



Campbellsville University

2014-2016 Graduate Catalog

2014-2016 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
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

INFORMATION DIRECTORY	4
GRADUATE ADMISSIONS.....	14
CARVER SCHOOL OF SOCIAL WORK AND COUNSELING.....	22
<i>Master of Social Work (M.S.W.)</i>	23
COLLEGE OF ARTS AND SCIENCES	41
<i>Master of Arts in Sport Management (M.A.S.M.)</i>	42
<i>Master of Arts in Teaching English to Speakers of Other Languages</i>	48
SCHOOL OF BUSINESS AND ECONOMICS	54
<i>Master of Business Administration (M.B.A.)</i>	55
<i>Professional Master of Business Administration (P.M.B.A.)</i>	55
<i>Master of Science in Information Technology Management (MSITM)</i>	65
<i>Master in Management and Leadership (M.M.L.)</i>	69
SCHOOL OF EDUCATION.....	73
<i>Teacher Leader Master of Arts in Education (T.L.M.A.E.)</i>	80
<i>Teacher Leader Master of Arts in Special Education (T.L.M.A.S.E.)</i>	90
<i>Rank I/Master of Arts in School Improvement (M.A.S.I.)</i>	94
<i>Professional Specialty Options</i>	95
<i>Moderate Severe Disabilities (M.S.D.)</i>	98
SCHOOL OF MUSIC.....	101
<i>Master of Arts in Music (M.A.M.)</i>	102
<i>Master of Music in Music Education (M.M.M.E.)</i>	102
<i>Master of Music in Church Music (M.M.C.M.)</i>	102
<i>Master of Music in Conducting (M.M.C.)</i>	103
<i>Master of Music in Piano Pedagogy (M.M.P.P.)</i>	103
<i>Master of Music in Performance (M.M.P.)</i>	103
<i>Artist Diploma</i>	103
SCHOOL OF THEOLOGY	118
<i>Master in Marriage and Family Therapy (M.M.F.T.)</i>	119
<i>Master of Theology (M.Th.)</i>	126

INFORMATION DIRECTORY

Office	Contact	E-mail	Phone	Campus Location
Academics, General	Dr. Donna Hedgepath <i>Vice President for Academic Affairs</i>	drhedgepath@campbellsville.edu	789-5231	Administration 13
Academic Advising	Mr. Kevin Propes <i>Asst. Dean of Academic Support</i>	kdpropes@campbellsville.edu	789-5008	BASC 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>	mvcarter@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. Eric Smith <i>Director of Information Technology</i>	epsmith@campbellsville.edu	789-5202	Technology Center
Campus Visitors	Ms. Paula Caldwell <i>Director of Admissions</i>	pscaldwell@campbellsville.edu	789-5220	Welcome Center 111
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	Development A
Employment: Academic	Dr. Donna Hedgepath <i>Vice President for Academic Affairs</i>	drhedgepath@campbellsville.edu	789-5231	Administration 13
Distance Education	Dr. Shane Garrison <i>Dean of Online Education</i>	msgarrison@campbellsville.edu	789-5541	Druen 122
Employment: Non-Academic	Mr. Terry Van Meter <i>Director of Human Resources</i>	twvanmeter@campbellsville.edu	789-5016	Administration 8
Employment: Student	Ms. Christi Mapes <i>Director of Financial Aid</i>	ctmapes@campbellsville.edu	789-5013	Administration 17
ACCEL Program	Ms. Monica Bamwine <i>Dir. Graduate/Extended Programs</i>	mkbamwine@campbellsville.edu	789-5078	Welcome Center 204
Financial Aid and Student Loans	Ms. Christi Mapes <i>Director of Financial Aid</i>	ctmapes@campbellsville.edu	789-5013	Administration 17
Gifts to the University	Mr. J. Benji Kelly <i>VP for Development</i>	jbkelly@campbellsville.edu	789-5061	Development A
Graduate Programs	Dr. Beverly Ennis <i>Dean, School of Education</i>	bcennis@campbellsville.edu	789-5344	Education 107
	Dr. Alcingstone Cunha <i>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 & Economics</i>	phcowherd@campbellsville.edu	789-5281	Administration 21
	Dr. Michael Page <i>Dean, College of Arts/Sciences</i>	mrpage@campbellsville.edu	789-5374	Carter 304
	Dr. Darlene Eastridge <i>Dean, Carver School of Social Work and Counseling</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
Health Services	Mrs. Marsha Davis <i>Campus Nurse</i>	mlDavis@campbellsville.edu	789-5235	Student Services
Introductory Studies	Ms. Megan Kemp	mlkemp@campbellsville.edu	789-5195	BASC 204
Lost and Found	Ms. Rebecca Shields	rs Shields@campbellsville.edu	789-5005	Student Services

	<i>Secretary to the Dean of Student Services</i>			
Mail	Mr. Adrian "Jake" Davis <i>Campus Postmaster</i>	amdavis@campbellsville.edu	789-8248	Davenport
Nursing Program	Beverly Rowland <i>Dean, School of Nursing</i>	bdrowland@campbellsville.edu	789-5299	Bennett-Smith 119A
Online Courses	Dr. Shane Garrison <i>Dean of Online Education</i>	msgarrison@campbellsville.edu	789-5541	Druen 122
Placement: Career Counseling	Ms. Teresa Elmore <i>Director of Career Services</i>	tmelmore@campbellsville.edu	789-5192	BASC
Placement: Church-Related Vocations	Dr. John Hurtgen <i>Dean, School of Theology</i>	jehurtgen@campbellsville.edu	789-5077	Druen 5
Teacher Education	Dr. Beverly Ennis <i>Dean, School of Education</i>	bcennis@campbellsville.edu	789-5344	Education 107
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 Mapes <i>Director of Financial Aid</i>	ctmapes@campbellsville.edu	789-5013	Administration 17
Student Activities	Mr. Trent Creason	tecreason@campbellsville.edu	789-561	Student Services
Parking Permits	Ms. Rebecca Shields	rsshields@campbellsville.edu	789-5055	Student Services
Tutoring	Mrs. J. Faun Lobb Crenshaw <i>Director of Writing & Tutoring Center</i>	jflobb@campbellsville.edu	789-5438	BASC 201
Transcripts	Mrs. Rita Creason <i>Director of Student Records</i>	racreason@campbellsville.edu	789-5019	Administration 18
Withdrawals	Dr. Donna Hedgepath <i>Vice President for Academic Affairs</i>	drhedgepath@campbellsville.edu	789-5231	Administration 13

