

Campbellsville  
University  
2012-14 Graduate Catalog

# 2012 – 2014

## 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

1 University Drive  
Campbellsville, Kentucky 42718-2799  
Telephone: (270) 789-5000 or 1-800-264-6014  
FAX: (270) 789-5050  
E-mail: [admissions@campbellsville.edu](mailto:admissions@campbellsville.edu)  
Home Page: <http://www.campbellsville.edu>

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.

## TABLE OF CONTENTS

---

<b>INFORMATION DIRECTORY .....</b>	<b>4</b>
<b>GENERAL INFORMATION .....</b>	<b>6</b>
<b>GRADUATE ADMISSIONS .....</b>	<b>9</b>
<b>CARVER SCHOOL OF SOCIAL WORK AND COUNSELING .....</b>	<b>11</b>
<b>Criteria for Admission to the Master of Social Work Program .....</b>	<b>13</b>
<i>Campbellsville University</i>	19
<b>Reference for Admission to the Masters in Social Work .....</b>	<b>19</b>
<i>M.S.W. Program - Courses Titles</i>	24
<i>Campbellsville University</i>	34
<b>Reference for Admission to the Master of Science in Counseling Program .....</b>	<b>34</b>
<b>COLLEGE OF ARTS AND SCIENCES .....</b>	<b>43</b>
<i>Master of Arts in Social Science (M.A.S.S.)</i>	47
<i>Master of Arts in Teaching English to Speakers of Other Languages</i>	53
<b>PORTER-BOUVETTE SCHOOL OF BUSINESS AND ECONOMICS .....</b>	<b>58</b>
<i>Master of Business Administration (M.B.A.)</i>	59
<b>SCHOOL OF EDUCATION .....</b>	<b>70</b>
<i>Teacher Leader Master of Arts in Education (TL/M.A.E.)</i>	77
<i>Master of Arts in Special Education (M.A.S.E.), Initial Teacher Certification</i>	91
<b>SCHOOL OF MUSIC.....</b>	<b>97</b>
<i>Master of Arts in Music (M.A.M.)</i>	98
<i>Master of Music in Music Education (M.M.M.E.)</i>	98
<i>Master of Music in Church Music (M.M.C.M.)</i>	98
<i>Master of Music in Conducting (M.M.C.)</i>	99
<i>Master of Music in Piano Pedagogy (M.M.P.P.)</i>	99
<i>Master of Music in Performance (M.M.P.)</i>	99
<b>SCHOOL OF THEOLOGY .....</b>	<b>113</b>
<i>Master of Theology (M.Th.)</i>	114

## INFORMATION DIRECTORY

Office	Contact	E-mail	Phone	Campus Location
Academics, General	Dr. DeWayne Frazier <i>Dean of Graduate School</i>	dpfrazier@campbellsville.edu	789-5231	Graduate School 22
Academic Advising	Mr. Kevin Propes <i>Asst. Dean of Academic Support</i>	kdpropes@campbellsville.edu	789-5008	Badget 202
Accounts, Student	Mrs. Donna Wilson <i>Student Accounts Manager</i>	dewilson@campbellsville.edu	789-5203	Administration 4
Administration	Dr. Michael V. Carter <i>President</i>	mvccarter@campbellsville.edu	789-5001	Administration 14
Admissions	Mr. David Walters <i>VP for Admissions and Student Services</i>	dlwalters@campbellsville.edu	789-5552	Welcome Center
Alumni Interests	Mr. J. Benji Kelly <i>VP for Development</i>	jbkelly@campbellsville.edu	789-5061	Administration 17
Athletics	Mr. Rusty Hollingsworth <i>Director of Athletics</i>	rhollingsworth@campbellsville.edu	789-5009	Athletic Center 203
Books	Mrs. Donna Wright <i>Bookstore Manager</i>	dwright@campbellsville.edu	789-5010	Davenport 100
Campus Technology	Mr. Hermano Queiroz <i>Director of Information Services</i>	hjsqueiroz@campbellsville.edu	789-5012	Technology Center
Campus Visitors	Mr. David Walters <i>Director of Admissions</i>	dlwalters@campbellsville.edu	789-5220	Welcome Center 104
Chapel/Convocation	Mr. Ed Pavy, Sr. <i>Director of Campus Ministries</i>	ecpavy@campbellsville.edu	789-5227	Ransdell Chapel 101
Development	Mr. J. Benji Kelly <i>VP for Development</i>	jbkelly@campbellsville.edu	789-5061	Administration 17
Employment: Academic	Dr. Frank Cheatham <i>VP for Academic Affairs</i>	fdcheatham@campbellsville.edu	789-5231	Administration 13
Employment: Non-Academic	Mr. Terry Van Meter <i>Director of Human Resources</i>	twvanmeter@campbellsville.edu	789-5016	Administration 8
Employment: Student	Ms. Christi Tolson <i>Director of Financial Aid</i>	cytolson@campbellsville.edu	789-5013	Financial Aid Bldg.
ACCEL Program	Ms. Monica Bamwine <i>Dir. Graduate/Extended Programs</i>	mkbamwine@campbellsville.edu	789-5078	Welcome Center 206
Financial Aid and Student Loans	Ms. Christi Tolson <i>Director of Financial Aid</i>	cytolson@campbellsville.edu	789-5013	Financial Aid Bldg.
Gifts to the University	Mr. J. Benji Kelly <i>VP for Development</i>	jbkelly@campbellsville.edu	789-5061	Administration 17
Graduate Programs	Dr. Brenda Priddy <i>Dean, School of Education</i>	bapriddy@campbellsville.edu	789-5344	Carter 207
	Dr. Alcingstone Cunha <i>Interim Dean, School of Music</i>	aocunha@campbellsville.edu	789-5340	Gosser Center 203
	Dr. John Hurtgen <i>Dean, School of Theology</i>	jehurtgen@campbellsville.edu	789-5077	Druen 5
	Dr. Patricia Cowherd <i>Dean, School of Business &amp; Economics</i>	phcowherd@campbellsville.edu	789-5281	Administration 21
	Dr. Mary Wilgus <i>Dean, College of Arts/Sciences</i>	mhwilgus@campbellsville.edu	789-5374	Carter 304
	Dr. Darlene Eastridge <i>Dean, Carver School of Social Work</i>	dfeastridge@campbellsville.edu	789-5178	Carver 1
Honors Program	Dr. Craig Rogers <i>Director of Honors Program</i>	clrogers@campbellsville.edu	789-5057	Druen 226
Illness	Mrs. Marsha Davis <i>Campus Nurse</i>	mlDavis@campbellsville.edu	789-5235	Student Services
Introductory Studies	Mr. Kevin Propes <i>Asst. Dean of Introductory Studies</i>	kdpropes@campbellsville.edu	789-5195	Student Union 6

Lost and Found	Mrs. Patty Vaughn <i>Secretary to the Dean of Student Services</i>	pbvaughn@campbellsville.edu	789-5005	Student Services
Mail	Mr. Adrian "Jake" Davis <i>Campus Postmaster</i>	amdavis@campbellsville.edu	789-8248	Davenport
Nursing Program	Dr. Robert Wade <i>Dean, School of Nursing</i>	rjwade@campbellsville.edu	789-5155	Bennett-Smith 119A
Online Courses	Mr. Fred Miller <i>Director of Distance Education</i>	flmiller@campbellsville.edu	789-5359	CUPC, Suite 6
Placement: Career Counseling	Ms. Teresa Elmore <i>Director of Career Services</i>	tmelmore@campbellsville.edu	789-5192	Student Union Bldg.
Placement: Church-Related Vocations	Dr. John Hurtgen <i>Dean, School of Theology</i>	jehurtgen@campbellsville.edu	789-5077	Druien 5
Teacher Education	Dr. Brenda Priddy <i>Dean, School of Education</i>	bapriddy@campbellsville.edu	789-5344	Carter 207
Public Information	Mrs. Joan McKinney <i>News and Information Coordinator</i>	jcmckinney@campbellsville.edu	789-5214	Communications
Registration	Mrs. Rita Creason <i>Director of Student Records</i>	racreason@campbellsville.edu	789-5019	Administration 18
Scholarships	Ms. Christi Tolson <i>Director of Financial Aid</i>	cytolson@campbellsville.edu	789-5013	Financial Aid Bldg.
Student Activities	Mr. Andrew Ward <i>Director of Student Activities</i>	ahward@campbellsville.edu	789-5161	Student Activities Center
Parking Permits	Mrs. Jodi Allen <i>Dean of Student Services</i>	jmallen@campbellsville.edu	789-5055	Student Services
Tutoring	Miss J. Faun Lobb <i>Director of Writing &amp; Tutoring Center</i>	jflobb@campbellsville.edu	789-5438	Student Union 201
Transcripts	Mrs. Rita Creason <i>Director of Student Records</i>	racreason@campbellsville.edu	789-5019	Administration 18
Withdrawals	Dr. Frank Cheatham <i>VP for Academic Affairs</i>	fdcheatham@campbellsville.edu	789-5231	Administration 13

## **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 80 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 <sup>1</sup>	Y <sup>2</sup>		
MASE	Y <sup>1</sup>	Y <sup>2</sup>		
MASS	Y <sup>1</sup>			Y <sup>3</sup>
MAM, MMCM				
MMME		Y		
MTh	Y			
MBA	Y		Y	
MSC	Y			
<sup>1</sup> PRAXIS accepted <sup>2</sup> GRE accepted <sup>3</sup> PRAXIS or GRE accepted				
GRE scores are valid for five years after the year in which you tested (July 1 – June 30).				

- 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 Internet score of 79-80 is required for all programs.
- IELTS (International English Language Testing System) can be taken in place of TOEFL with a score 6.0 or higher.
- 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.**

## **Accreditation Statement**

Campbellsville University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelors and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679- 4500 for questions about the University's accreditation.

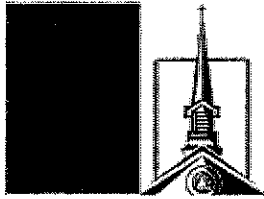
Campbellsville's music program is accredited by the National Association of Schools of Music (NASM).

The teacher preparation program is approved by the Education Professional Standards Board (EPSB) for teacher education and certification and is accredited by the National Council for Accreditation for Teacher Education (NCATE).

The NASDTEC Interstate Contract provides opportunity for graduates to earn teaching certificates in other states, although there may be applicable conditions.

The Graduate Social Work Program is accredited by the Council on Social Work Education (CSWE).

Business programs are accredited by the International Assembly of Collegiate Business Education (IACBE).



## **CARVER SCHOOL OF SOCIAL WORK AND COUNSELING**

**Master of Science in Counseling**

**Master of Social Work**

**Dr. Darlene Eastridge, Dean**

Campbellsville University, 1 University Drive, UPO 855, Campbellsville, KY 42718  
dfeastridge@campbellsville.edu • 270-789-5178

## **MASTERS IN SOCIAL WORK (Masters in Social Work)**

### **PROGRAM INFORMATION**

#### **Purpose statement**

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

#### **Program goals**

Guided by the mission (purpose statement), this master's program is directed by the mission of Campbellsville University, the social work profession and the needs of the local, regional, state and international communities. As such, the MSW program strives to meet the following goals:

1. To prepare competent and effective advanced generalist level social work professionals to empower, lead and serve as practitioners, service coordinators, service administrators, policy analysts' and program developers.
2. To equip graduates with advanced generalist 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 advanced generalist 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.

These program goals build on a foundation of generalist content and expand toward the preparation of advanced level social workers. As such, a foundation curriculum, similar to that of the undergraduate program, is provided in the first year of this masters program; however, the foundation graduate year incorporates graduate level rigor in research activities and learning assignments as well as assessment tools used to evaluate the acquisition of knowledge and skills that require the demonstration of knowledge and skills befitting a graduate student.

The Graduate Social Work Program is accredited by the Council on Social Work Education (CSWE).

## MSW ADMISSION REQUIREMENTS AND PROCEDURES

### CARVER SCHOOL OF SOCIAL WORK and COUNSELING CAMPBELLVILLE UNIVERSITY



#### Criteria for Admission to the Master of Social Work Program

---

*Please submit this application packet to:*

Campbellsville University  
Carver School MSW Admissions  
1 University Drive  
Campbellsville, KY 42718-2799

Applications for the fall term are accepted through May 31. The required packet of application materials includes the following:

- Application for Graduate admissions.
- Application for Admission to the Master of Social Work Program
- Official transcripts sent directly from other colleges/universities attended (Applicants must have completed a baccalaureate degree with a minimum of 15 hours of liberal arts education and an undergraduate GPA of 3.0 on a 4 point scale. If the student does not have the required 3.0 undergraduate GPA they are encouraged to apply but may be required to take the Carver School of Social Work competency exam and score at least a 70% or greater for consideration.
- Three letters of recommendation (1 from someone who particularly knows your academic background and suitability of graduate study; 1 who is very familiar with your values and moral character; and 1 who particularly knows your potential as a counselor.)
- International students must have a 2.3 computer generated or a 550 paper generated TOEFL (Test of English as Foreign Language) or 6.0 IELTS (International English Language Testing System) score.
- Submit a 1000 word minimum personal interest essay that follows the Carver School Application Writing Rubric (last page of MSW application).
- Application for Field Practicum (contact the Carver School for application)

*NOTE: The MSW program does not accept or award college credit for life experiences.*

**Campbellsville University**  
**Carver School of Social Work & Counseling**  
**Application for Admission to the Master's of Social Work Program**

**Applicant contact information:**

Name \_\_\_\_\_  
Last First M.I./Maiden

Address \_\_\_\_\_  
Street City State Zip

Telephone Number and Area Code \_\_\_\_\_  
Home Work/School

Cell phone \_\_\_\_\_ Personal email address: \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Sex/Gender: Female Male  
month / day / year circle applicable

**Ethnic background:**

- |  |  |
|--|--|
| <input type="checkbox"/> White/Non-Hispanic        | <input type="checkbox"/> Hispanic        |
| <input type="checkbox"/> Asian or Pacific Islander | <input type="checkbox"/> American Indian |
| <input type="checkbox"/> Black/African-American    | <input type="checkbox"/> Other           |

**Marital Status:**

- |   |  |                                    |
|---|--|------------------------------------|
| <input type="checkbox"/> Single/Never married | <input type="checkbox"/> Divorced                  | <input type="checkbox"/> Separated |
| <input type="checkbox"/> Married              | <input type="checkbox"/> Cohabitate with a partner |                                    |

**Citizenship:**

Country of birth: .....

City of birth: .....

Country of citizenship: .....

Country of legal permanent residency: .....

If not a U.S. citizen, your immigrant status or visa type? .....

**Enrollment Plans:**

Do you plan to enroll: ..... ☐ Full time? ☐ Part time?

If you plan to enroll part time, how many credit hours per trimester? .....

Distance round-trip I will be driving to campus (in miles): .....

**Ability Statement:**

Do you have a diagnosed learning disability? ..... ☐ Yes ☐ No

If yes, what is the diagnosis and how will it impact your coursework or practicum experience? \_\_\_\_\_

**Social Work Experience:**.....

Years of paid experience

1. \_\_\_\_\_  
Employer Job title Date last employed

Description of job duties

**Work history**

2. \_\_\_\_\_  
Employer Job title Date last employed

Description of job duties

**Anticipate term you plan to take your first class:**

Year: \_\_\_\_\_ ☐ Term 1 (summer) ☐ Term 2 (late summer) ☐ Term 3 (fall)  
☐ Term 4 (winter) ☐ Term 5 (spring) ☐ Term 6 (late spring)

**Colleges and Universities Attended:**

Undergraduate GPA: \_\_\_\_\_

List in chronological order ALL colleges attended or attending.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Name and location of university conferring  
your undergraduate degree: .....

What was your major/area of study? .....

Month and year degree conferred: .....

*If more than one...*

What was your major/area of study? .....

Month and year degree conferred: .....

Have you previously applied to CU? ☐ Yes ☐ No If yes, when? .....

Specify dates and program





**Legal Records:**

Have you ever been convicted of a felony? ..... ☐ Yes ☐ No

Do you have any preexisting criminal record which may influence your acceptance in a public or private service agency? ..... ☐ Yes ☐ No

If you answered yes, please provide legal charge, conviction date and state in which convicted?

---

---

**Areas of Interest:**

What areas of social work are you interested in studying? .....

Do you foresee any challenges that may impact your success in completing the MSW degree? .....

