

2009 – 2011 Graduate Bulletin - Catalog



MISSION STATEMENT

Campbellsville University is a comprehensive, Christian institution that offers pre-professional, undergraduate and graduate programs. The university is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The university prepares students as Christian servant leaders for life-long learning, continued scholarship, and active participation in a diverse, global society.

CORE VALUES

- To foster academic excellence through pre-professional certificates, associates, baccalaureate, masters, and doctoral programs through traditional, technical and online systems
- To provide an environment conducive for student success
- To uphold the dignity of all persons and value diverse perspectives within a Christ-centered community
- To model servant leadership through effective stewardship of resources

CAMPBELLSVILLE UNIVERSITY

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Offices are open Monday through Friday from 8:00 a.m. to 5:00 p.m., Eastern Time.
Visits to the campus are encouraged and welcomed.

This Bulletin-Catalog is for informational purposes and does not constitute a contract between Campbellsville University and any member of the student body, faculty, or the general public. Campbellsville University reserves the right to modify, revoke, add programs, requirements, or costs at any time. Students who have been out of school for at least a year will typically be subject to the requirements currently in effect.

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GENERAL INFORMATION

Introduction

Campbellsville University is a private, post secondary educational institution founded in 1906 and affiliated with the Kentucky Baptist Convention.

Location

The University is located on a 70 acre campus within the city of Campbellsville, Kentucky (population 11,000) in the geographical center of Kentucky at the intersection of routes KY 55 & 210 with US68. It is located approximately 40 miles southeast of Elizabethtown, Kentucky.

History

The University began classes in 1907 as the Russell Creek Academy in order to provide secondary/preparatory education for young people preparing for college as well as theological education for laypersons and clergy of the Baptist and other Protestant churches. In 1933, the University gained admission to the Kentucky Association of Colleges and Secondary Schools, and in 1949 was accredited by the Southern Association of Colleges and Schools (SACS) as a junior college. In 1963, the University achieved accreditation as a liberal arts senior college and became a full member of the Southern Association of Colleges and Schools. In 1996, with the blessings of SACS, the trustees of the college changed the status of the institution to that of a university, accredited to offer coursework at levels I, II and III of post secondary education.

Student Responsibilities

It is the responsibility of the graduate student to become familiar with the general regulations for graduate study and their appropriate program of study requirements as stated in this bulletin. The graduate student is also responsible for completing all program requirements within the permitted time limit for each graduate program.

Admission to graduate programs does not imply admission to candidacy for a degree. When nine hours have been completed, the student must apply for degree candidacy. Requirements for degree candidacy are nine hours of classes completed at Campbellsville University, no incomplete grades and a GPA of 3.0 or higher. Degree candidacy is an opportunity to permit the graduate faculty of a graduate program to review the work of the applicant and determine the capability of the student to complete the program. If the conditions are not met, degree candidacy will be delayed until 15 hours are completed. Students will not be permitted to enroll in classes after 15 hours have been earned if degree candidacy has not been obtained.

Graduate study is typically more research oriented, more specialized and more rigorous than undergraduate work. Therefore, graduate students are expected to show independence toward seeking knowledge and reflect a mature and professional attitude toward scholarly endeavor. Due to the demands of graduate work, students are expected to exercise time management skills and organizational skills enabling them to maintain successful levels of work.

Degree Application

All candidates for graduation must complete an Application for Graduation in accordance with a schedule distributed by the Office of Student Records at the beginning of the fall trimester of the school year in which the degree work is to be completed.

Library Resources

The Montgomery Library houses more than 120,000 volumes in its total collection and is extensively connected to a vast quantity of academic resources through specialized Internet research engines. New graduate students should approach the University Librarian, Dr. John Burch, related to the acquisition of appropriate passwords. Library loan services are also available as needed. Standard resource instructions may be obtained by visiting the University web site to access the University's database: <http://www.campbellsville.edu>.

Computer Education

A full range of courses in Computer Information Systems is available through the CIS Department of the College of Arts and Sciences. All of them are available to graduate students wishing to enroll. Each graduate student is encouraged to own or have access to a computer with a personal e-mail address for purposes of communication with faculty and classmates. Research support through the use of computers in the Library, Technology Training Center, or Computer Centers may also be available by appointment.

Tuition and Fees

Graduate students should consult with the Business Office staff for accurate information related to tuition and fees for any academic year.

Housing

Applications for student housing should be made as soon as possible before the beginning of any given academic year or semester. Students wishing to live in campus housing should inquire of the Director of Resident Life (270-789-5005), and students wishing to live in University-owned off-campus housing may apply by calling the Office of the Vice President of Finance and Administration (270-789-5304).

Equal Opportunity

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, Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions policies; or employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Inquiries or complaints should be directed to Director of Human Resources, Campbellsville University, UPO Box 784, 1 University Drive, Campbellsville, KY 42718.

Compliance with the Rehabilitation and American Disabilities Acts (ADA)

No qualified individual with a documented disability shall be excluded from participation in, denied benefits or, or otherwise subjected to discrimination in any of Campbellsville University's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. **Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within 3 years) documentation of the disability after acceptance to the University and before registration.**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Disabilities

According to the Americans with Disabilities Act, a person with a disability is one who:

- has a physical or mental impairment which substantially limits a major life activity
- has a record of history of such impairment, or
- is regarded as having such an impairment.

Documentation

The Coordinator of Disability Services will ask for documentation to verify the disability, and if appropriate, will cooperate with instructors and Academic Support services to facilitate and track accommodations and services.

No accommodation will be provided without documentation. In addition, Campbellsville University will be unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student's disability is considered confidential. Information will not be released to anyone without the express written permission of the student.

Reasonable Accommodations

- Accommodations are provided on an individual basis.
- Accommodations are provided to support the educational development of students with disabilities.
- In addition to the academic support services available to all Campbellsville University students, some examples of reasonable accommodations include extended time for tests, administration of oral tests, note-taking assistance, and use of assistive devices such as calculators or computers.

Students Right to Know and Campus Security Act

Campbellsville University complies with the Federal Student Right to Know and Campus Security Act.

Military Withdrawal Policy

This policy is established for Campbellsville University students who may be called to active military duty while a student. The University will assign the grade of W (withdrawal without penalty) for all classes not completed and refund 100% of student out-of-pocket payment for classes in which a grade of W is assigned during the first three-fourth of the semester. The student cost for room, board, and fees will be prorated. If 75% or more of the semester has been completed, the University will allow the student the choice of W's and follow the refund policy stated above or assign a grade of I (incomplete) and will allow the student to complete these courses within one year of deactivation.

GRADUATE ADMISSIONS

To enroll in a graduate program at CU requires that you complete a separate set of processes for both the Office of Admissions and the school/college of the program you are pursuing. It is important for you to keep records of what you have done and for whom.

You will apply to the Office of Graduate Admissions. They will work with you to gather the necessary documentation that your school/college will use to determine your eligibility. Upon receipt of the documentation, the school will evaluate your credentials and inform you of its decision.

Processes for the Office of Graduate Admissions

Documentation/Credentials – All candidates must submit the following to the Office of Graduate Admissions.

- Graduate Application & Fee – Attach the non-refundable \$25.00 to the application.
- Transcript – An official copy of your transcript for any and all of the following:
 - The institution granting your bachelor's degree
 - The institution granting any master's or doctoral level degrees
 - Institutions where you did post-baccalaureate, graduate or doctoral level work.
- No more than 12 hours of transfer credit will be accepted (no more than 6 hours for MBA program).
- Test Scores – An official copy of test scores as indicated below.

Program	GRE	PRAXIS (formerly NTE)	GMAT	LSAT
MAE	Y ¹	Y ²		
MASE	Y ¹	Y ²		
MASS	Y ¹	Y ²		Y ³
MAM, MMCM				
MMME		Y		
MTh	Y			
MBA	Y		Y	
MSC	Y			
¹ PRAXIS accepted ² GRE accepted ³ PRAXIS or GRE accepted				

- TOEFL (Test of English as a Foreign Language) – Required for international applicants whose primary language is not English and who are not graduates of a college/university in the United States. A paper test score of 550 or computer score of 213 is required for all programs.
- Two Letters of Reference
- FAFSA (Free Application for Federal Student Aid) – Required for U.S. resident students seeking Stafford Loans.

Send all of the above documents to:

Office of Graduate Admissions, UPO 782, 1 University Drive, Campbellsville, KY 42718

All applicants for admission must be approved by the Graduate Council.

Campbellsville University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate's, bachelor's and master's degrees.

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CARVER SCHOOL OF SOCIAL WORK AND COUNSELING

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Master of Science in Counseling

Master of Social Work

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Dr. Darlene Eastridge, Dean

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Master of Social Work (M.S.W.)

OVERVIEW

The mission of the Carver School of Social Work Master's program (M.S.W.) is to expand career opportunities and prepare family practitioners and/or global social service providers and/or administrators through advanced social work academic preparation in a Christ-centered environment. In the spirit of Christian service, graduates apply advanced level professional social work skills in regional, national and/or international settings for the purposes of improving the quality of life.

Guided by the mission of the MSW program and influenced by the missions of the university, the baccalaureate social work program, the social work profession and the needs of the local, regional, state and international community's the MSW program strives to attain the following goals:

1. To prepare advanced level social workers to lead and serve as advanced level practitioners, service coordinators, service administrators, policy analysts' and program developers.
2. To equip graduates with advanced social work knowledge, values and skills in preparation for service with diverse, at-risk, marginalized, oppressed populations which exist in rural, urban, national and international locations;
3. To prepare social work practitioners that are skilled in evaluating and linking empirical knowledge, social work practice wisdom, social research and practice outcomes;
4. To stimulate a desire within graduates for the pursuit of life-long-learning and Christ-centered service.

ADMISSION REQUIREMENTS AND PROCEDURES, CURRICULA AND GRADUATION REQUIREMENTS

Unconditional Admission

1. Applicants must submit a completed University graduate application form.
2. Applicants must submit a completed Carver School MSW Graduate Program application form.
3. Applicants must have completed a Baccalaureate Degree with a minimum of 15 hours of liberal arts education
4. Applicants must submit official transcripts of all college work from accredited institutions (both undergraduate and graduate) confirming a minimum overall grade point average (GPA) of 3.0 on a 4.0 scale.
5. Applicants seeking Advanced Standing must have completed a Baccalaureate Social Work Degree at a CSWE accredited program.
6. International students must have a 2.3 computer generated or a 550 paper generated TOEFEL (Test of English as Foreign Language).
7. If student do not have the required GPA they may apply but should have a GRE aptitude score of 850 [combined verbal and quantitative scores]. The GRE is not required for those with a 3.0 or greater undergraduate GPA.
8. Applicants must submit three recommendations using the standardized social work program recommendation form as presented in the M.S.W. program application packet.
9. Applicants must submit a signed statement of understanding affirming the support for NASW Code of Ethics and the standards of this MSW program.
10. Applicants must type and submit a 500-1000 word essay indicating why they wish to practice professional social work and be considered for acceptance in this program.
11. Applicants must provide a statement indicating whether they have a legal history which contains a misdemeanor or felony conviction.

Provisional Admission

Applicants not meeting all of the above prerequisites may be considered by the MSW Graduate Council. Students provisionally accepted will:

- Have their course performance assessed regularly by their advisor who will report progress to the M.S.W. Graduate Committee.
- Maintain a 3.0 overall GPA or greater while in the graduate program.

The M.S.W. Program Director will assign an advisor to students accepted into the program. An appropriate graduate faculty or education tutor will be assigned by the Program Director if a grade lower than a B is awarded in any graduate course and the need for specialized mentoring is encountered.

Admission Notification

Applicants will receive notification of acceptance once all admission requirements are met. The Graduate Council recommends full, provisional or non acceptance. Applicants are advised to contact the Carver School of Social Work & Counseling occasionally to monitor the progress toward the completion of their application materials (letter of recommendation, transcripts and so forth) prior to receiving official notification of status.

CURRICULUM OF THE MASTER OF SOCIAL WORK

The Carver School of Social Work and Counseling at Campbellsville University is committed to providing a comprehensive social work education to all who meet eligibility requirements. Those who have obtained approval from the MSW Program Admissions Committee will be expected to follow the course sequence outlined in this section of the handbook. Upon meeting admittance criteria, the student will be assigned a Social Work Faculty Advisor. Each student is responsible for scheduling an appointment three weeks prior to the upcoming trimester to review and schedule classes for the next trimester.

The Masters in Social Work is a 60 credit-hour program; however, students holding a baccalaureate degree in social work from a Council on Social Work Education (CSWE) accredited undergraduate program may apply for advanced standing. Students having completed their accredited undergraduate social work degree over 10 years from application date may be requested to take a competency examination offered at the Carver School of Social Work in order to qualify for advanced standing. If an applicant is approved for advanced standing they may complete their degree in 32 credit-hours by enrolling in the MSW Advanced Year. Students with an undergraduate degree in any subject area are welcomed to pursue a master's degree in social work.

Students are advised to adhere to one of the following sequence plans:

PROGRAM SEQUENCE

The 60 credit-hour MSW curriculum includes both the Foundation Year and the Advanced Standing Year and is required for applicants having completed an undergraduate non-social work degree or an undergraduate social work degree that was not accredited by the CSWE at the time of graduation.

MSW Foundation Year (28 credit hours)

The foundation year (first year) of the MSW program is for students that do not have an undergraduate degree in social work from a CSWE accredited undergraduate social work program. Undergraduates who do not have the BSW yet wish to pursue the MSW degree are provided this option. This curriculum is offered in the evening and online and requires one year of continuous study to complete. A student enrolled in one course or two courses per trimester will take at least two years to complete the foundation year and two or more years to complete the advanced professional year.

MSW Advanced Year (32 credit hours)

The advanced year MSW core curriculum consists of courses that prepare students with the knowledge and skills to assess, evaluate, coordinate, advocate, develop and implement social services and programs in national and international settings. This curriculum emphasizes social justice, social planning, policy development, program implementation in the context of social obligation and missions. The core emphasizes history, research, assessment, advocacy, diversity, policy analysis, development, evaluation and service. The core consists of 15 credit hours of specified courses taught by doctoral social work educators and 8 credit hours of practicum experience. In addition to the core and practicum, students must successfully complete one of two concentrations (6 credit hours), Family Services or Global Social Services, and one elective course.

MSW Electives

The MSW program includes one elective course. This provides students an opportunity to explore a particular topic of interest that complements the core and professional content selected by the student. The selection of the elective course is made in consultation with the student's academic advisor. In addition to the knowledge and skills conveyed in the core curricula, students are required participation in one of two advanced practice concentrations. The practice concentrations are: Family Practice and Global Social Services.

COURSE SEQUENCE**Master of Social Work Two-Year Program – Year One****First Trimester**

Fall (September – November)

<u>Course ID</u>	<u>Title</u>	<u>Content Area</u>	<u>Credit Hours</u>
SWK 510	Foundation Practicum I	Foundation	2
SWK 520	Human Development	Foundation/Online	3
SWK 595	Practicum Seminar	Foundation	2

Second Trimester

Winter (January – March)

<u>Course ID</u>	<u>Title</u>	<u>Content Area</u>	<u>Credit Hours</u>
SWK 511	Foundation Practicum I	Foundation	2
SWK 530	Research	Foundation/Online	3
SWK 545	Practice Foundation I	Foundation	3

Third Trimester

Spring (March - May)

<u>Course ID</u>	<u>Title</u>	<u>Content Area</u>	<u>Credit Hours</u>
SWK 512	Foundation Practicum III	Foundation	2
SWK 575	Policy & Practice	Foundation/Online	3
SWK 546	Foundation Practice II	Foundation	3

Summer Term

(June - August)

<u>Course ID</u>	<u>Title</u>	<u>Content Area</u>	<u>Credit Hours</u>
SWK 513	Foundation Practicum IV	Foundation	2
SWK	Elective	Elective	3
SWK 570	Cultural Competency	Foundation/Online	3

Master of Social Work Two-Year Program – Year Two

First Trimester

Fall (September – November)

Course ID	Title	Content Area	Credit Hours
SWK 610	Field Practicum	Required	2
SWK 615	World Problems & Advocacy	Required	3
SWK 650	Change Theory	Required/Online	3

Second Trimester

Winter (January – March)

Course ID	Title	Content Area	Credit Hours
SWK 626	Advanced Practice with Children & Families	Family Core	3
SWK 611	Field Practicum	Required	2
SWK 665	Leadership & Supervision in Social Work	Required/Online	3
SWK 640	Organizational Behavior and Theory	Elective (Macro)	3

Third Trimester

Spring (March - May)

Course ID	Title	Content Area	Credit Hours
SWK 560	Psychopathology	Family Core	3
SWK 612	Field Practicum	Required	2
SWK 588	Community Organizing & Strategizing	Global Service Core/Online	3
SWK 655	Practice & Program Research	Required	3

Summer Term

(June - August)

Course ID	Title	Content Area	Credit Hours
SWK 613	Field Practicum	Required	2
SWK 625	Crisis & Abuse Counseling	Elective (Micro)	3
SWK 630	Global Practices & Social Programming	Social Service Core/Online	3
SWK 685	Community Development & Grant Writing	Social Service Core	3

PROGRAM STRUCTURE

Foundation Courses	28
SWK 510 Practicum	2
SWK 511 Practicum	2
SWK 512 Practicum	2
SWK 513 Practicum	2
SWK 520 Human Development	3
SWK 530 Research	3
SWK 545 Practice Foundation I	3
SWK 546 Practice Foundation II	3
SWK 570 Cultural Competency	3
SWK 575 Policy & Practice	3
SWK 595 Practicum Seminar	2

Advanced Standing	23
SWK 610 Field Practicum	2
SWK 611 Field Practicum	2
SWK 612 Field Practicum	2
SWK 613 Field Practicum	2
SWK 615 World Problems & Advocacy	3
SWK 650 Change Theory	3
SWK 655 Practice & Program Research	3
SWK 665 Leadership and Supervision in Social Work	3
SWK 685 Community Development and Grant Writing	3
Family Practice Track	9
SWK 560 Psychopathology	3
SWK 626 Advanced Practice with Children & Families.....	3
Global Social Services Track	9
SWK 588 Community Organizing & Strategizing.....	3
SWK 630 Global Policies & Social Programming	3
Electives.....	3
SWK 540 Group Counseling	3
SWK 590 Assessment I.....	3
SWK 601 Integrating Spirituality in Practice	3
SWK 620 Sociology & Abuse Counseling	3
SWK 625 Crisis & Abuse Counseling.....	3
SWK 690 Independent Study	1-3
SWK 581 Ethical, Legal & Professional Issues	3

COURSE DESCRIPTIONS

SWK 510-513 Foundation Practicum I through IV **8**

Field Education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of the generalist social work program objectives. Students are required to complete 480 hours of field education at an approved practicum setting that meets the criteria for social work field education as stated by the Council of Social Work Education. Field Education is divided into four two-credit hour modules (Practicum I, Practicum II, Practicum III, and Practicum IV) that will require 120 clock hours in each module for a total of 480.)

SWK 520 Human Development **3**

A thorough survey of the specified divisions of the life cycle from early childhood to death will be detailed in this course. Topics include life-cycle theories of development, developmental tasks, normal-abnormal behavior, models of moral, intellectual, social and physical development and learning theories will be explored. Counseling strategies for specific concerns in the life cycle will be emphasized.

SWK 530 Research Methods **3**

This course is an introduction to research methods and their application to research problems with emphasis on the conceptualization, design, completion, and evaluation of research in counseling. Course content includes an emphasis on the formal descriptions of the interaction between persons and their environments, presentation of a wide variety of designs, analyses, and conceptual approaches. Both quantitative and qualitative methods will be presented in the context of carrying out individual research projects.

SWK 540 Group Counseling	3
This course explores the principles of group counseling dynamics, group development, theory, and techniques. Course content includes developing competencies in self-intervention, growth, and competence in processes of small group practice; relationships within the family system and other small group settings; and the kinds and types of groups with emphasis on methods, problems, and needed skills in working with groups and families in a variety of settings.	
SWK 545 Practice Foundation I	3
This course provides basic skills necessary to perform generalist social work practice with individuals and families from differing social, cultural, racial, religious, spiritual, and class backgrounds. The problem solving process is introduced and practiced using a strengths model as the foundation for intervention. This course explores all system levels but primarily focuses practice on micro and mezzo systems. The process of evaluation and termination is explored in greater detail complementing the concurrently taught research methods course.	
SWK 546 Practice Foundation II	3
This social work foundation course prepares students with knowledge and skills in developing, conducting and evaluating interventions within mezzo and macro systems. Specifically, this course will prepare students to develop, conduct, lead and evaluate various types of groups within social work practice. Students will also explore the macro aspect of social work practice, i.e. neighborhoods, communities and organizations, demonstrating the ability to evaluate and intervene at these levels ethically and competently.	
SWK 560 Psychopathology.....	3
This course is an overview of contemporary perspectives on child and adult psychological disorders. Course content includes: Training in the use of the DSM-IV diagnostic system; examination of the role of culture, ethnicity, gender, and social class in symptom formation and the experience of illness and critical examination of these issues in clinical application of the DSM-IV.	
SWK 570 Cultural Competency	3
This course is designed to assist students in successful management of interpersonal relationships with people from differing cultural and ethnic backgrounds. Emphasis will be placed on social systems, value orientations, and lifestyles of minority groups in the United States, along with the effects of prejudice, discrimination and racism. Students will be expected to explore their own ethnicity and develop a greater understanding of one's origin.	
SWK 575 Policy & Practice	3
This interactive course will examine current social welfare policy and explore how social workers can become agents of change at the local, state, national, and international level. Historical and current patterns of the social service delivery system will be analyzed to gain insight about the relationship between social policy and social work practice. Social work roles that lead to empowerment will be highlighted. Course format will be interactive utilizing classroom debate and presentation, simulation games, and outside speakers.	
SWK 588 Community Organizing & Strategizing	3
Designed for graduate students, this course presents a historically framed, comprehensive synthesis of organizational theory which the student uses as a foundation for exploring, evaluating and proposing change in communities and service organizations, domestic and foreign. Topics include micro and macro economics, planning and development, administration, proposal writing, budgeting and financial management, evaluation research.	

SWK 595 Practicum Seminar	2
The Practicum seminar course is designed to provide students with the opportunity to have face to face meetings to share experiences, participate in classroom exercises, , and receive feedback from peers and the Field Education Director. This course will meet on campus concurrent with the first practicum as a supplement to the outside agency experience.	
SWK 610-613 Advanced Practicum	8
The advanced practicum is designed to allow the student an opportunity to integrate social work knowledge, ethics, and skills in a social work practice environment under the supervision of an MSW level social worker.. Students are required to complete 480 hours of field education at an approved practicum setting that meets the criteria for social work field education as stated by the Council of Social Work Education. Field Education is divided into 4 modules (Practicum I, Practicum II, Practicum III, and Practicum IV) that will require 120 clock hours in each module for a total of 480.	
SWK 615 World Problems & Advocacy	3
Students will assess global problems and examine the various dimensions of globalization; including, global concerns within the social welfare arena and how to advocate within. Through a social justice lens, students will critically evaluate the efficacy with which the social work profession lives up to its social justice mandate within the global context. The goal is to prepare students with the tools necessary to identify and address global social issues and embrace their responsibilities as Christian servants as global citizen.	
SWK 625 Crisis and Abuse Counseling	3
This course examines crisis theory including major assumptions, characteristics, and stages of a crisis situation. Counselor training and intervention techniques, with respect to crisis and abuse are assessed.	
SWK 626 Advanced Practice with Children & Families.....	3
Theories, methods, and techniques of intervention with children and families are the focus of this course. Emphasis is placed on a multidimensional view of intervention with children and family systems, giving attention to the social development of the family along with cognitive, behavioral, organic, educational, and environmental issues. Coordination of services with agencies, treatment and assessment instruments with his population are introduced and utilized within this course.	
SWK 630 Global Policies & Social Programming	3
This course will prepare students to practice international social work, international missions, and enhance student's local practice with diverse populations. Students will develop advanced social work skills of intervention and outreach in an international and/or domestic environment. Course content includes examining global interdependence, effects of globalization, the basic foundations of social development, cultural competence in living cross-cultures, global social services, elements of practicing and intervening cross-culturally, the elements of social justice and oppression, information about global organizations (including government, non-government and faith based), and networking with those organizations.	
SWK 640 Organizational Behavior & Theory.....	3
This course integrates theories and concepts from the behavioral and social sciences as a basis for understanding human behavior within organizations. It expands the "person in environment" perspective by considering the environment as a focus for practice. It applies ecological systems theory and generic social work process to communities and organizations. It also examines community and administrative practice roles, and the perspectives of strengths, empowerment, and evidence-based practice, along with the values of social justice, diversity, and participation.	

