University of the Cumberlands
School of Education: Advanced Educational Studies
Education Leadership Preparation Programs

Education Leadership Preparation Handbook
Guidelines & Requirements

Last Updated
January 2015
ADVANCED EDUCATIONAL STUDIES: EDUCATION LEADERSHIP PROGRAMS CANDIDATE HANDBOOK

Degrees
Ed. S. Redesigned Principal Program
Certification, Level I; Certification, Level II
  Certification Level - P – 12
  Preparation Level - Advanced
  Rank Level - Rank I
16 KAR 3:050. Instructional Leadership –School Principal Certification

Ed. S. Supervisor of Instruction
Certification Level: P-12
  Preparation Level: Advanced
  Rank Level: Rank I
16 KAR 3:020. Certification for Supervisor of Instruction

Ed. S. Director of Pupil Personnel
Certification Level I and II
  Preparation Level: Advanced
  Rank Level: Rank I
16 KAR 3:030. Professional Certificate for Directors and Assistant Directors of Pupil Personnel

Director of Special Education
M.A.Ed. Level II-30 hours
  Administration Certification Level I-18 hours
  Certification Level: Director of Special Education
  Preparation Level: Advanced
  Rank Level: Rank I/Rank II
16 KAR 3:040. Director of Special Education.

Ed. S. Redesigned Superintendent Program
Certification Level: P-12
  Preparation Level: Advanced
  Rank Level: Rank I
16 KAR 3:010. Certification for School Superintendent

* Copies of all course syllabi, document templates and additional resources can be found in the appendices of this document on the University of the Cumberlands website at Website URL: http://www.ucumberlands.edu/academic/catalog
The Education Leadership Handbook has been prepared for your information and understanding of the goals, policies, philosophies and practices of University of the Cumberlands’ Education Leadership Programs. Please download it from the University of the Cumberlands’ web-site at http://gradweb.ucumberlands.edu/education/maed/resources and read it carefully. Upon completion of your review of this handbook, sign the statement below and return it to the Graduate Chair, Dr. David Gover, within the first course of your selected program.

I, ____________________________, have downloaded and read a copy of University of the Cumberlands’ Education Leadership Program Handbook, which outlines the goals, policies, philosophies and practices of the ____________________________ program, as (Candidate’s Selected Program) well as my responsibilities as a candidate. I have familiarized myself with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in the Education Leadership Handbook. I understand this handbook is not intended to cover every situation which may arise during my candidacy, but is a general guide to the goals, policies, philosophies and practices of the Education Leadership Programs.

________________________________________
Candidate Name

________________________________________
Candidate ID

________________________________________
Candidate Signature

________________________________________
Date

________________________

---

Education Leadership Candidate Handbook: Acknowledgement Form
Purpose

The Education Leadership Preparation Handbook is an official publication of the University of the Cumberlands, compiled and edited by the education leadership preparation faculty and planning committee. The Handbook is a general information guide for the candidates to follow in the admission, enrollment and implementation process, and each candidate is responsible for its contents. Academic information may be obtained from the Office of Academic Affairs, the Registrar, departmental publications, and the University Graduate and Education Leadership Catalog. *Failure to read this Handbook does not excuse candidates from the requirements and regulations described herein.* The word candidate in the Handbook and in any other official University of the Cumberlands publication is defined to be all persons enrolled in a preparation program. While the information presented here is as accurate as possible as of the date of publication, the University reserves the right to make changes as future circumstances may require.
Table of Contents

Education Leadership Candidate Handbook: Acknowledgement Form ........................................... 3
Purpose ........................................................................................................................................... 4
Introduction .................................................................................................................................... 7
Welcome ......................................................................................................................................... 7
Programs ......................................................................................................................................... 9
Conceptual Framework, Mission and Vision .................................................................................... 10
Dispositions .................................................................................................................................... 11
Assessment of Professional Dispositions ........................................................................................... 11
Professional Disposition Concerns .................................................................................................... 12
EPSB Themes ................................................................................................................................... 12
Accreditation ..................................................................................................................................... 12
General Guidelines ............................................................................................................................ 13
Academic Dishonesty Policy ............................................................................................................... 13
Background Checks ........................................................................................................................... 13
Code of Ethics .................................................................................................................................... 13
Proof of Immunization and TB Clearance .......................................................................................... 14
The Office of Disability Services ........................................................................................................ 14
Educational Leadership Program Design ........................................................................................... 14
Field Experiences ............................................................................................................................... 14
Field Experience Faculty .................................................................................................................... 15
Evaluation of Field and Clinical Experiences .................................................................................... 15
Field Experiences Supporting Diversity ............................................................................................ 15
Monitoring Field Experiences ........................................................................................................... 16
Field Experience Faculty .................................................................................................................... 16
Candidate Feedback ........................................................................................................................... 17
Individual Action Plan .......................................................................................................................... 18
Rank Change and Teacher Certification .............................................................................................. 18
Ed. S. Redesigned Principal Program .................................................................................................. 21
Admission Requirements ..................................................................................................................... 21
Assessment of Leadership Capabilities at Admission ....................................................................... 21
Prerequisites for Admission to the University Principal Preparation Program ................................... 21
Courses ............................................................................................................................................... 22
Planned Program Schedule Sequence of Courses ................................................................................. 23
Field Experiences ............................................................................................................................... 23
Field Experience Matrix Aligned with Leadership Continuum ............................................................ 23
Continuous Assessment Plan ............................................................................................................. 24
Principal Dispositions ......................................................................................................................... 27
Capstone Project ................................................................................................................................. 28
Licensure Information .......................................................................................................................... 28
Ed. S. Supervisor of Instruction Program ............................................................................................. 31
Introduction ......................................................................................................................................... 31
Admission Requirements ..................................................................................................................... 31
Program Design and Structure ............................................................................................................. 32
Courses ............................................................................................................................................... 32
Field Experiences ............................................................................................................................... 34
Continuous Assessment Plan ............................................................................................................. 34
Capstone Project ................................................................................................................................. 35
Licensure Information .......................................................................................................................... 35
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. S. Director of Pupil Personnel Program</td>
<td>39</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>39</td>
</tr>
<tr>
<td>Program Design Structure</td>
<td>39</td>
</tr>
<tr>
<td>Courses</td>
<td>40</td>
</tr>
<tr>
<td>Clinical/Field Experience</td>
<td>41</td>
</tr>
<tr>
<td>Continuous Assessment Plan</td>
<td>41</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>42</td>
</tr>
<tr>
<td>Licensure Information</td>
<td>42</td>
</tr>
<tr>
<td>Ed. S. P – 12 Special Education Learning and Behavior Disorders Program</td>
<td>46</td>
</tr>
<tr>
<td>Introduction</td>
<td>46</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>46</td>
</tr>
<tr>
<td>Program Design and Structure</td>
<td>46</td>
</tr>
<tr>
<td>Field Experience</td>
<td>47</td>
</tr>
<tr>
<td>Continuous Assessment Plan</td>
<td>47</td>
</tr>
<tr>
<td>Licensure Information</td>
<td>47</td>
</tr>
<tr>
<td>Ed. S. Superintendent Program</td>
<td>51</td>
</tr>
<tr>
<td>Introduction</td>
<td>51</td>
</tr>
<tr>
<td>Admissions Requirements</td>
<td>51</td>
</tr>
<tr>
<td>Program Design and Structure</td>
<td>52</td>
</tr>
<tr>
<td>Courses</td>
<td>52</td>
</tr>
<tr>
<td>Clinical/Field Experiences</td>
<td>54</td>
</tr>
<tr>
<td>Continuous Assessment Plan</td>
<td>57</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>59</td>
</tr>
<tr>
<td>Licensure Information</td>
<td>62</td>
</tr>
</tbody>
</table>
**Introduction**

University of the Cumberlands has educated adult learners and working professionals for over 120 years. Our cutting-edge online graduate programs combine our traditional approach to learning with the latest innovations and standards, ensuring an education that is both modern and practical.

Candidates enrolled in our Education Leadership Programs benefit from unprecedented learning opportunities, flexibility and the unwavering support of a dedicated staff. Our rich history, distinguished faculty and first-rate resources and highly qualified, experienced faculty stretch far beyond our beautiful campus, providing candidates with the skills and expertise needed to succeed.

For over a century, University of the Cumberlands has adapted to new technologies and the ever-changing world we live in, all the while remaining true to its founding principle: "To provide first-class education at affordable rates." We are proud to welcome new candidates into our Education Leadership Programs as we prepare future generations for school and district leadership and community service.

The Education Leadership Programs at University of the Cumberlands works with a diverse set of local, state, and national standards to provide candidates with a high quality education. Due to the complex nature of various governing regulations, the faculty has devised terms to categorize candidate groups and to track candidate progress through the program. The following subsections define these program terms.

**Welcome**

Welcome to the University of the Cumberlands School of Graduate Education: Advanced Education Studies for Leadership preparation. These programs are designed to develop the leadership capabilities necessary to guide Kentucky schools to academic success. An integral part of each Administrative Certification Program is coursework that provides extensive training in instructional leadership, school culture, strategic planning, and resource allocation. The underlying principles for Leadership programs are three-fold. First, the program is designed to develop candidates with the leadership knowledge and skills to become a school’s or district’s instructional leader and school or district improvement facilitator. To assume these roles, candidates must have a clear understanding of how to nurture effective teaching and learning practices, how to provide feedback to teachers and support staff, and how to organize and facilitate professional learning communities. Second, the program is designed to provide candidates with the expertise needed to establish and maintain a positive, productive school and/or district culture and climate. Third, the program is designed to provide advanced candidates the skills necessary to manage strategic planning, including resource allocation. These three goals of the Administrative preparation programs are achieved by providing candidates both formal and informal opportunities to apply theories and principles of educational leadership through practical field experiences that focus on helping candidates improve their professional skills and abilities.

The curriculum in the Ed. S. Administrative Programs provide candidates with a rich variety of coursework intended to enhance the candidate’s leadership and curricular knowledge and expertise in the school setting. Designed through collaborative efforts of university faculty and school administrators, the curriculum includes courses focusing on providing instructional leadership, developing professional learning communities, instituting and sustaining community relations and enhancing school management through effective strategic planning and resource allocation. Unique features of this program include involvement of schools and the community from the beginning and throughout the program with the inclusion of field and clinical hours. Notably, these field and clinical hours are not solely directed at simple observation but rather require candidates to work actively within a school, district and/or community to provide positive and productive leadership which will affect change.
Throughout the program, faculty guides the learning process as well as oversees course embedded signature assessments. During all courses, candidates will participate in leadership, self-assessment of the impact of professional practices on student learning, and on making connections with parents and communities. School-based field experiences and signature assessments were designed and implemented with input from colleagues. District administrators also serve as mentors. District school administrators either co-teach or serve as an advisor to all of the courses in this program. In addition, the school community serves as part of the audience for the presentation of the results of the Capstone Project.

Each candidate has direct experiences in both university and school settings with diverse populations.

This handbook will help candidates understand the guidelines and requirements of the preparation programs. It will answer many questions, but candidates also will need to stay in close contact with their advisors for specifics regarding this program. This program is focused on building relationships with candidates through a cohort model, providing instruction and support for a successful completion of the coursework, field experience and the Capstone Project.

**Important note:**

This handbook refers to the *University of the Cumberlands Student Catalog* for specific information on University policies and courses. Candidates should have the catalog on hand as reference and visit our graduate programs in education administrative specialty website at [http://gradweb.ucumberlands.edu/#T-4](http://gradweb.ucumberlands.edu/#T-4).

After candidates have been admitted into their respective program the Graduate Advising Center will contact them via University e-mail regarding their next steps toward registration. For initial registration, candidates will contact the Graduate Advising Center. If problems and/or questions arise during the registration process, candidates should contact the Graduate Advising Center or their advisor. One of the most important documents candidates will follow is the planned program. This document outlines the courses they must take and the assessments they will complete through the three Pillars of the program. If candidates would like to review other courses that University of the Cumberlands offers, they should check the Graduate Catalog and Graduate Schedule of Classes on the website. The Principal Preparation and certification program has a prescribed sequence of courses that must be taken in order and as a member of a cohort.

Once candidates have met all admissions requirements and been accepted for entrance into their specific administration preparation program by the Education Leadership Committee (fulfilling all requirements of Pillar VII), they will receive a welcome letter from the Graduate Chair and be officially enrolled. The Principal Preparation Program is a twelve-month program. Courses are conducted through the course-management-system, iLearn and through face-to-face meetings on scheduled Saturdays. Candidates will participate in on-line training before using the iLearn system. In some cases, instructors will e-mail candidates before the class begins with further clarification and/or directions. Each course includes a mandatory session one night per week. These sessions are designed to provide candidates with clarifications and instructions about course content. This is a guaranteed time for instruction, to discuss issues with the instructor, interact with other candidates and receive feedback on assignments, quizzes, tests, papers, etc. All Saturday sessions in the Principal Program are mandatory. Only in extreme emergency situations will a candidate be approved (by the instructor) to miss a Saturday session. Attendance is taken each session. Candidates are responsible for all material(s) covered or assigned during the missed sessions. Not all professors use iLearn exclusively. **It is the responsibility of the candidate to communicate with the professor before beginning a class.** Some online sessions may require technology capability of observing from long distance using Collaborate software. The technology needed would include a webcam, a computer and a broadband Internet connection.
Programs

The Education Leadership Programs are designed to allow Leadership Candidates the flexibility to achieve leadership certificates within cohorts and/or on their own schedule. To this end, the program offers five Education Leadership Programs that provide certification/licensure, rank changes, and degrees. These programs include:

**ED. S. REDESIGNED PRINCIPAL PREPARATION PROGRAM:**
Leadership Candidates pursuing Principal certification Rank I and/or Ed. S. degree complete a 36-Hour Planned Program. The program can be completed in three semesters. A Capstone Project is required as the exit assessment to the program. The first 30 hours provide Rank I and Level I in which candidates are eligible for a Statement of Eligibility needed to apply for principal positions based on Kentucky Education Professional Standards Board requirements and state regulations. Level II requires six hours and must be completed within five (5) years of completing Level I in order to continue principal certification status and complete the Ed. S. degree program. Level I Principal Certification is valid for five (5) years. Renewal of Principal certification requires successful completion of Level II Principal certification coursework/requirements pursuant to 16 KAR 3:050 Instructional Leadership – School Principal Certification. The candidates are supported by a course instructor, school-based mentor, and a University Supervisor.

**ED. S. SUPERVISOR OF INSTRUCTION PROGRAM:**
Leadership Candidates pursuing Supervisor of Instruction certification, Rank I and Ed. S. degree complete a 30-Hour Planned Program. A capstone project is required as the exit assessment to the program. The program can be completed in three semesters. A capstone project is required as the exit assessment to the program. The first 18 hours provide Level I in which candidates are eligible for Supervisor of Instruction certification only based on Kentucky Education Professional Standards Board requirements and state regulations. The completion of Level II (12 Hours) provides the candidate with a Rank I and Ed. S. Degree. Level I Supervisor of Instruction Certification is valid for five (5) years. Renewal of Supervisor of Instruction certification requires successful completion of Level II Supervisor of Instruction certification coursework/requirements pursuant to 16 KAR 3:020. Certification for Supervisor of Instruction. The candidates are supported by a course instructor, district-based mentor, university program advisor, and clinical/capstone advisor.

**ED. S. DIRECTOR OF PUPIL PERSONNEL PROGRAM:**
Leadership Candidates pursuing Director of Pupil Personnel certification, Rank I and Ed. S. degree complete a 30-Hour Planned Program. A capstone project is required as the exit assessment to the program. The first 18 hours provide Level I in which candidates are eligible for Director of Pupil Personnel certification only based on Kentucky Education Professional Standards Board requirements and state regulations. The completion of Level II (12 Hours) provides the candidate with a Rank I and Ed. S. Degree. Level I Director of Pupil Personnel certification is valid for five (5) years. Renewal of Director of Pupil Personnel certification requires successful completion of Level II Director of Pupil Personnel certification coursework/requirements pursuant to 16 KAR 3:030. Director of Pupil Personnel certification. The candidates are supported by a course instructor, school-based mentor, university program advisor, and clinical/capstone advisor.

**DIRECTOR OF SPECIAL EDUCATION:**
Leadership Candidates pursuing Director of Special Education certification and Rank I complete a 48-Hour Planned Program. A comprehensive examination is required as the exit assessment to the program. The first 18 hours provide Level I in which candidates are eligible for Director of Special Education certification. The completion of Level II
Leadership Handbook for Administrative Programs

(12 Hours) provides the candidate with a Rank I. Level I Director of Special Education certification is valid for five (5) years. Renewal of Director of Special Education certification requires successful completion of Level II Director of Special Education certification coursework/requirements pursuant to 16 KAR 3:040. Director of Special Education certification. The candidates are supported by a course instructor, district-based mentor, and university program advisor.