ACADEMIC CALENDAR (2014-15)

Graduate Terms for Music and TESOL

Fall Semester (FA) 2014-2015.....	Monday, August 25-Saturday, December 13, 2014
1 st bi-term.....	Monday, August 25-Saturday, October 18, 2014 ¹
2 nd bi-term.....	Monday, October 20-Saturday, December 13, 2014
Jan Term (JA) 2014-2015	Monday, December 29, 2014-Fri., January 9, 2015
Spring Semester (SP) 2014-2015	Monday, January 12-Saturday, May 9, 2015
1 st bi-term.....	Monday, January 12-Saturday, March 7, 2015 ² (Spring Break March 9-13)
2 nd bi-term.....	Monday, March 16-Saturday, May 9, 2015
Summer Term (SU) 2014-2015	Monday, May 11, 2015-Saturday, August 22, 2015
May Summer Sub-Term.....	Monday, May 11-Saturday, May 30, 2015
Early Summer Sub-Term.....	Monday, May 11-Wednesday, July 1, 2015
June Summer Sub-Term	Monday, June 1-Saturday, June 27, 2015
June/July Summer Sub-Term.....	Monday, June 1-Saturday, July 25, 2015
July Summer Sub-Term.....	Monday, June 29-Saturday, July 25, 2015
Late Summer Sub-Term.....	Wednesday, July 1-Saturday, August 22, 2015

Graduate Terms for Business, Counseling, Social Work, and Theology

Graduate Term (G1) 2014-2015	Monday, June 30-Saturday, August 23, 2014
Graduate Term (G2) 2014-2015	Monday, August 25-Saturday, October 18, 2014
Graduate Term (G3) 2014-2015	Monday, October 20-Saturday, December 13, 2014
Graduate Term (G4) 2014-2015	Monday, January 12-Saturday, March 7, 2015
Graduate Term (G5) 2014-2015	Monday, March 16-Saturday, May 9, 2015
Graduate Term (G6) 2014-2015	Monday, May 11-Wednesday, July 1, 2015

Graduate Terms for Education

Graduate Term (GA) 2014-2015.....	Monday, June 30- Saturday, August 30, 2014
Graduate Term (GB) 2014-2015	Monday, September 15-Saturday, November 15, 2014
Please note Graduate Terms for Education will join the G4, G5 terms, with other departments.	
Graduate Term (G4) 2014-2015	Monday, January 12-Saturday, March 7, 2015
Graduate Term (G5) 2014-2015	Monday, March 16-Saturday, May 9, 2015
(The 3wk-term for MAE and Rank 1 and 4wk for SED Summer Immersion will be in SU/2015 June Sub-Term: Monday, June 1-Saturday, June 27, 2015.)	

¹ Fall Break is October 16-17

² Spring Break is March 9-13

ACADEMIC CALENDAR (2015-16)

Graduate Terms for Music and TESOL

Fall Semester (FA) 2015-2016	Monday, August 24-Saturday, December 12, 2015
1 st bi-term	Monday, August 24-Saturday, October 17, 2015 ³
2 nd bi-term	Monday, October 19-Saturday, December 12, 2015
Jan Term (JA) 2015-2016	Monday, January 4, 2016-Sat., January 16, 2016
Spring Semester (SP) 2015-2016	Tuesday, January 19-Saturday, May 14, 2016
1 st bi-term	Tuesday, January 19-Saturday, March 12, 2016 ⁴ (Spring Break March 13-18)
2 nd bi-term	Monday, March 21-Saturday, May 14, 2016
Summer Term (SU) 2015-2016	Monday, May 16, 2016-Saturday, August 27, 2016
May Summer Sub-Term	Monday, May 16-Saturday, June 4, 2016
Early Summer Sub-Term	Monday, May 16-Wednesday, July 6, 2016
June Summer Sub-Term	Monday, June 6-Saturday, July 2, 2016
June/July Summer Sub-Term	Monday, June 6-Saturday, July 30, 2016
July Summer Sub-Term	Monday, July 5-Saturday, July 30, 2016
Late Summer Sub-Term	Wednesday, July 6-Saturday, August 27, 2016

Graduate Terms for Business, Counseling, Education, Social Work, Sport Management, and Theology

Graduate Term (G1) 2015-2016	Wednesday, July 1-Saturday, August 22, 2015
Graduate Term (G2) 2015-2016	Monday, August 24-Saturday, October 17, 2015
Graduate Term (G3) 2015-2016	Monday, October 19-Saturday, December 12, 2015
Graduate Term (G4) 2015-2016	Tuesday, January 19-Saturday, March 12, 2016
Graduate Term (G5) 2015-2016	Monday, March 21-Saturday, May 14, 2016
Graduate Term (G6) 2015-2016	Monday, May 16-Wednesday, July 6, 2016

(The 3wk-term for MAE, MASE, and Rank 1/MASJ and 4wk for SED Summer Immersion will be in SU/2016 June Sub-Term: Mon., June 6-Sat., July 2, 2016.)

