

UNIVERSITY  
of the  
CUMBERLANDS  
SCHOOL of EDUCATION



**Graduate Catalog  
2015-2016**

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 by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of the Cumberlands.

### **School of Education Accreditation**

#### **KDE/EPSC Accreditation Statement**

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

### **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**

The University does not illegally discriminate in its programs and activities on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The University has grievance procedures to provide students, employees, or applicants an opportunity to file a complaint of illegal discrimination of any kind. In order to file a grievance, see the grievance procedures published below or contact the appropriate person:

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

*Dr. Michelle Dykes-Anderson*  
*Student Success Coordinator*  
*Boswell Campus Center, Student Services Office Suite*  
*(606) 539-3561, [michelle.anderson@ucumberlands.edu](mailto:michelle.anderson@ucumberlands.edu)*

The following person has been designated as the University's Title IX Coordinator to handle inquiries or complaints regarding the sex nondiscrimination policy and compliance with Title IX of the Education Amendments of 1972:

*Ms. Pearl Baker*  
*Human Resources Director and Title IX Coordinator*  
*Gatliff Administration Office 116*  
*(606) 539-4211, [pearl.baker@ucumberlands.edu](mailto:pearl.baker@ucumberlands.edu)*

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

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

*Mr. Steve Morris*  
*Vice President for Business Services*  
*Gatliff Administration Office 001*  
*(606) 539-4597, [steve.morris@ucumberlands.edu](mailto:steve.morris@ucumberlands.edu)*

## Welcome from President-Elect & CEO, Dr. Larry Cockrum

Dear Graduate Candidate:

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

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

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

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

Cordially,

*Dr. Larry Cockrum*

Dr. Larry Cockrum  
President-elect/CEO

## 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,

*Susan R. Rose*

Dr. Susan R. Rose, Ph.D., NCC  
Associate Dean of Academic Affairs  
UNIVERSITY of the CUMBERLANDS  
School of Education  
[susan.rose@ucumberlands.edu](mailto:susan.rose@ucumberlands.edu)

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## **University Mission**

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

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

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

## **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.

## **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 at 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 Cumberland 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 Cumberland 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 Cumberland.

### **Privacy Rights of Candidates**

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

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

2. **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask the University to amend a record. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or a violation of their privacy rights. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the request and will provide the student with additional information regarding the hearing procedures.
3. **The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent) to perform a university function which would otherwise be accomplished by a university employee; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

The University may disclose education records without the student's consent in certain other circumstances, but shall do so only upon the authorization of the Registrar.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements FERPA.** The name and address of the office which administers FERPA and to which complaints are to be sent is:

## **Classification of Graduate and Non-Degree Candidates**

### ***The Commitment Needed to Succeed at University of the Cumberland***

The length of programs at University of the Cumberland 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 Cumberland's candidates are self-disciplined individuals with a strong commitment to earn a degree—not just take courses. Handling a University of the Cumberland's 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. 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.

***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 or candidates seeking certification only. 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 Cumberland.

### ***Visiting Candidate***

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



### ***Special Candidate***

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

### ***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. The faculty advisor's role is to work in concert with Graduate Advising to assist candidates in successful progression through their program.

Trained personnel in the Graduate Advising Center work with candidates to develop a planned program/curriculum contract of work 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.

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.

### **Advanced Standing/Academic Credit Through Experiential Learning**

It is possible for a student to receive academic credit for certain types of innovative and meaningful work experience related to the student's academic program and objectives. An example might be satisfactory research experience in an organization or institution which does not give academic credit. The proposal for such academic credit must be approved in advance by the appropriate departmental chair and the Registrar, under the oversight of the Vice President for Academic Affairs. A determination of the credit awarded is made only after a thorough evaluation has been completed. (Policies and Procedures Addendum for Faculty, p. 41)

## ***Guidelines for Academic Credit through Experiential Learning***

University of the Cumberland is committed to quality education and recognizes that learners in higher education come with many experiences from varied backgrounds. Therefore, University of the Cumberland has developed a process through which learners may earn college credit for prior learning experiences that do not fit into another category of recognized credit (e.g. external standardized credit-by-exam, articulated licensure, or certification).

Extra-institutional learning is defined as learning that is attained outside the sponsorship of legally authorized and accredited postsecondary educational institutions. The term applies to learning acquired from work and life experiences; independent reading and study; mass media; and participation in formal courses sponsored by associations, business, government, industry, the military, and unions. University of the Cumberland recognizes extra-institutional learning through a portfolio assessment process. The guidelines presented are intended to provide a foundation for the experiential learning process, with an emphasis on learning outcomes and competencies that the learner will document in each portfolio. Credit proposed by the learner and granted by the evaluator will be course specific. Students may earn a maximum of 25% of the credit in the academic program for which they are enrolled through PLA.

Students will complete the following before they will be accepted to complete the Prior Learning Portfolio Process:

1. Review the PLA Information and Orientation Presentation found on the University website at <http://inside.ucumberland.edu/academics/registrar/pla> to gain an overview of the process and to self-assess eligibility for PLA.
2. Verify you meet the following qualifications for PLA, which includes being enrolled in a degree-seeking program at University of the Cumberland
3. Submit the completed Prior Learning Assessment Request to Pursue form (found at <http://inside.ucumberland.edu/academics/registrar/pla>) and submit to your Program Director or Department Chair.
4. The PLA Coordinator will assure that your Request Packet is complete and meets basic criteria and will forward it to the appropriate Program Director/District Dean for approval to proceed with the PLA portfolio.
5. Once the program director approves your request to pursue PLA, the student must take the Prior Learning Assessment Portfolio Development course. University of the Cumberland provides a non-credit, online course called OLCP 500. Prior Learning Assessment and Career Portfolio Development. Students requesting PLA credit are required to take this course for the first portfolio, but may opt not to retake it for subsequent portfolio submissions. This course provides further explanation for PLA portfolio development through guided step-by-step instruction and instructor availability while the student prepares the first portfolio. This course can be taken by registering in Higher Reach and is provided as an “open entry/open exit” course.
6. Build portfolio.

7. Pay PLA fee of \$95. This is a nonrefundable fee. Submit the receipt with portfolio.
8. Submit the portfolio to the program director or district dean who approved your request packet. The evaluator will review the documentation and complete the Evaluator Response/ Rating Rubric. Expect to receive the results in approximately six weeks.

### *Portfolio Rating and Credit*

When credit is approved, the evaluator makes a recommendation to grant credit for the course requested and the student will receive a copy of the Evaluator Response/Rubric form from the Registrar's office after credit has been posted to the student record.

Alternatively, the evaluator may return the portfolio for minor explanation and/or documentation revisions. Large revisions will not be allowed. The determination regarding option to revise is based on the evaluator's assessment of the portfolio via the Rating Rubric. If the portfolio is returned for minor revisions, a date of return will be listed on the Evaluator Response/Rubric form. The student must return the portfolio by the date listed or forfeit the credit with an automatic denial.

If credit is denied, the evaluator will provide feedback on the portfolio along with the Evaluator Response/Rubric. The student may appeal in writing to the Program Director or District Dean, who may determine whether to resubmit to another evaluator or make other recommendations to the student. All appeals must be requested within 30 days of the student notification mail-out date.

### **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 MAT or the Chair of Advanced Programs, 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.

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 an official transcript from that institution.

### **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.

### **Required Courses**

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. 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.

### **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.
- 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

| Courses Fifteen Weeks or Greater in Length |        |        |
|--|--------|--------|
| Official Date of Withdrawal                | Charge | Refund |
| Last day to Register                       | 0%     | 100%   |
| Week 2 of classes                          | 20%    | 80%    |
| Week 3 of classes                          | 40%    | 60%    |
| Week 4 of classes                          | 60%    | 40%    |
| Week 5 of classes                          | 80%    | 20%    |
| After 5 <sup>th</sup> week of classes      | 100%   | 0%     |

| Courses Greater than Six Weeks but Less than Fifteen Weeks in Length |        |        |
|--|--------|--------|
| Official Date of Withdrawal  | Charge | Refund |
| Last day to Register   | 0%     | 100%   |
| Week 2 of classes  | 50%    | 50%    |
| After 2 <sup>nd</sup> week of classes                                | 100%   | 0%     |

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

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

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

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

### Treatment of Title IV Aid When a Candidate Withdraws

The law specifies how 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 school's 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](http://www.candidateaid.ed.gov).