SWK 650 Change Theory 3

This course is a survey of the major theoretical systems applicable in social work, counseling and psychotherapy. Specific application of theoretical principles will be investigated, analyzed, and described regarding therapeutic intervention. Course content includes an emphasis in systems theory, development of intervention techniques, philosophies, principles, ethics, diversity and skill development through the video-stimulated recall (VSR) method where students critically interact with each other in reflection and integration of theory and practice for individuals, groups, families and social systems.

SWK 655 Practice & Program Research..... 3

An advanced course focusing on the application of research principles and techniques that builds upon previous practice and research courses. This course emphasizes an evidence-based approach to social work practice and the delivery of human service programs. Quantitative and qualitative research methods and commonly used statistical procedures and approaches are applied to the evaluation of social work practice interventions and the evaluation of human service programs.

SWK 665 Leadership and Supervision in Social Work..... 3

This course provides an overview of practice models and skills used in social work supervision and consultation from international and structural theoretical perspectives. Although the course emphasizes principles and practices of first-line supervision, it also introduces leadership concepts and skills for supervisors and program managers engaged in team building, program or organizational innovation, group decision-making, and mediating intra-staff conflict as well as conflict between staff and administration.

SWK 581 Ethical, Legal, and Professional Issues 3

This course provides an in-depth study of professional ethics, legalities, and professional issues relating to the professional practice.

SWK 685 Community Development & Grant Writing..... 3

This course seeks to deepen and expand the student's knowledge and understanding of community-based organizing and local economic development and how they can be combined through community-building strategies that are shaped by participative organizing and advocacy. Students will receive grounding in the factors underlying community distress: social, political, and economic, and explore managing financial resources, principles of philanthropy, fund raising planning and management, grant writing, and stewardship/accountability requirements.

Master of Science in Counseling (M.S.C.)

OVERVIEW

The Master of Science in Counseling (M.S.C.) is designed on a foundation of generalist core counseling courses that lead to a master's degree in counseling. The coursework consists of a broad array of counseling courses for the purpose of enhancing career opportunities. The program stresses academic excellence, Christian leadership, and personal growth within a nurturing, caring environment. The program expands the University mission in advancing students toward continued learning in all aspects of life with a special emphasis in the professional application of generalist social work practice. As a facilitator of change, the program prepares students to serve diverse communities, organizations, groups, families, and individuals, particularly in a rural environment, at all levels of social work practice.

In addition to the generalist core curriculum and the generalist counseling track, students may continue to pursue specialty tracks in marriage and family counseling and/or clinical counseling to academically prepare them to seek licensure in Kentucky and other states.

Applicants approved to pursue this degree may enter the program in any trimester or summer session as long as application materials have been received and approval granted by the M.S.C. Acceptance Committee one month prior to the start of a trimester. One-third of the M.S.C. core curriculum is taught in an online, web-assisted format. All of the counseling tracks are offered in the evening to accommodate the 25% non-traditional population from which Campbellsville University historically draws their students. Thus, each trimester the student participating in full-time study will enroll in one online course and two on-campus courses. Students desiring part-time study will seek consultation with their academic advisor to formulate an alternative academic plan.

A team of doctoral faculty from four interrelated and complimentary disciplines provides instruction in the Masters of Counseling Program: Christian Studies, Psychology, Sociology, and Social Work. Campbellsville University employs four Psychology faculty, two Christian studies faculty, two Sociology faculty, and three Social Work faculty qualified to teach in the M.S.C. program.

Class sizes are relatively small (12-15 students on average). The faculty give special attention to students and most usually they know every attendants name by the end of the first class. This M.S.C. program prides itself on relationships along with challenging and expanding student learning. As in the mission of Campbellsville University, this program works toward developing life-long Christian servant leaders who will contribute to the betterment of humanity.

ADMISSION REQUIREMENTS AND PROCEDURES, CURRICULA AND GRADUATION REQUIREMENTS

Unconditional Admission

1. Applicants must complete and submit the University's graduate application form.
2. Applicants must complete and submit the graduate application for the MSC program.
3. Applicants must submit official transcripts of all college work from accredited institutions (both undergraduate and graduate) confirming a minimum overall grade point average (GPA) of 2.75 on a 4.0 scale.
4. Applicants with an undergraduate GPA of less than 3.0 should have a GRE aptitude score of 850 [combined verbal and quantitative scores].
5. Applicants must submit three recommendations using the standardized counseling program recommendation form as presented in the M.S.C. Program application packet.
6. Applicants must submit a 250-500 word typewritten essay discussing why they want a master's degree in counseling and what aptitude/abilities they think they hold that will make them a good counselor.

Provisional Admission

Applicants not meeting all of the above prerequisites will be considered and acceptance will be considered as recommended by the Graduate Council. Students provisionally accepted will...

- Have their course performance assessed regularly by their advisor who will report progress to the M.S.C. Graduate Committee.¹
- Maintain a 3.0 overall GPA or greater while in the graduate program.

Admission Notification

Applicants will receive a written letter of acceptance once all admission requirements, including an interview with the M.S.C. Acceptance Committee, are complete. The Graduate Council recommends full, provisional or non acceptance.

M.S.C. Program Tracks

¹ The M.S.C. Program Director will assign an advisor to students accepted into this program. An appropriate graduate faculty or education tutor will be assigned by the Program Director if a grade lower than 3.0 is awarded in any graduate course and the need for specialized mentoring is encountered.

All three masters in counseling tracks are built upon a 24 credit-hour core curriculum allowing students to choose from one or more tracks offered in the program: The Generalist Counseling track (36 credit hours), the Marriage and Family Counseling track (42 credit hours), or the Clinical Counseling track (60 credit hours). Two of the three tracks: Generalist and Marriage and Family are available at the main and Louisville Extension Campus's. The Clinical track is only available at the main campus located in Campbellsville, Kentucky.

The requirements of each track is described in a written M.S.C. Program Handbook. The M.S.C. Program Director will discuss with applicants the tracks that may fulfill the candidate's interest. Once the appropriate concentration is selected, the Program Director will assign the candidate an academic advisor.

The M.S.C. Handbook provides each prospective student a description of the degree, the benefits and limitations of each counseling track, the curricula requirements of each track, the requirements for acceptance in the graduate school, and the requirements for acceptance in the M.S.C. program. The M.S.C. degree does not require a thesis; however, the successful completion of a comprehensive examination is required prior to graduation.

Generalist Counseling

The Generalist Counseling track is a 36 credit-hour program. This degree is appealing to baccalaureate degree students in Human Services, Christian Studies, Psychology, Sociology, Social Science, and Social Work undergraduates who have an interest in attaining a master's degree, but are not interested in seeking licensure credentials. The graduates with the generalist M.S.C. degree (36 credit hours of coursework) are qualified to provide career, academic, and other non-mental health counseling activities. The M.S.C. graduate, completing the generalist degree, is not qualified to seek or establish a private practice or independently bill service consumers as a professional counselor in Kentucky or states having licensure laws that limit the use of this degree.

Two cognate (tracks) emphases are available to students who wish to pursue additional content in specific areas of counseling. Each track, as does the generalist counseling degree, requires additional coursework beyond the core curriculum. The cognate areas include Marriage and Family Counseling, and Clinical Counseling. Students seeking an area of emphasis will complete the 21 credit-hour generalist counseling core and the coursework specific to the area of emphases.

Marriage and Family Counseling

Students interested in marriage and family counseling may seek the respective Marriage and Family Counseling M.S.C. concentration. This track requires students to successfully complete an additional 21 credit hours of coursework beyond the generalist core curriculum. The additional curriculum includes coursework recommended by the Kentucky Board of Marriage and Family Therapy as outline in KRS 335.330(3). This area of study is designed to prepare graduates with the knowledge and skills to counsel individuals, couples, and families. Students successfully completing the Marriage and Family Counseling emphasis may seek certification as a Marriage and Family Therapist in the state of Kentucky once all prerequisite requirements (as outlined in KRS 335.300 to 335.399) of the Kentucky Board of Licensure of Marriage and Family Therapists have been fulfilled. The M.S.C. degree with an emphasis in Marriage and Family Counseling (MFC) requires students to successfully complete the generalist core (24 credit hours), the MFC core (15 credit hours of specified coursework), practicum (6 credit hours) and the comprehensive examination.

Clinical Counseling

Students interested in mental health and clinical counseling may pursue the Clinical Counseling track of emphasis. This track requires an additional 36 credit hours of coursework beyond the generalist core. The Clinical Counseling area provides coursework identified by the Kentucky Board of Licensed Professional Counselors (335.327 -- Licensing reciprocity requirements). The title of "Counselor" connotes a standard of professionalism that is regulated by the Commonwealth of Kentucky and various states throughout America. States that implement title protection do so in an attempt to protect consumers. Just as graduates with a Masters in Psychology cannot be referred to as psychologists

until a doctorate is attained, graduates with a counseling degree cannot be referred to as counselors until licensure is attained. Students desiring a degree that prepares them to seek a license as a counselor in the state of Kentucky must successfully complete the generalist core, successfully complete the coursework in the clinical counseling emphasis, successfully pass the comprehensive examination and practicum, and successfully fulfill the requirements of the Kentucky Board of Licensed Professional Counselors outlined in KRS 335.500 to 335.599.

The Masters in Counseling with an emphasis in Clinical Counseling requires the graduate to successfully complete the 24 credit-hour core and an additional 36 credit hours of coursework (60 total credit hours of coursework). The M.S.C. with an emphasis in clinical counseling is the more arduous of the two cognate areas offered by the Campbellsville University Counseling Program, but it fulfills a need for mental health professionals interested in either private or government practice.

CURRICULUM

The Master of Science in Counseling is a non-thesis degree that requires the successful completion of 24 core credit hours of coursework and the completion of one of three tracks for degree completion. In addition, all M.S.C. graduates must successfully complete a comprehensive examination consisting of core curricula content. Students are eligible to take the comprehensive exam once foundation coursework is satisfactorily completed. Students must pass the comprehensive examination before they participate in graduation activities. If the student does not successfully pass (70% or higher) the comprehensive examination in their first attempt, the student may retake an oral exam of similar rigor and content after 15 days.

Generalist Counseling Degree Plan - Option 1

Total Credit Hours	36
Counseling Core	24
COU500 Counseling Theories I.....	3
COU520 Human Development.....	3
COU 526 Counseling Skills.....	3
COU550 Counseling Theories II.....	3
COU560 Psychopathology	3
COU570 Cultural Competencies.....	3
COU581 Ethical, Legal, and Professional Issues.....	3
COU530 Research.....	3
Generalist Counseling Cognate Core	3
COU 585 Career Counseling and Lifestyle Development.....	3
Field Education (150 clock hours)	3
COU690 Practicum	3
Electives	9
COU 514 Rural Counseling.....	3
COU 515 Marriage and Family Counseling	3
COU 540 Group Counseling	3
COU 590 Assessment I	3
COU 624 Child and Adolescent Counseling	3
COU 625 Crisis and Abuse Counseling.....	3
COU 630 Assessment II.....	3

Marriage & Family Counseling Degree Plan - Option 2

Total Credit Hours.....42

Counseling Core.....21

COU500 Counseling Theories I.....3

COU520 Human Development.....3

COU530 Research.....3

COU550 Counseling Theories II.....3

COU560 Psychopathology3

COU570 Cultural Competencies.....3

COU581 Ethical, Legal, and Professional Issues.....3

Marriage and Family Concentration15

COU 515 Marriage and Family Counseling3

COU 516 Marriage and Family Counseling II3

COU 517 Marriage and Family Counseling III.....3

COU 540 Group Counseling.....3

COU 624 Child and Adolescent Counseling3

Practicum (300 clock hours).....6

Clinical Counseling Degree Plan - Option 3

Total Credit Hours.....60

Counseling Core.....21

COU500 Counseling Theories I.....3

COU520 Human Development.....3

COU550 Counseling Theories II.....3

COU560 Psychopathology3

COU570 Cultural Competencies.....3

COU581 Ethical, Legal, and Professional Issues.....3

COU530 Research.....3

Clinical Counseling Core.....21

COU 514 Rural Counseling3

COU 540 Group Counseling.....3

COU 585 Career Counseling and Lifestyle Development.....3

COU 590 Assessment I3

COU 624 Child and Adolescent Counseling.....3

COU 625 Crisis and Abuse Counseling3

COU 630 Assessment II3

Practicum (400 clock hours & seminar).....9

Electives (Choose three courses from the list below)9

COU 515 Marriage and Family Counseling3

COU/PSY 511 Theories of Learning3

COU/PSY 512 Cognitive Psychology3

COU/PSY 622 Child Development3

COU/PSY 620 Sociology of the Family3

COURSE DESCRIPTIONS

COU 500 Counseling Theories and Practice I	3
This course is a survey of the major theoretical systems of counseling and psychotherapy. Specific application of theoretical principles will be investigated, analyzed and described regarding therapeutic intervention. Course content includes an emphasis in systems theory, development of basic counseling techniques, philosophy, principles, and skill development through the video-stimulated recall (VSR) method where students critically interacting with each other in reflection and integration of theory and practice for individuals, groups, and family systems.	
COU/PSY 511 Theories of Learning	3
Examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to education and therapy.	
COU/PSY 512 Cognitive Psychology	3
Contemporary approaches to cognitive psychology. A broad survey, with in-depth looks at selected topics including attention and memory.	
COU 514 Rural Counseling	3
This course presents an introductory level overview of theory, research, values, and practice of counseling within the rural area. Additional course content includes person-environment interactions and societal and cultural impacts upon individual who live in the rural area and rural community functioning.	
COU 515 Marriage and Family Counseling	3
This course will study the dynamics of marriage and family relationships with emphasis on understanding and assessing their structure and function through a family systems approach. Attending to family developmental life cycle issues, students will learn ways in which counselors may approach marriage and family counseling as a creative, preventative, and healing enterprise. Both theory and techniques of marriage and family counseling are presented and integrated with careful attention given to psychological, systemic, and theological perspectives.	
COU 516 Marriage and Family Counseling II	3
This course is an advanced theoretical exploration of the prevailing models for doing marriage and family counseling with special attention paid to critique and theological integration. Students will explore the historical foundations and evolution of marriage and family therapy as a profession and be exposed to dominant theoreticians and models for the assessment and treatment of marriages and families. Skill building will be emphasized through the video-stimulated recall (VSR) method. Prerequisite: Marriage and Family Counseling.	
COU 517 Marriage and Family Counseling III	3
This course presents an advanced theoretical exploration of the special issues in marriage and family counseling. Attention will be paid to some of the practical, ethical, legal, and emerging issues related to the practice of marriage and family counseling in both secular and ministry contexts. Prerequisite: Marriage and Family Counseling II.	
COU 520 Human Development	3
A thorough survey of the specified divisions of the life cycle from early childhood to death will be detailed in this course. Topics include life-cycle theories of development, developmental tasks, normal-abnormal behavior, models of moral, intellectual, social and physical development and learning theories will be explored. Counseling strategies for specific concerns in the life cycle will be emphasized.	

COU 530 Research Methods	3
This course is an introduction to research methods and their application to research problems with emphasis on the conceptualization, design, completion, and evaluation of research in counseling. Course content includes an emphasis on the formal descriptions of the interaction between persons and their environments, presentation of a wide variety of designs, analyses, and conceptual approaches. Both quantitative and qualitative methods will be presented in the context of carrying out individual research projects.	
COU 540 Group Counseling	3
This course explores the principles of group counseling dynamics, group development, theory, and techniques. Course content includes developing competencies in self-intervention, growth, and competence in processes of small group practice; relationships within the family system and other small group settings; and the kinds and types of groups with emphasis on methods, problems, and needed skills in working with groups and families in a variety of settings.	
COU 550 Counseling Theories and Practice II	3
This course develops advanced counseling techniques. Course content includes further psychological perspectives on modern psychodynamic, family, group, and crisis intervention forms of counseling and psychotherapy; theories and practice of brief forms of therapy, as well as long-term methods of treatment; and cross-cultural and gender factors that influence counseling and theory. Students will identify and personalize their own theoretical approach through development, demonstration, and integration of the theories.	
COU 560 Psychopathology.....	3
This course is an overview of contemporary perspectives on child and adult psychological disorders. Course content includes: Training in the use of the DSM-IV diagnostic system; examination of the role of culture, ethnicity, gender, and social class in symptom formation and the experience of illness and critical examination of these issues in clinical application of the DSM-IV.	
COU 570 Cultural Competencies	3
This course is designed to address societal changes, influences and trends, human roles, societal subgroups, social mores, and diversity of life-styles. Other course content includes social change and individual/societal responses, multi-cultural issues, religion, racial issues, ethnicity, gender issues, sexual preference, aging issues, subgroup cultural communication patterns, and methods of addressing the provision of counseling services for these diverse groups.	
COU 581 Ethical, Legal, and Professional Issues	3
This course provides an in-depth study of professional ethics, legalities, and professional issues relating to the professional practice.	
COU 585 Career Counseling and Lifestyle Development.....	3
This course reviews theories of vocational choice, the process of career and lifestyle decision-making and sources of occupational information.	
COU 590 Assessment I.....	3
This course is the study of the administration, scoring, and interpretation of assessment-appraisal instruments used in counseling. Emphasis is on the use of test results in counseling with individuals and families while case note fundamentals and report writing are also studied.	
COU/SOC/SWK 620 Sociology of the Family	3
Study of contemporary family life, with emphasis on research concerning diversity and change in families.	

COU/PSY622 Child Development	3
This course will focus on development from conception through adolescence. While exploring the various areas of child development (e.g., physical, cognitive, social), an integrative approach will be used to facilitate the students' understanding of the total development experience during childhood.	
COU 624 Child and Adolescent Counseling	3
This course examines the theories, methods, and techniques of counseling and psychotherapy with children and adolescents. Emphasis will be placed on a multidimensional view of intervention with children and adolescents, giving attention to development, cognitive, behavioral, organic, educational, social, and environmental issues, and development of skills in counseling children and adolescents individually and in family therapy. Coordination of services with agencies, the juvenile court system and assessment instruments with adolescents are examined.	
COU 625 Crisis and Abuse Counseling	3
This course examines crisis theory including major assumptions, characteristics, and stages of a crisis situation. Counselor training and intervention techniques, with respect to crisis and abuse are assessed.	
COU 630 Assessment II	3
An advanced study of assessment-appraisal techniques that includes selection, administration, scoring, and interpretation of personality and competency assessment instruments that culminates by the syntheses of the data in a comprehensive assessment report. Prerequisite: Assessment I.	
COU 690-693 Practicum	1-9
A counseling experience at a site selected by special arrangement with the student, program director and a mental health agency or placement related to generalist counseling. It provides the students with an opportunity to develop and apply generalist or advanced level counseling skills in a practical setting. Counseling experience is supervised by a qualified professional. The practicum includes all activities a counselor would perform under proper supervision. It provides the students with an opportunity to develop and apply counseling skills in a practical setting. Prerequisites: A minimum of 18 credit hours of Coursework.	
COU 699 Graduate Candidacy	0
Enrollment in this course number is required for Master in Counseling students who have previously enrolled in the maximum number of practicum credits required for their respective track but who have not yet to complete the required clock hours or evaluations required for a course grade or program completion. Students who are not enrolled in coursework, field or those who have not completed their requirements for graduation, must enroll in graduate candidacy to continue in the MSC program. A student is allowed to enroll in up to 7 consecutive trimesters of Graduate Candidacy.	

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COLLEGE OF ARTS AND SCIENCES

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Master of Arts in Social Science

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Dr. Mary Wilgus, Dean

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PURPOSE STATEMENT

The goal of the University's Master of Arts in Social Science is to provide a generalist degree designed to give candidates a broad content area to enhance career opportunities and the quality of instruction in community colleges and secondary schools. It melds the interests of four different disciplines in graduate preparation in the social sciences. As a teaching institution, Campbellsville University's mission of academic excellence and value-based, continued life-long learning in a Christian environment is well met. To fulfill that goal the objectives of the program are:

- To provide two broad areas of graduate concentrations for students seeking a generalist graduate degree for career advancement;
- To better prepare a candidate for admission to various professional schools;
- To provide adequate graduate preparation in a social science discipline or disciplines to meet Commission on College of the Southern Association of Colleges and Schools requirements for teaching in community colleges;
- To concentrate cognate graduate preparation in social studies to broaden professional competence for teachers seeking Rank II certification for teaching social studies in secondary schools;
- To prepare graduate students and professional teachers to contribute to their businesses, students, schools and communities through continuing emphases on learning and service.

FACULTY AND STAFF

Dean of the College

Mary H. Wilgus, Ph.D.

B.A., M.A., Middle Tennessee State University; Ph.D., Vanderbilt University

Faculty

Wendy Benningfield, Ph.D. - History

B.A., M.A., Western Kentucky University; Ph.D., University of Kentucky;
Women's Studies Graduate Certificate, Western KY University

Eric Bruns, Psy.D. - Psychology

B.A., Indiana University; M.A., University of Houston; Psy.D., Spalding University

David Carlson, Ph.D. – Sociology

Chair, Division of Social Science

B.S., North Dakota State University; M.A., North Dakota State University; Ph.D., Utah State University

Damon Eubank, Ph.D. - History

B.S., Campbellsville College; M.A.C.T., Auburn University; Ph.D., Mississippi State University

Susan C. Howell, Ed.D., - Psychology

B.S., Campbellsville College; M.Ed., Ed.D., University of Louisville

J. W. Justice, Ph.D. – Political Science

B.A., Midwestern State University; M.A., Midwestern State University; Ph.D., Texas Tech University

Jeanette Parker, Ph.D. - Psychology

B.S., Campbellsville University; M.A.E., Western KY University; Ph.D., Capella University

Craig Rogers, Ph.D. - Psychology

B.S., East Tennessee State University; M.A., East Tennessee State University; Ph.D., University of Tennessee

Jacquelyn L. Sandifer, Ph.D. - Sociology

B.A., Methodist college; M.A., Middle Tennessee State University; Ph.D., University of Tennessee

Linda Trollinger, Ph.D. - Sociology

B.A., Shawnee State University; M.A., Marshall University; Ph.D., University of Kentucky

Adjunct Faculty

Stefan Brooks, Ph.D. – Political Science

B.A., Loyola Marymount University; M.A., St. Mary's University; Ph.D., University of Houston

Michael V. Carter, Ph.D. – Sociology

President of the University

B.A., M.A., Marshall University; Ph.D., The Ohio State University

Staff

Mrs. Peggy Stotts, Secretary for the College of Arts and Science

Mrs. Chris Cundiff, Secretary for the Division of Social Science

GENERAL INFORMATION

Additional Graduate Programs

Campbellsville University offers undergraduate and graduate studies leading to a wide variety of baccalaureate and graduate degrees. Students in the Master of Arts in Social Science may enroll in any course offered for which any prerequisites have been met. Graduate students who have not completed their 18 hours of prerequisite studies in their area of emphasis are encouraged to finish them as soon as possible. Master of Arts in Social Science students should consult their "graduate advisors" related to this process.

The University Bulletin/Catalog and the University's semester course offering schedules may be consulted for course listings in other academic areas, but of special interest may be graduate course offerings in the University's College of Arts and Sciences, School of Theology, School of Music, Carver School of Social Work, School of Education, and School of Business and Economics.

