University of the Cumberlands

Doctor of Education
in
Educational Leadership

Program Handbook
and
Course Catalog

2009
ACCREDITATION

University of the Cumberlands is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master’s, and doctoral degrees. Inquiries concerning the accreditation status of the University may be directed to the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or by calling 404-679-4500.

The University’s Teacher Education and Certification programs are also approved by the Kentucky Education Professional Standards Board. In addition, University of the Cumberlands complies with all applicable federal and state non-discrimination statutes and does not engage in prohibited discrimination on the basis of race, color, nationality, ethnic origin, sex, age, or handicap. The College may discriminate on the basis of religion in any position of employment in order to fulfill its purpose.

INSTITUTIONAL MEMBERSHIPS

American Council on Education
College Entrance Examination Board
Association of Independent Kentucky Colleges and Universities
Kentucky Independent College Fund
International Association of Baptist Colleges and Universities
Council of Independent Colleges
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The University's Mission Statement

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

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

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

Doctor of Education (Ed.D.) in Educational Leadership

The Doctor of Education (Ed.D.) program in Educational Leadership extends the University’s long-standing mission to prepare students for “lives of responsible service and leadership.” The program’s 18 hour specialty areas and dissertation choices make the program highly attractive to a diverse body of professional educators and administrators. Course scheduling allows students to continue their full-time professional responsibilities while strengthening their knowledge-base and skills as institutional leaders.

The Mission and Goals of the Ed.D. Program

The mission of the doctoral program in Educational Leadership is to prepare professional educators to make valuable, cutting-edge contributions in a variety of academic leadership roles and settings. Through their own research, professional activities, and public service, and especially through their implementation of the Ed.D. curriculum, the faculty are committed to providing degree candidates the opportunity 1) to deepen their professional knowledge and their understanding of educational theory, 2) to extend their mastery of research and its application to strategic problem-solving, and 3) to strengthen their commitment to professional service and ethical decision-making. Thus, the Ed.D. program seeks to produce graduates with the capacity for critical and creative thinking necessary to meet the complex demands placed on business, education, English, history, math, and psychology Departments in higher education.

In pursuit of this mission, the Ed.D. curriculum serves the following program goals:

- to develop critical and reflective thinking to facilitate institutional problem-solving and unit or college improvement.
- to nurture effective and ethical leadership in the profession at the college level.
- to strengthen the research, analytical and communication skills necessary for professional decision-making.
- to strengthen content knowledge in a specialty area.
Unifying these diverse curricular goals is the concept of authentic Educational Leadership. Such leadership is based upon an understanding of educational research and sound theories of organizational management. But these academic ideals must be tempered by the realities of experience and focused by a commitment to professional service to the community rooted in sound ethical principles. The Ed.D. curriculum of University of the Cumberlands is designed to mold general theory and knowledge into professional expertise and ethical practice.

**Program Structure**

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

**Cohort Model Option.** The program is organized to allow for cohort models to form, but because of the unique needs of each adult learner, a few students may be allowed to begin the program in the spring or summer terms. However, they must remain in the program until all course requirements are met. The cohort model is encouraged because it facilitates the development of a community of learners that may provide not only a sense of camaraderie but also a collegial academic support system.

**Blended Course Delivery.** Classes are strategically organized using a blended format of course delivery. Of the sixty total hours of the program, thirty-six credit hours earned in a traditional classroom setting are blended with fifteen credit hours from online courses. An additional three credit hours are earned in an internship based in part in the candidate’s own institutional environment, with the remaining six hours earned through the capstone dissertation.

**Executive Format.** Each on-campus course is based in a traditional classroom setting and delivered in an executive format, with an intensive Saturday
schedule four weekends each term. While this schedule requires considerable independent learning and preparation on the part of the candidate prior to each session, the schedule also enables in-depth, active learning based upon critical and reflective thinking. In addition, some courses may be team-taught by a full-time faculty member and a practicing school administrator. This executive format allows assignments to be handled comfortably, while candidates also maintain their continuing professional responsibilities in their school or college assignments. Frequently online courses are paired with weekend courses in a given term, thus further facilitating the management of the academic workload.

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

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

Practitioner Seminars. A series of 1-credit Practitioner Seminars adds further flexibility and focus to the proposed Educational Leadership program. These seminars bring in-service administrator-experts to campus to present case studies, problem-solution scenarios, and workshops on current issues in education. These reality-based seminars will cover a wide variety of topics: writing and research; building a new program, handling the media in a crisis situation, employment and termination, managing re-accreditation, mastering assessment, facing sanctions, etc. These workshops are intended to provide insights and strategies that candidates can immediately take back into their full-time professional lives or explore further in their dissertation research. These seminars will enhance the program as collaboration with instructors and college administrators contribute to the timely and pragmatic focus of course work. Students must complete three-one-hour sections.