Graduate Hybrid Terms for Business

Graduate Terms 1 and 2	Early July to Mid October
Graduate Terms 2 and 3	Late August to Mid December
Graduate Terms 3 and 4	Late October to Mid March
Graduate Terms 4 and 5	Mid January to Mid May
Graduate Terms 5 and 6	Late March to Early July
Graduate Terms 6 and 1	Mid May to Late August

³ Fall Break is October 15-16

⁴ Spring Break is March 13-18

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 95 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 complete, 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 term 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 Access

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).

Privacy Rights of Students

Campbellsville University is subject to the provisions of the Family Education Rights and Privacy Act (FERPA). This federal law affords students' rights of access to education records and imposes regulations on the University in the release and disclosure of education records to third parties.

In order to comply with this law, Campbellsville University has formulated and adopted institutional policies and procedures to be followed by the University and by those interested in gaining access to education records. These policies and procedures allow students: the right to inspect substantially all of his/her education records; the right to prevent disclosures of education records to third parties; and the right to request amendment or correction of education records believed to be inaccurate or misleading. These policies are available for inspection and review in the Office of Student Records.

It is the policy of the University to allow students to inspect and review their education records unless those records contain any of the following:

- A. Information on more than one student;
- B. Financial information on his/her parents; or
- C. Confidential letters and statements of recommendation if the student has waived his/her right to inspect the letters and the letters are related to the student's admission to the University, application for employment or receipt of honorary recognition.

According to the Family Educational Rights and Privacy Act of 1974, institutions may release **without written consent** those records identified as public or directory information for students, current and former.

Directory information includes the following student information: student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent educational institution attended.

Under no circumstances shall a member of the faculty disclose an education record which is in his/her possession or control to any person other than the student to whom it pertains. All requests to inspect and review records not within the faculty member's possession or control and all requests by third parties (including the student's parents) to inspect and review records shall be referred to the Vice President for academic affairs.

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.

Sexual Harassment

Campbellsville University is committed to providing its students, faculty, and staff with an environment free from implicit and explicit coercive behavior used to control, influence or affect the well being of any member of the University community. Sexual harassment can include physical conduct or verbal innuendo of a sexual nature which creates an intimidating, hostile or offensive environment. Sexual harassment of any person is inappropriate and unacceptable, and are grounds for disciplinary action including expulsion. Legal action may be taken against an alleged perpetrator.

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.

Institutional Refund Policy

Tuition and room/board refunds are calculated on the basis of your official withdrawal date. Once the withdrawal period is over, any student who withdraws from the University will be held responsible for tuition and room/board charges in full. All fees are non-refundable. Please investigate the financial effects of withdrawal before you make a decision.

A student's withdrawal may require that part or all of his/her financial aid be repaid. All financial aid that is not federally funded Title IV aid will be refunded at the same percentage as tuition and room/board charges.

All federally funded Title IV financial aid programs are administered according to specific program guidelines and regulations. A student's eligibility for future federal financial aid can be adversely affected by dropping classes and withdrawing from the University after financial aid funds have been disbursed based upon a particular enrollment status. This is particularly true for the grant programs which have limitations placed upon the number of semesters a student can receive aid. The federal refund policy guidelines can be found in the Federal Student Financial Aid Handbook located in the Office of Financial Aid.

Students should also be aware of the effect that altering their enrollment status may have on their measurable "satisfactory academic progress" status. *All students receiving financial aid are advised to seek academic counseling and financial aid advisement before deciding to change their enrollment status.*

Tuition Refund Table

Day/Week of Withdrawal:	Number of Weeks in Term				
	2	3	4	8	16
	Percentage of Tuition Refund				
3rd Day of Class	100%	100%	100%	-	-
1st Week	0%	0%	0%	100%	100%
2nd Week	0%	0%	0%	0%	80%
3rd Week	0%	0%	0%	0%	60%
4th Week	0%	0%	0%	0%	40%
Thereafter	0%	0%	0%	0%	0%

Room & Board refunded 100% 1st week only - no refunds thereafter.

CU Credit Hour Policy

Academic credit is a measure for the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studies, internships and other experiential learning, and distance and correspondence education. Campbellsville University defines one academic credit hour using the "Federal Definition of the Credit Hour: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester hour credit, or the equivalent amount of work over a different amount of time. Normally, one credit hour associated with a class meeting for 50 minutes per week for an entire semester (or the equivalent 750 semester-minutes, excluding final exams), or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours (that each in-class hour of college work should require two hours of preparation or other outside work)." Or
3. Hybrid Classes and Distance Education Classes: Academic technology may be used to replace face-to-face class meetings in full or in part (Hybrid). Hybrid courses are those courses offered replacing a portion (less than half) of the traditional face-to-face class instruction with technology as the instructional modality. The remaining communication is face-to-face, similar to traditional classes. An online class is a course offering in which the majority of the instruction occurs when the student and instructor are not in the same place, but it may require synchronous or asynchronous meetings within the given academic term.

A Distance Education Class is a course offering in which communication between faculty and student occurs primarily via academic technology, but it may also include off-site meetings through ITV (interactive televised modality). Credit hours for hybrid and distance education courses are based on equivalent student learning outcomes as courses offered face-to-face. The mode of instruction is normally shown in the university course schedule.