Undergraduate courses may be taken in an effort to broaden the student's academic base and may be taken as an audit or "for credit" class. Any 500 or 600 numbered courses may be taken as graduate elective studies by any student officially enrolled as a graduate student with the provision that the student meet prerequisite requirements for the course. Students may contact the Office of Business Services for tuition and fees for such studies, but in general, tuition will be charged at the graduate course tuition rate.

Financial Aid

Students who wish complete financial aid information related to all students in the University are advised to consult the current University Bulletin/Catalog and the University's Office of Financial Aid. Information related to student aid available specifically for candidates for the M.A. degree in Social Science is also available. Students are encouraged to write a letter of inquiry to UPO 1321 requesting application materials. An appropriate form will be sent in a timely manner to those making such an inquiry. The following two sources are available: General Student Fund: Limited funds are available to Master of Arts in Social Science students who demonstrate financial need. Partial scholarship assistance on a semester-by-semester basis is available. Graduate Assistantships: Two graduate assistant positions are available each fall semester for the entire school year. Application for available positions in the fall semester must be made at the end of each spring semester.

ADMISSION REQUIREMENTS

Campbellsville University admits students of any race or gender to all the rights, privileges, programs, and activities generally accorded or made available to students, and the University does not discriminate illegally on the basis of race or gender in administration of its educational policies, admission policies, scholarship and loan programs, or other school administered programs.

Specific admissions criteria to the Graduate Program are the following:

Admission to the Program

- Admission to Graduate Studies
- Accredited baccalaureate degree
- Complete admissions application that includes a sample of written work
- Official undergraduate and graduate transcripts showing a minimum G.P.A. of 2.9
- Two letters of recommendation from the undergraduate institution

Transfer of Previous Graduate Work

The student may transfer up to twelve hours of graduate credit from an accredited graduate program for application toward a Campbellsville University degree.

Master of Arts in Social Science (M.A.S.S.)

This is a 36-hour generalist, thesis or non-thesis program designed to give graduate students a broad content area to further educational and career opportunities. The program, which may be used to enhance teacher certification, includes history, political science, psychology, and sociology. It is offered with two broad concentrations:

Community College Teaching and Generalist Concentration (Without Teacher Certification)

Option 1

The program consists of successfully completing 18 semester hours in two of the four disciplines of history, political science, psychology, or sociology.

The student must complete nine hours of 600 level courses in each of the two fields of emphases.

If emphasizing history, HST 500 Historiography and Research is required; if emphasizing political science, POL 520 Seminar in American Politics is required; if emphasizing psychology, the student must take PSY 601 Advanced General I and PSY 602 Advanced General Psychology II; if emphasizing sociology, SOC 510 Advanced General Sociology and SOC 610 Contemporary Sociological Theory are required.

The candidate must pass the comprehensive qualifying written examination in both areas of emphases.

Option 2 (36 hours)

The program consists of successfully completing 18 semester hours in one discipline of history, political science, psychology, or sociology.

The student must complete nine semester hours of 600 level courses in the field of emphasis.

The student must complete nine semester hours each in two other social science disciplines listed above of which nine semester hours must be in 600 level courses.

If emphasizing history, the student must take HST 500 Historiography and Research; if emphasizing political science, POL 520 Seminar in American Politics is required; if emphasizing psychology, PSY 601 Advanced General I and PSY 602 Advanced General Psychology II are required; if emphasizing sociology, SOC 510 Advanced General Sociology and SOC 610 Contemporary Sociological Theory are required.

The student must pass the comprehensive qualifying written examination in the major and minor areas of emphases.

General Degree Requirements (Both Options)

No more than three graduate hours of "C" grade will count toward degree completion; the candidate must have an overall 3.0 grade point average for graduation. A maximum of twelve semester hours of graduate credit may be transferred from other accredited graduate institutions if those credits match the course requirements of the graduate program.

Note: The candidate must complete the program within five years.

Program Structure

Option 1 Degree Plan..... 36

History and Political Science Emphases

History 18

HST 500 Historiography and Research.....3

History Electives (9 hours must be at the 600 level).....15

Political Science 18

POL 520 Seminar in American Politics3

Political Science Electives (9 hours must be at the 600 level)15

Various combinations of history, political science, psychology, and sociology are possible; however, within each discipline required courses must be completed.

Option 2 Degree Plan 36

Psychology Emphasis with Minors in Sociology and Political Science (18 hours must be at the 600 level)

Psychology 18

PSY 601 Advanced General Psychology I3

PSY 602 Advanced General Psychology II3

Psychology Electives.....12

Sociology.....	9
SOC 510 Advanced General Sociology.....	3
SOC 610 Contemporary Sociological Theory	3
Sociology Electives	3
Political Science.....	9
POL 520 Seminar in American Politics	3
Political Science Electives	6

Various combinations of emphasis and minors in history, political science, psychology, and sociology are possible; however, within each discipline required courses must be completed.

COURSE DESCRIPTIONS


HST 500 Historiography and Research.....	3
Seminar in the development of history as a discipline and its bibliographical and research methodology. Emphases are placed on philosophy of history, historical resource materials, traditional and technological methods used by graduate researchers, and various methods to communicate the results of research.	
HST 502 Colonial America.....	3
This course will examine American development from the Age of Discovery to the Early National Period. Emphasis will be placed on understanding the basic factors in the economic, social, and political development of the colonies.	
HST 556 U. S. History from 1789-1848	3
This course will examine the development of the first party system, emerging interpretations of the constitution, and the American search for diplomatic respect. Further, it examines western expansion, the growth of cultural distinctiveness, and the problems of sectionalism.	
HST 557 U. S. History from 1877-1933.....	3
Rise of big business, agrarian and industrial resistance, the progressive movement, rise to world power, World War I, the New Era, and the Great Depression.	
HST 575 Civil War and Reconstruction.....	3
This course examines the development of sectionalism in the antebellum period, the secession crisis, and mobilization for war, its strategy and tactics. The course examines the military, political, and diplomatic courses of the war. The reconstruction period and its impact are also discussed. Alternate summers.	
HST 580 Special Topics	3
A survey and discussion of advanced topics in history.	

HST 581	Middle East.....	3
This course introduces the rise and spread of Islam, the influence and significance of the Ottoman Empire, European imperialism in the Middle East, and contemporary political developments.		
HST 601	Readings in American Military History.....	3
Major theoretical, strategic, technological, and social developments in American military history.		
HST 602	Seminar in American Military History.....	3
Major theoretical, strategic, technological, and social developments in American military history.		
HST 603	Readings/Seminar in World War II	3
Causation, major campaigns, strategic considerations and major results of World War II.		
HST 604	Readings/Seminar in World War II	3
Causation, major campaigns, strategic considerations and major results of World War II.		
HST605	Research Writing for Social Sciences	3
This course is intended to help students to develop appropriate professional skills for writing empirical research proposals, research based-term papers, or class projects at the graduate level.		
HST 610	Seminar in Nineteenth Century Europe	3
Seminar and readings course designed to emphasize Great Britain, Imperialism, Germany, and Imperial Russia. Emphases are political, social, and cultural developments with research, writing, and oral presentation components.		
HST 611	Seminar in Nineteenth Century Europe	3
Seminar and readings course designed to emphasize Great Britain, Imperialism, Germany, and Imperial Russia. Emphases are political, social, and cultural developments with research, writing, and oral presentation components.		
HST 620	Seminar in Twentieth Century East Asia	3
Seminar and readings course structured to examine the events and personalities surrounding China's Republican and Communist eras, and imperial and democratic Japan. Emphases are on political, social, and economic developments with research, writing, and oral presentation components.		
HST 621	Seminar in Twentieth Century East Asia	3
Seminar and readings course structured to examine the events and personalities surrounding China's Republican and Communist eras, and imperial and democratic Japan. Emphases are on political, social, and economic developments with research, writing, and oral presentation components.		
HST 680	Special Topics in History	3
A course designed around readings and research of advanced topics in history.		
HST 691	Thesis.....	3
Invited Thesis. The preparation and completion of a thesis to be offered as partial fulfillment of the requirements for the degree of Master of Arts in Social Science. The thesis is an elective option that may be chosen by the student only with the permission of the graduate faculty of Campbellsville University's Master of Arts in Social Science program.		

POL 501	Political Theory	3
This course focuses on the major theoretical approach in analyzing democratic theory, including procedural and substantive views, as well as majoritarian and pluralistic theory. Different views on democratic government will be examined, and emphasis will be placed on how decision making takes place.		
POL 510	The Political World	3
An introduction to politics, with emphasis on the ways people understand their own political systems and those of others.		
POL 520	Seminar in American Politics	3
This course gives a detailed survey of American politics, including political behavior of the electorate, the theory of democracy, the structure and function of American political institutions and contemporary issues. Required for emphasis in political science.		
POL 555	Political Geography of Environment & Resources.....	3
This course examines the relationship that exists between the process of political decision making by national governments and the world environment. The interactions between resource management and international decision making will be studied so as to help students to understand the current issues and crises in the global arena that are likely to have the greatest impact on the future.		
POL605	Research Writing for Social Sciences.....	3
This course is intended to help students to develop appropriate professional skills for writing empirical research proposals, research based-term papers, or class projects at the graduate level.		
POL 610	Law in the Political Community	3
The emphasis of this course concerns the role played by law and legal institutions in politics and society.		
POL 620	Seminar in Political Ideas.....	3
This class introduces many of the enduring political issues in descriptive, analytical and normative terms. Included is a discussion of both classical and contemporary political ideas and ideologies.		
POL 630	Public Policy and Administration	3
Reviews public policy and bureaucracy, including decision making and implementation. The student will be involved in a detailed review of contemporary policy making at the state or national level. A current issue will be examined and dissected in such a way as to understand the role played by special interest in the making of public policy.		
POL 650	Special Topics in Political Science	3
A course designed for readings and research in advanced topics in political science.		
POL 691	Thesis.....	3
Invited Thesis. The preparation and completion of a thesis to be offered as partial fulfillment of the requirements for the degree of Master of Arts in Social Science. The thesis is an elective option that may be chosen by the student only with the permission of the graduate faculty of Campbellsville University's Master of Arts in Social Science program.		
PSY 511	Theories of Learning	3
Examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to education and therapy.		

PSY 512	Cognitive Psychology	3
Contemporary approaches to cognitive psychology. A broad survey, with in-depth looks at selected topics including attention and memory.		
PSY 522	Abnormal Psychology	3
Manifestations and diagnosis of abnormal behavior, etiology, and treatment are the focus of this course.		
PSY 601	Advanced General Psychology I	3
An examination of the basic concepts, theories, research methods, and findings of specialty areas in experimental psychology. Topics will include biological bases of behavior, the nervous system, sensory processes, perception, learning, and cognition. Required for emphasis in psychology.		
PSY 602	Advanced General Psychology II	3
An examination of the basic concepts, theories, research methods, and findings of specialty areas in applied psychology. Topics will include human development, theories of personality, health psychology, abnormal behavior, and psychological therapies. Required for emphasis in psychology.		
PSY605	Research Writing for Social Sciences.....	3
This course is intended to help students to develop appropriate professional skills for writing empirical research proposals, research based-term papers, or class projects at the graduate level.		
PSY 620/621	Seminar in Psychology	3
In-depth examination of a selected contemporary psychological area.		
PSY 622	Child Development	3
This course will focus on development from conception through adolescence. While exploring the various areas of child development (e.g., physical, cognitive, social), an integrative approach will be used to facilitate the students' understanding of the total development experience during childhood.		
PSY 691	Thesis.....	3
Invited Thesis. The preparation and completion of a thesis to be offered as partial fulfillment of the requirements for the degree of Master of Arts in Social Science. The thesis is an elective option that may be chosen by the student only with the permission of the graduate faculty of Campbellsville University's Master of Arts in Social Science program.		
SOC 513	Sociology of Deviant Behavior	3
This course is a study of theoretical and empirical approaches to the analysis of deviance. It will include societal reactions and deviant responses to various types of behavior that occur outside of cultural expectations.		
SOC 520	Contemporary Social Issues	3
Critical analysis of some of the major social issues in American society, with emphasis on theoretical and empirical implications of social attitudes involving explanation, treatment and public policy decisions concerning these issues.		
SOC 530	Rural and Appalachian Issues	3
This course is designed to examine aspects of rural and Appalachian culture and aid in developing a sense of cultural competency.		
SOC 600	Advanced General Sociology.....	3
Systematic critical analysis of major sociological principles and ideas. Required for emphasis in sociology.		

SOC605	Research Writing for Social Sciences.....	3
This course is intended to help students to develop appropriate professional skills for writing empirical research proposals, research based-term papers, or class projects at the graduate level.		
SOC 610	Contemporary Sociological Theory	3
Review and assessment of the works of leading contemporary sociologists with critical analysis centering on the nature of sociological explanation. Required for emphasis in Sociology.		
SOC 620	Sociology of the Family	3
Study of contemporary family life, with emphasis on research concerning diversity and change in families.		
SOC 630	Sociology of Education.....	3
Critical analysis of theoretical approaches and issues in the field and the application of this knowledge to the understanding of education and schooling.		
SOC 650	Special Topics in Sociology.....	3
A course designed to emphasize readings and research in advanced topics in Sociology.		
SOC 670	Religion, Ethnicity and Culture.....	3
Exploration of how social organization and culture interact with ethnicity and religion to produce the diversity of ways people groups construct their lives.		
SOC 691	Thesis.....	3
Invited Thesis. The preparation and completion of a thesis to be offered as partial fulfillment of the requirements for the degree of Master of Arts in Social Science. The thesis is an elective option that may be chosen by the student only with the permission of the graduate faculty of Campbellsville University's Master of Arts in Social Science program.		

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Master of Arts in Teaching English to Speakers of Other Languages

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Ms. Sandra Kroh, Director

Campbellsville University, UPO 821, 1 University Drive, Campbellsville, KY 42718
slkroh@campbellsville.edu • 270-789-5073

GOALS OF TESOL

The goal of the University's Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is to provide career opportunities for candidates both at home in the United States, and internationally. This program focuses both on preparing students to teach English as a Second Language (ESL) in the United States, and also English as a Foreign Language (EFL) in an international setting at elementary, secondary and university levels. Since Campbellsville University is a teaching institution, this program strengthens the current curriculum by providing an MA degree in TESOL as one of only nine other institutions of higher learning in the Commonwealth of Kentucky which offers, not necessarily an MA in TESOL, but some type of TESOL program. This program meets Campbellsville University's mission of academic excellence and value-based, continued life-long learning in a Christian environment.

PROGRAM OBJECTIVES

- to provide an understanding of basic concepts, scope and methodology of the science of language which includes candidates having a sociological, historical and philosophical perspective of the teaching of English as a second and foreign language.
- to better prepare a candidate for admission to various professional schools.
- to provide quality graduate preparation in the discipline of TESOL at the college level in the United States or internationally at the elementary, secondary and university level.
- to conduct research which will add to the knowledge of current practices and permit educators through reflection to make wise decisions concerning instruction so that they may make contributions to their businesses, students, schools and communities through continuing emphases on learning and service.

MASTER OF ARTS IN TESOL FACULTY AND STAFF

Program Director

Sandra Kroh, Ph.D.

Director of ESL Institute and Graduate Program

B.A., Milligan College; M.A. Ball State University; Ph. D., Ball State University.

Full-Time Faculty

David Carlson, Ph.D.

Chair, Division of Social Science

B.S., North Dakota State University; M.A., North Dakota State University; Ph.D., Utah State University

Mary Jane Chaffee, Ph.D.

B.A., Vassar College; M.A., The Shakespeare Institute, England; Ph.D., University of Iowa

Christina Di Gangi, Ph.D.

B.A., University of Ottawa, Ontario, Canada; M.M.S., University of Notre Dame; Ph.D., University of Notre Dame

Judith McCormick, Ph.D.

B.A., Transylvania University; M.A., Florida Atlantic University; Ph.D., University of Kentucky

William Neal, Ph.D.

B.A., Arkansas College; M.A., University of Arkansas; Ph.D., University of Mississippi;
Graduate study, University of Louisville.

Linda Trollinger, Ph. D.

B.A. Shawnee State University; M.A., Marshall University; Ph.D., University of Kentucky

ADMISSION CRITERIA

Specific Admission Requirements

- Students must have completed 6 hours of a foreign language.
- Students must have a BA degree from an accredited institution.

Unconditional Admission

Students must complete the University's application form and include a sample of their written work.

Students must submit official transcripts of all college work from accredited institutions (both undergraduate and graduate) confirming a minimum overall grade point average of 2.9 on a 4.0 scale.

Students must have a GRE aptitude score of 850 [combined verbal and quantitative scores] and a GPA of 2.9.

Students must have three professional and/or academic letters of recommendation.

Students must have an undergraduate major in an English discipline or permission of the director of the program.

International students must have their credentials evaluated from a third party source such as World Education Services (www.WES.org).

International students whose first language is not English, must also have a TOEFL exam score of at least 550 paper-based, 213 computer-based, or 79-80 internet-based. For international students who have taken the IELTS exam, they must have achieved a 6.0 bandwidth.

Provisional Admission

Students not meeting all of the above prerequisites will be considered upon the recommendation of the Graduate Admissions Council.

Students will have their course performance assessed regularly by their advisor.

Provisional admission students must maintain a GPA of 3.0 or better while in the graduate program.

Initially the division chairperson will be the student's advisor. An appropriate graduate faculty member or education tutor will be assigned by the ESL Programs Director.

MASTER OF ARTS IN TESOL (M.A.T.E.S.O.L.)

The Master of Arts in TESOL can be completed either as a 36 hour, non-thesis program or as a 39 hour thesis program.

Non-thesis Program 36

The program consists of successfully completing 30 hours of course work at the 500 and 600 level, a 3 hour TESL Practicum and a 3 hour research paper.

TSL 500	Introduction to Linguistics	3
TSL 510	Language and Culture.....	3
TSL 520	Linguistic Phonetics	3
TSL 660	Materials and Methods I: Speaking, Listening and Pronunciation	3
TSL 661	Materials and Methods II: Reading, Writing and Grammar	3
TSL 640	Second Language Acquisition	3
TSL 680	Modern English Grammar.....	3
TSL 670	Discourse Analysis	3
TSL 630	Contrastive Analysis	3
TSL 650	ESL/EFL Assessment	3
TSL 690	TESL Practicum	3
TSL 691	Research Paper	3

Thesis Program 39

The program consists of successfully completing 30 hours of course work at the 500 and 600 level, a 3 hour TESL Practicum and a 6 hour thesis.

TSL 500	Introduction to Linguistics	3
TSL 660	Materials and Methods I: Speaking, Listening and Pronunciation.....	3
TSL 661	Materials and Methods II: Reading, Writing and Grammar	3
TSL 640	Second Language Acquisition	3
TSL 510	Language and Culture.....	3
TSL 680	Modern English Grammar.....	3
TSL 520	Linguistic Phonetics	3
TSL 670	Discourse Analysis	3
TSL 630	Contrastive Analysis	3
TSL 650	ESL/EFL Assessment	3
TSL 690	TESL Practicum	3
TSL 696	Thesis.....	6

COURSE DESCRIPTIONS

TSL 500 Introduction to Linguistics 3

This course is designed to introduce basic linguistic concepts and vocabulary. It examines what language is considered from a linguistic point of view. It also introduces the student to the methodology of the science of language.

TSL 660 Materials and Methods I: Speaking, Listening and Pronunciation 3

This course is designed to give students practical hands-on experience in developing materials for teaching speaking, listening and pronunciation to English speakers of other languages. An overview of current approaches, issues, and practices in the teaching of English to speakers of other languages will be given.

TSL 661 Materials and Methods II: Reading, Writing and Grammar 3

This course is designed to give students practical hands-on experience in developing materials for teaching reading, writing and grammar to English speakers of other languages. An overview of current approaches, issues, and practices in the teaching of English to speakers of other languages will be given.

TSL 640 Second Language Acquisition3

This course is designed to introduce issues, models and methods in second language acquisition (SLA) research. There will be an emphasis on the impact of the theories of second language acquisition on ESL/EFL pedagogy.

TSL 510 Language and Culture 3

This course is designed to examine how culture and language are intertwined and influence each other. It will also look at how the culture we live in influences the culture of the language classroom. This course will also examine specifically how the Anglo culture is reflected in English grammar.

TSL 680 Modern English Grammar..... 3

This course is designed to be an intensive study of the structure of modern English.

TSL 520 Linguistic Phonetics 3

This course is designed to introduce the student to speech sounds and the linguistic methods employed in their description, classification and analysis as elements in language systems. The student will be trained in the use of the International Phonetic Alphabet.

TSL 670 Discourse Analysis 3

This course is designed to give a detailed examination of the principal methods of analyzing written and oral discourse. The students will be introduced to relevance theory. This course also discusses coherence in discourse.

TSL 630 Contrastive Analysis 3

This course is designed to examine language universals. Comparisons will be made of the structural systems of natural languages. Contrastive analysis and error analysis will be discussed as they apply to second language learning.

TSL 650 ESL/EFL Assessment..... 3

In this course the student will examine fairness in language testing. Testing of native and non-native students will be discussed. The course also includes critiquing reading, writing, speaking and listening assessment rubrics.

TSL 690 TESL Practicum..... 3

Practical experience related to the teaching of English as a second or foreign language. Permission of the ESL director is required.

TSL 691 Research Paper 3

The student will work independently with guidance from a TESOL faculty member on the writing of their exit research paper. The student will write on a topic of their choosing concerning teaching English to speakers of other languages.

TSL 695 Thesis 6

The student will be required to write under the guidance of a TESOL faculty member. The student will then defend the thesis before a panel of TESOL faculty and their peers.

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SCHOOL OF BUSINESS AND ECONOMICS

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MASTER OF ARTS IN BUSINESS ADMINISTRATION

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Dr. Patricia H. Cowherd, Dean

Campbellsville University, UPO 794, 1 University Drive, Campbellsville, KY 42718

phcowherd@campbellsville.edu • 270-789-5553

E-mail: mba@campbellsville.edu

Master of Business Administration (M.B.A.)

PROGRAM GOALS

The name of the program is the MBA Program and the degree to be awarded is the Master of Business Administration degree. The goal of the MBA Program is to prepare students for a leadership role in a rapidly changing global marketplace of constantly advancing technology. The MBA Program prepares students to be financially and socially responsible by integrating a thorough foundation in the basic functional areas of business with Christian values and an understanding of the role of technology in business decision-making.

Additional purposes of this program are:

- To assist and encourage the development of a high level of professional competence in the respective field of specialization.
- To encourage a broad range of scholarship within the field of specialization.
- To provide supportive courses that broadens the range of professional competence beyond the respective field of specialization.
- To emphasize contemporary concepts of management practice.
- To prepare students to contribute to the advancements of their respective fields.

This degree is primarily intended for practicing professional persons who possess a bachelor's degree in business or a bachelor's or advanced degree in some other area of specialization and who feel the need for additional study in order to maximize and enhance their ability to contribute to their career, their company, and society. The degree will assist students who have a bachelor's degree to prepare for further study in doctoral programs.

