Graduate Education Catalog

“Serving the Heart of Appalachia since 1889”

2013-2014
The Board of Trustees is proud to announce that on January 7, 2005, *Cumberland College* became a part of the *University of the Cumberlands*.

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

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

**Location of the University of the Cumberlands**

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

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

**Institutional Accreditation**

University of the Cumberlands is accredited to award 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. Interested constituents may contact SACS 1) to inquire about the University’s accreditation status, 2) to file a third-party comment as part of its decennial review, or 3) to file a complaint alleging non-compliance with a standard or requirement. Any other inquiries, such as those concerning admissions requirements, financial aid, educational programs, etc., should be addressed directly to the University and not to the Commission’s Office.

**Member**

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

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

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

The University reserves the right to make any necessary changes without further notice.
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.
Welcome from President Taylor

Dear Graduate Candidate:

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

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

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

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

Cordially,

Dr. Jim Taylor
President
Greetings from the Dean of the School of Education

Dear Graduate Candidate:

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

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

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

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

Sincerely,

Barbara E. Kennedy
Associate Dean of Academic Affairs
UNIVERSITY of the CUMBERLANDS
School of Education
barbara.kennedy@ucumberlands.edu
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University Mission and Goals

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

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

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

Institutional Academic Purpose Statement

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

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

Education Department Goals, Mission and Vision

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

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

**Departmental Vision**

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

**Purpose and Plan of the Graduate Program**

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

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

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

**Goals of the Graduate Program**

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

Graduate programs leading to the completion of certification or degree will provide academic and practical experiences to develop the knowledge, skills and dispositions within its field of study.
Graduate Programs will train qualified, ethical teachers and administrators in competencies leading to certification-licensure in approved programs that serve the technological and diverse demands of public and private schools.

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

SACS Accreditation Statement

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

KDE/EPSB Accreditation Statement

University of the Cumberlands' Education Department is further accredited through Kentucky's Educational Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601. (502) 564-4606. Fax: (502) 564-7080.

Continuums

University of the Cumberlands’ Education Department offers degrees and experiences that suit the needs of learners across the continuum of educational careers.

DOCTORAL DEGREE

The Doctor of Education (Ed.D.) prepares candidates for advanced professional practice directed mainly toward the application or transmission of existing knowledge.

The program of study leading to the Doctor of Education, as a professional degree, focuses on the utilization of research knowledge, rather than on the production of new research knowledge. Those who aspire to leadership positions as administrators, policy analysts, curriculum designers, or learning resource specialists, for example, would appropriately seek the Doctor of Education degree. The Ed.D. is the final step toward building on one’s educational knowledge in the continuum of study.

SPECIALIST DEGREE

The Education Specialist (Ed.S.) provides advanced level graduate training which enhances professional knowledge and prepares candidates for further graduate study, if desired. The Ed.S. is a continuing step toward building on one’s educational knowledge and usually provides a Rank I in Kentucky’s Educational Professional Standards Program curriculum of study as the candidate reaches sixty (60) hours of study as this juncture.
MASTERS DEGREES

Master of Arts in Education

The Master of Arts in Education (M.A.Ed.) provides intermediate-level graduate training which enhances professional knowledge and prepares candidates for further graduate study, if desired. The M.A. Ed. is the first step toward building on one’s educational knowledge and provides a Rank II in Kentucky’s Educational Professional Standards Program curriculum of study.

Master of Arts in Teaching

The Master of Arts in Teaching (MAT) is offered through the Teacher Education Program and results in a Kentucky State Teaching Certificate. The MAT is also an introductory degree into teaching as it is an Initial Graduate degree, but this degree offers a Rank II in Kentucky’s Educational Professional Standards Program curriculum of study as it is a Master’s degree.

BACHELORS DEGREES

The College offers a Bachelor of Arts (BA) in Education as the introductory degree. The program of study is housed in the Education Department and also draws from other colleges and programs on campus. The BA provides a Rank III in Kentucky’s Educational Professional Standards Program curriculum of study.

Policies and Services for Graduate Candidates

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. (Please see the University’s Non-Discrimination Policy on the inside front cover.) 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 accommodation in question would fundamentally alter the academic program.

For accommodations to be awarded, a student must submit a completed Accommodations Application form and provide documentation of the disability to the Disability Services Coordinator, Dr. Tom Fish Library 021, (606) 539-4216. 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 the Disabilities Coordinator.

**Hagan Memorial Library**

Hagan Memorial Library houses more than 201,000 volumes, 818,000 microfiche, 3,500 media items, and provides access to over 24,000 periodical titles. In addition to print titles, the Library provides access to more than 100,000 books in electronic format. These books are also cataloged and accessible through the UC Cat. In its various collections, there are over 8,200 volumes dedicated to the study of education, as well as some 8,600 volumes of children’s books of relevance to elementary education.

Hagan Memorial Library provides access to a variety of electronic databases that support the University’s academic disciplines. Most of these databases include full text journals and other information resources. Currently the Library provides access to more than 1,200 journals related to one or more fields in education. Access to periodicals in any format is available from links on the Library’s homepage. Library users may access online periodical databases resources on-campus or off-campus. To access these resources from off-campus, students simply need to provide their campus email network username and password. Instructions for off-campus access are provided from a link on the Library’s homepage.

Hagan Memorial Library offers interlibrary loan services to faculty, students, and staff. Students seeking interlibrary loan materials may request them online by accessing the forms located on the Library’s homepage. The Library Director coordinates timely delivery of interlibrary loan materials requested by graduate students. Such delivery may be self-service pickup for materials at the Library by the student or mail delivery to the student’s home address, provided the candidate resides outside of Whitley County.

The library offerings also include the digital library, including access to databases, and a lending library. Through the lending library, students can order articles for delivery within 48 hours. — databases....access....ACA....lending library that, when ordered, articles can be garnered within 48-hours.

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

**Computing Services**

Computer instruction and use are available to all University of the Cumberlands graduate candidates. Application packages are available for word processing, database management, spreadsheet, graphics, presentation management, desktop publishing, web design, project management, and statistical analysis in the Windows environment.

The Academic Computing Center consists of four separate labs, consisting of approximately 60 Pentium microcomputers in the academic lab. Electronic mail and Internet services are also available to graduate candidates through both local and remote access. Two-way interactive distance learning capability is now possible with help from the Royal H. Gibson Distance Learning Lab.
Candidate Services
All candidate services provided by the College are available to graduate candidates. The Office of Candidate Services, located in the Boswell Campus Center, contains the offices of the Vice President for Candidate Services and the Dean of Candidate Life. These offices will assist all college candidates enrolled, full- or part-time.

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

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

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

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

Each program requires that candidates from a district that does not already have a Memorandum of Understanding delineating a working agreement with the University of the Cumberlands to obtain an MOU.

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

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

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

The transferring candidate is responsible for transcript fees from the sending institution. Prior permission from the Chair of Graduate Education and the Registrar is required before courses are
taken at other institutions for transfer into the candidate’s program at the University of the Cumberlands.

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

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.

2. **The right to request the amendment of the student's education records that the student believes are inaccurate.** Students may ask the University to amend a record that they believe is inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the hearing procedures.

3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

The University may disclose education records in certain other circumstances, but shall do so only upon the authorization of the Registrar.

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

Classification of Graduate and Non-Degree Candidates

The Commitment Needed to Succeed at University of the Cumberlands

The length of programs at University of the Cumberlands is varied as each program is intentional in its specific preparation and each requires varied hours ranging from thirty (30) hours to forty-five (45) as well as varied Field/Clinical Experiences. Hence, each program requires dedication and commitment to learning. Successful University of the Cumberlands’ candidates are self-disciplined individuals with a strong commitment to earn a degree—not just take courses. Handling a University of the Cumberlands’ course load requires dedication. Successful candidates typically spend an average of 15–20 or more hours per week on their studies, although they do have great flexibility in terms of when and where they study. Candidates should expect to put in substantial time and effort to realize their personal educational and career goals. Along the way, candidates can expect support from their advisor, the Graduate Advising Office and other individuals who, together, support an innovative learning environment and learning resources.

Candidates may take up to 12 credit hours each Fall, Spring, or Summer semester with no exceptions or over-rides. Candidates are limited to 6 hours in each eight week session. Candidates on academic warning and probation are restricted to a maximum of 3 hours per eight week session.

**Full-Time Candidate:** Registration for nine or more credit hours during the Fall and Spring semester entitles a graduate candidate to full-time status, while candidates enrolled in at least a total of six hours during the summer term(s) are considered full-time.

**Course Limits:** Candidates may take up to 12 credit hours each Fall, Spring, or Summer semester with no exceptions or over-rides. Candidates are limited to 6 hours in each eight week session. Candidates on academic warning and probation are restricted to a maximum of 3 hours per eight week session. Candidates employed as full-time teachers are advised to take no more than nine (9)
hours per semester. In extreme cases, twelve (12) hours may be taken with the written approval of the school principal.

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

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

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

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

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

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

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

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

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

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

**Disqualification & Appeal:** Candidates who have been dismissed from the Graduate Education Program for the aforementioned academic regulations may appeal in writing to the Graduate Education Committee. Questions and appeals are to be directed to the Committee through the Dean of the School of Education.
**College Regulations:** All candidate violations of sufficiently serious nature to warrant the possibility of suspension or expulsion are subject to investigation by the Dean of the School of Education. Such violations may include but are not limited to dispositions and characteristics reflecting anti-social or inappropriate comments or behavior, attendance, tardiness, or lack of scholarly professionalism.

**Required Documentation and Procedures**

**Non-Degree Candidates**

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

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

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

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

**Academic Advising**

Upon acceptance into the Graduate Education Program, the candidate will be assigned a graduate advisor who has expertise in the chosen field. At this time, candidate and advisor will develop a planned program/curriculum contract of work to be completed based on one of the following purposes:
- To improve the professional competency for the position covered by the initial teaching certificate.
- To extend the scope of professional competency to some certification area not covered by the initial certificate.
- To obtain preparation-certification required for professional advancement to a higher position.
Candidates contact the Graduate Advising Center and trained personnel assist with initial enrollment and direct them to planned programs/curriculum contracts. The planned program should also specify any deficiencies that must be corrected and the deadline for correcting those deficiencies. An official planned program must be completed and submitted to the GAC before enrolling in the first course.

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

Transfer Credit
A maximum of nine (9) hours of graduate credit may be transferred from an accredited institution of higher learning and applied to a Master’s program provided such credit meets the appropriate degree requirements of the University of the Cumberlands. All transfer credit must be approved prior to enrollment by the Registrar, by the Chair of Graduate Education, and by the candidate’s advisor; the credit must have been earned within the past six years (for the Master’s program and ten years for Rank I) and the candidate must have earned a minimum grade of “B” on all graduate work transferred.

Prior to taking a course for transfer credit, the candidate must obtain a transfer form from the Registrar’s Office. This form must be signed by the advisor, the Chair of Graduate Education, and the Registrar. IT IS THE RESPONSIBILITY OF THE CANDIDATE TO INITIATE THE REQUEST FOR TRANSFER OF CREDIT.

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

A total of twelve (12) hours not used for a previous degree, may be transferred from an accredited graduate school and applied toward a Rank I program. All graduate work transferred must have a minimum grade of “B” and must have been completed with the last ten (10) years. These hours must be pre-approved by the advisor and Chair of Graduate Education by candidate submission of a Transfer Credit Evaluation Form. Candidates pursuing an administration certification (Director of Pupil Personnel, Director of Special Education, School Superintendent, Supervisor of Instruction, and School Principal) independent of a Rank I may transfer in up to nine (9) hours towards Level I Certification. These hours, however, may only be accepted upon review of the candidate’s transcript by the Chair of Graduate Education.

If a candidate is to take a course from another accredited graduate school concurrently while enrolled and taking coursework at the University of the Cumberlands, that transfer credit must be approved in advance before the course begins by the Chair of Graduate Education.

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

Residence Credit
Certification in Director of Pupil Personnel, Director of Special Education, School Superintendent, Supervisor of Instruction, or School Principal:

- To earn Level I – a minimum of nine (9) hours must be completed at the University of the Cumberlands. These hours must include the Practicum.
- To earn Level II – a minimum of twenty-one (21) hours must be completed at the University of the Cumberlands. These hours must include the Practicum.
To be eligible for Rank I recommendation, a candidate must have completed a minimum of 15 hours at University of the Cumberlands and have completed a “certification” program.

**Degree Time Limit**

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

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

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

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

**Course Restrictions**

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

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

**Required Courses**

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

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

**Course Limits**

Candidates may take up to 12 credit hours each Fall, Spring, or Summer semester with no exceptions or over-rides. Candidates are limited to 6 hours in each eight week session. Candidates on academic warning and probation are restricted to a maximum of 3 hours per eight week session. Candidates employed as full-time teachers are advised to take no more than nine (9) hours per semester. In extreme cases, twelve (12) hours may be taken with the written approval of the school principal.

**Grading**

The Graduate Program lists the following grades and quality points for use:
A Superior performance, four quality points are earned for each semester hour with a grade of “A”

B Performance distinctly above average, three quality points are earned for each semester hour with a grade of “B”

C Average performance, two quality points are earned for each semester with a grade of “C”

F Failure, given for unsatisfactory work, no quality points.

W Withdrawn from class without punitive grade.

AF Failure due to excessive absences.

I Incomplete, assigned only in instances where a small unit of work is not completed. Contract is submitted to the Registrar’s Office with each “I” grade assigned.