---

**Computer Access**

Do you have access to high speed internet?..... ☐ Yes ☐ No

Do you have a webcam for your computer? ..... ☐ Yes ☐ No

Do you have a microphone for your computer: ..... ☐ Yes ☐ No

If you answered no to any of these questions, can you acquire the needed technology? ..... ☐ Yes ☐ No

**Letters of Recommendation:**

Please list the names, addresses and telephone numbers for the three individuals you have requested to make recommendations for you. These recommendations should come from individuals who are able to address your potential to succeed in graduate studies, who know your values and moral character, and who can assess your potential to become a professional social worker. Their recommendations must be submitted on the "Reference for Admission to the Master of Social Work Program" forms that are provided in your application packet.

1. Name ..... Occupation .....

Address .....

Telephone .....

2. Name ..... Occupation .....

Address .....

Telephone .....

3. Name ..... Occupation .....

Address .....

Telephone .....

### MSW Program Personal Interest Statement Discussion Questions

1. Discuss why you are seeking your Masters in Social Work degree from Campbellsville University's Carver School of Social Work and Counseling
2. Discuss your strengths and challenges as a student (past experiences), including diagnosed or suspected learning disabilities, physical and/or mental health issues, personal obligations, work obligations, time management and ability to work in high stress situations.
3. In what group activities do you have experience? Please describe a personal involvement with a group where you felt uncomfortable and describe how you dealt with your discomfort.
4. Describe how you are going to shift your current obligations to allow for success as a full time Masters in Social Work student.
5. If you have an undergraduate GPA less than 3.0, discuss your circumstances as to why this is so.
6. Summarize and discuss why you think you are appropriate to serve the public as a master's level social work professional.

### MSW Program Personal Statement Rubric

Category	Description of Writing Quality	Rating	Weight
<b>Organization</b> Writer's experience is conveyed through a cohesive structure.	<b>Progression</b> from paragraph to paragraph and sentence to sentence is smooth and logical. <b>2 points</b>		6
	<b>Transitions</b> are used meaningfully and not forced; transitions within paragraphs and especially between paragraphs to preserve the logical flow of the essay. Writer avoids using words such as, "however," "nevertheless," and "furthermore." <b>2 points</b>		
	A variety of <b>sentence lengths</b> and <b>structures</b> are mixed within any given paragraph. <b>2 points</b>		
<b>Development</b> Insight into the writer's experience is shown through rich detail.	Presentation is <b>thoughtful</b> or <b>insightful</b> (e.g., an unusual perspective, a particularly unique experience). <b>2 points</b>		8
	The writing uses concrete, <b>vivid language</b> . <b>2 points</b>		
	The writing shows depth and complexity of thought. <b>Elaboration</b> in each paragraph is of sufficient depth and detail. <b>2 points</b>		
	Essay <b>details make statements</b> for the writer (show vs. tell). <b>2 points</b>		
<b>Voice</b> Language engages the reader throughout the writing.	Writing focuses on <b>verbs</b> and keeps adjectives to a minimum. <b>2 points</b>		8
	Writer employs <b>active voice</b> ; passive sentence constructions are avoided. <b>2 points.</b>		
	Writing sounds authentic and original- <b>word choice</b> doesn't appear contrived. <b>2 points</b>		
	Writing avoids <b>slang terms, clichés, contractions</b> , and an <b>excessively casual tone</b> . Clichés make writing appear lazy, ideas ordinary, and experiences typical. <b>2 points</b>		
<b>Conventions</b> Complex ideas are communicated through sophisticated forms of expression.	Writing represents consistent command of spelling, capitalization, punctuation, grammar, usage, and syntax. Errors do not distract from the overall fluency of the composition. <b>2 points</b>		6
	Minor errors result from the attempt to communicate complex ideas through sophisticated forms of expression. <b>2 points</b>		
	Words, phrases, and sentence structure enhance the overall effectiveness of the communication of ideas. <b>2 points</b>		

Final Score \_\_\_\_\_ /28

**CARVER SCHOOL OF SOCIAL WORK & COUNSELING**  
Campbellsville University



**Reference for Admission to the Masters in Social Work**

**To be completed by applicant:**

Applicant name \_\_\_\_\_

The Family Educational Rights and Privacy Act of 1974 opens many student records for the student's inspection. This law also permits the student to sign a waiver relinquishing the right to read this reference. Please indicate your choice.

I waive my right to read this reference. \_\_\_\_\_

Signature

Date

I do not waive my right to read this reference. \_\_\_\_\_

Signature

Date

**To be completed by reference:**

Name \_\_\_\_\_ Date \_\_\_\_\_

Occupation or Title \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Please rate the applicant on the following qualities. Circle the appropriate number. 5=excellent, 4=above average, 3=average, 2=below average, 1=poor and #=No Knowledge.

Assumes responsibility for own behavior and learning	5	4	3	2	1	#
Intellectual curiosity	5	4	3	2	1	#
Written communication skills	5	4	3	2	1	#
Responsibility/dependability	5	4	3	2	1	#
Ability to work collaboratively	5	4	3	2	1	#
Ability to succeed in graduate studies	5	4	3	2	1	#
Values and moral character	5	4	3	2	1	#
Potential to practice advanced social work	5	4	3	2	1	#

**Please respond to the following items:**

Please comment as to the graduate program applicant's ability to succeed in graduate level studies.

Briefly describe this applicant's strengths and weaknesses as a potential social worker.

Please comment on the values and moral character of the applicant.

How long have you know this applicant and in what setting?

Additional comments

**Recommendation:**

- ☐ Recommend highly
- ☐ Recommend with reservations
- ☐ Recommend
- ☐ Do not recommend

Printed Name of Respondent \_\_\_\_\_

Title \_\_\_\_\_

Signature of Respondent \_\_\_\_\_

Date \_\_\_\_\_

Please return to: Campbellsville University  
Carver School MSW Admissions c/o Misty Willis  
1 University Drive  
UPO 855  
Campbellsville, KY 42718-2799

**Admission Notification**

Applicants will receive notification 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.

**Conditional Admission**

Applicants not meeting all of the above prerequisites may be considered by the MSW Graduate Council for conditional admission. Students conditionally accepted must maintain a B average for the first term of their advanced standing year or the first two terms of the foundation year. If a B average is maintained during this time frame, the student will be taken off of conditional standing. If the student does not maintain a B average during this specified time period, the student may be dismissed from the program.

**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 as outlined. Upon meeting admittance criteria, the student will be assigned a Social Work Faculty Advisor. Each student is responsible for scheduling an appointment with their respective advisor to schedule graduate courses three weeks prior to the end of their current enrolled term. Students are advised to abide by one of the following sequence plan. If a student has issues that require an alternate sequence, they must seek counsel from their advisor prior to enrolling.

**MSW Foundation (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. Baccalaureate level graduates that do not have the BSW, yet seek the MSW degree, are provided this option as a means to achieve their desired end, an MSW. This curriculum is offered in the evening and online and requires one academic year of continuous study to complete. A student enrolled in one course or two courses per term will take at least two years to complete the foundation year and two 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 programs in national and international settings. This curriculum emphasizes social planning, policy development, program implementation in the context of social obligation and missions. The core emphasizes empowerment, advocacy, diversity, policy analysis, families, program evaluation and program development. The core consists of 18 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 two elective courses.

The sixty credit hour Masters in Social Work program requires two years of full-time coursework (8 credit hours per graduate term). The Advanced Standing Masters in Social Work program requires one full academic year of coursework and is only available for qualified applicants.

All curriculum requirements must be achieved in a maximum of four calendar years from the date the first course is taken as an approved degree seeking student.

The full 2-year Masters in Social Work is a 60 credit-hour program that is structured as follows:

Foundation Course #	Course Title	Credit hr.
SWK510-513	Practicum (2 credits@120 clock hours each X 4)	8
SWK520	Human Development	3
SWK530	Research	3
SWK545	Practice Foundation I	3
SWK546	Practice Foundation II	3
SWK570	Cultural Competency	3
SWK575	Policy & Practice	3
SWK 595	Practicum Seminar	2
<b>Total hours for foundation</b>		<b>28</b>

<b>Advanced Standing</b>		
SWK610-613	Field Practicum (2 credits@120 clock hours each X 4)	8
SWK615	World Problems & Advocacy	3
SWK650	Change Theories	3
SWK655	Practice & Program Research	3
SWK665	Leadership and Supervision in Social Work	3
SWK685	Community Development & Grant Writing	3
SWK691	Advanced Practice With Children and Families	3
<b>Total hours for advanced standing core</b>		<b>26</b>
<b>Electives (6 credits required)</b>		
SWK514	Rural Services & Counseling	3
SWK515	Marriage & Family Counseling	3
SWK560	Psychopathology	3
SWK 581	Ethics, Legal and Professional Issues	3
SWK590	Assessment I	3
SWK620	Sociology of the Family	3
SWK625	Crisis & Abuse Counseling	3
SWK630	Global Policies & Social Programming	3
SWK 681	Addictions	3
SWK690	Independent Study	1-3
<b>Hours required for electives</b>		<b>6</b>

The MSW program requires students to take two elective courses. 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.

## PROGRAM SEQUENCE

G = Graduate

1st Year of 2 Year MSW Program (Foundation)			
Course Credits	Course Number	MSW Program - Courses Titles	Content Area
<b>Fall Term (G-2) (August - October)</b>			
2	SWK510	Foundation Practicum I	Required
3	SWK570	Cultural Competency	Required
			Online
2	SWK 595	Practicum Seminar	Required
<b>Fall Term (G-3) (October - December)</b>			
2	SWK 511	Foundation Practicum II	Required
3	SWK520	Human Development	Required
			Online
3	SWK545	Practice Foundation I	Required
<b>Winter Term (G-4) (January - March)</b>			
2	SWK512	Foundation Practicum III	Required
3	SWK530	Research Methods	Required
			Online
3	SWK546	Practice Foundation II	Required
<b>Spring Term (G-5)</b>			
2	SWK513	Foundation Practicum IV	Required
3	SWK575	Policy & Practice	Required
3	SWK581	Ethical, Legal and Professional Issues	Elective
			Online

G = Graduate

2 <sup>nd</sup> Year of 2 Year MSW Program Advanced Standing Year			
Course Credits	Course Number	MSW Program - Courses Titles	Content Area
<b>G-2 (August - October)</b>			
2	SWK610	Field Practicum	Required
3	SWK615	World Problems and Advocacy	Required
3	SWK650	Change Theories	Required
			Online
<b>G-3 (October - December)</b>			
2	SWK611	Field Practicum	Required
3	SWK626	Advanced Practice W/ Individuals, Families and Groups	Required
3	SWK665	Leadership & Supervision in SW	Required
			Online
<b>G-4 (January - March)</b>			
3	SWK560	Psychopathology	Elective
2	SWK612	Field Practicum	Required
3	SWK655	Practice & Program Research (Evidence Based Practice)	Required
			Online
<b>G-5 (March – May)</b>			
2	SWK613	Field Practicum	Required
3	SWK630	Global Practice and Programming	Elective
3	SWK685	Community Development & Grant Writing	Required
			Online
3	SWK	Elective	Elective

### Program Dissemination

A team of doctoral and Masters in Social Work faculty provide instruction in the Baccalaureate and Masters in Social Work Programs. The Masters in Social Work program is conveyed in an evening and online (hybrid) format. Students attend classes on campus one night a week and one night a week online. In addition to class attendance, students are enrolled in their Field Practicum concurrent with coursework.



## FACULTY AND SUPPORT STAFF

### Dean and Program Director

#### **Darlene Eastridge, Ph.D. in Social Work**

Ph.D. University of Louisville; M.Ed. Western Kentucky University; M.S.S.W. Kent School of Social Work University of Louisville; B.S. Campbellsville College; A.A. Lindsey Wilson College

### Faculty

#### **Debbie Carter, Masters of Science in Social Work**

M.S..SW. University of Tennessee; B.S. Marshall University

#### **Kellie Cody, Ph.D. in Social Policy**

Ph.D. in Interdisciplinary Health Science, Western Michigan University; M.S.W. University of Michigan, B.S. Western Michigan University; A.A.S. Kalamazoo Valley Community College

#### **Candace Hansford, Ph.D. in Social Work**

Ph.D. The Ohio State University; M.S.W. Southern Baptist Theological Seminary; B.A. Cumberland College.

#### **Japheth Jaoko, Ph.D. in Social Work**

Ph.D. University of Texas at Arlington; M.A. Asbury Theological Seminary; M.A. The Criswell College; M.S.W. University of Kentucky; B.A. Pan Africa Christian College

#### **Helen Mudd, Ph.D. in Social Work**

Ph.D. University of Louisville; M.S.S.W. University of Louisville; B.S., M.S., Eastern KY University

#### **Michelle Tucker, Ph.D. in Social Work**

Ph.D. Kent School of Social Work, University of Louisville; M.S.S.W. Kent School of Social Work University of Louisville; B.S.W. Campbellsville University

## COURSE DESCRIPTIONS

### **SWK 510-513 Foundation Practicum I through IV .....2 each, 8 total**

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 450 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 3 terms and 1 summer term (Practicum I, Practicum II, Practicum III, and Practicum IV) that will require 112.5 clock hours each for a total of 450.

### **SWK520 Human Development .....3**

This course presents a thorough survey of the life cycle from early childhood to death. Topics include life-cycle theories of development, developmental tasks, normal-abnormal behavior, models of moral, intellectual, social and physical development and learning theories. Strategies resulting from theory and treatment models for specific concerns in the life cycle will be emphasized.

**SWK530 Research Methods .....3**

The purpose of this course is to provide an overview of research design. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. We will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies which will aid the student in formulating and carrying out his/her own individual research project.

**SWK545 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.

**SWK570 Cultural Competencies .....3**

The 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.

**SWK575 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.

**SWK595 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 Field Education-Advanced Practicum ..... 2 each, 8 total**

Field Education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of advanced practice social work program objectives. Students will have the opportunity to integrate social work knowledge, ethics, and skills in a social work practice environment under the supervision of an MSW level social worker. The course requires completion of 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 3 terms and a summer term (Practicum I, Practicum II, Practicum III, Practicum IV) that will require 112.5 clock hours each for a total of 450.

- SWK615 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 equip students with the tools necessary to identify, critically think, and address current global social issues and identity their roles and responsibilities as a global citizen and a Christian servant.
- COU 624: The Child & Adolescent .....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 is examined.
- SWK650 Change Theory I (Advanced Practice) .....3**  
 This advanced social work course will explore the purposes and uses of theories for the social work profession and provide students the theoretical underpinnings to support the advanced practice courses. Specifically, this course will examine the theoretical systems informing social work practice with individuals, families, groups, communities and organizations. A major portion of the course will be devoted to analyzing the constructs from selected theories and determining how constructs from these theories are utilized in theories of intervention.
- SWK655 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, specifically the student's own practicum.
- SWK665 Leadership and Supervision in Social Work .....3**  
 This course provides an overview of practice models and skills used in social work supervision, consultation, and leadership from international and domestic 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.
- SWK685 Community Development & Grant Writing .....3**  
 This course seeks to deepen and expand the student's knowledge and understanding of community-based organizing and 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.

## **MASTERS OF SCIENCE IN COUNSELING (MSC) PROGRAM INFORMATION**

### **Program Purpose:**

The mission of the Master of Science in Counseling (MSC) is to enhance career opportunities and prepare graduates with the knowledge and skills to counsel in a variety of occupational venues. The basic **generalist** curriculum (24 credit hours {plus electives and field education}) provides a foundation for academic, career, and non-clinical counseling. It is not a degree to prepare graduates for licensure. However, the generalist curriculum provides a foundation for students seeking the marriage and family track (12 additional credit hours of specialized coursework, plus field education). The marriage and family curriculum is a 42 hour degree program that prepares graduates to seek licensure as counselors in Kentucky and various other states.

The MSC Program operates within the context of values that are consistent with our Christian University and the ethical codes of the counseling profession. The values of MSC program follows:

- A Christian commitment to act and serve responsibly with a focus on the greater good of mankind.
- The promotion of ethical and competent counseling practices
- A commitment to personal growth within a Christian environment
- A respect for diversity among people and other cultures
- A commitment to empower clients and client systems
- A systems perspective is utilized for problem solving within individuals, families and groups
- Life-long learning and growth as a professional counselor

### **MSC Program Objectives**

Guided by the MSC values, graduates of the program will achieve the following objectives:

1. Complete the curriculum and demonstrate the competencies required for counseling
2. Demonstrate the ability necessary for generalist counseling
  - To prepare generalist counselors for career advancement;
  - To prepare graduates with the knowledge and skills to counsel individuals, families, and groups.
3. Practice counseling ethically;
4. Make contributions to their communities, churches, government agencies, and society through counseling services.

## MASTERS OF SCIENCE IN COUNSELING

### Criteria and Processes for Student Admissions

Applicants to the MSC Program at Campbellsville University must meet the University's Graduate Council requirements in order to be considered for admission. Requirements are:

1. A bachelor's degree from an accredited institution.
2. Completion of an application for regular admission to the University Graduate School and acceptance by that body. This includes submission of official copies of all undergraduate and graduate courses taken from respective colleges/universities.
3. One letter of recommendation regarding academic potential for graduate study.

