of the various theories of counseling. This course is designed to critically examine the historical/theoretical frameworks that the major forms of counseling utilize. Some of the theoretical perspectives will include: (but are not limited to) Psychodynamic, Person-Centered (Humanistic), Existential, Adlerian, Behavioral, Cognitive-Behavioral, Gestalt, Multimodal, and Systems theory. Credit, 3 Hours.

PSYOL/PSYC 632 - Drug Abuse and Dependency. This course is designed to familiarize students with the major theories and strategies currently employed in the assessment and treatment of substance abuse and addiction. This includes an introduction to the knowledge, skills and personal characteristics necessary in performing the core functions of the substance abuse counselor. Since substance abuse problems are prevalent as either primary disorders or associated with other social, behavior or emotional problems, being able to recognize, intervene in an effective manner is crucial for anyone in the counseling field. Credit, 3 Hours.

PSYOL/PSYC 633 - Group Counseling. This course is designed to provide students with a comprehensive overview of the various group counseling theories. In addition, this course will help students link various theoretical perspectives in group dynamics to its practice in therapeutic settings. Students will learn how to assess interpersonal and group dynamics, identify and practice group facilitation skills, manage group process and recognize how and when group treatment may or may not be a beneficial treatment process for particular individuals or problems. Credit, 3 Hours.

PSYOL/PSYC 634 - Marriage and Family Counseling. This course provides an overview of the field of marriage and family therapy. Students will be introduced to family systems theory, explore their own family dynamics and be exposed to a wide range of skills and techniques designed to help couples and families cope with or overcome emotional, relational or behavioral problems. Students will be given opportunities to practice facilitating mock-family sessions to sharpen their skills as a therapist. Credit, 3 Hours.

PSYOL/PSYC 635 - Child and Adolescent Counseling. This course examines issues related to the counseling of children and adolescents. Focus is on the application of counseling principles and theories to this specific population. Techniques for interviewing children and their families, methods for designing and evaluating treatment plans, age-appropriate assessment procedures, and ethical standards and legal requirements will also be addressed. Credit, 3 Hours.

Religion
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 535 - Christian Theology I. The course begins with an examination of the method and language of theology and a discussion of theology in the postmodern period. The course then focuses on the doctrines of God, creation, humanity, and sin. Credit, 3 Hours.

RGOL 536 - Christian Theology II. The course focuses on the doctrines of Jesus Christ, the Holy Spirit, the Trinity, salvation, the Church, and eschatology. Credit, 3 Hours.

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 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 636 - Christian Missions and Evangelism.** The course is an introduction to Christian missions and evangelism that provides a Biblical basis and theological foundation for ministry. Students will understand contemporary strategies and trends with a focus on their practical application. 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.
RGOL 638 - Youth and Family Ministry. The course provides an overview of ministry to youth and their families. The course provides a synopsis of contemporary culture, especially as it affects youth and family ministry. Special attention will be given to calling and being a Christian leader, to the Biblical foundation for youth and family ministry, to special issues in regard to youth and their families, and to the recruiting and training of leaders. Credit, 3 Hours.

Educational Support Resources

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

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

Overview of Periodical and Online Database Resources. In addition to its print and electronic book resources, the Library provides access to 805,000 microforms; to 2,500 media items; and to 24,000 periodical titles. Most of these periodical titles are accessible through a variety of online databases, but the Library does subscribe to over 350 periodicals in paper. These titles primarily support specific academic programs of the University. Currently the Library provides access to more than 75 journals related to one or more fields in education. Access to periodicals in any format is available from links on the Library’s homepage at http://www.ucumberlands.edu/library/.