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

Grade “F” cannot be used toward degree or non-degree programs but will be used toward computing GPA. Any course can be repeated three times, but all grades will be reflected on the transcript.

Candidates for a graduate degree are required to have a combined cumulative grade point average of “B” in all courses.

A “W” grade has no bearing on the grade point average. Candidates wishing to withdraw prior to completing the semester should complete an official withdraw form from the Office of Academic Affairs.

Incomplete Grades

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

Academic Appeals

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

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

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

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

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

Graduation Financial Clearance

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

Withdrawal/Refund Policy

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

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

Refund Schedule

<table>
<thead>
<tr>
<th>Courses Fifteen Weeks or Greater in Length</th>
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<tbody>
<tr>
<td><strong>Official Date of Withdrawal</strong></td>
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<tr>
<td>Last day to Register</td>
</tr>
<tr>
<td>Week 2 of classes</td>
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<tr>
<td>Week 3 of classes</td>
</tr>
<tr>
<td>Week 4 of classes</td>
</tr>
<tr>
<td>Week 5 of classes</td>
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<tr>
<td>After 5th week of classes</td>
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<table>
<thead>
<tr>
<th>Courses Greater than Six Weeks but Less than Fifteen Weeks in Length</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Official Date of Withdrawal</strong></td>
</tr>
<tr>
<td>Last day to Register</td>
</tr>
<tr>
<td>Week 2 of classes</td>
</tr>
<tr>
<td>After 2nd week of classes</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>
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</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 candidate officially withdraws after the posted cancellation deadline and on or before the first day of the term, they will be charged a non-cancellation fee of $150 for tuition and $150 for room and board for the fall and spring term. There is no non-cancellation fee for the summer term(s).

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

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

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

Treatment of Title IV Aid When a Candidate Withdraws

The law specifies how each school must determine the amount of Title IV program assistance that candidates earn if they 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 candidates withdraw during the payment period or period of enrollment (the school can define these for the candidate and tell which one applies) the amount of Title IV program assistance that the candidate has earned up to that point is determined by a specific formula. If the candidate received (or the school or parent received on the candidate’s behalf) less assistance than the amount that was earned, the candidate may be able to receive those additional funds. If the candidate received more assistance than was earned, the excess funds must be returned by the school and/or the candidate.

The amount of assistance that the candidate earned is determined on a pro-rata basis. For example, if the candidate completed 30% of the payment period or period of enrollment, the candidate earns 30% of the assistance s/he was originally scheduled to receive. Once the candidate has completed more than 60% of the payment period or period of enrollment, the s/he earns all the assistance that was scheduled to receive for that period.

If the candidate did not receive all of the funds that were earned, s/he may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the school must get the candidate’s permission before it can disburse them. Candidates may choose to decline some or all of the loan funds so that they don’t incur additional debt. The school may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs the candidate’s permission to use the post-withdrawal grant disbursement for all other school charges. If the candidate does not give permission, s/he will be offered the funds. However, it may be in one’s best interest to allow the school to keep the funds to reduce debt at the school.

There are some Title IV funds that candidates may be scheduled to receive that cannot be disbursed once withdrawn because of other eligibility requirements. If the candidate receives (or the school or
parent receives on the candidate’s behalf) excess Title IV program funds that must be returned, the school must return a portion of the excess equal to the lesser of:

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

The school must return this amount even if it didn’t keep this amount of the candidate’s Title IV program funds.

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

Any amount of unearned grant funds that must be returned is called an overpayment. The maximum amount of a grant overpayment that must be repaid is half of the grant funds received or were scheduled to receive. The candidate must make arrangements with the school to return the unearned grant funds.

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

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

Field/Clinical Experience

University of the Cumberlands, as stated in Teacher Education Handbook:

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

EPSB

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

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

Procedures for Application, Admission and Exit

Admission to the Graduate Education Program

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

Application Process for:

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

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

Admission Status:

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

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

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

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

**Application Process for:**

- Master of Arts in Teaching (MAT) Alternative Certification

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

**Admission Status:**

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

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

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

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

During the candidate’s tenure at the University of the Cumberlands, his/her professors will discuss the progress of the particular candidate during faculty meetings or conferences with the Chair of Graduate Education. If concerns arise, a “Dispositions Reporting” form will be completed by the concerned faculty/instructor, followed by an Individual Action Plan. The forms are given to the Chair of Graduate Education. At the discretion of the Chair, the Graduate Education Committee will be convened for the purpose of resolving the disposition concern(s). The candidate can meet with the Committee for the purpose of clarification of issues, providing an opportunity to hear the candidate, to share any concerns and to provide assistance. The Graduate Education Committee may make the following recommendations concerning the graduate: (1) Referral to the Academic Vice President, or (2) A conference with faculty for the purpose of resolving the disposition concern.

Comprehensive Examination

Candidates completing the Master of Arts in Education degree (except for Teacher Leader) as well as the Educational Specialist and Rank I and Administration programs of thirty hours will complete a final comprehensive written examination on all work offered for the degree or program. The examination is designed to evaluate the candidate’s ability to integrate knowledge, demonstrate critical and independent thinking skills, and demonstrate mastery of the field. The Application for the Comprehensive Exam is to be submitted to the Department Office early in the semester that the exam is to be taken. The Ed.S. has a separate application.

The purposes of this examination are (a) to fulfill the requirement of the Graduate School for the administration of a comprehensive examination for master’s and Rank I candidates, and (b) to evaluate the ability of graduate candidates to synthesize research and theory in educational coursework and to present this information in an effective written format. The examination is held once each semester as needed. Candidates respond to at least five essay questions that contain at least one case study from a list of ten or more questions that also contain case studies. Responses of candidates seeking the Master’s degree and the Educational Specialist degree are then evaluated by graduate faculty. Responses of candidates will be scored within two weeks. Each question or case study will be scored on a pass – fail. Candidates failing a question will be required to rewrite their responses within one week. Candidates seeking the Specialist degree will be scheduled for an oral defense of their responses. Candidates will be given one chance to rewrite any response needing revision.

During all coursework and exit requirements, graduate candidates are expected to demonstrate professional writing and oral communication competencies, using formal English, and reflecting the strands of Conceptual, Strategic, Evaluative, and Communicative Knowledge and Skills. Numerous and distracting typographical and grammar errors may result in assignments, capstone projects, or exams being rejected or may result in revisions before acceptance as passing for the exit assessment.
**Capstone Project/Portfolio**

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

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

**Rank Change and Teacher Certification**

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

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

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

Guidelines for submitting applications for rank change are as follows:

1. An Official Planned Program and Intent to Graduate must be on file in the Registrar’s Office.
2. The account in the Bursar’s Office must have a zero balance.
3. All course work (including transfer work) must be posted on the University of the Cumberlands transcript.
4. If a program of endorsement is pursued, a copy of the Planned Program must be on file in the Graduate Office.
5. If pursuing a Master's Degree, written documentation that the comprehensive examinations or Capstone Project have been passed must be on file in the Registrar’s Office and the Graduate Office.
6. If certification is sought in another state, it is the candidate’s responsibility to supply the appropriate forms used.

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

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

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

Curricula for Teachers and Other School Personnel

Degree Programs

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

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

- Teacher Leader (P-12)
- Reading and Writing Specialist (P-12)
- School Counseling (P-12)
  - Principalship (P-12)

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

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

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

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

- Superintendent
- Supervisor of Instruction
- School Counseling

Non-Degree Programs
Administration Certification Programs (P-12)
- Director of Pupil Personnel
- Director of Special Education
- School Superintendent
- Supervisor of Instruction
- School Principal

Rank I
The Kentucky Rank I program consists of a total of 60 hours within planned Master’s Programs.
Programs

Master in Education (M.A. Ed.) Reading and Writing Specialist
(P-12 Certification): 33 Hours
All courses are three (3) credit hours unless otherwise noted.

EDUCATIONAL FOUNDATIONS (CORE) – 24 HOURS

EDOL 547 Diversity in a Multicultural Society
EDOL 630 Research Methods
EDOL 634 Curriculum Management and Assessment
REOL 531 Reading and Writing Foundations (Pre-requisite to all REOL courses)
REOL 630 Diagnosis of Reading and Writing Problems
REOL 631 Diagnosis of Procedures in Teaching Reading and Practicum
REOL 632 Strategies for Reading Programs and Practicum
REOL 633 Literacy Leadership Practicum

APPROVED ELECTIVES – 9 HOURS

One (1) writing course is to be selected upon advisor’s approval from the following:
ENOL 531 Writing Instruction for the Content Areas
ENOL 640 Teaching Writing: P – 5
ENOL 641 Teaching Writing: 6 - 12

Two (2) electives are to be selected upon advisor’s approval from the following:
REOL 533 Teaching Reading in the Content Areas
REOL 534 Methods and Materials for Teaching Language Arts K-5
REOL 535 Methods & Materials of Language Arts in Public Schools
REOL 536 Young Adult & Children’s Literature
ENOL 531 Writing Instruction for the Content Areas
ENOL 532 Methods & Materials for Teaching English
ENOL 640 Teaching Writing: P – 5
ENOL 641 Teaching Writing: 6 - 12

CONTINUOUS ASSESSMENT:

Entrance to University Requirements
  - General:
    - Application to University
    - Bachelor’s Degree from accredited IHE
    - Cumulative GPA 2.75 (or 3.0 in last 30 hours)
  - Specialized to Program:
    - Three References Letters
    - Entry Level Writing Assessment
    - Signed copy of Kentucky Code of Ethics

Entrance to Unit Requirements (Pillar IV)
  - Completed Graduate Application
  - Valid Teaching License
  - Entry Level Writing Assessment:
    - Cumulative GPA 2.75
  - Three (3) Letters of Recommendation
  - Signed Kentucky Code of Ethics
Midpoint Requirements (Pillar V):

- Contact with Advisor/Adv. Ctr Between 12 – 18 Hours
- Comprehensive Exam Discussion
- EDUC/EDOL 630 Taken:
- Current GPA
- Completed Planned Program on File
- Three Favorable Dispositions
- Completed Planned Program on File

Exit Requirements (Pillar VI):

- Fifteen (15) Hours of 600 Level Courses Completed
- Twenty-one (21) Hours Completed at University of the Cumberlands
- Cumulative GPA 3.0 or Higher
- Degree Graduation Application Completed
- Comprehensive Examination Completed
- e-Portfolio Completed
- Appropriate Licensure/Rank Application Completed
- To Submit for Literacy Specialist (P-12) Certification Candidate Must Pass Appropriate Kentucky Required Praxis II Exam. [www.ets.org/praxis](http://www.ets.org/praxis)
- Six (6) Year Time Limit Not Exceeded Twenty-one (21) Hours Completed at UC
Master of Arts in Education (M.A.Ed.) School Counseling
(Provisional and Standard Certificate); 45 Hours
All courses are three (3) credit hours unless otherwise noted.

**DEGREE REQUIREMENTS**  
45 HOURS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>EDOL 631</td>
<td>Advanced Human Behavior Development and Learning</td>
</tr>
<tr>
<td>SPOL 530</td>
<td>Issues and Trends in Special Education</td>
</tr>
<tr>
<td>COUN 531</td>
<td>Introduction to School Counseling</td>
</tr>
<tr>
<td>COUN 532</td>
<td>Introduction to Addiction Counseling</td>
</tr>
<tr>
<td>COUN 533</td>
<td>Legal and Ethical Issues in Counseling</td>
</tr>
<tr>
<td>COUN 534</td>
<td>Lifestyle and Career Development</td>
</tr>
<tr>
<td>COUN 535</td>
<td>Psychological Assessments</td>
</tr>
<tr>
<td>COUN 538</td>
<td>Counseling Individuals with Diverse Needs</td>
</tr>
<tr>
<td>COUN 540</td>
<td>Counseling Theories and Techniques I</td>
</tr>
<tr>
<td>COUN 632</td>
<td>Advanced Clinical Assessment</td>
</tr>
<tr>
<td>COUN 633</td>
<td>Counseling during Grief and Loss</td>
</tr>
<tr>
<td>COUN 636</td>
<td>Theory and Practice of Multicultural Counseling</td>
</tr>
<tr>
<td>COUN 637</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>COUN 638</td>
<td>Research Methods and Program Evaluation</td>
</tr>
<tr>
<td>COUN 645</td>
<td>Counseling Practicum</td>
</tr>
<tr>
<td>COUN 646</td>
<td>Counseling Internship</td>
</tr>
</tbody>
</table>

**CONTINUOUS ASSESSMENT:**

Entrance Requirements (Pillar IV)
- Bachelor’s Degree from accredited IHE
- Entrance Exam: GRE (675)/Miller’s Analogies Test (400)/PRAXIS
- Assessment of Entry Level Writing Assignment
- Signed Kentucky Professional Code of Ethics
- Cumulative GPA of 2.75 on a 4.0 scale
- Three letters of recommendation, including Dispositional Measures

Midpoint Requirements (Pillar V):
- Contact with Advisor/Advising Center between 12-18 hours
- Completion of Field/Clinical Experience hours
- Completion of coursework through Counseling Practicum/Internship
- Guidance Counselor PRAXIS Exam (#421) [www.ets.org/praxis](http://www.ets.org/praxis)
- ePortfolio
- Signed Kentucky Professional Code of Ethics
- GPA 3.0
- Two favorable dispositions

Exit Requirements (Pillar VI):
- Thirty-three (33) hours completed at University of the Cumberlands
- Six (6) year time limit not exceeded
- Successful completion of COUN 645, Counseling Practicum or COUN 646, Counseling Internship
- Portfolio Pillar VI
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- TC-1 Completed

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

33 Hours

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

TEACHER LEADER CORE CURRICULUM – 15 HOURS
ADOL 631 School Program Improvement
ADOL 653 Assessment of and for Student Learning
ADOL 655 Team Leadership
EDOL 562 Theories of Teaching and Learning
EDOL 630 Research Methods

TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS
ADOL 561 Leadership for Educational Professions
ADOL 633 Applied Research
EDOL 542 Change, Professional Development and Teacher Improvement
EDOL 634 Curriculum Management and Assessment
EDOL 643 Best Practices for Coaching and Mentoring Teachers
EDOL 647 Teacher Leader in Professional Learning Communities

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)
- Bachelor’s Degree from accredited IHE
- G.P.A. of 2.5 or higher
- Three letters of recommendation supporting favorable dispositions
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment

Midpoint Requirements (Pillar V):
- Contact with Advisor/Advising Center between 12-18 hours
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours

Exit Requirements (Pillar VI):
- G.P.A. of 3.0 or higher
- Fifteen hours of 600 level courses completed
- A minimum of 21 hours completed at University of the Cumberlands
- Completion of all degree or certification coursework
- Two favorable dispositions
- Exit portfolio or e-portfolio (standards based)
- Standards based exit action research project and interview
- Maximum 6 year time limit
- Completed application for graduation
- Signed copy of Kentucky Professional Code of Ethics
- Action research (capstone project)
Master of Arts in Teaching (M.A.T.) Elementary
(P-5 Certification); 39-42 hours
All courses are three (3) credit hours unless otherwise noted.