In addition to making application to the Office for Graduate Admissions, applicants must complete the application materials required of the MSC Program. Use the following list as a guide for submission.

- ☐ MSC Program Application
- ☐ Official transcripts
- ☐ Three professional references, with at least one from someone who knows the applicant's academic performance history, one who knows the applicant's values and moral character, and one who knows the applicant's potential as a professional helper
- ☐ A transcript that reports the attainment of a 3.0 or greater undergraduate GPA
- ☐ If applicable, GRE scores (If undergraduate GPA is less than 3.0 on a 4 point scale)
- ☐ Statement of interest for pursuing an MSC degree (500-750 word essay that)
  - a) Demonstrates your understanding of the mission of Campbellsville University and the mission and goals of the MSC Program
  - b) Describes how your life experiences have prepared you for the counseling program.
  - c) Describes characteristics you have that make you suitable for the counseling profession
  - d) Talks about, at minimum, one issue of your life that absorbs a great deal of your time and attention

While past professional experiences strengthen an application, no academic credit is given for life experience.

The Admissions Committee consists of the Dean of the Carver School and MSC program faculty members. Each member in attendance during the student interview recommends one of the following actions:

1. Full acceptance.
2. Conditional acceptance, specifying conditions that must be improved or corrected.
3. Denial

After application materials are reviewed, a letter of decision is mailed to the applicant at the address provided on the application.

Please submit your MSC Program application materials to your respective location of study:

#### Main Campus

Campbellsville University  
Carver School of Social Work & Counseling  
1 University Drive  
Campbellsville, KY 42718-2799  
Attn: Mrs. Misty Willis

#### Louisville Center

Campbellsville University  
2300 Greene Way  
Louisville, KY 40220  
Attn: Dr. Karen Westbrooks

Applications may be submitted at any time and are reviewed continually. The Counseling Program allows enrollment in this program fall and spring semesters. Applications are reviewed and interviews scheduled once ALL materials are received by the program. In order to register for courses in your desired term of study, the application materials must be processed and the entrance interview conducted 30 days in advance of a term you wish to begin the program. However, you may still be reviewed and considered for the next term if the 30 days has expired.

**Campbellsville University**  
**Carver School of Social Work and Counseling**  
**Application for Admission to the Master of Counseling Program**

**Applicant contact information:**

Name \_\_\_\_\_  
Last First M.I./Maiden

Address \_\_\_\_\_  
Street City State Zip

Telephone Number and Area Code \_\_\_\_\_  
Home Work/School

Cell phone \_\_\_\_\_ Personal email address: \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Sex/Gender: Female Male  
month / day / year circle applicable

**Ethnic background:**

- |  |  |
|--|--|
| <input type="checkbox"/> White/Non-Hispanic        | <input type="checkbox"/> Hispanic        |
| <input type="checkbox"/> Asian or Pacific Islander | <input type="checkbox"/> American Indian |
| <input type="checkbox"/> Black/African-American    | <input type="checkbox"/> Other           |

**Marital Status:**

- |   |  |                                    |
|---|--|------------------------------------|
| <input type="checkbox"/> Single/Never married | <input type="checkbox"/> Divorced                  | <input type="checkbox"/> Separated |
| <input type="checkbox"/> Married              | <input type="checkbox"/> Cohabitate with a partner |                                    |

**Citizenship:**

Country of birth: .....

City of birth: .....

Country of citizenship: .....

Country of legal permanent residency: .....

If not a U.S. citizen, your immigrant status or visa type? .....

**Enrollment Plans:**

Do you plan to enroll: ..... ☐ Full time? ☐ Part time?

If you plan to enroll part time, how many credit hours per trimester? .....

Distance round-trip I will be driving to campus (in miles): .....

**Ability Statement:**

Do you have a diagnosed learning disability? ..... ☐ Yes ☐ No

If yes, what is the diagnosis and how will it impact your coursework or practicum experience? \_\_\_\_\_

**Social Work Experience:**.....

Years of paid experience \_\_\_\_\_

1. \_\_\_\_\_  
Employer Job title Date last employed

Description of job duties

**Work history**

2. \_\_\_\_\_  
Employer Job title Date last employed

Description of job duties

**Anticipate term you plan to take your first class:**

Year: \_\_\_\_\_ ☐ Term 1 (summer) ☐ Term 2 (late summer) ☐ Term 3 (fall)  
☐ Term 4 (winter) ☐ Term 5 (spring) ☐ Term 6 (late spring)

**Colleges and Universities Attended:**

Undergraduate GPA: \_\_\_\_\_

List in chronological order ALL colleges attended or attending.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Name and location of university conferring

your undergraduate degree: .....

What was your major/area of study? .....

Month and year degree conferred: .....

*If more than one...*

What was your major/area of study? .....

Month and year degree conferred: .....

Have you previously applied to CU? ☐ Yes ☐ No If yes, when? ..

Specify dates and program



**Legal Records:**

Have you ever been convicted of a felony? ..... ☐ Yes ☐ No

Do you have any preexisting criminal record which may influence your acceptance in a public or private service agency? ..... ☐ Yes ☐ No

If you answered yes, please provide legal charge, conviction date and state in which convicted?

---

---

**Areas of Interest:**

What areas of social work are you interested in studying? ..

Do you foresee any challenges that may impact your success in completing the MSC degree?

---

**Computer Access**

Do you have access to high speed internet? ..... ☐ Yes ☐ No

Do you have a webcam for your computer? ..... ☐ Yes ☐ No

Do you have a microphone for your computer: ..... ☐ Yes ☐ No

If you answered no to any of these questions, can you acquire the needed technology? ..... ☐ Yes ☐ No

**Letters of Recommendation:**

Please list the names, addresses and telephone numbers for the three individuals you have requested to make recommendations for you. These recommendations should come from individuals who are able to address your potential to succeed in graduate studies, who know your values and moral character, and who can assess your potential to become a professional social worker. Their recommendations must be submitted on the "Reference for Admission to the Master of Science in Counseling Program" forms that are provided in your application packet.

1. Name \_\_\_\_\_ Occupation \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

2. Name \_\_\_\_\_ Occupation \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

3. Name \_\_\_\_\_ Occupation \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

**CARVER SCHOOL OF SOCIAL WORK AND COUNSELING**  
Campbellsville University



**Reference for Admission to the Master of Science in Counseling Program**

**To be completed by applicant:**

Applicant name \_\_\_\_\_

The Family Educational Rights and Privacy Act of 1974 opens many student records for the student's inspection. This law also permits the student to sign a waiver relinquishing the right to read this reference. Please indicate your choice.

I waive my right to read this reference. \_\_\_\_\_  
Signature
Date

I do not waive my right to read this reference. \_\_\_\_\_  
Signature
Date

**To be completed by reference:**

Name \_\_\_\_\_ Date \_\_\_\_\_

Occupation or Title \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Please rate the applicant on the following qualities. Circle the appropriate number. 5=excellent, 4=above average, 3=average, 2=below average, 1=poor and #=No Knowledge.

Assumes responsibility for own behavior and learning	5	4	3	2	1	#
Intellectual curiosity	5	4	3	2	1	#
Written communication skills	5	4	3	2	1	#
Responsibility/dependability	5	4	3	2	1	#
Ability to work collaboratively	5	4	3	2	1	#
Ability to succeed in graduate studies	5	4	3	2	1	#
Values and moral character	5	4	3	2	1	#
Potential to counsel	5	4	3	2	1	#

**Please respond to the following items:**

Please comment as to the graduate program applicant's ability to succeed in graduate level studies.

Briefly describe this applicant's strengths and weaknesses as a potential counselor.

Please comment on the values and moral character of the applicant.

How long have you know this applicant and in what setting?

Additional comments

**Recommendation:**

- ☐ Recommend highly
- ☐ Recommend with reservations
- ☐ Recommend
- ☐ Do not recommend

Printed Name of Respondent \_\_\_\_\_

Title \_\_\_\_\_

Signature of Respondent \_\_\_\_\_

Date \_\_\_\_\_

Please return to: Campbellsville University  
Carver School MSC Admissions c/o Misty Willis  
1 University Drive  
UPO855  
Campbellsville, KY 42718-2799

## THE MASTERS OF SCIENCE IN COUNSELING PROGRAM

The Master of Science in Counseling (MSC) is designed as a generalist counseling program that prepares students to earn a generalist degree in counseling. The coursework consists of a broad array of counseling courses for the purpose of enhancing career opportunities. In addition to the generalist core students may continue to pursue a specialty track in marriage and family counseling to academically prepare them to seek licensure in Kentucky.

One-third of the MSC core curriculum is taught in an online, web-assisted format with two-thirds of the coursework on campus. All counseling courses are offered in the evening to accommodate the non-traditional student. Two courses are taken each eight week term of the first year of study. During second year, students enroll in their online course and their field placement. Students desiring part-time study will seek consultation with their academic advisor to formulate an alternative academic plan. Applicants accepted to pursue this degree may enter the program in any graduate term as long as application materials have been received and approved by the MSC Acceptance Committee 30 days prior to the upcoming term.

Class sizes are relatively small (12-15 students on average). Faculty provides special attention to students and usually learn attendants name by the end of the first class. Along with challenging and expanding the knowledge of students, this program focuses on relationships. Consistent with the mission of Campbellsville University, this program works toward developing life-long Christian servant leaders who will contribute to the betterment of humanity.

### Graduate Examination

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 two degree options, generalist counseling or marriage and family therapy. All MSC graduates must successfully complete a comprehensive examination consisting of core content in order to receive their diploma. Students are eligible to take the comprehensive examination once generalist coursework is satisfactorily completed. Student 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 be requested to take an oral examination of similar rigor and content within 30 days of the comprehensive examination. If the oral examination is unsuccessful, the student may be required to write a graduate thesis. In 2011, 95% of the MSC graduates who have attempted the comprehensive examination have passed successfully.

## GENERALIST COUNSELING

The Generalist Counseling program is a 36 credit-hour program. This program is appealing to Human Service professionals, 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 MSC degree (36 credit hours of coursework) are qualified to provide career, academic, and other non-mental health counseling activities. The MSC graduate that selects the generalist track as a degree option is not qualified to establish a private practice or independently bill service consumers as a counselor/therapist in Kentucky or states having licensure laws that limit the use of this degree.

### Degree Plan for Option 1 (Generalist Counseling – 36 credit hours)

<b>Counseling Core.....</b>		<b>24</b>
COU500	Counseling Theories and Practice I.....	3
COU520	Human Development.....	3
COU523	Counseling Skills.....	3
COU550	Counseling Theories and Practice II.....	3
COU560	Psychopathology.....	3
COU570	Cultural Competencies.....	3
COU581	Ethical, Legal, and Professional Issues in Counseling.....	3
COU530	Research Methods.....	3
<b>Electives .....</b>		<b>9</b>
COU515	Marriage and Family Counseling.....	3
COU511/PSY511	Theories of Learning.....	3
COU512/PSY512	Cognitive Psychology.....	3
COU622/PSY622	Child Development.....	3
COU620/SOC620	Sociology of the Family.....	3
SWK685	Community Development and Grant Writing.....	3
<b>Practicum (150 clock hours) .....</b>		<b>3</b>

### COURSE ROTATION

MSC Program (Core & Marriage and Family)			
Course Credits	Course Number	MSW Program - Courses Titles	Content Area
<b>Fall Term (G-2) (August - October)</b>			
3	COU523	Counseling Skills	Core
3	COU570	Cultural Competency	Core
			Online
3	COU500	Counseling Theory & Prac. I	Core
<b>Fall Term (G-3) (October - December)</b>			
3	COU520	Human Development	Core
			Online
3	COU515	Introduction to Family Studies	Marriage & Family
3	COU550	Counseling Theories & Prac. II	Core
<b>Winter Term (G-4) (January - March)</b>			
3	COU517	The Child and Adolescent	Marriage & Family
			Online
3	COU516	Marriage and Family II	Marriage & Family
3	COU560	Psychopathology	Core
<b>Spring Term (G-5)(March – May)</b>			
3	COU517	Marriage & Family III	Marriage & Family
3	SWK530	Research	Core
3	COU 581	Ethical and Legal Issues	Core
			Online

## MARRIAGE AND FAMILY COUNSELING

Students interested in marriage and family counseling may seek the respective Marriage and Family Counseling MSC concentration. This track requires students to successfully complete 42 credit hours of coursework. 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 MSC degree with an emphasis in Marriage and Family Counseling (MFC) requires students to successfully complete the generalist core (24 credit hours), the MFC core (12 credit hours of specified coursework), practicum (6 credit hours) and the comprehensive examination.

### Degree Plan for Option 2 (Marriage & Family – 42 credit hours)

<b>MSC Counseling Core</b>		<b>24</b>	
COU500	Counseling Theories and Practice I .....		3
COU520	Human Development .....		3
COU523	Counseling Skills .....	3	
COU550	Counseling Theories and Practice II .....	3	
COU560	Psychopathology .....		3
COU570	Cultural Competencies .....		3
COU581	Ethical, Legal, and Professional Issues .....		3
COU530	Research Methods.....		3
<b>Marriage &amp; Family Cognate Core.....</b>			<b>12</b>
COU 515	Introduction to Family Studies .....		3
COU 516	Marriage and Family Counseling II .....		3
COU 517	Marriage and Family Counseling III .....		3
COU 624	The Child and Adolescent.....		3
<b>Practicum (300 clock hours) .....</b>			<b>6</b>

#### Program Dissemination

The interdisciplinary MSC curriculum is instructed in a combined evening and online format to accommodate students who are working in full-time employment. The curriculum is delivered in a sequence of eight week terms that occur in four graduate terms and supplemented by summer field education and elective opportunities.

## FACULTY

### **Eric Bruns, Psy.D. in Psychology**

B.A., Indiana University; M.A., University of Houston Clear Lake; Ph.D., Spalding University

### **Kellie Cody, PhD in Interdisciplinary Health**

AAS Kalamazoo Valley Community College; BS Western Michigan University; MSW University of Michigan; PhD in Interdisciplinary Health Western Michigan University

### **Leigh Conver, Ph.D. in Psychology of Religion and Pastoral Counseling**

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

### **Darlene Eastridge, Ph.D. in Social Work**

B.S., Campbellsville College; M.A.E., Western KY University; M.S.S.W., University of Louisville; Ph.D., University of Louisville

### **Japheth Jaoko, Ph.D. in Social Work**

B.A., Pan Africa Christian College; M.A., Asbury Theological Seminary; M.A., The Criswell College; MSW University of Kentucky; Ph.D., University of Texas at Arlington

### **Karen Westbrooks**

B.A., Valparaiso University; M.A., Ph.D., Saint Louis University

### **Scott Wigginton, Ph.D. in Theology**

B.A., Western Kentucky University; M.Div, Th.M., Ph.D., Southern Baptist Theological Seminary; Marriage and Family, University of Kentucky

## 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 511/PSY511 Theories of Learning .....3**

Examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to education and therapy.

### **COU 512/PSY512 Cognitive Psychology .....3**

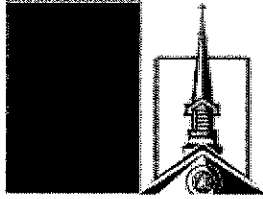
Contemporary approaches to cognitive psychology. A broad survey, with in-depth looks at selected topics including attention and memory.

- COU 515 Introduction to Family Studies .....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/SWK 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/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.
- COU 523 Counseling Skills .....3**  
 This seminar provides students with both theoretical knowledge and laboratory skills that are necessary for basic counseling with individuals, couples and families. Therefore the seminar is designed to introduce theoretical insights and practical experiential skill development.
- COU 530/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.
- 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.



<b>COU 560 Psychopathology .....</b>	<b>3</b>
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.	
<b>COU 570 Cultural Competencies .....</b>	<b>3</b>
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.	
<b>COU 581 Ethical, Legal, and Professional Issues .....</b>	<b>3</b>
This course provides an in-depth study of professional ethics, legalities, and professional issues relating to the professional practice of counseling.	
<b>COU 585 Career Counseling and Lifestyle Development .....</b>	<b>3</b>
This course reviews theories of vocational choice, the process of career and lifestyle decision-making and sources of occupational information.	
<b>COU 590 Assessment I .....</b>	<b>3</b>
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.	
<b>COU 620/SOC620/SWK 620 Sociology of the Family .....</b>	<b>3</b>
Study of contemporary family life, with emphasis on research concerning diversity and change in families.	
<b>COU 624 The Child and Adolescent .....</b>	<b>3</b>
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.	
<b>COU 690 Practicum .....</b>	<b>1-6</b>
A field-based counseling experience supervised by a qualified, licensed marriage and family professional at a site selected by special arrangement with the student, the program director, and a mental health agency. Specific emphasis is to place students in direct contact with consumers of marriage and family counseling services. The practicum includes all activities a counselor would perform under proper supervision. It provides the students with an opportunity to develop and apply clinical diagnostic skills and counseling skills in a practical setting. Prerequisites: 18 credit hours of coursework and permission of field director.	
<b>COU 699 Graduate Candidacy .....</b>	<b>0</b>
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 completed the required clock hours or evaluations required for a course grade or program completion. Students who are not enrolled in coursework or 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.	