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

Learning Resources Supporting the 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 legal studies, including education law.
- **Middle Search Plus** – This resource provides full text for nearly 110 magazines covering general topics appropriate for middle and junior high school students.
- **OmniFile Fulltext Mega (Wilson Web)** – OmniFile references over 4,000 periodicals in a variety of subjects. Notably, this resource includes Education Index Fulltext.
- **Primary Search Plus**—This resource provides full-text documents from over 70 children’s magazines appropriate for elementary schools and children’s reading rooms.
- **Professional Development Collection** – This database indexes full-text articles from some 550 professional journals and other publications in the field of education, making it the largest online compendium of education articles, indices, and abstracts in the world.
- **Project MUSE** – This text-digitization project is similar to JSTOR. It provides digital reproductions of over 300 periodicals in the arts, humanities, natural sciences, and social sciences.
- **Psychology and Behavioral Sciences Collection** – This collection references over 500 publications in full-text format, the vast majority of which are peer-reviewed journals.
- **TOPICsearch** – This current events database allows users to explore social, political, and economic issues, and other popular topics, including controversial opinions and viewpoints.
- **Mental Measurements Yearbook (MMY)**, produced by the Buros Institute at the University of Nebraska, provides users with a comprehensive guide to over 2,000 contemporary testing instruments. The MMY series contains information essential for a complete evaluation of test products within such diverse areas as psychology, education, business, and leadership.
Tests in Print (TIP), also produced by the Buros Institute, provides a comprehensive bibliography of all known commercially available tests that are currently in print in English. TIP provides vital information to users, including test purpose, test publisher, in-print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

Library Support and Training for the 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 Aron Vann is a native of nearby Tennessee. An accomplished author, professor, speaker, and administrator, Dr. Vann came to University of the Cumberlands in 2008 as the founding Director of the Doctor of Education Program (EdD) and Professor of Higher Education and Geography.

Vann holds two doctorates: a Doctor of Education (EdD) degree in Adult Education with a focus in community development, and a Doctor of Philosophy (PhD) degree in Church History and Geographical and Earth Sciences. Dr. Vann's PhD was awarded by the University of Glasgow in Scotland, founded in 1451 and the fourth-oldest university in the English-speaking world. He also possesses a Master of Science degree in Geosciences.

Dr. Vann has served as the chief academic officer for two colleges, division head and founding director of a dozen degree programs in such places as Delta State University in Mississippi and Northeastern Oklahoma A&M College. Before coming to the University of the Cumberlands, he served as the founding director of Lincoln Memorial University’s Appalachian Development Studies and geography programs.

As an author, Dr. Vann has published over twenty articles and seven books, his latest The Forces of Nature: Our Quest to Conquer the Planet was released in fall 2012. He is currently working on his eighth book, which is tentatively entitled Ghost Nations: Social Forces that Destroy Countries and other Social Organizations. His articles have appeared in such publications as Human Resource Development Quarterly, Journal of Transatlantic Studies, Journal of East Tennessee History, Journal of Historical Sociology, Geography of Religions and Belief Systems, The Christian Observer, and UlsterHeritage.com. His books have been discussed in The Journal of American History, William and Mary Quarterly, Appalachian Journal, The Journal of British Studies, and the
Journal of Historical Geography. These journals and his program-building experiences reflect his eclectic interests in education, community, economics, and organizational development, Appalachia, geography, history, religion, environmental issues, and sociology. Dr. Vann is passionately interested in the role that educational institutions have in community and regional development. Vann is a member of the Association of American Geographers (AAG) and an active member in Phi Alpha Theta, a nationally recognized history honor society.

Dr. Vann has appeared on Fox News' Spirited Debate with Lauren Green, Science Fantastic with Professor Michio Kaku, and Ecotopia with Stephen and Susan Tchudi. He has also spoken in a number of settings, including his lecture on the Scots-Irish in Appalachia that he delivered to the Appalachian Literature class at University of the Cumberlands, taught by English Department Chair Dr. Thomas Frazier. Of Vann’s visit, Frazier observed that Vann is “engaging, knowledgeable, and entertaining.” His sense of humor, according to some students, is a blend of Chevy Chase, Robin Williams, and Larry the Cable Guy without the vulgarities.

Despite his humanizing sense of humor and personal interest in each of his students, according to Gorgias Press, “Professor Vann is becoming known as an authority on population change, religion and secular society. Since 1998, he has published three books that connect real and imagined religious communities created by British policies on Northern Ireland to subsequent Protestant migrations to colonial North America where Irish Protestants helped form the theologically inspired and politically powerful region known as the Bible Belt.”

Reviews for In Search of Ulster Scots Land:

“Barry Vann takes us from the poverty of early-seventeenth century Scotland, via the Plantation of Ulster, to the American Bible Belt in search of the Ulster-Scots. This book provides exciting new perspectives on the geographies of religion and culture in the past. It is a challenging and thought-provoking work demonstrating the author’s sure grasp of geography as well as history.”

Ian D. Whyte, Professor of Geography, University of Lancaster, England, USC Press

“Geographers interested in the historical and cultural connections between Ulster and Appalachia will rejoice that a geographical analysis of the relationship between these two distant regions has finally come to fruition….this is a superb book that all students of British, Irish, and Appalachian history will find quite valuable.”