Internship Field Experience. A unique feature of University of the Cumberlands’ Educational Leadership program is the Internship component included at the beginning of the cohort’s second year. This internship will be
shaped to meet the individual needs and interests of the practitioner degree candidate and ideally may be incorporated into the planning and research for the dissertation. The internship is conceived as a ‘home-based’ field experience, in which the candidate, under the supervision of program faculty, collaborates with others on a project within an academic setting. This project may be within the candidate’s own scope of responsibilities or in another area of the institution. Normally the internship will include at least one visit to another institution to observe activities related to the internship project or to interview other educators engaged in similar projects. Like the Practitioner Seminars, the internship component of the program will foster collaboration with area institutions and nurture a practical and down-to-earth focus to learning outcomes. Students must present a written summary and evaluation for their internship.

**Comprehensive Examination.** Candidates normally sit for the Comprehensive Examination at the end of their second full year in the program (i.e., at the end of their second summer semester). The specific content, structure, and scheduling of this examination is determined by the Program Director in consultation with the student’s advisor and Dissertation Committee members. Tailored to each student’s program of study, the essay questions of the Comprehensive Examination will be generated from the program’s six content-related goals:

**Goal One:** To develop critical and reflective thinking to facilitate institutional problem-solving and academic improvement.

**Goal Two:** To nurture effective and ethical professional leadership at the college or unit-level.

**Goal Three:** To strengthen the research, analytical and communication skills necessary for sound, professional decision-making.

**Goal Four:** To strengthen content knowledge in a specialty area.

**Goal Five:** To develop sound leadership strategies for changing individual and group behaviors.

**Goal Six:** To develop an understanding of leadership in a multi-cultural environment.

The Comprehensive Examination is normally completed in one Saturday meeting between the hours of 8:00 AM and 6:00 PM. It is graded through consensus by the Dissertation Committee, with passing marks required on all
sections of the examination before a candidate may enroll in dissertation hours. Each of the six essays will be marked Pass, Pass with Revisions, or Fail.

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

**The Dissertation.** The dissertation is the capstone experience in the Ed.D. program in Educational Leadership. A dissertation is a research-based project that may use a wide-range of statistical, quantitative, and qualitative methods. However, in the University’s practitioner-focused program, the dissertation is conceived as a reality-based, field project in which the candidate engages in authentic professional problem-solving and studies how best to improve educational practice. Ideally the dissertation becomes a venue in which the candidate’s practical experiences as an educator/administrator converge with the academic experiences of previous coursework. See the discussion on “Dissertation Procedures” below for more specific details on completing the dissertation.

All of the program features highlighted above combine to make the Ed.D. in Educational Leadership at University of the Cumberlands a rigorous academic experience focused on strengthening the skills of administrators and hence on enhancing education in the region and nation.

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

**Program Policies**

Responsibility for the routine administration of the policies and procedures of the Ed.D. resides with the program Director under the oversight of the Chair of the Department of Education and ultimately of the Vice President for Academic Affairs.

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

- hold a master’s degree with a cumulative 3.5 GPA (on a 4-point scale) on all graduate work as verified by official transcripts.
- have earned within the past five years a combined verbal and quantitative score of at least 750 on the Graduate Record Examination
(GRE) or a score of at least 450 on the Miller Analogies Test (MAT). Test scores older than five years may be considered if they are above 800 on the GRE and 475 on the MAT.

- provide a letter of recommendation and support from a school or college supervisor or administrator.
- provide a timed writing sample on the student’s academic goals.
- be interviewed by the Chair of the Education Department and the Director of the Ed.D. program or their representatives.

**Conditional Admission.** An applicant who fails to meet the above criteria for regular admission but who has a cumulative GPA of at least 3.0 on all graduate work may be admitted on a conditional or provisional basis. Students granted conditional admission will be required to satisfy specific conditions in order to continue enrollment in the program. These conditions include a minimum level of performance during a probationary period (the completion of 12 EdD program hours with a minimum GPA of 3.0). Other conditions may include additional enrollment or re-enrollment in administrative or other courses deemed prerequisites to the program.

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

**Doctoral-Level Course Work.** All credits that are part of an Ed.D. candidate’s degree program must be doctoral-level course work. Program courses with an ELCC, ELSA, or ELRE prefix are by definition doctoral-level courses. Other courses accepted as transfer credit for these program courses, as well as all courses accepted toward the eighteen (18) hours of Content Specialty courses in the Higher Education track, must be certified as doctoral-level courses by the Program Director with the assistance of the Registrar. Courses taken by a student while completing another degree program at University of the Cumberlands or elsewhere will not be accepted as Ed.D. credits.

**Content Specialty Credits.** Content Specialty courses listed in the *Ed.D. Program Handbook and Course Catalog* may not be populated exclusively by doctoral students. However, these courses have been certified as Content Specialty courses because doctoral students taking these courses will engage in learning activities beyond those expected of lower-level students (i.e. completion of research projects of no less than 20 pages in length). This doctoral learning experiences will include the following:
• an in-depth engagement with professional literature and/or theory related to the topic.
• multiple opportunities to offer a critical analysis or application of professional literature and/or theory to the primary content of the course.
• development of an independent research project related to the course content, typically resulting in a written presentation of at least twenty pages.

These learning activities for doctoral students are detailed and documented in syllabi on file with the Program Director. Other courses, including courses offered for transfer credit, may be certified by the Program Director as doctoral-level Content Specialty courses if documentation of the learning experiences noted above can be offered through the syllabus, through a portfolio of student work, or through a detailed statement by the course professor.