Intellectual Property Policy

University employees and students are encouraged to public, copyright, invent, and patent materials/ objects of their own creation that will contribute to the advancement of knowledge. The University shall encourage this and shall protect the interest of its personnel and students in relation to disclosure of scientific and technological developments, including inventions, discoveries, trade secrets, computer software, and original works and ideas which may have monetary value. The University shall ensure that public and University funds and property are not used for personal gains. The author, creator, or inventor is free to benefit from royalties and monies accruing from such publication or invention subject the following guidelines:

1. All classes of intellectual property, scientific and technological developments, materials or objects created on the employee's or students' own time, and with the use of University facilities, equipment, materials, or support, shall be the sole property of the creator.
2. Materials or objects created by employees and students at University expense or on University equipment shall be the property of the University. The University, in return for unrestricted license to use and reproduce original work without royalty payment, shall transfer to the creator of that work full ownership of any present or subsequent copyright/patent in accordance with the following paragraph.
3. In the event that materials or objects are sold to entities outside the University, all income shall go to the University until all developmental expenditures incurred by the University for that project, including stipends paid to the developer (over and above contract salary), prorated support, salaries, supplies, and other expenses related to the creation of the materials or objects, are recovered. Thereafter, all remunerations as a result of copyright publication or patented sale shall go to the creator(s) of the materials or objects.
4. The University shall ensure equity and management participation on the part of the inventor or inventors in business entities that utilize technology created at the institution of higher education.
5. No University employees or student shall realize a profit from materials sold exclusively to Campbellsville University students.
6. When instructional materials developed by the faculty are sold in the Bookstore for a profit, the publisher of the material must be approved by the Administrative Council.
7. All projects funded by the Appalachian College Association (ACA) will conform to the ACA Intellectual property Policy, namely, "to encourage Proposals and practices that promise to yield products for a broad public use and to discourage those that involve or promote proprietary interest except to the extent that a charitable end may also be served." All products developed with ACA funds shall remain the property of Campbellsville University and ACA if other colleges or universities are involved in the project, ACA shall retain ownership.

Any University employee who intends to create materials or objects developed wholly or partially using University time, equipment, materials, or facilities, and who intends to copyright, patent, or otherwise merchandise those materials or objects will inform the University President through the appropriate Vice President of that intent. The University will initiate an institutional review of scientific and technological disclosures, including consideration of ownership and appropriate legal protection. The President reserves the right to have final approval of the outcome of the review prior to initiation of any work which involves the use of University resources. No properties are excluded from consideration under this policy.

Licensing authority shall rest with the Board.

Personnel of divisions or units whose function is to produce educational materials may not realize a profit from the sale of those materials. IN the case of materials produced exclusively by these units, copyright will be held by Campbellsville University. Materials produced under an externally funded grant will be guided by the terms of the grant.

An inventor is not granted any right to share in equity resulting from his or her invention and is not granted any right to participate in the management of a business related to the development of his or her intellectual property.

GRADUATE ADMISSIONS

To enroll in a graduate program at CU requires that you complete a separate set of processes for both the Graduate School 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 Graduate School. 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. The University does not accept transfer credit from non-regionally accredited institutions.
- Test Scores – An official copy of test scores as indicated on the below.

Program	GRE	PRAXIS (formerly NTE)	PRAXIS I (PPST)	GMAT	LSAT
TL MAE		Y ¹			
MML	Y			Y	
TL MASE		Y ¹			
MASE			Y ³		
MASI		Y ¹			
MMME		Y			
MTh	Y ⁴				
MBA	Y			Y	
PMBA	Y			Y	
MSITM	Y			Y	
¹ PRAXIS accepted ² GRE accepted ³ PRAXIS or GRE accepted ⁴ MAT (Miller's Analogy Test 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. An 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. MBA, PMBA, MSITM, and MML require three letters of reference; with one being a professional reference.
- FAFSA (Free Application for Federal Student Aid) – Required for U.S. resident students seeking Stafford Loans.

Send all of the above documents to:

Graduate School, 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 Southern Association of Colleges and Schools Commission on Colleges to award certificates, associate, baccalaureate, and masters. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of Campbellsville University.

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).

The Master of Business Administration degree is accredited by the International Assembly of Collegiate Business Education (IACBE).

Student Technology Services

Students are provided and encouraged to use a student email account. More information is available from Information Technology, 270.789.5012.

Students are provided a secure account on TigerNET, the online portal providing access to academic, financial, and other services. Access is gained through use of a personal identification number (PIN) that is issued during the admissions process.

Students taking online courses are provided a secure account on Moodle, the content management system (CMS) where course content is delivered. Credentials for accessing Moodle are the same as for TigerNET.

Personal identification numbers (PIN) are managed by the Office of Student Records. A request for a PIN reset must be submitted to the Office of Student Records in person, by phone, by fax, or by email with identity verification required. The PIN is issued in person only to the student, by regular mail to the physical address on file at the time of the request, or by e-mail to any address on file at the time of the request. The student should carefully guard his or her PIN and not share it with anyone.

Financial Assistance

Satisfactory Academic Progress Policy - Graduate

Federal regulations require that all students who receive any federal or state financial assistance make measurable academic progress toward a degree at Campbellsville University. Progress is determined quantitatively (hours attempted versus hours earned and time frame) and qualitatively (GPA). Progress is monitored at the conclusion of spring and summer semesters. Those students readmitted to Campbellsville will be evaluated for SAP upon registering for classes.

Enrollment

A minimum standard for full-time enrollment at the graduate level is 6 credit hours per term. A minimum standard for part-time enrollment (at least half-time) at the undergraduate level is 3 credit hours per semester. Part-time enrollment (at least half-time) at the graduate level requires a student to be taking at least half of the course load of a full-time student. The definition of full-time used for student financial aid purposes can differ from the definition used for other purposes at the institution, such as the definition used by the Office of Student Records.

Quantitative

The maximum time frame in which a student must complete his or her degree cannot exceed more than 150% of the published length of the student's major. Graduate majors at Campbellsville vary in length so an average of the program length for Master degrees is used. Please refer to the information below for the correct calculation for your program. All terms and credit hours attempted are used toward the maximum time frame allowance regardless of whether the student received financial aid. All repeated courses, failed course, withdrawals, courses taken from a change of major and transferred hours will count as credit hours attempted toward the maximum time frame.