Todd Nesbitt, Lock Haven University, Pennsylvania, in Appalachian Journal
“Vann's interest goes beyond genealogy and geography. He argues that it is the religious thinking of the Ulster-Scots that shapes their unique culture. Diffused through their immigration to America, these beliefs have also left a significant cultural imprint on the South. Vann declares that the conservative belief system, political ideology, and landscapes of the Ulster-Scots are mirrored in the contemporary culture of the "Bible Belt."

David P King, Mercer University, Georgia, in the Journal of Southern Religion

“The book deals with both the movement of Scots to Ulster and then the movement of Ulster-Scots to America. Five of the book's six chapters deal with the seventeenth-century formation of an Ulster-Scots cultural community and the author examines population statistics and geographical features to argue that the sea between Ulster and Scotland served as a bridge rather than a barrier. This is a major contribution to the academic study of the Ulster-Scots and one that should be on the bookshelves of Ulster-Scots enthusiasts as well as libraries in Northern Ireland.”

Nelson McCausland, Minister for Culture, Arts and Leisure for Northern Ireland, in “Nelson’s View”

“What the Mediterranean Sea was for Fernand Braudel and the Atlantic Ocean has been for a host of contemporary scholars, the north Irish Sea is for Barry Aron Vann. In the early modern world, bodies of water provided the most effective means of moving people, ideas, and institutions throughout large areas and defining the cultural space of distinct and important regions….The result was not only the creation of an “Irish Sea culture area” but also the forging of the Ulster Scots as a providential people. Vann’s familiarity with the sources for Presbyterian theology, the history of the Kirk, and the culture of Puritanism make for a strong argument about the historical integrity and regional coherence of an Ulster Scots Land and an identity for Ulster Scots more closely associated with the “geotherological imagings” of this land with any sense of Scottish, Irish, English, or British nationhood.”

Warren Hofstra, Professor of History, Shenandoah University, Virginia, in American Historical Review

"Hampered as geographers are today by excessive specialization, the geography of religion is all too often sidelined for being outside the mainstream interest of many. Nevertheless, because religious expression articulates with most dimensions of cultural and historical geography, it is a neglected theme that deserves scholarly attention. Barry Vann's new offering is a positive contribution toward that end.”

Edward H. Davis, Emory and Henry College, Geographical Review

Reviews for Puritan Islam: The Geoexpansion of the Muslim World:
“One issue has dominated world affairs for the first decade of the 21st century, and that has been what political scientist Samuel P. Huntington called the "Clash of Civilizations"--in particular, relations between the Islamic and Western worlds. Thus, to suggest, as so often is expressed, that this book is "timely" would be accurate, but also trite and understated, for this book is perhaps the best geographical text produced on this subject since 2000. Too often, this clash is viewed as one of fundamentalist Islamic terrorism versus the rest of the world when, in fact, the clash is more subtle and nuanced and the cultural differences too profound for simplistic explanations. Vann (geography, Univ. of the Cumberlands) provides a subtle, nuanced study of Islam, and the world is better for it. Its strengths lie in the author's detailed knowledge of Islam and particularly the content of the Koran, but the inclusion of Islam in the US and the role of Islam in the Arab-Israeli conflict are especially worth reading. Puritan Islam is of utmost significance in finally taking the topic away from the emotional to where it needs to be--rational and explanatory discussion.”


“Barry Vann’s Puritan Islam is a fascinating book.”

Lauren Green, Fox News.

"In this must-read book, the author gives a fascinating and lucid picture of the rapid geoexpansion of the Muslim world, driven by high levels of fertility and a puritanicall theology."

Moorthy Muthuswamy, nuclear physicist and author of Defeating Political Islam: The New Cold War

"Dr. Vann makes a strong case that secularists and liberals should be concerned about fundamentalism, whether preached by puritan Muslims, Jews, or Christians. Using a thorough review of demographics, he also offers an in-depth view of the potential negative impact of fundamentalist Muslims migrating to non-Muslim countries."