## Field/Clinical Experience

### University of the Cumberland, 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 Cumberland 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 Teaching (MAT)

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 Cumberland, 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 2.75 on a 4.0 scale.
3. Submit one copy of the appropriate standardized test score sheet (PRAXIS CASE or GRE).
  - a. Successful completion of the Praxis Core Academic Skills for Educators (CASE)
    - (i) Reading (5712) - 156;
    - (ii) Writing (5722) - 162; and



(iii) Mathematics (5732) - 150.

OR

- b. Successful completion of the Graduate Record Exam (GRE) administered by the Education Testing Service with the following corresponding scores on the corresponding sections:
  - (i) Verbal Reasoning - 150;
  - (ii) Quantitative Reasoning - 143; and
  - (iii) Analytical Writing - 4.0.
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 to the University. Failure to complete the required paperwork by the fourth week will result in a candidate being dropped from all coursework. The candidate may not continue in the program until all paperwork is received. 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.

*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.

*Full Admittance into Teacher Education Program (Certification):* Once a candidate completes all admission requirements for Teacher Education, 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 is in good standing to continue taking coursework.

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. 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 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 2.75 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 per the candidate's program.
5. Submit three letters of recommendation on the recommendation form, including measures of dispositions, 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.

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.

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 specific disposition collection points 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, an Individual Action Plan will be completed by the concerned faculty/instructor. The forms are given to the Chair of Graduate Education. At the discretion of the Chair, the Educator Preparation Advisory 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 in Literacy Specialist as well as the Educational Specialist and Rank I and Administration programs 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 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**

The ePortfolio is 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 ePortfolio consists of the development and submission of an ePortfolio through I-Learn. 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 ePortfolio will document how candidates meet the appropriate Standards.

The Capstone Project is also a formative and summative evaluation representing the culmination of the Education Specialist (Ed.S.) programs. The Capstone Project consists of the completion of a project through the development of specific pieces through the coursework, culminating in a holistic project. The Capstone Project demonstrates that the Ed.S. candidate can meaningfully analyze, synthesize, evaluate and apply the knowledge gained from graduate courses taken to real life education experiences. More information about the Capstone Project is found in the Graduate Education 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 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)
  - Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies
- **5 – 12**
  - Business and Marketing
- **P – 12**
  - Special Education: Learning and Behavior Disorders
  - Art, Integrated Music, Health and Physical Education

#### 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)
- **Literacy Specialist** (P-12)
- **Director of Special Education** (P-12)
- **School Counseling** (P-12)

#### 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.

- **School Counseling**
- **Director of Pupil Personnel**
- **Principal**
- **Superintendent**
- **Supervisor of Instruction**

## **Non-Degree Programs**

### Administration Certification Programs (P-12)

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

### Rank I

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

## Programs

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

(P-5 Certification); 42 hours

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

#### DEGREE REQUIREMENTS – 42 hours

|          |   |
|----------|---|
| EDOL 520 | Clinical I (2 credit hours)   |
| EDOL 523 | Introduction to Educational Technology (2 credit hours)                         |
| EDOL 630 | Research Methods in Education   |
| EDOL 539 | The Modern Elementary School  |
| SPOL 530 | Characteristics, Identification, and Instruction for Students with Disabilities |
| EDOL 621 | Educational Psychology (2 credit hours)   |
| SPOL 635 | Classroom Behavior Management for Special Student Populations                   |
| EDOL 639 | Seminar: Methodology of Teaching  |
| REOL 531 | Reading and Writing Foundations   |
| REOL 534 | Reading Readiness in Primary Programs   |
| HIOL 530 | Methods and Materials of Social Studies   |
| MAOL 532 | Methods and Materials for the Teaching of Math                                  |
| SCOL 530 | Methods and Materials for the Teaching of Science                               |
| EDOL 541 | Clinical II   |
| EDOL 699 | Clinical III: Professional Experience (for Option 6)                            |

**OR**

|          |                                       |
|----------|---------------------------------------|
| EDOL 698 | Clinical III: Professional Experience |
|----------|---------------------------------------|

<sup>1</sup> 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 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 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 measuring Critical Thinking, Creativity, Communication, and Collaboration
- Signed copy of Kentucky Code of Ethics
- Character and Fitness

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

- Successful completion of Entrance Exam: CASE (Reading, 156; Writing, 162; Mathematics, 150) **or** GRE (Verbal, 150, Quantitative, 143; Writing, 4.0)
- Cumulative GPA 2.75
- Content GPA of 3.0 or higher
- Professional GPA of 3.0 or higher
- Signed Ky. Code of Ethics
- Character and Fitness
- State/Local Background Check:

##### Midpoint Requirements (Pillar V):

- Advisory
- Successful completion of PRAXIS II Content
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical I and II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- Completed Planned Program on File

**Exit Requirements (Pillar VI):**

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar VI ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- Graduation Application Completed
- Six (6) Year Time Limit Not Exceeded
- 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 – 33-36 hours

|          |   |
|----------|---|
| EDOL 520 | Clinical I (2 credit hours)   |
| EDOL 523 | Introduction to Educational Technology (2 credit hours)                         |
| EDOL 630 | Research Methods in Education   |
| EDOL 537 | The Middle School   |
| SPOL 530 | Characteristics, Identification, and Instruction for Students with Disabilities |
| EDOL 621 | Educational Psychology (2 credit hours)   |
| SPOL 635 | Classroom Behavior Management for Special Student Populations                   |
| EDOL 639 | Seminar: Methodology in Teaching  |
| REOL 531 | Reading and Writing Foundations (English Concentration)                         |

#### OR

|          |  |
|----------|--|
| REOL 533 | Teaching Reading in the Content Areas (All other Concentrations) |
| EDOL 541 | Clinical II  |

|          |  |
|----------|--|
| EDOL 699 | Clinical III: Professional Experience (for Option 6) |
|----------|--|

#### OR

|          |                                       |
|----------|---------------------------------------|
| EDOL 698 | Clinical III: Professional Experience |
|----------|---------------------------------------|

**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 <b>OR</b>     |
| MAOL 532 | Methods and Materials for the Teaching of Math <b>OR</b> |
| HIOL 530 | Methods and Materials of Social Studies <b>OR</b>        |
| SCOL 530 | Methods and Materials for the Teaching of Science        |

<sup>1</sup> Course requires Field/Clinical Experience Hours

\*\* Candidates not currently teaching in an elementary classroom

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

\*\*\*Candidates who are currently employed with a Temporary Provisional Certificate and working in 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 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 measuring Critical Thinking, Creativity, Communication, and Collaboration
- Signed copy of Kentucky Code of Ethics
- Character and Fitness

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

- Successful completion of Entrance Exam: CASE (Reading, 156; Writing, 162; Mathematics, 150) **or** GRE (Verbal, 150, Quantitative, 143; Writing, 4.0)

- Cumulative GPA 2.75
- Content GPA of 3.0 or higher
- Professional GPA of 3.0 or higher
- Signed Ky. Code of Ethics
- Character and Fitness
- State/Local Background Check:

**Midpoint Requirements (Pillar V):**

- Advisory
- Successful completion of PRAXIS II Content
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical I and II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- Completed Planned Program on File

**Exit Requirements (Pillar VI):**

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar VI ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- 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 30 hours

|          |   |
|----------|---|
| EDOL 520 | Clinical I (2 credit hours)   |
| EDOL 523 | Introduction to Educational Technology (2 credit hours)                         |
| EDOL 630 | Research Methods in Education   |
| EDOL 538 | The Modern Secondary School   |
| SPOL 530 | Characteristics, Identification, and Instruction for Students with Disabilities |
| EDOL 621 | Educational Psychology (2 credit hours)   |
| SPOL 635 | Classroom Behavior Management for Special Student Populations                   |
| EDOL 639 | Seminar: Methodology of Teaching  |
| REOL 531 | Reading and Writing Foundations (English Concentration)                         |

### OR

|          |  |
|----------|--|
| REOL 533 | Teaching Reading in the Content Areas (All other Concentrations) |
| EDOL 541 | Clinical II  |

EDOL 699 Clinical III: Professional Experience (for Option 6)