## COLLEGE OF ARTS AND SCIENCES

### Master of Arts in Social Science

#### **Dr. Mary Wilgus, Dean**

Campbellsville University, UPO 861, 1 University Drive, Campbellsville, KY 42718  
mhwilgus@campbellsville.edu • 270-789-5394

E-mail: socialscience@campbellsville.edu

## **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**

#### **Lindsay Anderson, Ph.D. – Sociology**

B.S., M.S., Ph.D. Texas A&M University

#### **Wendy Davis, 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

#### **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

**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

**Allison Timbs, Ph.D. – Criminal Justice**

B.A., M.A., Arkansas State University; Ph.D., University of Florida

**Shawn H. Williams, Ph.D.-Political Science**

B.A., Lees-McRae College, M.A., Angelo State University, Ph.D., University of Texas at Dallas

**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: One graduate assistant position is 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:

### **Unconditional Admission**

- Students must complete the University's application form and include a sample of their written work.
- If seeking Rank II Certification in Secondary Schools, the student must have a valid teacher's certificate or letter of eligibility in social studies.
- 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 score of 950 (or 293 on the new GRE taken after August, 2011), based on the date of the exam (or a comparable LSAT score) and a GPA of 2.9. GRE scores are valid for five years after the testing year in which the exam was taken.
- Students must have two letters of recommendation from their undergraduate institution.
- Students should have an undergraduate major in a social science discipline or permission of the director of the program.

### **Conditional 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. The Social Science Graduate Committee will assign an appropriate graduate faculty member.

### **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 (36 hours)

The program consists of successfully completing 18 semester hours in two of the four disciplines of history, political science, psychology, or sociology for a total of 36 semester hours.

**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 (a) nine semester hours each in two other social science disciplines listed above of which nine semester hours must be in 600 level courses for a total of 18 semester hours.

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

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, Sample 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 Politics .....	3
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, Sample Degree Plan ..... 36

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

Psychology .....	18
Choose one of the following: .....	3
PSY 601      Advanced General Psychology I .....	3
PSY 602      Advanced General Psychology II .....	3
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.



<b>HST 556</b>	<b>U. S. History from 1789-1848 .....</b>	<b>3</b>
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.		
<b>HST 557</b>	<b>U. S. History from 1877-1933 .....</b>	<b>3</b>
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.		
<b>HST 575</b>	<b>Civil War and Reconstruction .....</b>	<b>3</b>
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.		
<b>HST 580</b>	<b>Special Topics .....</b>	<b>3</b>
A survey and discussion of advanced topics in history.		
<b>HST 581</b>	<b>Middle East .....</b>	<b>3</b>
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.		
<b>HST 601</b>	<b>Readings in American Military History .....</b>	<b>3</b>
Major theoretical, strategic, technological, and social developments in American military history.		
<b>HST 602</b>	<b>Seminar in American Military History .....</b>	<b>3</b>
Major theoretical, strategic, technological, and social developments in American military history.		
<b>HST 603</b>	<b>Readings/Seminar in World War II .....</b>	<b>3</b>
Causation, major campaigns, strategic considerations and major results of World War II.		
<b>HST 604</b>	<b>Readings/Seminar in World War II .....</b>	<b>3</b>
Causation, major campaigns, strategic considerations and major results of World War II.		
<b>HST605</b>	<b>Research Writing for Social Sciences .....</b>	<b>3</b>
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.		
<b>HST 610</b>	<b>Seminar in Nineteenth Century Europe .....</b>	<b>3</b>
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.		
<b>HST 611</b>	<b>Seminar in Nineteenth Century Europe .....</b>	<b>3</b>
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.		

<b>HST 620</b>	<b>Seminar in Twentieth Century East Asia .....</b>	<b>3</b>
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.		
<b>HST 621</b>	<b>Seminar in Twentieth Century East Asia .....</b>	<b>3</b>
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.		
<b>HST 680</b>	<b>Special Topics in History .....</b>	<b>3</b>
A course designed around readings and research of advanced topics in history.		
<b>HST 691</b>	<b>Thesis.....</b>	<b>3</b>
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 <b>only with the permission of the graduate faculty of Campbellsville University's Master of Arts in Social Science program.</b>		
<b>POL 501</b>	<b>Political Theory.....</b>	<b>3</b>
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.		
<b>POL 510</b>	<b>The Political World .....</b>	<b>3</b>
An introduction to politics, with emphasis on the ways people understand their own political systems and those of others.		
<b>POL 520</b>	<b>Seminar in American Politics.....</b>	<b>3</b>
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.		
<b>POL 555</b>	<b>Political Geography of Environment &amp; Resources .....</b>	<b>3</b>
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.		
<b>POL605</b>	<b>Research Writing for Social Sciences .....</b>	<b>3</b>
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.		
<b>POL 610</b>	<b>Law in the Political Community.....</b>	<b>3</b>
The emphasis of this course concerns the role played by law and legal institutions in politics and society.		
<b>POL 620</b>	<b>Seminar in Political Ideas .....</b>	<b>3</b>
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.		

<b>POL 630</b>	<b>Public Policy and Administration.....</b>	<b>3</b>
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.		
<b>POL 650</b>	<b>Special Topics in Political Science .....</b>	<b>3</b>
A course designed for readings and research in advanced topics in political science.		
<b>POL 691</b>	<b>Thesis.....</b>	<b>3</b>
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 <b>only with the permission of the graduate faculty of Campbellsville University's Master of Arts in Social Science program.</b>		
<b>PSY 511</b>	<b>Theories of Learning .....</b>	<b>3</b>
Examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to education and therapy.		
<b>PSY 512</b>	<b>Cognitive Psychology .....</b>	<b>3</b>
Contemporary approaches to cognitive psychology. A broad survey, with in-depth looks at selected topics including attention and memory.		
<b>PSY 522</b>	<b>Abnormal Psychology .....</b>	<b>3</b>
Manifestations and diagnosis of abnormal behavior, etiology, and treatment are the focus of this course.		
<b>PSY 601</b>	<b>Advanced General Psychology I.....</b>	<b>3</b>
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.		
<b>PSY 602</b>	<b>Advanced General Psychology II.....</b>	<b>3</b>
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.		
<b>PSY605</b>	<b>Research Writing for Social Sciences .....</b>	<b>3</b>
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.		
<b>PSY 620/621</b>	<b>Seminar in Psychology .....</b>	<b>3</b>
In-depth examination of a selected contemporary psychological area.		
<b>PSY 622</b>	<b>Child Development.....</b>	<b>3</b>
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.		

<b>PSY 691</b>	<b>Thesis.....</b>	<b>3</b>
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 <b>only with the permission of the graduate faculty of Campbellsville University's Master of Arts in Social Science program.</b>		
<b>SOC 513</b>	<b>Sociology of Deviant Behavior.....</b>	<b>3</b>
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.		
<b>SOC 520</b>	<b>Contemporary Social Issues .....</b>	<b>3</b>
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.		
<b>SOC 530</b>	<b>Rural and Appalachian Issues .....</b>	<b>3</b>
This course is designed to examine aspects of rural and Appalachian culture and aid in developing a sense of cultural competency.		
<b>SOC 600</b>	<b>Advanced General Sociology .....</b>	<b>3</b>
Systematic critical analysis of major sociological principles and ideas. Required for emphasis in sociology.		
<b>SOC 605</b>	<b>Research Writing for Social Sciences .....</b>	<b>3</b>
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.		
<b>SOC 610</b>	<b>Contemporary Sociological Theory.....</b>	<b>3</b>
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.		
<b>SOC 620</b>	<b>Sociology of the Family.....</b>	<b>3</b>
Study of contemporary family life, with emphasis on research concerning diversity and change in families.		
<b>SOC 630</b>	<b>Sociology of Education.....</b>	<b>3</b>
Critical analysis of theoretical approaches and issues in the field and the application of this knowledge to the understanding of education and schooling.		
<b>SOC 650</b>	<b>Special Topics in Sociology .....</b>	<b>3</b>
A course designed to emphasize readings and research in advanced topics in Sociology.		
<b>SOC 670</b>	<b>Religion, Ethnicity and Culture .....</b>	<b>3</b>
Exploration of how social organization and culture interact with ethnicity and religion to produce the diversity of ways people groups construct their lives.		
<b>SOC 691</b>	<b>Thesis.....</b>	<b>3</b>
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 <b>only with the permission of the graduate faculty of Campbellsville University's Master of Arts in Social Science program.</b>		



**Master of Arts in Teaching English to Speakers of Other Languages**



**English as a Second Language Institute**

Campbellsville University, UPO 821, 1 University Drive, Campbellsville, KY 42718  
matesol@campbellsville.edu • 270-789-5431

## **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**

### **Full-Time Faculty**

#### **Desire Baloubi, Ph.D.**

M.A., Ball State University; Ph.D., Ball State University

#### **Mary Jane Chaffee, Ph.D.**

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

#### **Judith McCormick, Ph.D.**

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

#### **Tetyana Oliynyk, Ph.D.**

Diploma (with honors), Kamyanyets-Podilsky State Pedagogical Institute; Certificate of Docent, Ministry of Education and Science; Ph.D., Kyiv National University

#### **William Neal, Ph.D.**

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

## **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] (or 293 on the new GRE taken after August, 2011), 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](http://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 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 696	Thesis.....	6

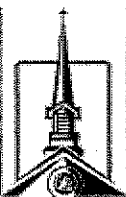
## COURSE DESCRIPTIONS

### 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.



<b>TSL 510</b>	<b>Language and Culture .....</b>	<b>3</b>
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.		
<b>TSL 520</b>	<b>Linguistic Phonetics .....</b>	<b>3</b>
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.		
<b>TSL 660</b>	<b>Materials and Methods I: Speaking, Listening and Pronunciation.....</b>	<b>3</b>
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.		
<b>TSL 661</b>	<b>Materials and Methods II: Reading, Writing and Grammar .....</b>	<b>3</b>
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.		
<b>TSL 640</b>	<b>Second Language Acquisition<sup>3</sup></b>	
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.		
<b>TSL 680</b>	<b>Modern English Grammar .....</b>	<b>3</b>
This course is designed to be an intensive study of the structure of modern English.		
<b>TSL 670</b>	<b>Discourse Analysis .....</b>	<b>3</b>
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.		
<b>TSL 630</b>	<b>Contrastive Analysis .....</b>	<b>3</b>
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.		
<b>TSL 650</b>	<b>ESL/EFL Assessment.....</b>	<b>3</b>
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.		
<b>TSL 690</b>	<b>TESL Practicum .....</b>	<b>3</b>
Practical experience related to the teaching of English as a second or foreign language. Permission of the ESL director is required.		
<b>TSL 691</b>	<b>Research Paper.....</b>	<b>3</b>
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.		
<b>TSL 695</b>	<b>Thesis .....</b>	<b>6</b>
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.		



# **PORTER-BOUVETTE SCHOOL OF BUSINESS AND ECONOMICS**

**MASTER OF BUSINESS ADMINISTRATION**

**MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP**

**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

## **GRADUATE 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, DBA.** - Management

#### **Associate Dean**

B.A., College of St. Francis; M.A., Tyndale Seminary; M.A., National Louis University;  
DBA., Nova Southeastern University

**Bill Adams, Ph.D.** – Management and Leadership

B.S. Campbellsville University, MBA Campbellsville University, Ph.D. Capella University

**Ann Moore, Ph.D.** – Management and Human Resources

B.A., Sullivan University, M.B. A., Webster University, Ph.D. Capella University

**Fred Newby, DBA.** – Management

B.A., Western KY University, M.A., Webster, M.S. University of Arkansas, D.B.A., 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

## **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.

## **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 (79-80) on Internet-based test or (550) on paper of the Test of English as a Foreign Language (TOEFL) is required. A 6.0 score on the IELTS is also accepted. 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:

- On Campus
- Online

MBA courses are offered in six academic sessions throughout the year. Each session is eight weeks long. The MBA 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 on campus program. Courses are scheduled as follows:

Grad Term 1.....	early July - early September
Grad Term 2.....	early September - late October
Grad Term 3.....	late October - late December
Grad Term 4.....	early January - early March
Grad Term 5.....	early March - late April
Grad Term 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	Controllershship –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.

<b>BA 605</b>	<b>Healthcare Policy.....</b>	<b>3</b>
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.		
<b>BA 610</b>	<b>Managing Global Companies.....</b>	<b>3</b>
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.		
<b>BA 611</b>	<b>Organization Theory .....</b>	<b>3</b>
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.		
<b>BA 612</b>	<b>Human Behavior in Organizations .....</b>	<b>3</b>
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.		
<b>BA 613</b>	<b>Managerial Decision Making.....</b>	<b>3</b>
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.		
<b>BA 614</b>	<b>Human Resource Management .....</b>	<b>3</b>
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.		
<b>BA 615</b>	<b>Operations Management.....</b>	<b>3</b>
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.		
<b>BA 616</b>	<b>Business Ethics .....</b>	<b>3</b>
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.		
<b>BA 617</b>	<b>Leadership .....</b>	<b>3</b>
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.		
<b>BA 618</b>	<b>Compensation and Benefits .....</b>	<b>3</b>
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.		



<b>BA 619</b>	<b>International Marketing.....</b>	<b>3</b>
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.		
<b>BA 620</b>	<b>Managerial Finance .....</b>	<b>3</b>
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.		
<b>BA 621</b>	<b>Marketing Research.....</b>	<b>3</b>
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.		
<b>BA 622</b>	<b>Managing Mergers and Acquisitions.....</b>	<b>3</b>
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.		
<b>BA 623</b>	<b>Marketing Communication .....</b>	<b>3</b>
This course will cover the various communication responsibilities within the marketing function, specifically advertising and promotions, public relations, internet design, and customer service.		
<b>BA 624</b>	<b>Global Policies and Concepts.....</b>	<b>3</b>
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.		
<b>BA 625</b>	<b>Negotiation and Conflict Resolution.....</b>	<b>3</b>
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.		
<b>BA 626</b>	<b>Human Resource Staffing.....</b>	<b>3</b>
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.		
<b>BA 690</b>	<b>Business Strategy .....</b>	<b>3</b>
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.		

<b>BA 691</b>	<b>Master's Thesis I</b> .....	<b>3</b>
The development of research skills and dissemination of findings on an approved prospectus in the form of a master's thesis.		
<b>BA 692</b>	<b>Master's Thesis II</b> .....	<b>3</b>
Completion of thesis begun in Master's Thesis I.		
<b>ECO 610</b>	<b>Managerial Economics</b> .....	<b>3</b>
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.		
<b>ECO 612</b>	<b>Business and Economic Forecasting</b> .....	<b>3</b>
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.		

## Master of Arts in Organizational Leadership

### PROGRAM GOALS

The name of the program is the MAOL and the degree to be awarded is the Master of Arts in Organizational Leadership degree. The goal of the MAOL Program is to prepare students for a leadership role in a rapidly changing global marketplace of constantly advancing technology. The MAOL Program prepares students to be financially and socially responsible by integrating a thorough foundation in the basic a through foundation in the basic functional area of Leadership within a Christian values context.

Additional purposes of this program are:

1. To assist and encourage the development of a high level of professional competence in the field of Organizational Leadership
2. To encourage a broad range of scholarship in the field of Organizational Leadership
3. To better prepare students to pursue doctoral education.

The Master of Arts in Organizational Leadership is applicable to business studies, but the same principles apply to other, non commercial organizations. Churches, non-profit organizations, social and athletic organizations, educational institutions, political and governmental operations, can all benefit from this field of study, and accordingly from this degree

### 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 session until the application file is complete.

The MAOL program is available in two formats:

- Offered at the Louisville Education Center
  - Offered Online
  - MAOL courses are offered in five academic terms throughout the year. Each term is eight weeks long. Three hours of coursework per term 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 program offered at the Louisville Education Center. However, the course rotations may vary. Courses are scheduled as follows:
- Grad Term 1    early July - early September
  - Grad Term 2    early September - late October
  - Grad Term 3    late October - late December
  - Grad Term 4    early January - early March
  - Grad Term 5    early March - late April
  - Grad Term 6    early May – late June

Each course in the MAOL 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 session. 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 term 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 term 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 four courses representing twelve 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.