**ED. S. REDESIGNED SUPERINTENDENT PROGRAM:**

Leadership Candidates pursuing superintendent certification, Rank I and Ed. S. degree complete a 30-Hour Planned Program. A capstone project is required as the exit assessment to the program. The program is a twelve-month program requiring 12 hours of coursework and clinical experiences that focuses on the rhythm of the school year and the Important Due Dates on the Kentucky Superintendent Calendar. A capstone project is required as the exit assessment to the program. Upon completion of the 12 hours, candidates are eligible for superintendent certification based on Kentucky Education Professional Standards Board requirements and state regulations pursuant to 16 KAR 3:010. Certification for School Superintendent. The candidates are supported by a course instructor, district-based mentor, university program advisor, and clinical/capstone advisor.

---

**Conceptual Framework, Mission and Vision**

The Educator Preparation Program (School of Education) supports the University’s goal to provide learning experiences that enable graduates to become leaders in ethical deliberation and to use their reflective-critical thinking and problem-solving skills to become productive members of a democratic society. Both the undergraduate and graduate programs are based on best practices and are designed to prepare candidates to be **Reflective Constructors of Quality Learning Experiences through Critical Thinking**. This is the statement from the Conceptual Framework that guides all Unit processes.

- **Reflective** - basing reflections on student assessment data
- **Constructors** - designing lessons based on students’ existing knowledge and skills; basing instruction on contextual information; actively engaging students in the learning process; enabling students to connect learning to their own lives
- **Quality** - consistently improving instruction based on student assessment data, feedback from peers and supervisors and self-evaluations
- **Critical Thinking** - demonstrating the higher level cognitive processes in the planning, implementation and evaluation processes; providing students with opportunities to think at higher levels (Depth of Knowledge levels 2, 3, 4)

**The School of Education’s Mission from the Conceptual Framework states:** The Unit will provide robust initial and advanced academic programs to 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 positively impact student learning. Because candidates will be ‘Reflective Constructors of Quality Learning Experiences through Critical Thinking,’ they will possess the knowledge, skills, dispositions and spiritual values that will serve the needs of a diverse learning community.

**The School of Education’s Vision from the Conceptual Framework states:** The Unit will prepare 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 an understanding of technology that will help them meet the needs of diverse populations. During coursework and assessments, candidates are required to demonstrate their conceptual, strategic, evaluative, and communicative knowledge.

- **Conceptual Knowledge** is foundational in nature and emphasizes the necessary planning and pedagogy that will assist candidates in becoming effective educators.
Strategic Knowledge is gained when candidates learn content and integrate this content knowledge into instruction and supervision. Strategic Knowledge can be referred to as intentional actions selected to achieve specific goals.

Evaluative Knowledge concentrates on the further integration of knowledge as well as reflection and assessment.

Lastly, Communicative Knowledge represents a culmination of previous knowledge into actual instruction. Thus, candidates communicate what they have learned in the form of effective classroom instruction or supervision.

Dispositions

Dispositions are an educator’s beliefs and attitudes that influence behaviors and interactions with students, parents, colleagues, and others. An educator’s dispositions may positively or negatively impact student learning. University of the Cumberlands’ School of Education has identified 4 essential dispositions of an effective teacher. These dispositions should be evident in the work presented and in interactions during clinical experiences.

<table>
<thead>
<tr>
<th>Strong Work Ethic</th>
<th>Caring</th>
<th>Critical &amp; Creative Thinking</th>
<th>Excellence &amp; Professional Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>High expectations for self</td>
<td>Positive Attitude</td>
<td>Flexible</td>
<td>Personal appearance</td>
</tr>
<tr>
<td>Dependable</td>
<td>Cooperative</td>
<td>Provides for all learners</td>
<td>Appropriate spoken and written</td>
</tr>
<tr>
<td>Timely in completing responsibilities</td>
<td>Respectful of others</td>
<td>(integration, evaluation)</td>
<td>English</td>
</tr>
<tr>
<td>Self-starter; takes initiative</td>
<td>Establishes rapport</td>
<td>Expresses thoughts and ideas clearly (clarity)</td>
<td>Use of current technology</td>
</tr>
<tr>
<td></td>
<td>with diverse populations</td>
<td>Demonstrates the ability to problem solve</td>
<td>Demonstrates leadership skills</td>
</tr>
</tbody>
</table>

The consistent evidence of the dispositions and the Professional Code of Ethics is paramount to successfully completing University of the Cumberlands’ education program. Embedded in these dispositions is the candidate’s ability to treat students, colleagues, and others fairly, and through their actions, exhibit the strong belief that all students can learn. These dispositions are equal to, if not more significant, than grades on the transcript as an excellent disposition is vital. Professors complete disposition forms after each course. A candidate will be placed on an action plan and/or dismissed from the program if the candidate’s disposition does not meet program standards as measured by an average score at or above a 2.0 in each area.

Assessment of Professional Dispositions

University of the Cumberlands takes the responsibility of assessing candidates’ professional dispositions very seriously and thus has established specific policies and procedures to ensure that candidates, faculty, staff, and district/school-based mentors understand and assess candidate professional dispositions accurately. Instructors, mentors, and faculty work with candidates up close, sometimes on a day-to-day basis. They see how well candidates manage pressure and interact with colleagues, staff, instructions and school personnel in the field. Others see a candidate’s online abilities and use of proper online etiquette. Please understand people notice, and will keep track of, whether or not a candidate is on time, has a positive attitude, is friendly and polite to the school secretary or janitor, is cordial to parents, maintains professionalism with the Advanced Educational Studies staff members, and is supportive and helpful toward students and their families. Candidates’ professional dispositions are evaluated during all field experiences. Their professional dispositions are formally assessed by faculty, University Supervisors, and mentors.
Professional Disposition Concerns
In addition, if there are any concerns about a candidate’s professional dispositions at any time, any University instructor, faculty or staff member, any P-12 partner or mentor may report a professional disposition concern. In our effort to develop effective district/school leaders, addressing professional disposition concerns or offenses is an ongoing process. This lets candidates know we hold them accountable to the highest standards and support them in their steps to improve. All professional disposition concerns must be resolved by a candidate in order to remain in an education leadership preparation program. Any unresolved professional disposition concerns may lead to the postponement and/or cancellation of participation in the program.

EPSB Themes
Literacy, diversity, technology, and closing the achievement gap are themes that the Education Professional Standards Board (EPSB) of Kentucky has determined as important for all educators to address. Throughout coursework, candidates study best practices related to each theme. Additionally, candidates create, teach, assess, and analyze student work from lessons that emphasize the themes. All candidates are required to use technology as a tool for teaching and learning. Both educator use and candidate use of technology must serve as the vehicle for meeting the needs of a diverse student population.

Accreditation
The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has accredited University of the Cumberlands to award the Bachelor of General Studies, Bachelor of Science, Bachelor of Arts, Bachelor of Music, Master of Arts in Teaching, the Master of Education, and the Educational Specialist Degrees. Additionally, the Kentucky Education Professional Standards Board for Teacher Education and Certification has approved all aforementioned degree programs, and has certified that these degree programs may lead to appropriate teacher licenses based on the National Council of Accreditation for Teacher Education (NCATE) standards.

University of the Cumberlands compiles 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 disability. The University may distinguish on the basis of religion in any position of employment in order to fulfill its purpose.

Inquiries concerning the approval status of the University may be directed to the School of Education Chair or the Kentucky Education Professional Standards Board, Division of Certification Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601 or by calling 502-564-4606. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions basis of religion in order to fulfill its purposes.
General Guidelines

Academic Honesty Policy
Honesty is expected of University of the Cumberlands candidates at all times. Lying (falsifying, fabricating, or forging information in either written or spoken presentations) is strictly forbidden, and may result in disciplinary action. (Student Handbook)

Academic Dishonesty Policy
At a Christian liberal arts university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to gain an underserved academic advantage or evaluation. The common forms of academic dishonesty include:

- Cheating: Using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person’s work with or without consent, or assisting another in such activities;
- Lying: Falsifying, fabricating, or forging information in either written or spoken presentations;
- Plagiarism: Using the published writings, data, interpretations, or ideas of another without proper documentation.

Episodes of academic dishonesty are reported to the Vice President for Academic Affairs. The potential penalty for academic dishonesty includes: (1) a failing grade on a particular assignment, (2) a failing grade for the entire course, or (3) charges against the student with the appropriate disciplinary body. (Undergraduate Student Handbook)

Background Checks

UC will verify employment of candidates within Kentucky schools as verification of an appropriate background checks. Because each school site or district may have specific requirements regarding criminal, sex offender, and other background checks for candidates conducting their field experiences at the site, it is important that candidates discuss this issue with the site administration.

Any conviction, even one for which a candidate successfully has completed probation, is part of his/her criminal history. This includes convictions for drug and alcohol offenses and any misdemeanor offenses. If a candidate doesn’t report all of them, and if something is discovered in the clearance process, the idea that he/she was hiding something legally requested could be enough to keep the candidate from obtaining licensure.

It is important to understand that educator licensure in any state is partly dependent upon a candidate’s character, which includes but is not limited to any criminal background or sex offender history. The state has a responsibility to ensure not only that a candidate is qualified by academic credentials, but that he or she also has a good character to work with school-aged students. This is one reason University of the Cumberlands focuses on professional dispositions and the Code of Ethics in evaluating our candidates.

Code of Ethics
The Kentucky Education Professional Standards Board has a published Code of Ethics for School Administrators. This code represents the standards of professional conduct expected of all school administrators and must be strictly followed. It is critical that all principal candidates are well-versed in each part of the code and begin assuming the stance it describes immediately upon commencing the Advanced Educational Studies Education Leadership Programs. Failure to adhere to these standards will result in disciplinary action, up to and including expulsion from the program.
Proof of Immunization and TB Clearance
Because each school site or district may vary in its requirements regarding proof of immunizations and tuberculosis (TB) clearance for those who are working with students at the site, it is important that candidates discuss this with their impending placement site. Some placement sites may require proof of recent TB clearance and immunization to specified diseases.

The Office of Disability Services
The Office of Disability Services is dedicated to providing barrier-free access to University of the Cumberlands educational services. The University will work with candidates to provide personalized support services and accommodations for disabilities. If assistance is needed, candidates should visit the disability services Web site and contact Dr. Emily Coleman emily.coleman@ucumberlands.edu in the Office of Student Services/Disabilities, 606-539-4171.

If a candidate anticipates the need for disability-related accommodations during field experience, he or she must contact the University’s Disability Services Office at least two weeks before matriculation into the program. Disability Services staff will work with the candidate and the School of Education: Advanced Education Studies to ensure field placement sites are prepared to accommodate the candidate. Failure to officially request accommodations through the University in a timely manner will delay a candidate’s field placement.

Educational Leadership Program Design
The design of the University’s programs supports the mission of area schools by focusing all graduate courses on providing leadership and pedagogical skills and knowledge to all advanced candidates. This program of studies at the graduate level includes leadership components which will facilitate improvement in student achievement. This course of study is rigorous, relevant and rewarding. It will provide candidates opportunities to explore their own practice while engaging in school improvement activities to support building and district goals.

Courses are delivered via an online learning platform and in face-to-face meetings. Learning resources are mailed to candidates, received in the face-to-face meetings or are available through the online sessions. Courses are designed to meet the competencies at the knowledge, skill and professional disposition levels required by the Education Professional Standards Board, School of Education and partnering school districts. The Education Leadership Programs are designed to offer opportunities to work both in groups and individually. Candidates will interact with other candidates and with their course instructors to discuss content, assignments, projects and experiences in the field. Assignments are submitted electronically or in person, and are evaluated/graded by course instructors.

Field Experiences
University of the Cumberlands’ Ed. S. Principal Program integrates authentic leadership experiences as part of course outcomes, including field placements in schools as reflected by the number of hours required in each course, as well as a diversity experience throughout the coursework. The University believes learning involves authentic leadership experiences, interaction among candidates with ideal models in the field and opportunities to learn from being immersed in leadership experiences.

Each of the core courses requires authentic leadership experiences as part of course outcomes. These experiences will facilitate interaction among candidates enrolled in the program with current principals in the field.
Part of the field experience includes time in other school levels than their own to help candidates obtain a broad range of experience with students of all grade levels, other races, ethnicities, exceptionalities, etc. Through this requirement, candidates will have the opportunity to observe a variety of instructional strategies and behavior management techniques.

**Field Experience Faculty**
The University faculty member assigned to each course will work with candidates throughout the field experience. Course instructors will provide discussions in the online sessions with candidates and their colleagues to talk about issues related to the experience. He or she evaluates and provides feedback on candidates’ field experience activities. Faculty hold regular office hours, offering candidates the opportunity to discuss their placement, ask questions, go over assignments and required observations, as well as any other issues that need their involvement. The course instructors also interact with candidates’ mentors and University Supervisors. Together, the course instructors, the mentors, and the University Supervisors will guide and support candidates through the critical steps in becoming successful school principals.

**Evaluation of Field and Clinical Experiences**
All programs in the University have requirements that focus on P-12 student achievement and school improvement. Emphasis is placed on the “Construction of Quality Learning Experiences” through signature assessments used in each program. Through the Conceptual Framework, the Unit is also committed to the evaluation and reflection upon those constructed experiences, and systematically and intentionally requires that all candidates have these reflective experiences.

Field Experiences are a required and integral part of the program and a component of every course. The field experience is designed to meet educator preparation program competencies at the knowledge, skill, and professional disposition levels. The experience will provide candidates with opportunities to apply course concepts in authentic environments and prepare them for the daily responsibilities of leadership and administration in schools. The field experience begins in the first course and continues throughout the programs.

During each of these placements, candidates will be evaluated by their mentor, supervisor and/or advisor on the Interstate Leadership Licensure Consortium Standards, Technology Standards for School Administrators, standards specific to the certification programs, and University Standards.

**Field Experiences Supporting Diversity**
Meeting the needs of a diverse population is a core competency and an intended outcome of the University’s and School of Education’s Mission. A conceptual knowledge base and varied learning experiences are essential to the understanding of and tolerance for diverse perspectives and fundamental morals. Diversity is integrated throughout the curriculum and field experiences in order for candidates to develop a global awareness and sensitivity to diverse student populations in terms of equity, equality and social justice. These field experiences are designed to also meet the EPSB requirements of providing high quality field experiences that accomplish the following:

- enhance coursework throughout the program
- ensure a continuum of school and district-based experiences that range from observing, to participating, to leading
- expose candidates to diverse student populations and school and district environments

A part of the required field experience includes time in other school levels than the candidates’ own to help them obtain a broad range of experience with students of all grade levels, other races, ethnicities, exceptionalities, etc. Candidates also have the opportunity to observe a variety of instructional strategies and behavior management techniques. The programs require at least 20% of the field experience hours must be in a diverse setting. During their field experience, candidates must have educational interactions with other schools with low socioeconomic status; high needs special education populations, minority populations and English Language Learners.
Candidates must comply with diverse field experience requirements by working with students and administrators in other settings after school, during planning, during spring and fall breaks, or by taking personal days. Candidates record their diverse experiences on the Field Experience Timesheet within each course that requires field experience and reflect on these diverse experiences in summaries of the field experiences that are scored based on the Field Experience Rubric. Further, P-12 faculty as well as University faculty evaluates the candidate on all components, including leadership and diversity, on the Field Experience Evaluation.

**Monitoring Field Experiences**
Monitoring of field experiences is the responsibility of course instructors and school/district mentors. The field experience logs are submitted to the course instructor who reads and responds to the candidate’s reflections. A record of these experiences is maintained by the candidate and will become part of the graduate program database. **Candidates are required to upload all field experience reports online. Directions and links to the online forms will be provided by course instructors.** Interactions with faculty and students of diverse backgrounds are always a focus of these types of experiences.

**Field Experience Faculty**
The University faculty member assigned to each course will work with candidates throughout the field experience. Course instructors will provide discussions in the online sessions with candidates and their colleagues to talk about issues related to the experience. He or she evaluates and provides feedback on candidates’ field experience activities. All faculty hold regular office hours, offering candidates the opportunity to discuss their placement, ask questions, review assignments and required observations, as well as any other issues that need their involvement. The course instructors also interact with candidates’ district/school-based mentors and University Supervisors. Together, the course instructors, the district/school-based mentors, and the University Supervisors will guide and support candidates through the critical steps in becoming successful.