MBA FACULTY AND STAFF

Dean of the School

Patricia Cowherd, Ph.D. - Computer Technology, Emphasis in Training and Learning
B.S., Campbellsville College; M.A., Western Kentucky University; Ph.D., Nova Southeastern University

Full-Time Faculty/Areas of Instruction

Richard Corum, Ph.D. - Management
Director, Online MBA Program
B.A., College of St. Francis; M.A., Tyndale Seminary; M.A., National Louis University;
Ph.D., Nova Southeastern University

Sunny Onyiri, Ph.D. - Business Administration and Finance
B.S., University of Louisiana; M.S., Walsh College; Ph.D., Union Institute and University

Vernon Roddy, Ph.D. - Economics
B.S., University of Tennessee; M.A., University of Tennessee; Ph.D., University of Tennessee

ADMISSIONS REQUIREMENTS

- A bachelor's degree with an acceptable grade point average (2.5 overall or 2.6 last 60 hours) from a regionally accredited four-year college or university.
- An acceptable score on the Graduate Management Admission Test (GMAT), or the Graduate Record Examination (GRE) taken within the last five years.
- An official transcript with the baccalaureate degree posted and mailed directly by the registrar from the college or university that granted the undergraduate degree must be sent to the Office of Graduate Admissions. Official transcripts must be submitted from all institutions that the student has received credit for work completed toward the undergraduate degree.
- A completed application for Admission form with a \$25 check for the nonrefundable application fee made payable to Campbellsville University.
- Two letters of reference must be sent to the Office of Graduate Admissions.
- For international applicants whose primary language is not English and who are not graduates of a college or university in the United States, an acceptable score (213) on computer or (550) on paper of the Test of English as a Foreign Language (TOEFL) is required. An official certified independent evaluation by WES of work done at foreign institutions must be sent to the Office of Graduate Admissions prior to acceptance into the program.
- International students who do not hold a permanent resident visa in the United States must submit evidence of financial support before an I-20 form can be processed.
- A completed resume and an essay that includes a statement of professional goals must be sent to the School of Business and Economics.

The School of Business and Economics will inform the applicant of the status of the application, but it is the applicant's responsibility to be certain that all necessary documents are on file by published deadlines for admission. Under exceptional circumstances, students may be accepted to the program on a provisional basis and allowed to enroll for a maximum of six credit hours of coursework prior to full completion of the application file. A letter from the academic dean must confirm admission. A student will not be allowed to register for a second trimester or a second session until the application file is complete.

PROGRAM FORMAT

The MBA program is available in two formats:

- Weekend
- Online

Weekend Format

In the weekend format, elective classes meet on Friday night and core classes meet on Saturday. Courses are offered on a trimester basis (three trimesters per school year). Six hours of coursework per trimester is considered a full load. Each trimester is nine weeks long. Special permission is required to register for more than six hours per trimester.

Weekend Rotating Class Schedule

1 st Trimester (SEP – NOV)	2 nd Trimester (JAN – MAR)	3 rd Trimester (MAR – MAY)
BA 611 – Organization Theory	BA 601 – Marketing Management	ACC 601 – Managerial Accounting
BA 614 – Human Resource Management	BA 620 – Managerial Finance	BA 602 – Management Information Systems
BA 616 – Business Ethics	ECO 61- Managerial Economics	BA 690 – Business Strategy
Elective	Elective	Elective

Online Format

The online MBA courses are offered in six academic sessions throughout the year. Each session is eight weeks long. The online program runs all year (including the summer). Three hours of coursework per session is considered a full load. Students may take up to two courses without special permission. The curriculum for the online program is identical to that of the weekend program. Courses are scheduled as follows:

Grad Session 1.....	early July - early September
Grad Session 2.....	early September - late October
Grad Session 3.....	late October - late December
Grad Session 4.....	early January - early March
Grad Session 5.....	early March - late April
Grad Session 6.....	late April - late June

STANDARDS AND EVALUATION ACHIEVEMENT

Each course in the MBA program has its own method for evaluating student performance. The particular methods of assessment will be explained to students and included in the written syllabus for the course at the beginning of each course. A student must maintain a cumulative grade point average of 3.0 throughout the program. All course grades assigned in the program are entered on the student's official transcript and counted toward the cumulative grade point average. A student who earns a grade lower than C will be subject to academic dismissal. A student who earns more than two grades of C or lower will be subject to academic dismissal. A student may repeat a course in which a grade of C was earned; however, a course may be repeated only once. In cases where a course was repeated, both grades remain on the transcript, but only the last grade will count toward the grade point average. Student academic transcripts are reviewed at the end of each trimester or session of work. A student who fails to maintain a cumulative grade point average of 3.0 will be placed on academic probation and will have one academic trimester or session to remove the probationary status or be dismissed from the program. A student will have six years from the date of entry into the program in which to complete all of the requirements for graduation.

DEGREE APPLICATION

All candidates for graduation must complete an Application for Graduation in accordance with a schedule distributed by the Office of Student Records at the beginning of the fall trimester or session of the school year in which the degree work is to be completed.

TRANSFER OF GRADUATE CREDIT

Upon approval of the dean, a maximum of two courses representing six credit hours of graduate course work may be accepted from another regionally accredited institution. Courses to be transferred in must have been taken within the past five years and only courses in which grades of B or higher were earned will be accepted for transfer. Transfer courses are shown on the transcript as "credit" only and are not counted in computing the cumulative grade point average.

Students seeking to transfer course work must submit a written request along with transcripts, university course catalog descriptions, and other course information such as a syllabus or book list to the School of Business and Economics for faculty use in establishing course equivalency.

FOUNDATIONAL REQUIREMENTS

All applicants who have not completed undergraduate courses in any one or all of the following areas: Accounting, Finance, Economics, and/or Statistics, are to take undergraduate courses in these areas as prerequisites or take subject MBA Primer pretests BEFORE admission to the program. The MBA Primer pretests are free of charge and may be taken only one time. If students do not score 70% or higher on the pretests, they must purchase the corresponding preparatory modules. After completion of the modules, students must score 70% or higher on the post-tests to satisfy the prerequisite requirements.

The MBA Primer includes individual courses and a comprehensive course which includes all of the courses combined. Students may take as much time as necessary to be successful in the MBA Primer courses. Expect to spend between 20 and 30 hours total on the four modules and post-tests. Individual study time will vary. The entire course is web based. There is no textbook involved. The pretest or post-test scores will not appear on a student's transcript at Campbellsville University. Students will not be admitted to the program until all prerequisite requirements have been met.

COURSE REQUIREMENTS FOR THE MBA

In addition to listed criteria for admission to the MBA program, a student must demonstrate the knowledge, skills, and experience necessary to compete successfully in an MBA program. Students possessing a bachelor's degree in business administration and at least two years of work experience will be considered to possess the necessary knowledge, skills, and experience to compete successfully in the MBA program. For students who do not possess a bachelor's degree in business administration, it may be necessary for the student to acquire background knowledge in selected business areas before enrolling in specific courses. See Foundational Requirements for the MBA.

Students will take 36 hours of 600 level coursework to complete the MBA. A student will take a total of 27 hours of core course work (each course is a three credit hour course) and 9 hours of electives. In lieu of the 9 hours of electives in the online format only, students can complete a specific track of 9 hours in one of four areas: Healthcare Management, Human Resource Management, International Business, and Marketing.

MBA Core Requirements 27

All of the courses listed below are required for both the weekend format and the online format.

ACC 601	Managerial Accounting.....	3
BA 601	Marketing Management.....	3
BA 611	Organization Theory.....	3
BA 602	Management Information Systems.....	3
BA 614	Human Resource Management	3
BA 616	Business Ethics	3
BA 620	Managerial Finance	3
BA 690	Business Strategy	3
ECO 610	Managerial Economics.....	3

MBA Elective Courses 9

Students are free to choose 9 hours of electives from any of the courses below, or students can choose a track of 9 hours. Tracks include Healthcare Management, Human Resource Management, International Business, and Marketing.

ACC 624	Controllership –Elective.....	3
BA 600	Entrepreneurship –Elective	3
BA 603	Healthcare Marketing—Marketing and Healthcare Tracks or Elective.....	3
BA 604	Health Finance—Healthcare Track or Elective.....	3
BA 605	Healthcare Policy—Healthcare Track or Elective.....	3
BA 610	Managing Global Companies—International Track or Elective	3
BA 612	Human Behavior in Organizations –Elective	3
BA 613	Managerial Decision Making –Elective.....	3
BA 615	Operations Management –Elective.....	3
BA 617	Leadership –Elective.....	3
BA 618	Compensation and Benefits—Human Resource Track or Elective	3
BA 619	International Marketing—Marketing and International	3
BA 621	Marketing Research—Marketing Track or Elective	3

BA 622	Managing Mergers and Acquisitions –Elective	3
BA 623	Marketing Communication—Marketing Track	3
BA 624	Global Policies and Concepts—International Track or Elective	3
BA 625	Negotiation and Conflict Resolution—Human Resource Track or Elective	3
BA 626	Human Resource Staffing—Human Resource Track or Elective	3
BA 691	Master’s Thesis I—Any Track or Elective	3
BA 692	Master’s Thesis II—Any Track or Elective	3
ECO 612	Business and Economic Forecasting –Elective	3

COURSE DESCRIPTIONS

ACC 601 Managerial Accounting..... 3

A study of accounting systems as effective tools for coordinating and organizing management activities including activity based accounting, life cycle accounting, just in time accounting and inventory systems, variance analysis, and capital investment decisions.

ACC 624 Controllership..... 3

This course examines the role of the financial controller in the organization with emphasis upon both traditional and contemporary analytical tools of financial analysis and decision-making.

BA 600 Entrepreneurship..... 3

This course examines the factors for success in venture creation and survival focusing specifically upon tools and strategies for planning, implementing, resourcing and growing organizations.

BA 601 Marketing Management..... 3

A study of strategic and tactical issues in marketing management including, resource allocation, market segmentation, development of marketing strategy, market planning and implementation of marketing strategies and plans through development of the marketing mix, the product mix, the promotion mix, the distribution strategy and the pricing strategy, and integration of the marketing function within the organization.

BA 602 Management Information Systems 3

The design of computer based information systems to increase organizational effectiveness and efficiency in the development and implementation of organizational strategy and the control and evaluation of organizational activities. Attention is devoted to decision support systems that support empowerment of individuals in agile organizations.

BA 603 Healthcare Marketing..... 3

Using care analysis, this course explores how marketing principles apply to management decisions. It covers product development, pricing and distribution, consumer behavior analysis, market definition and forecasting and development of marketing plans focusing on application of these concepts to healthcare organizations.

BA 604 Healthcare Finance 3

This course addresses the processes and methods of financial management of healthcare institutions. The financial decision-making tools of costing, cost allocation, break-even analysis, short-term financial decision making, variance analysis, and business plans are covered. Cash flow and working capital management, and sources of long-term financing are also discussed, along with financial management concepts for managed care.

- BA 605 Healthcare Policy 3**
This course analyzes the healthcare system in the United States, focusing on analysis and critique of for-profit and not-for-profit organizations, commercial vs. government payment mechanisms, and national health planning. The course also compares the U.S. system with healthcare systems in other key countries. Healthcare insurance, reimbursement methodology, and the economics of the healthcare industry are also analyzed and critiqued.
- BA 610 Managing Global Companies 3**
A study of internal and external forces that define the complex problems faced by managers in global firms. Examines organizational mission, values, structure, culture, and systems as they relate to global economic and financial forces, global technological forces, and global socio-cultural and ethical forces.
- BA 611 Organization Theory 3**
An organic systems approach to organization design for effective performance in light of organization mission and strategy including a study of organizational structure, culture, policy, procedure, learning, and agility as they relate to competitiveness in an increasingly global environment.
- BA 612 Human Behavior in Organizations 3**
A study of various behavioral theories dealing with the complex issues of human behavior within an organizational environment. Intrapersonal, interpersonal, and group dynamics are explored as they relate to communication, self-awareness, perception, motivation, problem solving, creative thinking, ethics and culture.
- BA 613 Managerial Decision Making..... 3**
This course categorizes problem solving and decision making into operational and strategic components, examines their different features, and provides logic for achieving solutions. Development of a culture of problem solving is illustrated and encouraged through an emphasis on diagnostic questions, informed empirical induction, and analysis of group settings.
- BA 614 Human Resource Management 3**
This course deals with the complex issues associated with the employment of individuals in organizations including management practices, labor relations, compensation and benefits, training and development, and the legal environment.
- BA 615 Operations Management..... 3**
Studies the operations management function in the organization from a systems approach including process analysis, materials management, and quality management with emphasis upon both the quantitative and behavioral perspective.
- BA 616 Business Ethics..... 3**
Principles of ethical thought as they apply to the nature of the organization, work, corporate culture and the role of the individual and the organization in society.
- BA 617 Leadership 3**
This course studies three levels of leadership: the individual, the team, and the organization. It is designed to expose learners to a variety of leadership perspectives and practices to enhance individual effectiveness as a leader.
- BA 618 Compensation and Benefits..... 3**
Topics in this course include: compensation principles to organizational objectives, strategic use of compensation and benefit systems for attracting, motivating, and retaining employees, and the wage mix.

BA 619	International Marketing	3
An examination of marketing strategy and tactics in global markets, presenting a more in-depth view of the effects of various political, legal, and economic systems, and the effects of culture other than that of the United States. Utilizes case methodology with a discussion of the problems associated with information gathering in foreign markets.		
BA 620	Managerial Finance	3
This course will explore sources and costs of capital, tax strategies, financial and capital structure, capital budgeting, valuation, portfolio analysis, dividend policy, ratio analysis, internal rates of return, and cost volume profit analysis.		
BA 621	Marketing Research.....	3
A study of the basic tools, vocabulary, processes, and methods used in business research. Students will learn to read and understand research reports, analyze, and interpret results, prepare a research proposal, and conduct a research project.		
BA 622	Managing Mergers and Acquisitions.....	3
Studies the special problems of mergers and acquisitions as a growth strategy and as a means of increasing the market value of the firm. Focuses upon issues that result in the combination of different corporations and the division of single corporations. Emphasis is upon issues of strategic fit, corporate culture, organizational structure, judicial doctrine, and special tax issues.		
BA 623	Marketing Communication	3
This course will cover the various communication responsibilities within the marketing function, specifically advertising and promotions, public relations, internet design, and customer service.		
BA 624	Global Policies and Concepts	3
An examination of international trends in business, ethics, and globalization, and international agencies such as: The World Trade Organization, the United Nations, various international trade agreements, General Agreement on Tariffs and Trade, and the World Bank.		
BA 625	Negotiation and Conflict Resolution.....	3
This course will focus on skills necessary for managers and business owners to effectively resolve conflicts and controversies associated with organizations. This course will also focus on the differences among negotiation, mediation, and arbitration, and the ability to identify the underlying issues giving rise to the conflict or controversy and how to resolve such issues in an ethical manner.		
BA 626	Human Resource Staffing.....	3
This course examines how to manage human resources effectively in the dynamic, legal, social, and economic environment currently constraining organizations. Among the topics included are: formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and development, performance appraisal, and the evaluation of the effectiveness of HRM systems. Emphasis is placed on integrating human resource management with the overall business strategy.		
BA 690	Business Strategy.....	3
Examines the role of executive leadership in the organization focusing upon the dynamic interaction of strategy, structure, principles, and values. It involves critical thinking and the ability to integrate concepts, alternative competitive strategies, organizational attributes and culture into strategic concepts of differential advantage. Capstone course. Should be taken as one of the final core courses.		

BA 691	Master's Thesis I	3
The development of research skills and dissemination of findings on an approved prospectus in the form of a master's thesis.		
BA 692	Master's Thesis II	3
Completion of thesis begun in Master's Thesis I.		
ECO 610	Managerial Economics.....	3
A study of the application of economic theories relating to consumer and producer behavior in competitive and monopolistic markets and monetary and fiscal policy in both domestic and international economies as they relate to development of corporate policy.		
ECO 612	Business and Economic Forecasting.....	3
This course introduces various concepts and techniques useful in business and economic forecasting including data gathering and analysis, time-series forecasting, trend line fitting, and linear regression forecasts. The course will emphasize the use of software for business forecasting.		

MBA PROGRAM SHEET

School of Business & Economics, Campbellsville University

NAME _____

ADDRESS _____

PHONE _____ EMAIL _____

2008-2009

Trimester 1—Fall 08	BA 611 Org. Theory	BA 616 Bus. Ethics	BA 614 HRM	Elective
Trimester 2—Winter 09	BA 601 Mkt. Mgt.	BA 620 Mgr. Finance	ECO 610 Mgr. Eco.	Elective
Trimester 3—Spring 09	ACC 601 Mgr. Acc.	BA 690 Bus. Strategy	BA 602 MIS	Elective

2009-2010

Trimester 1—Fall 09	BA 611 Org. Theory	BA 615 Bus. Ethics	BA 614 HRM	Elective
Trimester 2—Winter 10	BA 601 Mkt. Mgt.	BA 620 Mgr. Finance	ECO 610 Mgr. Eco.	Elective
Trimester 3—Spring 10	ACC 601 Mgr. Acc.	BA 690 Bus. Strategy	BA 602 MIS	Elective

REQUIRED—27 hours

BA 611	_____
BA 616	_____
BA 614	_____
BA 601	_____
BA 620	_____
ECO 610	_____
ACC 601	_____
BA 690	_____
BA 602	_____

ELECTIVES—9 hours

REQUIRED PREREQUISITES:

Accounting I or equivalent	_____
Accounting II or equivalent	_____
Macroeconomics or equivalent	_____
Microeconomics or equivalent	_____
Statistics or equivalent	_____
Finance or equivalent	_____

My adviser has explained the program requirements and the schedule of classes. I understand what courses I need and when I need to take them.

MBA Student _____

Date _____

Dean or MBA Adviser _____

Date _____

ONLINE MBA PROGRAM SHEET
School of Business & Economics, Campbellsville University

NAME _____

ADDRESS _____

PHONE AND EMAIL _____

2008

Grad Session 1	BA 601 Mktg. Mgt	ECO 610 Mgr. Eco.	BA 605 Healthcare Policy	BA 626 HR Staffing
Grad Session 2	BA 611 Org. Theory	ACC 601 Mgr. Acc.	BA 603 Healthcare Mktg.	BA 618 Compens. & Bene.
Grad Session 3	BA 616 Business Ethics	BA 620 Mgr. Finance	BA 623 Mktg. Commun.	BA 604 Health Finance

2009

Grad Session 4	BA 614 HRM	BA 602 MIS	BA 625 Negot. & Conflict	BA 619 International Mktg.
Grad Session 5	BA 621 Mktg. Research	BA 605 Healthcare Policy	BA 626 HR Staffing	BA 603 Healthcare Mktg.
Grad Session 6	BA 618 Compens. & Bene.	BA 623 Mktg. Commun.	BA 604 Health Finance	BA 625 Negot. & Conflict
Grad Session 1	BA 601 Mktg. Mgt.	BA 610 Mgr. Eco.	BA 619 International Mktg.	BA 621 Mktg. Research
Grad Session 2	BA 611 Org. Theory	ACC 601 Mgr. Acc	BA 605 Healthcare Policy	BA 626 HR Staffing
Grad Session 3	BA 616 Business Ethics	BA 620 Mgr. Finance	BA 603 Healthcare Mktg.	BA 618 Compens. & Bene.

2010

Grad Session 4	BA 614 HRM	BA 602 Mgr. MIS	BA 623 Mktg. Commun.	BA 604 Health Finance
Grad Session 5	BA 625 Negot. & Conflict	BA 619 International Mktg.	BA 605 Healthcare Policy	
Grad Session 6	BA 626 HR Staffing	BA 603 Healthcare Mktg.	BA 618 Compens. & Bene.	BA 623 Mktg. Commun.

REQUIRED—27 hours

BA 611 _____
 BA 616 _____
 BA 614 _____
 BA 601 _____
 BA 620 _____
 ECO 610 _____
 ACC 601 _____
 BA 690 _____
 BA 602 _____

TRACK/ELECTIVES—9 hours

1. _____
 2. _____
 3. _____

PREREQUISITES:

Accounting I or equivalent _____
 Accounting II or equivalent _____
 Microeconomics or equivalent _____
 Macroeconomics or equivalent _____
 Statistics or equivalent _____
 Finance or equivalent _____

***BA 691 and BA 692 Master Thesis I and II are always available.**

My adviser has explained the program requirements and the schedule of classes. I understand what courses I need and when I need to take them.

MBA Student _____

Date _____

Dean/Director of Online MBA/or MBA Adviser _____

Date _____

The image cannot be displayed. Your computer may not have enough memory to open the image, or the image may have been corrupted. Restart your computer, and then open the file again. If the red x still appears, you may have to delete the image and then insert it again.

SCHOOL OF EDUCATION

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Master of Arts in Education

Master of Arts in Special Education

The image cannot be displayed. Your computer may not have enough memory to open the image, or the image may have been corrupted. Restart your computer, and then open the file again. If the red x still appears, you may have to delete the image and then insert it again.

Dr. Brenda A. Priddy, Dean

Campbellsville University, UPO 791, 1 University Drive, Campbellsville, KY 42718
bapriddy@campbellsville.edu • 270-789-5252

SCHOOL OF EDUCATION MISSION AND GOALS

The mission of the School of Education of Campbellsville University is to prepare teachers for their respective fields by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

The goals for achieving the mission of the School of Education are:

- Provide a comprehensive program in curriculum and instruction for graduate students.
- Emphasize the development of the cadre of master teachers in the contiguous area of the Commonwealth;
- Follow the expectations and specifications outlined by KERA and best practices;
- Provide the opportunity for teachers leading toward advanced certification, specifically Rank II certification.
- Reflect the character-based, moral and ethical based, faith-based component of one's personal life and professional integrity.

FINANCIAL AID

Students who wish to complete financial aid information are advised to consult the current University Bulletin/Catalog and the University's Office of Financial Aid. Information related to student aid available specifically for candidates for the MAE and MASE degrees in the School of Education is also available. The following source of scholarship opportunities are:

- William K. Pennebaker Graduate Scholarship. Limited funds are available to School of Education students who demonstrate financial need. Partial scholarship assistance on a semester-by-semester basis is available. Further information is available through the Dean's office.
- TRAC Tuition Assistance. Limited funds are available to eligible students admitted to the Master of Arts in Special Education program. Further information is available through the Office of Financial Aid.

TITLE II REPORTING REQUIREMENTS

In compliance with the requirements under federal law, Campbellsville University provides annual disclosure of the reporting requirements under Title II. These requirements report the PRAXIS II pass rate percentage of cohort students completing the undergraduate Teacher Education Program. The 2005-06 Title II pass rate was 91%.

GRADUATE PROGRAMS

The Commonwealth of Kentucky is continuing an exciting era in its educational history, building on the implementation of the Kentucky Education Reform Act of 1990 (KERA). Since the enactment of KERA, the teacher education community of the Commonwealth has been encouraged to develop relevant standards-driven programs for the continued preparation of teachers. The challenge this poses for Campbellsville University is to accommodate and provide continuing services and programs that address the needs of the schools of the 21st century. To meet that challenge, the University offers two post-baccalaureate programs:

- Master of Arts in Education (M.A.E.) program leading to areas of specialization in curriculum and instruction
- Master of Arts in Special Education (M.A.S.E.) program leading to P-12 Learning Behavior Disorder (LBD) certification.

The graduate education program implements a Continuous Assessment Plan (CAP) that monitors student progress throughout the program. The Plan consists of three checkpoints along the continuum of the program:

- (a) CAP 5: admission into the program
- (b) CAP 6: mid-point check
- (c) CAP 7: program completion/exit

Students must successfully meet the criteria at each checkpoint. A student will not be permitted to progress in the program if the criteria are not met. The CAP system will be explained in detail in the appropriate education courses.

No more than 12 semester hours of graduate credit may be transferred from other accredited graduate institutions if those credits match the course requirements of the graduate program. Approval of transfer credits will result from an examination of the transfer request (accompanied by appropriate documentation) by the Dean or his/her designee. Transfer classes must be full term or equivalent classes. Workshops will not be accepted for graduate classes. While these may be valuable to the graduate student, a collection of one and two hour workshops is not acceptable in the education graduate program. When entering the graduate education program, a commitment is made to the completion of the design of the program. A student may appeal a request to the Dean and Graduate Council in cases where the student believes just grounds exist.

FACULTY AND STAFF

Dean of the School

Brenda A. Priddy, Ed.D.

B.A., University of Kentucky, M.S., Morehead State University, Ed.D., University of Louisville/Western Kentucky University

Faculty

Carol Garrison, Ed.D.

B.A., Berea College, M.A., Eastern Kentucky University, Ed.D., University of Kentucky

Donna Irwin, Ph.D.

B.A., M.A., Campbellsville University, Ph.D., University of Kentucky

Teresa Spurling, Ph.D.

B.A., Campbellsville University, M.A., Western Kentucky University, Ph.D., Capella University

Billy Stout, Ed.D.