### **MAOL Course Requirements**

BA 606	Team Dynamics
BA 607	Organizational Communication
BA 611	Organization Theory
BA 625	Negotiation and Conflict Resolution
BA 613	Managerial Decision Making
BA 167	Leadership
BA 608	Managing Diversity
BA 609	Spirituality in the Workplace
BA 630	Contemporary Topics in Organizational Behavior
BA 650	Organizational Leadership Capstone

## **Course Descriptions**

### **BA 606 Team Dynamics**

This course will explore the psychological contract between leader and follower that take many forms between two people or between the leader and groups. Students will study group formation and group development as well as the intricacies of coaching, mentoring, and discipling.

### **BA 607 Organizational Communication**

This class is a study of communication in an organizational context. The course will examine the different modes and methods of communication that occur in organizations. This course will help students become more effective communicators in all organizational settings. The areas of communication that will be concentrated on include: written, verbal, and non-verbal, presentations, meetings, diversity and listening skills.

### **BA 611 Organization Theory**

An organic systems approach to organizational 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 625 Negotiation and Conflict Resolution**

This course will focus on skills necessary for managers and business owners to effectively resolve conflicts and controversies associated with organizations. Focusing 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 613 Managerial Decision Making**

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 setting.

**BA 617 Leadership**

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 608 Managing Diversity**

This course is a survey of relevant research literature on diversity. Focusing primarily on management, communications, culture and values of the growing diverse population and members of the U.S. workforce

**BA 609 Spirituality the Workplace**

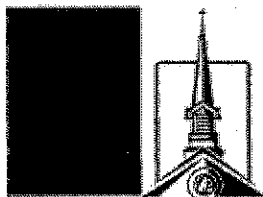
A course that examines the rights and responsibilities of a Christian in the workplace. The course will cover the unique advantages and the unique challenges that Christians have within the culture of the modern day organization.

**BA 630 Contemporary Topics in Organizational Behavior**

A topical seminar where various, contemporary issues will be discussed. Students will focus on academic literature as a source for class discussion and materials.

**BA 650 Organizational Leadership Capstone**

Synthesizes the knowledge and skills learned throughout this program. This experience can include a guided project, preparation of a publishable manuscript, or attendance at a professional seminar. The students will also complete their portfolio during this course. Prerequisite: permission of instructor.



## **SCHOOL OF EDUCATION**

**Teacher Leader, Master of Arts in Education**

**Teacher Leader, Master of Arts in Special Education**

**Master of Arts in Special Education, Initial Teacher Certification**

**Rank 1/Master of Arts in School Improvement**

**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 is:

- 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.

## **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 Senate Bill 1 (2009). Since the enactment of Senate Bill 1, the teacher education community of the Commonwealth has been encouraged to strengthen standards-driven programs by aligning them more closely with the needs of P-12 schools. The challenge this poses for Campbellsville University is to accommodate and provide continuing services and programs that address those needs and to continue the preparation of teachers for schools of the 21<sup>st</sup> century. To meet that challenge, the University offers four post-baccalaureate programs:

- Teacher Leader, Master of Arts in Education (M.A.E.), a 30-hour program leading to areas of specialization selected by the student
- Teacher Leader, Master of Arts in Special Education (M.A.S.E.), a 30-hour program leading to P-12 Learning Behavior Disorder (LBD) certification
- Master of Arts in Special Education (M.A.S.E.), a 48-hour program leading to initial teacher certification
- Rank 1/Master of Arts in School Improvement, a 30-hour program leading to areas of specialization selected by the student (important note: students must already have a master's degree to be eligible for this program)

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**

#### **Lisa Allen, Ed.D.**

B.S., Asbury College; M.A., Western Kentucky University; Ed.D., University of Kentucky

#### **Priscilla Brame, Ph.D.**

B.S., M.Ed., College of Charleston; Ph.D., The Ohio State University

#### **Beverly Ennis, Ph.D.**

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

#### **Carol Garrison, Ed.D.**

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

#### **Donna Hedgepath, Ph.D.**

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

#### **Deborah Schumacher, Ed.D.**

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

#### **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

**Colleen Walker**

B.A., Hunter College; M.S., Brooklyn College; Ph.D., The Ohio State University

**Norma Wheat, M.A.**

B.S., M.A., Eastern Kentucky University

**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

**Joni Davis, M.A.**

B.S., Campbellsville College; M.A./Rank 1, Western Kentucky University

**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

**Lisa Fuls, Ph.D.**

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

**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

**Sylvia Klein, Ed.D.**

B.A., Boston University; M.S., Carlos Albizu University; Ed.D., Nova Southeastern University

**Dana LaMantia, Ph.D.**

B.A., Richard Stockton College; M.A., New Jersey City University; Ph.D., Capella University

**Deborah Linscott, Ed.D.**

B.A., University of Arizona; M.S., University of Tennessee; Ed.D., University of Georgia

**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

**Marcus Pedigo, M.A.**

B.A., M.A., Western Kentucky University

**Kent Settle, M.A.**

B.A., M.A., Western Kentucky University

**Sharyon Shartzter, M.A.**

B.A., M.A., Western Kentucky University

**Tina Chitwood Smith, Ph.D.**

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

**Pam Stephens, Ed.D.**

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

**Todd Tucker, M.A.**

B.A., Eastern Kentucky University; M.A., Western Kentucky 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****Roscoe Bowen, Ph.D.**

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

**DeWayne P. Frazier, Ph.D.**

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

**Susan Howell, Ed.D.**

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

**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 MacFarland, Assistant to the Dean of the School of Education

Paul Harmon, Office Assistant

Gwen Sampson Data Entry Specialist

Alice Steele, Secretary, Special Education Program

**ADMISSION TO EDUCATION GRADUATE PROGRAMS (CAP 5)**

The following are specific requirements for admission to Education Graduate Programs :

- Completion of the Graduate School application form;
- Possession of a valid teacher's certification or letter of eligibility (teacher leader programs)
- Bachelor's degree (initial certification program only)
- Master's degree (Rank 1/Master of Arts in School Improvement only)
- Submission of scores on the PRAXIS exams or equivalent; GRE or PRAXIS I for MASE, initial certification program
- Receipt of three disposition assessments
- 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
- Completion of an essay describing the rationale for pursuing a graduate (or post-graduate) degree
- Valid copy of TB Wellness Screening and state criminal background check (MASE, initial certification only)
- Signed Code of Ethics
- Signed Character and Fitness (section 3 of the TC-1 form)
- Diversity Survey
- Interview and presentation (MASE, initial teacher certification only)

Check the School of Education website for the most recent CAP 5 admission forms as changes in state regulations occur. 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.

## **PROGRAM COMPLETION REQUIREMENTS (CAP 7)**

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

### **Teacher Leader Master of Arts in Education**

- Successful completion of 18 semester hours of core education courses and 12 semester hours in the appropriate professional specialty option selected by the candidate.
- The candidate for graduation will be required to complete an action-research project and make an oral presentation of the final action research project to faculty and peers.
- Two other required program assessments are: (1) leadership professional growth plan and (2) assessment design project
- 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.
- Disposition assessment (2)

### **Teacher Leader Master of Arts in Special Education**

- Successful completion of 30 hours of online courses, 15 in special education and 15 in education;
- For licensure, candidate must pass appropriate Praxis II exams .
- The candidate for graduation will be required to complete an action-research project and make an oral presentation of the final action research project to faculty and peers.
- Two other required program assessments are: (1) leadership professional growth plan and (2) behavior management plan
- 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.
- Disposition assessment (2)

### **Master of Arts in Special Education, Initial Teacher 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 Kentucky Teacher Standards
- For licensure, appropriate Praxis exam and successful completion of student teaching or KTIP
- 200 Field Experience Hours
- Disposition Assessment (2)
- Professional Growth Plan
- 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.
- Self-assessment

### **Rank 1/Master of Arts in School Improvement**

- 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.
- Successful completion of the Rank 1 culminating assessment
- Disposition Assessment
- No more than 6 hours of C grades will count toward degree completion; the candidate must also have 3.0 overall GPA for graduation

## Teacher Leader Master of Arts in Education (TL/M.A.E.)

### Degree Design

The TL/MAE is comprised of 18 hours in professional education courses and 12 hours in selected professional specialty options. The overall structure of the TL/MAE 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. Two other critical assessments in the program are the development of a teacher leader growth plan and an assessment design project.

The Teacher Leader Master of Arts in Education program is a 30 to 33-hour, cohort model program. Upon acceptance into the program, candidates will enroll in a core of professional education courses totaling 18 hours:

- (a) Empowerment for Teacher Leadership
- (b) Formative Assessment & Intervention for All Students
- (c) Research Methods
- (d) Practicum
- (e) Technology
- (f) Supervision of Instruction

### Professional Education Core Course Descriptions in the TL/MAE Program

#### **ED 655 Empowerment for Teacher Leadership .....3**

This course introduces students to specific teacher leadership skills and examines a variety of leadership styles. Students will assess their own skills and styles and identify strategies for incorporating these into their leadership professional growth plans and utilizing these in their current classroom and school assignments. Emphasis will be placed on identifying a research question for an Action Research Project to be developed during the program and assessed as the culminating project in the Teacher Leader Master's program. Students will present their project to professional learning communities in their schools, SBDM Council and/or school boards and to their peers and university faculty in the program.

#### **ED 660 Formative Assessment & Intervention for All Students .....3**

Assessment can work in positive ways to benefit learning. With student learning being at the core of the School of Education's conceptual framework, such advanced experiences related to assessment and using such assessments effectively to design appropriate responses to student work is crucial to classroom and student success. The purpose of ED 660 is to explore and utilize practical skills in student assessment required for curriculum planning in the classroom and school. Focus areas will include the purpose, scope, development and implementation of formative assessments and how to use results from assessments in the development of intervention strategies for both individuals and groups of students, and recommended practices for the assessments of diverse learners.

#### **ED 665 Research Methods .....3**

This course emphasizes both qualitative and quantitative methodology appropriate for the completion of the Teacher Leader Master's Action Research project. Special attention is given to action research procedures. Action research, like evaluation, policy, and pedagogical research, builds upon what is fundamental in the qualitative approach. ED 665 is one course taught in a series of six core education courses totaling eighteen semester hours leading to a Teacher Leader Master of Arts in Education (MAE) degree.

**ED 670 Action Research Practicum I .....1.5**

The action research project is the heart of the work in the Campbellsville University teacher leader masters program. Practicum I builds upon knowledge gained in ED 665 in which a variety of research methods are explored with a focus on action research. In this practicum, the action research project is refined and implemented. This form of self-reflective inquiry, directed by the teacher regarding their own practice, may require adjustments as planning is implemented. The practice of regular reflection via an action research journal and online discussion boards continue, feedback is provided and the reflective writing is analyzed. Research timelines are reviewed, updated, and adjusted. A plan for reporting results is developed and that is added to the research timeline. Appropriate tables, charts and graphs supporting the research study are constructed. Ethical considerations of these research projects are reviewed again and carefully assessed with regard to how they may be utilized in educational decision-making. The Teacher Leader Professional Growth Plan is reviewed upon with progress reported via collegial discussions and reflections.

**ED 675 Action Research Practicum II .....1.5**

The action research project is the heart of the work in the Campbellsville University masters program. Practicum II builds upon knowledge gained in ED 665 and ED 670 in which action research has been explored and introduced. In this final practicum, the action research project is concluded, data are analyzed and implications of the research are reviewed. Self-reflective inquiry may yield unexpected data or variables not previously considered may be uncovered. The practice of regular reflection via an action research journal and/or online discussion board continue and conclude; feedback continues to be provided, the reflective writing is analyzed and discussed via the research response group online. Final parts of the action research reports are reviewed and peer editing occurs in the online setting. Research is shared in the face-to-face meetings and the plan to share the research more widely is reviewed and implemented. Reflection on the Teacher Leader Professional Growth Plan continues with written summary of progress reported in a reflection paper.

**ED 685 Digital Age Technology for Teaching and Learning .....3**

This course deals with the technological, pedagogical and content knowledge aspects of using the latest digital-age technologies in the classroom for teachers in all public school disciplines, applying them in such a way that all students learn<sup>7</sup>. Students will learn to identify and use technology tools and processes to collect, organize and analyze data from state and district assessments such as MAPS, AimsWeb and other assessments that relate to school practices such as Response to Intervention.

**ED 690 Supervision of Instruction.....3**

This course emphasizes the development of leadership skills for supervision of student teachers, interns, and other teachers, or in heading a department within a school or at a district level. Special emphasis will be given to designing, compiling, and developing practical and useful content for one's professional background in preparation for supervising and mentoring. Students will become familiar with mentoring programs in the Commonwealth, clinical supervision models, and the Kentucky Teacher Internship Program. The Teacher Leader Action Research Project is submitted and presented in this course as well as the Teacher Leader Professional Growth Plan.

### **Professional Specialty Options**

The candidate selects a professional specialty options with total hours determined by the option, a range of 12 to 15 hours. Option courses are taught in the academic year in nine-week sessions and/or summer months. Most option courses are available online though several are campus-based. The professional specialty options are:

- (a) curriculum emphasis (12 hours, online);
- (b) special education emphasis (12 hours, online);
- (c) gifted education endorsement (12 hours, online);
- (d) ESL endorsement (15 hours, online);
- (e) environmental education endorsement (12 hours, campus-based).
- (f) content specialization in English, Math, Biology, Chemistry, Social Studies, Health/Physical Education, Music Education (12 hours per content area, campus-based).

Specific course lists and descriptions for each professional specialty option are located at the end of this section.

## Action Research Project

The following chart shows the relationship of the core professional education courses to the Master's Action Research Project, a critical assessment in the TL/MAE program.

### TEACHER LEADER MASTER OF ARTS IN EDUCATION ALIGNMENT OF ACTION RESEARCH PROJECT WITH KY TEACHER STANDARDS

Term	Course	Action Research Project/ Kentucky Teacher Standard
Graduate B Term (Fall)	ED 655 Empowering Teacher Leaders	Chapter 2 Literature Review  KTS 1,2,8,9,10
Graduate C Term (Spring)	ED 660 Formative Assessment & Intervention (MAE candidates only)	Chapter 2 Refined/Finalized
Graduate D Term (Spring)	ED 665 Research Methods	Chapters 1 & 3 Introduction Methodology  KTS 1,2,3,8
Summer	Professional Specialty Courses	Finalize Chapters 1& 3
Graduate A Term (Fall)	Professional Specialty Courses	
Graduate B Term (Fall)	ED 670 Action Research Practicum I	Chapters 4 & 5 Results & Conclusions  KTS 5,6,7
Graduate C Term	ED 675 Action Research Practicum II  ED 685 Digital Age Technology for Teaching & Learning (MAE candidates only)	Chapter 4 & 5 Refined/Finalized  KTS 5,6,7  Implementation of action research projects in candidates' classrooms  KTS 4
Graduate D Term	ED/SED 690 Supervision of Instruction	Presentation of projects to graduate faculty, peers, school faculty  KTS 1,5,6,7,8,9,10



### **Curriculum Specialty Course List/Descriptions (all courses, 3 hours and online)**

#### **ED 656 Effective Management for Today's Educators.....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 six (6) Field/Service Learning Hours. A research paper will require the candidate to examine classroom management models which will focus on all students and specifically the following disability areas: EBD, LD, MMD and ASD.

#### **ED 657 Re-thinking Curriculum.....3**

This course emphasizes the development of curriculum to prepare students for the 21<sup>st</sup> century. It examines progressive and practical innovations currently going on in the United States and other nations. It also examines the current changes in curriculum connected with the common core standards. Students will evaluate curriculum choices based on critical points from past practice and the new challenges for the future.

#### **ED 658 Transforming Schools .....3**

This course is designed for preparing the future educational leaders needed to transform, not reform, American public schools. The focus will be on returning schools to their original mission—teaching and learning. Through the study of the history of educational reform in the United States, the focus will be on changing conceptions about teachers and schools. Emphasis will be given to a clear focus on teaching/learning, improvement in instruction, development of positive school-family connections, development of positive interpersonal relationships with the most challenging students, appreciation of the value of collaboration, and increased (and better) use of learning time.

#### **ED 659 Content Area Literacy .....3**

This course supports teachers in their mission to help children become independent readers and lifelong learners. Teachers learn a variety of methods and strategies for teaching and learning content through reading, writing and other communicative and visual arts. Teachers will learn to help students read informational texts critically, evaluating their value and relevance. The scope of this course aims to prepare teachers to assume the role of peer leaders in content area literacy instruction.