**District/School-Based Mentors**
The district administrators and principals of the districts and schools in which candidates conduct their Capstone Project are referred to as **district/school-based mentors.** The mentor will support a candidate as he or she participates in authentic experiences and completes the activities required in the Capstone Project. The mentor will verify the number of hours a candidate spends in the field and will be asked to complete a **Professional Dispositions Form** that articulates the qualities and attributes of effective school leaders. These qualities, in addition to the knowledge and skills candidates learn in the program, are the measurements used to gauge their eventual success as a district/school leader.

**University Supervisors**
The University of the Cumberlands will assign faculty members to each candidate who will advise them throughout their program and along with course instructors participate in field experience site visits. The faculty and/or district/school mentor will closely communicate with the candidates on their Capstone Project and provide feedback on their progress. The University Supervisors are licensed principals or experienced administrators who will participate in the onsite visits, selected course sessions and serve on committees for Capstone presentations. They will conference with candidates, visit them onsite, and provide specific feedback. University Supervisors communicate with both course instructors and mentors as a team to ensure candidates have valuable and authentic field and classroom experiences.
Candidate Feedback

The role of mentoring and coaching is a key component of developing, supporting and sustaining effective school and district leaders. The need for programs to provide quality feedback to aspiring school leader candidates and an understanding of their role as transformational leaders (Crow & Matthews, 1998; Brown-Ferrigno & Muth, 2004; King & Bouchard, 2011) has prompted the development of a feedback loop that blends the roles of coaching and mentoring and opportunities for daily feedback from multiple sources, including peer, supervisor, instructor and self-reflection. These forms of feedback are given online and face-to-face in a continuous feedback loop that assists the candidate in reviewing, reflecting and refining their skills and abilities to become a school or district leader.

The process requires periodic feedback from peers, weekly feedback from instructors and mentors, and daily self-reflective feedback throughout the program. Discussion boards and online Face-to-Face Synchronous Sessions are used to provide peer and instructor feedback and a focus on reflective practice. School-based mentoring, site visits from program faculty, and Saturday sessions with peers and instructors offer face-to-face feedback opportunities. Candidates are required to engage in self-reflection by completing reflection forms within course work.
**Individual Action Plan**

The School of Education faculty at University of the Cumberlands is committed to providing candidates with knowledge, skills and modeling professional dispositions. Faculty will offer assistance and guidance to candidates who may struggle to meet the established standards for content knowledge, pedagogical skills, and professional dispositions. However, if a candidate demonstrates a significant need for growth in any or all of these areas, an **Individual Action Plan** will be initiated and the candidate will be moved to **Probationary Status**. The following process is followed when an Individual Action Plan is deemed necessary.

1. A professor, academic advisor, P-12 supervising teacher, Graduate Chair, Program Director or candidates themselves may initiate the Action Plan.
2. Collaboratively, appropriate personnel and the candidate will document
   a. specific area(s) of concern (growth area)
   b. specific actions and strategies designed to eliminate the identified area of concern
   c. an established a time line for completion of the strategies and actions
d. possible resources to support the candidate’s professional growth
3. All involved parties, including the Graduate Chair and Program Director, will sign and date the Individual Action Plan.
4. The Individual Action Plan’s timeline should be no longer than one academic year.
5. The Individual Action Plan becomes part of the candidate’s licensure file.
6. The Program Director will monitor the candidate’s progress and completion of the plan.
7. The Graduate Committee will be notified of the Individual Action Plan and must approve the candidate’s successful completion of the plan. If all requirements have been met, the candidate will be notified of permission to continue in the program and of removal from **Probationary Status**.
8. Candidates who are unsuccessful in meeting the Individual Action Plan requirements are withdrawn from the program unless Education Leadership Committee grants a time extension for additional remedial actions.
9. When all requirements have been met, the candidate will be notified of permission to continue in the program and of removal from **Probationary Status**.
10. If the candidate has not removed the identified area(s) for growth at the end of the extension of probation, the candidate will be withdrawn from the program. After one semester, candidates must provide documentation of successful actions that have removed the identified area for growth and may request readmission to the program.
11. If readmitted, the candidate’s enrollment in the program will be monitored by the Program Director and continued enrollment will depend upon continuous improvement in the cited area(s) for growth.

This program will facilitate and guide candidates’ in their professional and personal development to become effective school leaders. Assessments used to measure candidate development will include course assessments that address Interstate School Leaders Licensure Consortium Standards, Technology Standards for School Administrators, and the specific professional standards for each certification program.

---

**Rank Change and Teacher Certification**

Certification of all candidates completing a teaching or school administrative 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
Leadership Handbook for Administrative Programs

When a candidate finishes a program leading to initial certification, a teaching endorsement, and/or a rank change, it is his/her responsibility to notify the Office of Teacher Certification so documentation can be submitted to the Kentucky Education Professional Standards Board or other state if applicable. Applications for rank change and/or certification for Kentucky may be obtained from the Office of Teacher Certification in the School of Education. Applications from other states must be obtained by the candidate from the appropriate State Education Department.

NO RANK CHANGES CAN BE PROCESSED UNTIL ALL COURSES ARE COMPLETED AND THE LAST COURSE REQUIRED FOR THE RANK CHANGE IS CLOSED AND THE GRADE POSTED.

Administrative Programs (Rank I and/or Certification Only Programs)

- EdS Degreed Programs: School Counseling, Supervisor of Instruction, Director of Pupil Personnel, Principal, Superintendent
- Non-Degree Certification Only Programs: Director of Special Education, Superintendent. Rank I Elementary, Middle, and Secondary, Rank I Special Education: Learning & Behavior Disorders

If the program listed above consists of Level I* and Level II** coursework (see Planned Program/Curriculum Guidesheet) and a candidate has successfully completed the course requirements and passing Praxis assessments (if appropriate) for Level I, a TC-1 Application may be submitted to the Office of Teacher Certification so that a candidate who is seeking a job position may be recommended to EPSB for that Level I certification.

*Level I means the standards-based program of studies designed for minimal preparation to serve in the position.

**Level II means the standards-based program of studies to attain the first five year renewal of the certificate for the position.

Once Level I certification is granted by EPSB it does not expire for 5 years and is renewable by completing the Level II coursework and degree completion requirements if appropriate. See below the EPSB links for further Level I and Level II renewal requirements. See below appropriate link for each administrative program:

Principal - http://www.kyepsb.net/certification/principalcert.asp
Superintendent - http://www.kyepsb.net/certification/supercert.asp
Supervisor of Instruction - http://www.kyepsb.net/certification/visorcert.asp
Director of Special Education - http://www.kyepsb.net/certification/specialedcert.asp
Director of Pupil Personnel - http://www.kyepsb.net/certification/directorcert.asp

Rank I Classification Shall Require the Completion of the Following Per Kentucky Administrative Regulation 16 KAR 8:010

Section 1. The preparation program for a Rank I classification shall require the completion of the following:
(1) Completion of the requirements for a Rank II classification as established in 16 KAR 8:020; and
(2) The completion of one (1) of the plans described in this subsection:
   (a) Plan I. Thirty (30) semester hours of approved graduate level credit or approved equivalent;
(b) Plan II. Sixty (60) semester hours of approved graduate level credit or approved equivalent including a master's degree;
(c) Plan III. National Board Certification issued by the National Board for Professional Teaching Standards; or
(d) Plan IV. Equivalent continuing education with evidence of continuous progress as required by the continuing education option for certificate renewal and rank change established in 16 KAR 8:030.

Section 2. The Plan I and II equivalent preparation shall be approved by the Education Professional Standards Board on the basis of the following criteria:
(1) Approved equivalent credit shall be offered in the form of a teacher institute designed for the purpose of upgrading classroom teaching personnel in a teaching specialty;
(2) A teacher institute shall be offered by an institution that is approved by the Education Professional Standards Board for offering a Rank I program. A teacher education institution shall make application to the Education Professional Standards Board for the advanced approval of a teacher institute;
(3) Operation of a teacher institute shall meet the standards for accreditation of a teacher preparation program;
(4) Equivalency credit toward a Rank I classification shall be earned by professional personnel who have already attained a Rank II classification;
(5) Equivalency credit toward a Rank I classification shall be limited to a maximum of fifteen (15) semester hours of the requirements for Rank I. Equivalency credit shall be the amount of contact time required for graduate credit at the teacher education institution; and
(6) Approved equivalency credit shall be an integrated part of an individualized Rank I program as planned with a graduate curriculum adviser. Approved equivalency credit earned through an approved teacher institute may be applied for teacher certification purposes as established in 16 KAR 5:030.

Section 3. The appropriate official designated by the teacher education institution shall certify to the Education Professional Standards Board when the curriculum requirements have been completed for the Rank I program at the institution.

Section 4. Of the thirty (30) semester hour program, at least fifteen (15) semester hours shall be taken at the college making the recommendation. The remaining fifteen (15) semester hours credit shall be taken at:
(1) The same institution; or
(2) Upon approval of the college adviser, another institution.
ED. S. REDESIGNED PRINCIPAL PROGRAM

Certification, Level I; Certification, Level II
Certification Level - P – 12
Preparation Level - Advanced
Rank Level - Rank I

16 KAR 3:050. Instructional Leadership – School Principal Certification

Admission Requirements

Assessment of Leadership Capabilities at Admission
Because the focus of this certification program is on leadership and the development of principal candidates, the present leadership capacity of all candidates entering the program is screened and assessed. The results of these initial assessments provide a benchmark and serve to assist the candidate with their personal/professional development plan. The candidate’s Capstone Project should then demonstrate significant growth in their leadership capability.

Prerequisites for Admission to the University Principal Preparation Program

Entry-level assessments include specific requirements for admission into the university and the program including a GPA of 3.0 or better and the recommendation by the Coordinator of Graduate Admissions and the chairperson of the units Graduate Education Department. Other prerequisites for admission to the Ed. S. Principal Program include:

1. A master's degree
   - Master’s degree from an accredited institution of higher education with a G.P.A. of 3.0 or higher

2. Three (3) years of documented teaching experience in a public school or a nonpublic school which meets state performance standards as established in KRS 156.160
   - Three (3) years of documented teaching experience in a public school or a nonpublic school which meets state performance standards as established in KRS 156.160
   - Current Teaching Certificate

3. Three written statements from a sitting principal, other school or district administrator and P-12 educator or professional staff attesting to the candidate’s skills and understanding in the following areas:
   - Ability to improve student achievement
   - Leadership
   - Advanced knowledge of curriculum, instruction and assessment

4. 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 observe school and district leaders
   - to participate in school and district leadership activities
   - to 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 indicating district adoption of this candidate for purposes of completion of the Ed. S. Principal Program.)
The program schedule, both online delivery as well as the traditional learning format is represented below.

<table>
<thead>
<tr>
<th>Level I Courses</th>
<th>Hours/Face-to-Face Time/ Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMOL 650 Introduction to School Leadership</td>
<td>3 hours/1 Saturday / 8wks</td>
</tr>
<tr>
<td>ADMOL 661 The School Principal’s Role in Improving School Climate and Culture</td>
<td>3 hours/1 Saturday / 8wks</td>
</tr>
<tr>
<td>ADMOL 662 School and Community Relations</td>
<td>3 hours/1 Saturday / 8wks</td>
</tr>
<tr>
<td>ADMOL 671 The School Principal’s Role in Curriculum Leadership</td>
<td>3 hours/1 Saturday / 8wks</td>
</tr>
<tr>
<td>ADMOL 672 The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance</td>
<td>3 hours/1 Saturday / 8wks</td>
</tr>
<tr>
<td>ADMOL 675 The School Principal’s Role in Creating Organizational Structures and Operations</td>
<td>3 hours/1 Saturday / 8wks</td>
</tr>
<tr>
<td>ADMOL 670 Resource Allocation: Strategic Planning and School Budgeting</td>
<td>3 hours/1 Saturday / 8wks</td>
</tr>
<tr>
<td>ADMOL 676 Human Resource Management and Supervision</td>
<td>3 hours/1 Saturday / 8wks</td>
</tr>
<tr>
<td>ADMOL 679 Research and Development: Capstone Project</td>
<td>3 hours / Research Study / throughout the program / 8 week course</td>
</tr>
<tr>
<td>ADOL 636 School Law I</td>
<td>3 hours / 8 week course</td>
</tr>
</tbody>
</table>

**Total Level I** 30 Hours

<table>
<thead>
<tr>
<th>Level II Courses</th>
<th>Course Hours / Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMOL 678 Seminar on the Learning Environment: Climate and Culture</td>
<td>3 hours / 8 weeks</td>
</tr>
<tr>
<td>ADMOL 677 Seminar on Educational Change: Instructional Leadership</td>
<td>3 hours / 8 weeks</td>
</tr>
</tbody>
</table>

**Total Level II Courses** 6 Hours

**Total Program** 36 Hours

All of the Saturday courses are taught in Frankfort, Ky at the Thorn Hill Adult Education Center at 700 Leslie Avenue, Frankfort, KY 40601. On the scheduled Saturdays, University Supervisors and other faculty are available to meet in small groups or one-on-one by appointment with their University Supervisors.
Planned Program Schedule Sequence of Courses

Semester 1: IG
ADMOL 650: Introduction to School Leadership
ADMOL 629/636: Time Management for School Leaders/School Law I

Semester 1: IIG
ADMOL 662: School and Community Relations
ADMOL 661: The School Principal’s Role in Improving School Climate and Culture

Semester 2: IG
ADMOL 671: The School Principal’s Role in Curriculum Leadership
ADMOL 672: The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance

Semester 2: IIG
ADMOL 670: Resource Allocation: Strategic Planning and School Budgeting
ADMOL 675: The School Principal’s Role in Creating Organizational Structures and Operations

Semester 3: IG
ADMOL 679: Research Development – The Capstone Project
ADMOL 676: Human Resource Management and Supervision

Semester 3: IIG
ADMOL 678: Seminar on the Learning Environment: Climate and Culture
ADMOL 677: Seminar on Educational Change: Instructional Leadership

Field Experiences

The following table lists the number of assigned field hours by course and the EPSB Dimensions for Principal Preparation.

Field Experience Matrix Aligned with Leadership Continuum

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Assigned</th>
<th>Dimension 1 Curriculum</th>
<th>Dimension 2 Assessment</th>
<th>Dimension 3 Personnel</th>
<th>Dimension 4 Culture</th>
<th>Dimension 5 Organization</th>
<th>Dimension 6 Leveraging</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMOL 650 Introduction to School Leadership</td>
<td>15</td>
<td>0 – 2</td>
<td>0 – 4.5</td>
<td>0 – 2</td>
<td>0 – 2.5</td>
<td>0 – 2</td>
<td>0 – 2</td>
</tr>
<tr>
<td>ADMOL 661 The School Principal’s Role in Improving School Climate and Culture</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>0 – 3</td>
<td>0 – 14</td>
<td>0 – 3</td>
</tr>
<tr>
<td>ADMOL 662 School and Community Relations</td>
<td>15</td>
<td>0 – 4.5</td>
<td></td>
<td>0 – 2</td>
<td>0 – 5.5</td>
<td>0 – 1</td>
<td></td>
</tr>
<tr>
<td>ADMOL 671 The School Principal’s Role in Curriculum Leadership</td>
<td>15</td>
<td>0 – 2</td>
<td>0 – 4.5</td>
<td>0 – 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leadership Handbook for Administrative Programs  Page 23
### Situational Observations

Situational Observations are candidates’ opportunity to demonstrate an integrated application of the University Principal Competencies. There are three required situational observations in this program. Two of them take place in the field; a third observation is a “simulated” situational observation involving a case study and takes place during ADMOL 675. The two field observations include pre-conference meetings, the observations themselves, and post-conference meetings in which candidates receive feedback on performance. The “simulated” situational observation is a key component of a candidate’s exit evaluation for the program.