### OR

EDOL 698 Clinical III: Professional Experience

### 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.**

|          |   |
|----------|---|
| SCOL 531 | Methods & Materials for Teaching Science at the Secondary Level <b>OR</b> |
| ENOL 532 | Methods & Materials for Teaching English <b>OR</b>                        |
| MAOL 532 | Methods & Materials for the Teaching of Math <b>OR</b>                    |
| HIOL 530 | Methods & Materials of Social Studies                                     |

<sup>1</sup> Course requires Field/Clinical Experience Hours

\*\* Candidates not currently teaching in an elementary classroom

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

\*\*\*Candidates who are currently employed with a Temporary Provisional Certificate and working in 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 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 measuring Critical Thinking, Creativity, Communication, and Collaboration
- Signed copy of Kentucky Code of Ethics
- Character and Fitness

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

- Successful completion of Entrance Exam: CASE (Reading, 156; Writing, 162; Mathematics, 150) **or** GRE (Verbal, 150, Quantitative, 143; Writing, 4.0)
- Cumulative GPA 2.75
- Content GPA of 3.0 or higher

- Professional GPA of 3.0 or higher
- Signed Ky. Code of Ethics
- Character and Fitness
- State/Local Background Check:

**Midpoint Requirements (Pillar V):**

- Advisory
- Successful completion of PRAXIS II Content
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical I and II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- Completed Planned Program on File

**Exit Requirements (Pillar VI):**

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar VI ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- 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 42 hours

|          |   |
|----------|---|
| EDOL 520 | Clinical I (2 credit hours)   |
| EDOL 523 | Introduction to Educational Technology (2 credit hours)   |
| SPOL 530 | Characteristics, Identification, and Instruction for Students with Disabilities                     |
| EDOL 630 | Research Methods in Education   |
| EDOL 621 | Educational Psychology (2 credit hours)   |
| SPOL 631 | Special Education Assessment and Evaluation   |
| REOL 531 | Reading and Writing Foundations   |
| EDOL 547 | Diversity in a Multicultural Society  |
| MAOL 531 | Teaching Math to Learners with Disabilities   |
| SPOL 637 | Methods, Materials, and Instructional Design for Students with Learning and Behavioral Disabilities |
| SPOL 635 | Classroom Behavior Management for Special Student Populations                                       |
| SPOL 533 | Collaborative Curriculum and Transition Planning  |
| SPOL 638 | Legal Aspects, Rules and Regulations of Special Education   |
| EDOL 541 | Clinical II   |
| EDOL 699 | Clinical III: Professional Experience (for Option 6)  |

**OR**

|          |                                       |
|----------|---------------------------------------|
| EDOL 698 | Clinical III: Professional Experience |
|----------|---------------------------------------|

<sup>1</sup> Course requires Field/Clinical Experience Hours

\*\* Candidates not currently teaching in an elementary classroom

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

\*\*\*Candidates who are currently employed with a Temporary Provisional Certificate and working in 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 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 measuring Critical Thinking, Creativity, Communication, and Collaboration
- Signed copy of Kentucky Code of Ethics
- Character and Fitness

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

- Successful completion of Entrance Exam: CASE (Reading, 156; Writing, 162; Mathematics, 150) or GRE (Verbal, 150, Quantitative, 143; Writing, 4.0)
- Cumulative GPA 2.75
- Content GPA of 3.0 or higher
- Professional GPA of 3.0 or higher
- Signed Ky. Code of Ethics
- Character and Fitness
- State/Local Background Check:

#### Midpoint Requirements (Pillar V):

- Advisory
- Successful completion of PRAXIS II Content

- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical I and II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- Completed Planned Program on File

**Exit Requirements (Pillar VI):**

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar VI ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- 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

(5-12 Certification); 36 hours

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

### PROFESSIONAL EDUCATION – 33 hours

|          |   |
|----------|---|
| EDOL 520 | Clinical I (2 credit hours)   |
| EDOL 523 | Introduction to Educational Technology (2 credit hours)                         |
| EDOL 630 | Research Methods in Education   |
| EDOL 537 | The Middle School   |
| EDOL 538 | The Modern Secondary School   |
| SPOL 530 | Characteristics, Identification, and Instruction for Students with Disabilities |
| EDOL 621 | Educational Psychology (2 credit hours)   |
| SPOL 635 | Classroom Behavior Management for Special Student Populations                   |
| EDOL 639 | Seminar: Methodology of Teaching  |
| REOL 533 | Teaching Reading in the Content Areas   |
| EDOL 541 | Clinical II   |
| EDOL 699 | Clinical III: Professional Experience (for Option 6)                            |

**OR**

EDOL 698 Clinical III: Professional Experience

### 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

<sup>1</sup> Course requires Field/Clinical Experience Hours

\*\* Candidates not currently teaching in an elementary classroom

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

\*\*\*Candidates who are currently employed with a Temporary Provisional Certificate and working in 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 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 measuring Critical Thinking, Creativity, Communication, and Collaboration
- Signed copy of Kentucky Code of Ethics
- Character and Fitness

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

- Successful completion of Entrance Exam: CASE (Reading, 156; Writing, 162; Mathematics, 150) **or** GRE (Verbal, 150; Quantitative, 143; Writing, 4.0)
- Cumulative GPA 2.75
- Content GPA of 3.0 or higher
- Professional GPA of 3.0 or higher
- Signed Ky. Code of Ethics
- Character and Fitness

- State/Local Background Check:

**Midpoint Requirements (Pillar V):**

- Advisory
- Successful completion of PRAXIS II Content
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical I and II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- Completed Planned Program on File

**Exit Requirements (Pillar VI):**

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar VI ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- 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, Health, PE (P – 12)

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

### PROFESSIONAL EDUCATION – 30 hours

|          |   |
|----------|---|
| EDOL 520 | Clinical I (2 credit hours)   |
| EDOL 540 | The P-12 Classroom  |
| EDOL 523 | Introduction to Educational Technology (2 credit hours)                         |
| EDOL 630 | Research Methods in Education   |
| SPOL 530 | Characteristics, Identification, and Instruction for Students with Disabilities |
| EDOL 621 | Educational Psychology (2 credit hours)   |
| SPOL 635 | Classroom Behavior Management for Special Student Populations                   |
| EDOL 639 | Seminar: Methodology of Teaching  |
| REOL 533 | Teaching Reading in the Content Areas   |
| EDOL 541 | Clinical II   |

EDOL 699 Clinical III: Professional Experience (for Option 6)

### OR

EDOL 698 Clinical III: Professional Experience

### AREA OF SPECIALIZATION: 3 hours

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

|                       |   |
|-----------------------|---|
| AROL 531 <sup>1</sup> | Methods & Materials for Teaching Art <b>OR</b>      |
| HEOL 530              | Methods & Materials for Teaching Health <b>OR</b>   |
| MUOL 533 <sup>1</sup> | Methods & Materials for Teaching Music <b>OR</b>    |
| PEOL 530              | Methods & Materials for Teaching Physical Education |

<sup>1</sup> Course requires Field/Clinical Experience Hours

\*\* Candidates not currently teaching in an elementary classroom

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

\*\*\*Candidates who are currently employed with a Temporary Provisional Certificate and working in 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 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 measuring Critical Thinking, Creativity, Communication, and Collaboration
- Signed copy of Kentucky Code of Ethics
- Character and Fitness

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

- Successful completion of Entrance Exam: CASE (Reading, 156; Writing, 162; Mathematics, 150) **or** GRE (Verbal, 150, Quantitative, 143; Writing, 4.0)
- Cumulative GPA 2.75
- Content GPA of 3.0 or higher
- Professional GPA of 3.0 or higher
- Signed Ky. Code of Ethics
- Character and Fitness

- State/Local Background Check:

**Midpoint Requirements (Pillar V):**

- Advisory
- Successful completion of PRAXIS II Content
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical I and II
- Signed Ky. Code of Ethics
- Character and Fitness
- FBI Background Check
- Successful completion of Pillar V ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- Completed Planned Program on File

**Exit Requirements (Pillar VI):**

- Twenty-one (21) Hours Completed at UC
- Cum. GPA 3.00
- Content GPA 3.00
- Professional GPA 3.00
- Two (2) Favorable Dispositions
- Completion of Clinical III
- Signed Ky. Code of Ethics
- Character and Fitness
- Successful completion of Pillar VI ePortfolio
- Successful completion of Field & Clinical Hours (Track A)
- Successful completion of Observation/Mentoring Hours (Track B)
- Graduation Application Completed
- Six (6) Year Time Limit Not Exceeded
- TC-1 or TC-TP Completed

## **Master of Arts in Teaching (M.A.T.): Option 6 Program**

The Option 6 programs are University of the Cumberland's Alternative Certification program. Candidates in this program follow the same coursework as the traditional MAT candidates with the exception of the Professional Experience course as shown on the program guides above. The programs mirror the programs above:

- MAT, Option 6: Elementary
- MAT, Option 6: Middle School
- MAT, Option 6: Secondary
- MAT, Option 6: Business/Marketing (5 – 12)
- MAT, Option 6: Special Education (P – 12)
- MAT, Option 6: Art/Integrated Music (P – 12)

The Option 6 programs are for individuals enrolled concurrently with employment as a teacher.