B.S., Cumberland College; M.A., Indiana University Southeast; Ed.D., Indiana University

Robert VanEst, Ph.D.

B.S., M.S., Ph.D., Indiana State University

John Vokurka, Ed.D.

B.S., Indiana University, M.A. and Ed.D., Indiana University

S. Pamela Zhu, Ed.D.

B.A., Shanghai Teachers' University; M.A., Ed.D., Indiana University of Pennsylvania

Adjunct Faculty

Charlotte Alverson, Ph.D.

B.S., Murray State University; M.Ed., Murray State University; Ed.S., Idaho State University; Ph.D., University of Oregon

Carol Bartlett, Ph.D.

B.S., Western Kentucky University; M.A., University of Louisville; Ph.D., University of Louisville

John Casper, Ed.D.

B.S., Eastern Kentucky University; M.Ed., University of Louisville; Ed.D., Spalding University

Richard Downey, Ph.D.

B.S., Southern Illinois University; M.S., Southern Illinois University; Ph.D., Southern Illinois University

Lisa Fulks, Ph.D.

B.A., University of Louisville; M.Ed. University of Louisville; Ph.D., University of Louisville

Robert Gordon, Ph.D.

B.A., West Georgia College; M.Ed. West Georgia College; Ed.S., Georgia State University; Ph.D. University of Alabama

Renae Harrison, Ph.D.

B.S., Southwest Texas State University; M.A., Western Kentucky University; Ph.D., University of Louisville/Western Kentucky University

Linda Jessie-Jones, Ph.D.

B.A., Illinois State University; M.A., Tennessee Technological University; Ph.D., University of Tennessee

Carol M. McGregor, Ed.D.

B.S., Southern Illinois University; M.S., Southern Illinois University; Ed.D., University of Georgia

Tim Miller, Ed.D.

B.S., Indiana University; M.S., Indiana University; Ed.D., Ball State University

Deborah Richard, Ph.D.

B.S., Murray State University; M.A., Murray State University; Ph.D., Southern Illinois University

Pam Stephens, Ed.D.

B.S., Campbellsville College; M.A., Western Kentucky University; Ed.D., Vanderbilt University

Molly Wilson, Ph.D.

B.S., Western Kentucky University; M.A.E., University of Kentucky; Ph.D., University of Georgia

Full-Time Cognate Faculty

Peter Adcock, Ph.D.

B.S., James Cook University; Ph.D., University of Western Sydney, Sydney, Australia;
Post Doctoral Studies, Murdoch University and UC-Los Alamos National Laboratory

Roscoe Bowen, Ph.D.

B.S., Norwich University; M.Sc., Ph.D., Drexel University

John Mark Carter, Re.D.

B.S., Western Kentucky University; M.P.S., Western Kentucky University; M.R.E., The Southern Baptist Theological Seminary; Re.D., Indiana University

Franklin Cheatham, Ph.D.

Vice President for Academic Affairs

B.S., Campbellsville College; M.S., Tennessee Technological University; M.S. in C.S.E., University of Evansville; Ph.D. University of Kentucky; further study, Memphis State University

Damon Eubank, Ph.D.

B.S., Campbellsville College; M.A.C.T., Auburn University; Ph.D., Mississippi State University

Susan Howell, Ed.D.

B.A., Campbellsville College; M.Ed., Ed.D., University of Louisville

Xinmin Lui, Ph. D.

B.A., Lanzhou University; M.A., Lanzhou University; Ph.D., Lanzhou University

Glenn McQuaide, Ph.D.

B.S., Campbellsville College; M.S., University of Wisconsin; Ph.D., University of Louisville

William Neal, Ph.D.

B.A., Arkansas College; M.A., University of Arkansas; Ph.D., University of Mississippi; Graduate Study, University of Louisville

Jeanette Parker, Ph.D.

B.S., Campbellsville University; M.A.E., Western KY University; Ph.D., Capella University

Craig Rogers, Ph.D.

B.S., M.A., East Tennessee State University; Ph.D., University of Tennessee

Gordon Weddle, Ph.D.

B.S., Oakland City College; M.S., Fort Hays State University; Ph.D., Southern Illinois University; Graduate Studies, Tennessee Technological University

Mary H. Wilgus, Ph.D.

Dean, College of Arts and Sciences

B.A., M.A., Middle Tennessee State University; Ph.D., Vanderbilt University

Support Staff

Ms. Bettye MacFarlan, Secretary for the School of Education
Special Education Program Assistant,
Gwen Sampson Data Entry Specialist,

ADMISSION TO THE EDUCATION GRADUATE PROGRAM (CAP 5)

The following are specific requirements for admission to the Education Graduate Program (M.A.E. or M.A.S.E.):

- Completion of the Graduate School application form;
- Possession of a valid teacher's certification or letter of eligibility; bachelor's degree only for initial certification
- Submission of scores on the PRAXIS exams or equivalent. Results from the GRE may be considered in lieu of the PRAXIS;
- Receipt of three (3) letters of recommendation including one from a school administrator (employer, if seeking initial certification), one from a colleague, and one from a person endorsing the character of the applicant;
- Receipt of official transcripts of all University work from accredited institutions (both undergraduate and graduate) confirming a minimum overall grade point average of 2.75 on a 4.0 scale, a minimum GPA of 2.75 in professional education courses, and of 2.75 in the applicant's undergraduate major or academic (2.5 GPA for M.A.S.E.)
- Completion of an essay describing the rationale for pursuing a graduate degree
- Submission of a copy of professional development plan
- Valid copy of TB skin test and state criminal background check (MASE, initial certification only)
- Disposition self-assessment
- Interview

After meeting all requirements, the major criterion used in granting admission will be the extent to which the applicant has demonstrated possibility for the successful completion of graduate study. The recommendation for admission will be forwarded to the Graduate Council for final approval. The candidates will be notified by a letter from the Dean's office if they have been approved for CAP 5 admission to the graduate program.

ADMISSION REQUIREMENTS TO SCHOOL OF EDUCATION INTERNATIONAL STUDENTS (CAP 5)

- Completion of the Graduate School application form
- Copy of valid teacher's certificate or letter of eligibility
- Official transcripts from all colleges/universities attended
- Transcript evaluation submitted by World Education Services
- Official TOFEL score report
- GRE or NTE scores
- Three letters of recommendation
- One-page personal essay on purposes/goals for graduate study
- Disposition self-assessment
- Interview

Admission for international students is considered on an individual basis. Students must meet all admission requirements. Students missing some requirements *may* be admitted with conditions. Contact the Dean's Office for further information.

PROGRAM COMPLETION REQUIREMENTS (CAP 7)

Requirements for completion of the Master of Arts in Education and Master of Arts in Special Education Degrees are as follows:

Master of Arts in Education

- Successful completion of 18 semester hours of core education courses and 12 semester hours in the appropriate discipline related to the candidate's teacher certification.
- No more than 6 hours of C grades will count toward degree completion; the candidate must also have overall 3.0 grade point average for graduation.
- The candidate for graduation will be required to complete an action-research project paper that focuses on one's classroom experiences
- The candidate will make an oral presentation of the final action research project to faculty and peers.
- Disposition assessment

Master of Arts in Special Education

- Successful completion of 36 hours of online special education courses; for licensure, appropriate Praxis II exams.
- No more than 6 hours of C grades will count toward degree completion; the candidate must also have overall 3.0 grade point average for graduation.
- 65 Field Hours
- Disposition assessment (2)
- Revised Professional Growth Plan
- Research Paper

Master of Arts in Special Education, Initial Certification

- Successful completion: (a) 36 hours of online, special education courses; (b) 12 hours of a campus-based course, SED 502 *Design for Teaching*
- Successful preparation of a professional portfolio based on New Teacher Standards
- For licensure, appropriate Praxis exams and successful completion of student teaching or KTIP
- No more than 6 hours of C grades will count toward degree completion; the candidate must also have overall 3.0 grade point average for graduation.
- 65 Field Experience Hours
- Disposition Assessment (2)
- Professional Growth Plan and PGP
- Self-assessment

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

DEGREE DESIGN

The Master's program is a 30-semester hour sequence, 18-month program with 18 hours in professional education courses in curriculum and instruction and 12 hours in selected cognate areas. The overall structure of the M.A.E. program provides primary, middle and secondary schools teachers the experience of designing an action-research project that will be implemented in their own classrooms. The project is based on a concern/interest the teachers have identified for further study and formal research.

Course work is content specific toward providing comprehensive understanding of curriculum theory and designs linking theory to practice. Furthermore, emphasis is given to the development of skills, concepts, and understanding in producing master teachers and mentors to student teachers and first year interns. The core education courses are as follows.

Courses

Curriculum & Instruction	18
ED 610 Curriculum Theory.....	3
ED 615 A & B Practicum in Human Development (1.5 hours each)	3
ED 620 Curriculum Design	3
ED 625 A & B Practicum in Instruction (1.5 hours each).....	3
ED 630 Research Methods.....	3
ED 635 A & B Practicum in the Teaching of Reading (1.5 hours each)	3
ED 640 Supervision of Instruction.....	3
ED 680 ² Special Topics	1-6

Cognate Area 12

The student will identify a subject as the cognate area and complete four 3-hour courses as indicated below.

Course Offering Schedule

ED 610, 620, 630, and 640 are generally taught in the evening hours (6:00-9:00 p.m.) on Tuesdays. Practicum are taught on selected Saturday mornings or designated evenings to accommodate graduate students who teach in full-time positions. One of the strengths of the program is to relate theory to instructional behavior as it is being practiced in the classroom of graduate students.

M.A.E. PROGRAM MODEL

The following model summarizes the total 30-hour graduate program (18 graduate hours, education; 12 graduate hours, cognate area) and shows the relationship of the core professional education courses to the Master's Action Research Project.

I. Education Core Courses – 13.5 hours		Action Research Project
1 st Trimester (Fall)	ED 610 Curriculum Theory (3 hrs.) ED 615A Practicum in Human Development (1.5 hrs.)	Chapter 2 Literature Review
2 nd Trimester (Winter)	ED 630 Research Methods (3 hrs.) ED 615B Practicum in Human Development (1.5 hrs.)	Chapters 1 & 3 Introduction Methodology
3 rd Trimester (Spring)	ED 620 Curriculum Design (3 hrs.) ED 635A (P-5) or ED 625A (5-9,8-12) (1.5 hrs.)	Chapters 1,2,&3
II. Cognate Classes – 12 hours		
Summer (6 hours)		
Fall Trimester (3 hours)		
Winter Trimester (3 hours)		
III. Education Core Courses – 4.5 hours		
Spring Trimester	Ed 640 Supervision of Instruction (3 hrs.) ED 635B (P-5) or ED 625A (5-9,8-12) (1.5 hrs.)	Chapters 4&5 Results and Conclusions

² ED 680 is taught "as needed." It must be approved by the Dean and endorsed by the education graduate faculty. The student must have a 3.0 GPA in graduate work.

COGNATE AREA COURSE LIST

Graduate courses in selected cognate areas are taken during the summer months and are intended to strengthen the graduates' abilities and knowledge in the appropriate specific academic domain. Following is a list of recommended content area courses:

Language Arts, P-5

Twelve hours of course-work are required for the graduate student who is currently teaching at the P-5 level of certification. The program includes courses on the following:

- ED 600 Trends and Issues in Reading/Language Arts
- ED 601 Relationships Between Writing and Reading
- ED 602 Diagnosis of Reading Problems
- ED 603 Directed Study in Language Arts

Biology, 8-12

These courses are designed for graduate students having academic emphases in science and/or biology for middle and secondary certification levels. The program includes the following courses:

- BIO 501 Topics in Freshwater Biology: Limnology
- BIO 502 Natural History of Vertebrates
- BIO 503 Topic in Human Ecology
- BIO 504 Plant Taxonomy and Local Flora
- BIO 590 Research

Chemistry, 8-12

These courses are designed for graduate students having academic emphases in science and/or chemistry and are appropriate for middle and secondary certification levels. The program includes the following courses:

- CHE 500 Topics in Modern Chemistry
- CHE 501 Topics in Inorganic Chemistry
- CHE 502 Topics in Organic Chemistry
- CHE 503 Topics in Analytical Chemistry

English, 8-12

These courses are designed for graduate students possessing academic emphases in English/communications and are appropriate for middle and secondary certification levels. Courses include the following:

- ENG 501 Literary Criticism
- ENG 502 Casebook Studies of Selected Classics
- ENG 503 The Romantic Period
- ENG 504 Victorian Literature
- ENG 505 Rhetorical Traditions and Composition
- ENG 506 Recent Trends in Composition Studies
- ENG 507 Modernism in American Literature and Criticism
- ENG 508 Postmodernism in American Literature and Criticism
- ENG 511 Classical Rhetoric for Contemporary Composition
- ENG 512 Contemporary Theories of Writing
- ENG 591 Shakespeare in Performance and Interpretation

Mathematics, 8-12

These courses are designed for graduate students with academic emphases in mathematical studies. The program is applicable for middle and secondary certification levels and include the following:

- MTH 500 Microcomputer Applications for Mathematics
- MTH 501 Topics in Number Theory
- MTH 502 Topics from Geometry
- MTH 505 Mathematical Modeling and Applications

Physical Education and Health, P-12

These courses are designed for graduate students with certification in physical education and/or health. Courses include the following:

- HPE 550 Current Trends and Practices in Physical Education
- HPE 560 Current Trends and Practices in Health Education
- HPE 570 The Physiological Basis of Health, P.E. and Athletics
- HPE 575 Conditioning and Rehabilitation for Games, Sports, Physical Activity
- HPE 580 The Psycho/Social Aspects of Sport and Physical Activity

Social Studies, 8-12

These courses are designed for graduate students with academics emphases in the fields of social studies, including history and political science and with middle and/or secondary certification. Courses include the following:

- HST 502 Colonial America
- HST 575 Civil War and Reconstruction
- PSY 512 Cognitive Psychology
- PSY 601 Advanced General Psychology
- POL 501 Political Theory
- POL 555 Political Geography

NON-COGNATE COURSES

Courses other than the cognate courses above may be substituted providing they are graduate level courses specifically related to one's certification area and approved by the Dean.

COURSE DESCRIPTIONS

ED 610 Curriculum Theory 3

Emphasizing the curriculum principles, the philosophical, historical, and social trend of curriculum, the determinants of curriculum, and the development of the rationale for the implementation of a school-based action project. This course is taken during the first year, fall trimester

ED 615 A& B Practicum in Human Developmenteach, 1.5

Emphasizing practical implementation of theory and design in the classroom, this experience is taken over the entire academic year of the program. Also emphasized is application of the latest theories in the development and learning of children. The classroom for these experiences is the classroom of the graduate student. These experiences are accompanied by attendance at a series of Saturday or evening workshops and seminars. This practicum is required for all graduate students during their first year.

- ED 620 Curriculum Design..... 3**
Emphasizing the overall components of curriculum development, design, implementation, and evaluation and continuing assistance to the individual with his/her school-based action project with particular attention to reporting results. This course is taken in the spring trimester
- ED 625 A & B Practicum in Instruction each, 1.5**
Emphasizing practical implementation of curricular design and instruction theory in the classroom setting. Attendance at selected Saturday or evening workshops on topics relevant to instruction is required. This course is taken during the second academic year of the program by those holding middle school and/or secondary certification.
- ED 630 Research Methods..... 3**
Emphasizing both qualitative and quantitative methodology, reflective practice, competency development, formative and summative assessment with special attention to the rationale and methodology action research project. This course is taken in the winter trimester.
- ED 635 A & B Practicum in the Teaching of Reading each, 1.5**
Emphasizing the practices and trend in the teaching of reading. This seminar is taken during the second academic year of the student's program, by those holding standard certification at the P-5 level. Seminars meet on selected Saturdays or evenings during the academic year.
- ED 640 Supervision of Instruction..... 3**
Emphasizing the development of knowledge skills in supervision student teachers, intern and other teachers, and understanding the importance of leadership therein. Special emphasis is given to assist student teachers and first year interns toward success. Emphasis is placed on Chapter 5 of the Master's Action Research project. This course is taken during the second year, spring trimester.

COGNATE AREA COURSE DESCRIPTIONS

Language Arts, P-5

- ED 600 Trends and Issues in Reading/Language Arts..... 3**
This course focuses on theories, research, and methodology associated with reading and language arts from primary through the fifth grade, with attention to the concepts of whole language, phonemic, awareness, and emergent literacy.
- ED 601 Relationships Between Writing and Reading..... 3**
This course emphasizes current thought and research in the fields of reading and writing that mutually support the nature of the interrelationships between the two processes. Special attention is given to emergent literacy.
- ED 602 Diagnosis of Reading Problems..... 3**
This course examines the use and critique of theories of the reading process and diagnostic approaches for assisting in the improvement of reading proficiency. Emphasis is placed on the use of holistic assessment technologies and their relationships to theories of reading processes.

ED 603 Directed Study in Language Arts 3
 This course requires the graduate student to select a topic in language arts, study the research and literature related to the topic, consider the implications of findings for instruction in the classroom, and present a paper to a panel of peers for critique.

Biology, 8-12

BIO 501 Topics in Freshwater Biology: Limnology 3

BIO 502 Natural History of Vertebrates 3

BIO 503 Topic in Human Ecology 3
 The course will cover aspects of human ecology such as population dynamics, environmental problems of pollution and resource depletion, energy sources and policy, endangered species, habitat destruction, and urban growth.

BIO 504 Plant Taxonomy and Local Flora 3
 The course will cover various aspects of plant taxonomy and the local flora of central Kentucky.

BIO 590 Research 1- 6
 This course emphasizes student-conducted research with the guidance of a faculty sponsor. The topic of research and the research methods are determined in consultation with the sponsoring faculty member. Results are presented orally in a public seminar and in a comprehensive written report. Offer on demand.

Chemistry, 8-12

CHE 500 Topics in Modern Chemistry 3
 This course is a review and extension of the principles and topics studied in introductory chemistry. The course will cover topics such as the mathematics of chemistry, molecular dimensions, the structure of atoms and molecules, equations and the gas laws. Prerequisite: two years of undergraduate chemistry.

CHE 501 Topics in Inorganic Chemistry 3
 This course treats the basic concepts of inorganic chemistry and how these concepts are used to understand and predict the chemical and physical properties of compounds other than carbon. Special emphasis is placed on the chemical and physical properties of compounds of the transition elements.

CHE 502 Topics in Organic Chemistry 3
 This course treats both the classical and instrumental methods used in the study of organic compounds. Emphasis will be placed on the reactions of the main functional groups of organic molecules, stereochemistry, and on the interpretation of mass, infrared, ultraviolet, and nuclear magnet resonance spectra.

CHE 503 Topics in Analytical Chemistry 3
 This course is a study of classical and modern instrumental analytical techniques. Topics studied will include both volumetric and gravimetric analysis and the theories associated with these techniques. Special emphasis will be placed on modern instrumental techniques including gas chromatography, ultraviolet, and visible techniques.

English, 8-12

- ENG 501 Literary Criticism..... 3**
This course examines recent and current criticism to discover its basic assumptions and implications, beginning with formalism and structuralism.
- ENG 502 Casebook Studies of Selected Classics 3**
This course integrates literature and literary criticism into a casebook approach. The study of specific works and contemporary criticism and the peer writing of a casebook for a specific literary work will demonstrate the process of reading, critical analysis and interpretation, writing, and understanding.
- ENG 503 The Romantic Period 3**
This course is a study of Romantic Literature beginning in 1798 and continuing through 1832. The course will stress a thorough examination of major writers of poetry, the prose essay, literary critical essay, and the novel of the period.
-
- ENG 504 Victorian Literature..... 3**
This course is a study of Victorian Literature beginning in 1832 and continuing to 1900. The course will be a careful examination of major writers of poetry, the prose essay, literary essay, and the novel of the period.
- ENG 505 Rhetorical Traditions and Composition..... 3**
This course examines the Rhetorical Theories and traditions that underlie the teaching of composition. It will focus particularly on American rhetorical heritage and its influence on the way rhetorical theory shapes curriculum, textbooks, and teaching theory practice.
- ENG 506 Recent Trends in Composition Studies..... 3**
This course examines recent developments in discourse theory, cognitive studies, collaborative learning, assessment, and artificial intelligence research that are changing the way composition is taught. Intended as an introduction to these fields, the course will introduce students to the leading theorists in these fields through their writings in texts and journals.
- ENG 507 Modernism in American Literature and Criticism 3**
An investigation of American modernism as represented by selected works of American criticism, fiction, poetry, and drama, with emphasis on three questions: What is modernism? What are its origins? What are its manifestations in literature and life?
- ENG 508 Postmodernism in American Literature and Criticism..... 3**
An investigation of American postmodernism and its various manifestations in selected works of American literature and criticism.
- ENG 511 Classical Rhetoric for Contemporary Composition..... 3**
This course consists of a brief historical survey of ancient rhetoric, intensive study of the rhetorical theories of Aristotle and Cicero, and practice in writing an analysis involving applications of classical theory with special attention to proofs, structures and style.
- ENG 512 Contemporary Theories of Writing 3**
This course consists of the study and practical application of recently advanced theories affecting academic and professional writing and the teaching of writing in America. The scope of study includes, but is not limited to, theories advocated by current traditionalists, expressivists, cognitivists, social constructivists, and neo-Marxists; it also includes eclecticism and classical rhetoric in contemporary theory. The focus of study foregrounds the basic assumptions, major tenets, logical implications, and probably practical results of each theoretical perspective.

ENG 591 Shakespeare in Performance and Interpretation..... 3
 A study of selected Shakespearian plays in light of performance, focusing on interpretation, staging, and problems/options.

Mathematics, 8-12

MTH 500 Microcomputer Applications for Mathematics..... 3
 The microcomputer will be used for an in-depth study of the solutions to various mathematical problems. A number of areas in calculus, statistics, simulation, linear programming, and linear algebra will be investigated from the applied aspect.

MTH 501 Topics in Number Theory..... 3
 Topics in this course include congruencies, conditional congruencies, finite and infinite simple continued fractions. Algebraic and transcendental numbers, sum of squares, recurring sequences, and cryptography. Prerequisite: MTH 305 or consent of instructor.

MTH 502 Topics from Geometry..... 3
 Topics include constructions and study of polygons, polyhedra and polytopes and their symmetric groups, transformations, convexity, duality, regular and semi-regular tilings of the plane, and geometry in architecture, art, biology, chemistry, and crystallography. Prerequisite: MTH 402 or consent of the instructor.

MTH 505 Mathematical Modeling and Applications..... 3
 Mathematical concepts and techniques from earlier courses are used in modeling real-life problems to bring new vividness and interest to ideas. Numerous problems are confronted from the physical, biological, social, and behavioral sciences. The use of computer is encouraged. Prerequisite: calculus and some computer science.

Physical Education and Health, P-12

HPE 550 Current Trends and Practices in Physical Education..... 3
 Course emphasizes current trends and practices in physical education. The course will review KERA as it relates to the implementation of Practical Living Core Concepts in Kentucky. Recently adopted NASPE benchmarks will also be stressed.

HPE 560 Current Trends and Practices in Health Education..... 3
 This course will identify illness and disease in school-age children and adolescents and stress the prevention or reduction of disease through avoidance of risk factors and modification of lifestyle. Implications for school programs will be addressed.

HPE 570 The Physiological Basis of Health, Physical Education, and Athletics..... 3
 This course will challenge students to learn the scientific and physiological reasons for training and conditioning. Students will be able to explore current concepts and practices in their environment and improve the effectiveness of safety of school-based health, physical education and athletic programs.

HPE 575 Conditioning and Rehabilitation for Games, Sports and Physical Activity..... 3
 This course will present an overview of techniques for conditioning and rehabilitation of participants in sport and physical activity. Topics include the components of physical fitness, conditioning methods, sport specific conditioning, nutrition, prehabilitation, rehabilitation guidelines, and rehabilitation of specific injuries.