### Continuous Assessment Plan

Faculty use candidate data collected during the coursework and at key transition points in the program to measure the progress of individual candidates throughout the program, and then use aggregated candidate data to assess the effectiveness of the program. Selected data items collected on candidate proficiency and program effectiveness in the program are also archived in the overall unit assessment system. The analysis of candidates’ knowledge, skills, dispositions and performance on the University of the Cumberland Standards, KyCLS Anchor Assessments, Interstate School Leaders Licensure Standards and Technology Standards for Schools Administrators also informs

---

<table>
<thead>
<tr>
<th>Hours Assigned</th>
<th>Dimension 1 Curriculum</th>
<th>Dimension 2 Assessment</th>
<th>Dimension 3 Personnel</th>
<th>Dimension 4 Culture</th>
<th>Dimension 5 Organization</th>
<th>Dimension 6 Leveraging</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMOL 672 <strong>The School Principal’s Role in Assessing the Instructional Program and Monitoring Student Performance</strong></td>
<td>30</td>
<td>O – 1</td>
<td>O – 2</td>
<td>P – 3</td>
<td>L - 2.5</td>
<td>L – 1</td>
</tr>
<tr>
<td>ADMOL 675 <strong>The School Principal’s Role in Creating Organizational Structures and Operations</strong></td>
<td>20</td>
<td>P – 3</td>
<td>P - 3</td>
<td></td>
<td></td>
<td>P – 5</td>
</tr>
<tr>
<td>ADMOL 676 <strong>Human Resource Leadership</strong></td>
<td>20</td>
<td>O – 6.5</td>
<td></td>
<td></td>
<td>O - .5</td>
<td>L - 3</td>
</tr>
<tr>
<td>ADMOL 670 <strong>Resource Allocation: Strategic Management and School Budgeting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>O - 2</td>
<td>P - 4</td>
</tr>
<tr>
<td>ADOL 629/636: <strong>Time Management for School Leader/School Law I</strong></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>L - 200</td>
<td></td>
</tr>
<tr>
<td><strong>Total Number of Field Exp., Level 1</strong></td>
<td>155</td>
<td>O – 3</td>
<td>O – 22.5</td>
<td>O – 2</td>
<td>O – 5</td>
<td>O – 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L – 4</td>
<td>L – 8.5</td>
<td>L – 4</td>
<td>L – 11.5</td>
<td>L – 6.5</td>
</tr>
<tr>
<td>ADMOL 678 <strong>The School Principal: Instructional Leadership and Culture &amp; Climate</strong></td>
<td>30</td>
<td>P – 7</td>
<td></td>
<td></td>
<td>O – 3</td>
<td>O – 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P – 5</td>
<td>P – 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>L – 15</td>
<td></td>
</tr>
<tr>
<td>ADMOL 677 <strong>Seminar on Educational Change: Instructional Leadership</strong></td>
<td>10</td>
<td></td>
<td>L – 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>O – 10</td>
<td>P - 2</td>
</tr>
<tr>
<td><strong>Total Number of Field Exp., Level 2</strong></td>
<td>40</td>
<td>P – 7</td>
<td>L – 3</td>
<td>O – 3</td>
<td>O – 10</td>
<td>O – 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P – 5</td>
<td>P – 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>L – 10</td>
<td>L - 4</td>
</tr>
<tr>
<td><strong>Total Hours of Field Experience</strong></td>
<td>195</td>
<td>O – 3</td>
<td>O – 22.5</td>
<td>O – 2</td>
<td>O – 8</td>
<td>O – 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O – 6</td>
<td>O – 34</td>
<td>O – 3</td>
<td>P – 10</td>
<td>P – 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L – 4</td>
<td>L – 8.5</td>
<td>L – 7</td>
<td>L – 24.5</td>
<td>L – 206.5</td>
</tr>
</tbody>
</table>

---

Leadership Handbook for Administrative Programs Page 24
the unit assessment system. These data serve as essential elements of the program evaluation component of the program’s assessment system, and are monitored by program personnel and archived in the School of Education’s comprehensive data system. These data then will constitute important information used in program operations and ongoing program development.

During advising, the advisor and candidate identify requirements met and those that still must be met. The use of the planned program on a semester by semester basis ensures satisfactory progress in meeting program requirements and the expectations for principal candidates set forth by the Education Professional Standards Board. The University’s conceptual framework is the foundation for three stages, or pillars, of knowledge. As illustrated in the following diagram, the three pillars define the stages through which candidates continually build on knowledge and experiences. The pillars represent the conceptual, strategic, evaluative, and communicative bases of learning.

An additional, systematic and intentional continuous assessment component is part of the advising process. Entry-level assessments include specific requirements for admission into the program including a GPA of 3.0 or better and the recommendation by the Coordinator of Graduate Admissions and the Chair of the Graduate Education Department. Candidates are assessed at the mid-point of the program through the evaluation of current GPA and course history. Exit assessments of candidates include the final GPA earned by each candidate as well as the completion of the University’s and Education Professional Standards Board certification requirements. Individual files contain a checklist that enumerates principal preparation requirements. During advising, requirements met and those that must be met are identified. The use of the planned program on a semester-to-semester basis ensures satisfactory progress in meeting EPSB and the School of Education’s requirements.

The following diagram illustrates how candidates are assessed.

**Pillar Transition Points Through the Program** (Once admitted, a GPA of 3.0 must be maintained.)

<table>
<thead>
<tr>
<th>Pillar VII</th>
<th>Pillar VIII</th>
<th>Pillar VIII</th>
<th>Pillar IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission/Entry Assessments</td>
<td>Assessments: Part 1</td>
<td>Assessments: Part 2</td>
<td>Exit Assessment</td>
</tr>
<tr>
<td>Prior to entrance in ADMOL 650</td>
<td>Occurs after completion of ADMOL 662</td>
<td>Occurs after completion of ADMOL 676</td>
<td>Completed during ADMOL 679</td>
</tr>
</tbody>
</table>

- Master’s degree from an accredited IHE with a G.P.A. of 3.0 or higher
- Three years of teaching experience in a school which meets standards as established in KRS 156.160
- Current Teaching Certificate
- A statement of support from a school district signed by the superintendent or the superintendent’s designee pledging a high quality practicum experience, including opportunities for the candidate to (a)
  - Contact with Advisor between 12 – 18 hours
  - Capstone Project discussion with advisor and mentor: ______ (date) ______ (Satisfactory/ Unsatisfactory)
  - Current GPA: ______ Review date: ______
  - Kentucky Professional Code of Ethics signed by candidate
  - Course Work
    - Course Completion: Candidates must complete seven courses with a cumulative GPA of 3.0 or better.
    - Successful completion of 24 credit hours Date: ___________
  - Assessments Completed:
    - ADMOL 671: ______
    - ADMOL 672: ______
    - ADMOL 675: ______

| Assessments Completed: |
| ADMOL 679: Research and Development: Capstone Project Date of Presentation |
| Field Exit Evaluation |
| Statement from the School Principal and one or other school staff viewing Capstone Project: Name: ______ Date: ______

| Leadership Handbook for Administrative Programs | Page 25 |
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).

• Two additional statements of support which must be a sitting principal, other school or district administrator and P-12 educator or professional staff.
• Criminal Record Check and Medical Exam must be on file at the local district.
• Kentucky Professional Code of Ethics signed by candidate
• Principal Preparation Program Declaration of Understanding

### Key Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Submission</th>
<th>Standards-Based Assessments</th>
<th>Summative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level Writing Assignment</td>
<td>Two Faculty/P-12 Partner Disposition Survey Findings</td>
<td>Embedded in course work</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Knowledge Strands</td>
<td>Knowledge Strands: Conceptual</td>
<td>Knowledge Strands: Strategic</td>
<td>Knowledge Strands: Conceptual, Strategic, Communicative, and Evaluative</td>
</tr>
</tbody>
</table>

#### Assessment of Knowledge Strands

- **Knowledge Strand: Conceptual**
  - Evidenced by meeting state licensure exam requirements
  - Completed a degree program with a 3.0 G.P.A. or better
- **Knowledge Strand: Strategic**
  - Use concepts to develop instructional and assessment strategies
  - Knowledge Strand: Communicative
  - Articulate rationale for instructional decisions;

<table>
<thead>
<tr>
<th>ADMOL 676:</th>
<th>Submission of Leadership and Management Assessment Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience Completed:</td>
<td>ADMOL 671: 30 hours</td>
</tr>
<tr>
<td></td>
<td>ADMOL 672: 33 hours</td>
</tr>
<tr>
<td></td>
<td>ADMOL 675: 20 hours</td>
</tr>
<tr>
<td></td>
<td>ADMOL 676: 15 hours</td>
</tr>
</tbody>
</table>

Submission of the Multicultural/Diversity Experiences Summary Form

### Successful Completion of Written Capstone Project

Name: ____________________________

Date: ____________________________

Submission of the Advanced Form Graduate Survey:

Date ____________________________

School Leadership Licensure Assessment

Date ____________________________

Ky Principal Specialty Test

Date ____________________________

School Leadership Licensure Assessment

Date ____________________________

Successful Completion of Written Capstone Project

Date ____________________________

Submission of the Advanced Form Graduate Survey:

Date ____________________________

School Leadership Licensure Assessment

Date ____________________________

Ky Principal Specialty Test

Date ____________________________
•Knowledge Strand Assessment: **Communicative 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

**Knowledge Strand:** 
- **Assessive**
  - Research paper (Capstone Project), article critiques, curriculum comparisons

**Knowledge Strand:** 
- **Evaluative**
  - Research paper (Capstone Project), article critiques, curriculum comparisons

---

**Principal Dispositions**

A professional disposition is not so much about what a candidate does, but about how he or she does it. University of the Cumberlands is committed to admitting only those candidates who display the professional dispositions expected of a quality educator, someone who can and will make a positive difference within the collaborative culture of an effective school. Therefore, assessment of candidate professional dispositions is one of the key assessments used by the University to determine a candidate’s eligibility for principal preparation program admissions and throughout the program.

Dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the Conceptual Framework of the School of Education. Dispositions are a candidate’s beliefs in, values and commitment to:

1. **The educability of and life-long learning for everyone;**
2. **Student learning as the fundamental purpose of schooling;**
3. **Making management decisions to enhance learning and teaching;**
4. **Schools operating as an integral part of the larger community;**
5. **Bringing ethical principles to the decision making process for the common good of the community;**
6. **The importance of continual engagement with families, community stakeholders, and other decision makers;**
7. **Education as key to opportunity and social mobility;**
8. **Being an advocate for the protection of student rights and the improvement of student opportunities.**

Each of the eight dispositions is assessed as candidates progress through each program checkpoint. The consistent evidence of the dispositions and the Professional Code of Ethics is paramount to successfully completing University of the Cumberlands’ Advanced Education Studies specialty certification for school principal. Embedded in these dispositions is the candidate’s ability to treat teachers, staff, students, colleagues, and others fairly, and through their actions, exhibit the strong belief that all students can learn.
**Capstone Project**

**Plan for Capstone Project at the End of Level I**
The proposed multi-level design of the Ed. S. Principal Program includes coursework which culminates with an anchor/key assessment designed in the form of a Capstone Project. This project offers the candidate an opportunity to conduct research. All capstone information can be found in Appendix C.

---

**Licensure Information**

**INSTRUCTIONAL LEADERSHIP - SCHOOL PRINCIPAL CERTIFICATION**
The Kentucky Education Professional Standards Board issues a Level I five year Statement of Eligibility - School Principal to applicants who:

- Have successfully completed an approved program of preparation;
- Have three years of full-time teaching experience;
- Have successfully completed the appropriate assessment requirements outlined in 16 KAR 6:030 (pdf) or qualify for a one year period of completion for assessments under KRS 161.027(6)*
- Hold a master's degree in education;
- The statement of eligibility allows the candidate to obtain employment in a principal/assistant principal position and complete one year in the Kentucky Principal Internship Program (KPIP); Check with EPSB for SOE requirements
- Upon successful completion of KPIP, the 5-year Professional Certificate is issued

Additional Information: "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of instructional leadership - school principal. *

"Level II" means the standards-based program of studies to attain the first five year renewal of the certificate for the position of instructional leadership - school principal.

* Out of State Applicants: Principal applicants in Kentucky are required to take the School Leaders Licensure Assessment and the Kentucky Specialty Test of Instructional and Administrative Practices. Out of state principal certification applicants who have two years of fulltime principal experience may be waived from the SLLA test. These individuals are required to take only the Kentucky-based test. Out of state principal applicants who do not have two years of verified experience as a fulltime principal must participate in and successfully complete the one year Kentucky Principal Internship Program.

**HOW TO APPLY FOR INSTRUCTIONAL LEADERSHIP - SCHOOL PRINCIPAL CERTIFICATION**

- Fill out TC-1 (.pdf) application form
- Upon approval of TC-1 (.pdf), the EPSB will issue a 5-year Statement of Eligibility
- After employment is obtained, applicant must submit Confirmation of Employment, then complete one year in the Kentucky Principal Internship Program; and
- Submit a $50 money order or certified check made payable to the "Kentucky State Treasurer" to the EPSB or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
- Upon receipt, the EPSB will issue a 5-year Professional Certificate
STATEMENT OF ELIGIBILITY (SOE) RENEWAL (PRINCIPAL—LEVELS I AND II)

- The SOE allows candidates five years to apply and receive employment as a principal/assistant principal in a Kentucky school. During the first year of employment, the Kentucky Principal Internship Program (KPIP) must be successfully completed. (Currently the KPIP program is suspended due to budget constraints.)
- If the applicant does not participate in KPIP within the five (5) year period, the applicant may renew the SOE by repeating and passing the assessments in effect at that time or by completing a minimum of six (6) graduate hours, directly related to instructional leadership, management, or supervision, at a regionally or nationally accredited institution. (If KPIP is suspended, the hiring district sends a Confirmation of Employment to EPSB and a principal certificate will be issued.)
- The option for renewal through completion of graduate hours shall be available only for the first reestablishment of eligibility.

LEVEL II SCHOOL PRINCIPAL CERTIFICATION RENEWAL

Each five year renewal of the certificate for instructional leadership - school principal, level II shall require:

- Completion of a TC-2 (.pdf) application and
- A recommendation from the approved recommending authority regarding the successful completion of an approved Level II program.
- Successful completion of two years of experience as a school principal within the preceding five years; or

If the applicant has not successfully completed the two years of experience:

- Completion of three semester hours of additional graduate credit directly related to the position of school principal for each required year of experience the applicant has not completed; or
- Successful completion of forty-two hours of approved training selected from programs approved by the Kentucky Effective Instructional Leadership Training Program provided in KRS 156.101.
- Submission of a $50 money order or certified check made payable to the "Kentucky State Treasurer" or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
- Mail to:

  Division of Certification  
  Education Professional Standards Board  
  100 Airport Road, 3rd Floor  
  Frankfort, Kentucky 40601

School Leaders Licensure Assessment Exam

- Taking the SLLA exam is a licensure requirement regardless of the state in which you reside. We recommend you also review your state’s testing requirements.
- Candidates may choose to take the SLLA exam at any point in the program, however, since the exam will cover content covered in the courses, the university recommends that candidates complete as much of the program as possible prior to taking the exam.
- You may review the SLLA exam information at http://www.ets.org/sls/.
- When you register for the exam, designate University of the Cumberlands as a score recipient (code 6011).
- You must earn the minimum scores required by your state licensure agency. The minimum passing score is 160. You may take the test multiple times.

Kentucky Specialty Test for Instructional and Administrative Practices
• Taking the Kentucky Specialty Test for Instructional and Administrative Practices is a licensure requirement in Kentucky.
• When you register for the exam, designate University of the Cumberlands as a score recipient (code 6015).
• You must earn the minimum scores required by your state licensure agency. The minimum passing score is 158. You may take the test multiple times.
• Study guides are available by contacting:

  Division of Certification  
  Education Professional Standards Board  
  100 Airport Road, 3rd Floor  
  Frankfort, Kentucky 40601
Leadership Candidates pursuing Supervisor of Instruction certification, Rank I and Ed. S. degree complete a 30-Hour Planned Program. A capstone project is required as the exit assessment to the program. The program can be completed in three semesters. A capstone project is required as the exit assessment to the program. The first 18 hours provide Level I in which candidates are eligible for Supervisor of Instruction certification only based on Kentucky Education Professional Standards Board requirements and state regulations. The completion of Level II (12 Hours) provides the candidate with a Rank I and Ed. S. Degree. Level I Supervisor of Instruction Certification is valid for five (5) years. Renewal of Supervisor of Instruction certification requires successful completion of Level II Supervisor of Instruction certification coursework/requirements pursuant to 16 KAR 3:020. Certification for Supervisor of Instruction. The candidates are supported by a course instructor, district-based mentor, university program advisor, and clinical/capstone advisor.

Admission Requirements

Admission to the Supervisor of Instruction Program requires 1) Admission to the University and 2) Admission to the Unit. The admission requirements include:

Admissions to the University

- Master’s Degree from accredited IHE
- Minimum 3.0 Cumulative GPA
- Three (3) letters of recommendation (date)
- Valid Teaching License
- Three (3) years of verified teaching experience
- Signed copy of Kentucky Code of Ethics
- UC Character and Fitness Completed

Admission to the Unit

- Entry Level Writing Assessment
- Signed copy of Kentucky Code of Ethics
Program Design and Structure

Standards for the Supervisor of Instruction program includes the ISLLC Standards and Technology Standards for School Administrators. In addition to demonstrating necessary knowledge and skills, program completers will possess and demonstrate the dispositions needed to become exemplary educators and leaders. Each student must sign the Kentucky Education Professional Standards Board Code of Ethics and University of the Cumberlands’ Code of Ethics as well as espouse these principles and show evidence of demonstrating them throughout their preparation program.