Candidates in the Option 6 programs follow Track B for Continuous Assessment, while candidates in the Traditional MAT programs follow Track A for Continuous Assessment.

## **Master in Education (M.A. Ed.), Literacy Specialist**

(P-12 Certification); 30 Hours

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

### **EDUCATIONAL FOUNDATIONS (CORE) – HOURS**

EDOL 547 Diversity in a Multicultural Society  
EDOL 630 Research Methods  
EDOL 634 Curriculum Management and Assessment

### **AREA OF SPECIALIZATION – 15 Hours Required**

REOL 531 Reading and Writing Foundations (Pre-requisite to all REOL courses)  
ENOL 531 Writing Instruction for the Content Areas  
REOL 632 Strategies for Reading Programs  
REOL 630 Diagnosis of Reading and Writing Problems  
REOL 533 Teaching Reading in the Content Areas

### **PROFESSIONAL COURSES – 6 Hours Required**

REOL 633 Literacy Leadership  
EDOL 647 Teacher Leader in the Professional Learning Community

### **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)
- Three (3) Letters of Recommendation
- Signed copy of Kentucky Code of Ethics

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

- Valid Teaching License
- Praxis (passing score) or GRE Score of 675
- Entry Level Writing Assessment:
- Cumulative GPA 2.75
- Signed Kentucky Code of Ethics
- Signed Character & Fitness

#### **Midpoint Requirements (Pillar V):**

- Contact with Advisor/Adv. Ctr Between 12 – 18 Hours
- EDOL 630 Taken:
- Cumulative GPA of 2.75
- Completed Planned Program on File
- Two Favorable Dispositions
- Signed copy of Kentucky Code of Ethics
- Signed Character & Fitness

#### **Exit Requirements (Pillar VI):**

- Twenty-one (21) Hours Completed at University of the Cumberlands
- Cumulative GPA 3.0 or Higher
- Cumulative GPA of 3.0 or Higher
- Degree Graduation Application Completed
- Comprehensive ePortfolio 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 the Arts in Education (M.A. Ed.) Teacher Leader (P-12) School Community Leader**

30 Hours

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

### **TEACHER LEADER CORE CURRICULUM – 12 HOURS**

|          |   |
|----------|---|
| EDOL 630 | Research Methods                                    |
| ADOL 653 | Assessment of and for Student Learning              |
| EDOL 643 | Best Practices for Coaching and Mentoring Teachers  |
| EDOL 647 | Teacher Leader in Professional Learning Communities |

### **TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS**

|          |  |
|----------|--|
| ADOL 655 | Team Leadership  |
| EDOL 562 | Theories of Teaching and Learning                        |
| ADOL 631 | School Program Improvement                               |
| ADOL 633 | Applied Research   |
| EDOL 542 | Change, Professional Development and Teacher Improvement |
| EDOL 634 | Curriculum Management and Assessment                     |

### **CONTINUOUS ASSESSMENT:**

#### **Entrance to the University**

- Bachelor's Degree from accredited IHE
- G.P.A. of 2.75 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

#### **Entrance to the Unit**

- G.P.A. of 2.75 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate

#### **Midpoint Requirements (Pillar V):**

- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

#### **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
- Two favorable dispositions
- Exit Portfolio (standards based)
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- TC-1 submitted to UC Certification Office

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

30 Hours

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

**TEACHER LEADER CORE CURRICULUM – 12 HOURS**

|          |   |
|----------|---|
| EDOL 630 | Research Methods                                    |
| ADOL 653 | Assessment of and for Student Learning              |
| EDOL 643 | Best Practices for Coaching and Mentoring Teachers  |
| EDOL 647 | Teacher Leader in Professional Learning Communities |

**TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS**

|          |  |
|----------|--|
| BUOL 531 | Methods and Materials for the Teaching of Business                                   |
| REOL 533 | Teaching Reading in the Content Areas  |
| BUOL 533 | Marketing Management   |
| BUOL 535 | Managerial Economics   |
| BUOL 530 | Specialized Studies in Accounting, Business Administration, and Secretarial Practice |

Choose 3 hours of the Following:

|          |                                  |
|----------|----------------------------------|
| BUOL 532 | Organizational Behavior          |
| BUOL 537 | Legal and Ethical Environment    |
| BUOL 631 | Managing in a Global Environment |

**CONTINUOUS ASSESSMENT:**

**Entrance to the University**

- Bachelor's Degree from accredited IHE
- G.P.A. of 2.75 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**Entrance to the Unit**

- G.P.A. of 2.75 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate

**Midpoint Requirements (Pillar V):**

- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**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
- Two favorable dispositions
- Exit Portfolio (standards based)
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- TC-1 submitted to UC Certification Office

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

30 Hours

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

### **TEACHER LEADER CORE CURRICULUM – 12 HOURS**

|          |   |
|----------|---|
| EDOL 630 | Research Methods                                    |
| ADOL 653 | Assessment of and for Student Learning              |
| EDOL 643 | Best Practices for Coaching and Mentoring Teachers  |
| EDOL 647 | Teacher Leader in Professional Learning Communities |

### **TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS**

|          |  |
|----------|--|
| EDOL 533 | Educational Technology                         |
| REOL 533 | Teaching Reading in the Content Areas          |
| EDOL 548 | Internet and Web Design for the Modern Teacher |
| EDOL 633 | Instructional Leadership in Technology         |
| CSOL 530 | Microcomputers in Education                    |
| CSOL 630 | Advanced Educational Applications              |

### **CONTINUOUS ASSESSMENT:**

#### **Entrance to the University**

- Bachelor's Degree from accredited IHE
- G.P.A. of 2.75 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

#### **Entrance to the Unit**

- G.P.A. of 2.75 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate

#### **Midpoint Requirements (Pillar V):**

- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

#### **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
- Two favorable dispositions
- Exit Portfolio (standards based)
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- TC-1 submitted to UC Certification Office



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

### English

30 Hours

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

#### TEACHER LEADER CORE CURRICULUM – 12 HOURS

|          |   |
|----------|---|
| EDOL 630 | Research Methods                                    |
| ADOL 653 | Assessment of and for Student Learning              |
| EDOL 643 | Best Practices for Coaching and Mentoring Teachers  |
| EDOL 647 | Teacher Leader in Professional Learning Communities |

#### TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS

|          |   |
|----------|---|
| ENOL 532 | Methods and Materials of Teaching English |
| REOL 533 | Teaching Reading in the Content Areas     |
| ENOL 534 | British Literature                        |
| ENOL 535 | Studies in Modern Literature              |
| ENOL 550 | Creative Writing                          |
| REOL 536 | Young Adult and Children's Literature     |

#### CONTINUOUS ASSESSMENT:

##### Entrance to the University

- Bachelor's Degree from accredited IHE
- G.P.A. of 2.75 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

##### Entrance to the Unit

- G.P.A. of 2.75 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate

##### Midpoint Requirements (Pillar V):

- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

##### 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
- Two favorable dispositions
- Exit Portfolio (standards based)
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- TC-1 submitted to UC Certification Office

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

30 Hours

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

**TEACHER LEADER CORE CURRICULUM – 12 HOURS**

|          |   |
|----------|---|
| EDOL 630 | Research Methods                                    |
| ADOL 653 | Assessment of and for Student Learning              |
| EDOL 643 | Best Practices for Coaching and Mentoring Teachers  |
| EDOL 647 | Teacher Leader in Professional Learning Communities |

**TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS**

|          |  |
|----------|--|
| HEOL 530 | Methods and Materials of Teaching Health                       |
| PEOL 530 | Methods and Materials of Physical Education                    |
| REOL 533 | Teaching Reading in the Content Area                           |
| HEOL 531 | Topics in Health and/or Exercise and Sport Science 1           |
| HEOL 531 | Topics in Health and/or Exercise and Sport Science 1           |
| PEOL 531 | Topics in Physical Education and/or Exercise and Sport Science |