DEGREE REQUIREMENTS – 39-42 hours
EDOL 530  Clinical I
EDOL 533  Educational Technology (2 hours)
EDOL 539  The Modern Elementary School
EDOL 630  Research Methods in Education (must be taken within first 15 hours)
EDOL 541  Clinical II (2 hours)
EDOL 631  Advanced Human Behavior, Development and Learning (2 hours)
EDOL 639  Seminar: Methodology of Teaching
REOL 531*  Reading and Writing Foundations
REOL 534  Methods and Materials for Teaching Language Arts K-5
MAOL 532  Methods and Materials for Teaching of Math
SCOL 530  Methods and Materials of Science
HIOL 530  Methods and Materials of Social Studies
SPOL 530  Characteristics, Identification and Instruction of Students with Disabilities
SPOL 635  Classroom Management and Discipline
EDOL 699  Clinical III (Practicum in Education)***

OR
EDOL 698  Clinical III (Supervised Student Teaching)** (6 credit hours)

1 Course requires Field/Clinical Experience Hours
*Pre-requisite to all READ courses
** Candidates not currently teaching in an elementary classroom
Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.
***Candidates who are currently employed with a Temporary Provisional Certificate and working in an elementary classroom must have a TB skin test, a physical, and a background check before their admittance to the MAT Program. Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

CONTINUOUS ASSESSMENT:

Entrance to University Requirements
  o General:
    o Application to University
    o Bachelor’s Degree from accredited IHE
    o Cumulative GPA 2.75 (or 3.0 in last 30 hours)
  o Specialized to Program:
    o Three References/Dispositional Surveys
    o Entry Level Writing Assessment
    o Signed copy of Kentucky Code of Ethics

Entrance to Unit Requirements (Pillar IV)
  o Successful completion of Entrance Exam (s)
  o Successful completion of PRAXIS I (PPST) www.ets.org/praxis
  o Successful completion of PRAXIS II Content www.ets.org/praxis
  o Cumulative GPA 2.75
  o Completion of Clinical I
  o Signed Ky. Code of Ethics
  o Character and Fitness
  o State/Local Background Check:
    o Successful completion of Pillar IV ePortfolio
  o Successful completion of Clinical Experiences
Midpoint Requirements (Pillar V):
  o Advisory
  o Cum. GPA 2.75
  o Content GPA 2.75
  o Professional GPA 2.75
  o Two (2) Favorable Dispositions
  o Completion of Clinical II
  o Signed Ky. Code of Ethics
  o Character and Fitness
  o FBI Background Check
  o Successful completion of Pillar V ePortfolio
  o Successful completion of Clinical II Experiences
  o Completed Planned Program on File

Exit Requirements (Pillar VI):
  o Twenty-one (21) Hours Completed at UC
  o Cum. GPA 2.75
  o Content GPA 2.75
  o Professional GPA 2.75
  o Two (2) Favorable Dispositions
  o Completion of Clinical III
  o Signed Ky. Code of Ethics
  o Character and Fitness
  o Successful completion of Pillar V ePortfolio
  o Successful Completion of Prof. Exp.
  o Graduation Application Completed
  o Six (6) Year Time Limit Not Exceeded
  o TC-1 or TC-TP Completed
Master of Arts in Teaching (M.A.T.) Middle School
(5-9 Certification): 33-36 hours
All courses are three (3) credit hours unless otherwise noted.

PROFESSIONAL EDUCATION – 27-30 hours
EDOL 530   Clinical I
EDOL 537   The Middle School
EDOL 533   Educational Technology (2 hours)
EDOL 630   Research Methods in Education (must be taken within first 15 hours)
EDOL 541   Clinical II (2 hours)
EDOL 631   Advanced Human Behavior, Development and Learning (2 hours)
SPOL 635   Classroom Management and Discipline
EDOL 639   Seminar: Methodology of Teaching
SPOL 530   Characteristics, Identification and Instruction of Students with Disabilities
REOL 531   Teaching Reading/Writing Foundations (English/Communication Majors)
OR
REOL 533   Teaching Reading/Writing in the Content Areas (All other Majors)
EDOL 699   Practicum in Education**
OR
EDOL 698   Supervised Student Teaching* (6 credit hours)

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

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

/ENOL 532   Methods and Materials for Teaching English
MAOL 532   Methods and Materials for the Teaching of Math
HIOL 530   Methods and Materials of Social Studies
SCOL 530   Methods and Materials for the Teaching of Science

1 Course requires Field/Clinical Experience Hours
** Candidates not currently teaching in an elementary classroom

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

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

CONTINUOUS ASSESSMENT:

Entrance to University Requirements

- **General:**
  - Application to University
  - Bachelor’s Degree from accredited IHE
  - Cumulative GPA 2.75 (or 3.0 in last 30 hours)
- **Specialized to Program:**
  - Three References/Dispositional Surveys
  - Entry Level Writing Assessment
  - Signed copy of Kentucky Code of Ethics
Entrance to Unit Requirements (Pillar IV)

- Successful completion of Entrance Exam (s)
- Successful completion of PRAXIS I (PPST) [www.ets.org/praxis](http://www.ets.org/praxis)
- Successful completion of PRAXIS II Content [www.ets.org/praxis](http://www.ets.org/praxis)
- Cumulative GPA 2.75
- Completion of Clinical I
- Signed Ky. Code of Ethics
- Character and Fitness
- State/Local Background Check:
- Successful completion of Pillar IV ePortfolio
- Successful completion of Clinical Experiences

Midpoint Requirements (Pillar V):

- Advisory
- Cum. GPA 2.75
- Content GPA 2.75
- Professional GPA 2.75
- Two (2) Favorable Dispositions
- Completion of Clinical II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Clinical II Experiences
- Completed Planned Program on File

Exit Requirements (Pillar VI):

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 2.75
- Content GPA 2.75
- Professional GPA 2.75
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar V ePortfolio
- Successful Completion of Prof. Exp.
- Graduation Application Completed
- Six (6) Year Time Limit Not Exceeded
- TC-1 or TC-TP Completed
Master of Arts in Teaching (M.A.T.) Secondary
(8-12) – English, Math, Social Studies, Biology, Chemistry, Earth Science, Physics 33 hrs.
All courses are three (3) credit hours unless otherwise noted.

PROFESSIONAL EDUCATION – 27-30 hours
EDOL 530    Clinical I
EDOL 538    The Modern Secondary School OR
EDOL 533    Educational Technology (2 hours)
EDOL 630    Research Methods in Education (must be taken within first 15 hours)
EDOL 541    Clinical II (2 hours)
EDOL 631    Advanced Human Behavior, Development and Learning (2 hours)
SPOL 635    Classroom Management and Discipline
EDOL 639    Seminar: Methodology of Teaching
SPOL 530    Characteristics, Identification and Instruction of Students with Disabilities
REOL 531    Teaching Reading/Writing Foundations (English/Communication Majors)
OR
REOL 533    Teaching Reading/Writing in the Content Areas (All other Majors)
EDOL 699    Practicum in Education**
OR
EDOL 698    Supervised Student Teaching* (6 credit hours)

AREA OF SPECIALIZATION: 3 hours
Requirement: Candidates must have 30 undergraduate hours OR a major within their area of specialization. Also, additional graduate or undergraduate hours in Chemistry, Biology, Physics or Earth Science may be required of the candidate. The decision regarding the requirement of additional coursework will be made by the Graduate Admissions Office during the admissions process.

ENOL 532    Methods and Materials for Teaching English
HIOL 530    Methods and Materials of Social Studies
SCOL 531    Methods and Materials for Teaching Science at the Secondary Level
MAOL 532    Methods and Materials for the Teaching of Math

1 Course requires Field/Clinical Experience Hours
** Candidates not currently teaching in an elementary classroom
Passed scores on PRAXIS content and PLT must be received by UC before enrollment in the course.
*** Candidates who are currently employed with a Temporary Provisional Certificate and working in an elementary classroom must have a TB skin test, a physical, and a background check before their admittance to the MAT Program. Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

CONTINUOUS ASSESSMENT:

Entrance to University Requirements

- General:
  - Application to University
  - Bachelor’s Degree from accredited IHE
  - Cumulative GPA 2.75 (or 3.0 in last 30 hours)

- Specialized to Program:
  - Three References/Dispositional Surveys
  - Entry Level Writing Assessment
  - Signed copy of Kentucky Code of Ethics
Entrance to Unit Requirements (Pillar IV)

- Successful completion of Entrance Exam(s)
- Successful completion of PRAXIS I (PPST) [www.ets.org/praxis]
- Successful completion of PRAXIS II Content [www.ets.org/praxis]
- Cumulative GPA 2.75
- Completion of Clinical I
- Signed Ky. Code of Ethics
- Character and Fitness
- State/Local Background Check:
- Successful completion of Pillar IV ePortfolio
- Successful completion of Clinical Experiences

Midpoint Requirements (Pillar V):

- Advisory
- Cum. GPA 2.75
- Content GPA 2.75
- Professional GPA 2.75
- Two (2) Favorable Dispositions
- Completion of Clinical II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Clinical II Experiences
- Completed Planned Program on File

Exit Requirements (Pillar VI):

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 2.75
- Content GPA 2.75
- Professional GPA 2.75
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar V ePortfolio
- Successful Completion of Prof. Exp.
- Graduation Application Completed
- Six (6) Year Time Limit Not Exceeded
- TC-1 or TC-TP Completed
**Master of the Arts in Teaching (M.A.T.) Special Education**

(P-12 Certification); 42 hours
All courses are three (3) credit hours unless otherwise noted.

**PROFESSIONAL EDUCATION – 39-42 hours**

EDOL 530  
Clinical I¹

EDOL 533  
Educational Technology (2 hours)

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

SPOL 530  
Characteristics, Identification and Instruction of Students with Disabilities

SPOL 533  
Collaborative Curriculum and Transition Planning

SPOL 631  
Special Education Assessment and Evaluation

SPOL 635  
Classroom and Behavior Management for Individuals with Disabilities

EDOL 541  
Clinical II¹ (2 hours)

SPOL 637  
Methods & Materials of Instructional Interventions for Students with Learning and Behavior Difficulties

SPOL 638  
Legal Aspects, Rules and Regulations of Special Education

MAOL 531  
Teaching Math to Learners with Disabilities

REOL 531  
Foundations of Reading

EDOL 547  
Diversity in a Multicultural Society

EDOL 631  
Advanced Human Behavior, Development & Learning (2 hours)

EDOL 699  
Clinical III, Practicum in Education*

**OR**

EDOL 698  
Clinical III, Supervised Student Teaching**

¹ Course requires Field/Clinical Experience Hours

** Candidates not currently teaching in an elementary classroom

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

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

**CONTINUOUS ASSESSMENT:**

**Entrance to University Requirements**

- **General:**
  - Application to University
  - Bachelor’s Degree from accredited IHE
  - Cumulative GPA 2.75 (or 3.0 in last 30 hours)

- **Specialized to Program:**
  - Three References/Dispositional Surveys
  - Entry Level Writing Assessment
  - Signed copy of Kentucky Code of Ethics

**Entrance to Unit Requirements (Pillar IV)**

- Successful completion of Entrance Exam (s)
- Successful completion of PRAXIS I (PPST) [www.ets.org/praxis](http://www.ets.org/praxis)
- Successful completion of PRAXIS II Content [www.ets.org/praxis](http://www.ets.org/praxis)
- Cumulative GPA 2.75
- Completion of Clinical I
- Signed Ky. Code of Ethics
- Character and Fitness
- State/Local Background Check:
- Successful completion of Pillar IV ePortfolio
- Successful completion of Clinical Experiences
Midpoint Requirements (Pillar V):

- Advisory
- Cum. GPA 2.75
- Content GPA 2.75
- Professional GPA 2.75
- Two (2) Favorable Dispositions
- Completion of Clinical II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Clinical II Experiences
- Completed Planned Program on File

Exit Requirements (Pillar VI):

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 2.75
- Content GPA 2.75
- Professional GPA 2.75
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar V ePortfolio
- Successful Completion of Prof. Exp.
- Graduation Application Completed
- Six (6) Year Time Limit Not Exceeded
- TC-1 or TC-TP Completed
Master of Arts in Teaching (M.A.T.) Business & Marketing, 5 – 12  
(P-12) – Art, Integrated Music, Physical Education, Health; 36 hours  
All courses are three (3) credit hours unless otherwise noted.