The Supervisor of Instruction Program includes online learning. Candidates receive their instruction through a hybrid delivery system which includes both synchronous and asynchronous learning. University of the Cumberlands has intentionally constructed this program in a hybrid model, which includes on-line as well as face to face delivery. In addition, every on-line class has a mandatory synchronous “Face-to-Face Synchronous Sessions” for a minimum of one and a half hours weekly through audio and video conferences. Assignments are posted and exams may be posted online and scored electronically. Instructors also use e-mail, telephone, and video conferencing to communicate further with students beyond the weekly Face-to-Face Synchronous Sessions. In this way, University of the Cumberlands’ online delivery method accommodates a myriad of learning styles so all students have opportunities to succeed. (2) The university instructor and other university faculty interact with the candidates, mentors and other school administrators in their district settings. (3) The full-time and adjunct faculty function as a cohesive leadership team and attend state sponsored quarterly district administrators leadership network sessions and other professional development activities to stay current and grounded in the just-in-time practices of today’s school leaders. Features such as these assist both the Unit and the school district in helping candidates maximize P-12 learning.

Courses

The Planned Program for the Ed. S. Supervisor of Instruction program include the following thirty hours of coursework.

| 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, curriculum – instruction – assessment and legalities of serving diverse populations. Research studies which have been completed by state and regional administrative groups and frequent seminars in administration are held. Level I |
| ADOL 631 School Program Improvement | This course identifies some of the innovative research and curricular programs driving school improvement. Initiatives currently in place in America’s schools will be discussed and examined, including common core standards and their impact on school improvement and student achievement. Further, the course provides the student with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change. Level I |
| 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 3 semester hours. |
ADOL 635 The Politics of School and Community The purpose of this course is to provide a critical understanding of the political and social forces shaping educational politics in the United States. During the course, students will analyze how policy is made for American schools and its students. The candidate seeking supervisor of instruction degree/certification must also be able to communicate with various stakeholders in the school. Students will be able to demonstrate an understanding of the complex interrelationship between politicians, private foundations and think tanks, teachers’ unions, special-interest groups, educational politicians, school administrators, boards of education, courts, the knowledge industry.

Level II

ADOL 636 School Law A course that is designed to provide basic legal information to the educational professional. Students in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of students and teachers, religious expressions in the school, etc. Level II

ADOL 639 The Supervisor This course examines the role of the school supervisor at the three levels of public schools and the provides an analysis of the duties and responsibilities of supervisors assigned including curriculum – instruction-assessment in specific subjects and grade levels and how to provide support for teachers and administrators with instructional matters. Level I

ADOL 629: Time Management for School Leaders (Capstone Project) Meeting the multitude of daily tasks and challenges requires a strategy and plan. While new technological tools are available to track competing responsibilities and deadlines, effective time management is still a challenge. Self-asses your current time management and customize a plan to support your intentions. Build a rich schedule which integrates twelve critical areas, including your attitudes, values, priorities and goals. Learn best practice tactics for controlling interruptions, delegating, completing paperwork and working with others. Gain tips to extend your learning to helping students manage their time more effectively, as well. Level I

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. Level II

EDOL 636 Problems in Education This course examines 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. Level II

EDOL 547 Diversity in a Multicultural Society The course provides an overview of how formal political activities and social forces at the Federal, state and local levels impact administrative decision-making in educational institutions. The course also provides strategies for managing institutional politics to make them constructive components of administration. Level II
Field Experiences

Each course requires field experience hours. Field/clinical hours are tied to courses as indicated in the following chart.

<table>
<thead>
<tr>
<th>Section Number and Course Name</th>
<th>Required Field Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADOL 630 Introduction to Educational Administration</td>
<td>10</td>
</tr>
<tr>
<td>ADOL 631 School Program Improvement</td>
<td>10</td>
</tr>
<tr>
<td>ADOL 632 Human Resource Management</td>
<td>10</td>
</tr>
<tr>
<td>EDOL 634 Curriculum Management and Assessment</td>
<td>10</td>
</tr>
<tr>
<td>ADOL 636 School Law</td>
<td>10</td>
</tr>
<tr>
<td>ADOL 639 The Supervisor</td>
<td>10</td>
</tr>
<tr>
<td>ADOL 629 Time Management for School Leaders</td>
<td>100</td>
</tr>
<tr>
<td>(threaded through out the program)</td>
<td></td>
</tr>
<tr>
<td>EDOL 636 Problems in Education</td>
<td>10</td>
</tr>
<tr>
<td>ADOL 635 The Politics of the School Community</td>
<td>10</td>
</tr>
<tr>
<td>EDOL 547 Diversity in Multicultural Society</td>
<td>10</td>
</tr>
</tbody>
</table>

All forms and documents required for field experiences are found in Appendix A, B and H.

Continuous Assessment Plan

Leadership Candidate Assessment
The Leadership Programs are designed to meet the ISLLC and TSSA Standards. These standards are integrated into the curriculum and students are continuously assessed in their coursework.

The University of the Cumberlands’ School of Education has developed a continuous, systematic process for assessing each candidate’s development in the acquisition of knowledge, skills and dispositions. This assessment model represents the checkpoints or Pillars at which candidate performances are assessed. At each Pillar, candidates are assessed and evaluated on coursework, dispositions, and performance criteria. These criteria may be in the form of formative evaluations, standardized tests, portfolios and summative evaluation, which incorporates candidate evaluation on Kentucky Teacher Standards as well as specific SPA Standards. Data is aggregated for feedback to faculty and is used to help facilitate program improvement and/or change.

As candidates progress through their programs, the Unit’s Continuous Assessment Pillars provide checkpoints for the assessment of candidates’ acquisition of knowledge and toward becoming Reflective Constructors of Quality Learning Experiences through Critical Thinking.

Based On Standards
The Ed. S. Supervisor of Instruction Program aligned with the UC, ISLLC, TSSA, Leadership Dimensions and Functions and the Kentucky Code of Ethics. The plan is built on an assessment system with monitoring checkpoints including dispositional assessments. The Graduate Advisor, Director of the Graduate Program and the Registrar, will determine successful completion of the official curriculum contract. Upon approval of the curriculum contract, the candidate will meet with the Director of Certification to complete the TC1 for Rank I status or certification.
Multiple Assessments
The unit’s Conceptual Framework is also reflected through the assessment system and is the driving force for designing program outcomes and assessments that are congruent with the mission of the university and the unit as well as the state and national standards.

Continuous Assessment

<table>
<thead>
<tr>
<th>Entry to the University</th>
<th>Pillar VII Entry Assessments</th>
<th>Pillar VIII Midpoint Assessments</th>
<th>Pillar IX Exit Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree from an accredited institution of higher education - G.P.A. of 3.0 or higher - Three letters of recommendation supporting favorable dispositions - Kentucky Professional Code of Ethics signed by candidate - Three (3) years of teaching experience (Verified)</td>
<td>ADOL 630 - Introduction to Educational Administration: <em>Three examinations - are key assessments that evaluate a student's knowledge regarding the varied disciplines of school administration and practice.</em> ADOL 632 Human Resource Management <em>Semester Portfolio comprises a compilation of weekly assignments on different aspects of the personnel function, and is graded during the last week of the semester.</em> Five Hours of Field Experience - is required in the course to become familiar with the different roles of the school administrator's personnel function.</td>
<td>ADOL 631 School Program Improvement Individual Research Project Group Research Project ADOL 636 School Law I Case review Research paper Final examination and midterm examination</td>
<td>ADOL 699: Professional Clinical Experience 105 hours of field experiences - under the assignment of an EPSB certified instructional supervisor. Log - contains a journal of all field-based school experiences.</td>
</tr>
</tbody>
</table>

Capstone Project

All forms and information pertaining to the capstone project can be found in Appendix C.

Licensure Information

The Kentucky Education Professional Standards Board issues a five year Level I Certificate for Supervisor of Instruction to applicants who:

- Have successfully completed a preparation program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010;
- Have completed three (3) years of full-time teaching experience;
- Holds a master's degree; and
- Qualifies for a Kentucky teaching certificate.
Additional Information: "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of supervisor of instruction.

"Level II" means the standards-based program of studies to attain the first five year renewal of the certificate for the position of supervisor of instruction. The initial professional certificate shall be issued for a duration period of five years; and may be renewed subsequently for five year periods. The first renewal shall require the completion of a Level II program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010

How to apply for Supervisor of Instruction Certification

- Fill out TC-1 (.pdf) application form (page 5 of the form is sent to EPSB from the university, recommending the appropriate certificate)
- Submit a $50 money order or certified check made payable to the "Kentucky State Treasurer" to the EPSB or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
- Submit an OFFICIAL transcript showing the completion of coursework for this certificate
- Upon receipt, the EPSB will issue a 5-year Professional Certificate

Division of Certification
Education Professional Standards Board
100 Airport Road, 3rd Floor
Frankfort, Kentucky 40601

Renewal

Each five year renewal thereafter shall require:

- Completion of a TC-2 (.pdf) application and
- Two (2) years of experience as a supervisor of instruction;
- Three (3) semester hours of additional graduate credit or the equivalent related to the position of supervisor of instruction; or
- Forty-two (42) hours of approved training selected from programs approved for the Kentucky Effective Instructional Leadership Training Program.
- Submission of a $50 money order or certified check made payable to the "Kentucky State Treasurer" to the EPSB or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
- Mail to:

Division of Certification
Education Professional Standards Board
100 Airport Road, 3rd Floor
Frankfort, Kentucky 40601

Additional Information: If a lapse in certification occurs for lack of completion of the Level II preparation, certification may be reissued for a five year period upon successful completion of the Level II preparation, but for lack of the renewal requirements, the certificate may be reissued after the completion of an additional six semester hours of graduate study or the equivalent appropriate to the program.
### University of the Cumberlands

#### Curriculum Contract

**GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT**

**Ed. S. - Supervisor of Instruction (Administrative P-12)**

**30 Hour Program**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Student ID Number:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address:</td>
<td>Home/Cell Phone:</td>
<td>School Phone:</td>
</tr>
</tbody>
</table>

#### Level I: 18 hours – Certification Only

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Date Completed</th>
<th>Grade</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADOL 630</td>
<td>Introduction to Educational Administration (first course)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 629</td>
<td>Time Management for School Leaders* (second course)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 631</td>
<td>School Program Improvement</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 632</td>
<td>Human Resource Management and Supervision</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 636</td>
<td>School Law I</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 639</td>
<td>The Supervisor</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

* Infused throughout the program in Level I

**Level I Supervisor of Instruction Certification is valid for five (5) years. Renewal of Supervisor of Instruction certification requires successful completion of Level II Supervisor of Instruction certification coursework/requirements. 16 KAR 3:020**

#### Level II: 30 Hours (Required for Rank I and Ed. S.)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Date Completed</th>
<th>Grade</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOL 634</td>
<td>Curriculum Management and Assessment</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDOL 636</td>
<td>Problems in Education</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDOL 547</td>
<td>Diversity in Multicultural Society</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 635</td>
<td>Politics of School and Community</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
## Continuous Assessment: Once admitted, a GPA of 3.0 must be maintained.

<table>
<thead>
<tr>
<th>Admissions to the University</th>
<th>Pillar VII Unit Admission Assessments</th>
<th>Pillar VIII Midpoint Assessment</th>
<th>Pillar IX - Exit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree from accredited IHE</td>
<td>Entry Level Writing Assessment</td>
<td>Midpoint assessment (Based on one or more case studies and a review of ISLLC and TSSA Standards) with advisor when candidate accumulates 12 to 18 hours credit</td>
<td>Eighteen (18) hours of 600 level courses completed for Rank I</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>Signed copy of Kentucky Code of Ethics</td>
<td>Completed Planned Program on File</td>
<td>A minimum of 21 hours completed at University of the Cumberlands</td>
</tr>
<tr>
<td>Minimum 3.0 Cumulative GPA</td>
<td></td>
<td>Minimum 3.0 Cumulative GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two favorable disposition assessments (date)</td>
<td>Minimum 3.0 Cumulative GPA</td>
</tr>
<tr>
<td>Three (3) letters of recommendation (date)</td>
<td></td>
<td>Field Experience Completed (date)</td>
<td>Six (6) year time limit not exceeded</td>
</tr>
<tr>
<td>1. □</td>
<td></td>
<td>Signed copy of Kentucky Code of Ethics (date)</td>
<td>Application for Graduation submitted</td>
</tr>
<tr>
<td>2. □</td>
<td></td>
<td>UC Character and Fitness Completed (date)</td>
<td>Signed copy of Kentucky Code of Ethics (date)</td>
</tr>
<tr>
<td>3. □</td>
<td></td>
<td></td>
<td>TC-1 submitted to UC Certification Office (required for rank change/certification only)</td>
</tr>
<tr>
<td>Valid Teaching License (state) (date)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three (3) years of verified teaching experience (date)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed copy of Kentucky Code of Ethics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Candidate (Indicating Responsibility for the above) Date

Advisor Date

Chair, Graduate Education Department Date

Registrar Date
ED. S. DIRECTOR OF PUPIL PERSONNEL PROGRAM
Certification, Level I; Certification, Level II
Certification Level - P – 12
Preparation Level - Advanced
Rank Level - Rank I

State Regulation governing this program: 16 KAR 3:030. Professional certificate for directors and assistant directors of pupil personnel.

Introduction

Leadership Candidates pursuing Director of Pupil Personnel certification, Rank I and Ed. S. degree complete a 30-Hour Planned Program. A capstone project is required as the exit assessment to the program. The first 18 hours provide Level I in which candidates are eligible for Director of Pupil Personnel certification only based on Kentucky Education Professional Standards Board requirements and state regulations. The completion of Level II (12 Hours) provides the candidate with a Rank I and Ed. S. Degree. Level I Director of Pupil Personnel certification is valid for five (5) years. Renewal of Director of Pupil Personnel certification requires successful completion of Level II Director of Pupil Personnel certification coursework/requirements pursuant to 16 KAR 3:030. Director of Pupil Personnel certification. The candidates are supported by a course instructor, school-based mentor, university program advisor, and clinical/capstone advisor.

Admission Requirements

Admissions to the University
- Master’s Degree from an accredited institution of higher education
- G.P.A. of 3.0 or higher
- Three letters of recommendation supporting favorable dispositions
- Completed graduate application
- Kentucky Professional Code of Ethics signed by candidate
- Three (3) years of teaching experience (Verified)

Admission to the Unit
- Contact with university adviser
- Writing Sample

Program Design Structure

University of the Cumberlands’ DPP program integrates authentic experiences as part of course outcomes, including field/clinical placements in schools. The Unit faculty believes learning involves authentic experiences, interaction among candidates, real-life field/clinical experiences and opportunities to learn from being immersed in district operations. This will facilitate interaction among candidates enrolled in the program with effective educators in the field. Field/clinical hours are delineated as:
1. Observing
2. Leading
3. Presenting  
4. Writing/Planning  
5. Analyzing/Reflecting  

## Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADOL 630</td>
<td>Introduction to Educational Administration</td>
<td>This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the student to the theories and concepts of administration including personnel, finance, law, school organization and curriculum. Research studies which have been completed by state and regional administrative groups and frequent seminars in administration are held. <strong>Level I</strong></td>
</tr>
<tr>
<td>ADOL 631</td>
<td>School Program Improvement</td>
<td>This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America’s schools will be discussed and examined. Further, the course provides the student with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change. <strong>Level I</strong></td>
</tr>
<tr>
<td>ADOL 632</td>
<td>Human Resource Management and Supervision</td>
<td>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. 3 semester hours. <strong>Level I</strong></td>
</tr>
<tr>
<td>ADOL 636</td>
<td>School Law I</td>
<td>A course that is designed to provide basic legal information to the educational professional. Students in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of students and teachers, religious expressions in the school, etc. <strong>Level II</strong></td>
</tr>
<tr>
<td>SPOL 530</td>
<td>Issues and Trends</td>
<td>This course gives an overview of current trends and issues in the education of students with disabilities. Part One provides the background and status of special education and analyzes the fundamental guiding practices. Part Two introduces students to the key practices in special education services providing the latest information on assessment, instruction, early intervention, transition, and school reform. Part Three provides an analysis of social, political, legal and economic activity reflected in special education practice. This course is designed as an introductory course. <strong>Level I</strong></td>
</tr>
<tr>
<td>ADOL 629</td>
<td>Time Management for School Leaders (Capstone Project)</td>
<td>Meeting the multitude of daily tasks and challenges requires a strategy and plan. While new technological tools are available to track competing responsibilities and deadlines, effective time management is still a challenge. Self-asses your current time management and customize a plan to support your intentions. Build a rich schedule which integrates twelve critical areas, including your attitudes, values, priorities and goals. Learn best practice tactics for controlling interruptions, delegating, completing paperwork and working with others. Gain tips to extend your learning to helping students manage their time more effectively, as well. <strong>Level I and/or II</strong></td>
</tr>
<tr>
<td>ADOL 641</td>
<td>School System Administration</td>
<td>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. <strong>Level I</strong></td>
</tr>
<tr>
<td>ADOL 642</td>
<td>Strategic Management in Education</td>
<td>This course is designed to prepare school leaders 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. <strong>Level II</strong></td>
</tr>
<tr>
<td>ADOL 635</td>
<td>The Politics of School and Community</td>
<td>The purpose of this course is to provide a critical understanding of the political and social forces shaping educational politics in the United States. During the course, students will analyze how policy is made for American schools, and its effect on all of our lives and thinking. Students will be able to demonstrate an understanding of the complex interrelationship between politicians, private foundations and think tanks, teachers’ unions, special-interest groups, educational politicians, school administrators, boards of education, courts, and the knowledge industry. <strong>Level II</strong></td>
</tr>
</tbody>
</table>
Clinical/Field Experience

Field Experience requirements are expected of all students to varying degrees to interact with district/school staff and research study participants in order to aggregate, disaggregate, and analyze data. The numbers of field experience hours are listed within each course syllabus.