**CONTINUOUS ASSESSMENT:**

**Entrance to the University**

- Bachelor's Degree from accredited IHE
- G.P.A. of 2.75 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**Entrance to the Unit**

- G.P.A. of 2.75 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate

**Midpoint Requirements (Pillar V):**

- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**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
- Two favorable dispositions
- Exit Portfolio (standards based)
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- TC-1 submitted to UC Certification Office

**Master of the Arts in Education (M.A. Ed.) Teacher Leader (P-12)  
Interdisciplinary Studies, P-5**

30 Hours

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

**TEACHER LEADER CORE CURRICULUM – 12 HOURS**

|          |   |
|----------|---|
| EDOL 630 | Research Methods                                    |
| ADOL 653 | Assessment of and for Student Learning              |
| EDOL 643 | Best Practices for Coaching and Mentoring Teachers  |
| EDOL 647 | Teacher Leader in Professional Learning Communities |

**TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS**

|          |   |
|----------|---|
| REOL 534 | Methods and Materials for Teaching Reading in Elementary      |
| REOL 533 | Teaching Reading in the Content Areas                         |
| EDOL 539 | The Modern Elementary School                                  |
| SPOL 635 | Classroom Behavior Management for Special Student Populations |
| REOL 531 | Reading and Writing Foundations                               |
| EDOL 542 | Change, Professional Development and Teacher Improvement      |

**CONTINUOUS ASSESSMENT:**

**Entrance to the University**

- Bachelor's Degree from accredited IHE
- G.P.A. of 2.75 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**Entrance to the Unit**

- G.P.A. of 2.75 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate

**Midpoint Requirements (Pillar V):**

- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**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
- Two favorable dispositions
- Exit Portfolio (standards based)
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- TC-1 submitted to UC Certification Office

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

### **Math**

30 Hours

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

#### **TEACHER LEADER CORE CURRICULUM – 12 HOURS**

|          |   |
|----------|---|
| EDOL 630 | Research Methods                                    |
| ADOL 653 | Assessment of and for Student Learning              |
| EDOL 643 | Best Practices for Coaching and Mentoring Teachers  |
| EDOL 647 | Teacher Leader in Professional Learning Communities |

#### **TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS**

|          |  |
|----------|--|
| MAOL 532 | Methods and Materials of Teaching Math |
| REOL 533 | Teaching Reading in the Content Areas  |
| MAOL 530 | Topics in Mathematics I 1              |
| MAOL 530 | Topics in Mathematics I 1              |
| MAOL 630 | Topics in Mathematics II               |
| MAOL 631 | Topics in Geometry                     |

#### **CONTINUOUS ASSESSMENT:**

##### **Entrance to the University**

- Bachelor's Degree from accredited IHE
- G.P.A. of 2.75 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

##### **Entrance to the Unit**

- G.P.A. of 2.75 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate

##### **Midpoint Requirements (Pillar V):**

- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

##### **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
- Two favorable dispositions
- Exit Portfolio (standards based)
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- TC-1 submitted to UC Certification Office

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

30 Hours

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

**TEACHER LEADER CORE CURRICULUM – 12 HOURS**

|          |   |
|----------|---|
| EDOL 630 | Research Methods                                    |
| ADOL 653 | Assessment of and for Student Learning              |
| EDOL 643 | Best Practices for Coaching and Mentoring Teachers  |
| EDOL 647 | Teacher Leader in Professional Learning Communities |

**TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS**

|          |   |
|----------|---|
| HIOL 530 | Methods and Materials of Social Studies |
| REOL 533 | Teaching Reading in the Content Areas   |
| HIOL 531 | Selected Topics                         |
| HIOL 531 | Selected Topics                         |
| PLOL 531 | Topics: Studies in Political Science    |
| PLOL 531 | Topics: Studies in Political Science    |

**CONTINUOUS ASSESSMENT:**

**Entrance to the University**

- Bachelor's Degree from accredited IHE
- G.P.A. of 2.75 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**Entrance to the Unit**

- G.P.A. of 2.75 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate

**Midpoint Requirements (Pillar V):**

- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**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
- Two favorable dispositions
- Exit Portfolio (standards based)
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- TC-1 submitted to UC Certification Office

## Master of Arts in Education (Ed.S.) 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 I: 18 hours Required – Certification Only

|                       |   |
|-----------------------|---|
| ADOL 630              | Introduction to Educational Administration              |
| ADOL 632 <sup>1</sup> | Human Resource Management & Supervision                 |
| ADOL 636              | School Law I  |
| SPOL 632 <sup>1</sup> | Consultation and Collaboration for Curriculum Design    |
| SPOL 636              | Advanced Assessment Strategies and Prescriptive Writing |
| ADOL 668              | Practicum: Director of Special Education*               |

### Level II: 12 hours

|          |                                       |
|----------|---------------------------------------|
| ADOL 633 | Applied Research in Education**       |
| ADOL 634 | Business Management in Public Schools |
| ADOL 635 | School and Community Relations        |
| ADOL 637 | School Law II***                      |

<sup>1</sup> Course requires Field/Clinical Experience Hours

\*To be completed after all other courses

\*\* Pre-requisite is EDOL 630 Research Methods in Education

\*\*\* Pre-requisite is ADOL 636 School Law I

### CONTINUOUS ASSESSMENT:

#### Entrance to University

- Bachelor's Degree from accredited IHE
- Cumulative GPA 2.75 (or 3.0 in last 30 hours)
- Three letters of recommendation measuring dispositions
- Entry Level Writing Assessment
- Signed copy of Kentucky Code of Ethics
- Signed Character and Fitness

#### (Pillar IV)

- Valid Teaching License
- Cumulative GPA of 3.0 on a 4.0 scale
- Signed copy of Kentucky Code of Ethics
- KTIP successfully completed or Two (2) year of successful out-of-state teaching
- 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)

#### Midpoint Requirements (Pillar V):

- Midpoint assessment (Based on one or more case studies and a review of ISLLC, TSSA and CEC Standards) with advisor when candidate accumulates 10-15 hours credit
- Comprehensive Examination discussion
- Completed Planned Program on file
- GPA 3.0 or above
- Two favorable disposition assessments
- Completion of Field/Clinical Experience Hours

#### 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

## 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

|          |   |
|----------|---|
| EDOL 630 | Research Methods in Education   |
| OR       |   |
| COUN 638 | Research Methods and Program Evaluation   |
| EDOL 631 | Advanced Human Behavior Development and Learning                                  |
| SPOL 530 | Issues and Trends in Special Education  |
| COOL 530 | Introduction to School Counseling   |
| COOL 531 | Social and Cultural Foundations (Theory and Practice of Multicultural Counseling) |
| COOL 536 | Psychological Assessments   |
| COOL 538 | Counseling Individuals with Diverse Needs   |
| COUN 539 | Lifestyle and Career Development  |
| COOL 540 | Counseling Theories and Techniques I  |
| COOL 630 | Introduction to Addiction Counseling  |
| COOL 631 | Legal and Ethical Issues in Counseling  |
| COOL 632 | Advanced Clinical Assessment  |
| COOL 634 | Group Counseling  |
| COOL 636 | Counseling aspects of Grief and Loss  |
| COOL 637 | Counseling Practicum  |
| COOL 638 | Counseling Internship   |

### CONTINUOUS ASSESSMENT:

#### Entrance Requirements (Pillar IV)

- Bachelor's Degree from accredited IHE
- Entrance Exam: GRE (675)/Miller's Analogies Test (400)/PRAXIS Passing Score for Practicing Teachers
- 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
- Professional School Counselor PRAXIS Exam (#421) with a minimum score of 156 (Required before enrolling in COOL 637 or COOL 638)
- Successful completion of ePortfolio
- COOL 637/COOL 638 Application Discussion
- Signed Kentucky Professional Code of Ethics
- GPA 3.0
- Completed Planned Program on File
- Completion of Field/Clinical Experience hours
- Two favorable dispositions
- Completion of coursework through Counseling Practicum/Internship