### **Special Education Professional Specialty Course List/Descriptions (all courses, 3 hours and online)**

#### **SED 695 Advanced Assessment and Instructional Strategies for Diverse Learners .....3**

This course will provide appropriate pertinent experiences in test administration and interpretation applied to diverse learners and informed use of assessment data. The administrator of formal achievement testing and informal measures of assessment will be discussed. Emphasis will be on making eligibility, program, and placement decisions for diverse learners. With student learning being at the core of the School of Education's conceptual framework, such advanced experiences related to assessment and using such assessments effectively to design appropriate responses to student work is crucial to classroom and student success.

**SED 697 Learning Disabilities: Foundations, Assessment and Strategies for Success for All Students .....3**

All learners possess unique characteristics, interests, and abilities. Educators are responsible for connecting instructional planning to individual strengths and needs of learners with disabilities. This advanced course serves to deepen students' understanding of all learners. Students will review the federal and state definitions of specific learning disabilities, eligibility criteria for support services, the regulations that govern such service, and the instructional responsibilities of all teachers of students with mild to moderate learning disorders. Theories, current issues such as cultural and linguistic diversity of students, inclusion, differentiating instruction for diverse learners, different assessment processes, early intervention strategies and the standards-based education reform movement are broadly addressed. The course will provide strategies to make teaching and learning more effective in increasingly diverse schools.

**SED 698 Designing and Assessing Effective Instruction in Mathematics .....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 context 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 for exceptional children through a case-study project.

**SED 699 Reading Theories and Practice ..... 3**

This course focuses on effective reading instruction, building on teacher knowledge, assessment, effective practice, differentiated instruction and family/home connections. Teachers will learn evidence-based reading strategies to become highly effective reading teachers who understand how to use Response to Intervention (RTI) with all students and students with special needs. Field experiences provide opportunities for teachers to collaborate with public school practitioners to help a struggling reader.

**Gifted Education Endorsement Course List/Descriptions (all courses, 3 hours and online)**

**GTE 520 Introduction to Gifted Education .....3**

focuses on terminology, theories, issues and general approaches to educating the gifted, talented and creative. Regulations specific to Kentucky schools will be examined.

**GTE 525 Curriculum and Instruction in Gifted and Talented .....3**

focuses on terminology, theories, issues and general approaches to educating the gifted, talented and creative. Regulations specific to Kentucky schools will be examined.

**GTE 530 Psychology of the Gifted .....3**

develops an understanding of the nature, needs and issues associated with the gifted and talented along with emphasis on talent identification and characteristics. The identification of gifted children and adults is addressed along with emphasis on educational programs.

**GTE 535 Gifted Education Practicum .....3**

the practicum in gifted education is designed to provide opportunities for direct experience collaborating with 1) gifted/talented education director and 2) other teachers in the district. Students in the program will plan, implement and assess instruction for gifted/talented students through assignments to GT directors and in the area schools.

### **English as a Second Language Endorsement Course List/Descriptions (all courses, 3 hours and online)**

#### **TSL 510 Language and Culture.....3**

This course will assist pre-service and currently practicing teachers in understanding the diversity in foundational belief systems and world views and the relationship between the belief system/world view and how language is used to express those systems. It will introduce the student to the idea of universal and particular beliefs of various cultures.

#### **TSL 640 Second Language Acquisition.....3**

This course will assist pre-service and currently practicing teachers in understanding how language is learned, and therefore in understanding how to better teach the English language. There will be an emphasis on the impact of the theories of second language acquisition on ESL/EFL pedagogy. There will also be an introduction to the teaching of the ESL skill set, based on the most recent or respected research on how each language skill is learned. These skills will include teaching ESL reading, writing, oral/aural skills, and vocabulary.

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

This course is a survey of the principles and practices of second language classroom and standardized testing and evaluation, and of assessment of levels of proficiency for initial placement. Exposure to various types of tests and test items with a view toward designing and critiquing classroom tests is provided. Various commercial tests are evaluated.

#### **TSL 660 Materials and Methods I .....3**

This course will use knowledge derived from the linguistic sciences about the nature of language and how it is learned, to assist pre-service and currently practicing teachers in the exploration and evaluation of the various methods, techniques and approaches to the teaching of English as a Second Language, and in the development of skills, procedures, and strategies for teaching from and utilizing commercial materials and developing teacher-made materials for teaching English as a Second Language.

#### **TSL 661 Materials and Methods II .....3**

This course is designed to give students practical hand-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. Field hours are required.

### **Environmental Education Endorsement Course List/Descriptions (all courses, 3 hours and campus-based)**

#### **ED/ENV 540 Foundations of Environmental Education.....3**

This course is an examination of mankind's relationship to the environment with an emphasis on current environmental problems. This course is required for an Environmental Education Endorsement at the graduate level.

#### **ED/ENV 542 Environmental Education Instruction & Materials ..... 3**

This course is an examination of the history and philosophy of environmental education as well as current strategies in environmental education instruction. We examine mankind's relationship to the environment with an emphasis on current environmental problems. This course is required for students pursuing an environmental education endorsement at the graduate level.

**ENV 584 Environmental Ethics and Contemporary Environmental Issues..... 3**

This course will provide an interdisciplinary and philosophical treatment of man's relationship to the environment. The course will address the religious, social, political, and ethical concerns facing man and the environment within an historical context. It is required for the environmental education endorsement at the graduate level.

**BIO 516, Aquatic Biology for Environmental Educators .....3**

A study of the ecology of freshwater lakes and rivers. This course is required for the environmental education endorsement at the graduate level.

**Content Specialty Course List/Descriptions (all courses, 3 hours and campus-based)**

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

**Biology, 8-12**

**BIO 501 Topics in Freshwater Biology: Limnology.....3**

**BIO 502 Natural History of Vertebrates.....3**

**BIO 503 Topics 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 .....3**

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. 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, P.E. and Athletics3**

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, 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, pre-habilitation, 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 ..... 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 ..... 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.

## Teacher Leader, Master of Arts in Special Education (TL/M.A.S.E.)

### Degree Design

The Teacher Leader Master of Arts in Special Education program is a 30-hour, cohort model, online program. Upon acceptance into the program, candidates will enroll in a cluster of professional proficiency courses totaling 15 hours in special education:

- (a) Advanced Assessment & Instructional Strategies for Diverse Learners
- (b) Effective Strategies for Improved Students' Classroom Behavior
- (c) Learning Disabilities: Foundations, Assessment & Strategies for Success for All Students
- (d) Designing & Assessing Effective Instruction in Mathematics
- (e) Reading Theories & Practice

### Professional Proficiency Course List/Descriptions in the TL/MASE Program

#### **SED 695 Advanced Assessment and Instructional Strategies for Diverse Learners .....3**

This course will provide appropriate pertinent experiences in test administration and interpretation applied to diverse learners and informed use of assessment data. The administrator of formal achievement testing and informal measures of assessment will be discussed. Emphasis will be on making eligibility, program, and placement decisions for diverse learners. With student learning being at the core of the School of Education's conceptual framework, such advanced experiences related to assessment and using such assessments effectively to design appropriate responses to student work is crucial to classroom and student success.

#### **SED 696 Effective Strategies for Improving Students' Classroom Behavior .....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 a wide range of disabilities including: EBD, LD, MMD, and ASD. 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, (d) apply behavioral procedures in educational settings, and (e) understand interconnections between biological, cognitive, social, and emotional dimensions of behavior.

#### **SED 697 Learning Disabilities: Foundations, Assessment and Strategies for Success for All Students ..... 3**

All learners possess unique characteristics, interests, and abilities. Educators are responsible for connecting instructional planning to individual strengths and needs of learners with disabilities. This advanced course serves to deepen students' understanding of all learners. Students will review the federal and state definitions of specific learning disabilities, eligibility criteria for support services, the regulations that govern such service, and the instructional responsibilities of all teachers of students with mild to moderate learning disorders. Theories, current issues such as cultural and linguistic diversity of students, inclusion, differentiating instruction for diverse learners, different assessment processes, early intervention strategies and the standards-based education reform movement are broadly addressed. The course will provide strategies to make teaching and learning more effective in increasingly diverse schools.



**SED 698 Designing and Assessing Effective Instruction in Mathematics .....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 context 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 for exceptional children through a case-study project.

**SED 699 Reading Theories and Practice ..... 3**

This course focuses on effective reading instruction, building on teacher knowledge, assessment, effective practice, differentiated instruction and family/home connections. Teachers will learn evidence-based reading strategies to become highly effective reading teachers who understand how to use Response to Intervention (RTI) with all students and students with special needs. Field experiences provide opportunities for teachers to collaborate with public school practitioners to help a struggling reader.

**Shared Coursework with the TL/MAE Program**

The remaining 15 hours in the program, professional education courses, are shared with the Teacher Leader Master of Arts in Education program. Candidates in the Teacher Leader MASE program will have the opportunity to have professional experiences with candidates from other disciplines. These professional education courses are taught in the summer terms and in the academic year in nine-week sessions. Practica are taught in two nine week sessions (1.5 hours each) during the academic year in a combination of online/weekend formats.

Following are the courses shared with the TL/MAE candidates (descriptions for these courses are located in the TL/MAE section):

ED 655 Empowerment for Teacher Leadership  
ED 665 Research Methods  
ED 656 Effective Skills for Today's Educators  
ED 670 Action Research Practicum I  
ED 675 Action Research Practicum II  
ED 690 Supervision of Instruction

**Action Research Project**

The overall structure of the TL/MASE program provides special education 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 identified for further study and formal research. Two other critical assessments in the program are the development of a teacher leader growth plan and the development of a Behavior Management Plan.

The following model shows the relationship of the shared professional education coursework to the development of the Master's Action Research Project, a critical assessment in the TL/MASE program.

**TEACHER LEADER MASTER OF ARTS IN SPECIAL EDUCATION  
ALIGNMENT OF ACTION RESEARCH PROJECT WITH KY TEACHER STANDARDS**

<b>Term</b>	<b>Course</b>	<b>Action Research Project/ Kentucky Teacher Standard</b>
Graduate B Term (Fall)	ED 655 Empowering Teacher Leaders*	Chapter 2 Literature Review  KTS 1,2,8,9,10
Graduate C Term (Spring)	SED 698 Designing and Assessing Effective Instruction in Mathematics  SED 699 Reading Theories and Practice	Chapter 2 Refined/Finalized
Graduate D Term (Spring)	ED 665 Research Methods*	Chapters 1 & 3 Introduction Methodology  KTS 1,2,3,8
Summer	Professional Specialty Courses	Finalize Chapters 1& 3
Graduate A Term (Fall)	Professional Specialty Courses	
Graduate B Term (Fall)	ED 670 Action Research Practicum I*	Chapters 4 & 5 Results & Conclusions  KTS 5,6,7 Implementation of action research projects in candidates' classrooms  KTS 4
Graduate C Term	ED 675 Action Research Practicum II*	Chapter 4 & 5 Refined/Finalized  KTS 5,6,7
Graduate D Term	ED 690 Supervision of Instruction*	Presentation of projects to graduate faculty, peers, school faculty  KTS 1,5,6,7,8,9,10

\*designates a shared course with the TL/MAE program

## Master of Arts in Special Education (M.A.S.E.), Initial Teacher Certification

### DEGREE DESIGN

The Master of Arts in Special Education (M.A.S.E.) is a 48-hour, rigorous teacher preparation program consisting of 36 hours of blended, online classes offered in 9-week sessions. Candidates take two classes per 9-week session in addition to a four-week campus-based course (12 hours). The program can be completed in approximately 24 months and results in initial certification for P-12, Learning Behavior Disorders, LBD.

The program offers an alternative certification track that allows the candidate to be employed on a temporary provisional certificate that may be renewed up to three years. In that period of time, the candidate must complete the program, pass appropriate licensure exams, and successfully complete the Kentucky Teacher Internship Program.

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 exam 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.

<b>SED 606</b>	<b>Introduction to Learning Disabilities.....</b>	<b>3</b>
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.		
<b>SED 607</b>	<b>Graduate Practicum/Seminar.....</b>	<b>3</b>
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.		
<b>SED 502</b>	<b>Foundation Courses: Design for Teaching .....</b>	<b>12</b>
This four-week campus-based course 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.		

**Important Note: Candidates not in the alternative certification track of the program must student teach to obtain their certification:**

<b>SED 608</b>	<b>Student Teaching.....</b>	<b>12</b>
Student teachers spend 16 weeks in two placements. One will be an elementary school and the other a 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.		

### **Rank 1/Master of Arts in School Improvement**

#### **Program Design**

The Rank 1/Master of Arts in School Improvement program is a 30-hour post-graduate level program that consists of a combination of campus-based and blended, online courses. Fifteen (15) hours will be professional education "core" courses and fifteen (15) hours will be selected by the candidate from multiple options. These options include: (a) appropriate endorsement options and (b) professional specialty courses focusing on in-depth study in a specific discipline or combination of disciplines to meet the candidate's professional growth needs or school improvement needs.

#### **Core Course Descriptions**

<b>ED 701</b>	<b>Planning and Leading School Improvement .....</b>	<b>3</b>
provides educators with foundational knowledge of the continuous improvement approach to educational planning and management. The course emphasizes the best practices associated with planning, continuous improvement, and quality in education. The course will enable educators to implement tools that facilitate planning and teamwork in a professional environment.		

- ED 702 CIA Connections (Curriculum, Instruction, Assessment) .....3**  
 focuses on assisting educators to develop an understanding of connections of curriculum, instruction, and assessment in planning and implementing P-12 curricula. Study will include alternatives designs for school curriculum, delivery and assessment of instructional programs, current trends in supervision and assessment of student progress. The course will analyze the planned educational experiences offered by a school and evaluate them for CIA connections that will promote student achievement.
- ED 703 Ethics and School Governance.....3**  
 provides a broad overview of the legal and ethical dimensions of professional practice in American public education. The course offers educators the opportunity to develop a working knowledge of the American legal system and professional ethics and develop an understanding of how these interface. The course highlights selected key issues facing the public school system with special attention given to school-based decision making.
- ED 704 Nature and Needs of Diverse Populations .....3**  
 examines effective practices necessary for educators to work with different ethnicities in the education community to promote equal learning opportunities. It includes a study of diverse cultural patterns among families and appropriate mechanisms for involving all families in school programs. An overview of special education is included with examination of four major types of diverse learners: special education, multicultural, gifted and talented, and students at risk. The course will explore how these groups of learners can best be served using effective instructional and behavior management strategies.
- ED 705 Effective Professional Development.....3**  
 a study of professional development practices critical to impacting student learning. The course will include development of skills for designing, implementing, and evaluating effective professional development programs. This is the capstone course for the Rank I program where students will submit their culminating projects.

#### **Professional Specialty Options**

The candidate selects a professional specialty option with total hours determined by the option, a range of 12 to 18 hours. Most option courses are taught in the academic year in nine-week sessions and/or summer months and are available online though several are campus-based. The professional specialty options are:

- (1) environmental education endorsement (15 hours, campus-based)
- (2) ESL endorsement (15 hours, online)
- (3) gifted education endorsement (12 hours, online)
- (4) curriculum emphasis (12 hours, online)
- (5) special education emphasis (12 hours, online)
- (6) specialization in a content area (12 hours, campus based, or online, depending on area)
- (7) Director of Special Education (18 hours, online)

Students may enroll in endorsement or administrative licensure programs apart from the Rank 1 program. Students should contact the School of Education for specific details regarding admission to programs only for endorsement or administrative license.

Course lists and descriptions for all professional specialty options may be found in the section on Teacher Leader/Master of Arts in Education with the exception of the Director of Special Education. Below is a course list/description for the DOSE program:

### **Course Descriptions**

#### **Level I Certification Only:**

##### **ED 701 Planning and Leading School Improvement.....3**

This course provides educators with foundational knowledge of the continuous improvement approach to educational planning and management. The course emphasizes the best practices associated with planning, continuous improvement, and quality in education. The course will enable educators to implement tools that facilitate planning and teamwork in a professional environment.

##### **ED 703 Ethics and School Governance .....3**

This course provides a broad overview of the legal and ethical dimensions of professional practice in American public education. The course offers educators the opportunity to develop a working knowledge of the American legal system and professional ethics and develop an understanding of how these interface. The course highlights selected key issues facing the public school system with special attention given to school-based decision making.

##### **SED 710 Finance and Management .....3**

This course is a study of practices of management, internal accounting procedures, and Kentucky public school finance. Field based experiences are designed to allow students to transfer theory into meaningful practice in school management. Specifically, the course content will cover school finance and school business practice.