HPE 580 The Psycho/Social Aspects of Sport and Physical Activity..... 3
 This course will provide student with a comprehensive and insightful analysis of contemporary issues in sport and physical activity. Psycho/social issues in sport and physical activity will be examined from historical, cross-cultural, and psychological perspectives.

Social Studies, 8-12

HST 502 Colonial America..... 3
 This course will examine American development from the Age of Discovery to the Early National Period. Emphasis will be placed on understanding the basic factors in the economic, social, and political development of the colonies.

HST 575 Civil War and Reconstruction..... 3
 This course examines the development of sectionalism in the antebellum period, the secession crisis, and mobilization for war, its strategy and tactics. The course examines the military, political, and diplomatic courses of the war. The reconstruction period and its impact are also discussed.

POL 501 Political Theory..... 3
 This course focuses on the major theoretical approach in analyzing democratic theory, including procedural and substantive views, as well as majoritarian and pluralistic theory. Different views on democratic government will be examined, and emphasis will be placed on how decision-making takes place.

POL 555 Political Geography of Environment & Resources..... 3
 This course examines the relationship that exists between the process of political decision making by national governments and the world environment. The interactions between resource management and international decision making will be studied so as to help students to understand the current issues and crises in the global arena that are likely to have the greatest impact on the future.

PSY 512 Cognitive Psychology..... 3
 Contemporary approaches to cognitive psychology. A broad survey, with in-depth looks at selected topics including attention and memory.

PSY 601 Advanced General Psychology I..... 3
 An examination of the basic concepts, theories, research methods, and findings of specialty areas in experimental psychology. Topics will include biological bases of behavior, the nervous system, sensory processes, perception, learning, and cognition. Required for emphasis in psychology.

Master of Arts in Special Education (M.A.S.E.)

DEGREE DESIGN

The Master of Arts in Special Education (M.A.S.E.) is a rigorous preparation program consisting of 12 blended, online classes offered in 10-week sessions. Candidates take two classes per 10-week session. It is an alternative certification program that is designed for initial certification (P-12, Learning Behavior Disorders, LBD) or for an extension of the teaching certificate. The program can be completed in approximately 18 months.

This program provides students with opportunities to participate in field experiences, engage in professional collaboration through online course sessions and to meet one another face-to-face through video-teleconferencing seminars. Emphasis is placed on in-depth strategies for educating Learning Behavior Disorder students. The program begins with an introduction to areas of exceptionalities and case law.

COURSE DESCRIPTIONS

SED 503 Introduction to Special Education..... 3

This course will provide information and knowledge regarding models, theorists, and philosophies that form the basis of special education. The family systems and the role of families in the education process will be studied with specific emphasis on culturally diverse groups. Issues related to due process will be addressed within a continuum of services. A primary research project will be conducted regarding the variations in beliefs and values across cultures and their effects on relationships among individuals with exceptional learning needs.

SED 504 Emotional Disturbance and Behavioral Disorders..... 3

This course will enable master teachers to understand interconnections between biological, cognitive, social, and emotional dimensions of emotional and behavioral disorders. The interplay of race, gender, social class, and ethnicity with factors of family structure, peer relationships, and school experiences will be researched and reported through oral and written presentations.

SED 505 Curriculum and Methods in Learning & Behavior Disorders P-12 3

This course is designed to provide opportunities for investigating research-based best practices exploring the advantages and limitations of instructional strategies and practices for teaching individuals with emotional/behavioral disorders. Candidates will examine how technology, media, resources, and materials may be used to maximize teaching effectiveness in the classroom. Major focuses are given to the area of constructing unit lessons, lesson presentations, and evaluation of student progress. Candidates are expected to develop lesson plans that accommodate the needs of learners with disabilities and that provide differentiated learning experiences. Designing instructional strategies for diversity in culture and in learning styles, adapting commercial and teacher-made materials, assessing learner progress, and using technology to enhance instruction are studies in-depth. Primary graduate study will address the resources and techniques used to transition individuals with emotional/behavioral disorders into and out of school and post-school environments.

SED 506 Behavior Management of Children & Youth with Learning and Behavior Problems..... 3

This course is designed to provide students with knowledge and understanding of behavioral assessment and intervention strategies that have been effective for individuals with emotional/behavioral disorders across the age range. Students will learn to (a) identify and assess problem behavior, (b) design and implement behavioral interventions, (c) design learning environments that will prevent problem behaviors, and (d) apply behavioral procedures in educational settings. Primary research project will address the collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.

- SED 600 Theories of Reading and Educational Practices P-12..... 3**
 This course will concentrate on the best practices for teaching reading to students with learning and behavioral difficulties. Candidates will conduct research on literacy problems in the United States and examine reading approaches for students with reading difficulties. Understanding of best practice strategies for teaching of reading will be applied through a research paper project.
- SED 601 Prescriptive and Instructional Methods..... 3**
 This course will explore strategies for teaching skills and content areas, such as reading, mathematics, social studies, oral and written language, and study skills to students with learning and behavioral disorders. The course will provide instruction in designing goals and objectives anchored in both general and special curricula. Primary graduate project will reflect candidates understanding of instructional planning in a collaborative context including individuals with exceptionalities, families, professional colleagues, and personnel from other agencies. This course will require a 10-hour field experience component.
- SED 602 Classroom Management..... 3**
 This course will assist the candidate teachers in developing research-based strategies for creating and managing a classroom environment that maximizes student learning and prevents potential problems. Topics for in-depth study include: effective schools research; teacher behavior and management techniques; discipline theories; conferencing and referrals; observation, reporting, and communication skills. Candidates will observe, record, and analyze both teacher and student behaviors as they relate to the instructional program and learning environment during the required 10 Field/Service Learning Hours. An action research paper will require the candidate to examine classroom management models
- SED 603 Teaching Mathematics to Children & Youth with LBD 3**
 The primary focus of this course is an in-depth examination of the teaching of mathematics to children with learning and behavioral disorders. The overall contexts in which these researched-based best practices are considered are the national curricular reforms in mathematics. Clearly, this course primarily attends to domains of pedagogy, and its relationship to subject matter, curriculum, and pedagogical content knowledge. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by National Council of Teachers of Mathematics (NCTM). Candidates will demonstrate their understanding of best practice mathematics instruction through a case-study project.
- SED 604 Assessment and Instructional Methods..... 3**
 This course will provide participants with an understanding and informed use of assessment data. It focuses on policies and procedures involved in the screening, diagnosis, and placement of individuals with emotional/behavioral disorders including academic and social behaviors. The primary research project will involve the assessment of appropriate and problematic social behaviors of individuals with EBD.
- SED 605 Research Methods and Procedures 3**
 This course provides an overview of the research processes, with emphasis on finding, using, and evaluating social research. The course has embedded within the weekly lessons PowerPoint presentations for further explanation of key concepts and terms. Further, each week's lesson/class concludes with a website to be explored and learn the key concepts. Students will learn the tools for qualitative and quantitative research. A research paper of at least 50 pages is required on a topic selected from a list provided by the professor.

SED 606 Introduction to Learning Disabilities.....3

This course will provide information focusing on the identification, instruction, and assessment of individuals with specific learning disabilities and learning differences. Special emphasis will be placed on the etiologies of learning disabilities and the medical factors that may impact the learning of individuals with learning disabilities. Participants will learn the psychological, social, and emotional characteristics of individuals with learning disabilities. A primary research project explores the impact learning disabilities may have on auditory processing skills and phonological awareness as they relate to individual reading abilities.

SED 607 Graduate Practicum/Seminar3

This course provides an opportunity for students to apply best instructional practice in a field base setting with cognitive coaching with a critical friend and their cohort of peers in the seminar. This will provide opportunity to translate theory learned into practice.

For those non-traditional students who have degrees but no teaching certificates, an additional course is required, SED 502.

SED 502 Foundation Courses: Design for Teaching12

This course experience is designed to familiarize the candidate with the broad field of education. Emphasis is given the historical, philosophical, and social foundations of education through research activities. In-depth study of developmental and learning theories will be conducted. In addition, candidates will demonstrate proficiency in instructional technology applications in the classroom. This block will include lecture, in-class presentations, role-playing, case studies, video analysis, guest speakers, cooperative learning tasks, and a variety of writing activities.

SED 608 Student Teaching.....12

Student teachers spend twelve weeks in a primary, middle, or high school classroom setting. They will have opportunity to translate theory learned in professional studies into practice while teaching in their areas of certification and under the guidelines of a cooperating teaching and University supervisor.

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SCHOOL OF MUSIC

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Master of Arts in Music

Master of Music in Church Music

Master of Music in Music Education

Master of Music in Musicology

Master of Music in Conducting

Master of Music in Piano Pedagogy

Master of Music in Performance

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Dr. J. Robert Gaddis, Dean

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SCHOOL OF MUSIC MISSION STATEMENT

The School of Music of Campbellsville University serves as an instrument of the University in the direction of music training and the stimulation of creative and professional work in music. The School of Music provides music study within the mission and goals of the University.

The School of Music attempts to broaden the education of every student in the University by providing a broad range of experiences in music; by offering class instruction which seeks to develop an understanding of music as a communicative art, its place in life, and its value to the individual; and by offering specialized training in musical skills.

The School of Music encourages the development of students who wish to prepare for careers as professional performers, teachers, or church musicians by providing competency-based courses which lay a technical and broad cultural foundation and which equip music students in their particular fields of interest and endeavor.

The School of Music guides students in the attainment of academic, spiritual, vocational, cultural, and social values through professional training, musicianship, and the liberal arts concept.

The School of Music provides educational and cultural resources to the University, community, and regional constituencies through concerts, workshops, adjudication, research, creative activity, and other professional services; while working cooperatively with the regional constituencies to enhance learning opportunities for students.

GRADUATE DEGREES OFFERED BY SCHOOL OF MUSIC

The Graduate Program of the School of Music seeks to develop professional competence and productive scholarship in its students. The program of study is designed to lead to a broad acquaintance with historical and contemporary states of learning and prepare students to contribute to the advancement of their respective fields.

All graduate degree programs have been approved by the National Association of Schools of Music, the Southern Association of Colleges and Schools, the Council on Post-Secondary Education, and the Kentucky Department of Education.

Master of Arts in Music (M.A.M.)

The Master of Arts in Music degree is designed to provide graduate instruction in a broad range of musical study for students without specialization. The program requires study in five core areas to provide a breadth of competence in musical skills and understanding. This program is intended primarily for students seeking advanced study in preparation for careers spanning different disciplines within the music profession or preparation for continued education beyond the master's level.

Master of Music in Music Education (M.M.M.E.)

The Master of Music in Music Education degree is primarily intended for certified music educators having a Rank III teaching certificate, who are required, if teaching in the State of Kentucky, to attain the Master's level (Rank II) certification within ten years after completion of the bachelor's degree. The degree can also assist non-certified musicians who have a bachelor's degree to prepare for further studies in doctoral programs and for college-level teaching. This degree does not certify individuals for public school teaching in the elementary or secondary schools unless Rank III certification was previously earned. The program is approved by the Kentucky Department of Education.

Master of Music in Church Music (M.M.C.M.)

The Master of Music in Church Music degree program provides music study for students who wish to prepare for careers in church music ministry. Increasingly, churches expect musicians to have completed significant study in church music beyond the bachelor's level as a prerequisite for service in professional music ministry positions. The School of Music is in a strategic position to respond to the needs of churches both within the Baptist denomination and of other affiliations by nurturing church musicians who are thoroughly prepared to meet the challenges of ministry through music.

Campbellsville University is the only private college or university in Kentucky to offer the Master of Music in Church Music degree program.

All the courses offered in the Master of Music in Church Music curriculum are designed to go beyond the scope of courses in the undergraduate music student's experience. Graduate music students must complete coursework in foundational studies, methods and literature, and research seminar, while participating in applied music instruction and ensembles. The broad spectrum of this coursework helps to ensure that there is a fusion of musical and intellectual skills in students who understand the biblical, theological, and historical background as well as the practical concerns of church music ministry in the contemporary church.

Master of Music in Musicology (M.M.M.)

The Master of Music in Musicology degree program is designed to provide graduate instruction in the historical development of Western music and in research methods and techniques. It consists of courses in period studies and special topics, core supporting subjects, and a master's thesis. The initiative for this degree comes through student requests and the availability of current faculty qualified to teach such courses and supervise master's theses. One course in ethnomusicology is included in the curriculum to offer students an introductory understanding of music beyond Western art forms and styles. The degree program is intended to prepare students for further graduate study in musicology and for careers in teaching and/or research.

Master of Music in Conducting (M.M.C.)

The Master of Music in Conducting degree program is designed for students with exceptional conducting skill planning for a professional performance-based career as a conductor. Students are initially enrolled in the Master of Arts in Music degree program and audition for entrance into the MM program at the end of their first semester.

Master of Music in Piano Pedagogy (M.M.P.P.)

The Master of Music in Piano Pedagogy is designed to prepare students for careers in piano instruction. It consists of courses in pedagogical, applied and ensemble studies, along with core supporting subjects, and a graduate recital. The initiative for this degree comes primarily through student requests and the need for additional teachers of piano at pre-university levels. Students will be given practical experiences in teaching younger students through the program and through participation in the activities of the local Central Kentucky Music Teachers Association. It is anticipated that many students completing this degree will develop professional studios for teaching piano and/or continue into doctoral studies.

Master of Music in Performance (M.M.P.)

The Master of Music degree in Performance is designed for students with exceptional skill planning for professional performance-based careers. It consists of courses in applied and ensemble studies, core supporting subjects, and a graduate recital. The initiative for this degree comes primarily through student requests and the availability of faculty qualified to teach and supervise graduate applied studies exemplary of the skill and musicianship expected at the master's level. Students would have opportunities to hear professional-level performances through recitals by faculty and guest artists. The program is supported in addition through performance opportunities for students in solo settings, chamber music, and large ensembles. It is anticipated that many students completing this degree will continue into doctoral studies and seek collegiate teaching positions or pursue a professional performance-based career.

FACULTY AND STAFF

Dean of the School

J. Robert Gaddis, Ph.D.

B.M., M.A.E., Western Kentucky University; Ed.D., University of Kentucky
Professor of Music: Conducting, Orchestra, Low Brass

Full-Time Faculty & Areas of Instruction

G. Scott Bersaglia, Ph.D.

B.M., Morehead State University; M.M., Ph.D., University of Texas at Austin
Assistant Director of Bands

C. Mark Bradley, Ph.D.

B.M., M.A. Stephen F. Austin State University; M.A., Ph.D., North Texas State University; additional coursework completed at Southern Methodist University and Indiana University
Professor of Music: Voice, Opera

William H. Budai, Ph.D.

B.M. Central Michigan University; M.M., Bowling Green State University; Ph.D., University of Oklahoma
Assistant Professor of Music: Piano, Piano Pedagogy

Alcingstone Cunha, Ph.D.

B.M. North Brazil Baptist Theological Seminary; M.M., Ph.D., Southwestern Baptist Theological Seminary
Assistant Professor of Music: Church Music, Conducting, University Chorale

Frieda E. Gebert, D.M.A.

B.A., University of South Florida; M.F.A. University of Florida; D.M.A. University of Texas at Austin
Associate Professor of Music: Voice, Concert Chorus

W. Reese Land, D.M.A.

B.A. Lenoir Rhyne College; M.M. University of Louisville; DMA University of Illinois Champaign-Urbana
Assistant Professor of Music: Trumpet, Musicology

Lisa R. McArthur, Ph.D.

B.M. Crane School of Music, SUNY Potsdam College; M.M., M.A., Kent State University; Ph.D., University of Kentucky
Associate Professor of Music: Flute, Theory

James W. Moore, Ph.D.

B.M., M.M. University of Mississippi; Ph.D., Florida State University
Professor of Music: Theory, Composition

M. Wesley Roberts, D.M.A.

B.A. University of South Florida; M.C.M. New Orleans Baptist Theological Seminary; D.M.A., The Southern Baptist Theological Seminary; graduate study, Arizona State University, Alliance Française (Paris), Bibliothèque Nationale (Paris), and the Académie de France (Rome)
Professor of Music: Piano, Musicology

Heidy K. Ximenes, Ph.D.

B.M. Campbellsville University; M.M. University of Louisville; Ph.D., University of Kentucky

Assistant Professor of Music: Violin, Musicology

Support Staff

Mrs. Anne Gibbs, Secretary

ADMISSION TO THE MUSIC GRADUATE PROGRAM

Admissions criteria which will be reviewed using a holistic procedure are the following. Specific degrees may have additional requirements.

- Possession of a bachelor's degree in music, or permission from the Graduate Music Admissions Committee.
- Submission of two letters of recommendation including one from an individual who can speak to the applicant's academic and/or professional capabilities or potential.
- Submission of official transcripts of all college work from accredited institutions (both undergraduate and graduate) confirming a minimum GPA 2.75 on a 4.0 scale overall, including professional education courses, if applicable, and in the applicant's undergraduate major or academic emphasis.
- Completion of the application form, including an essay which discusses the applicant's interest in and commitment to graduate study.
- Submission of a recent recital tape or an audition tape demonstrating performance skill.
- All applicants must pass an entrance examination in music theory and music history and literature, and take appropriate steps to remediate any deficiencies.
- International students must show proficiency in English as a Second Language either through the TOEFL Exam (Test of English as a Foreign Language) or by completing the English as a Second Language (ESL) program at Campbellsville University. The minimum acceptable score on the TOEFL is 550 for the paper-based exam or 213 on the computer-based exam.

REQUIREMENTS FOR THE MUSIC GRADUATE PROGRAM

- The program consists of successfully completing 30 semester hours of credit as specified in the applicant's degree plan.
- No D grades and no more than 3 of C grades will count toward degree completion; no grade below B- will be allowed for applied study; the candidate must also have an overall 3.0 grade-point average for graduation.
- A maximum of 6 semester hours of graduate credit may be transferred from other accredited graduate institutions if those credits match the course requirements of the graduate program. Approval of transfer credits will result from an examination of the transcript (accompanied by appropriate documentation) by the Graduate Music Admissions Committee.
- A maximum of 6 hours may be taken by appointment.
- The graduate student will be required to compile either a portfolio of work related to the curriculum of the program, a research paper of 35-50 pages, or a recital of 40-60 minutes as specified in the respective degree plan. The portfolio may include research projects, writing projects, videotapes of classes taught related to graduate studies or rehearsals conducted.
- A final comprehensive examination is required in music education.
- Each full-time resident graduate student must participate in a University-sponsored performing organization for two semesters.

ADMISSION TO DEGREE CANDIDACY

Admission to candidacy for the graduate degrees in music requires the student to complete the following:

- Fifteen semester hours of graduate level course work.
- Achievement of a minimum grade point average of 3.0 in all graduate-level courses taken at the University and those approved for transfer to be applied to fulfillment of degree requirements.
- Successful completion of all applicable entrance examinations.

A grade point average of 2.75 or above at the undergraduate level on a scale of A = 4.0 is required for applicants who have had no previous graduate study. A grade point average of 2.75 or above on a scale of A = 4.0 is required for applicants seeking to transfer previous graduate work into the program.

This program has no residence requirements.

A maximum of six semester hours of graduate credit (excluding applied credit) may be transferred from other accredited graduate institutions if those credits match the course requirements of the graduate program. Approval of transfer credits will result from an examination of the transcript (accompanied by appropriate documentation) by the Graduate Music Admissions Committee. A minimum of 30 semester hours of credit is required beyond the baccalaureate for this program.

Candidates for the Master of Music in Performance, Conducting or Piano Pedagogy must present a graduate recital of 40-60 minutes as a culminating project. Candidates for the Master of Music in Musicology must present a research paper of 35-50 pages.

Candidates for the Master of Arts in Music or Master of Music in Church Music must present a graduate recital of 40-60 minutes in length or a research paper of 35-50 pages.

Candidates for the Master of Music in Music Education degrees are required to compile a portfolio of work related to the student's curriculum. It may include research projects, writing projects, videotapes of classes taught related to graduate studies, rehearsals conducted, and/or a lecture/recital presented as a culminating project. The student's major advisor will evaluate the portfolio for thoroughness and quality of the material presented and, if necessary, make recommendations for additions or changes in the portfolio. The portfolio relates to the objectives of the degree program by providing evidence of the music education.

A comprehensive examination will be given upon the conclusion of the student's course work in music education. Comprehensive examinations in music courses outside of music education will be given at the end of each course as the final exam upon the discretion of the instructor.

GRADUATE DEGREE PLANS

Master of Arts in Music	30
Required Courses	6
MUS 501 Survey of Music Theory	3
MUS 544 Methods of Research in Music.....	3

Musicology.....	3
<i>Choose one course from:</i>	
MUS 518 Medieval & Renaissance.....	3
MUS 519 Music in the Baroque Period	3
MUS 520 Music in the Classic Period	3
MUS 521 Music in the Nineteenth Century.....	3
MUS 522 Music in the Twentieth Century	3
MUS 524 Music in World Cultures	3
MUS 580 Special Topics in Musicology	3

Music Education	3
<i>Choose one course from:</i>	
MUS 540 History & Philosophy of Music Education	3
MUS 541 Piano Pedagogy.....	3
MUS 542 Research in Voice Science	3
MUS 545 Instrumental Methods & Literature.....	3
MUS 546 Choral Methods & Literature.....	3
MUS 547 Current Methodologies & Assessment in Music Education	3
MUS 640 Psychology of Music.....	3

Conducting.....	3
<i>Choose from:</i>	
MUS 543 Advanced Conducting I.....	3
MUS 643 Advanced Conducting II.....	3

Choose either the Recital or Thesis Track:

Recital Track.....	15
Applied Music	4-6
Ensembles (relating to applied emphasis).....	1-3
MUS 691 Graduate Recital	1
Electives*	6
Thesis Track.....	15
Applied Music	3-4
Ensembles (relating to applied emphasis).....	1-3
MUS 641 Master's Thesis	3
Electives*	6

*Electives may include courses in music history, church music, music education, conducting, and applied study in a secondary area, but not in the primary area. Additional ensembles will not meet this requirement.