The Master's level programs at Campbellsville require a minimum of 30 hours to complete the degree. Campbellsville Master's level program students can therefore attempt up to 45 hours and still be eligible for aid. Once 45 hours are exceeded, aid would be suspended. In order to complete the necessary number of credit hours to complete a degree at Campbellsville at an acceptable rate, students must complete two-thirds ($\frac{2}{3}$) of all hours attempted. All attempted hours will be totaled and multiplied by 67% (.67) to determine the number of credit hours a student must have earned. Grades of W, I, and F and transfer hours are counted as attempted hours, however grades of W, I, and F will NOT be counted as earned hours. Retaking courses will add to the attempted total but will count only once as an earned credit.

Example:

Fall Hours Attempted	Spring Hours Attempted	Total Attempted	Student Must Earn
6	6	12 x .67 ($\frac{2}{3}$)	8
3	3	6 x .67 ($\frac{2}{3}$)	4

Qualitative

The minimum acceptable grade point average for graduate students is 3.0

Notification of Results

Students that do not meet the Satisfactory Academic Progress requirements will be notified via mail within two weeks of the conclusion of the semester.

How to Regain Eligibility

Quantitative-Maximum Time Frame

To regain eligibility, you must graduate and advance to a new career level (graduate to doctoral).

Quantitative-Hours Attempted vs. Hours Earned

To regain eligibility, take courses at your own expense in a subsequent term or terms and meet the standards according to the cumulative credit hours completion ratio outlined above under the heading Quantitative. Once you have taken the courses and earned passing grades, you will need to notify the Office of Financial Aid to complete a clearance form.

GPA

To regain eligibility, complete courses at your own expenses at Campbellsville and raise your cumulative GPA to the acceptable standard. Once you have completed the courses and raised your GPA, you will need to notify the Office of Financial Aid to complete a clearance form.

Right to Appeal

If there were extenuating circumstances (injury, illness, death of a relative) that prevented you from meeting the standards of our Satisfactory Academic Progress Policy, then you have a right to file an appeal with the Committee for Financial Aid Appeals. In this appeal you must explain the following items: 1.) The reason why you did not meet Satisfactory Academic Progress and 2.) What has changed now that will allow you to make satisfactory academic progress at the next evaluation.

If your appeal is approved, you will be placed on probation for one term, and after the probationary period, you must be making satisfactory academic progress or successfully following an academic plan that has been developed for you. You will be notified via mail or email the results of your appeal.

GRADUATION

APPLYING TO GRADUATE

Because enrollment is solely up to the student, completion of a degree may not and often does not occur on a predictable timetable. Therefore, students are required to apply for graduation upon completion of one-half of the credit hours required for the degree sought. The student is encouraged to apply as early as possible so that the Graduation Audit Progress Profile (GAPP) can be prepared. This can take up to 30 days, depending on volume of applications received. There is no penalty for changing the graduation date, so the student can apply for the earliest possible date and change it later if needed.

Applying to graduate initiates a number of services that will help the student determine how best to meet all graduation requirements. Failure to apply to graduate can cause delays in these services and may result in a later graduation date.

Graduation applications are available on the Student Records page of the University's website. Completed applications should be submitted to the Office of Student Records, Room 18, Administration Building (UPO 789).

GENERAL REQUIREMENTS FOR GRADUATION

A candidate for a degree must meet the following requirements for graduation:

1. All candidates must complete a minimum of 30 semester hours of academic work with a minimum standing of 3.0 in the area of concentration, or in majors and minors, and a minimum overall average of 3.0. No "D" grade is accepted in graduate level course work and no "C" grade is accepted unless specifically stated in the program description or approved by the dean of the school or college.
2. Students seeking teacher certification must have an overall 3.0 cumulative grade point average and a 3.0 grade point average in professional education courses.
3. A student may transfer a maximum of 12 credit hours of graduate level work.
4. All candidates must file an APPLICATION FOR GRADUATION.
5. The student must, in all cases, be responsible for meeting the requirements for graduation.
6. The student must have paid all fees due the University before transcripts will be released showing the degree is conferred.

SATISFYING ACADEMIC REQUIREMENTS FOR A DEGREE

This section explains how courses are applied to a student's program of study to determine progress toward degree completion.

All programs of study leading to a degree consist of a series of components called "aims." A typical program of study will include the following components: emphasis/concentration, (secondary) areas, and electives. As each course is completed with a minimum passing grade or higher, it is applied to the appropriate degree aim. Courses that do not apply to any other aim are consigned to the free elective aim.

When a course is required in two aims, it will satisfy the requirement with the highest priority only, as follows: emphasis/concentration, (secondary) areas. If a higher priority has been met, the course will meet the next highest priority that is unmet.

Progress toward completion of academic degree requirements is maintained electronically and may be monitored by the student and the academic advisor via TigerNet. Upon applying to graduate, a formal degree audit will be performed and provided to the student for review. The audit (Graduation Audit Progress Profile or GAPP) provides detailed information regarding what courses have been taken, what courses remain to be taken, and any course substitutions that have been made and more.

Academic Regulations

UNIT OF ACADEMIC CREDIT

The University operates on the semester system. All academic credit for satisfactory work is given on the basis of the term that each student matriculates (8-week, 9-week, semester). Credit hours for face-to-face course are based on 12 to 15 contact hours per credit hour granted and for online courses is based on class objectives covered and assessed.

GRADING SYSTEM

The quality of a student's academic work is indicated by letter grades on a quality point system that determines the grade point average on the 4.0 scale. An explanation of the grades used, the scale, and how grades are calculated follow.

LETTER GRADE DEFINITIONS

Letter Grade	Definition	Quality Points per Semester Hour
A	Excellent	4
B	Good	3
C	Average	2
D	Lowest Passing Grade	1
F	Failure	0
I	Incomplete	0
S	Satisfactory	0
U	Unsatisfactory	0
W	Withdraw	0
WA	Withdraw - Absence	0
X	Final Exam Missed	0

Grade "A" represents a work of definitely superior quality. It is distinctly the honor mark.