##### **SED711 Administration and Supervision of Special Education .....3**

This course is a study of the administrative responsibilities of special education leadership and supervision with emphasis on the understanding of the field of special education, programs and staff development. Topics relating to specific problems related to administrative supervision of educational programs for students with disabilities and supervision of personnel will be discussed. There will be extensive reading and research required for completing this course.

##### **SED712 Special Education Law .....3**

This course is a study of the administrative responsibilities of special education leadership with emphasis on the understanding of the field of special education, related federal and state laws, and administrative regulations. Emphasis will be on case laws with special consideration given to litigation relating to students with disabilities and school officials. The course is organized around major procedural and substantive issues in special education law and is primarily written for those that will be working with children and youth with disabilities.

##### **SED 714 DOSE Leadership Practicum .....3**

The DOSE Leadership Practicum provides supervised field experiences in performing functions of a director of special education such as making sure policies and procedures are followed, budgeting, record keeping, and utilization of support services, staff development, and due process. The course emphasizes the skills needed to be an effective leader in the field of special education.

## **Level II Certification Only:**

### **ED 702 CIA Connections (Curriculum, Instruction, Assessment) .....3**

This course focuses on assisting educators to develop an understanding of connections of curriculum, instruction, and assessment in planning and implementing P-12 curricula. Study will include alternatives designs for school curriculum, delivery and assessment of instructional programs, current trends in supervision and assessment of student progress. The course will analyze the planned educational experiences offered by a school and evaluate them for CIA connections that will promote student achievement:

### **SED 715 Seminar: Principles of Conflict Resolution ..... 3**

The focus of this course is on the identification and analysis of the causes and consequences of conflicts in the delivery of services for students with disabilities. Strategies and processes for effectively negotiating positive resolutions will be identified and discussed. The course will cover the sources of conflicts, strategies for conflict avoidance, approaches for conflict resolution, and traditional and alternative dispute resolution models.

Two courses from Psychology, Sociology, or Counseling professional specialty courses from list below:

#### **Psychology**

PSY 511 Theories of Learning

PSY 621 Child Development

#### **Sociology**

SOC 513 Sociology of Deviant Behavior

SOC 520 Contemporary Social Issues

SOC 620 Sociology of Family

SOC 650 Special Topics in Sociology

#### **Counseling**

COU 520 Human Development

COU 560 Psychopathology

COU 570 Cultural Competencies

COU 624 Child and Adolescent Counseling

## **Level II Certification Continuation Only:**

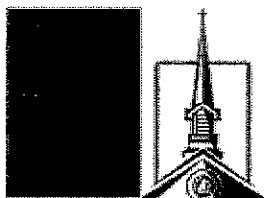
### **SED 716 Selected Topics in Special Education.....3**

This course is an advanced study of issues in special education administration. Emphasis will be on current topics and critical issues in the administration of special education programs and related services. Opportunities will be available for the student to develop skills which are linked to the administration of programs for students with disabilities (e.g., researching, writing and speaking about current issues).

### **ED 705 Effective Professional Development..... 3**

This course is a study of professional development practices critical to impacting student learning. The course will include development of skills for designing, implementing, and evaluating effective professional development programs.





## SCHOOL OF MUSIC

Master of Arts in Music

Master of Music in Church Music

Master of Music in Music Education

Master of Music in Conducting

Master of Music in Piano Pedagogy

Master of Music in Performance

**Dr. Alcingstone Cunha, Interim Dean**

Campbellsville University, UPO 792, 1 University Drive, Campbellsville, KY 42718

[aocunha@campbellsville.edu](mailto:aocunha@campbellsville.edu) • 270.789.5340

### **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 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 (Interim)**

#### **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

### **Full-Time Faculty & Areas of Instruction**

#### **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  
Associate Professor of Music: Piano, Piano Pedagogy

#### **J. Robert Gaddis, Ed.D.**

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

#### **William H. Hedrick, Ed.D.**

B.S., Campbellsville College; M.M.E., Eastern Kentucky University; Ed.D., The University of Sarasota (2010)

#### **W. Reese Land, D.M.A.**

B.A. Lenoir Rhyne College; M.M. University of Louisville; DMA University of Illinois Champaign-Urbana  
Associate 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  
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

#### **April Stephens, Ph.D.**

B.M.E., Oklahoma Christian University; M.M., Texas A&M University; Ph.D., The University of Arizona  
Assistant Professor of Music Education

## **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 Internet-based exam. A 6.0 score on the IELTS is also accepted.

### **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. Vocal Performance students must participate in Opera Workshop every semester.

## 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 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.

During their final semester, graduate students must complete the Comprehensive Examination, which consists of Part I, a written General Knowledge Exam, and Part II, an oral Recital/Thesis Exam. MM Music Education students will compile a portfolio of work related to the student's curriculum in lieu of a recital and/or thesis.

## GRADUATE DEGREE PLANS

<b>Master of Arts in Music .....</b>	<b>30</b>
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 <u>Recital</u> or <u>Thesis</u> 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.

<b>Master of Music in Music Education .....</b>	<b>30</b>
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
MUS 649 Contemporary Issues in Music Education .....	3
Final Project .....	0
Portfolio	
Exit Exam	



<b>Master of Music in Church Music .....</b>	<b>30</b>
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 <u>Recital</u> or <u>Thesis</u> Track:	
Recital Track .....	9
<i>Choose One:</i>	
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
MUS 544 Methods of Research .....	3
MUS 641 Master's Thesis.....	3
Ensembles and/or Applied Music .....	3
 <b>Master of Music in Conducting .....</b>	 <b>30</b>
Conducting .....	12
MUS 543 Conducting I .....	3
MUS 643 Conducting II .....	3
MUS 646 Master's Conducting Seminar in Literature .....	3
<i>Choose one:</i>	
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
<b>Master of Music in Piano Pedagogy .....</b>	<b>30</b>
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>	

#### Vocal Emphasis

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**

<b>MUS 501</b> <b>Survey of Music Theory</b> .....	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)	
<b>MUS 518</b> <b>Music in the Medieval and Renaissance</b> .....	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.	
<b>MUS 519</b> <b>Music in the Baroque Period</b> .....	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.	
<b>MUS 520</b> <b>Music in the Classic Period</b> .....	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 649      Contemporary Issues in Music Education ..... 3**  
This course will examine current trends in music education including: teaching methodologies, technology, sociology and social justice, aesthetics in music. Students will also discuss methods for supervising student teachers and first year teachers, and will complete the requirements for KTIP certification.
- 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
- ☐ 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.

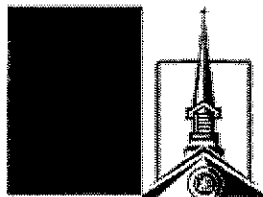
### SUBMIT THIS FORM AND THE REQUIRED DOCUMENTATION TO:

**Dr. Alcingstone Cunha**  
**Dean, School of Music**  
**Campbellsville University**  
**UPO 792, 1 University Drive**  
**Campbellsville, KY 42718**

---

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





## SCHOOL OF THEOLOGY

### Master of Theology

#### **Dr. John Hurtgen, Dean**

Campbellsville University, 1 University Drive, UPO 790, Campbellsville, KY 42718  
jehurtgen@campbellsville.edu • 270-789-5029

#### **Jim Woolums, Director**

Campbellsville University - Louisville Campus, 2300 Greene Way, Louisville, KY 40220  
jwoolums@campbellsville.edu • 502-753-0264 (x226)

#### **Dr. Shane Garrison, Director, Theology Online**

Campbellsville University, 1 University Drive, UPO 790, Campbellsville, KY 42718  
msgarrison@campbellsville.edu • 502-789-5541

## SCHOOL OF THEOLOGY MISSION AND GOALS

The mission of the School of Theology is to produce world changers for Christ. 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
- Pastoral Leadership
- Theological Studies

## **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**

#### **Christopher Conver, Ph.D.**

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

#### **Joel Drinkard, Ph.D.**

B.A., University of North Carolina; M.Div., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary.

#### **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

#### **Twyla Hernandez, Ph.D.**

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

#### **Jarvis Jermaine Williams, Ph.D.**

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

### **Adjunct Faculty**

#### **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

**Ken Hollis, Ph.D.**

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

**Tony Hough, Ph.D.**

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

**Mike O'Neal, Ph.D.**

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

**Support Staff**

Dean, School of Theology, John E. Hurtgen; [jehurtgen@campbellsville.edu](mailto:jehurtgen@campbellsville.edu)

Administrative Assistant, Campbellsville Campus, Sherry Bowen; [slbowen@campbellsville.edu](mailto:slbowen@campbellsville.edu)

Director, Theology Online, Shane Garrison; [msgarrison@campbellsville.edu](mailto:msgarrison@campbellsville.edu)

Phone: (Campbellsville Campus) 270-789-5029; (Louisville) 502-753-0264

Web: [Campbellsville.edu/mth](http://Campbellsville.edu/mth)

Twitter@CUTheology

Facebook.com/CUTheology

**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 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, (or with the Director of the Louisville Center), 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**

- An application for admission to Campbellsville University.
- Applicants must have earned an undergraduate degree from a regionally accredited college or university.
- Applicant must have eighteen hours of undergraduate coursework in the area of Christian Studies, Religion, Theology or Christian Ministry from a regionally accredited college or university **OR** a Master's degree (such as M.A., M.Div.) **OR** applicable graduate course in Theology, Christian Ministry, or Bible.
- Applicants must have undergraduate overall GPA of 3.0, **or** official report of a Graduate Record Examination (GRE) (minimum score of 283), or the Miller Analogy Test (MAT) (minimum score of 350), **or** a previous Master's degree from an accredited institution (or at least 30 hours in a planned program of study with a minimum overall GPA of 3.0).
- 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 to 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 have a minimum of two letters of reference; one from an academician and one from a minister, both well-acquainted with the applicant's life and work.
- Applicants must have a phone or face-to-face interview with the Dean of the School of Theology, Dr. John Hurtgen (Main Campus); or Director of the Louisville Education Center (Louisville), Jim Woolums.
- 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 or are accepted as "elective" courses, and (3) if the academic coursework offered for transfer credit carries a grade of "B" or better.

#### **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.
- An international applicant may also transfer up to a total of 12 hours of earned credit in a master's 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.

Online applicants should submit required documents to the following address:

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

Louisville Education Center applicants should submit required documents to the following address:

Campbellsville University  
CU Louisville  
2300 Greene Way  
Louisville, KY 40220

### **MASTER OF THEOLOGY (M.Th.) DEGREE DESIGN**

The Master of Theology program is a 30-hour program of graduate theological and ministerial training that provides an 18-hour emphasis in one of three areas (Pastoral Leadership, Biblical Studies and Theological Studies) and prepares the Christian minister for effective kingdom service through the church for the world. The Master of Theology student selects one of the three areas for the 18-hour emphasis and then completes the remaining 12 hours by selecting 6 hours of courses in the remaining two areas (as categorized below).

#### **Pastoral Leadership (18 hrs.)**

Biblical Studies (6 hrs.)  
Theological Studies (6 hrs.)

#### **Biblical Studies (18 hrs.)**

Pastoral Leadership (6 hrs.)  
Theological Studies (6 hrs.)

#### **Theological Studies (18 hrs.)**

Pastoral Leadership (6 hrs.)  
Biblical Studies (6 hrs.)

**Master of Theology (M.Th.) 18-hour Core Courses for Each Emphasis:** Biblical Studies, Pastoral Leadership, Theological Studies

#### **Biblical Studies core courses:**

CHS 510 Old Testament History & Interpretation I  
CHS 511 Old Testament History & Interpretation II  
CHS 513 Old Testament Prophets  
CHS 520 New Testament History & Interpretation I  
CHS 521 New Testament History & Interpretation II  
CHS 580 Pastoral Letters, Pastoral Leadership

#### **Pastoral Leadership core courses:**

CHS 551 Journey into Christ-likeness  
CHS 552 Pastoral Ministries & Evangelism  
CHS 553 Ministry of Proclamation & Worship  
CHS 555 Pastoral Care & Counseling  
CHS 567 Leadership Development  
CHS 661 Innovations to the Contemporary Church

#### **Theological Studies core courses:**

CHS 531 Christian Theology  
CHS 543 Ethics of the Christian Faith  
CHS 571 Pre-Reformation History of the Church  
CHS 572 Post-Reformation History of the Church  
CHS 580 Baptist History & Heritage  
CHS 634 Gospel & Postmodernism

**Other courses can be applied as substitutes for required courses:**

CHS 525 The General Letters (Biblical)  
CHS 556 Christian Evangelism and the Church (Pastoral Leadership)  
CHS 557 Church Planting (Pastoral Leadership)  
CHS 558 Pastoral Care in Human Crisis (Pastoral Leadership)  
CHS 561 Introduction to Educational Ministries (Pastoral Leadership)  
CHS 562 Intergenerational Ministries (Pastoral Leadership)  
CHS 580 Introduction to Biblical Hermeneutics (Biblical)

**MASTER OF THEOLOGY (M.Th.) DEGREE SPECIFICS:**

**Program Advisors**

The Dean of the School of Theology serves as advisor for the Main Campus students, and the Director of the Louisville Education Center serves as advisor for students at the Louisville Center and other regional sites. The student, in consultation with his or her advisor, will declare the 18-hour emphasis (Pastoral Leadership, Biblical Studies or Theological Studies).

**Program Academic Expectations**

The Master of Theology is an academically challenging program of study. Thirty (30) hours of graduate coursework is required for the degree. Note the following expectations.

- GPA average during pursuit of the degree must be 3.0 for all courses.
- Only one "C" grade may be offered for credit toward the 30 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.

**18-hour Christian Studies Prerequisite**

An 18-hour prerequisite of undergraduate Christian Studies may be met (for the M.Th. applicant who lacks such) by taking these courses fully online through the School of Theology's undergraduate program. Each undergraduate semester at least four (4) online courses are offered at the undergraduate level. Courses such as Introduction to New Testament, Introduction to Old Testament, Introduction to Christian Philosophy, Christian Evangelism, Christian Theology, Pastoral Ministries, Ministry of Proclamation, Growing a Healthy Church, and Christ and Culture.

**Program Course Sequence**

A student may complete the program in a mere 14 months for the Pastoral Leadership track (provided he or she has the prerequisite 18 hours of undergraduate Christian Studies coming into the program). Other emphases (Biblical Studies and Theological Studies) may be completed in 18 months. The course sequence for the next three years follows.

**Interruption and Resumption of Studies**

If, for whatever reason, the student does not register for courses in two consecutive Graduate Terms, he or she must re-apply for admission through the Office of Graduate Admissions.

### Comprehensive Philosophy of Ministry Essay

Each student submitted a two or three page minimum Philosophy of Ministry Essay as an applicant into the program. In the student's last graduate term, he or she must complete in addition to all coursework, a Comprehensive Essay. The Comprehensive Essay allows the student to (1) update the Philosophy of Ministry statement made at application into the program and (2) synthesize the 18-hour area of emphasis with his or her Philosophy of Ministry statement. The student will follow the instructions below.

- The student will declare to the advisor intent to write the Comprehensive Essay at the beginning of his or her last graduate term.
- Compose a seven to 10 (7-10) page critical essay (New Times Roman font, 1" margins, double-spaced, excluding 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 study in your area of emphasis 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 the following time schedule.
  - December Graduation: Essay is due on or before November 15.
  - May Graduation: Essay is due on or before April 15.

### COURSE DESCRIPTIONS

*NOTE: Students completing courses marked with an asterisk [\*] may use the course to substitute for courses in the respective area of emphasis.*

#### **CHS 510      Old Testament History and Interpretation I ..... 3**

This is a course 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 course 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 course.
- CHS 526      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 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 course 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 sermonic 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.

<b>CHS 556</b>	<b>Christian Evangelism and the Church.....</b>	<b>3</b>
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.		
<b>CHS 557</b>	<b>Church Planting .....</b>	<b>3</b>
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.		
<b>CHS 558</b>	<b>Pastoral Care in Human Crisis.....</b>	<b>3</b>
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.		
<b>CHS 561</b>	<b>Introduction to Educational Ministries .....</b>	<b>3</b>
This course 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.		
<b>CHS 562</b>	<b>Intergenerational Ministries .....</b>	<b>3</b>
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.		
<b>CHS 567</b>	<b>Leadership Development .....</b>	<b>3</b>
This course 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.		
<b>CHS 571</b>	<b>The Pre-Reformation History of the Christian Church .....</b>	<b>3</b>
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.		
<b>CHS 572</b>	<b>The Post-Reformation History of the Christian Church .....</b>	<b>3</b>
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.		
<b>CHS 580*</b>	<b>Selected Topics .....</b>	<b>3</b>
Courses 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.		
<b>CHS 580±</b>	<b>Baptist History and Heritage .....</b>	<b>3</b>

A survey of the background, development, and movements that have given shape to the Baptist denomination over the past four hundred years.