Master of Music in Music Education..... 30

Music Education	15
MUS 540 History & Philosophy of Music Education	3
MUS 544 Methods of Research in Music Education	3

<i>Choose one:</i>	
MUS 545 Instrumental Methods and Literature	3
MUS 546 Choral Methods and Literature	3
<i>Choose two:</i>	
MUS 547 Current Methodologies & Assessment in Music Ed.....	3
MUS 590 Independent Study in Research.....	3
MUS 640 Psychology of Music.....	3
ED 610 Curriculum Theory.....	3
Other Studies in Music	12
MUS 501 Survey of Music Theory	3
Applied Music	2
Ensemble Participation	1
<i>Choose one:</i>	
MUS 520 Music in the Classic Period	3
MUS 521 Music in the Nineteenth Century.....	3
MUS 522 Music in the Twentieth Century	3
MUS 523 Music in the United States	3
MUS 524 Music in World Cultures	3
<i>Choose three hours from the following:</i>	
MUS 542 Research in Voice Science	3
MUS 543 Advanced Conducting	3
MUS 643 Advanced Conducting II.....	3
Applied Music	2
MUS 691 Graduate Recital	1
Ensemble Participation	1
Professional Education	3
ED 640 Supervision of Instruction.....	3
Final Project	0
Portfolio	
Exit Exam	
Master of Music in Church Music.....	30
Required Courses	15
<i>Core Courses</i>	
MUS 558 Ministry of Music I: Foundations	3
MUS 559 Ministry of Music II: Applications.....	3
MUS 560 Issues in Church Music	3
<i>Choose Two:</i>	
MUS 553 Arts in Worship	3
MUS 524 Music in World Cultures	3

MUS 566 Studies in Hymnology.....	3
Supporting Courses	6

MUS 501 Survey of Music Theory	3
MUS 543 Advanced Conducting I.....	3

Choose either the Recital or Thesis Track:

Recital Track.....	9
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Choose One:

MUS 545 Instrumental Methods & Literature.....	3
MUS 546 Methods & Literature.....	3

Applied Music	3
Ensembles (relating to applied emphasis).....	2
MUS 691 Graduate Recital	1

Thesis Track.....	9
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MUS 544 Methods of Research	3
MUS 641 Master's Thesis	3
Ensembles and/or Applied Music	3

Master of Music in Musicology	30
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Musicology.....	15
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Choose Five:

MUS 518 Music in the Medieval and Renaissance	3
MUS 519 Music in the Baroque	3
MUS 520 Music in the Classical Period	3
MUS 521 Music in the Nineteenth Century.....	3
MUS 522 Music in the Twentieth Century	3
MUS 524 Music in World Cultures	3
MUS 530 Special Topics in Musicology	3

Supportive Music Courses	9
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MUS 501 Survey in Music Theory	3
MUS 544 Methods of Research	3

Choose One:

MUS 547 Current Methodologies and Assessment.....	3
MUS 590 Independent Study in Research	3
MUS 640 Psychology of Music.....	3

Thesis.....	6
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Required as the culminating project:

MUS 641 Master's Thesis I	3
MUS 642 Master's Thesis II	3

Master of Music in Conducting	30
Conducting.....	12
MUS 543 Conducting I.....	3
MUS 643 Conducting II.....	3
MUS 646 Master's Conducting Seminar in Literature.....	3
Choose one:	
MUS 644 Choral Conducting.....	3
MUS 645 Instrumental Conducting.....	3
Applied Conducting	6
MUA 544-644 Applied Conducting	5
MUS 691 Graduate Recital	1
Other Studies in Music	12
MUS 501 Survey of Music Theory	3
MUS 544 Methods of Research	3
Choose one:	
MUS 545 Instrumental Methods & Lit	3
MUS 546 Choral Methods & Lit	3
Choose one:	
MUS 520 Music in the Classic Period	3
MUS 521 Music in the 19th Century	3
MUS 522 Music in the 20th Century	3
MUS 524 Music in World Cultures	3
Master of Music in Piano Pedagogy	30
Pedagogy	18
MUS 541 Introduction to Piano Pedagogy	3
MUS 542 Teaching Intermediate and Advanced Piano.....	3
MUS 524 Piano Literature	3
MUA 502-602 Applied Piano	6
MUE 598-698 Piano Ensemble.....	2
MUS 691 Graduate Recital	1
Supporting Courses	9
MUS 501 Survey of Music Theory	3
MUS 544 Methods of Research in Music	3
Choose One:	
MUS 547 Current Methodologies in Music Education	3
MUS 640 Psychology of Music.....	3
Electives	3
<i>May include courses in music history, church music, music education, and applied study in a secondary area, but not in the primary area. Additional ensembles will not meet this requirement.</i>	

Master of Music in Performance..... 30

Instrumental Emphasis

Performance	15
Applied Studies (primary area)	8
Ensembles.....	3
MUS 691 Master's Recital	1
MUS xxx Instrumental Literature.....	3
[Individual courses to be developed.]	
Supporting Courses	9
MUS 501 Music Theory	3
MUS 543 Advancing Conducting I.....	3
MUS 544 Methods of Research in Music	3
Electives	6
<i>May include courses in music history, music education, church music, conducting, and applied study in a secondary area, but not in the primary area. Additional ensembles will not meet this requirement.</i>	

Organ Emphasis

Performance	15
Applied Organ	8
MUS 691 Graduate Recital	1
Ensembles.....	3
MUS 526 Organ Literature.....	3
Supporting Courses	12
MUS 501 Music Theory	3
MUS 543 Advancing Conducting I.....	3
MUS 544 Methods of Research in Music	3
MUS 554 Studies in Hymnology.....	3
Electives	3
<i>May include courses in music history, church music, conducting, and applied study in a secondary area, but not in the primary area. Additional ensembles will not meet this requirement.</i>	

Piano Emphasis

Performance	15
Applied Piano.....	8
Ensembles (2 credits must be in Piano Ensembles).....	3
MUS 548 Piano Literature	3
MUS 691 Graduate Recital	1
Supporting Courses	12
MUS 501 Survey of Music Theory	3
MUS 541 Introduction to Piano Pedagogy	3

MUS 544 Methods of Research in Music	3
Music History (one 500-level course).....	3
Electives	3
<i>May include courses in music history, church music, conducting, and applied study in a secondary area, but not in the primary area. Additional ensembles will not meet this requirement.</i>	
<u>Vocal Emphasis</u>	
Performance	21
Applied Voice.....	7
Ensembles (1 credit must be in Opera Workshop)	4
MUS 542 Voice Research and Pedagogy	3
MUS 647 Vocal Literature and Performance Practice.....	3
MUS 648 Opera and Oratorio Literature.....	3
MUS 691 Graduate Recital	1
Supporting Courses	6
MUS 501 Survey of Music Theory	3
MUS 544 Methods of Research in Music	3
Electives	3
<i>May include courses in music history, church music, music education, conducting, and applied study in a secondary area, but not in the primary area. Additional ensembles will not meet this requirement.</i>	

COURSE DESCRIPTIONS

- MUS 501 Survey of Music Theory** 3
This course will present an overview of the field of music theory, with a particular emphasis on its history and philosophy. Students will utilize a variety of analytical procedures, and will investigate the various techniques for teaching theory and musicianship. (Even, Fall)
- MUS 518 Music in the Medieval and Renaissance** 3
This course is intended to discuss the development of Western music from the Ancient musical and cultural traditions to the end of the sixteenth century. It will emphasize the study of vocal and instrumental music, including major composers, forms, and styles of composition.
- MUS 519 Music in the Baroque Period.....** 3
This course is intended to provide students an extensive overview of the vocal and instrumental music of the Baroque style from 1600 to 1750. It will investigate the musical developments, concepts, composers, and historical issues of the Baroque period and the impact it caused in subsequent generations.
- MUS 520 Music in the Classic Period.....** 3
This course emphasizes a survey of music during the Classical period of Western music history. The study concentrates upon the development of Eighteenth-Century homophonic styles and progresses through the compositions of Haydn, Mozart, and Beethoven. (Even, Fall)

- MUS 521 Music in the Nineteenth Century..... 3**
A study of major stylistic trends, genres, and leading personalities in the development of Nineteenth Century Romanticism in Western art music. (Odd, Spring)
- MUS 522 Music in the Twentieth Century..... 3**
This course is a survey of styles and trends in music from 1900 to the present. Emphasis is placed upon both major and minor composers and their contributions in light of social-cultural developments during the century. (Odd, Fall)
- MUS 524 Music in World Cultures 3**
The development of traditional and classical music in non-Western cultures around the world. The course serves as an introduction to the discipline of ethnomusicology and the study of music as human behavior. Parallels MUS 325 and requires an extended research or instrument building project. (Even, Spring)
- MUS 526 Organ Literature 3**
A chronological survey of works written for organ. The survey includes instruments available to the composers at the time they were writing and stylistic characteristics of different regions in Europe in regards to organ literature.
- MUS 530 Special Topics in Musicology..... 3**
This course is intended to provide students an in-depth discussion of specific topics in musicology. It will concentrate on the history of particular composers, musical developments, and other musicological concepts.
- MUS 540 History and Philosophy of Music Education..... 3**
This course will examine the historical and philosophical foundation of music education. Through lectures and discussion, elements of aesthetics will be addressed and the relationship of aesthetic education to music will be examined. (Odd, Fall)
- MUS 541 Introduction to Piano Pedagogy 3**
A study of methods and approaches to piano instruction from beginning to elementary levels of study. Includes practice teaching. Every three semesters.
- MUS 542 Voice Research and Pedagogy 3**
This course surveys historical, empirical, and experimental research in singing and the singing voice past, present, and future. The effects of past voice research on the teaching and art of singing are explored. Students participate in a variety of research projects using currently accepted methods to examine the vocal tract in use. (Even, Spring)
- MUS 543 Advanced Conducting 3**
This course is designed to further develop the skill of conducting and rehearsal techniques for an ensemble conductor. Emphasis will be placed on stylistic development, score study and preparation, and verbal and visual communication. (Odd, Fall)
- MUS 544 Methods of Research in Music..... 3**
This course will provide the opportunity for each student to become familiar with the basic concepts and techniques for research methodology in music. Research techniques in the historical, experimental, descriptive, philosophical, and analytical classifications will be examined. (Odd, Spring)
- MUS 545 Instrumental Methods and Literature 3**
This course will examine literature and techniques of teaching, organization, and supervision of the public school band program. Discussion, lectures and various projects will be used to address the concerns of the instrumental music program. Literature from transcriptions to contemporary band scores will be examined. Various pedagogical approaches will be investigated. (Odd, Spring)

- MUS 546 Choral Methods and Literature..... 3**
An examination of strategies for working with choral groups, including rehearsal planning, rehearsal techniques, choral warm-ups, developing choral musicianship, audition procedures, seating arrangements, score preparation, concert planning, etc. Survey of (secular) choral music past and present. (Even, Fall)
- MUS 547 Current Methodologies and Assessment in Music Education 3**
This course will examine various major methodologies in music education in use today, including Orff, Kodaly, Dalcroze, Gordon, Gardner and others. In addition, participants will examine methods for teaching Arts and Humanities. All of these methods will be studied within the context of their application to current school issues. Assessment, an integral part of the education process, will also be considered in terms of specific methodology in music and arts education. (Even, Spring)
- MUS 548 Piano Literature 3**
This course will survey the literature for solo piano beginning with the earliest music for stringed keyboard instruments and extending to the present day.
- MUS 549 Teaching Intermediate and Advanced Piano..... 3**
This course will examine piano teaching from intermediate to advanced levels of study and explore piano technique and its physiological and psychological implications for more advancing students.
- MUS 558 Ministry of Music I: Foundations 3**
This course is a general survey of the Bible as the basis for ministry in general and music ministry in particular, based on investigation of biblical and theological issues related to church music ministry. The study will also incorporate an overview of historical aspects that impinge upon contemporary church music ministry.
- MUS 559 Ministry of Music II: Applications 3**
This course is an examination of contemporary issues in music ministry with children, youth, and adults including a survey of new sacred music literature, extending the music ministry through specialized ensembles, activities, and other music experiences for children, youth, and adults.
- MUS 560 Issues in Church Music..... 3**
This course will examine a wide range of current topics in church music and provide the students an in-depth discussion of these selected issues. Extensive readings will be required.
- MUS 566 Studies in Hymnology 3**
This course will thoroughly examine specific topics in hymnology and evaluate their impact upon the Christian Church. Extensive readings will be required. (Odd, Fall)
- MUS 590 Independent Study in Research 3**
This course offers the student an opportunity to conduct a major research project related to music education using appropriate methods of research. Experimental or quasi-experimental designs in research may take place at the school in which the student is employed as the music teacher. Prerequisite: MUS 544 Methods of Research in Music. (On demand)
- MUS 640 Psychology of Music 3**
This course will examine diverse topics in music psychology including physiology of hearing, psychoacoustical parameters of music, perception of musical tones, responses to music, tonal and musical memory, and neurological aspects of music perception and performance. Extensive readings will be required. A mini-experiment will be designed and conducted. A term paper will also be required. (Even, Fall)

- MUS 646 Master's Conducting Seminar in Literature..... 3**
This course is designed to further develop the skill and focus of conducting and knowledge of literature specific to contemporary standards and area of study of students. Emphasis will be placed on stylistic development, score study and preparation, and verbal and visual communication in the more advanced literature. Prerequisites: MUS 543 and MUS 643.
- MUS 647 Vocal Literature and Performance Practice..... 3**
This course explores the solo vocal literature of Western Music with emphasis on the development of art song, as well as the stylistic practices appropriate to each genre and period.
- MUS 648 Opera & Oratorio Literature for the Solo Voice 3**
This course explores the aria repertoire of opera and oratorio from its inception to the present day.
- MUS 691 Graduate Recital 1**
The graduate recital is a public program 40 – 60 minutes in length. (All)

MUSIC GRADUATE PROGRAM APPLICATION

Name _____

Mailing Address _____

Phone _____ FAX _____ Email _____

☐ Master of Arts in Music

☐ Master of Music in

☐ Music Education

☐ Conducting

☐ Church Music

☐ Piano Pedagogy

☐ Musicology

☐ Performance

Applied Music Major (Instrumental or Voice Part) _____

Other Areas of Performance Ability _____

1. Complete the Campbellsville University Application for Graduate Admission.
2. Complete the School of Music Graduate Program Application.
3. Submit official transcripts of all college work (both undergraduate and graduate) with a minimum GPA of 2.75 on a 4.0 scale overall.
4. Submit two letters of recommendation.
5. Prepare an essay that discusses your desires and goals in graduate education.
6. Submit a recent audition or recital tape demonstrating your performance skills.
7. **International students** must show proficiency in English as a Second Language either through the TOEFL Exam (Test of English as a Foreign Language) or by completing the English as a Second Language (ESL) program at Campbellsville University. The minimum acceptable score on the TOEFL is 550 for the paper-based exam or 213 on the computer-based exam.
8. Applicants must pass an entrance examination over music theory, and music history and literature, and take appropriate steps to remediate any deficiencies. This exam will be taken after you arrive on-campus.

The Graduate Music Admissions Committee will review the application using a holistic procedure with the major criterion for granting admission being the extent to which the applicant has demonstrated the possibility for the successful completion of graduate study.

SUBMIT THIS FORM AND THE REQUIRED DOCUMENTATION TO:

Dr. J. Robert Gaddis
Dean, School of Music
Campbellsville University
UPO 792, 1 University Drive
Campbellsville, KY 42718

music@campbellsville.edu · www.campbellsville.edu · (270) 789-5237 FAX: (270) 789-5524

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SCHOOL OF THEOLOGY

The image cannot be displayed. Your computer may not have enough memory to open the image, or the image may have been corrupted. Restart your computer, and then open the file again. If the red x still appears, you may have to delete the image and then insert it again.

Master of Theology

The image cannot be displayed. Your computer may not have enough memory to open the image, or the image may have been corrupted. Restart your computer, and then open the file again. If the red x still appears, you may have to delete the image and then insert it again.

Dr. John Hurtgen, Dean

Campbellsville University, 1 University Drive, UPO 868, Campbellsville, KY 42718
jehurtgen@campbellsville.edu • 270-789-5029

Mr. Jim Woolums, Director

Campbellsville University - Louisville Campus, 2300 Greene Way, Louisville, KY 40220
jwoolums@campbellsville.edu • 502-753-0264

Email: theology@campbellsville.edu

SCHOOL OF THEOLOGY MISSION AND GOALS

The mission of the School of Theology is to produce world changers. We carry out this task with a wholehearted response of gratitude, worship, and stewardship to God as revealed in Jesus Christ. The tools for the task consist of a comprehensive program of Christian studies (Biblical studies, theology, philosophy, pastoral ministries & counseling, church history, educational ministries, sports ministry, and evangelism) within the context of a fellowship of learners dedicated to searching for and living within the truth under the guidance of the Holy Spirit. This is done as an integral part of the mission and core values of Campbellsville University.

The School of Theology identifies *world changers* as persons who are . . .

- (1) *Passionately evangelical*: who are passionate about God's good news in Jesus Christ and who have a strong desire for others to experience life in him;
- (2) *Rooted in the story*: who love God's powerful Word and who in community with others are learning, knowing, trusting, and following the Sacred Scriptures which are able, from beginning to end, to show the way to salvation in Jesus Christ;
- (3) *Church-connected*: who have a high view of the local church, but whose field of vision does not limit ministry to within the "four walls" and who see the local church as a base from which to go out into the world;
- (4) *Servant leaders*: who are of high moral character and kingdom heart; who are developing Jesus' qualities of servant leadership and who in turn develop servant leaders under them;
- (5) *Spiritual entrepreneurs*: who are creative, energized by the possibilities of what God and faithful persons together can do; builders who start with nothing and see spiritual dreams take shape; inventors capable of reinvention to maintain effective ministry; and
- (6) *Partners in an enduring fellowship*: who make an impact for Christ during their student days; alumni who display an abiding love for and commitment towards the University; brotherhoods and sisterhoods, forged at CU, that are fruitful for ministry well beyond graduation.

The **goals** of the School of Theology, with faculty committed by faith and empowered by the Spirit to produce world changers, are:

- (1) *To nurture*, to cultivate each student's personal relationship with God, enrich each student's maturity of faith and knowledge about God, and assist in the development of Christian discipleship;
- (2) *To engage*, to lead students to a deeper understanding of the scriptures as well as the will and purpose of God for individuals, families, communities, and societies;
- (3) *To equip*, to assist in preparing students for the vocational calling of following Christ in all areas of life, church-related, parachurch, missions, and secular; and
- (4) *To send*, to carry the school's educational work within and beyond the walls of the campus to fulfill the mission of the University and the Christian faith.

GRADUATE DEGREE OFFERED

Master of Theology (M.Th.)

The successfully admitted student will select a degree emphasis from the following:

- Biblical Studies
- Educational Ministries
- Pastoral Ministry & Counseling
- Theology/History/Philosophy

FACULTY AND STAFF

Dean of the School

John E. Hurtgen, Ph.D.

B.A., University of Louisville; M.Div., Ph.D., Southern Baptist Theological Seminary;
Post-Doctoral Studies, University of Louisville

Full Time Faculty/Areas of Instruction

Joe Early, Ph.D.

B.S., Cumberland College; M.Div., Midwestern Baptist Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary

Shane Garrison, Ed.D.

B.S., Campbellsville University; M.Div., M.A. Southwestern Baptist Theological Seminary; Ed.D., Southern Baptist Theological Seminary

J. Dwayne Howell, Ph.D.

B.A., Campbellsville University; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary

G.Ted Taylor, Ed.D.

A.A., Hiwasee College; B.S., University of Tennessee; M.A.C.E., Southern Baptist Theological Seminary;
Ed.D., Memphis State University

Scott E. Wigginton, Ph.D.

B.A., Western Kentucky University; M.Div., Ph.D., Southern Baptist Theological Seminary

Jarvis Jermaine Williams, Ph.D.

B.S., James P. Boyce College; M.Div., Ph.D., Southern Baptist Theological Seminary

Adjunct Faculty

Steve Ayers, D.Min.

B.A., Western Kentucky University; M.Div., Southern Baptist Theological Seminary; D.Min., Drew University

Derek Coleman, Ph.D.

B.S., Southern Illinois University; M.Div., Ph.D., Southern Baptist Theological Seminary

Christopher Conver, Ph.D.

B.A., University of Richmond; M.Div., Ph.D., Southern Baptist Theological Seminary

Leigh Conver, Ph.D.

B.A., Eastern Baptist College; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary

Steve Dwinnells, Ph.D.

B.S., University of Kentucky; M.Div., Southern Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary

Dan Francis, Ph.D.

B.A., Northern Kentucky University; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary

Roy Fuller, Ph.D.

B.A., Southwest Baptist University; M.Div., Ph.D., Southern Baptist Theological Seminary

Carmen Hardin, Ph.D.

B.A., M.A., University of Louisville; M.Div., Ph.D., Southern Baptist Theological Seminary

Bruce Hardy, Ph.D.

B.A., Spalding University; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary

Twyla Hernandez, Ph.D.

B.A., Middle Tennessee State University; M.Div., Southern Baptist Theological Seminary;
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Ken Hollis, Ph.D.

B.S., University of Louisville; M.Div., D.Min., Ph.D., Southern Baptist Theological Seminary

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Bob Long, Th.D.

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Bland Mason, Ph.D.

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B.A., University of Kentucky; M.Div., Southwestern Baptist Theological Seminary;
Ph.D., Southern Baptist Theological Seminary

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B.S., Georgetown College; M.A., Bellarmine; M.Div., Ph.D., Southern Baptist Theological Seminary

G. Wade Rowatt, Ph.D.

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David Whitlock, Ph.D.

B.A., Baylor University; M.Div., Southwestern Baptist Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Southern Baptist Theological Seminary

Support Staff

Mr. Jim Woolums, Director, Louisville Campus

Mrs. Betty Hatfield, Administrative Assistant, Campbellsville Campus

Mrs. Kelli Gwilt, Assistant Director/Admissions, Louisville Campus

FINANCIAL AID

Students who wish complete financial aid information related to all students in the University are advised to consult the current University Bulletin/Catalog and the University's office of Financial Aid. Information related to student aid available specifically for candidates for the M.Th. degree in the School of Theology is also available. Students are encouraged to write a letter of inquiry to University P.O. Box 1261 requesting application materials. An appropriate form will be sent in a timely way to those making such an inquiry. The following two sources are available:

General Student Fund: Limited funds are available to School of Theology students who demonstrate financial need. Partial scholarship assistance on a semester-by-semester basis is available.

The George W. and Myrtle Howell Memorial Scholarship is available to assist students who are presently employed in a ministerial position and who show definite financial need.

ADMISSIONS TO THE MASTER OF THEOLOGY PROGRAM

Students who wish to be admitted to graduate studies in the School of Theology must first complete all application procedures required by the Office of Admissions of the University. When admission to the University's graduate studies program is completed, students will be informed of their general University admission and their application materials will be forwarded to the Dean of the School of Theology for assessment.

Applicants will be advised of additional requirements including an interview with the Dean of the School, and, when the additional requirements related to the School of Theology have been satisfied; the Dean will carry the application forward to the University's Graduate Council. Applicants will then be notified of their acceptance status.

Prerequisites: U.S. Citizens

- Applicants must first be accepted for Graduate School Education by the admissions Department of Campbellsville University.
- Applicants must have earned an undergraduate degree from a regionally accredited college or university.
- Applicants must have earned 18 hours of course work in Christian Studies from a regionally accredited college or university. In the event of a prerequisite deficit, the student may request the Dean's permission to enroll in a total of 6 hours of graduate seminar work while actively pursuing the 18 hours of prerequisite undergraduate coursework. All admissions prior to the completion of the 18 hours of prerequisite Christian studies will be "conditional."

- Applicants must have a minimum GPA of 3.0 in upper level (junior and senior) undergraduate major work and at least a 2.70 overall GPA.
- Applicants must present a two to three page Philosophy of Ministry essay in which the applicant briefly summarizes his or her (1) conversion and call to ministry (telling of person[s] and church[es] instrumental in your journey into faith); (2) current title and place of ministry (if none, describe most recent title/place of ministry), and (3) current philosophy of ministry (providing both a biblical and theological basis; be sure to include references to persons, churches, ministries, and other resources that have shaped/continue to shape your understanding of Christian ministry).
- Applicants must provide an official report from their Graduate Record Examination (GRE).
- Applicants must have a minimum of two letters of reference in support of admission to graduate studies in theology, one each from a post-secondary professor with whom the student has studied, and a member of the clergy who is familiar with the student's commitment to and potential gifts for ministry.
- Applicants may transfer a total of 12 hours credit (1) from other regionally accredited master's degree programs (2) if the content of the courses transferred are equivalent to required courses within the M.Th. curriculum, or judged to be so by the faculty of the School of Theology, and (3) if the student has earned at least a "B" grade in the courses.

Prerequisites: International Students

- Applicants must satisfy the prerequisites for US American students listed above.
- Applicants must have received satisfactory scores in English as a Second Language training, or achieve a satisfactory score in the University's equivalent requirement through other certified programs at the time of application. Minimum TOEFL scores are as follows: (1) Paper-based 550; (2) Computer-based 213; Internet-based 79-80.
- An international applicant may also transfer up to a total of 12 hours of earned credit in a masters degree program from an international university or seminary (1) when the content and quality of the courses are judged to be equivalent by the School of Theology faculty and (2) the applicant's school has been certified as graduate-equivalent education by the World Education Service (WES).
- All courses transferred for credit must reveal a minimum grade of "B" for the course to be transferred.
- All applicants must have an interview with the Dean of the School of Theology.

REQUIREMENTS FOR THE MASTER OF THEOLOGY

The master of theology degree is designed for full-time or part-time students, especially those preparing to enter vocational ministry or those already serving as ministers. It consists of studies in the traditional areas of Christian clergy education with an 18-hour emphasis in Biblical Studies, Educational Ministries, Pastoral Ministry, or Theological/Historical /Philosophical Studies.