Edward H. Davis, Ph.D., professor of geography, Emory & Henry College

Reviews for The Forces of Nature: Our Quest to Conquer the Planet:

“Overall this is an interesting, well–written book, discussing some important ideas about how we see and deal with the natural work, something we often forget we are a part of. Human ecology is an important compromise between the bleak pessimism of environmental determinism and the extreme optimism of possibilism and is worthy of further study.” Donald Logsdon Jr, National Science Teachers Association
“Further exacerbating popular misperceptions about the importance of natural events is the continuing debate regarding climate change. Vann considers our current anxieties about potential dramatic changes in climate while pointing out that the focus on increasing temperatures has obscured a good deal of historical and geological evidence for the return of another ice age. Using his expertise in geography, he urges readers to consider that perhaps, ironically, human activity has benefited the earth by forestalling the next ice age, the consequences of which would like prove disastrous for major world population centers.

The Forces of Nature offers a challenging perspective on the delicate balance between fragile human communities and their often-threatening environments.”

**Innovation Watch**

“Vann shows a keen eye for the patterns of history and what they can tell us about the future. Historians and futurists will both find Forces of Nature an engaging read.” **World Future Society**

**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, 931, 932-935  Dissertation  
ELSO 730  Politics of Educational Decision-making  
ELSO 835  The Change Process

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Dr. Jennifer Simpson  
**Assistant Professor of Higher Education**  

Jennifer Simpson, a native of southern Appalachia, completed her Bachelor of Science degree in psychology with minors in religion and social work from Cumberland College. She completed graduate studies earning a Master of Arts degree in Special Education and a Rank I Certificate in Education from Union College. Additionally, she participated in the two-year Adolescent Literacy Coaching Project at Eastern Kentucky University, and presented research on peer-administered reading programs for students with disabilities. She completed her Doctor of Education degree in 2012 from University of the Cumberlands.

Dr. Simpson has been a “Reading First” state trainer, and presented at state education conferences including the Kentucky Association of School Councils and the Kentucky Council for Teachers of English and Language Arts. She has participated in the Kentucky Leadership Network for Language Arts endeavor to incorporate literacy in all content areas since the inception of Senate Bill 1. In 2009, she was recognized by the Kentucky House of Representatives for her work in literacy in Kentucky. She has also been a contributor to the Kentucky Department of Education’s monthly Literacy Link publication.

Before coming to the University of the Cumberlands, Dr. Simpson spent over a decade teaching special education at the middle and high school levels in McCreary County, Kentucky. She also served as the Literacy Coach for McCreary Central High School, working with students, parents, and staff to further expand literacy in Appalachia. Her recent peer-reviewed publications include:

- “Superintendent Tenure and District Achievement” in the Winter 2013 *Journal of Scholarship and Practice* by the American Association of School Administrators.

- “Common Core to Cultural Literacy: Incorporating History and Technology in Unit Frameworks” in the February 2013 *English Leadership Quarterly* by the National Council of Teachers of English.

- “Effectively Leading Your School in Incorporating Common Core State Standards” in June 2013 *Kentucky English Bulletin* by the Kentucky Council of Teachers of English.
Dr. Nathan Coleman
Associate Professor of Education and History
Dr. Nathan Coleman hails from Inez, KY. In 2001, he graduated with a B.S. in history from Cumberland College. During his tenure at Cumberland, Nathan was President of the Student Government Association from 1999-2001, the first student in Cumberlands’ history to serve four straight semesters as President. He continued his studies at the University of Louisville where he obtained his M.A. degree in history in 2003. While at both the Cumberlands and Louisville, he was active in Phi Alpha Theta, the national honor society in history, serving as president of both school’s chapters. He obtained his Ph.D. in early American history from the University of Kentucky in 2008. His area of expertise is on early American political and constitutional thought. From 2008 to 2013 he was the Assistant Professor of History at Kentucky Christian University, where he taught a wide spectrum of American history courses. He is currently an Associate Professor of Education and History at the University of the Cumberlands.

Dr. Coleman has published articles and numerous book reviews in leading journals in history and has presented papers at a number of conferences and symposiums, as well being the invited guest speaker at several speaking forums. His work has been cited by numerous scholars of the Early Republic including Pulitzer Prize winning historians. He is currently completing a manuscript on the American Revolution and the idea of a constitutional settlement. Several of Nathan’s publications include

Dr. Coleman brings a historical perspective to the study of leadership. In addition to directing research projects, Nathan will provide instruction on the history and philosophy of great leaders.