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

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

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

A Superior performance: Four quality points are earned for each semester hour with a grade of “A.”
B Good performance: Three quality points are earned for each semester hour with a grade of “B.”
C Fair performance: Two quality points are earned for each semester hour with a grade of “C.”
F Failure, given for unsatisfactory work: No quality points are awarded.
Withdrawn from class without punitive grade: No impact on GPA.
Withdrawn failing: No quality points are awarded.
Incomplete, assigned only in instances where a small unit of work is not complete because of verifiable, extenuating circumstances: An \(I\) contract is submitted by the instructor to the Academic Affairs Office for approval.
Indicates satisfactory progress on the dissertation if enrolled in ELRE 930: No quality points are awarded. The IP will be replaced by the final grade upon completion of the dissertation.

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

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

**Satisfactory Progress.** A student earning a \(C\) in a course must meet with the Program Director to determine whether remediation or withdrawal from the program should be considered. Any student earning less than a “C” in a course will not be allowed to continue in the program. For continuance in the program beyond 12 hours, the student must have an earned GPA of 3.0 or higher.

**Academic Appeals.** A student wishing to appeal a grade must appeal first to the professor of the course. If the situation remains unresolved, the student may appeal to the Ed.D. Program Director. Following the Director’s ruling, either the professor or the student may file a complaint with the Academic Appeals Committee of the University, whose recommendation will be made to the Vice President for Academic Affairs for a final decision. An appeal of any application of program policy made by Director may also be filed with the Chair of the Education Department and in due course with the Vice President for Academic Affairs, who will make the final determination in the matter.
Exit and Re-Entry. A candidate exiting the cohort of the program because of exigent familial or professional circumstances must file notice of this and have an exit interview with the Program Director. Likewise, an individual wishing to re-enter the program must apply to and be interviewed by the Director, at which time any conditions for re-entry will be determined.

Dropping a Course. A student wishing to withdraw from a course must consult with the Director of the program. Because of the cohort organization of course offerings, withdrawing from a class may delay progress through the program.

Withdrawal / Refund Policy. Students withdrawing from the program in mid-term will receive a tuition refund according to the University’s refund schedule.

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

Courses Fifteen Weeks or Greater in Length

<table>
<thead>
<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2 of classes</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Week 3 of classes</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Week 4 of classes</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Week 5 of classes</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>After 5th week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
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Courses Greater than Six Weeks but Less than Fifteen Weeks in Length

<table>
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<th>Refund</th>
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<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2 of classes</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>After 2nd week of classes</td>
<td>100%</td>
<td>0%</td>
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Courses Six Weeks or Less in Length

<table>
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<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
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</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>After 1st week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>
If a student officially withdraws after the posted cancellation deadline and on or before the first day of the term, they will be charged a non-cancellation fee of $150 for tuition and $150 for room and board for the fall and spring term. There is no non-cancellation fee for the summer term(s).

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

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

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

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

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

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

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

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

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

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

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

**Dissertation Procedures.** Possible topics for the dissertation are explored through coursework during the first year of the program. A formal proposal for the dissertation is developed and completed during ELRE 736, Dissertation Seminar, and ELRE 839, Advanced Educational Research, taken during the second year of the program. After this proposal is reviewed and approved by the program Director in consultation with other program faculty who have expertise in the student’s area of interest, a dissertation director is formally assigned. This individual henceforward serves as the candidate’s advisor. During the coming year, the candidate begins working informally on the project with
the aid of the dissertation director. After the candidate successfully completes the Comprehensive Examination, the Director of the program assigns an additional Ed.D. faculty member, if he or she is the dissertation director, and a faculty member from outside the Education Department to serve on the Dissertation Committee. At this time the candidate must register for dissertation hours. A minimum of six dissertation hours must be earned, three hours per term. If the dissertation is not ready to be defended after the completion of six dissertation hours, the candidate continues to enroll in dissertation hours each term until the dissertation is completed – three hours each term. Dissertation hours are marked IP (in-progress) until the dissertation is completed and defended. At that time, the Dissertation Committee may award the dissertation a “passing” mark (earning “B” credit for all dissertation hours) or an “honors” mark (earning “A” credit for all dissertation hours). If the Dissertation Committee finds the work unacceptable, the candidate and dissertation director must consult with the program Director before working further or enrolling in additional hours.

Degree Requirements
Ed.D in Educational Leadership

Below is an outline of the courses required to complete the Ed.D. in Educational Leadership.

Administrative Leadership. Twenty-seven hours of this option of the degree are earned from courses on the qualities and activities of administrative leaders.

ELSA 730 The Politics of educational Decision-making, 3 hrs.
ELSW 710 Practitioner Seminar Workshop, 3-1 hour experiences
ELCC 835 Administrative Strategies for Institutional Improvement, Online. 3 hrs.
ELSA 731 Educational Program evaluation, 3 hrs.
ELSA 833 Administration in a Multi-cultural environment, 3 hrs.
ELSA 835 The Change Process, 3 hrs.
ELCC 836 Grant Writing and Proposal Development, 3 hrs.
ELCC 837 Strategic Planning and Decision-making, Online. 3hrs.
ELSA 830 Internship in educational Administration, 3 hrs.