Documentation and Field Experience forms are provided in Appendix A, B and H.

Continuous Assessment Plan

This model also serves as a graphic representation of how the Conceptual Framework is interwoven throughout the candidate preparation process. The following chart includes the entrance and exit assessments.

<table>
<thead>
<tr>
<th>Admission to the University</th>
<th>Pillar VII Entry Assessments</th>
<th>Continuous Assessment Pillar VIII Midpoint Assessments</th>
<th>Continuous Assessment Pillar IX Exit Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree from an accredited institution of higher education</td>
<td>--Contact with university adviser</td>
<td>-- Midpoint assessment (Based on one or more case studies) with advisor when candidate accumulates 12 to 18 hours credit</td>
<td>- Eighteen (18) hours of 600 level courses</td>
</tr>
<tr>
<td>- G.P.A. of 3.0 or higher</td>
<td>- G.P.A. of 3.0 or higher</td>
<td>- Comprehensive Examination discussion with advisor</td>
<td>- G.P.A. of 3.0 or higher</td>
</tr>
<tr>
<td>- Three letters of recommendation supporting favorable dispositions</td>
<td>- Three letters of recommendation supporting favorable dispositions</td>
<td>- Maintain 3.0 or higher G.P.A. in coursework</td>
<td>- Completion of all degree or certification coursework</td>
</tr>
<tr>
<td>- Completed graduate application</td>
<td>- Kentucky Professional Code of Ethics signed by candidate</td>
<td>- Two favorable disposition assessments</td>
<td>- Two favorable disposition assessments</td>
</tr>
<tr>
<td>- Kentucky Professional Code of Ethics signed by candidate</td>
<td>- Three (3) years of teaching experience (Verified)</td>
<td>- Signed copy of Kentucky Professional Code of Ethics</td>
<td>- Signed copy of Kentucky Professional Code of Ethics</td>
</tr>
<tr>
<td>- Three (3) years of teaching experience (Verified)</td>
<td>→Assessment of entry level writing assignment</td>
<td>- Application to Practicum completed</td>
<td>- Summative Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Completion of field experience hours</td>
<td>- Capstone Project Presentation (ISLLC - TSSA - UC – CF strands - Dimensions and Functions</td>
</tr>
</tbody>
</table>

The Ed. S, Director of Pupil Personnel program provides candidates two different avenues to certification. Candidates holding a master’s degree or a Rank I can obtain initial certification as a Director of Pupil Personnel (Level I) by completing a prescribed eighteen hour program. Candidates holding a master’s degree can elect to complete a Rank I in a thirty hour program of study that provides them a Level II certification as a Director of Pupil Personnel.
Capstone Project

All forms and information pertaining to the capstone project can be found in Appendix C.

Licensure Information

The Kentucky Education Professional Standards Board issues a five year Level I Certificate for Directors and Assistant Directors of Pupil Personnel to applicants who:

- Have completed a preparation program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010;
- Have completed three years of full-time teaching experience;
- Hold a master's degree; and
- Qualify for a Kentucky teaching certificate.

Additional Information: "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of director and assistant director of pupil personnel.

"Level II" means the standards-based program of studies to attain the first five year renewal of the certificate for the position of director or assistant director pupil personnel.

"Qualified applicant" means an applicant who holds the appropriate certification as a director of pupil personnel services unless the superintendent of the employing school district has documented evidence that the applicant is unsuitable for appointment.

How to apply for Director and Assistant Director of Pupil Personnel Certification

- Fill out TC-1 (.pdf) application form (page 5 of the form is sent to EPSB from the university, recommending the appropriate certificate)
- Submit a $50 money order or certified check made payable to the "Kentucky State Treasurer" to the EPSB or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
- Submit an OFFICIAL transcript showing the completion of coursework for this certificate
- Mail completed application and OFFICIAL transcript to:
  Division of Certification
  Education Professional Standards Board
  100 Airport Road, 3rd Floor
  Frankfort, Kentucky 40601

Upon receipt, the EPSB will issue a 5-year Professional Certificate

Director of Pupil Personnel Certification Renewal

Each five year renewal thereafter shall require:

- Completion of a TC-2 (.pdf) application and
- Completion of a Level II program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010;
- Two (2) years of experience as a director of pupil personnel services;
- Three (3) semester hours of additional graduate credit or the equivalent related to the position of director of pupil personnel services; or
• Forty-two (42) hours of approved training selected from programs approved for the Kentucky Effective Leadership Training Program provided in KRS 156.101.
• Submit a $50 money order or certified check made payable to the "Kentucky State Treasurer" to the EPSB or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
• Mail completed TC-2 and OFFICIAL transcript to:

  Division of Certification  
  Education Professional Standards Board  
  100 Airport Road, 3rd Floor  
  Frankfort, Kentucky 40601

**Additional Information:** The first renewal shall require the completion of a Level II program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010.

If a lapse in certification occurs for lack of completion of the Level II preparation, the certification may be reissued for a five year period upon successful completion of the Level II preparation, but for the lack of the renewal requirements, the certificate may be reissued after the completion of an additional six semester hours of graduate study or the equivalent appropriate to the program.

**Probationary Certification for Directors and Assistant Directors of Pupil Personnel**

If a qualified applicant for director of pupil personnel services is not available as attested by the local school superintendent, the superintendent, on behalf of the local board of education, may request a one year probationary certificate for a director of pupil personnel services who has:

- A valid Kentucky classroom teaching certificate;
- A master's degree;
- Three (3) years of successful teaching experience; and
- Been admitted to the preparation program for the professional certificate for director of Pupil Personnel services.

**How to apply for Probationary Certification for Directors and Assistant Directors of Pupil Personnel**

- Fill out TC-40 (.pdf) application form
- Submit a $50 money order or certified check made payable to the "Kentucky State Treasurer” to the EPSB or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
- Mail completed TC-40 to:

  Division of Certification  
  Education Professional Standards Board  
  100 Airport Road, 3rd Floor  
  Frankfort, Kentucky 40601

**Renewal**

- Completion of a TC-2 (.pdf) application and
- Each annual renewal of the probationary certificate for director of pupil personnel services shall require completion of an additional nine (9) semester hours selected from the approved program.
- Mail completed TC-2 to:

  Division of Certification  
  Education Professional Standards Board  
  100 Airport Road, 3rd Floor  
  Frankfort, Kentucky 40601
Reflective Constructors of Quality Learning Experiences through Critical Thinking

University of the Cumberlands

Curriculum Contract

GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT

Ed. S. – Director of Pupil Personnel (Administrative P-12)  30 Hour Program

Candidate Name: ___________________________  Student ID Number: ___________________________  School: ___________________________

Home Address: ___________________________  Home/Cell Phone: ___________________________  School Phone: ___________________________

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Date Completed</th>
<th>Grade</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL I: 18 hours – Certification Only</td>
<td>ADOL 630 Introduction to Educational Administration  (first course)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ADOL 629 Time Management for School Leaders* (second course)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ADOL 631 School Program Improvement</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ADOL 632 Human Resource Management and Supervision</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ADOL 641 School System Administration</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPOL 530 Characteristics, Identification, and Instruction of Students with Disabilities</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

| LEVEL II: 30 Hours (Required for Rank I and Ed. S.) | ADOL 636 School Law I |                |       | 3     |
|                                                    | ADOL 635 Politics of School and Community          |                |       | 3     |
|                                                    | ADOL 642 Strategic Management in Education         |                |       | 3     |
|                                                    | ADOL 645 Time Management for School Leaders II** (final course) |      |       | 3     |

* Infused throughout the program in Level I
** Infused throughout the program in Level II

Level I Director of Pupil Personnel Certification is valid for five (5) years. Renewal of Director of Pupil Personnel certification requires successful completion of Level II Director of Pupil Personnel certification coursework/requirements. 16 KAR 3:030
Continuous Assessment: Once admitted, a GPA of 3.0 must be maintained.

<table>
<thead>
<tr>
<th>Admissions to the University</th>
<th>Pillar VII Unit Admission Assessments</th>
<th>Pillar VIII Midpoint Assessment</th>
<th>Pillar IX - Exit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree from accredited IHE</td>
<td>Entry Level Writing Assessment</td>
<td>Midpoint assessment (Based on one or more case studies and a review of ISLLC and TSSA Standards) with advisor when candidate accumulates 12 to 18 hours credit</td>
<td>Eighteen (18) hours of 600 level courses completed for Rank I</td>
</tr>
<tr>
<td>Minimum 3.0 Cumulative GPA</td>
<td>Signed copy of Kentucky Code of Ethics</td>
<td>Completed Planned Program on File</td>
<td>A minimum of 21 hours completed at University of the Cumberlands</td>
</tr>
<tr>
<td>Three (3) letters of recommendation (date)</td>
<td></td>
<td>Minimum 3.0 Cumulative GPA</td>
<td>Capstone Project Presentation/Approval (ADOL645) (date)</td>
</tr>
<tr>
<td>4. Yes □ No</td>
<td></td>
<td>Two favorable disposition assessments (date)</td>
<td>Minimum 3.0 Cumulative GPA</td>
</tr>
<tr>
<td>5. Yes □ No</td>
<td></td>
<td>Field Experience Completed (date)</td>
<td></td>
</tr>
<tr>
<td>6. Yes □ No</td>
<td></td>
<td>Signed copy of Kentucky Code of Ethics (date)</td>
<td></td>
</tr>
<tr>
<td>Valid Teaching License (state) (date)</td>
<td></td>
<td>UC Character and Fitness Completed (date)</td>
<td></td>
</tr>
<tr>
<td>Three (3) years of verified teaching experience (date)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed copy of Kentucky Code of Ethics Yes □ No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Candidate (Indicating Responsibility for the above) Date Advisor Date

Dean of Education Date Registrar Date

Leadership Handbook for Administrative Programs Page 45
ED. S. P – 12 SPECIAL EDUCATION LEARNING AND BEHAVIOR DISORDERS PROGRAM

Certification, Level I; Certification, Level II
Certification Level - P – 12
Preparation Level - Advanced
Rank Level - Rank I

Introduction

The P-12 Learning and Behavior program is intended for the educator who plans to enter the field of Special Education. This program leads to the degree of Bachelor of Science and certification for P-12 Learning and Behavior disorders.

The mode of delivery for all courses in this program is currently a face-to-face classroom setting. Classes meet on either two or three days weekly for an entire semester. Occasionally, online instructional sessions are also provided through the Blackboard/iLearn system. Specific feedback to candidates is provided instantly during lectures and class discussions and through scoring rubrics and instructor comments on all written assignments and examinations.

Admission Requirements

• Have completed a preparation program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010;
• Have completed three years of full-time experience as a teacher or school psychologist with a minimum of one year as a teacher of exceptional children or school psychologist;
• Have attained Rank II certification; and
• Qualify for a Kentucky teaching certificate or school psychologist certificate.

Program Design and Structure

The P-12 Learning and Behavior program is intended for the educator who plans to enter the field of Special Education. This program leads to the degree of Bachelor of Science and certification for P-12 Learning and Behavior disorders.

The mode of delivery for all courses in this program is currently a face-to-face classroom setting. Classes meet on either two or three days weekly for an entire semester. Occasionally, online instructional sessions are also provided through the Blackboard/iLearn system. Specific feedback to candidates is provided instantly during lectures and class discussions and through scoring rubrics and instructor comments on all written assignments and examinations.
Field Experience

Clinical Experience Requirements:

Course syllabi provide information about prescribed field hours. Field experiences must be approved by the professor so that there is no question that the experience meets EPSB standards. Field experiences are arranged in a local public school.

Candidates turn in a signed timesheet and reflections that address specific areas for documentation. All clinical experiences will be recorded in iLearn. A minimum of 12 hours of observation will be required by midterm, and the remainder hours will be due at the end of the semester.

To finalize your clinical experience observations, candidates will complete a signed time-sheet documenting field experience hours as well as an electronic time sheet that includes a written summary of what was observed and what the candidate learned. Field experience hours are entered into the electronic timesheet using the information from the signed timesheet.

Continuous Assessment Plan

The University of the Cumberlands’ School of Education has developed a continuous, systematic process for assessing each candidate’s development in the acquisition of knowledge, skills and dispositions. This assessment model represents the checkpoints or Pillars at which candidate performances are assessed. At each Pillar, candidates are assessed and evaluated on coursework, dispositions, and performance criteria. These criteria may be in the form of formative evaluations, standardized tests, portfolios and summative evaluation, which incorporates candidate evaluation on Kentucky Teacher Standards as well as specific SPA Standards. Data is aggregated for feedback to faculty and is used to help facilitate program improvement and/or change.

As candidates progress through their programs, the Unit’s Continuous Assessment Pillars provide checkpoints for the assessment of candidates’ acquisition of knowledge and toward becoming Reflective Constructors of Quality Learning Experiences through Critical Thinking.

University of the Cumberlands’ P-12 Learning and Behavior program provides high quality relevant content, delivered flexibly and in a timeframe that meets the professional and personal needs of candidates. The program incorporates advanced/initial levels of professional knowledge, skills and dispositions into a curriculum that provides for maximum learning. It fosters academic, practical, and professional development of professional educators with the ambition to be teachers/support personnel in schools, districts and communities.

Licensure Information

The Kentucky Education Professional Standards Board issues a Level I five year Certificate for Special Education to applicants who:
• Have completed a preparation program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010;
• Have completed three years of full-time experience as a teacher or school psychologist with a minimum of one year as a teacher of exceptional children or school psychologist;
• Have attained Rank II certification; and
• Qualify for a Kentucky teaching certificate or school psychologist certificate.

Additional Information: "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of director of special education.
"Level II" means the standards-based program of studies to attain the first five-year renewal of the certificate for the position of director of special education.
"Qualified applicant" means an applicant who holds the appropriate certification as a director of special education unless the superintendent of the employing school district has documented evidence that the applicant is unsuitable for appointment.

If a candidate’s Rank II certification is not in the educational leadership field, an educator preparation institution may require additional coursework in this field as part of the Level I preparation.