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Dr. Gary Goff
Professor of Higher Education
Dr. Goff is currently a Professor of Education for the University of the Cumberlands teaching on-line doctoral level courses for the Doctorate of Education in Educational Leadership Degree Program. He has been an assistant professor at Missouri State University and taught undergraduate level physical education and military science courses. He has taught undergraduate level business classes for University of Maryland, Roane State Community College, and Tennessee Tech University. He has taught doctoral level courses for the University of the Cumberlands as an adjunct faculty member. He has also held the following higher education administration positions: Vice President for Administration/Chief Financial Officer for Hillsborough Community College in Tampa, Florida and was responsible for managing a $160 million dollar annual budget and operations to support the academic enterprise. He also was the Dean of Business and Technologies at Hillsborough Community College that provided an academic curriculum in support of workforce and academic transfer requirements.

As President Emeritus of Roane State Community College, Dr. Goff was responsibility for nine campuses in East Tennessee with over 12,000 credit students and over 11,500 non-credit students attending classes annually, provided leadership for over 800 employees, and managed a $61 million dollar annual budget during his 7 years as President. During his tenure, Roane State Community College was ranked #27 of America’s Best Community Colleges by StateUniversity.com and was the top ranked community college in Tennessee. Roane State was also ranked #6 nationally for producing Technician or
Technology Degrees by Community College Week, ranked #3 statewide for producing Registered Nurses needed in Tennessee by both public and private institutions, ranked #1 for Tennessee’s public colleges/universities for performance funding, and ranked #2 in job placement for Tennessee’s public colleges/universities. Roane State’s junior year transfer Grade Point Average was 3.17 vice a national community college average of 2.88. Roane state’s first time pass rate on State and National licensure exams was 98%. Ranked #2 in graduation rate for Tennessee’s community colleges. Roane State exceeded State and National Benchmarks on the Community College Survey of Student Engagement. Roane State is one of America’s Top G.I. Friendly Colleges. Dr. Goff raised over $12.6 million in only seven years as the chief fund raiser for the College. He supervised the building of 2 campuses with private donations. During his presidency, Roane State was awarded 41 grants totaling over $26.4 million. As President of Roane State Community College, Dr. Goff was selected by Tennessee Governor Bill Haslim to join his cabinet as the Commissioner of Labor and Workforce Development. Do to his love of Roane State; he respectfully declined the Governor’s invitation to serve in his cabinet.

In his first career, Dr. Goff served on military active duty for 30 years as an Army Ranger. During his military career, he was the Dean of the Armed Forces Staff College in Norfolk, Virginia, where he directed an intensive professional educational program for over 1000 military professionals annually to meet higher educational and professional development needs for our nation’s security.

**Education:**
Ed.D, Higher Education Leadership, University of South Florida, Tampa, FL
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**Dr. Aaron Anderson**
**Associate Professor of Education**
Dr. Aaron Anderson is a native of Whitley County, Kentucky. He completed his Bachelor of Science, Master of Arts degree, and Rank I Certificate in education at Cumberland College. In addition, he completed endorsements for
Instructional Supervisor, Principal, and Superintendent, at Eastern Kentucky University. Dr. Anderson has 17 years of public school and higher education teaching and administrative experiences; he has served as a high school teacher, middle school principal, adjunct undergraduate and graduate professor. He currently works as the Assistant Superintendent of the McCreary County School District, in Southeastern Kentucky. He completed his Doctor of Education degree in 2011 at the University of the Cumberlands. His dissertation, “High School Course Taking Patterns and Achievements in Mathematics,” examined the relationship between the math course taking patterns of high school students and their performance on the Kentucky state assessment. His teaching and research interests center around leadership, grant writing, and program evaluation. A number of students who completed Dr. Anderson’s grant writing class turned their course proposals into funded projects. Students have a high regard for Dr. Anderson and often remark that he is a caring, fair and challenging professor who knows “his stuff.”

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Debbie Wood
Office Manager
Office manager Debbie Wood is originally from Lexington, Kentucky. She earned her Bachelor of Science degree from Campbellsville College with majors in Social Work and Psychology. Prior to working at University of the Cumberlands, she was the program manager for a community based mental health program and regional billing coordinator. Along with her husband, Debbie served as a home missionary in Virginia where she was the assistant director of Church and Community ministries. While her husband served as pastor of churches in Virginia and North Carolina, Debbie assumed the leadership role in several areas including ministries for women, middle school students and younger children. Debbie wears a number of hats at University of the Cumberlands. Her
most important roles are serving as a liaison between faculty and students and assisting with assessments and overseeing the management of student records.

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