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

BADM 530  Specialized Studies in Accounting, Business Administration and Marketing Education
BADM 539  Research and Report Writing
BMIS 630  Advanced Educational Applications

Education

ADOL 631  School Program Improvement
ADOL 633  Applied Research
ADOL 635  School and Community Relations
EDOL 533  Educational Technology

English

ENGL 534  Studies in British Literature, 3 hrs.
ENGL 535  Studies in Modern Literature, 3 hrs.
ENGL 550  Creative Writing, 3 hrs.

History

HIST 531  Selected Topics, 3 hrs.

Mathematics

MATH 533  Topics in Math, 3 hrs.
MATH 534  Abstract Algebra, 3 hrs.
MATH 535  Real Analysis I, 3 hrs.

Psychology

PSYC 530  Psychology of Religion, 3 hrs.
PSYC 538  History and Systems in Psychology, 3 hrs.
PSYC 590  Special Topics, 3 hrs.

Professional Research  A minimum of fifteen hours in professional research is required to complete the Ed.D. in Educational Leadership.

ELRE 734  Inferential Statistics in Education, 3 hrs.
ELRE 736  Dissertation Seminar, 3 hrs.
ELRE 839  Advanced Educational Research, 3 hrs.
ELRE 930  Dissertation 6 hrs.

**Tentative Course Rotations**

**Fall Year 1**
- ELSA 730  The Politics of Educational Decision-Making, 3 hrs—Vann
- ELSA 833  Administration in a Multicultural Environment, 3 hrs—Eskay
- ELSW 710  Practitioner Seminar Workshop, 1 hour—Vann
  (Meet with Advisor to Begin Exploring Dissertation Ideas)

**Spring Year 1**
- ELRE 734  Inferential Statistics in Education, 3 hrs—Vann
- ELSA 731  Educational Program Evaluation, 3 hrs—Heffern
- ELSW 710**  Practitioner Seminar Workshop, 1 hour—Eskay
  (Discuss Internship Plans for Fall Term with Advisor)

**Summer Year 1**
- ELSA 835  The Change Process, 3 hrs—Vann
- ELCC 835*  Administrative Strategies for institutional Improvement, 3 hrs—Staff
- Graduate Elective, 3 hours ***

**Fall Year 2**
- ELSA 830  Internship in Educational Administration, 3 hrs—Heffern
- ELRE 736  Dissertation Seminar, 3 hrs—Vann
- Graduate Elective, 3 hours
  (Submit Dissertation Proposal by the End of the Term; Appointment of Dissertation Chair by Program Director; Submit Internship Proposal to Program Director)
  (File IRB forms with Dissertation Chair and Program Director)

**Spring Year 2**
- ELCC 837*  Strategic Planning and Institution-Based Decision-Making, 3 hrs—Heffern
- ELRE 839  Advanced Educational Research, 3 hrs—Vann
- ELSW 710**--Practitioner Seminar Workshop, 1 hour—Eskay
- Graduate Elective, 3 hours

**Summer Year 2**
- ELCC 836  Grant Writing and Proposal Development, 3 hrs—Reising
- Graduate Elective, 3 hours
  (Written Comprehensive Exam Completed by the End of the
Term; Dissertation Committee Appointed)

Fall Year 3
ELRE 930  Dissertation, 3 hrs—To be assigned
Graduate Elective, 3 hours

Spring Year 3
ELRE 930  Dissertation, 3 hrs—To be assigned
Graduate Elective, 3 hours
(Enroll in ELRE 930 Each Term until Dissertation is Defended; File Intent To Graduate at Beginning of Term of Intended Completion; Schedule Oral  Dissertation Defense Six Weeks Prior to Intended Date; File Approved Dissertation with Program Director two weeks prior to graduation)

*  Online delivery
** Must complete 3 Practitioner Seminar Workshops
*** If needed

Course Descriptions

EDUCATION

ELCC 732 – Issues and Trends in Literacy. This course focuses on the current issues and trends in instructional approaches, materials, methodologies, assessment techniques, leadership roles, and the impact of public policy on literacy instruction. Credit, 3 hours.

- Students will illustrate how public policy, regulations, and law affect education in the United States and literacy education in particular.
- Students will describe and evaluate the roles of various groups of stakeholders in the school in an effective literacy program.
- Students will compare and critique various instructional approaches and assessment methodologies available for literacy education.

ELCC 733 – Curriculum/Instruction and Institutional Improvement. This course focuses on the analysis of various models for curriculum design and their potential application to specific goals of an institutional improvement plan. It examines the theoretical foundations of various curricular models and assesses the implications of these for curriculum decision-makers at all levels, including classroom instructors, instructional supervisors, and administrators. Credit, 3 hours.

- Students will develop an understanding of the curricular and instructional change process.
Students will analyze the relative merits of various curricular models. Students will expand their skills in the data-based decision-making necessary to select and implement a curricular development and institutional effectiveness program. Students will identify common obstacles to school improvement and develop strategies to overcome these obstacles.

ELCC 835 – Administrative Strategies for Institutional Improvement. This course explores the relationship between the efforts of an academic administrator or other administrators to the improvement of student achievement. The course offers a survey and evaluation of resources and methods for nurturing unit or institutional improvement. Credit, 3 hours.