Grade "B" indicates a higher level of performance than is the satisfactory performance required for a "C" grade. It indicates effective capacity and initiative on the part of the student to do work over and above acceptable course requirements.

Grade "C" represents a satisfactory level of performance on the part of the student. This level of performance can be expected from any student of normal ability who devotes an average amount of time, effort, and attention to the work of the course.

Grade "D" indicates below standard performance. It indicates work which in one or more aspects falls below the minimum accepted standard, but which is of sufficient quality to be counted toward meeting graduation requirements provided it is balanced by superior work in other courses.

Grade "F" indicates an unacceptable level of performance. It indicates work in which several aspects fall below the minimum acceptable standard, work which is not of sufficient quality or quantity to be counted toward meeting graduation requirements.

Grade "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I" grade must be completed within 12 months from the time it was awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Grade "S" indicates satisfactory work, but no quality credits are recorded.

Grade "U" indicates unsatisfactory work and no quality credits are recorded.

Grade "W" indicates official withdrawal from the course or University through the 12th week for the regular semester. The withdraw date is prorated for other terms.

Grade "WA" indicates official withdrawal due to excessive absence.

Grade "X" indicates that the student was absent from examinations. The grade of "X" may be changed by special examination within one month after the student re-enters the University, provided the vice president for academic affairs and the instructor concerned give permission for the examination; otherwise, it becomes a failing grade.

QUALITY POINTS

Each letter grade (A, B, C, D, F, and WA) has a numeric point value, called “quality points.” (See the Letter Grade Definitions table above.) These points, combined with credit hours, determine the Grade Point Average. This applies to a single course, a term, and an academic career. An explanation of how quality points are used in the grade point average calculation appears below.

GRADE POINT AVERAGE (GPA)

The grade point average is the calculated value that determines and indicates a student’s academic standing. The term or career grade point average (GPA) of a student at Campbellsville University is calculated only on the basis of grades of A, B, C, D, F, and WA. Letter grades are not weighted, meaning “plus/minus” do not affect the number of quality points. Grades I, S, U, and X are not included in the calculation of the term or career grade point average, although those grades are included as total hours attempted.

FORMULA TO COMPUTE GRADE POINT AVERAGE (GPA)

Quality Points ÷ GPA Hours Attempted = GPA

“GPA Hours Attempted” refers to those in which the grade impacts the GPA (A, B, C, D, F, or WA).

RECORDING OF GRADES

All grades are recorded in the Office of Student Records upon submission by the course instructor.

GRADE CHANGES

Grade changes are made by the course instructor who submits appropriate documentation to the Office of Student Records.

REPORTING GRADES TO STUDENTS

Final grades are available to students online via TigerNet the week following final exams. No midterm grades are given for graduate programs.

TRANSFER OF GRADUATE CREDIT

Upon approval of the dean, a maximum of 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. 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 for faculty use in establishing course equivalency.

ACADEMIC APPEAL AND COMPLAINT PROCESS

A student may appeal the fairness of any academic action or register a complaint, including a course grade, to the Academic Council following consultation with his/her advisor, the professor, and the appropriate department chair and/or the dean. Such an appeal must be submitted in writing to the vice president for academic affairs by end of the regular semester after the semester in which the action was taken. The Academic Council will then determine whether a hearing is necessary. The decision of the Academic Council is final. Student complaints other than appeals for course grades should be submitted in writing to the vice president for academic affairs. When the complaint is against the vice president for academic affairs, it should be submitted in writing to the president of the University.

MINIMUM REQUIRED GRADE POINT AVERAGES

A minimum grade-point average of 3.0 is required for a student to graduate from Campbellsville University.

A student must have a minimum grade point average of 3.0 in areas of concentration, majors, minors, and fields of specialization for all degrees granted. Students interested in teacher preparation must have a 2.75 GPA to be admitted to the Teacher Education program and must graduate with an overall 3.0 cumulative GPA. See the School of Education section for complete requirements.

POLICY STATEMENT

INTEGRAL PART OF THE ESTABLISHED CURRICULUM/OFF-CAMPUS EMPLOYMENT OPPORTUNITIES

International students may obtain authorization to work off-campus when the work is considered to be an "integral part of an established curriculum". Defining what is considered an "integral part of an established curriculum" is critical to determining the appropriate processes students must follow to obtain authorization for off-campus employment.

Academic programs which have educational components that are considered to be "integral" to the program of study may permit F-1 international students, who meet eligibility requirements, to engage in Curricular Practical Training (F-1 students) for any paid employment.

For the purposes of this policy, Campbellsville University defines "integral" to mean any curricular component that is required or optional provided it furthers the pedagogy of the discipline and that involves academic coursework while engaged in the employment/training. This requires identifying the course name, number and course description in departmental/college literature. Students are required to be enrolled for the appropriate course during the duration of the Curricular Practical Training. Educational components developed for the sole purpose of facilitating employment are not permitted. There must be a clear curricular/pedagogical purpose for the employment.

Attendance Policy

The academic integrity of graduate programs at Campbellsville University depends on students attending all scheduled class meetings. Students should discuss with faculty, in advance, any portion of a class meeting they cannot attend. Students are expected to attend and to participate fully in all class meetings. In exceptional circumstances when students need to be absent from a class, they should discuss with the faculty member, in advance, any portion of a class meeting they cannot attend. One absence is allowed, generating a warning, two absences result in a WA.

As part of their syllabus, faculty members establish expectations regarding family or medical emergency and "milestone" circumstances that may necessitate student absence from class.