How to apply for Director of Special Education Certification
• Fill out TC-1 (.pdf) application form (page 5 of the form is sent to EPSB from the university, recommending the appropriate certificate) and
• Submit a $50 money order or certified check made payable to the "Kentucky State Treasurer" or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
• Submit an OFFICIAL transcript showing the completion of coursework for this certificate
• Upon receipt, the EPSB will issue a 5-year Professional Certificate
• Mail to:
  Division of Certification  
  Education Professional Standards Board  
  100 Airport Road, 3rd Floor  
  Frankfort, Kentucky 40601

Special Education Certification Renewal

Each five year renewal shall require:
• Completion of a TC-2 (.pdf) application and
• Two (2) years of experience as a director of special education;
• Completion of three (3) semester hours of additional graduate credit or the equivalent related to the position of the director of special education; or
• Completion of forty-two (42) hours of approved training selected from programs approved for the Kentucky Effective Instructional Leadership Training Program provided in KRS 156.101.
• Submission of a $50 money order or certified check made payable to the "Kentucky State Treasurer" or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
• Mail to:
  Division of Certification  
  Education Professional Standards Board  
  100 Airport Road, 3rd Floor  
  Frankfort, Kentucky 40601
**Additional Information:** The first renewal shall require the completion of a Level II program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010. If a lapse in certification occurs for lack of completion of the Level II preparation, the certification may be reissued for a five year period upon successful completion of the Level II preparation, but for the lack of the renewal requirements, the certificate may be reissued after the completion of an additional six semester hours of graduate study or the equivalent appropriate to the program.
Reflective Constructors of Quality Learning Experiences through Critical Thinking
UNIVERSITY OF THE CUMBERLANDS
GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT
Administration Certification Level I – Director of Special Education Certification only: 18 Hour Program

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID#:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address:</td>
<td>School Phone:</td>
<td>Home Phone:</td>
</tr>
</tbody>
</table>

LEVEL I: 18 hours required – Certification Only (Level I)
ADOL 630 Introduction to Educational Administration*  
ADOL 632 Human Resource Management and Supervision*  
ADOL 636 School Law I*  
SPOL 632 Consultation and Collaboration for Curriculum Design*  
SPOL 636 Advanced Assessment Strategies and Prescriptive Writing*  
ADOL 668 Practicum: Director of Special Education

* Required for certification

1. Students must have a TB skin test and a FBI criminal background check before enrolling in these courses.

Level I certification only admission criteria require that a candidate must have attained Rank II to qualify for the certificate (see 16 KAR 3:040).

CONTINUOUS ASSESSMENT: Once admitted, a GPA of 3.0 must be maintained.

<table>
<thead>
<tr>
<th>Entrance to the University</th>
<th>Pillar IV – Entrance to the Program</th>
<th>Pillar V – Candidate Progress</th>
<th>Pillar VI – Exit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>General: Application to University</td>
<td>Cumulative GPA 3.0 Y N GPA Review date:</td>
<td>Midpoint assessment (Based on one or more case studies and a review of ISLLC, TSSA and CEC Standards) with advisor when candidate accumulates 12 to 18 hours credit</td>
<td>Thirty (30) hours of 600 level courses completed (Rank I) Y N</td>
</tr>
<tr>
<td>Valid Teaching License (Special Education Certification) State: Type:</td>
<td>Entry Level Writing Assessment Y N</td>
<td>Comprehensive Examination discussion: ___(date)</td>
<td>Twenty-one (21) hours completed at University of the Cumberlands (Level II certification) Y N</td>
</tr>
<tr>
<td>Master’s Degree Y N Type or Rank II</td>
<td>Signed copy of Kentucky Code of Ethics ___ (date)</td>
<td>Completed Planned Program on File Y N</td>
<td>Cumulative GPA 3.0 Y N</td>
</tr>
<tr>
<td>Cumulative GPA 2.75 (or 3.0 in last 30 hours) Score:</td>
<td>KTIP successfully completed or</td>
<td>GPA 3.0 or above:</td>
<td>Six(6) year time limit not exceeded Y N</td>
</tr>
<tr>
<td>Specialized to Program: Three References/Dispositional Surveys 1 2 3</td>
<td>Two (2) years of successful out-of-state teaching Y N</td>
<td>Two favorable disposition assessments:</td>
<td>Comprehensive Exam Passed (Rank I only) ___(Date)</td>
</tr>
<tr>
<td>Signed copy of Kentucky Code of Ethics Date:</td>
<td>Three (3) years of teaching experience (minimum of 1 yr in special education or school psychology) Y N</td>
<td>Application for Practicum completed</td>
<td>TC-1 completed</td>
</tr>
<tr>
<td>Character and Fitness: Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student’s Name (Indicating Responsibility for the above) (Date)  
Advisor’s Name (Date)  
Chair, Graduate Education Department (Date)  
Registrar’s Signature (Date)
ED. S. SUPERINTENDENT PROGRAM
Certification Level - P – 12
Preparation Level - Advanced
Rank Level - Rank I
State Regulation governing this program: 16 KAR 3:010 and 16 KAR 5:010
Website URL: http://www.ucumberlands.edu/academic/catalog

Introduction

Leadership Candidates pursuing superintendent certification, Rank I and Ed. S. degree complete a 30-Hour Planned Program. A capstone project is required as the exit assessment to the program. The program is a twelve-month program requiring 12 hours of coursework and clinical experiences that focuses on the rhythm of the school year and the Important Due Dates on the Kentucky Superintendent Calendar. A capstone project is required as the exit assessment to the program. Upon completion of the 12 hours, candidates are eligible for superintendent certification based on Kentucky Education Professional Standards Board requirements and state regulations pursuant to 16 KAR 3:010. Certification for School Superintendent. The candidates are supported by a course instructor, district-based mentor, university program advisor, and clinical/capstone advisor.

Admissions Requirements

The University of the Cumberlands requires the following prerequisites for admission to the Superintendent Certification Program. The admissions requirements are divided into two parts: admission to the university and admission to the unit. A superintendent candidate must meet all requirements for both the admission to the university and the unit in order to enroll in courses in this program.

(Admission to the University)
1. A current professional educator certificate
2. Signed Planned Program
3. The appropriate requirements for certification, as established in KAR Title 16.
4. At least two (2) years of experience in a position of school principal, supervisor of instruction, guidance counselor, director of pupil personnel, director of special education, school business administrator, local district coordinator of vocational education, or a coordinator, administrator, or supervisor of district-wide services. *
5. Master’s degree from an accredited IHE.

* Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board.

Admission Requirements: (Admission to the Unit)
1) Admissions portfolio must be organized by the ISLLC 2008 standards and include an introduction which includes a written statement from an education agency representative attesting to the candidate's skills and evidence of:
   • leadership roles and instructional leadership
   • the ability to improve candidate achievement
   • utilizing schools laws, finance operations, and personnel matters
• curriculum, instruction, and assessment implementation
• commitment to ongoing professional growth
• effective communication skills (written communication; ability to disseminate information)
• the ability to build relationships, foster teamwork, develop networks

2) Each section should be aligned to one of the six standards and provide information that consists of multiple measures including artifacts and narrative explaining the relationship between the artifacts and the candidate’s skills in the following areas:

- leadership roles and instructional leadership
- the ability to improve candidate achievement
- utilizing schools laws, finance operations, and personnel matters
- curriculum, instruction, and assessment implementation
- commitment to ongoing professional growth
- effective communication skills (written communication; ability to disseminate information)
- the ability to build relationships, foster teamwork, develop networks

---

**Program Design and Structure**

The University of the Cumberlands Faculty and P12 partners collaborated to develop the redesigned Superintendent Certification Program. Using the EPSB Superintendent Certification Program Guidelines and Superintendent Program Submission Review Worksheet, the group organized the courses by the major topics identified in the EPSB Superintendent Certification Program Guidelines document. Four courses were created for the initial certification program: ADOL 644: Introduction to District Leadership – The Roles and Responsibilities of a Superintendent, ADOL 669: Clinical Professional Experience: School Superintendent, ADOL 672: School Administration and Regulation – Management, ADOL 671: Instructional Leadership for School Superintendents – Instructional Planning for Candidate Learning and field experiences were designed to support the course content and superintendent seasonal activities and state reporting submissions (See Appendix A). The completion of these four courses will qualify the candidate for Superintendent Certification.

Six courses were created to complete the Rank I and/or Ed.S. Superintendent Program. While this is not a program for certification, it is a degreed program for candidates wishing to acquire either or both of these options and includes the four courses also required in the Superintendent Certification Program.

---

**Courses**

**ADOL 669: Clinical Professional Experience Administrative Superintendent**

Systems, Role and Responsibility Timelines, and Change

The supervised Clinical Professional Experience is 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 fifty hours, will perform all the normal functions of a superintendent including program evaluation and improvement. The fifty hours will be divided among the schools. Candidates will understand how Superintendents identify and collaborate with staff to address management and instructional leadership and leadership strategies for systemic change. The field experiences in this courses are threaded throughout the program.
ADOL 644: Introduction to District Leadership – The Roles and Responsibilities of a Superintendent
Leadership
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; school-based councils, impact of board leadership on candidate learning; roles and responsibilities of a superintendent; capacity building; culturally responsive leadership; ethics; and professional development.

ADOL 672: School Administration and Regulation
Management
This course address the federal, state, and local laws governing school system administration with an emphasis on the following school functions: finance (state and federal); personnel; food service; facilities; transportation; school safety; district management and school-based councils.

ADOL 671: Instructional Leadership for School Superintendents
Instructional Planning for Candidate Learning
This course provides candidates with the understanding and skills to facilitate community engagement focused on candidate learning, implement an aligned, rigorous, standards-based curriculum in every school which prepares all candidates to be globally competitive for postsecondary education and work; work with district and school staff to develop and implement a coordinated system of candidate academic support for candidates whose achievement does not meet established benchmarks and how the superintendent works with the board to develop policies and practices that impact candidate learning. As the curriculum leader the superintendent will learn how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to improve teaching and learning. Candidates will be exposed to the appropriate technologies that ensure curricular design, instructional strategies, and learning environments maximize learning and teaching. Candidates will also learn the practices superintendents use to provide equitable access for candidates and staff to technologies that facilitate productivity and enhance learning, communicate expectations consistently for the use of technology and its relationships to enhanced learning and teaching; and ensure that budget priorities reflect a focus on technology and its relationships to enhanced learning and teaching.

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 increases 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.

EDOL 547 Diversity in a Multicultural Society
The course provides an overview of how formal political activities and social forces at the Federal, state and local levels impact administrative decision-making in educational institutions. The course also provides strategies for managing institutional politics to make them constructive components of administration.
ADOL 631 School Program Improvement
Identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America's schools will be discussed and examined. Further, the course provides the student with ways to assess current educational conditions at the school and district level as well as provide suggestions regarding instituting change.

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 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.

ADOL 643: Special Education and School Leadership
This course explores strategies school principals can use to advocate for and implement programs for individuals with disabilities that are effective for students and compliant with legal requirements. The course provides an overview of federal legislation and requires the student to interpret and apply special education laws to practical situations within the educational field.

Clinical/Field Experiences

Candidates participating in the Superintendent Certification Program will follow a prescribed sequence of courses. The following schedule outlines the sequence of courses/instruction taking into account the work cycle of a superintendent. The program spans a twelve month cycle which allows superintendent candidates to engage in a year-long experience of activities, administrative requirements and rhythm of the school reporting and documentation of submissions that are expected of superintendents. The Kentucky Department of Education: Important Due Dates for Superintendents document will be provided as a resource to all superintendent candidates and used as a guide within the ADOL 669: Superintendent Clinical Professional Experience which is threaded throughout the program. The following course schedule and sequence are as follows:

Candidates participating in the Superintendent Certification Program will follow a prescribed sequence of courses. The following schedule outlines the sequence of courses/instruction taking into account the work cycle of a superintendent. The program spans a twelve month cycle which allows superintendent candidates to engage in a year-long experience of activities, administrative requirements and rhythm of the school reporting and documentation of submissions that are expected of superintendents. The Kentucky Department of Education: Important Due Dates for Superintendents document will be provided as a resource to all superintendent candidates and used as a guide within the ADOL 669: Superintendent Practicum which is threaded throughout the program. The following course schedule and sequence are as follows:
Cohort Course Sequence and Schedule Certification Only

<table>
<thead>
<tr>
<th></th>
<th>Session IG</th>
<th>Session IIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester I</td>
<td>ADOL 644</td>
<td>35</td>
</tr>
<tr>
<td>Semester II</td>
<td>ADOL 671</td>
<td>35</td>
</tr>
<tr>
<td>Semester III</td>
<td>ADOL 672</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>ADOL 669</td>
<td></td>
</tr>
</tbody>
</table>

Each superintendent candidate will be assigned a superintendent mentor. Candidates will shadow and interact with their superintendent mentor throughout the program. During the IIG Session of each semester the candidates will participate in practicum activities (35 hours per IIG Session) in order to focus on the Important Due Dates for Superintendents and the activities that support these dates, as well as conducting components of their capstone which will culminate at the end of the third semester. Superintendent mentors will share information and documents that are vital to the roles and responsibilities of the superintendent. The KDE Important Due Dates Document with the course alignment is located in Appendix L.

The candidate will be mentored beginning with ADOL 644: Introduction to District Administration and throughout the coursework culminating in ADOL 669. Both a University and district mentor will be engaged with the candidate and collaborate on the activities and projects that will comprise the clinical experience. The Director of Education Leadership and the Graduate Chair are responsible for the program effectiveness, curriculum alignment, mentoring process, and the facilitation of communication with the school districts. The effectiveness of the program is supported through the coordination and quality of field experiences and mentorship as well as the synchronous session instruction, discussions, and reflections.

Regardless of the entrance dates of candidates into the program, district-based mentoring will target a four-month cycle of superintendent activities that correspond to the time of the year and the KDE Important Due Dates for Superintendent during the IIG session of each semester. While ADOL 644: Introduction to District Administration, ADOL 671 and ADOL 672 have specific content, time will be allocated for the capstone project and the reflection of the field experiences. A professional growth plan will be developed by the University and district mentor in collaboration with the candidate during the first course, ADOL 644 and reviewed prior to the transition points at Pillar VII (midpoint) and Pillar IX (exit).

The capstone project will also be initiated in ADOL 644 and a capstone advisor will be assigned to work closely with the candidate throughout the program and in collaboration with the district-based mentor and course instructors to ensure that the capstone project is designed, implemented, data collected and analyzed to determine the impact of the project on student achievement. Candidates in discussion with the district-based mentor will identify the action-based research study selected from the district’s current improvement plan actions and strategies. The candidate will log their field experiences and provide reflections on the lessons learned. The field experience documentation will be uploaded into the university’s data collection system, EduCan. These reflections and field experience documents will be submitted twice each session.

The candidate will complete a Field/Clinical Experience Dispositions Evaluation as a self-assessment (see Appendix B) in ADOL 644: Introduction to District Administration. Each semester the district-
based mentor, capstone advisor or instructor will complete a disposition form on each candidate. The university’s disposition assessment is aligned to the University of the Cumberlands’ Standards 11 and 12, ISLLC and TSSA standards. Candidates who do not meet the expectations on the reviews of the disposition assessments and/or the professional growth plan or any of the field-based experiences or synchronous course sessions will be required to meet with the assigned university capstone advisor or course instructor and district-based mentor to develop a corrective action plan (see Appendix B).

The district-based mentor and the candidate will conduct the final review of the professional growth plan as an exit requirement in Pillar IX. Candidates will complete a survey at the end of the program responding the program effectiveness, mentor support and field experiences.

The role of mentoring is a key component of developing, supporting and sustaining effective school and district leaders. The need for programs to provide quality feedback to aspiring school leader candidates and an understanding of their role as transformational leaders (Crow & Matthews, 1998; Brown-Ferrigno & Muth, 2004; King & Bouchard, 2011) has prompted the development of a feedback loop that blends the role of mentoring and opportunities for daily feedback from multiple sources, including peer, mentor, instructor and self-reflection. These forms of feedback are given online and face-to-face in a continuous feedback loop that assists the candidate in reviewing, reflecting and refining their skills and abilities to become a school or district leader.

The process requires periodic feedback from peers, weekly feedback from instructors and mentors, and daily self-reflective feedback throughout the program. Discussion boards and online chats are used to provide peer and instructor feedback and a focus on reflective practice. School-based mentoring, site visits from program faculty, and Saturday sessions with peers and instructors offer face-to-face feedback opportunities. Program journals encourage daily self-reflection and an opportunity to place in writing lessons learned and thoughts on how to continuously improve their professional practice.

**Figure 1. Candidate Feedback**

Candidates program journals recording daily self-reflection and identification of lessons learned and thoughts on how to continuously improve their practice. Periodic feedback from peer; weekly feedback from instructors and peers through discussion boards and online chats.

School-based mentoring, site visits from program faculty, and Saturday sessions with peers and instructors in face-to-face feedback opportunities.
The roles and responsibilities of the district-based mentor and capstone advisor are centered on performance expectations, performance plans, supportive interactions and productive partnerships. District mentors are a component of UC’s integrated support system that addresses roles, responsibilities, and relationships of various functions involved in supporting aspiring superintendent candidates.

District-based mentors and capstone advisors adhere to the following principles:

- Organizational expectations function as the key driver for developing and supporting school leaders.
- Performance Mentors are able to clarify and contextualize expectations as well as identify development needs of leaders based on analysis of results from various leadership assessments.
- Performance Plans provide a focus on specific expectations for moving an organizational priority forward.
- Performance Mentors provide assistance in the development of these plans which provide direction for the supportive interactions initiated with the leaders.
- The situational nature of personal and organizational development requires a blend of a variety of forms of support.
- Performance Mentors are skilled in discerning the needs of leaders and are able to provide multiple modes of support for different situations and contexts.
- A Leader Support System developed for the purpose of supporting organizational priorities is by nature a collaborative enterprise.
- Performance Mentors must be skilled at establishing and sustaining relationships with all of the individuals involved in developing, supporting and supervising the leaders.