PROFESSIONAL EDUCATION – 27-30 hours
EDOL 530  Clinical I¹
EDOL 533  Educational Technology (2 hours)
EDOL 630  Research Methods in Education (must be taken within first 15 hours)
EDOL 537  The Middle School
EDOL 538  The Modern Secondary School
SPOL 530  Characteristics, Identification and Instruction of Students with Disabilities
EDOL 631  Advanced Human Behavior, Development and Learning (2 hours)
SPOL 635  Classroom Management and Discipline
EDOL 541  Clinical II¹ (2 hours)
EDOL 639  Seminar: Methodology of Teaching
REOL 531  Teaching Reading/Writing Foundations (English/Communication Majors)
   OR
REOL 533  Teaching Reading/Writing in the Content Areas (All other Majors)
EDOL 699  Clinical III, Practicum in Education**
   OR
EDOL 698  Clinical III, Supervised Student Teaching*

AREA OF SPECIALIZATION: 3 hours

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

BUOL 531  Methods & Materials for the Teaching of Business

¹ Course requires Field/Clinical Experience Hours
** Candidates not currently teaching in an elementary classroom
*** Candidates who are currently employed with a Temporary Provisional Certificate and working in an elementary classroom must have a TB skin test, a physical, and a background check before their admittance to the MAT Program. Passing scores on PRAXIS content and PLT must be received by UC before enrollment in the course.

CONTINUOUS ASSESSMENT:

Entrance to University Requirements

  o  General:
    o  Application to University
    o  Bachelor’s Degree from accredited IHE
    o  Cumulative GPA 2.75 (or 3.0 in last 30 hours)

  o  Specialized to Program:
    o  Three References/Dispositional Surveys
    o  Entry Level Writing Assessment
    o  Signed copy of Kentucky Code of Ethics
Entrance to Unit Requirements (Pillar IV)

- Successful completion of Entrance Exam(s)
- Successful completion of PRAXIS I (PPST) [www.ets.org/praxis](http://www.ets.org/praxis)
- Successful completion of PRAXIS II Content [www.ets.org/praxis](http://www.ets.org/praxis)
- Cumulative GPA 2.75
- Completion of Clinical I
- Signed Ky. Code of Ethics
- Character and Fitness
- State/Local Background Check:
- Successful completion of Pillar IV ePortfolio
- Successful completion of Clinical Experiences

Midpoint Requirements (Pillar V):

- Advisory
- Cum. GPA 2.75
- Content GPA 2.75
- Professional GPA 2.75
- Two (2) Favorable Dispositions
- Completion of Clinical II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Clinical II Experiences
- Completed Planned Program on File

Exit Requirements (Pillar VI):

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 2.75
- Content GPA 2.75
- Professional GPA 2.75
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar V ePortfolio
- Successful Completion of Prof. Exp.
- Graduation Application Completed
- Six (6) Year Time Limit Not Exceeded
- TC-1 or TC-TP Completed
Master of Arts in Teaching (M.A.T.) Art & Integrated Music, 5 – 12
(P-12) – Art, Integrated Music, Physical Education, Health; 36 hours
All courses are three (3) credit hours unless otherwise noted.

PROFESSIONAL EDUCATION – 27-30 hours
EDOL 530        Clinical I\(^1\)
EDOL 533        Educational Technology (2 hours)
EDOL 630        Research Methods in Education (must be taken within first 15 hours)
EDOL 540        The P-12 School
SPOL 530        Characteristics, Identification and Instruction of Students with Disabilities
EDOL 631        Advanced Human Behavior, Development and Learning (2 hours)
SPOL 635        Classroom Management and Discipline
EDOL 541        Clinical II\(^1\) (2 hours)
EDOL 639        Seminar: Methodology of Teaching
REOL 531        Teaching Reading/Writing Foundations (English/Communication Majors)
    OR
REOL 533        Teaching Reading/Writing in the Content Areas (All other Majors)
EDOL 699        Clinical III, Practicum in Education\(^*\)
    OR
EDOL 698        Clinical III, Supervised Student Teaching\(^*\)

AREA OF SPECIALIZATION: 3 hours

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

AROL 531\(^1\)        Methods & Materials for Teaching Art
MUOL 533\(^1\)        Methods & Materials for Teaching Music

\(^1\) Course requires Field/Clinical Experience Hours
\(^*\) Candidates not currently teaching in an elementary classroom

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

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

CONTINUOUS ASSESSMENT:

Entrance to University Requirements

- General:
  - Application to University
  - Bachelor’s Degree from accredited IHE
  - Cumulative GPA 2.75 (or 3.0 in last 30 hours)

- Specialized to Program:
  - Three References/Dispositional Surveys
  - Entry Level Writing Assessment
  - Signed copy of Kentucky Code of Ethics
Entrance to Unit Requirements (Pillar IV)

- Successful completion of Entrance Exam(s)
- Successful completion of PRAXIS I (PPST)  [www.ets.org/praxis](http://www.ets.org/praxis)
- Successful completion of PRAXIS II Content  [www.ets.org/praxis](http://www.ets.org/praxis)
- Cumulative GPA 2.75
- Completion of Clinical I
- Signed Ky. Code of Ethics
- Character and Fitness
- State/Local Background Check:
- Successful completion of Pillar IV ePortfolio
- Successful completion of Clinical Experiences

Midpoint Requirements (Pillar V):

- Advisory
- Cum. GPA 2.75
- Content GPA 2.75
- Professional GPA 2.75
- Two (2) Favorable Dispositions
- Completion of Clinical II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Clinical II Experiences
- Completed Planned Program on File

Exit Requirements (Pillar VI):

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 2.75
- Content GPA 2.75
- Professional GPA 2.75
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar V ePortfolio
- Successful Completion of Prof. Exp.
- Graduation Application Completed
- Six (6) Year Time Limit Not Exceeded
- TC-1 or TC-TP Completed
Director of Pupil Personnel
Administration Certification Level I-18 hours; Level II-30 hours
All courses are three (3) credit hours unless otherwise noted.

Level II: 30 hours required for Rank I
ADOL 630  Introduction to Educational Administration
ADOL 631  School Program Improvement
ADOL 632\textsuperscript{1}  Human Resource Management & Supervision
ADOL 633  Applied Research in Education\textsuperscript{**}
ADOL 635  School and Community Relations
ADOL 636  School Law I
ADOL 641  School System Administration
ADOL 642  Strategic Management in Education
SPOL 530  Issues and Trends in Special Education
ADOL 667  Practicum: Director of Pupil Personnel\textsuperscript{*}

Level I: 18 hours required – certification only
ADOL 631  School Program Improvement
ADOL 632\textsuperscript{1}  Human Resource Management & Supervision
ADOL 636  School Law I
ADOL 641  School System Administration
SPOL 530  Issues and Trends in Special Education
ADOL 667  Practicum: Director of Pupil Personnel\textsuperscript{*}

\textsuperscript{1} Course requires Field/Clinical Experience Hours
\textsuperscript{**} Prerequisite is EDUC/EDOL 630 Research Methods in Education
\textsuperscript{*} To be completed after all other courses

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV):
- Valid Teaching License
- Master’s Degree from IHE
- Three (3) years teaching experience
- Cumulative GPA of 3.0 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):
- Contact with advisor between 12-18 hours
- Two favorable disposition assessments
- Completion of Field/Clinical Experience Hours
- GPA 3.0

Exit Requirements (Pillar VI):
- Eighteen (18) hours of 600 level courses completed (Rank I)
- Twenty-one (21) hours completed at University of the Cumberlands
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed
- Ten (10) year time limit not exceeded
- Signed Kentucky Code of Ethics
- TC-1 Completed
Director of Special Education
Administration Certification Level I-18 hours; Level II-30 hours
All courses are three (3) credit hours unless otherwise noted.

Level II: 30 hours (Required for Rank I)
ADOL 630 Introduction to Educational Administration
ADOL 632\(^1\) Human Resource Management & Supervision
ADOL 633 Applied Research in Education**
ADOL 634 Business Management in Public Schools
ADOL 635 School and Community Relations
ADOL 636 School Law I
ADOL 637 School Law II***
SPOL 632\(^1\) Consultation and Collaboration for Curriculum Design
SPOL 636 Advanced Assessment Strategies and Prescriptive Writing
ADOL 668 Practicum: Director of Special Education*

Level I: 18 hours Required – Certification Only
ADOL 632\(^1\) Human Resource Management & Supervision
ADOL 634 Business Management in Public Schools
ADOL 637 School Law II***
SPOL 632\(^1\) Consultation and Collaboration for Curriculum Design
SPOL 636 Advanced Assessment Strategies and Prescriptive Writing
ADOL 668 Practicum: Director of Special Education*

\(^1\) Course requires Field/Clinical Experience Hours
*To be completed after all other courses
** Pre-requisite is EDUC/EDOL 630 Research Methods in Education
*** Pre-requisite is EDAD/ADOL 636 School Law I

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)
- Valid Teaching License
- Master’s Degree from IHE
- Three (3) years teaching experience and KTIP successfully completed OR 2 years out-of-state teaching experience to include a (minimum 1 yr in Special Education or School Psychology)
- Cumulative GPA of 3.0 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):
- Contact with advisor between 12-18 hours
- Two favorable disposition assessments
- Completion of Field/Clinical Experience Hours
- GPA 3.0

Exit Requirements (Pillar VI):
- Eighteen (18) hours of 600 level courses completed (Rank I)
- Twenty-one (21) hours completed at University of the Cumberlands
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed
- Ten (10) year time limit not exceeded
- TC-1 Completed
School Superintendent
Administration Certification 18 hours
All courses are three (3) credit hours unless otherwise noted.

Level I: 18 hours Required - Certification Only
ADOL 634   Business Management in Public Schools
ADOL 637   School Law II**
ADOL 640¹   School Superintendency
ADOL 641   School System Administration
ADOL 642   Strategic Management in Education
ADOL 669   Practicum: Superintendent*

¹ Course requires Field/Clinical Experience Hours
** Pre-requisite is EDAD/ADOL 636 School Law I
* To be completed after all other courses

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)
- Valid Teaching License
- Master’s Degree in Education
- Three (3) years teaching experience and KTIP successfully completed OR 2 years out-of-state teaching (2 years in educational administration)
- Level II certification in Supervisor of Instruction or Principalship)
- Cumulative GPA of 3.0 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):
- Contact with advisor between 12-18 hours
- Two favorable disposition assessments
- Completion of Field/Clinical Experience Hours
- GPA 3.0

Exit Requirements (Pillar VI):
- Maximum of nine (9) hours transferred from IHE
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed
- TC-I Completed
Supervisor of Instruction
Administration Certification Level I-18 hours; Level II-30 hours
All courses are three (3) credit hours unless otherwise noted.

Level II: 30 hours (Required for Rank I)
ADOL 634 Curriculum Management & Assessment
EDOL 636 Problems in Education
ADOL 630 Introduction to Educational Administration
ADOL 631 School Program Improvement
ADOL 6321 Human Resource Management and Supervision
ADOL 633 Applied Research in Education**
ADOL 635 School and Community Relations
ADOL 636 School Law I
ADOL 639 The Supervisor
ADOL 665 Practicum: Supervisor of Instruction*

Level I: 18 hours Required - Certification Only
ADOL 630 Introduction to Educational Administration
ADOL 631 School Program Improvement
ADOL 6321 Human Resource Management and Supervision
ADOL 636 School Law I
ADOL 639 The Supervisor
ADOL 665 Practicum: Supervisor of Instruction*

1 Course requires Field/Clinical Experience Hours
** Prerequisite is EDUC/EDOL 630 Research Methods in Education
*To be completed after all other courses

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)
- Master’s Degree from IHE
- Three (3) years teaching experience
- Cumulative GPA of 3.0 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):
- Contact with advisor between 12-18 hours
- GPA 3.0

Exit Requirements (Pillar VI):
- Eighteen (18) hours of 600 level courses completed (Rank I)
- Twenty-one (21) hours completed at University of the Cumberlands
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- Comprehensive Exam passed
- Ten (10) year time limit not exceeded
- TC-1 Completed
Principal
Administration Certification: Level I-30 hours; Level II-6 hours
All courses are three (3) credit hours unless otherwise noted.