- Students will identify and assess current technologies for the improvement of instructional management and business procedures.
- Students will compare and critique various strategies for developing and monitoring long-range plans for institutional improvement.
- Students will organize and analyze data relating to student achievement in a way that facilitates implementation of an instructional improvement plan.
- Students will implement various methods of instructional leadership to engage others in goal-setting and problem-solving.

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

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

ELCC 837 – Strategic Planning and Institution-Based Decision-Making. This course surveys various methods for institution-based management and
strategic-planning. Special emphasis is given to leadership roles of various administrators in evaluating the academic program and in developing strategies for improvement. Credit, 3 hours.

- Students will critique the roles of various decision-makers in the institution and community in developing and implementing a strategic plan for improvement.
- Students will evaluate the usefulness of various technological resources in administering and delivering instruction as well as managing data.
- Students will identify and evaluate the components of a sound process for maintaining accurate fiscal reporting in an institutional setting.
- Students will formulate strategies for collaborating with other stakeholders in responding to a specific problem or need within the unit or institution.

ELCC 838 – Selection, Evaluation, and Development of Instructional Staff. This course explores effective strategies for the administration of instructional personnel. Topics include personnel law, organizational policy, administrative theory, as well as professional development and motivational strategies. Credit, 3 hours.

- Students will identify best practices for selection, evaluation and termination of instructional staff.
- Students will describe strategies for conflict resolution in the workforce.
- Students will evaluate common staffing patterns and problems in institutional settings.
- Students will assess the appropriateness and relative merit of different types of professional development programs.

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

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

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

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

**ELSA 830 – Internship in Educational Administration.** Internship focuses on the needs and interests of the degree candidate and may be incorporated into the planning and research for the dissertation. In this “home-based” internship, the candidate collaborates on a project within the home institution. The internship may include observations of activities in other institutions or interviews with other educators engaged in similar projects. Credit, 3 hours.

- Students will collaborate effectively with others on an educational project in the unit or institution.
- Students will assess their own roles in a collaborative educational project.
- Students will apply concepts learned from graduate study to their internship project.
- Students will synthesize methodologies learned from graduate studies into their internship activities.

**ELSA 831 – The School Administrator and IDEA.** Course provides an overview of special education topics of concern to school administrators. It explores the legal foundations and processes of special education, as well as best practices of special education referral, assessment, and eligibility. It also focuses on issues concerning the design and delivery systems of special education programs, as well as funding and disciplinary guidelines. Credit, 3 hours.
Students will describe the rights and responsibilities of parents, students, teacher, and schools as these relate to students with disabilities. 

Students will articulate the various procedures and principles to be applied in a particular situation involving students with disabilities. 

Students will cite appropriate evidence in support of specific decisions concerning students with disabilities. 

Students will develop an appropriate professional development plan or program for school personnel working with students with disabilities.

**ELSA 832 – Advanced Educational Law.** Course places emphasis on the legal aspects of school administration. Specific focus is placed on strategies for compiling with Federal legislation, court decisions, and policies such as the Americans with Disabilities Act (ADA), Brown vs. Board of Education, and the Equal Opportunity Commission. The course is designed to supplement the candidates’ knowledge acquired in previous law classes.

- Students will cite specific court cases that address equity in K-12 programming.
- Students will analyze court decisions that consider education’s role in employment and educational practices with respect to access and Affirmative Action.

**ELSA 833 – Administration in a Multicultural and Diverse Environment.** This course explores issues involving diversity in the classroom, the institution, and in the community. Topics include race, ethnicity, gender, sexuality, socio-economic conditions, exceptionalities, language, and religion. Students will explore how these qualities can contribute to or interfere with authentic student learning as they impact the development and implementation of the curriculum. Credit, 3 hours.

- Students will identify and evaluate common challenges in the classroom and in the institution more generally that may development as a result of cultural diversity.
- Students will define different ways in which classroom instruction can address the academic, social and emotional needs of all students.
- Students will assess how a mandated state curriculum can be implemented to support a culturally relevant pedagogy for classroom instruction.
- Students will develop administrative strategies for promoting a constructive multicultural consciousness within the institution.
ELSA 834 – Assessment and Development of School Leaders. This class focuses on assessing and enhancing the leadership skills of school administrators, developing their orientation to service, and their capacity for innovative and productive leadership in a variety of settings. Students explore various models and characteristics of leadership and apply these to their own experience. Credit, 3 hours.

- Students will define the qualities and attributes of effective leadership, as well as the institutional barriers or obstacles to such leadership.
- Students will distinguish the basic principles and best practices of executive leaders.
- Students will identify personal capabilities and areas of potential growth as a leader and to articulate personal growth plan.
- Students will develop a plan to nurture leadership among institutional subordinates.

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

- Students will synthesize an interdisciplinary perspective on how individuals and groups respond to change forces in an Appalachian setting.
- Students will contrast major learning theories.
- Students will contrast adult learning characteristics with children.
- Students will analyze major leadership models.
- Students will conduct an in-class change procedure.