The Mentoring Effectiveness Rubric is used to assess the effectiveness of both the district-based mentor and the capstone project advisor. Mentors and capstone advisors are evaluated on their effectiveness and support for candidates in the areas of planning and preparation, providing technical assistance and modeling/professionalism, establishing expectations and reflection. The rubric will be completed by the candidate.

---

**Continuous Assessment Plan**

The University of the Cumberlands’ Superintendent Certification Program includes three major areas of assessment: program effectiveness and candidate transition assessments and field experiences. In addition to the annual Unit Program Review Retreat held each summer, the University of the Cumberlands has developed both program and candidate/graduate feedback loops that are used to inform a) the program’s content and pedagogy, recruitment and selection of candidates, and clinical experiences, as well as b) candidate/graduate feedback throughout the program and during their first five years in this administrative position.

The Unit has developed a continuous assessment model that represents the checkpoints or Pillars at which candidate performances are assessed. This model also serves as a graphic representation of how the Conceptual Framework is interwoven throughout the candidate preparation process. At each Pillar, candidates are assessed and evaluated on coursework, dispositions, and performance criteria. These criteria may be in the form of formative evaluations, standardized tests, portfolios and summative evaluation, which incorporates candidate evaluation on the standards. The standards alignment to assessments is found in the course syllabi for each course. Data is aggregated for feedback to faculty and is used to help facilitate program improvement and/or change. All programs have three Pillars at...
which candidates are assessed: Pillars VII (entrance), VIII (midpoint), and IX (exit).

Transition I: Admissions. The institution’s system for evaluating an applicants’ admission portfolios for entry into the superintendent program is divided into two categories: admission to the university and admission to the unit.

Admission to the University: The University requires evidence of the following items to be admitted to the university. At the time of admittance to the university, the admissions office informs the unit and the unit then completes the admission process prior to enrollment to the Superintendent Certification Program.

- Master’s Degree from accredited IHE
- Minimum 3.0 Cumulative GPA
- Three (3) letters of recommendation, including one from a superintendent or designee.
- Valid Teaching License
- Three (3) years of verified teaching experience
- Two (2) years of verified Educational Administrative experience (16 KAR 3:010)
- Level II Principal OR Level II Supervisor of Instruction certification
- Signed copy of Kentucky Code of Ethics

Admission to the Unit: The School of Education Admissions Committee requires submission of the following items to be admitted to the unit. At the time of admittance to the unit, the candidate registers for classes based on the candidate’s planned program contract.

- Entry Level Writing Assessment
- Interview
- Meeting with Candidate’s advisor for review of ISSLC & TSSA Standards
- Favorable disposition assessment (Superintendent Recommendation Form)
- Superintendent Unit Score Form

The rubric used to score the candidates admission criteria includes scoring of the entry level writing assessment, interview evaluation, disposition assessment/recommendation, and overall Superintendent Unit Score Form. Copies of the scoring forms for the writing assessment, interview, disposition assessment/recommendation and overall unit score form are included in Appendix F. Once all admissions requirements are met for admissions to the university, the candidate receives notice and is provided information for admission to the unit. Upon completion of admission to the unit, the candidate is again notified of admittance and approval to enroll in program courses. This information is found in the Admission to the University and Admission to the Unit columns of the rubric.

Transition II. Midpoint: Describe the institution’s system for evaluating the candidates at the midpoint of the program.

The Advising Office notifies the candidates at the midpoint and provides the checkpoint assessments that each candidate must have completed in order to continue to enroll in program courses. Each candidate is required to meet with their advisor after successful completion of six credit hours (two courses). Candidates must also have sent their first submission of the capstone project to their capstone advisor, review their planned program and have one on file, maintain a cumulative GPA of 3.0, submit two favorable dispositions, one from a P12 partner/mentor and one from a university instructor, and have completed all standards-based assessments and field experiences required in ADOL 644 and ADOL 672.
Candidates must also review and sign and update the Kentucky Code of Ethics on file.

Candidates will receive notice when all midpoint assessments have been completed and they are eligible to move to Pillar IX.

**Transition III**

Prior to exiting the program, candidates will be assessed through completion of coursework with a cumulative GPA of 3.0. The courses ADOL 672 and ADOL 669 require a professor and P-12 partner/mentor complete dispositional assessments for each candidate. Pillar IX also requires each candidate to complete a written Capstone Project Report and PowerPoint Presentation. A signed copy of Kentucky Professional Code of Ethics is also required. All twelve hours in the program must be taken at the University of the Cumberlands. The Graduate Advisor, Director of the Education Leadership Program and the Registrar, will determine successful completion of the official curriculum contract. Upon approval of the curriculum contract, the candidate will meet with the Certification Office to complete the forms necessary for status or certification submission to EPSB.

---

**Capstone Project**

**Overview of the Capstone Project**

The capstone project is based on the candidate’s comprehensive district improvement plan (CDIP) and the knowledge concepts, processes and skills gained from coursework and field experiences aligned throughout the program. The capstone project will be assessed on the ISLLC and TSSA standards. The capstone project provides opportunities for candidates to design, implement, collect and analyze data, make data-driven decisions and lead a district improvement effort. This action research must impact learning and student achievement.

The capstone advisor will support the capstone project throughout the program and will ensure that candidates stay on track and complete their project on time. Any candidate that does not submit their written project and conduct a public presentation by the end of ADOL 669 will not be recommended for certification.

**Plan for Capstone Project at the End of Pillar IX**

This project offers the candidate an opportunity to conduct research that:

- Enables candidates to identify, define and validate district needs.
- Proposes a plan for improving a real world district problems of practice.
- Facilitates reflective and critical thinking about district leadership and the degree to which candidates have learned and engaged in research and data analysis.
- Contributes to the assessment of candidate’s knowledge and performance in relation to the ISLLC, TSSA, and Next Generation Superintendent Standards.

Candidates prepare a final presentation, reporting findings and proposing recommendations to share with district administrators and other stakeholders. The Capstone Project reflects the framework for the program and builds across the prescribed coursework.

University of the Cumberlands, in partnership with local districts, requires superintendent candidates to solicit problems of practice that have been identified by the district and uses actual district data and research as the basis for their Capstone Project. From this action research, the candidate analyzes the data and uses the data supported by research to develop an improvement plan. The university encourages
districts to participate by providing 1) clinical/field experiences for the candidate in a real-life setting and 2) opportunities for the university to give back information and resources to their partner districts that is helpful and timely.

**Courses with Capstone Project Content (Certification Only)**

<table>
<thead>
<tr>
<th>Level I Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADOL 644 <em>Introduction to District Administration</em></td>
</tr>
<tr>
<td>Introduce the Capstone Project</td>
</tr>
<tr>
<td>Candidate Identifies Capstone Project Problem of Practice and Development of Project Plan</td>
</tr>
<tr>
<td>ADOL 671 <em>Instructional Leadership: School Superintendent</em></td>
</tr>
<tr>
<td>Capstone Project Research and Data Collection Implemented</td>
</tr>
<tr>
<td>ADOL 672 <em>School Administration and Regulation</em></td>
</tr>
<tr>
<td>Capstone Project Analysis of Data and Research</td>
</tr>
<tr>
<td>Capstone Project Development of Proposed Action to Solve Identified Problem of Practice</td>
</tr>
<tr>
<td>ADOL 669 <em>Practicum: Administrative Superintendent</em></td>
</tr>
<tr>
<td>Capstone Project Completion of Written and PowerPoint Presentation</td>
</tr>
<tr>
<td>Capstone Project Presented to School Community and Graduate Education Committee for Approval and Passage of Project</td>
</tr>
</tbody>
</table>

**Components of the Capstone Project**
The Capstone Project requires a minimum 120 hours of effort on the candidate’s part. Completed projects must demonstrate that the candidate:

- commands a thorough understanding of the area(s) of professional literature in which the project is situated;
- links and draws upon central strands of coursework in the candidate's program in the conception and execution of the project;
- uses research and inquiry methods appropriate to the project;
- expresses the nature, means, and intent of the project with clarity; and
- makes appropriate use of citations, references, and other editorial conventions according to APA or other professionally appropriate publication style in all written components of the project.

Candidates must receive approval from their capstone advisor and ADOL 644 instructor for the proposed project. Upon completion, a copy of the completed Capstone Project will be housed in the School of Education and candidates may be asked to present their capstone project in educational conference or other settings.

**Final Capstone Project Report**
The Capstone Project Presentation serves as the exit exam of the program and is heavily weighted for quality and substance in the written Capstone Project paper. The paper must include the following components:

1. Title page — Name, title, Advanced Educational Studies: Capstone Project Paper, date, advisor
2. Abstract — this paragraph serves as a concise description of the principle results or accomplishments.
3. Copyright page
4. Introduction section — Includes background (the things the reader must know to understand the work), motivation (why is the research problem important?) and context (what has already been done or is currently being done by others, and how will the candidate’s contribution fit together with and contribute to previous efforts?)
5. Literature Review section — This section allows candidates to place the literature that supports the methodology, research and technical details of their work together in one place so that the information can be readily reviewed and so that they do not distract the reader in later sections.
6. Results and Discussion section — Show and explain the candidate’s data and observations, and then interpret them. The discussion gives meaning to the data, explains their significance, and relates them to a broader context. Some prefer to separate the results and discussion sections while some prefer to integrate them. In any case, be sure that the reader can readily differentiate your results from their interpretation.
7. Conclusions section — summarize the main conclusions of the work and the significance, and present your proposed plan for improving the problem of practice.
8. References — most bibliographic references to existing literature occur in the introduction, though the other sections may also need them. The format of the reference section, or bibliography, should be APA.
9. Acknowledgements — Advisor, collaborators, others.

Figures and tables should have self-contained captions (axis labels, clearly-defined units, all features and annotations identified) and should be integrated into the body of the report. Appendices may be added as needed for extensive tables, program code, etc.

Exit Evaluation: Culminating Performances/Capstone Project Presentation
The exit evaluation is a required component of the Superintendent Certification Program. It is a culminating activity selected to provide an opportunity for candidates to present their research, analysis and recommendations for solving a real school district problem of practice. The Capstone Project offers each candidate an opportunity to conduct research that is intended to:

- enable candidates to identify, define and research district needs
- propose a plan for improving a real world district problem of practice
- facilitate reflective and critical thinking about district leadership and the degree to which candidates have learned and engaged in research and data analysis
- demonstrate the candidate’s level of mastery of data analysis and use of current school district databases.
- candidates must successfully prepare a final presentation and report of findings and recommendations to share with 1) school and district personnel/group, 2) the Capstone Project exit committee which may include P-12 partners, university faculty, former program graduates and other stakeholders. These presentations may be videoed and archived for Unit documentation and program review.

The University of the Cumberland’s School of Education enters into partnership agreements with all school districts from which candidates are enrolled in the UC Superintendent Certification Program. The agreement focuses on the district and university mentoring and support for the candidate(s) and the agreement of the district to provide access to information and data, opportunities to participate in district administrative experiences and support for university assigned field experiences and course work assignments.
Licensure Information

The Kentucky Education Professional Standards Board issues a five year Certificate for Superintendent to applicants who:

- Complete an approved program of preparation
- Have the appropriate requirements for certification, as established in KAR Title 16; and
- Have at least two (2) years of experience in a position of school principal, supervisor of instruction, guidance counselor, director of pupil personnel, director of special education, school business administrator, local district coordinator of vocational education, or a coordinator, administrator, or supervisor of district-wide services. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board.
- Hold a valid statement of eligibility for a Kentucky teaching certificate;
- Completed the preparation program on the basis of criteria developed by the teacher education institution pursuant to 16 KAR 5:010;
- Hold a master's degree;
- Completed Levels I and II preparation and certification for the position of school principal, or supervisor of instruction; or

For candidates who completed preparation for principal prior to 1988:

- Completion of at least three (3) years of full-time teaching experience, including at least 140 days per year

Additional Information: The professional certificate for instructional leadership - school superintendent shall be valid for the position of school superintendent and assistant superintendent.

How to apply for Superintendent Certification

- Fill out TC-1 (.pdf) application form (page 5 of the form is sent to EPSB from the university, recommending the appropriate certificate)
- Submit a $50 money order or certified check made payable to the "Kentucky State Treasurer" or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
- Submit an OFFICIAL transcript showing the completion of coursework for this certificate
- Upon receipt, the EPSB will issue a 5-year Professional Certificate
- Mail to:

  Division of Certification
  Education Professional Standards Board
  100 Airport Road, 3rd Floor
  Frankfort, Kentucky 40601

Superintendent Certification Renewal:

Each five year renewal shall require:

- Completion of a TC-2 (.pdf) application and
- Completion of two years of experience as a school superintendent or assistant superintendent;
- Three semester hours of additional graduate credit or the equivalent related to the position of school superintendent; or
- Completion of forty-two (42) hours of approved training selected from programs approved for the Kentucky Effective Instructional Leadership Training Program.
• Submission of a $50 money order or certified check made payable to the "Kentucky State Treasurer" to the EPSB or applicants may also use EPSB "E-Pay" online payment service to pay certification fees once the completed application has been mailed.
• Mail to:

  Division of Certification
  Education Professional Standards Board
  100 Airport Road, 3rd Floor
  Frankfort, Kentucky 40601

Additional Information: If a lapse in certification occurs for lack of the renewal requirements, the certificate shall be reissued for a five year period after the completion of an additional six semester hours of graduate study or the equivalent appropriate to the program.
Reflective Constructors of Quality Learning Experiences through Critical Thinking

University of the Cumberlands
Curriculum Contract

GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT

Ed. S. - Superintendent (Administrative P-12) 30 Hour Program

Candidate Name: ___________________________ Student ID Number: ___________________________

Home Address: ___________________________ School: ___________________________

Home/Cell Phone: ___________________________ School Phone: ___________________________

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Date Completed</th>
<th>Grade</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADOL 644</td>
<td>Introduction to District Leadership (first course)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 643</td>
<td>Special Education and School Leadership</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 672</td>
<td>School Administration and Regulation</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 671</td>
<td>Instructional Leadership: School Superintendent</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDOL 547</td>
<td>Diversity in Multicultural Society</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 628</td>
<td>Professional Learning Communities</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ELSOL 730</td>
<td>Politics of Educational Decision Making</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 632</td>
<td>Human Resource Management and Supervision</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 634</td>
<td>Business Management in Public Schools</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ADOL 631</td>
<td>School Program Improvement</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Continuous Assessment: Once admitted, a GPA of 3.0 must be maintained.

Admissions to the University

- Master’s Degree from accredited IHE
  - Yes [ ] No [ ]
- Minimum 3.0 Cumulative GPA [ ]
- Three (3) letters of recommendation (date)
  - 1. [ ] 2. [ ] 3. [ ]
- Valid Teaching License (state) (date)
- Three (3) years of verified teaching experience (date)
- Two (2) years of verified Educational Administrative experience (16 KAR 3:010) (date)
- Level II Principal OR Level II Supervisor of Instruction certification (date verified)
- Signed copy of Kentucky Code of Ethics [ ] Yes [ ] No [ ]

Pillar VII Unit Admission Assessments

- Entry Level Writing Assessment
- Signed copy of Kentucky Code of Ethics
- Interview (date)
- Meeting with Candidate’s advisor for review of ISSLC & TSSA Standards (date)
- Favorable Disposition Assessment (date)

Pillar VIII Midpoint Assessment

- Midpoint assessment (Based on one or more case studies) with advisor when candidate accumulates 6 hours credit
- Capstone Project: first submission (date)
- Completed Planned Program on File
- Minimum 3.0 Cumulative GPA
- Two favorable disposition assessments (date)
- Completion of Standards-based assessments embedded in ADOL644 and ADOL672 (date)
- Field Experience Completed (date)
- Signed copy of Kentucky Code of Ethics (date)
- UC Character and Fitness Completed (date)

Pillar IX - Exit Requirements

- Eighteen (18) hours of 600 level courses completed for Rank I
- A minimum of 21 hours completed at University of the Cumberlands (Maximum 9 hours may be transferred in)
- Capstone Project Presentation/Approval (ADOL645) (date)
- Minimum 3.0 Cumulative GPA
- Six (6) year time limit not exceeded
- Application for Graduation submitted
- Signed copy of Kentucky Code of Ethics (date)
- TC-1 submitted to UC Certification Office (required for rank change/certification only)

Student’s Name (Indicating Responsibility for the above) (Date) Advisor’s Name (Date)