Level I: 30 hours
ADMOL 650 Introduction to School Leadership
ADMOL 671 The School Principal’s Role in Curriculum Leadership
ADMOL 676 Human Resource Leadership
ADMOL 661 The School Principal’s Role in Improving School Climate and Culture
ADMOL 662 School and Community Relations
ADMOL 670 Strategic Planning and Budgeting: Resource Allocation
ADMOL 675 The School Principal’s Role in Creating Organizational Structures and Operations
ADMOL 672 The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance (6 hours)
ADMOL 679 Research and Development: Capstone Project

Level I: 6 hours Required - Certification Only
ADMOL 678 The School Principal: Instructional Leadership and Culture and Climate
ADMOL 677 Seminar on Educational Change: Instructional Leadership

1 Course requires Field/Clinical Experience Hours
*To be completed after all other courses

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)
- Master’s degree from an accredited institution of higher education with a G.P.A. of 3.0 or higher
- Three years of documented teaching experience in a private or public school which meets standards as established in KRS 156.160
- Current Teaching Certificate
- A Statement of Support from a school district signed by the superintendent or the superintendent’s designee pledging a high quality practicum experience, including opportunities for the candidate to (a) observe school and district leaders, (b) participate in school and district leadership activities, (c) have access to aggregated school and district information and data. ( If candidate does not have access to a district that has already partnered with UC in the form of a signed MOU or is not currently employed in a school district, candidate must provide a statement of support.)
- Three written statements which must be from a sitting principal, other school or district administrator and P-12 educator or professional staff attesting to the candidate’s skills and understanding of (a) ability to improve student achievement, (b) leadership, (c) advanced knowledge of curriculum, instruction, and assessment and evidence of ability to improve student achievement.
- Assessment of entry level writing assignment, which attests to and shows evidence of the candidate’s skills and understanding of (a) ability to improve student achievement, (b) leadership, (c) advanced knowledge of curriculum, instruction, and assessment and evidence of ability to improve student achievement.
- Video Evaluation
- Kentucky Professional Code of Ethics signed by candidate.
- Criminal Record Check and Medical Exam

Midpoint Requirements (Pillar V):
- Contact with advisor between 12-18 hours
- GPA 3.0
- Capstone Project discussion with advisor and mentor:
- Successful completion of three anchor assessments
- Faculty/P-12 Partner Disposition Survey
- Evidence of Diverse Experiences

Exit Requirements (Pillar VI):
- Successful completion of all six anchor assessments
- Fifteen (15) hours completed at University of the Cumberlands
- Successful presentation of the Capstone Project and report of findings and recommendations shared with principal and other members of the school community.
- Statement from the School Principal and one or more other school staff viewing Capstone Project
- Successful Capstone Project Cumulative
- GPA 3.0
- Signature of Capstone Committee Chair
Principal
Ed.S. – 36 hours
All courses are three (3) credit hours unless otherwise noted.

Level I: 30 hours
ADMOL 650 Introduction to School Leadership
ADMOL 671 The School Principal’s Role in Curriculum Leadership
ADMOL 676 Human Resource Leadership
ADMOL 661 The School Principal’s Role in Improving School Climate and Culture
ADMOL 662 School and Community Relations
ADMOL 670 Strategic Planning and Budgeting: Resource Allocation
ADMOL 675 The School Principal’s Role in Creating Organizational Structures and Operations
ADMOL 672 The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance (6 hours)
ADMOL 679 Research and Development: Capstone Project*
ADMOL 678 The School Principal: Instructional Leadership and Culture and Climate
ADMOL 677 Seminar on Educational Change: Instructional Leadership

1 Course requires Field/Clinical Experience Hours
*To be completed after all other courses

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)
- Master’s degree from an accredited institution of higher education with a -G.P.A. of 3.0 or higher
- Three years of documented teaching experience in a private or public school which meets standards as established in KRS 156.160
- Current Teaching Certificate
- A Statement of Support from a school district signed by the superintendent or the superintendent’s designee pledging a high quality practicum experience, including opportunities for the candidate to (a) observe school and district leaders, (b) participate in school and district leadership activities, (c) have access to aggregated school and district information and data. (If candidate does not have access to a district that has already partnered with UC in the form of a signed MOU or is not currently employed in a school district, candidate must provide a statement of support.)
- Three written statements which must be from a sitting principal, other school or district administrator and P-12 educator or professional staff attesting to the candidate’s skills and understanding of (a) ability to improve student achievement, (b) leadership, (c) advanced knowledge of curriculum, instruction, and assessment and evidence of ability to improve student achievement.
- Assessment of entry level writing assignment, which attests to and shows evidence of the candidate’s skills and understanding of (a) ability to improve student achievement, (b) leadership, (c) advanced knowledge of curriculum, instruction, and assessment and evidence of ability to improve student achievement.
- Video Evaluation
- Kentucky Professional Code of Ethics signed by candidate.
- Criminal Record Check and Medical Exam

Midpoint Requirements (Pillar V):
- Contact with advisor between 12-18 hours
- GPA 3.0
- Capstone Project discussion with advisor and mentor:
- Successful completion of three anchor assessments
- Faculty/P-12 Partner Disposition Survey
- Evidence of Diverse Experiences

Exit Requirements (Pillar VI):
- Successful completion of all six anchor assessments
- Fifteen (15) hours completed at University of the Cumberlands
- Successful presentation of the Capstone Project and report of findings and recommendations shared with principal and other members of the school community.
- Statement from the School Principal and one or more other school staff viewing Capstone Project
- Successful Capstone Project Cumulative
- GPA 3.0
- Signature of Capstone Committee Chair
Education Specialist (Ed.S.) School Counseling
(Candidates with Masters of less than 45 hours)

(Standard Certificate); 30 Hours
All courses are three (3) credit hours unless otherwise noted.

DEGREE REQUIREMENTS  30 HOURS
ADOL  635  School and Community Relations
COUN  536  Psychological Assessments
COUN  632  Advanced Clinical Assessment
COUN  534  Lifestyle and Career Development
COUN  532  Introduction to Addiction Counseling
COUN  635  Children and Adolescent Counseling
COUN  649  Leadership, Advocacy, and Accountability in School Counseling
COUN  633  Counseling during Grief and Crisis
COUN  537  Etiology and Diagnosis of Abnormal Behavior
COUN  648  Counseling Theories & Techniques II

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV)

o  Master’s degree from an accredited IHE with at least 30 hours
o  Entrance Exam: GRE (675)/Miller Analogies Test (400)/Guidance Counselor PRAXIS #421 www.ets.org/praxis
o  Assessment of Entry Level Writing Assignment
o  Signed Kentucky Code of Ethics
o  Cumulative GPA of 3.00 on a 4.0 scale
o  Three (3) letters of recommendation

Midpoint Requirements (Pillar V):

- Contact with Advisor/Advising Center between 12-18 hours
- Completion of Field Experience hours
- Cumulative GPA of 3.00 on a 4.0 scale
- Two favorable dispositions

Exit Requirements (Pillar VI):

o  Eighteen (18) hours completed at University of the Cumberlands
o  Six (6) year time limit not exceeded
o  Successful completion of 60 hours coursework
o  Successful Completion of ePortfolio
o  Cumulative graduate GPA of 3.0 on a 4.0 scale
o  TC-1 Completed
Education Specialist (Ed.S.) School Counseling
(Candidates with Master’s of at least 45 hours)

(Standard Certificate); 15 Hours
All courses are three (3) credit hours unless otherwise noted.

DEGREE REQUIREMENTS  15 HOURS
ADOL 635  School and Community Relations
COUN 635  Children and Adolescent Counseling
COUN 649  Leadership, Advocacy, and Accountability in School Counseling
COUN 537  Etiology and Diagnosis of Abnormal Behavior
COUN 648  Counseling Theories and Techniques II

Candidate will complete 15 hours of the above coursework along with the completion of the 45 hours M.A.Ed., School Counseling program in order to be recommended for the Ed.S. degree in School Counseling.

CONTINUOUS ASSESSMENT:

Entrance Requirements (Pillar IV):
- Masters of Arts in Education, School Counseling degree from University of the Cumberlands with the required 45 hours
- Entrance Exam: GRE (675)/Miller Analogies Test (400)/Guidance Counselor PRAXIS #421 [www.ets.org/praxis](http://www.ets.org/praxis)
- Assessment of Entry Level Writing Assignment
- Signed Kentucky Code of Ethics
- Cumulative GPA of 3.00 on a 4.0 scale
- Three (3) letters of recommendation

Midpoint Requirements (Pillar V):
- Contact with Advisor/Advising Center between 6-9 hours
- Completion of Field Experience hours
- Cumulative GPA of 3.00 on a 4.0 scale
- Two favorable dispositions

Exit Requirements (Pillar VI):
- All Ed.S. hours completed at University of the Cumberlands
- Six (6) year time limit not exceeded
- Successful completion of 60 hours coursework
- Successful Completion of ePortfolio
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- TC-1 Completed
Educational Specialist Degree (Ed. S.) – Supervisor of Instruction, Superintendent

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

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

1 Course requires Field/Clinical Experience Hours

CONTINUOUS ASSESSMENT:

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

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

Exit Requirements (Pillar VI):
- Twenty-one (21) hours of 600 level courses completed
- Twenty-one (21) hours completed at University of the Cumberlands
- Cumulative GPA 3.0
- Degree application completed
- Comprehensive Written Exam and Oral Defense passed
- Five (5) year time limit not exceeded
- Signed copy of Kentucky Code of Ethics
Graduate Education Catalog, 2012-2013

Education Specialist (Ed.S.) Instructional Leadership: Principal
(P-12 Certification); 30 Hours (33 if EDOL 630 must be taken)
All courses are three (3) credit hours unless otherwise noted.

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

Level I: 21 hours
EDOL 634 Curriculum Management and Assessment
ADOL 630 Introduction to Educational Administration
ADOL 632 Human Resource Management and Supervision
ADOL 634 Business Management in Public Schools
ADOL 636 School Law I
ADOL 643 Special Education and School Leadership
ADOL 664 Practicum: Principalship

Level II: 9 hours
EDOL 633 Instructional Leadership in Technology
ADOL 633 Applied Research in Education*
ADOL 635 The Politics of School and Community

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

To be noted:
M.A.Ed. Instructional Leadership- Candidates not possessing a Master’s degree in education must complete the full thirty (30) hour program and the required assessments to be eligible for principal certification.
Non-Degree Candidates with a Master’s degree in Education may apply for certification as a Level I Principal by completing the twenty-one (21) hour Level I courses listed above and by passing the required assessments. This does not result in a Master’s degree.

CONTINUOUS ASSESSMENT:
Entrance Requirements (Pillar IV)
- Valid Teaching License
- Three years of documented teaching experience
- Assessment of Entry Level Writing Assignment
- Cumulative GPA of 2.75 on a 4.0 scale
- Three letters of recommendation

Midpoint Requirements (Pillar V):
- Contact with advisor between 12-18 hours
- Completion of Field/Clinical Experience hours
- GPA 3.0
- Two favorable dispositions

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

Course rotations for both on campus and on-line graduate classes are available in the Graduate Education Office and on the University of the Cumberlands website: [http://gradweb.ucumberlands.edu/education](http://gradweb.ucumberlands.edu/education)

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

Courses are listed in alphabetical order of Course Number.

**Educational Administration**

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

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

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

**ADOL 633 Applied Research in Education**
The interpretation, synthesis, and analysis of educational research findings as they relate to action research and program management. The emphasis is placed on conducting applied research or program evaluation, including the development of instruments, collection and interpretation of data, and presentation of findings. Prereq: EDOL 630 3 semester hours

**ADOL 634 Business Management in Public Schools**
This course analyzes the principles, practices, policies, revenues and expenditures of school funds and school resource allocation at the district and school level. Special attention is given to school budgeting. Other topics in this course may be discussed featuring – but not limited to – finance formulas, financial accounting, purchasing and supply problems, school construction, school equipment, and school insurance. 3 semester hours

**ADOL 635 School and Community Relations**
This course is designed to help candidates understand the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, cultural, ethical and political leadership. The focus of this course is on facilitating the development, articulation, implementation, and stewardship of a school vision. The purpose of this course is to provide strategic approaches to interact with the political and social forces in order to shape educational decisions. During the course, candidates will analyze the impact of school decisions on school and community relations. (3 hours)

**ADOL 636 School Law I**
A course that is designed to provide basic legal information to the educational professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of candidates and teachers, religious expressions in the school, etc. 3 semester hours
ADOL 637 School Law II
This course continues the goals of EDAD 636 and places additional emphasis in specific areas of school law including Special Education, government requirements such as the Americans with Disabilities Act (ADA), Occupational Safety Health Administration (OSHA), and other state and federal requirements. Candidates in this class will additionally conduct research on a legal issue of their choosing. Pre-requisite: EDAD/ADOL 636. 3 semester hours

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

ADOL 640 School Superintendency
This course analyzes the role of the school superintendent in public education. Content knowledge, job expectations, and job descriptions are addressed. Also addressed are ways in which the superintendent’s position can be used in order to generate educational improvement. Five Field/Clinical Experience Hours required. 3 semester hours

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

ADOL 642 Strategic Management in Education
This course is designed to prepare the master teacher and practicing school administrator for developing, evaluating and managing curricula. It will also examine the national, state, district and school roles in curricular matters including data analysis based on schools’ continuous improvement plan. Further, this course will address the importance of the school portfolio as an effective way to exhibit a school’s goals, achievements, and vision for improvement. 3 semester hours

ADOL 643 Special Education and School Leadership
The administration of the special education program in public and private schools is a significant component of an administrator’s duties. This course seeks to familiarize prospective school administrators with the laws of special education and other laws related to handicapped children in schools. Three legislative enactments IDEA, Section 504, and the Americans with Disabilities Act (ADA) will be addressed. The course also focuses on related topics including; (1) due process hearings, (2) remedies available to parents and school districts, (3) school records, (4) the identification and evaluation of children with disabilities including the process for evaluations, individualized education plans, placement, notice and consent, (5) discipline and (6) best practices for establishing a working relationship with parents of special education candidates. Five Field/Clinical Experience Hours required. 3 semester hours

ADOL 664 Practicum: Principalship
A course designed to allow the candidate to gain practical experience in the everyday supervision management and leadership of a school. The candidate will work under the guidance of a public school principal or other administrator for seventy-five (75) or more clock hours. The hours must be divided into the different areas of the Principalship including budget/finance, personnel, curriculum issues, community relations and transportation if possible. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Chair of Graduate Education required. 3 semester hours

ADOL 665 Practicum: Supervisor of Instruction
Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The candidate, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Director Pupil Personnel including program evaluation and improvement. The 100 hours will be divided between two different school districts. 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 Chair of Graduate Education required. 3 semester hours
ADOL 667 Practicum: Director of Pupil Personnel
Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The candidate, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Director Pupil Personnel including program evaluation and improvement. The 100 hours will be divided between two different school districts. 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 Chair of Graduate Education required. 3 semester hours

ADOL 668 Practicum: Director of Special Education
Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The candidate, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Director of Special Education, including program evaluation and improvement. The 100 hours will be divided between two different school districts. 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 Chair of Graduate Education required. 3 semester hours

ADOL 669 Practicum: School Superintendent
Supervised practicum designed to provide experiences at the elementary, middle and high school level. The candidate, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a superintendent including program evaluation and improvement. The 100 hours will be divided between two different school districts. 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 Chair of Graduate Education required. 3 semester hours

Art

ART 530 Studio Problems
A study concentrated on creative projects in a selective media. Six (6) hours conference and laboratory per week. A strong background in art or instructor permission required. May be repeated. 3 semester hours

ART 531 Methods and Materials for Teaching Art
This course focuses on the basic techniques and methods for planning, teaching and assessing art P-12. National, state, and visual arts guidelines of a comprehensive art education program will be reviewed. The course emphasizes various hands-on activities for use of tools, materials, and methods for creating a variety of P-12 art studio projects. Five Field/Clinical Experience Hours required. 3 semester hours.