Residency Attendance Policy for 15-week hybrid courses

All graduate students enrolled in professional programs requiring 15-week hybrid courses must adhere to the following attendance policy:

1. All residencies are required.
2. Only 1 residency can be missed over a 12 month academic period.
3. Missed residencies, if any, must be made up within the same semester of the course.
4. Make-up residencies are subject to an additional \$300 fee.
5. Make-up residencies, if available, will likely be on a Thursday or Friday.



CARVER SCHOOL OF SOCIAL WORK AND 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

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

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 through advanced social work academic preparation 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 master's 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.

MSW ADMISSION REQUIREMENTS AND PROCEDURES

CARVER SCHOOL OF SOCIAL WORK and COUNSELING CAMPBELLSVILLE 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 and for the spring term through November 1. 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 social worker.) Your references cannot be from current or former relatives.
- 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 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? _____

Do you suspect that you may have an undiagnosed learning disability? ☐ Yes ☐ No

Social Work Experience: Years of paid experience

Work history

1. _____
Employer Job title Date last employed

Description of job duties

2. _____
Employer Job title Date last employed

Description of job duties

3. _____
Employer Job title Date last employed

Description of job duties

Average hours per week worked at current place of employment?..... _____

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

Do you already have a graduate degree or have graduate hours? ☐ Yes ☐ No

If so, provide the name of the university, the degree received (if applicable), and/or the number of hours earned:

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
Organization Writer's experience is conveyed through a cohesive structure.	Progression from paragraph to paragraph and sentence to sentence is smooth and logical. 2 points		6
	Transitions 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." 2 points		
	A variety of sentence lengths and structures are mixed within any given paragraph. 2 points		
Development Insight into the writer's experience is shown through rich detail.	Presentation is thoughtful or insightful (e.g., an unusual perspective, a particularly unique experience). 2 points		8
	The writing uses concrete, vivid language . 2 points		
	The writing shows depth and complexity of thought. Elaboration in each paragraph is of sufficient depth and detail. 2 points		
	Essay details make statements for the writer (show vs. tell). 2 points		
Voice Language engages the reader throughout the writing.	Writing focuses on verbs and keeps adjectives to a minimum. 2 points		8
	Writer employs active voice ; passive sentence constructions are avoided. 2 points .		
	Writing sounds authentic and original- word choice doesn't appear contrived. 2 points		
	Writing avoids slang terms, clichés, contractions , and an excessively casual tone . Clichés make writing appear lazy, ideas ordinary, and experiences typical. 2 points		
Conventions 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. 2 points		6
	Minor errors result from the attempt to communicate complex ideas through sophisticated forms of expression. 2 points		
	Words, phrases, and sentence structure enhance the overall effectiveness of the communication of ideas. 2 points		

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 Admissions Committee 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 plans. If a student has issues that require an alternate sequence, they must seek counsel from their advisor prior to enrolling.

MSW Foundation (30 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. The foundation year emphasizes history, practice, values and ethics, research, assessment, advocacy, diversity, policy analysis, evaluation and development. The foundation curriculum consists of 24 credit hours of specified courses taught by doctoral social work educators and 6 credit hours of practicum experience (450 clock hours). A student enrolled in one course or two courses per term will take at least two years to complete the foundation year and two or more years to complete the advanced professional year. There are two entry points to the foundation year of the MSW program, August and January.

MSW Advanced Year (30 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. Students must successfully complete an advanced standing year in advanced generalist preparation consisting of 24 credit hours of required courses and an additional 6 credit hours of practicum experience (450 hours). Students may enter into the advanced year of the MSW curriculum in August or January.

The sixty credit hours Masters in Social Work program requires two years of full-time coursework. 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 and 511	Practicum (3 credits@225 clock hours each X 2)	6
SWK520	Human Development	3
SWK530	Research	3
SWK545	Practice Foundation I	3
SWK546	Practice Foundation II	3
SWK547	Community and Organizational Practice	3
SWK570	Cultural Competency	3
SWK575	Policy & Practice	3
SWK	Elective	3
Total hours for foundation		30

Advanced Standing		
SWK610 and 611	Practicum (3 credits@225 clock hours each X 2)	6
SWK560	Psychopathology	3
SWK615	World Problems & Advocacy	3
SWK 626	Advanced Practice with Children and Family	3
SWK650	Change Theories	3
SWK655	Evidence Based Practice	3
SWK665	Leadership and Supervision in Social Work	3
SWK685	Community Development & Grant Writing	3
SWK	Elective	3
Total hours for advanced standing core		30
Electives		
SWK514	Rural Services & Counseling	3
SWK 581	Ethics, Legal and Professional Issues	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

The MSW program requires students to take one elective for the foundation year and one elective for the advanced year. 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.

<i>The First Year of the 60 Credit Hour MSW Program</i>			
August Entry			
Course	Course	MSW Program - Courses Titles	Content Area

Credits	Number		
Graduate 2 (G-2) (August - October)			
3	SWK510	Foundation Practicum I	Required
3	SWK570	Cultural Competency/Introduction	Required Online
3	SWK 547	Community and Organizational Practice	Required
Graduate 3 (G-3) (October - December)			
***	***	Field will continue this term	***
3	SWK520	Human Development	Required Online
3	SWK530	Research Methods	Required Hybrid
Graduate 4 (G-4) (January - March)			
3	SWK511	Foundation Practicum	Required
3	SWK545	Practice Foundation I	Required
3	SWK	Elective	Required Online
Graduate 5 (G-5) (March – May)			
***	***	Foundation Practicum IV	***
3	SWK546	Practice Foundations II	Required
3	SWK575	Policy & Practice	Required Online
Graduate 6 (G-6) (May - June) Optional			
3	SWK	Elective	Elective
Graduate 1 (G-1) (July - August) Optional			
3	SWK	Elective	Elective