ELSW 710 – Practitioner Seminar Workshop. This course provides an opportunity to explore specific real-life issues and challenges in academic administration in a collaborative, problem-solving format. Visiting practitioner-experts will guide students in developing strategies for assessing and responding to problematic situations faced by academic administrators. Credit, 1 hour. Must be repeated 3 times on different topics.

- Students will identify the key administrative issues to be dealt with in a given situation.
- Students will evaluate different procedures or methods for resolving the conflict or problem.
Students will develop or implement appropriate policies to address given issues.

Students will apply administrative and organizational best practices in response to common problematic situations in the unit or institution.

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

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

**ELRE 736 – Dissertation Seminar.** This course provides guided instruction on the design and writing of the literature component of a dissertation proposal. Issues or topics should appeal to unit, institution or region-based research of an academic nature. Course activities are intended to strengthen skills in writing, project design, and critical assessment of evidence. Credit, 3 hours.

- Students will recognize the components of a sound dissertation proposal.
- Students will articulate clearly the literary background of their dissertation research.
- Students will design a logical trajectory for gathering/presenting published data on their research topic or otherwise integrate published ideas to build a new model of investigation.

**ELRE 839 – Advanced Educational Research.** The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will,
upon approval of the student’s advisor and Program Director, serve as the first three chapters of student’s dissertation.
Prerequisites: ELRE 734.
- Students will write a rationale and introduction for a dissertation proposal which must be based on a topic or problem related to administration in education settings.
- Students will design and write appropriate introduction and methods chapters to complete the dissertation proposal.
- Students will successfully obtain approval from the course instructor and his/her advisor for a three-chapter dissertation proposal.

**ELRE 930 – Dissertation.** This course is an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student’s Dissertation Committee. In collaboration with a Dissertation Director and the Dissertation Committee, the student completes a research project, writes the dissertation and prepares for its oral defense. Credit, 1-3 hours.
- Students will organize and implement a practitioner-based educational research project.
- Students will gather, critique and synthesize professional literature related to their research topic.
- Students will manage and interpret data gathered in the course of their research.
- Students will communicate effectively the nature and results of their research.

**ENGLISH**

**ENGL 534 – Studies in British Literature**
This course offers an in-depth study of a specific period and/or genre of British literature. The particular focus of the course will change from year to year. Common topics will be romantic literature and Victorian fiction. Other potential topics could be non-Shakespearian Renaissance drama, Restoration drama, the eighteenth-century novel, and Victorian poetry. Students will produce a research paper/project commensurate with the Department’s standards for graduate level classes. Credit, 3 hours. Offered every spring semester.
- Students will critique writings representative of a specific era.
- Students will contrast the writing styles of various authors who are representative of different eras.
- Students will contrast genres written during different literary periods.
ENGL 535 – Studies in Modern Literature
This course examines a varied combination of English, American, and world literature of the twentieth century. The specific focus will change from year to year. A given course may be organized according to genre (fiction, poetry, or drama), topic (e.g., the Southern Renaissance, expatriate literature of the 1920's or the Irish Literary Revival), or representative and related authors (such as "Joyce, Yeats, Eliot" or "Williams, Miller, O'Neill"). Students will produce a research paper/project commensurate with the Department’s standards for graduate level classes. Credit, 3 hours. Offered every fall semester.
- Students will critique works written by English, American, and various other authors from around the world.
- Students will contrast works of fiction, poetry, and drama written by such authors as Yeats, Eliot, and Joyce.

ENGL 550 – Creative Writing
This course focuses on the study of creative writing, both through the analysis of writing techniques used in published works and through the development and revision of students' original creative work. This course will be offered in rotation of different genres. Students will produce a research paper/project commensurate with the Department’s standards for graduate level classes. Credit, 3 hours. Offered every spring semester.
- Students will provide a written analysis of techniques employed in published works.
- Students will develop a writing project that demonstrates their ability to express themselves creatively with respect to a particular genre.

HISTORY

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

Listed below are examples of learning outcomes:
Students will identify the major constitutional developments of seventeenth and eighteenth century England and their bearings upon the American experience.

Students will understand the constitutional development of the American colonies, their constitutional structure, and their constitutional relationship with England.

Students will identify the different types and importance of charters, codes, and contracts in the creation of the American colonies.

Students will understand the development of federalism, the separation of powers, and the importance of limited government to American Constitutionalism

**MATHEMATICS**

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

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

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

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

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

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

**PSYCHOLOGY**

**PSYC 530 – Psychology of Religion**
A course in the psychology of religious experience. Special emphasis will be given to religious growth, worship, the psychology of belief, and normal religious behavior. Informal lectures and class discussion on assigned readings. Doctoral candidates will be expected to conduct independent research that examines one facet of how religious experience affects psychological functioning, or how one’s psychological make-up affects their religious experience/practice. Credit, 3 hours. Offered fall semesters.