#### Exit Requirements (Pillar VI):

- Thirty-three (33) hours completed at University of the Cumberlands
- Successful Completion of Clinical Binder including Work Samples
- Successful Completion of Mental Health Work Samples
- Successful Quality Check/Visit with Practicum/Internship Supervisor
- Successful completion of COOL 637, Counseling Practicum or COOL 638, Counseling Internship
- Cumulative graduate GPA of 3.0 on a 4.0 scale
- TC-1 Completed
- Six (6) year time limit not exceeded

## **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                                |
| COOL 536 | Psychological Assessments                                     |
| COOL 539 | Lifestyle and Career Development                              |
| COOL 630 | Introduction to Addiction Counseling                          |
| COUN 630 | Counseling Theories and Techniques II                         |
| COOL 632 | Advanced Clinical Assessment                                  |
| COOL 633 | Children and Adolescent Counseling                            |
| COOL 635 | Leadership, Advocacy, and Accountability in School Counseling |
| COOL 636 | Counseling during Grief and Crisis                            |
| COUN 537 | Etiology and Diagnosis of Abnormal Behavior                   |

### **CONTINUOUS ASSESSMENT:**

#### **Entrance Requirements (Pillar IV)**

- Master's degree from an accredited IHE with at least 30 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 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):**

- Eighteen (18) 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



## School Superintendent

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

### Level I: 12 hours Required - Certification Only

|          |   |
|----------|---|
| ADOL 644 | Introduction to District Leadership                             |
| ADOL 672 | School Administration and Regulation                            |
| ADOL 671 | Instructional Leadership: School Superintendent                 |
| ADOL 669 | Professional Clinical Experience: Administrative Superintendent |

### Level II: 18 hours Required

|          |   |
|----------|---|
| ADOL 631 | School Program Improvement                  |
| ADOL 643 | Special Education and School Leadership     |
| EDOL 547 | Diversity in a Multicultural Society        |
| ADOL 628 | Professional Learning Communities           |
| ADOL 632 | Human Resource Management in Public Schools |
| ADOL 634 | Business Management in Public Schools       |

### CONTINUOUS ASSESSMENT:

#### Entrance to the University

- Master's Degree in Education from an accredited IHE
- Cumulative GPA of 3.0 or higher
- Three letters of recommendation supporting favorable dispositions
- Kentucky Professional Code of Ethics signed by candidate
- Three (3) years teaching experience and KTIP successfully completed OR 2 years out-of-state teaching (2 years in educational administration)
- Valid Teaching License

#### Entrance to the Unit

- Cumulative GPA of 3.0 or higher
- Assessment of entry level writing assignment
- Interview
- Meeting with Candidate's Advisor in which candidate reviews ISSLC and TSSA and Standards with Advisor
- Favorable disposition survey

#### Midpoint Requirements (Pillar V):

- Midpoint assessment (Based on one or more case studies) with advisor when candidate accumulates 6 hours credit
- Capstone first submission
- Two favorable disposition assessments
- Completion of Field/Clinical Experience Hours
- GPA 3.0 or higher
- Standards-based assessments embedded in coursework for ADOL 644 and ADOL 672

#### Exit Requirements (Pillar VI):

- Completion of all degree or certification coursework in ADOL 671 and ADOL 631
- Cumulative graduate GPA of 3.0 or higher
- Two favorable disposition assessments
- Signed copy of Kentucky Professional Code of Ethics
- Capstone Project Final Submission of Written Project
- Capstone Project Presentation and Final Project
- TC-1 Completed

## Education Specialist (Ed.S.), Supervisor of Instruction

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

### Level I: 18 hours – Certification Only

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

### Level II: 12 hours

|          |                                      |
|----------|--------------------------------------|
| EDOL 634 | Curriculum Management and Assessment |
| EDOL 636 | Problems in Education                |
| ADOL 635 | The Politic of the School Community  |
| EDOL 547 | Diversity in a Multicultural Society |

### CONTINUOUS ASSESSMENT:

#### Entrance to the University

- Master's Degree from IHE
- Cumulative GPA of 3.0 or higher
- Three letters of recommendation supporting favorable dispositions
- Kentucky Professional Code of Ethics signed by candidate
- Three (3) years teaching experience

#### Entrance to the Unit

- Cumulative GPA of 3.0 on a 4.0 scale
- ADOL 630 - Introduction to Educational Administration: Three examinations - are key assessments that evaluate a student's knowledge regarding the varied disciplines of school administration and practice.
- Completion of Field/Clinical Experience

#### Midpoint Requirements (Pillar V):

- Contact with advisor between 12-18 hours
- GPA 3.0 or higher
- ADOL 631 School Program Improvement: Individual Research Project; Group Research Project
- ADOL 636 School Law I: Case review; Research paper
- ADOL 639 The Supervisor: Term-paper
- Completion of Field/Clinical Experience

#### 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 or higher
- Signed Code of Ethics
- Self-Assessment Disposition Survey
- Ten (10) year time limit not exceeded
- TC-1 Completed

## Education Specialist (Ed.S.), 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 <sup>1</sup>   |
| ADMOL 661 | The School Principal's Role in Improving School Climate and Culture <sup>1</sup>                                   |
| ADMOL 662 | School and Community Relations <sup>1</sup>  |
| ADMOL 671 | The School Principal's Role in Curriculum Leadership <sup>1</sup>  |
| ADMOL 672 | The School Principal's Role in Assessing the Instructional Program and Monitoring Student Performance <sup>1</sup> |
| ADMOL 675 | The School Principal's Role in Creating Organizational Structures and Operations <sup>1</sup>                      |
| ADMOL 676 | Human Resource Leadership <sup>1</sup>   |
| ADMOL 670 | Resource Allocation: Strategic Management and School Budgeting <sup>1</sup>  |
| ADMOL 679 | Research and Development: Capstone Project*  |
| ADOL 636  | School Law I   |

### Level II: 6 hours Required - Certification Only

|           |  |
|-----------|--|
| ADMOL 678 | The School Principal: Instructional Leadership and Culture and Climate |
| ADMOL 677 | Seminar on Educational Change: Instructional Leadership                |

<sup>1</sup> Course requires Field/Clinical Experience Hours

### CONTINUOUS ASSESSMENT:

#### Entrance to the University

- Master's degree from an accredited institution of higher education
- G.P.A. of 3.0 or higher
- 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.
- Kentucky Professional Code of Ethics signed by candidate.
- Three years of documented teaching experience in a private or public school which meets standards as established in KRS 156.160
- Current Teaching Certificate

#### Requirements (Pillar IV)

- G.P.A. of 3.0 or higher
- 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.)
- 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.), 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 I: 18 hours – Certification Only**

ADOL 630 Introduction to Educational Administration

ADOL 631 School Program Improvement

ADOL 632 Human Resource Management

ADOL 641 School System Administration

SPOL 530 Characteristics, Identification, and Instruction of Students with Disabilities

ADOL 667 Practicum: Director of Pupil Personnel

### **Level II: 12 hours**

ADOL 636 School Law I

ADOL 635 Politics of School Community

ADOL 642 Strategic Management in Education

ADOL 637 School Law II

### **CONTINUOUS ASSESSMENT:**

#### **Entrance to the University**

- Master's Degree from accredited IHE
- Cumulative GPA of 3.0 or higher
- Three letters of recommendation supporting favorable dispositions
- Kentucky Professional Code of Ethics signed by candidate

#### **Entrance to the Unit**

- Cumulative GPA of 3.0 on a 4.0 scale
- ADOL 630 - Introduction to Educational Administration: Three examinations - are key assessments that evaluate a student's knowledge regarding the varied disciplines of school administration and practice.
- Completion of Field/Clinical Experience

#### **Midpoint Requirements (Pillar V):**

- Contact with advisor between 12-18 hours
- GPA 3.0 or higher
- ADOL 631 School Program Improvement: Individual Research Project; Group Research Project
- ADOL 636 School Law I: Case review; Research paper
- ADOL 639 The Supervisor: Term-paper
- Completion of Field/Clinical Experience

#### **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 or higher
- ADOL 629: Time Management for School Leaders: 100 hours of field experience under the assignment of a instructional supervisor; Log containing a journal of all field-based school experiences.
- Signed Code of Ethics
- Self-Assessment Disposition Survey
- Ten (10) year time limit not exceeded
- 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 Cumberland's website: <http://gradweb.ucumberlands.edu/education>  
Courses are offered in 8 week bi-terms unless otherwise noted.