Business

BUOL 530 Specialized Studies in Accounting, Business Administration, and Secretarial Practice
Directed study in the areas of accounting, business administration, and/or secretarial practice. May be repeated. 3 semester hours

BUOL 531 Methods and Materials for the Teaching of Business
This class is designed to prepare candidates to become instructors of business education. Methods and assignments employed in the class are designed to develop techniques of classroom management, motivation, planning, and evaluation of instructional experiences. Five Field/Clinical Experience Hours required. 3 semester hours.

BUOL 539 Research and Report Writing
This class is a directed study of the analysis and report research of accounting and business topics. The purpose of the course is to afford candidates an opportunity to engage in an analysis of scholarly research in functional business areas. 3 semester hours.

Computer Information Systems

CSOL 530 Microcomputers in Education
Introduction to the tools used for classroom instruction and classroom management with a focus on word processing, spreadsheets and presentation management. Emphasis is also placed on the use of the Internet as a research tool. Concepts such as evaluation of computer hardware and software appropriate for use in the classroom will be addressed. (Credit will not be awarded if candidate has received credit for EDUC/EDOL 533) 3 semester hours
CSOL 630 Advanced Educational Applications
Intended for the teacher with a working understanding of microcomputer use. The course focuses on advanced applications such as telecommunications, LAN networking, web page design, creation. The course will also deal with such issues as computer ethics, software evaluation, copyright laws, and public domain software acquisition and use. Prerequisite: BMIS 530 or equivalent. 3 semester hours

Counseling

COUN 531 Introduction to School Counseling
This course is the introductory course in the school counseling program and provides a basic introduction to school counseling at the K-12 level. This course is designed to give candidates an overview of current trends in school counseling, on both a local and national level. Topics to be covered include: Historical basis for school counseling, assessing school guidance needs, and planning, implementing, and evaluating a guidance program based on the National School model. This course is a prerequisite for ALL other counseling courses. Five Field/Clinical Experience Hours required. 3 semester hours.

COUN 532 Introduction to Addiction Counseling
Candidates in this course explore the fundamental concepts and issues necessary to gain an understanding of drug/alcohol counseling. Participants will be able to define chemical dependency and describe the various models of addiction. Criteria for Substance Abuse Disorders will be examined and applied to illustrative case studies. Participants will also be able to identify and discuss the unique clinical issues involved in treating the rising population. These include: denial and defenses, stages of recovery, relapse and relapse prevention counseling, shame and guilt, co-occurring disorders, effects on the family, intervention, and 12-Step groups. Modalities of treatment and treatment practices will also be discussed. The participants will gain an understanding of the knowledge, skills, and abilities required to be an effective counselor. The participants will be introduced to a code of ethics for the professional and will be able to discuss its importance. Five Field/Clinical Experience Hours required. 3 semester hours.

COUN 533 Legal and Ethical Issues in Counseling
This course provides an overview of the school counseling profession with an emphasis on the application of ethical and legal processes to current school issues. The course explores the basics of ethics, values, and morals against the backdrop of school counseling. Ethical and legal issues are analyzed including: informed consent, confidentiality and privileged communications, records, technology and, professionalism and malpractice, resolving legal and ethical issues, codes of ethics and standards of practice. 3 semester hours

COUN 534 Lifestyle and Career Development
The purpose of this course is to introduce candidates wishing to become school counselors to various career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling. Five Field/Clinical Experience Hours required. 3 semester hours

COUN 535 Psychological Assessments
The course is intended to provide a survey of key areas of relevance in psychological assessment across a variety of settings. As an introduction to psychological assessment, the course focuses on the fundamental goals and principles of psychological assessment in both applied and theoretical contexts. Ability, interest, personality, vocational, marital and clinical tests will be examined. 3 semester hours

COUN 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.
COUN 538 Counseling Individuals with Diverse Needs
This course is designed to help prepare school counselors to provide the collaborative services for individuals with diverse needs in elementary, secondary and post-secondary educational settings. The course includes topics including IDEA, Section 504, learning disabilities, identification of candidates suspected of having a disability, transition planning, working with parents and collaboration with related service specialists. Five Field/Clinical Experience Hours required. 3 semester hours

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

COUN 632 Advanced Clinical Assessment
This course is designed to introduce advanced candidates to the concepts and applications of personality assessment with a specific focus on objective assessment methods. This course is intended to provide a thorough understanding of theory and concepts relevant to objective personality assessment, as well as to build skills needed to administer, score, and interpret well-known personality inventories. (3 hours)

COUN 633 Counseling during Grief and Crisis
This course will address the relevant knowledge and skill base needed to provide the school counselor to work effectively with individuals and families coping with a range of experiences life transitions, divorce, physical health changes, foster placement, as well as death and bereavement experiences. Candidates will explore the dynamics of attachment and loss, life cycle reactions and needs of the dying and bereaved. The grief process and factors to consider in work with grieving children, adolescents and adults will be introduced. The assessment of complicated grief reactions and social work roles and tasks in facilitating the grief process will also be presented. 3 semester hours

COUN 635 Children and Adolescent Counseling
This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents. (3 hours)

COUN 636 Theory and Practice of Multicultural Counseling
This course provides an understanding and application of the social and cultural foundations associated with school counseling. This course is also designed to emphasize various cultural factors, poverty, ethnicity, ageism and disabilities and how those factors impact and affect cognition, emotion, behavior and social interactions in both the school and community. Ethical issues related to multicultural aspects of counseling will be addressed as well. 3 semester hours

COUN 637 Group Counseling
Candidates investigate group dynamics processes related to counseling theory and participate in group counseling demonstrations. Group counseling will be clearly differentiated from group guidance. Potential uses of group counseling in schools and methods of organizing group counseling sessions are addressed. Candidates are expected to arrange a visit to a school or agency to observe an actual group at the level for which they are seeking certification or the age groups with which they will be involved. Five Field/Clinical Experience Hours required. 3 semester hours

COUN 645 Counseling Practicum
The practicum is a class that allows candidates to promote their development as a skilled practitioner capable of applying the knowledge base in counseling in an ethical, reflective, and culturally responsive manner. This course is intended to provide candidates with faculty supervision of direct counseling experience at placement sites and supplements the on-site and on-line supervision experience.

COUN 646 Counseling Internship
The internship is the culminating field experience of the Masters of Arts in Education School Counseling program. The internship is designed to provide the advanced candidate with an on-site placement in a public or private school setting that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. The internship is the final course in the prescribed program and must follow a successful practicum experience. 3 semester hours
COUN 648 Counseling Theories & Techniques II
This course is an introduction to major therapeutic similarities and differences between counseling, psychotherapy, and consultation. Theories of personality and the causes and severity of abnormal behavior will serve as frameworks for therapeutic intervention strategies. Particular emphasis will be placed on applying theory to professional practice in each of the three disciplines, as well as exploring the diverse responsibilities the counselor must demonstrate in each of these roles.

COUN 649 Leadership, Advocacy, and Accountability in School Counseling
A comprehensive study is made of contemporary practices of leadership, advocacy, and accountability in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, legal and ethical practices, and multiculturalism in the schools in the 21st century. (3 hours)

Education

EDOL 530, Clinical I
EDOL 530 is the introductory course in the Masters of Art program and provides a basic introduction to the Clinical Experiences within the program. This course is designed to give candidates an overview of current trend in teaching, on all levels – elementary, middle, and high – and within the various roles within education. This is a sixteen week course taught through a hybrid of traditional face to face/chat and an asynchronous format with the Professor, University Mentor Coordinator, University Mentor and District Based Mentor to offer instruction, guidance and support. (3 hours)

EDOL 532 Evaluation, Measurement, and Assessment
A survey of materials and procedures in the diagnosis of pupil needs and difficulties; the place and use of measurement in guidance, instruction, and evaluation; types of tests, test construction, rating techniques, and the measurement of aptitudes and abilities 3 semester hours

EDOL 533 Educational Technology
This class is a survey of the field of educational technology. It surveys the pedagogical applications of widely used media, materials and technology that form part of the knowledge and skills that modern teachers should possess to instruct candidates in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be able to handle well to enhance their teaching skills. 2 semester hours.

EDOL 537 The Middle School
Provides candidates with a conceptual framework and a practical guide for teaching in the middle school. The objectives of this course are to understand the differences between middle school and junior high; to explore the history of the Middle School Movement; to become familiar with defining characteristics of middle schools; and to study the behaviors and learning of middle school candidates. Five Field/Clinical Experience Hours required. 3 semester hours.

EDOL 538 The Modern Secondary School
This course provides candidates with a conceptual framework and a practical guide for teaching a variety of courses at the secondary school level. The course features a study of current methods and materials for approved subject areas in secondary school. Emphasis is placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques. Five Field/Clinical Experience Hours required. 3 semester hours.

EDOL 539 Modern Elementary School
This course seeks to explore and analyze contrasting strategies for the instruction and assessment of elementary school candidates as well as to examine the infusion of technology and software applications into candidate instruction and assessment. Candidates will research and compare and contrast curriculum standards for Kentucky and other states. New and innovative practices for effective and appropriate classroom, school-wide, and district policies will also be examined. Attention will focus on reducing the achievement gap between sub-populations. Required for all elementary majors. Five Field/Clinical Experience Hours required. 3 semester hours.
EDOL 540, The P-12 School
This course provides candidates with a conceptual framework and a practical guide for teaching a variety of levels and a variety of subjects. The course seeks to explore and analyze contrasting strategies for the instruction and assessment of P-12 school candidates. Emphasis is placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques, and on reducing the achievement gap between sub-populations. 3 semester hours.

EDOL 541, Clinical II
This course provides a forum for observation, participation and implementation of coursework learning within the P-12 classroom prior to the traditional Practicum/Student Teaching semester. This course is designed to give candidates an understanding of current trends in teaching, on all levels – elementary, middle, and high – and within the various roles within education. (3 hours)

EDOL 542 Change, Professional Development and Teacher Improvement
This course is intended to provide advanced candidates with an overview of various planning and decision-making models that are appropriate for district and campus planning. Focus will be placed on the complex roles and responsibilities of the teacher leader at the elementary, middle and secondary levels. The course provides a framework for new visions of learning and strategies for restructuring classrooms and schools with professional development while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection. 3 semester hours

EDOL 544 Creating the Effective Inclusive Classroom
This course focuses on enhancing teachers’ abilities to engage a diverse body of candidates, including those often described as reluctant learners, marginalized, or at risk of failure within our school system. Teachers will develop their capacity to increase candidate motivation through an examination of various theories linked to practical applications. For example, using principles of critical pedagogy, teachers will link curriculum to issues candidates face in their daily lives. Strategies learned will include those aimed at helping candidates build self-determination as they take responsibility for and think critically about their learning. Teachers will hone their pedagogy to enhance teacher-candidate relationships, maximize learning opportunities through cooperative and collaborative learning, differentiate instruction, and create an environment where all candidates can be successful. Five Field/Clinical Experience Hours required. 3 semester hours

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

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

EDOL 630 Research Methods in Education
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature. 3 semester hours.
EDOL 631 Advanced Human Behavior
Study of the lifespan from conception to young adulthood is studied with emphasis upon biological, intellectual, and psychosocial development. Also included are units on exceptional pupils and understanding of multicultural education. Required for all Master’s Degree programs. 2 semester hours.

EDOL 632 Instructional Design and Curriculum
Focuses on lesson plan development and design. Included are teaching strategies for diverse populations, accommodations for special needs candidates. This course will also incorporate the use of current Kentucky Teacher Internship Program’s Teacher Performance Assessment documents. Particular attention will be paid to KERA Initiatives, Program of Study Core Content, and curriculum alignment from Objectives, activities, and procedures through assessment. 3 semester hours.