Standard Course Outline – Thesis Option

- Biblical Studies, (2, three hour seminars)
- Theological/Historical/Philosophical Studies, (2, three hour seminars)
- Pastoral Ministry Studies, (2, three hour seminars)
- Educational Ministry Studies, (2, three hour seminars)
- Two additional seminars (6 hours) in one of the four emphases above and then
- Two thesis writing seminars (6 hours) leading to the completion of a 75-page minimum thesis that focuses on some aspect of the student's area of emphasis. *This option is available only by professor/supervisor approval, and includes the preparation and faculty approval of a thesis prospectus;*
- Supervised Practicum (one semester, three hours of credit).

Standard Course Outline – Essay Option

- Biblical Studies, (2, three hour seminars)
- Theological/Historical/Philosophical Studies, (2, three hour seminars)
- Pastoral Ministry Studies, (2, three hour seminars)
- Educational Ministry Studies, (2, three hour seminars)
- Four additional seminars in one of the four emphases above (combining to make 6 seminars in that field, or 18 hours of emphasis) to conclude with a...
- Written comprehensive essay in the chosen emphasis (*see “Additional Requirements” below*).
- Supervised Practicum (one semester, three hours of credit).

Seminar Format

Each of the seminars is presented with a balanced approach blending academic research and professional application. Students may elect additional seminars as electives, but must fulfill one of the two options above and complete the three-hour Supervised Practicum.

General Requirements

- Thirty-nine (39) hours of graduate coursework is required for the degree.
- GPA average during pursuit of the degree must be 3.0 for all seminars.
- Only one "C" grade may be offered for credit toward the 39 required hours.
- No "D" grade will be accepted as satisfactory for degree completion. Students earning a "D" grade may repeat the course, and the highest grade (of B or better—or see previous requirement related to the acceptability of one grade of "C") earned in a subsequent attempt will be considered for degree completion.
- Students will complete two (2) seminars in each of the four general areas of M.Th. studies, (a total of six (6) hours in each of the four areas) making a total of 24 hours of graduate research coursework.
- For an 18-hour emphasis, students combine the 2 seminars above with an additional four (4) seminars in the same general area of M.Th. studies, making a total of 18 hours of emphasis (for a total of 36 hours of seminar coursework). Only by prior professor approval may a student elect the "Thesis Option" (*as described in “Standard Outline – Thesis Option” above*).
- Students, in consultation with the Professor of Pastoral Ministries & Counseling (for Main Campus students) or Director of Louisville Educational Center (for Louisville Center students), will select an appropriate ministry placement with a ministry title, secure a journeyman minister as a field supervisor, and will complete course CHS 599 under the academic supervision of a professor of ministry. This is a three (3) hour course.
- The Dean of the School of Theology serves as advisor for Main Campus students, and the Director of the Louisville Education Center serves as advisor for Louisville Students.

Additional Requirements for Thesis Option or Comprehensive Essay:

- Students desiring an 18-hour emphasis in Biblical Studies, Educational Ministries, Pastoral Ministry & Counseling, or Theology/Philosophy/History must complete in addition to all coursework a Comprehensive Essay, which must be completed during the last trimester of the student's M.Th. program. The Comprehensive Essay allows the student to (1) update the Philosophy of Ministry statement made at application into the program and to (2) to synthesize the 18-hr area of emphasis with his or her Philosophy of Ministry statement. The student will follow the instructions below.
 - Declare intent to write the Comprehensive Essay to your Advisor (refer to the INTENT TO WRITE M.TH. COMPREHENSIVE ESSAY).

- Compose a 7-10 page critical essay (New Times Roman font, 1" margins, with cover page [title, your name, date, advisor's name]) in which you update your Philosophy of Ministry statement in light of your 18-hour emphasis. Synthesize your understanding of the philosophy and practice of Christian ministry with the knowledge and skills that were part of your seminar coursework. In light of your 18-hour emphasis respond to the following questions (be as specific as possible):
 - How would you now describe your philosophy of Christian ministry?
 - How has your area studies altered, expanded, and/or given new vision for your philosophy of ministry?
 - What sources and resources do you now hold as necessary for ministry?
 - What new goals do you set for yourself and for your ministry?
- Submit the essay to your advisor as per date listed on the INTENT form. Students selecting the thesis option (with prior approval by supervisory professor) to fulfill degree requirements will follow the specific directions stipulated in courses CHS 681 Thesis Writing I, and CHS 682 Thesis Writing II.
- **Students may select the thesis option only with faculty/supervisor approval and must receive faculty approval of their completed "prospectus" before enrolling in CHS 681 Thesis Writing.** Thesis prospectus instructions are available from School of Theology office (270-789-5029). Each Student must prepare a prospectus under the direction of the student's chosen faculty advisor, who will present the prospectus to a regularly scheduled School Faculty meeting for approval. The student's faculty advisor will also direct the research and writing of the thesis.

COURSE KEY

BIBLICAL STUDIES

CHS 510	Old Testament History & Interpretation I	3
CHS 511	Old Testament History & Interpretation II	3
CHS 513	Old Testament Prophets	3
CHS 520	New Testament History & Interpretation I	3
CHS 521	New Testament History & Interpretation II	3
CHS 525	The General Letters (Hebrews-Jude)	3
CHS 580	Pastoral Letters, Pastoral Leadership	3

EDUCATIONAL MINISTRIES

CHS 561	Introduction to Educational Ministries	3
CHS 562	Intergenerational Ministries	3
CHS 563	Principles & Practice of Children's Ministry	3
CHS 564	Principles & Practice of Youth Ministry	3
CHS 567	Leadership Development	3
CHS 661	Innovative Educational Ministries	3

PASTORAL MINISTRIES & COUNSELING

CHS 551	Journey into Christlikeness: Forming & Being Formed	3
CHS 552	Pastoral Ministries	3
CHS 553	Ministry of Proclamation & Worship	3
CHS 555	Pastoral Care & Counseling	3
CHS 556	Christian Evangelism and the Church	3
CHS 557	Church Planting	3
CHS 558	Pastoral Care in Human Crisis	3
COU 500	Counseling Theories & Practice I	3
COU 515	Marriage & Family Counseling I	3
COU 516	Marriage & Family Counseling II	3

THEOLOGY/HISTORY/PHILOSOPHY

CHS 531	Christian Theology I	3
CHS 634	The Gospel & Postmodernism	3
CHS 543	Ethics of the Christian Faith	3
CHS 544	Philosophy of Christian Faith	3
CHS 571	Pre-Reformation History of the Christian Church	3
CHS 572	Reformation & Post Reformation of the Christian Church	3

COURSE DESCRIPTIONS

NOTE: Students completing courses marked with an asterisk [] must receive faculty approval in order to use that course to fulfill one of the two required "areas".*

CHS 510 Old Testament History and Interpretation I 3

This is a seminar study of the history of Israel from its early beginnings to the post-exilic period. The course will include a critical examination of the formation of the Old Testament, Pentateuchal analysis, a study of the rise and fall of the Israelite monarchy and the exilic and post-exilic settings. Prerequisites include an undergraduate or graduate course of introduction to the Old Testament.

CHS 511 Old Testament History and Interpretation II 3

This is a study of the prophetic, poetic, and wisdom literature of the Old Testament. Attention will be given to their significance in the religion and faith of Israel as well as the Ancient Near Eastern parallels and backgrounds. Prerequisites include an undergraduate or graduate course of introduction to the Old Testament.

CHS 513* Old Testament Prophets 3

This is a seminar which involves intensive study of the prophetic literature of the Old Testament. Attention will be given to the ancient near eastern (ANE) culture, Israelite historical setting, literary features and theological interpretation of the text. Professor's permission is prerequisite for this seminar.

CHS 520 New Testament History and Interpretation I 3

A survey of the four gospels and of the life of Jesus, the course combines an historical study of Mathew, Mark, Luke, and John with various methods of gospel interpretation. Prerequisites include an undergraduate or graduate course of introduction to the New Testament.

CHS 521 New Testament History and Interpretation II 3

A survey of the origin and development of the earliest Christian movement through an examination of the Acts of the Apostles through the book of Revelation. Prerequisites include an undergraduate or a graduate course in the introduction to the New Testament.

CHS 525* The General Letters (Hebrews-Jude)..... 3

An historical and exegetical study of the general letters of the New Testament: Hebrews, James, 1 & 2 Peter, James, 1,2, & 3 John, and Jude with a focus on the development and struggles of the early church, theological themes and issues of the letters, and implications of the letters in the life and work of the contemporary church. Professor's permission is prerequisite to this seminar.

CHS 531 Christian Theology I 3

A study of the basic teachings of Christian faith from a systematic perspective.

- CHS 543 Ethics of the Christian Faith 3**
An investigation of the Christian moral ideal and Christian principles of judgment and action in ways appropriate to the interests of ministers. The course examines biblical, theological and historical themes in Christian ethics through an examination of major personalities, movements, principles, and practices.
- CHS 544 Philosophy of Christian Religion 3**
An introduction to the nature and scope of the philosophy of Christian Religion, the problem of religious knowledge, and contemporary issues in the philosophy of religion.
- CHS 551 Journey into Christ-likeness: Forming and Being Formed 3**
The teaching and practice of spiritual formation, personal as well as corporate, as it relates to those who are pursuing active service in some capacity of ministry.
- CHS 552 Pastoral Ministries..... 3**
The purpose of this class is to study pastoral ministries as they relate to the minister and h/h personal and professional life with special regard to pastoral leadership of a congregation.
- CHS 553 Ministry of Proclamation and Worship 3**
A survey of Christian worship with major emphasis on worship styles, communication methodologies, and sermon strategies. Focus will be placed upon biblical roots of worship and Protestant preaching styles since 1850, with major emphasis on preaching and worship since the second half of the 20th century.
- CHS 555 Pastoral Care and Counseling 3**
A survey of the biblical, theological, historical foundations of Christian pastoral care and counseling with due consideration to the human health sciences during the 20th century. The purpose of this course is to assist students to develop a beginning awareness of the history of both ancient and modern pastoral care and counseling as well as to encourage and equip students in the beginning practice of the discipline.
- CHS 556 Christian Evangelism and the Church..... 3**
A biblical and theological study of evangelism and the relationship between evangelism and the local church in today's context. Attention will be given to ideas and premises of the discipline of evangelism that have emerged in the last decade, while at the same time, exploring the historical impetus that forms the background of these developments. Considerable emphasis will be placed upon the biblical incorporation of a twenty-first century evangelistic strategy in the local church an/or in the Christian outreach organizations.
- CHS 557 Church Planting..... 3**
A study of the foundations, principles, and practices of planting new churches. It is focused on planting churches in North America. The course will survey biblical materials pertaining to church planting, provide principles appropriate for differing church planting models, and provide practical direction and strategies for church planting. Students will learn about various approaches to church planting and the resources available. The course will equip students to plan new churches in their ministry contexts.
- CHS 558 Pastoral Care in Human Crisis 3**
A study of the specific role and practice of "ministers" in traumatic crises events touching the lives of the families for which they have ministerial responsibility. Attention will be given to the biblical, theological, ethical, and legal dimensions of a minister's role as a "professional caregiver" as well as "colleague" of other community caregivers. Empirical research is introduced as a primary methodology.

- CHS 561 Introduction to Educational Ministries 3**
This seminar studies the biblical and historical foundation of educational ministry. Attention is given to the teaching-learning process as well as the church's strategies for educational ministries.
- CHS 562 Intergenerational Ministries 3**
A focused study of the use of intergenerational theory and practice as a foundation for Christian education in the churches and the marketplace. The goal of the course is to keep students on the leading edge of educational ministry theory and practice.
- CHS 563 Principles and Practice of Children's Ministry 3**
The course will examine the Biblical, theological, educational, and sociological foundations to effective children's ministry, will equip students to develop and evaluate children's ministry programs, and teach skills in relating to, listening to, and communicating with today's children (one to twelve year olds).
- CHS 564 Principles and Practice of Youth Ministry 3**
The course will examine the Biblical, theological, educational, and sociological foundations to effective youth ministry, will equip students to develop and evaluate youth ministry programs, and increase skills in relating to, listening to, and communicating with today's young people.
- CHS 567 Leadership Development 3**
This seminar is focused on equipping students with leadership skills necessary for educational ministries. The seminar includes an overview of older and contemporary leadership theory as well as the discovery and development of each participant's leadership and relational style.
- CHS 571 The Pre-Reformation History of the Christian Church 3**
A survey of the history of Christianity from the beginnings of the Christian church until the Reformation. Special attention is given to the major contextual historical events, development of the biblical canon, confessions of faith, authority within the church, the response of the growing church to its various cultures, and to significant leaders of the church.
- CHS 572 The Post-Reformation History of the Christian Church 3**
A survey of the history of Christianity from the Reformation until the present. Focused attention is given to Western Christianity and the spread of the Christian faith to North America.
- CHS 580* Selected Topics 3**
Seminars offered in one or more of the areas of study with a specific rather than a general learning pattern. Offered occasionally and by student request when three or more students petition for the course to be offered.
- CHS 580* Pastoral Letters, Pastoral Leadership 3**
An historical, sociological, rhetorical, and theological analysis of Paul's letters to Timothy and Titus (1 Timothy, 2 Timothy, and Titus) with an investigation into the implications the letters hold for Christian pastoral leadership.
- CHS 580* Archeology and Bible Studies 3**
An introduction to the field of archeology with emphasis upon its contribution to the interpretation and understanding of the Bible.

- CHS 599 Supervised Practicum 3**
A one semester practice of ministry jointly supervised by a member of the School of Theology faculty and by a faculty approved minister practitioner in the field. The student will be engaged in campus based ministry instruction and on site ministry supervision, and a minimum of eight hours of ministry practice each week during the semester in a church, institution of the church, or in some carefully structured outreach ministry. The curriculum is goal oriented in relationship to the selected ministry, and the research and reading selected is ministry specific. Offered in regular fall and spring semesters and modified for ten more intensive weeks in the summer.
- CHS 634 Gospel and Postmodernism 3**
A survey of current definitions, histories, and implications for the cultural paradigm shift of the 20th century referred to as postmodernism as well as an introduction to Christian apologetics within this setting. This seminar may be used as an area requirement for either Theological, Pastoral, or Educational areas.
- CHS 661 Innovative Educational Ministry 3**
This seminar study focuses upon innovative ministries designed to penetrate the secular culture with Christian evangelism from within the church reaching toward the marketplace. Contemporary trends are studied as a context of the gospel with an emphasis on the 20th and 21st centuries.
- CHS 681 Thesis Writing I 3**
The preparation and completion of half of the student's thesis to be offered as partial fulfillment of the requirements for the M.Th. degree under the careful supervision of a student's faculty advisor. Prerequisites include: the successful completion of the student's first two semesters in residency for the M.Th. degree (at least one semester for students transferring at least 6 hours of transfer credit for the degree); satisfactory completion of 12 hours of seminars offered toward the degree (including transfer seminars); a thesis topic approved by the School of Theology faculty; the official appointment of a faculty advisor; a faculty approved prospectus for the thesis to be researched and written (see course requirements); and a satisfactory GPA in M.Th. studies (3.0).
- CHS 682 Thesis Writing II 3**
The preparation and completion of the final draft of the student's thesis offered as partial fulfillment of the requirements for the M.Th. degree under the supervision of the student's faculty advisor. Prerequisites include: completion of CHS681; completion of three semesters of M.Th. studies (or at least two semesters for a transfer student); and a satisfactory GPA in Th.M studies (3.0)
Additional Courses that may be applied to the Pastoral Ministry area:
- COU 500 Counseling Theories and Practice I 3**
This course is a survey of the major theoretical systems of counseling and psychotherapy. Specific application of theoretical principles will be investigated, analyzed and described regarding therapeutic intervention. Course content includes an emphasis in systems theory, development of basic counseling techniques, philosophy, principles, and skill development through the video-stimulated recall (VSR) method where students critically interact with each other in reflection and integration of theory and practice for individuals, groups, and family systems.
- COU 515 Marriage and Family Counseling 3**
This course will study the dynamics of marriage and family relationship with emphasis on understanding and assessing their structure and function through a family systems approach. Attending to family developmental life cycle issues, students will learn ways in which counselors may approach marriage and family counseling as a creative, preventative, and healing enterprise. Both theory and techniques of marriage and family counseling are presented and integrated with careful attention given to psychological, systemic, and theological perspectives.

COU 516 Marriage and Family Counseling II 3

This course is an advanced theoretical exploration of the prevailing models for doing marriage and family counseling with special attention paid to critique and theological integration. Students will explore the historical foundations and evolution of marriage and family therapy as a profession and be exposed to dominant theoreticians and models for the assessment and treatment of marriages and families. Skill building will be emphasized through the video-stimulated recall (VSR) method. Prerequisite: Marriage and Family Counseling.

MAIN CAMPUS COURSE ROTATION SCHEDULE 2009-2012
(School of Theology reserves the right to alter the schedule.)

CAMPBELLVILLE UNIVERSITY
SCHOOL OF THEOLOGY
GRADUATE STUDIES

REQUEST FOR INTERRUPTION OF STUDIES

Student Name _____ Date _____

Current Address _____ Phone _____

Degree Program _____ Date Begun _____ Hours Completed _____

Reasons for Interrupted Status:

Anticipated length of interrupted status: _____

Note: Students on interrupted status may apply for readmission to degree candidacy within no longer than four semesters.

I hereby apply for the interrupted status described above. I understand I may again enter the degree program I have begun, or have been accepted to begin. I understand I must complete the degree requirements within six (6) calendar years from my first enrollment including the time during the interruption.

Student Signature _____ Date _____

Advisor's approval _____ Date _____

Dean's Approval _____ Date _____

CC: Academic Vice President
Business Office
Admissions Office
Student Records Office

CAMPBELLVILLE UNIVERSITY
SCHOOL OF THEOLOGY
GRADUATE STUDIES

REQUEST FOR RESUMPTION OF STUDIES

Student Name _____ Date _____

Current Address _____ Phone _____

Degree Program _____ Date Begun _____ Hours Completed _____

Date Requested to Resume Studies (Month/year) _____

I hereby apply for readmission to the School of Theology Graduate School
and permission to resume studies toward the _____ degree.

I understand my time of interruption of studies will count toward the six (6) years permitted for the degree. *

Student Signature _____ Date _____

Advisor's Approval _____ Date _____

Dean's Approval _____ Date _____

CC: Original to Student file, School of Theology
Academic Vice President
Admissions Office
Business Office
Student Records

*Exception granted only for serious personal illness, injury, or extended family bereavement responsibilities.

**CAMPBELLVILLE UNIVERSITY
SCHOOL OF THEOLOGY
GRADUATE STUDIES**

APPLICATION FOR THESIS PROSPECTUS APPROVAL

Student Name _____ Date _____

Current Address _____ Date _____

Degree Program _____ Area of Concentration _____

Professor of Record for your Thesis _____

Requested Faculty Readers for your Thesis (two chosen, and may also function as committee support for your professor of Record.)

Names _____ ; _____

Student will attach the following to this request:

(1) Thesis Title: _____

(2) Full Prospectus

I understand that this title and prospectus is a "covenant" between myself and the School of Theology Faculty. After faculty recommended changes and faculty approval, it may only be substantially changed only by student & the Professor of record's request as granted in a full faculty meeting.

Student Signature _____ Date _____

Prof. of Record Signature _____ Date _____

Date of Faculty Meeting for Approval _____

Secretary's Signature _____ Date _____

Dean's Signature _____ Date _____

Original to student's file

Copies: Professor of Record _____

Faculty Reader _____

Faculty Reader _____

**CAMPBELLSVILLE UNIVERSITY
SCHOOL OF THEOLOGY**

INTENT TO WRITE MASTER OF THEOLOGY COMPREHENSIVE ESSAY

Student Name _____ Date _____

Current Address _____ Phone _____

Email Address _____

Key dates for Comprehensive Essay:

- | | |
|------------------------------------|--|
| November 1 | Last day for a student to submit INTENT TO WRITE M.TH. COMPREHENSIVE ESSAY form to Advisor (see form in the Appendix). |
| 3 rd Friday of November | Fall Comprehensive Essay Due to Advisor |
| 3 rd Friday of March | Spring Comprehensive Essay Due to Advisor |
| April 1 | Last day for a student to submit INTENT TO WRITE M.TH. COMPREHENSIVE ESSAY form to Advisor (see form in the Appendix). |

Area of Emphasis: ☐ Biblical ☐ Educational ☐ Pastoral ☐ Theology/History/Philosophy

NOTE: Be sure to include below courses transferred in from another institution for the M.Th. degree.

Seminars (1) _____
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____

I understand that I will be expected to write a 7-10 page paper that critically synthesizes my Philosophy of Ministry with my 18-hour area of emphasis in the final trimester of my M.Th. coursework. My advisor has provided me additional instruction to complete this requirement. I will deliver my completed Comprehensive Essay to my advisor on or before the due date.

Date Comprehensive Essay is due (see lists of dates above): _____/_____/_____

Student Signature _____ Date _____

Advisor's Signature: _____ Date _____

Dean's Approval: _____ Date _____

MONTGOMERY LIBRARY RESOURCES

Volumes

Number of Volumes: 193,423

Periodicals Titles List

Indexes: AB/Inform (CD-ROM); Business Periodicals Index (paper)

Titles on Paper:

Advertising Age
Athletic Management
Barron's
Black Employment and Education Journal
Broadcasting and Cable
Business Health
Business Bulletin
Business Education Forum
Business First
Business Month
Business Officer
Business Week
CFO
Consumer Reports
Current Issues in Economics and Finance
Durrell Journal of Money and Banking
Economic Review
Enterprise Systems Journal
Federal Reserve Bank of New York Bulletin
Federal Reserve Bulletin
Finance and Development
Forbes
Fortune
Inc.
Independent Banker
Journal of Accountancy
Markee
Medianomics
Monthly Labor Review
Nation's Business
Occupational Outlook Quarterly
Survey of Current Business
Tax Features
Tax Week
U.S. Housing Market Conditions

Titles on Microfiche:

Accounting Review
American Economic Review
Barron's
Business Education Forum
Business History Review
Business Horizons
Business and Society Review
Business Week
Columbia J. of World Bus. And Economics
Entrepreneurship Theory and Practice
Federal Reserve Bulletin
Forbes
Fortune
Harvard Business Review
Inc.
Industrial Design
Industrial Marketing Management
Journal of Accountancy
Journal of Advertising Research
Journal of Business
Journal of Business (Chicago)
Journal of Business Communication
Journal of Business Education
Journal of Business Ethics
Journal of Business Strategy
Journal of Consumer Research
Journal of Economic History
Journal of Economics and Business
Journal of Economic Literature
Journal of Education for Business
Journal of International Business Studies
Journal of Marketing
Monthly Labor Review
Nation's Business
Occupational Outlook Quarterly
Quarterly Journal of Business and Economics
Southern Economic Journal
Survey of Current Business
Wall Street Journal (microfilm)
Working Woman

On-Line Resources Available Through Montgomery Library (JSTOR):

Business

The Academy of Management Journal

JSTOR Coverage: Vols. 6-39, 1963-1996. Moving Wall: 5 Years

Journal URL: <http://www.jstor.org/journals/OOOI4273.html> Publisher: Academy of Management continues The Journal of the Academy of Management,

Journal URL: <http://www.jstor.org/journals/15353990.html>

The Academy of Management Review

JSTOR Coverage: Vols. 1-21, 1976-1996. Moving Wall: 5 Years

Journal URL: <http://www.jstor.org/journals/O3637425.html> Publisher: Academy of Management

The Accounting Review

JSTOR Coverage: Vols. 1-71, 1926-1996. Moving Wall: 5 Years

Journal URL: <http://www.jstor.org/journals/OOOI4826.html> Publisher: American Accounting Association

Administrative Science Quarterly

JSTOR Coverage: Vols. 1-43, 1956-1998. Moving Wall: 3 Years

Journal URL: <http://www.jstor.org/journals/OOOI8392.html>

Publisher: Johnson Graduate School of Management, Cornell University

The American Economic Review

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