### Educational Administration

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#### **ADOL 628 Leading the Professional Learning Community**

This course offers effective ideas, strategies and tools to improve instructional practice and raise student achievement through the use of Professional Learning Communities (PLC). Using literature from today's educational leaders, you will study the PLC process including: how to establish effective PLC in your school, process and structure of PLC meetings, the use of data to drive PLC decisions, and the benefits of using a collaborative approach to improving instructional practice. Utilizing PLC empowers all educational stakeholders to embrace and maximize a collaborative, trusting, environment to increase academic achievement. A focus of the course is the superintendent's role in organizing, leading and supporting Professional Learning Communities at the district and school levels.

#### **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 Introduction to District Administration**

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

**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 644 Introduction to District Administration**

This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the candidate to the theories and concepts of administration including leadership theory and development; including impact of board leadership on student learning; community engagement focused on student learning; capacity building; district management; culturally responsive leadership; ethics; and professional development. Instructional Leadership at the chief executive officer (CEO) level is the subject of this standards-based course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources,

and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized.

**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

**ADOL 671: Instructional Leadership: School Superintendent**

This course provides candidates with the understanding and skills to facilitate rigorous curriculum, engaging instruction, professional development, and a comprehensive assessment system; implement of an aligned, rigorous, standards-based curriculum in every school which prepares all students to be globally competitive for postsecondary education and work; collaborate with district staff and school leaders to coordinate a system of support that ensures engaging and relevant instruction in every classroom; ensure that a comprehensive assessment system is appropriately used at the district, school, and classroom level for informed decision making that improves learning; work with district and school staff to develop and implement a coordinated system of student academic support for students whose achievement does not meet established benchmarks; and ensure that the school system has an articulated design for preschool, early childhood, middle childhood, adolescent, and adult education that represents research and best practice.

**ADOL 672: School System Administration and Regulation**

This course address the federal, state, and local laws governing school system administration with an emphasis on the following school functions: finance; personnel; food service; facilities; transportation; school safety; and school-based councils. These critical areas will be studied from a systems perspective of developing and coordinating all system services in the support of high performance schools. The nature of the superintendency and other district-level administrative positions requires that the district administrator interacts continually with many different people and agencies in complex and dynamic relationships. The human relations skills and the processes with which the administrator must be competent to work effectively with people will also be examined. The other personal and professional



competencies required for effective school system leadership will also be discussed in the context of a shared decision making environment and a comprehensive school improvement planning process.

## **Art**

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### **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**

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### **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 532 Organizational Behavior**

This class is designed to assist candidates in developing an understanding of individual behavior within diverse organizations; developing an understanding of group behavior within diverse organizations; and examining the structures, processes, norms and values within organizational structures. 3 semester hours.

### **BUOL 533 Marketing Management**

This course focuses on candidates developing an understanding of seminal concepts of managing marketing; developing the ability to use models to manage marketing; and devising and implementing strategic marketing plan aligned to organizational goals. 3 semester hours.

### **BUOL 535 Managerial Economics**

This course assists candidates in developing an understanding of how to conduct case analysis using microeconomic theory and developing an understanding of how to use statistical techniques in the decision-making process. 3 semester hours.

### **BUOL 537 Legal and Ethical Environment**

In this course, candidates will develop an understanding of the appropriate roles of business in society; constraints placed on business by the legal system and government regulation; ethical responsibilities of managers; the effects of the law and the political process on business strategy and decision-making; and means and procedures for resolving legal disputes in business. 3 semester hours.

### **BUOL 631 Managing in a Global Environment**

In this course, candidates will develop an understanding of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets; and an understanding of management of multinational enterprises and decision-making in the international environment. 3 semester hours.

## **Computer Information Systems**

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### **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

## **School Counseling**

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### **COOL 530 Introduction to School Counseling**

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

### **COOL 531 Social and Cultural Foundations of 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.

### **COOL 536 Psychological Assessments**

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

### **COOL 537 Personalities Assessments**

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

### **COOL 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

### **COOL 539 Career Development**

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

**COOL 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.

**COOL 630 Introduction to Addiction Counseling**

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

**COOL 631 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

**COOL 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)

**COOL 633 Children and Adolescent Counseling**

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

**COOL 634 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

**COOL 635 Leadership, Advocacy, and Accountability in School Counseling**

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

**COOL 636 Counseling aspects of Grief and Loss**

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

**COOL 637 Counseling Practicum**

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

**COOL 638 Counseling Internship**

The internship is the culminating field experience of the Masters of Arts in Education School Counseling program. The internship is designed to provide the advanced candidate with an on-site placement in a public or private school setting that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. The internship is the final course in the prescribed program and must follow a successful practicum experience. 3 semester hours

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**Education****EDOL 520, Clinical I**

EDOL 520 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 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. Three (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, Practicum/Student Teaching (Clinical III)**

Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the student teaching and provide in-class time for study, analysis, and reflection. This course has a \$200 fee. Pre-requisite: Pass appropriate PRAXIS scores, GPA 3.0. 3 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.

## **English**

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### **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 550 Creative Writing**

Students in this course will be introduced to the fundamentals of writing literary fiction, poetry, and creative nonfiction through the analysis of technique in published work and through the development and revision of original creative writing. This course is appropriate for absolute beginners and for writers who have worked well in one or more genres and want to expand their range. Students will produce a portfolio that includes a self-analysis and work in three genres: fiction, creative nonfiction, and poetry. Credit, 3 hours.

## **English as a Second Language**

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**ESLO 610 Teaching ESL in a Multicultural Society:** The focus of this course is the examination of how people do and do not learn an additional language. It is the introductory course for candidates pursuing a master's degree in English as a Second Language (ESL) and/or K-12 certification in either English to Speakers of Other Languages (ESOL) and/or Languages Other Than English (LOTE)—French and Spanish. Candidates examine the major theories of second language acquisition and discuss their implications for the second and foreign language classroom. The primary goals of this course are (a) to familiarize candidates with major theoretical issues in second/foreign language learning in formal and informal situations; (b) to provide candidates with opportunities to observe and reflect on language learning situations and language

learners in second and foreign language learning contexts; more skillful at making appropriate teaching decisions that will nurture language learning among all students and especially among the culturally and linguistically diverse.

**ESLO 615 Phonology for ESL Teachers:** This course explores many of the classic and current topics in sound patterns of the world's languages, and the theories and skills used to analyze them. Further, this course is an introduction to phonology and its application to the teaching of English as a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by English language learners (ELLs) from different first languages, and identify instructional strategies for assisting ELLs to perceive and produce challenging English sounds.

**ESLO 620 Methods and Materials for Teaching ESL:** This course is designed for ESL educators and classroom teachers working with students for whom English is a second or other language. Candidates will explore the relationship of culture to language learning as well as non-linguistic cultural issues such as the concept of time/space, the role of the teacher, and concepts of health and common medical practices. They will learn ways to support learners' adaptations to new schools and settings. Increased knowledge of language acquisition and function will help refine curriculum structures and instructional strategies that support effective language learning.

**ESLO 630 Methods for Teaching English as an International Language:** This course is for ESL educators and classroom teachers working with students for whom English is a second or other language. Course participants will explore the relationship of culture to language learning as well as ways to support learners' adaptations to new schools and settings. Increased knowledge of language acquisition and function will help course participants refine curriculum structures and instructional strategies that support effective language learning.

**ESLO 635 Teaching ESL through Reading and Writing:** This course focuses on current approaches to the teaching and learning of reading and writing in English as a Second Language. The relationship of second language reading and writing to language learning, including oral development. A critical evaluation of existing literacy materials available for second language learners. This course is designed to give Masters -level language and content-area teachers (or future teachers) background on and experience in providing effective literacy instruction for ESL students. Candidates will read and write throughout the course, and reflect on the readings, class presentations, and assignments. Mastery of course content will be demonstrated through the work completed.

## Health

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### **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

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### **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

### **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

## **Literacy Specialist**

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### **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 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 632. Clinical experience hours required. 3 semester hours.

### **REOL 632, Strategies for Reading Programs**

The study of incorporating literacy standards in English/Language Arts classrooms as well as content areas. Emphasis is on non-traditional, high interest materials used in innovative procedures as well as techniques and materials appropriate for the correction of reading disabilities. Pre-requisite: READ 531 and READ 630. Prerequisite/Co-requisite: READ 631. (3 hours)

### **REOL 633 Literacy Leadership**

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.

## **Mathematics**

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### **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.