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

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

EDOL 635 Classroom Management and Discipline
This course is designed to assist teachers in learning the theoretical foundations and practical application of effective classroom management and discipline systems. Learning activities will direct participants toward assessing classroom behavior management needs and planning for progress based on the application of concepts and skills presented in the course. In collaborative teams, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situations. Course participants will also be directed to compare and contrast Glasser’s Choice Theory to other well-known models of classroom management. Participants will then determine which approach, or combination of approaches; best fits their teaching situation. Five Field/Clinical Experience Hours required. 3 semester hours.

EDOL 636 Problems in Education
An examination of principles and practices, changing goals and processes in Education. Analysis of topical problems faced by society in shaping educational programs in the school. May be taken more than once. 3 Semester Hours

EDOL 639 Seminar
A seminar approach to the methods of teaching, providing students with an opportunity to explore in-depth particular problems associated with methodology; individual demonstration, oral reports, and group discussion pertinent to areas of specialization. An emphasis of study of the Reflective Model and the Kentucky Internship Program is included. 3 semester hours.

EDOL 643 Best Practices for Coaching and Mentoring Teachers
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations. 3 semester hours.
EDOL 647 Teacher Leader in Professional Learning Communities
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and site-based accountability can positively improve schools. (3 hours) Prerequisites: ADOL 631 School Program Improvement; ADOL 653 Assessment of and for Student Learning; ADOL 655 Team Leadership; EDOL 562 Theories of Teaching and Learning; EDOL 630 Research and Evaluation; ADOL 561 Leadership for Educational Professionals; ADOL 633 Applied Research; EDOL 542 Change, Professional Development and Teacher Improvement; EDOL 634 Curriculum Management and Assessment; EDOL 643 Best Practices for Coaching and Mentoring Teachers.

EDOL 698 Clinical III, Supervised Student Teaching
Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the candidate teaching and provide in-class time for study, analysis, and reflection. This course has a $200 fee. Pre-requisite: passing appropriate PRAXIS scores, GPA 3.0. 6 semester hours.

EDOL 699 Clinical III, Practicum in Education (MAT)
This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee. Pre-requisite: Passing appropriate PRAXIS scores; GPA 3.0. 3 semester hours.

Educational Specialist Courses

ELCC 835 Administrative Strategies for School Improvement
This course explores the relationship between the efforts of a school principal or other school administrator to the improvement of candidate achievement. The courses offers a survey and evaluation of resources and methods for nurturing school improvement.

ELSA 730 The Politics of Educational Decision Making
The course provides an overview of how formal political activities and social forces at the Federal, state and local levels impact administrative decision-making in educational institutions. The course also provides strategies for managing institutional politics to make them constructive components of administration.

English Courses

ENOL 531 Writing Instruction for the Content Areas
This course teaches strategies for including writing activities and project based learning into all content areas. 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. Clinical experience hours required. 3 semester hours.

ENOL 532 Methods and Materials for Teaching English, Language Arts, 6-12
ENOL 532 is the study of methods and materials suitable for teaching English at grades 6-12 in public/private schools. The intent is to introduce teachers to the burgeoning theories of teaching the various elements of the English Language Arts curriculum. Students will study research in the field of English instruction, develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and be introduced to other aspects which enter into the English teacher’s classroom situation. Clinical experience hours required. 3 semester hours.

ENOL 640 Teaching Writing, P – 5
The course is the study of teaching writing in the P – 5 school environment. Candidates will research various writing theories and writing strategies to extend their knowledge of developmentally appropriate writing instruction for all learners in the P – 5 classroom. Course topics include: assessment of writing, various genres of writing, writing workshop, the writing process, digital writing, and the K-CAS Content Area Literacy Standards. Clinical experience hours required. 3 semester hours.

ENOL 641 Teaching Writing, 6 – 12
The course is the study of teaching writing in the 6–12 school environment. Candidates will research various writing theories and writing strategies to extend their knowledge of developmentally appropriate writing instruction for all learners in the 6–12 classroom. Course topics include: assessment of writing, various genres of writing, writing workshop, the writing process, digital writing, and the K-CAS Content Area Literacy Standards. Clinical experience hours required. 3 semester hours

Health Courses

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

**HEOL 531 Topics in Health and/or Exercise and Sport Science**
An examination and critical analysis of current trends and issues in the area of health, exercise and sport science. Topics may include obesity and physical inactivity, health care delivery system, gerontology and other related topics. May be repeated. 3 semester hours.

**PEOL 530 Methods and Materials for Teaching Physical Education**
The purpose of this course is to prepare candidates to plan, organize and conduct a physical education program for candidates in grades P-12. Candidates will be provided background knowledge about physical education content, skill themes and movement concepts. Candidates will acquire knowledge and skills in various individual and team sports including life sports. Five Field/Clinical Experience Hours required. 3 semester hours.

**PEOL 531 Topics in Physical Education and/or Exercise and Sport Science**
An examination and critical analysis of current trends and issues in the area of physical education, exercise and sport science. Topics may include movement fundamentals, physiology of fitness, biomechanics, fattening of America and other related topics. May be repeated. 3 semester hours.

History Courses

**HIOL 530 Methods and Materials for Teaching Social Studies**
An analysis of content area, methodology, and instructional techniques; application of methods to the skill and content area of social studies. Five Field/Clinical Experience Hours required. 3 semester hours.

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

**HIOL 630 Social Studies Subject Matter Resources**
Provides a comprehensive study of the bibliographic and instructional resources available to secondary teachers. 3 semester hours

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

Mathematics Courses

**MAOL 530 Topics in Mathematics I**
Topics are selected from arithmetic and number theory, statistics in research, geometry, and other topics. May be repeated. 3 semester hours
MAOL 531 Teaching Math to Learners with Disabilities
The overall context in which these teaching approaches are considered are the national curricular reforms in mathematics. This course focuses on pedagogy and its relationship to subject matter, curriculum, and pedagogical knowledge. The roles of learners within the context of the school are also considered. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by the NCTM and higher standards in mathematics in education. 3 semester hours.

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

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

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

Music Courses
MUSC 530 Opera Workshop
Designed to develop the candidate’s knowledge and experience in characterization and stage movement necessary for opera. Offered on-site only. 3 semester hours

MUSC 537 Music Theatre Production
Designed to give candidates knowledge, skill, and experience in all aspects of musical theatre production. Offered on-site only. 3 semester hours

MUOL 531 Applications of Music Theory
Designed to help the candidate develop a broad knowledge of various pedagogical and analytical approaches toward music theory, develop an understanding of various interdisciplinary approaches to learning and teaching music-related topics, and to develop a bibliography of sources for various theoretical concepts. 3 semester hours

MUOL 532 Advanced Music Literature
Analysis of solo vocal and choral music literature of all historical periods with emphasis on compositional techniques and repertoire of composers. 3 semester hours

MUOL 533 Methods and Materials for Teaching Music
This course is focused primarily on the preparation of classroom teachers to effectively use and teach music concepts and skills to elementary, middle and secondary candidates, regardless of their prior musical background. Pre-service teachers will learn to design and deliver lessons in music that include singing, movement classroom instrument performance, simply music note reading, and listening to enhanced conceptual learning for candidates. Candidates will examine such issues as music curricula, goals and objectives of the music program and the different aspects involved in teaching music. Five Field/Clinical Experience Hours required. 3 semester hours.

MUOL 630 Graduate Music Core Seminar
This course is designed as a review of music theory and music history in order to assist graduate candidates with the Music Specialty Area of the PRAXIS. Reviewed topics include: music theory, orchestration, form and analysis, and music history. 3 semester hours
MUOL 639 Selected Topics in Music Education
Designed to help the candidate develop a broad knowledge of concepts in music education including but not restricted to curriculum design, core music content, and program administration. 3-9 semester hours

Principal Program, Level I

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

ADMOL 661  The School Principal’s Role in Improving School Climate and Culture
This course is intended to provide the principal candidate with an understanding of the educational relevance of involving the greater community (parents, neighborhoods, businesses, etc.) to enhance and support student achievement; organizational relationships between schools within and outside schools; power, multicultural awareness; major opinion leaders; vision and mission articulation; and interpersonal skills. The content of the course emphasizes the following concepts: the importance of diversity in developing and implementing curriculum; strategies to reinforce norms of behavior and to promote effective change; elements of and impact of school culture; the use of data to influence school culture; the value of active partners/stakeholders; individual and collective accountability; modeling professional ethics; and equity and diversity. Module 1: Organizing and Managing Shared Work within a Professional Learning Community. Module 2: Developing and Reflecting on Professional Learning Communities. Prerequisite: ADMOL 650. 3 semester hours

ADMOL 662  School and Community Relations
This course is designed to help develop candidates understand the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, cultural, ethical and political leadership. The focus of this course is on facilitating the development, articulation, implementation, and stewardship of a school vision. The purpose of this course is to provide strategic approaches to interact with the political and social forces in order to shape educational decisions. During the course, candidates will analyze the impact of school decisions on school and community relations. Prerequisite: ADMOL 650. 3 semester hours

ADMOL 671  The Principal’s Role in Curriculum Leadership
This course examines the principles and practices essential to developing and administering curricular programs, including knowledge and understanding about measurability, scope and sequence, taxonomy, program designs, and the fit between a planned program and a taught or implemented one. Module 1: Analyzing Curriculum Documents; Module 2: Analyzing Student Work—Instruction and Learning Interventions; Module 3: Providing Excellence in Curriculum for All. Prerequisite: ADMOL 650, 651, 662. 3 semester hours

ADMOL 672  The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance
This culminating course in the principal preparation program is designed to aid the principal candidate in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply to the role of the principal. Relevant readings, analysis of sample assessment processes, and use of protocols will provide principals an understanding of those assessment strategies needed to evaluate the instructional program, support teacher effectiveness, and monitor students’ performance, thus improve student learning. This course includes: Course Introduction: From the Classroom to the Nation’s Capital: Aligning and Assessing the Impact of the CIA (Curriculum, Instruction, and Assessment). Module 1: Using Unit of Study/ Lesson Plan Monitoring to Improve Student Achievement; Module 2: Legal Aspects and Budgetary Issues Associated with Assessing the Instructional Program and Monitoring Student Performance; Module 3: Signature Assessment: Capstone Conferencing. Prerequisite: ADMOL 650, 661, 662. 6 semester hours.
ADMOL 675  The School Principal’s Role in Creating Organizational Structures & Operations
This course integrates the predominant approaches to leadership, management theory, and operations management concepts to structure competitive organizations, shape organizational behavior, enhance organizational effectiveness, and foster an organizational culture that adapts and capitalizes on change. Analyzes the interaction of individual, group, and organizational dynamics that influence human behavior in an organization and determines appropriate management approaches to foster a productive work environment. Module 1; Module 2; Module 3. Prerequisites: ADMOL 650, 661, 662, 671, 672. 3 semester hours.

ADMOL 676  Human Resource Leadership
This course is a study of the role of the school leader in the dimensions of the personnel function: planning, recruitment, selection, placement, development, and supervision of school faculty and staff. In addition, a focus of this course includes legal and ethical aspects of federal, state, and local personnel policies and procedures. Module 1: Obtaining Positive and Proactive Personnel; Module 2: Obtaining Proper Paperwork; Module 3: Applying the Principles of a Positive, Proactive Culture and Climate; Module 4: Legal Considerations Regarding Employment and Dismissal. Prerequisites: ADMOL 650, 661, 662, 671, 672. 3 semester hours.

ADMOL 679  Research and Development: Capstone Project
This course provides field experiences and opportunities for candidates pursuing Level 1 Principal Certification to complete the Capstone Project. The University Advisor and University Mentor will work with the aspiring candidate on the development of this research project in preparation for the committee presentation. Prerequisites: ADMOL 650, 661, 662, 671, 672, 675, 676. 3 semester hours.

Principal Program, Level II

ADMOL 670  Seminar on Resource Allocation: Strategic Management and School Budgeting
This course analyzes the principles, practices, policies, revenues, and expenditures of strategic management and planning, school budgeting, and school resource allocation at the building level. Prerequisite: Candidate must have successfully completed Level 1 Certification in Principalship. 3 semester hours

ADMOL 677  Seminar on Educational Change: Instructional Leadership
This course focuses on the leadership challenges presented by today’s dynamic education environment and examines the organizational change process as it relates to educational settings. Emphasis is on management and leadership strategies and behaviors that facilitate effective change and transformation efforts. Prerequisite: Candidate must have successfully completed Level 1 Certification in Principalship. 3 semester hours.

ADMOL 678  Seminar on Resource Allocation: Strategic Management and School Budgeting
This course is designed to provide authentic learning experiences that incorporate an understanding of the School Principal as an Instructional Leader in creating an positive culture and climate. The course focuses on understanding the school as an organization with systems, structures and operations which impact school culture; identifying, assessing and shaping school culture; identifying, defining and recognizing critical elements of school culture; and identifying, addressing barriers to positive school culture. Course content will connect to prior knowledge gained during Level 1 to extend that learning and build capacity of new principals. Module 1: Understanding the Impact of School Culture; Module 2: Knowledge and Understanding of the Impact of Professional Learning Communities on School Culture; Module 3: Understanding How to Improve Family and Community Partnerships to Make a Positive Impact on School Culture. Prerequisite: Candidate must have successfully completed Level 1 Certification in Principalship. 3 semester hours.