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

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

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

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

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

**Educational Support Resources**

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

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

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

Library users may access online periodical databases resources on-campus or off-campus. To access these resources from off-campus, students simply need to provide their campus email network username and password. Instruction for off-campus access are provided from a link on the Library’s homepage.
Learning Resources Supporting the Ed.D. Program. Hagan Memorial Library provides a multitude of resources to support the doctoral program in Educational Leadership. Several of these resources have recently been acquired or enhanced. Among these resources are the following databases of value to graduate students and graduate faculty in education:

- **Dissertation Abstracts** – ProQuest Dissertations & Theses (PQDT) database is the most comprehensive index and abstracting service to dissertations and theses.
- **ERIC** – The Educational Resource Information Center (ERIC) contains more than 2,200 digests along with references for additional information, citations, and abstracts from over 1,000 educational and education-related journals.
- **JSTOR** – JSTOR provides access to an important and wide-ranging selection of academic journals from a variety of disciplines, including education. It specializes in preserving archives of older editions of journals rather than recent editions.
- **LexisNexis Academic Universe** – This large-scale database provides reference information for news, business, legal, and medical research. It is particularly strong in the area of legal studies, including education law.
- **Middle Search Plus** – This resource provides full text for nearly 110 magazines covering general topics appropriate for middle and junior high school students.
- **OmniFile Fulltext Mega** (Wilson Web) – OmniFile references over 4,000 periodicals in a variety of subjects. Notably, this resource includes Education Index Fulltext.
- **Primary Search Plus**—This resource provides full-text documents from over 70 children’s magazines appropriate for elementary schools and children’s reading rooms.
- **Professional Development Collection** – This database indexes full-text articles from some 550 professional journals and other publications in the field of education, making it the largest online compendium of education articles, indices, and abstracts in the world.
- **Project MUSE** – This text-digitization project is similar to JSTOR. It provides digital reproductions of over 300 periodicals in the arts, humanities, natural sciences, and social sciences.
- **Psychology and Behavioral Sciences Collection** – This collection references over 500 publications in full-text format, the vast majority of which are peer-reviewed journals.
- **TOPICsearch** – This current events database allows users to explore social, political, and economic issues, and other popular topics discussed in classrooms, including controversial opinions and viewpoints.

- **Mental Measurements Yearbook (MMY)**, produced by the Buros Institute at the University of Nebraska, provides users with a comprehensive guide to over 2,000 contemporary testing instruments. The *MMY* series contains information essential for a complete evaluation of test products within such diverse areas as psychology, education, business, and leadership.

- **Tests in Print (TIP)**, also produced by the Buros Institute, provides a comprehensive bibliography of all known commercially available tests that are currently in print in English. *TIP* provides vital information to users, including test purpose, test publisher, in-print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

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

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

The Library employs a full-time, MLS-certified Reference and Instruction Librarian to work with faculty and students to ensure their access to the full array of library resources and services. This individual has been designated as primary liaison for all graduate students and faculty. The Reference and Instruction Librarian, as well as other librarians, are available to answer questions about resources or research at any time during open hours.
Because the Library’s hours of operation overlap with the weekend schedule of all in-seat Ed.D. courses, Ed.D. candidates have convenient personal access to library resources. Whether on-campus or at home, students will also be able to contact a librarian through the University’s toll-free phone number (800-343-1609). In addition, the Reference and Instruction Librarian can assist students with research questions via email when appropriate. The Library Director coordinates timely delivery of interlibrary loan materials requested by graduate students. Such delivery may be self-service pickup for materials at the Library by the student, delivery to the classroom, or express mail delivery to the student’s home address if the candidate resides outside of Whitley County.

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

Dr. Michael Eskay
Professor of Special Education

Professor Michael Eskay brings to University of the Cumberlands a rich and a unique comparative international educational experience that was acquired while living and studying in Africa, Europe, Australia, Canada, and the States. He began his teaching career as an elementary school teacher and a counselor in Europe and in the States. He has also held administrative positions as a Dean of Students and a principal of a high school with the Chicago Board of Education. He has taught at numerous institutions of higher education; including Chicago State University, Illinois College, Western Washington University, Wayne State College and University of the Cumberlands.

His specific research interests include rural special education; teacher quality; self-concept development of at-risk learners; African American learners/urban learners; urban teacher preparation; culturally responsive teaching; multicultural special education; comparative international education; special education law, and diversity in special education.

Professor Eskay is a teacher educator, administrator, researcher, and a scholar. He is a nationally and internationally known scholar and has written many academic publications, including journal articles and book chapters. He has also given series of presentations at both national and international levels. He has served as a reviewer for a variety of professional organizations. He is a member of numerous professional organizations.

Professor Eskay holds M.Ed. degree in special education from University of Illinois at Chicago and his Ph.D. in cultural special education and foundations of education from Loyola University, Chicago

Primary Course Responsibilities:

SPED 233 Surveys of Individuals with Exceptionalities
University of the Cumberlands  

Ed.D. Program Handbook and Catalog

SPED 236  Special Education Programs for Adolescents  
SPED 238  Special Education Early Childhood Programs  
SPOL 530  Issues and Trends in Programs in Special Education  
ELSA 831  The School Administrator and IDEA  
ELSA 833  Administration in a Multicultural and Diverse Environment  
ELSW 710  Practitioner Seminar Workshop  
ELRE 930  Dissertation

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Dr. Robert Heffern  
Associate Professor of Administration and Supervision

Dr. Robert V. Heffern is a graduate of nearby Union College where he earned an A.B. with majors in history and political science. He gained his teaching license and an M.A. in Ed. in secondary education and history from the University of Kentucky. His Ed.D. in educational leadership was earned from the University of Virginia where his dissertation was A Study of the Perceptions of and Involvement in Public K-12 Education by Evangelical Protestant Clergy in a Virginia Community.