### **MAOL 630 Topics in Mathematics II**

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

### **MAOL 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**

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### **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.

## **Principal Program**

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### **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. Module 3: Assessing and Sustaining 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 670 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 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 predominate approaches to leadership, management theory, and operations management concepts to structure competitive organizations, shape organizational behavior, enhance organizational effectiveness, and foster an organizational culture that adapts and capitalizes on change. Analyzes the interaction of individual, group, and organizational dynamics that influence human behavior in an organization and determines appropriate management approaches to foster a productive work environment. 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.

**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 The School Principal: Instructional Leadership and Culture and Climate**

This course is designed to provide authentic learning experiences that incorporate an understanding of the School Principal as an Instructional Leader in creating apposite 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.

## **Science**

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**SCOL530, Methods & Materials for Teaching Science at the Elementary Level**

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.

**SCOL531, Methods & Materials for Teaching Science at the Middle and Secondary Levels**

Designed as a survey of selected fundamental principles from the physical and biological sciences, this course will be education specific and provide effective strategies for teaching science at the middle and secondary levels. 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

## **Special Education**

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### **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**

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

### **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. (3hours)

**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)

## Educator Preparation Advisory Committee

| Member                    | Role within the University                            |
|---------------------------|---|
| Dr. Barbara Kennedy       | VP, Academic Affairs                                  |
| Dr. Susan Rose            | Dean, School of Education                             |
| Dr. Shannon Deaton        | Associate Dean, School of Education                   |
| Dr. Emily Coleman         | VP, Student Services                                  |
| Chuck Dupier, III         | Registrar   |
| Jan Wren                  | Library Director                                      |
| Dr. Anita Bowman          | Department Chair, Public Health                       |
| Dr. Margaret Combs        | Department Chair, Business                            |
| Dr. Tom Frazier           | Department Chair, English & Foreign Languages         |
| Dr. Jonathan Ramey        | Department Chair, Mathematics                         |
| Dr. Keith Semmel          | Department Chair, Comm. & Theatre Arts                |
| Dr. Jennifer Simpson      | Faculty, Ed.D. Program                                |
| Dr. Jeff Smoak            | Department Chair, Music                               |
| Dr. Julie Tan             | Department Chair, Chemistry                           |
| Dr. Dennis Trickett       | Department Chair, Psychology                          |
| Dr. Barry Vann            | Department Chair, Ed.D.                               |
| Dr. Christopher Leskiw    | Department Chair, History                             |
| Dr. Andrew Hockert        | Department Chair, Biology                             |
| Dr. Linda Story           | Undergraduate Chair                                   |
| Dr. Jason Creekmore       | MAT Chair   |
| Dr. Lori Hollen           | Advanced Program Chair                                |
| Dr. Teresa Wallace        | Ed.D. Chair   |
| Dr. David Gover           | Faculty Development Chair                             |
| Dr. Karen Goldman         | Director, Teacher Leader Program                      |
| Dr. Jennifer Chambers     | Director, Literacy Specialist Program                 |
| Deborah Dobson            | Field and Clinical Experience Director                |
| Angela Riddell            | Field and Clinical Experience Coordinator             |
| Chad Lawson               | Assessment Coordinator                                |
| Bonnie Butcher            | Faculty, School of Education                          |
| Dr. Joyce Bowling         | Faculty, School of Education                          |
| Dr. Tyrone Bynoe          | Faculty, School of Education                          |
| Dr. Alex Deaton           | Faculty, School of Education                          |
| Bobbi Huff                | Faculty, School of Education                          |
| Dr. Debbie Richard        | Faculty, School of Education                          |
| Dr. Virginia "Ginny" West | Faculty, School of Education                          |
| Deborah Lawson            | Certification Officer – Initial Graduate              |
| Kim White                 | Office Mgr./Certification Manager – Advanced Programs |
| Kyra Tucker               | Student Representative – Elementary                   |
| Deborah Wilkerson         | Student Representative – Secondary                    |
| Rachel Hampton            | Student Representative – Special Education            |

## Administrative Officers

Larry L. Cockrum, B.S., M.S.Ed., Ed.D.

President

Steve J. Allen, B.S.

Vice President for Student Financial Planning

Jana Bailey, B.S., M.A.

Vice President for Finance

Barbara Kennedy, B.A., M.A.Ed., EdS., Ed.D.

Vice President for Academic Affairs and Dean of the University

Emily Coleman, B.S., M.Ed., Ph.D.

Vice President for Student Services



|                                  |  |
|----------------------------------|--|
| Kyle Gilbert, A.A., B.S.         | Vice President for Operations                |
| Donnie Grimes, B.S., M.S.        | Vice President for Information Services      |
| Jerry Jackson, Ed.D.             | Vice President for Enrollment and Comm.      |
| Verna Lowe,                      | Vice President for Compliance                |
| Steve Morris, A.A., B.S., M.B.A. | Vice President for Business Services         |
| Eddie Perkins, B.S., D.O.        | Vice President for Medical Services          |
| Randy Vernon, B.S., M.A.         | Vice President for Athletics                 |
| Sue Wake, B.S., M.A.             | Vice President for Institutional Advancement |

### **Administrative Staff**

|                                 |  |
|---------------------------------|--|
| Dr. Tom Fish, Ph.D.             | Dean of Undergraduate Studies, Retention, and Assessment     |
| Mr. Nick Cockrum, M.B.A.        | Associate Dean, On-line Programs                             |
| 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  |

### **Graduate Faculty**

Sam Aganov (2014). Assistant Professor of Education. M.B.A., Aspen University. Ph.D., California Institute for Human Science.

Sabra Albertson. (2014). Instructor. B.S., Eastern Kentucky University; M.A., Campbellsville University; Ed.D., University of the Cumberland.

Geraldine Allen (1995). Assistant Professor of Art. B.S., M.A., Cumberland College; Additional Study: University of Tennessee.

Nathan Ambrose. (2014). Instructor. Ed.D., University of Kentucky.

Rhonda Baldwin. (2014). Instructor. Ed.D., West Georgia.

Kermit Belcher. (2014). Instructor. B.A., Morehead State University; M.A., Morehead State University; Ed.D., Morehead State University.

Delia BenChaabane. (2014). Instructor. Ed.D., Ohio State University.

Joyce Bowling. (2014). Assistant Professor of Education. B.A., Union College; M.A., Union College; Ed.D., University of the Cumberland.

Anita Bowman (2004). Associate Professor and Chair of Health, Exercise and Sport Science B.S., Manchester College; M.S., Ball State University; Ph.D., University of Kentucky.

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

Linda L. Carter (1977). Assistant Professor of Education, Dean of Student Life B.S., Cumberland College; M.Ed., University of Georgia; M.A., Eastern Kentucky University.

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, 1989-2015). Vice President for Candidate Services, Professor of Education. B.A., Cumberland College; M.A., Eastern Kentucky University; Ph.D., Vanderbilt University.

Tiffany Coleman (2014). Instructor. Ph.D., Georgia State University, Ed.S., Georgia State University, M.Ed., West Georgia College, B.S., David Lipscomb 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

Mary Beth Conaway. (2014). Instructor. B.S., James Madison University; M.A., University of Delaware; Ed.D., University of Delaware.

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

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

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Sandra M. Mahoney (2009-12, 2014). Professor of Education. A.S., Monroe Community College; B.S., State University of New York, Brockport; M.S.W., State University of New York, Buffalo; Ph.D., Capella 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.

Ramona Pittman (2014). Instructor. Ph.D., Texas A&M University.

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

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

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Charles Shoemaker (2014). Instructor. B.S., Tennessee Technological University; M.A., Tennessee Technological University; M.B.A, Regis University; Ed.D., University of the Cumberlands.

William (Bill) Simpson (2014). Associate Professor of Education. Ed.D., University of the Cumberlands.

Jeff C. Smoak, Jr. (1994). Chair of Music Department, Professor of Music. B.A., Charleston Southern University; M.C.M., D.M.A., The Southern Baptist Theological Seminary.

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.

Darren Testani (2013). Assistant Professor of Education. Ph.D., California Institute for Human Science.

Neely Traylor (2014). Instructor. Eastern Kentucky University.

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

Kathleen Vettorello (2014). Instructor. Ph.D., University of Southern Mississippi.

Briana VonMizener (2014). Ph.D., University of Tennessee.

Kendra Washington-Bass (2014). Ph.D, Educational Leadership, Mercer University.