Reading and Writing Courses

REOL 531 Reading and Writing Foundations
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES. (Exception: candidates who have satisfactorily completed ELEM 331 and ELEM 338 or their equivalents.) 3 semester hours.
REOL 533 Teaching Reading in the Content Areas
REOL 533 will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required. 3 semester hours.

REOL 534 Methods and Materials for Teaching Language Arts K-5
REOL 534 is the study of methods and materials suitable for teaching reading and writing at various public/private school K-5 grade levels. The intent is to introduce teachers to the burgeoning theories of teaching the various elements of the elementary school reading and writing curriculum. Candidates will study research in the field of reading and writing instruction, develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and be introduced to other aspects which enter into the elementary teacher’s classroom situation. Clinical experience hours required. 3 semester hours.

REOL 535 Integrating Reading and Writing Instruction K-12
REOL 535 is the study of integrating the strategies of reading and writing instruction across grades K-12 in private/public schools. Candidates will study the writer’s workshop and the writing process as vehicles for integrating reading and writing instruction. Clinical experience hours required. 3 semester hours.

REOL 536 Young Adult and Children’s Literature.
REOL 536 is designed to encompass all grade levels. Children’s books and young adult novels with varying topics and maturity levels will be examined with a focus on how to incorporate them into the K-12 curriculum. Candidates will have the opportunity to discover a study on the importance technology plays in teaching literature. Clinical experience hours required. 3 semester hours.

REOL 630 Diagnosis of Reading and Writing Problems
REOL 630 is the study of current research in the implementation of standardized and informal diagnostic procedures for the appraisal of reading and writing problems. Candidates will conduct a case study focusing on struggling readers and writers across diverse populations. Prerequisite: REOL 531. This course is a prerequisite to REOL 631 and 632. Clinical experience hours required. 3 semester hours.

REOL 631 Diagnosis of Procedures in Teaching Reading and Practicum
REOL 631 will deal with a diagnostic-prescriptive approach to teaching and learning. The diagnosis will relate to (1) informal testing; (2) standardized tests; and (3) criterion-referenced tests. The prescriptions for teaching will be directly related to the diagnostic data gathered from testing. Tests and materials from reading and content areas will be used as a basis to identify and plan instruction for struggling readers/writers. Clinical experience hours required. 3 semester hours.

REOL 632 Strategies for Reading Programs and Practicum
REOL 632 is the study of incorporating literacy standards across the content areas as required by the Common Core State Standards and the K-CAS. Candidates will develop a personal philosophy of teaching reading and teaching writing and develop and present a co-teaching professional development presentation in an area of writing instruction. Clinical experience hours required. 3 semester hours.

REOL 633 Literacy Leadership Practicum
REOL 633 is the final core course in the Reading and Writing Program. It is an intensive and comprehensive investigation of problems related to reading and writing as well as a review and practice of current teaching methods and innovative approaches to develop a comprehensive building-level literacy plan. A Diversity/Multicultural Reflection is also a part of the coursework. Clinical experience hours required. 3 semester hours.

Science Courses

SCOL 530 Methods and Materials for Teaching Science
Designed as a survey of selected basic principles from earth/space science and the physical and biological sciences, this course provides a body of content essential for the teaching of science in the elementary school. Five Field/Clinical Experience Hours required. 3 semester hours.
**SCOL 630 Science Topics: Principles, Applications, and Implications**
Surveys selected basic principles from earth and space science, physical and biological sciences. This course provides a body of science content essential for the teaching of science in the public schools. (May be repeated). 3 semester hours

**SCOL 531 Methods and Materials for Teaching Science at the Secondary Level**
Fundamental principles of the physical and biological sciences to prospective and experienced teachers. This course will be education specific and provide effective strategies for teaching science at any grade level. Particular attention will be given to the prescribed. Five Field/Clinical Experience Hours required. 3 semester hours

**Special Education**

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

**SPOL 533, Collaborative Curriculum and Transition Planning**
Review of all levels of transition (P-12) for students with disabilities. Exploration of resources and strategies to implement transition planning at all levels with a focus on collaboration among school personnel and other professionals in the areas of curriculum and transition. (10 Clinical hours associated with this class.) 3 semester hours

**SPOL 535 Early Childhood Special Education**
Prepares teachers to develop and manage programs of specially designed instruction for preschool children that have been identified as at-risk, or with disabilities, or having developmental delays. This course of study includes assessment, criteria, curricula and material modifications for pre-school children with disabilities. Topics include development of interdisciplinary, trans-disciplinary, or multidisciplinary service delivery systems and IFSP/IEP development. 3 semester hours

**SPOL 630 Inclusive Classrooms: Strategies for Effective Instruction**
Surveys knowledge and skills of effective instruction and classroom management skills that are prerequisites for providing programs for individuals with disabilities who are within inclusive classrooms today. This course provides strategies that promote success for the candidate identified as eligible for special education as well as those candidates with learning needs related to culture, race, etc. (diversity). Skills are developed that enable special educators to align candidates’ IEP objectives with the regular education curriculum within the academic areas (literacy, mathematics, science) as well as, addressing the areas of social skills, vocational and career education, and special areas of art, music, and physical education. 3 semester hours

**SPOL 631, Special Education Assessment and Evaluation**
Principles of evaluation regarding academic, social and personal characteristics of individuals with disabilities. Students will use assessment and evaluation as a basis of program design and management. (15 Clinical hours associated with this class.) 3 semester hours

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

**SPOL 634 Working with Parents of Candidates with Disabilities**
This course is designed to prepare teachers to interact appropriately with parents of candidates with disabilities. The
course includes the development of competencies in conducting parent conferences, interviews, home-family assessments, and parent training programs. 3 semester hours

**SPOL 635, Classroom Behavior Management for Special Student Populations**
This course is designed to prepare teachers to collect and analyze data on various behaviors resulting in a functional behavior assessment and a behavior intervention plan. Other topics include Social Skills instruction and reinforcers.

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

**SPOL 637, Methods and Materials of Instructional Interventions for Students with Learning and Behavior Disabilities**
This method course content focuses on classroom-based assessment and delivery of specially designed, research-based instruction including strategies for RtI, co-teaching and collaboration, and content areas.

**SPOL 638, Legal Aspects Rules and Regulations of Special Education**
Analysis of legislation, litigation, and administrative rulings related to special education. The course will emphasize on the development of legally sound policies and procedures to ensure a free and appropriate education for students with disabilities.

**Teacher Leader Program**

**ADOL 561 Leadership for Educational Professionals**
This is the study of modern leadership theories, practices, and techniques in school leadership and responsibilities, with emphasis on facilitating leadership to create a work climate supportive of excellence in teaching and learning. (3 hours)

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

**ADOL 633 Applied Research in Education**
The interpretation, synthesis, and analysis of educational research findings as they relate to action research and program management. The emphasis is placed on conducting applied research or program evaluation, including the development of instruments, collection and interpretation of data, and presentation of findings. Prerequisite: EDOL 630. (3 hours)

**ADOL 653 Assessment of and for Student Learning**
This course will provide an introduction to research in education, including the purpose of research, basic statistics, identification of appropriate research methods, interpretation of findings, research report development and ethical and legal considerations pertinent to the professional educator. The course also provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to the theory and practice of educational evaluation by focusing the research review on evaluation reports and papers. The work is contextualized in key issues in k – 12 and higher education, including assessment of the educational performance of students, schools, and teachers, the impact of educational policies, measurement of the efficacy of specific instructional programs and materials, and exploration of the relationships between teacher education and teacher quality. Required of all Master Degree programs and must be taken within the first fifteen (15) semester hours. (It is highly recommended that this course is taken in the first nine (9) semester credit hours.) (3 hours)

**ADOL 655 Team Leadership**
This course provides the candidate with the basic concepts and the essential skills of leadership that are required to lead and manage others. The course is designed to provide an examination of theories, concepts, research and practices in teacher leadership and conflict resolution. It is designed to promote creative, innovative leadership among emerging leaders in the education professions. The class will also examine approaches to building group and team competencies, paying particular attention to effective decision-making and communication in conflict resolution. Finally, the course
will focus special attention on diagnosing the intentional and hidden dynamics that support and sometimes undermine team effectiveness. (3 hours)

**EDOL 542 Change, Professional Development and Teacher Improvement**
This course is intended to provide advanced candidates with an overview of various planning and decision-making models that are appropriate for district and campus planning. Focus will be placed on the complex roles and responsibilities of the teacher leader at the elementary, middle and secondary levels. The course provides a framework for new visions of learning and strategies for restructuring classrooms and schools with professional development while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection. (3 hours)

**EDOL 562 Theories of Teaching and Learning**
This course will provide a current and comprehensive overview of research and theory related to human learning. The course will emphasize major concepts of learning theory but will also cover relevant motivational, developmental, and classroom management theory. Standardized testing, test interpretation, college readiness and use of results are stressed through studies of principles of development of assessment tools. Intelligence, language learning motivation and persistence are included. (3 hours)

**EDOL 630 Research Methods**
This course will provide an introduction to research in education, including the purpose of research, basic statistics, identification of appropriate research methods, interpretation of findings, research report development and ethical and legal considerations pertinent to the professional educator. The course also provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to the theory and practice of educational evaluation by focusing the research review on evaluation reports and papers. The work is contextualized in key issues in k – 12 and higher education, including assessment of the educational performance of students, schools, and teachers, the impact of educational policies, measurement of the efficacy of specific instructional programs and materials, and exploration of the relationships between teacher education and teacher quality. Required of all Master Degree programs and must be taken within the first fifteen (15) semester hours. (It is highly recommended that this course is taken in the first nine (9) semester credit hours.) (3 hours)

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

**EDOL 635 Classroom Management and Discipline**
This course is designed to assist teachers in learning the theoretical foundations and practical application of effective classroom management and discipline systems. Learning activities will direct participants toward assessing classroom behavior management needs and planning for progress based on the application of concepts and skills presented in the course. In collaborative teams, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situations. Course participants will also be directed to compare and contrast Glasser’s Choice Theory to other well known models of classroom management. Participants will then determine which approach, or combination of approaches; best fits their teaching situation. Five Field/Clinical Experience Hours required. (3 hours)

**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 practices. 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 to further engage and illicit input on local district concerns derived in part from formal and/or informal teacher observations. 3 semester hours.
EDOL 647 Teacher Leader in Professional Learning Communities
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and site-based accountability can positively improve schools. (3 hours)

Graduate Education Committee

Dr. Barbara Kennedy, Dean
Dr. Tyrone Bynoe
Dr. Melanie Cardell
Ms. Debbie Daniels
Dr. Karen Goldman
Dr. David Gover
Dr. John Hymo
Ms. Sherryl Jones
Dr. Susan Rose
Dr. Jeff Smoak
Dr. Dennis Trickett
Dr. Jennifer Woodruff
Dr. Mary Lynn Woolsey
Ms. Jan Wren
Dr. Larry Cockrum, Vice President for Academic Affairs
Dr. Michael Colegrove, Vice President for Candidate Services
Mr. Chuck Dupier, Registrar
Graduate Assistant

Administrative Officers

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    Vice President for Institutional Advancement and Assistant to the President

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    Vice President for Candidate Services and Director of Leadership Studies

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    Vice President for Finance

Mr. Kyle Gilbert, B.S., A.A.
    Vice President for Support Operations
Mr. Steve Morris, A.A., B.S., M.B.A.
Vice President for Business Services

Mr. Steve J. Allen, B.S.
Vice President for Candidate Financial Planning

Administrative Staff

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Mr. Nick Cockrum, M.B.A. Associate Dean
Mr. Charles Dupier, III, M.B.A. Registrar
Ms. Jo Dupier, B.S. Bursar
Dr. Susan Weaver, Ed.D. Director of Teaching and Learning and Director of Assessment
Ms. Janice Wren, M.S.L.S. Director of Library
Dr. Barbara Kennedy School of Education Dean
Dr. David Gover Graduate Chair
Ms. Sherryll Jones, B.S. Teacher Certification Officer
Ms. Kimberly White Teacher Certification Officer; Office Manager

Graduate Faculty


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

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

Jennifer Chambers (2012). Assistant Professor of Education. B.S., Eastern Kentucky University; M.A. Eastern Kentucky University; Ed.D., Eastern Kentucky University.

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

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

Margaret Combs (2005). Chair and Associate Professor of Business Administration. B.S., M.A., Eastern Kentucky University; M.S. University of Kentucky; DBA, University of Sarasota; CPA

Debbie Felts (2013). Assistant Professor of Education. B.S., Cumberland College; M.A.Ed., Union College; Additional graduate study, Eastern Kentucky University.

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


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


Joan R. Hembree (2000). Associate Professor of Biology. B.S., M.S., University of Tennessee; Ph.D., University of Minnesota; Postdoctoral Study, Case Western Reserve University.

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Charles Alan Pilant (1987). Professor of History. B.A., University of Colorado at Colorado Springs; M.A., University of Colorado at Boulder; Ph.D., Marquette University.

Deb Richard (2009). Assistant Professor of Education. B.S., Murray State University; B.A., Louisville Bible College; M.A., Murray State University; Ph.D.; Southern Illinois University.

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

Linda Story (2012). Assistant Professor of Education. B.S., University of Tennessee; M.Ed., Vanderbilt University; Ed.S., University of Tennessee; Ed.D., East Tennessee State University.

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

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


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