Dr. Heffern served public school systems in Ohio, Virginia, and North Carolina for forty-one years. He taught high school and middle school social studies, served as a building administrator in middle and elementary schools, and capped his administrative career as associate superintendent of a large and diverse combined city-county district in North Carolina.

Dr. Heffern holds memberships in a variety of professional organizations including AASA, KASA, ASCD, KAESP, and NAESP. His research interests include the relationship between American faith groups and public education, public education finance equity, public school leadership models in the era of
high stakes testing and school accountability, and school culture in relation to accountability.

Dr. Heffern joined the faculty at The University of the Cumberlands in the fall of 2008. He and his wife, Diane, live in Corbin and are the parents of four grown sons and grandparents of seven grandchildren.

**Primary Course Responsibilities:**
ADOL 641   School System Administration  
ADOL 665-669 Educational Administration  
EDOL 538   The Modern Secondary School  
ELCC 837   Strategic Planning and School Based Decision Making  
ELCC 838   Selection, Evaluation, and Development of Instructional Staff  
ELRE 930   Dissertation  
ELSA 731   Educational Program Evaluation  
ELSA 830   Internship in Educational Administration  
ELSA 834   Assessment and Development of School Leaders

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**Dr. Robert Reising**

**Professor of Literacy and Language Arts**

Dr. Reising has earned degrees from Michigan State University, The University of Connecticut, and Duke University, where his doctoral dissertation treated Literature and Sports. He has held NEH post-doctoral awards at The University of Texas and The University of Illinois at Chicago, and has twice served as Visiting Scholar in American Indian Studies at Michigan State.

A former public school teacher and principal, Dr. Reising has spent nine years in intercollegiate athletics as a baseball coach and basketball and football recruiter.
During eight seasons as Head Coach, he compiled a 106-89 win/loss record while placing teams in both the NAIA and NCAA National Tournaments.

The author of two books on Jim Thorpe, the Native American athlete, Dr. Reising has published over 100 articles in professional journals. He is a member of the International Reading Association, ASCD, and NCTE, as well as the "Varsity S" club at Michigan State. Currently, too, he edits the "What’s New In….?" column for the Clearing House and serves on the Advisory Board of the American Indian Culture and Research Journal.

Dr. Reising joined the faculty of the University of the Cumberlands in 2005 and resides with his wife in Williamsburg.

**Primary Course Responsibilities:**
- EDUC 331  Special Topics in Literacy
- EDUC 531  The Middle School
- REOL 531  Reading and Writing Foundations
- REOL 631  Diagnostic Procedures in Teaching Reading and Writing
- ELCC 732  Issues and Trends in Literacy
- ELCC 836  Grant Writing and Proposal Development
- ELRE 930  Dissertation

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

Barry Vann is a native of southern Appalachia. An accomplished author, professor, speaker, and administrator, Dr. Vann came to University of the Cumberlands in 2008 as Director of the Doctor of Education Program. Vann holds two doctorates: a Doctor of Education degree in Adult Education from the University of Arkansas, and a Doctor of Philosophy
degree dually awarded by the Department of Geographical and Earth Sciences and the School of Divinity at the University of Glasgow in Scotland. In addition, he also possesses a Master of Science degree in Geosciences from Western Kentucky University and a BS in earth and social science education from Tennessee Technological University.

Vann has served as a university division chair and community college vice president for academic affairs. He has founded and directed a dozen degree programs in such places as Delta State University in Mississippi and Northeastern Oklahoma A&M College. Before coming to the University of the Cumberlands as the founding director of the Doctor of Education program and professor of geography, he served as the founding director of Lincoln Memorial University’s Appalachian Development Studies and geography programs.

Vann has published twenty articles and five books with a sixth entitled *Coping with the Forces of Nature: Geographic Perspectives on Human-Environmental Interactions* in the development stage. His refereed articles have appeared in *The Christian Observer, The Journal of Transatlantic Studies, Human Resource Development Quarterly, The Journal of Historical Sociology,* and *Geography of Religions and Belief Systems.* His book publishers to date include the University of South Carolina Press, Overmountain Press, and Gorgias Press.

Vann has spoken in a number of settings, including his lecture on Celts and settlements in Appalachia that he delivered to the Appalachian Literature class at University of the Cumberlands, taught by English Department Chair Dr. Thomas Frazier. Of Vann’s visit and presentation, Frazier notes that Vann is “engaging, knowledgeable, and entertaining”. Some students say Dr. Vann has a Robin Williams like sense of humor.

**Primary Course Responsibilities:**

- GEOG 130 World Regional Geography
- GEOG 131 Introduction to Human Geography
- GOEG 200 Environmental Geography
- EDOL 630 Research Methods in Education
- ELRE 734 Inferential Statistics
- ELRE 736 Dissertation Seminar
- ELRE 839 Advanced Educational Research
- ELRE 930 Dissertation
- ELSA 730 Politics of Educational Decision-making
- ELSA 835 The Change Process
- ELSW 710 Practitioner Seminar Workshop