**CHS 580\*      An Introduction to Biblical Hermeneutics ..... 3**  
This course is a study of both the interpretation and application of the Bible.

**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.

**CHS 661      Innovations to the Contemporary Church..... 3**  
This course will focus on innovative ministries and trends designed to penetrate the secular culture with Christian evangelism from within the church toward the marketplace. Contemporary trends are studied as a context of the gospel in the 21<sup>st</sup> century.

#### **DATES FOR GRADUATE TERMS**

##### **Graduate Terms 2012-2013**

Graduate Term (G1) 2012-2013 .....	Early July-Mid August, 2012
Graduate Term (G2) 2012-2013 .....	Late Aug.-Mid October, 2012
Graduate Term (G3) 2012-2013 .....	Late October-Mid December, 2012
Graduate Term (G4) 2012-2013 .....	Early Jan.-Early March, 2013
Graduate Term (G5) 2012-2013 .....	Mid March-Early May, 2013
Graduate Term (G6) 2012-2013 .....	Early May-June, 2013

##### **Graduate Terms 2013-2014**

Graduate Term (G1) 2013-2014 .....	Early July-Mid August, 2013
Graduate Term (G2) 2013-2014 .....	Late Aug.-Mid October, 2013
Graduate Term (G3) 2013-2014 .....	Late October-Mid December, 2013
Graduate Term (G4) 2013-2014 .....	Early Jan.-Early March, 2014
Graduate Term (G5) 2013-2014 .....	Mid March-Early May, 2014
Graduate Term (G6) 2013-2014 .....	Early May-June, 2014

##### **Graduate Terms 2014-2015**

Graduate Term (G1) 2014-2015 .....	Early July-Mid August, 2013
Graduate Term (G2) 2014-2015 .....	Late Aug.-Mid October, 2013
Graduate Term (G3) 2014-2015 .....	Late October-Mid December, 2013
Graduate Term (G4) 2014-2015 .....	Early Jan.-Early March, 2014
Graduate Term (G5) 2014-2015 .....	Mid March-Early May, 2014
Graduate Term (G6) 2014-2015 .....	Early May-June, 2014

## MASTER OF THEOLOGY COURSE SEQUENCE

All Graduate Sessions are 8-Week Terms  
(School of Theology reserves the right to alter the schedule.)

### Beginning: May 2012

\*\*\* The M.Th. Online will not offer courses during the July-Aug G1 Term. \*\*\*

"-71" indicates onsite at Louisville Education Center and on CU 360 otherwise online.

<u>Graduate Term</u>	<u>Course Number &amp; Title (Area of Emphasis)</u>	<u>Professor</u>
<b>G6 2012</b> (Early May-June)	CHS 661 Innovations in Contemporary Church (Pastoral)	Shane Garrison
<b>G6 2012</b> (Early May-June)	CHS 526 Pastoral Letters, Pastoral Leadership (Biblical)	John Hurtgen
<b>G6 2012</b> (Early May-June)	CHS 558-71 Pastoral Care in Human Crisis (Pastoral)	Ken Hollis
<b>G6 2012</b> (Early May-June)	CHS 557-71 Church Planting (Pastoral)	Twyla Hernandez
<b>G1 2012</b> (Early July-Mid Aug)	CHS 580-71 Biblical Hermeneutics (Biblical)	Jarvis Williams
<b>G1 2012</b> (Early July-Mid Aug)	CHS 599-71 Supervised Practicum (Pastoral)	Jim Woolums
<b>G2 2012</b> (Late Aug-Mid Oct)	CHS 513 Old Testament Prophets (Biblical)	Dwayne Howell
<b>G2 2012</b> (Late Aug-Mid Oct)	CHS 553 Ministry of Proclamation & Worship (Pastoral)	Scott Wigginton
<b>G2 2012</b> (Late Aug-Mid Oct)	CHS 543 Ethics of the Christian Faith (Theological)	TBA
<b>G2 2012</b> (Late Aug-Mid Oct)	CHS 520-71 New Testament History & Interpretation I (Biblical)	Jarvis Williams
<b>G2 2012</b> (Late Aug-Mid Oct)	CHS 599-71 Supervised Practicum (Pastoral)	Jim Woolums
<b>G2 2012</b> (Late Aug-Mid Oct)	CHS 551-71 Journey into Christlikeness (Pastoral)	T. Deaton
<b>G3 2012</b> (Late Oct-Mid Dec)	CHS 521 New Testament History & Interpretation II (Biblical)	Jarvis Williams
<b>G3 2012</b> (Late Oct-Mid Dec)	CHS 567 Leadership Development (Pastoral)	Shane Garrison
<b>G3 2012</b> (Late Oct-Mid Dec)	CHS 580 Baptist History & Heritage (Theological)	Joe Early
<b>G3 2012</b> (Late Oct-Mid Dec)	CHS 510-71 Old Testament History & Interpretation I (Biblical)	Joel Drinkard
<b>G3 2012</b> (Late Oct-Mid Dec)	CHS 555-71 Pastoral Care & Counseling (Pastoral)	Ken Hollis
<b>G4 2013</b> (Mid Jan-Early Mar)	CHS 510 Old Testament History & Interpretation I (Biblical)	Dwayne Howell
<b>G4 2013</b> (Mid Jan-Early Mar)	CHS 551 Journey into Christlikeness (Pastoral)	Twyla Hernandez
<b>G4 2013</b> (Mid Jan-Early Mar)	CHS 531 Christian Theology (Theological)	Joe Early
<b>G4 2013</b> (Mid Jan-Early Mar)	CHS 552-71 Pastoral Ministries & Evangelism (Pastoral)	Ken Hollis
<b>G4 2013</b> (Mid Jan-Early Mar)	CHS 599-71 Supervised Practicum (Pastoral)	Jim Woolums
<b>G4 2013</b> (Mid Jan-Early Mar)	CHS 634-71 Gospel & Postmodernism (Theological)	Shane Garrison
<b>G5 2013</b> (Mid Mar-Early May)	CHS 520 New Testament History & Interpretation I (Biblical)	John Hurtgen
<b>G5 2013</b> (Mid Mar-Early May)	CHS 552 Pastoral Ministries & Evangelism (Pastoral)	Scott Wigginton
<b>G5 2013</b> (Mid Mar-Early May)	CHS 572 Reformation & Post-Reformation (Theological)	Joe Early
<b>G5 2013</b> (Mid Mar-Early May)	CHS 511-71 Old Testament History & Interpretation II (Biblical)	Joel Drinkard
<b>G5 2013</b> (Mid Mar-Early May)	CHS 526-71 Pastoral Letters, Pastoral Leadership (Biblical)	John Hurtgen
<b>G6 2013</b> (Early May-June)	CHS 511 Old Testament History & Interpretation II (Biblical)	Dwayne Howell
<b>G6 2013</b> (Early May-June)	CHS 661 Innovations in the Contemporary Church (Pastoral)	Shane Garrison
<b>G6 2013</b> (Early May-June)	CHS 531-71 Christian Theology I (Theological)	Joe Early
<b>G6 2013</b> (TBA)	CHS 562-71 Intergenerational Ministries (Pastoral)	TBA

<b><u>Graduate Term</u></b>	<b><u>Course Number &amp; Title (Area of Emphasis)</u></b>	<b><u>Professor</u></b>
<b>G1 2013</b> (Early July-Mid Aug)	CHS 553-71 Ministry of Proclamation & Worship (Pastoral)	TBA
<b>G1 2013</b> (Early July-Mid Aug)	CHS 599-71 Supervised Practicum (Pastoral)	Jim Woolums
<b>G2 2013</b> (Late Aug-Mid Oct)	CHS 526 Pastoral Letters, Pastoral Leadership (Biblical)	John Hurtgen
<b>G2 2013</b> (Late Aug-Mid Oct)	CHS 555 Pastoral Care & Counseling (Pastoral)	Scott Wigginton
<b>G2 2013</b> (Late Aug-Mid Oct)	CHS 571 Pre-Reformation History of the Church (Theological)	Joe Early
<b>G2 2013</b> (Late Aug-Mid Oct)	CHS 521-71 New Testament History & Interpretation II (Biblical)	Conver/Williams
<b>G2 2013</b> (Late Aug-Mid Oct)	CHS 543-71 Ethics of the Christian Faith (Theological)	TBA
<b>G2 2013</b> (Late Aug-Mid Oct)	CHS 599-71 Supervised Practicum (Pastoral)	Jim Woolums
<b>G3 2013</b> (Late Oct-Mid Dec)	CHS 513 Old Testament Prophets (Biblical)	Dwayne Howell
<b>G3 2013</b> (Late Oct-Mid Dec)	CHS 553 Ministry of Proclamation & Worship (Pastoral)	Scott Wigginton
<b>G3 2013</b> (Late Oct-Mid Dec)	CHS 634 Gospel & Postmodernism (Theological)	Shane Garrison
<b>G3 2013</b> (Late Oct-Mid Dec)	CHS 661-71 Innovations in the Contemporary Church (Pastoral)	Shane Garrison
<b>G4 2014</b> (Mid Jan-Early Mar)	CHS 521 New Testament History & Interpretation II (Biblical)	Jarvis Williams
<b>G4 2014</b> (Mid Jan-Early Mar)	CHS 567 Leadership Development (Pastoral)	Shane Garrison
<b>G4 2014</b> (Mid Jan-Early Mar)	CHS 580 Baptist History & Heritage (Theological)	Joe Early
<b>G4 2014</b> (Mid Jan-Early Mar)	CHS 525-71 General Letters (Biblical)	Chris Conver
<b>G4 2014</b> (Mid Jan-Early Mar)	CHS 599-71 Supervised Practicum (Pastoral)	Jim Woolums
<b>G5 2014</b> (Mid Mar-Early May)	CHS 510 Old Testament History & Interpretation I (Biblical)	Dwayne Howell
<b>G5 2014</b> (Mid Mar-Early May)	CHS 551 Journey into Christlikeness (Pastoral)	Twyla Hernandez
<b>G5 2014</b> (Mid Mar-Early May)	CHS 531 Christian Theology (Theological)	Joe Early
<b>G5 2014</b> (Mid Mar-Early May)	CHS 571-71 Pre-Reformation History of the Church (Theol.)	Joe Early
<b>G5 2014</b> (Mid Mar-Early May)	CHS 511-71 Old Testament History & Interpretation II (Biblical)	Joel Drinkard
<b>G6 2014</b> (Early May-June)	CHS 520 New Testament History & Interpretation I (Biblical)	John Hurtgen
<b>G6 2014</b> (Early May-June)	CHS 572 Reformation & Post-Reformation (Theological)	Joe Early
<b>G6 2014</b> (Early May-June)	CHS 552-71 Pastoral Ministries & Evangelism (Pastoral)	TBA
<b>G6 2014</b> (TBA)	CHS 556-71 Christian Evangelism and the Church (Pastoral)	TBA

<b><u>Graduate Term</u></b>	<b><u>Course Number &amp; Title (Area of Emphasis)</u></b>	<b><u>Professor</u></b>
<b>G1 2014</b> (Early July-Mid Aug)	CHS 557-71 Church Planting (Pastoral)	TBA
<b>G1 2014</b> (Early July-Mid Aug)	CHS 599-71 Supervised Practicum (Pastoral)	Jim Woolums
<b>G2 2014</b> (Late Aug-Mid Oct)	CHS 511 Old Testament History & Interpretation II (Biblical)	Dwayne Howell
<b>G2 2014</b> (Late Aug-Mid Oct)	CHS 552 Pastoral Ministries & Evangelism (Pastoral)	Scott Wigginton
<b>G2 2014</b> (Late Aug-Mid Oct)	CHS 543 Ethics of the Christian Faith (Theological)	TBA
<b>G2 2014</b> (Late Aug-Mid Oct)	CHS 521-71 New Testament History & Interpretation II (Biblical)	Conver/Williams
<b>G2 2014</b> (Late Aug-Mid Oct)	CHS 551-71 Journey into Christlikeness (Pastoral)	TBA
<b>G2 2014</b> (Late Aug-Mid Oct)	CHS 599-71 Supervised Practicum (Pastoral)	Jim Woolums
<b>G3 2014</b> (Late Oct-Mid Dec)	CHS 526 Pastoral Letters, Pastoral Leadership (Biblical)	John Hurtgen
<b>G3 2014</b> (Late Oct-Mid Dec)	CHS 661 Innovations in the Contemporary Church (Pastoral)	Shane Garrison
<b>G3 2014</b> (Late Oct-Mid Dec)	CHS 571 Pre-Reformation History of the Church (Theological)	Joe Early
<b>G3 2014</b> (Late Oct-Mid Dec)	CHS 510-71 Old Testament History & Interpretation I (Biblical)	Joel Drinkard
<b>G3 2014</b> (Late Oct-Mid Dec)	CHS 531-71 Christian Theology (Theological)	Joe Early
<b>G4 2015</b> (Mid Jan-Early Mar)	CHS 513 Old Testament Prophets (Biblical)	Dwayne Howell
<b>G4 2015</b> (Mid Jan-Early Mar)	CHS 555 Pastoral Care & Counseling (Pastoral)	Scott Wigginton
<b>G4 2015</b> (Mid Jan-Early Mar)	CHS 634 Gospel & Postmodernism (Theological)	Shane Garrison
<b>G4 2015</b> (Mid Jan-Early Mar)	CHS 552-71 Pastoral Ministries & Evangelism (Pastoral)	TBA
<b>G4 2015</b> (Mid Jan-Early Mar)	CHS 526-71 Pastoral Letters, Pastoral Leadership (Biblical)	John Hurtgen
<b>G4 2015</b> (Mid Jan-Early Mar)	CHS 599-71 Supervised Practicum (Pastoral)	Jim Woolums
<b>G5 2015</b> (Mid Mar-Early May)	CHS 553 Ministry of Proclamation & Worship (Pastoral)	Scott Wigginton
<b>G5 2015</b> (Mid Mar-Early May)	CHS 580 Baptist History & Heritage (Theological)	Joe Early
<b>G5 2015</b> (Mid Mar-Early May)	CHS 520-71 New Testament History & Interpretation I (Biblical)	Conver/Williams
<b>G5 2015</b> (Mid Mar-Early May)	CHS 558-71 Pastoral Care & Human Crisis (Pastoral)	TBA
<b>G6 2015</b> (Early May-June)	CHS 521 New Testament History & Interpretation II (Biblical)	Jarvis Williams
<b>G6 2015</b> (Early May-June)	CHS 531 Christian Theology (Theological)	Joe Early
<b>G6 2015</b> (Early May-June)	CHS 580-71 Biblical Hermeneutics (Biblical)	Jarvis Williams
<b>G6 2015</b> (TBA)	CHS 567-71 Leadership Development (Pastoral)	TBA

## MASTER OF THEOLOGY COURSE OFFERINGS/CHECKLIST

Each of the three content areas has 6 core courses. These courses comprise the 18-hour requirements for each emphasis. The remaining 12-hours come from any of the other M.Th. course offerings. Preferably a student would complete 6-hours from each of the remaining emphasis areas.

### Biblical Emphasis Core Courses:

	Completed
CHS 510 Old Testament History & Interpretation I	_____
CHS 511 Old Testament History & Interpretation II	_____
CHS 513 Old Testament Prophets	_____
CHS 520 New Testament History & Interpretation I	_____
CHS 521 New Testament History & Interpretation II	_____
CHS 526 Pastoral Letters, Pastoral Leadership	_____

### Pastoral Leadership Emphasis Core Courses:

CHS 551 Journey into Christ-likeness	_____
CHS 552 Pastoral Ministries & Evangelism	_____
CHS 553 Ministry of Proclamation	_____
CHS 555 Pastoral Care & Counseling	_____
CHS 567 Leadership Development	_____
CHS 661 Innovations in the Contemporary Church	_____

### Theological Emphasis Core Courses:

CHS 531 Christian Theology	_____
CHS 543 Ethics of the Christian Faith	_____
CHS 571 Pre-Reformation History of the Church	_____
CHS 572 Post-Reformation History of the Church	_____
CHS 580 Baptist History & Heritage	_____
CHS 634 Gospel and Postmodernism	_____

### Other courses can be applied as substitutes for required courses.

CHS 525 The General Letters Biblical	
CHS 556 Christian Evangelism & Church Pastoral Leadership	_____
CHS 557 Church Planting Pastoral Leadership	_____
CHS 558 Pastoral Care in Human Crisis Pastoral Leadership	_____
CHS 561 Intro to Educational Ministries Pastoral Leadership	_____
CHS 562 Intergenerational Ministries Pastoral Leadership	_____
CHS 661 Innovative Educational Ministries Pastoral Leadership	_____