The First Year of the 60 Credit Hour MSW Program January Entry			
Course Credits	Course Number	MSW Program - Courses Titles	Content Area
Graduate 4 (G 4) (January-March)			
3	SWK510	Foundation Practicum	Required
3	SWK570	Cultural Competency/Introduction	Required
			Online
3	SWK 545	Foundation Practice I	Required
Graduate 5 (G 5) (March-May)			
***	***	Field will continue this term	***
3	SWK546	Foundation Practice II	Required
3	SWK575	Policy & Practice	Required
			Online
Graduate 6 (G 6) (May-June) Optional			
3	SWK	Elective	Elective
Graduate 1 (G 1) 1 (July-August) Optional			
3	SWK	Elective	Elective
Graduate 2 (G 2) (August-October)			
3	SWK511	Foundation Practicum	Required
3	SWK	Community and Organizational Practice	Required
3	SWK	Elective	Required
			Online
Graduate 3 (G 5) (October-December)			
***	***	Field will continue this term	***
3	SWK 530	Research Methods	Required
			Hybrid
3	SWK 520	Human Development	Required
			Online

A team of doctoral and Masters in Social Work faculty provide instruction in the Baccalaureate and Masters in Social Work Programs. The Master 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

Darlene Eastridge, Ph.D., MSSW, M. A. Ed., LCSW

Dean, Carver School of Social Work

270-789-5178 / dfeastridge@campbellsville.edu

Helen Mudd, Ph.D., MSSW

Director of BSW Program

270-789-5045 / hkmudd@campbellsville.edu

Michelle Tucker, Ph.D.,

Assistant Director of MSW Program

Assistant Professor of Social Work

270-789-5209 / tmtucker@campbellsville.edu

Darrell Locke, MSSW, CSW

Director of Field Education

Assistant Professor

270-789-5405

Jennifer Lanham, Ph.D., LCSW

Assistant Professor

270-789-5411

Debbie Carter, MSSW, LCSW

789-5106 / dwcarter@campbellsville.edu

Japheth Jaoko, Ph.D.

Associate Professor of Social Work

789-5033 / jojaoko@campbellsville.edu

Candace Hansford, Ph.D., MSSW

Associate Professor of Social Work

789-5338 / crhansford@campbellsville.edu

Renee Sartin, MSW

Assistant Professor

502-753-0276 / srsartin@campbellsville.edu

Juanita Grundy

Outcomes Assessment Coordinator

789-5350 / jlgrundy@campbellsville.edu

Misty Willis

Carver School of Social Work Secretary

270-789-5049 / mjwillis@campbellsville.edu

COURSE DESCRIPTIONS

SWK 510 Foundation Practicum3

Field Education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of the foundation generalist practice social work program competencies and corresponding practice behaviors. 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 225 hours of field education at an approved practicum setting that meets the criteria for social work field education as stated by the Council on Social Work Education.

SWK 511 Foundation Practicum II3

Field Education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of the foundation generalist practice social work program competencies and corresponding practice behaviors. 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 225 hours of field education at an approved practicum setting that meets the criteria for social work field education as stated by the Council on Social Work Education.

SWK520 Human Development3

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 Methods3

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. This course provides students with the basic skills to critically evaluate and analyze scientific research and conduct computer literature searches and reviews.

SWK545 Practice Foundation I3

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 with an emphasis on empowerment and social justice. The problem solving process is introduced and practiced using a strengths/empowerment model as the foundation for intervention. This course explores all system levels but primarily focuses practice on individual and family systems. Students will gain skills in exploring, assessment, planning, developing case plans, evaluation and termination.

SWK 546 Practice Foundation II3

This social work foundation course builds upon Foundation Practice I by continuing with the family component of practice and then progressing to group social work practice. This course prepares students with knowledge and skills in developing, conducting and evaluating interventions with families and groups within social work practice with an empowerment emphasis. Specifically, this course will prepare students to engage and interact with families within a therapeutic setting, as well as the ability to develop, conduct, lead and evaluate various types of groups within social work practice. Students will demonstrate the ability to evaluate and intervene at these levels ethically and competently.

SWK560 Psychopathology	3
This course is an overview of contemporary perspectives on child and adult psychological disorders. Course content includes: Training in the use of the DSM-IV diagnostic system; examination of the role of culture, ethnicity, gender, and social class in symptom formation and the experience of illness and critical examination of these issues in clinical application of the DSM-IV.	
SWK570 Cultural Competencies	3
The 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 orientation, aging issues, sub group cultural communication patterns, and methods of addressing the provision of services for these diverse groups.	
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.	
SWK 610 Advanced Practicum I	3
Field Education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of advanced generalist practice social work program competencies and corresponding practice behaviors. 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 225 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.	
SWK 611 Advanced Practicum II	3
Field Education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of advanced generalist practice social work program competencies and corresponding practice behaviors. 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 225 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.	
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.	
SWK 626 Advanced Practice with Children and Families	3
Theories, methods, and techniques of intervention with children and families are the focus of this course. Emphasis is placed on a multidimensional view of intervention with children and family systems, giving attention to the social	

development of the family along with cognitive, behavioral, organic, educational, and environmental issues. Coordination of services with agencies, treatment and assessment instruments with this population are introduced and utilized within this course.

SWK650 Change Theory 3

This advanced social work course will cover Cognitive Behavioral Theory and Solution-Focused Treatment from theory to practice. Specifically, students will learn about the theoretical underpinnings of these therapies and their linkage to other therapies such as Narrative Therapy. Students will learn the skill set specific to each of these therapies and will learn to apply these skills within a therapeutic setting. Although there is an exploration of the theoretical concepts related to these therapies, the primary focus will be on the student's acquisitions of the skills specific to Cognitive Behavioral Theory and Solution-Focused Treatment.

SWK655 Practice & Program Research 3

This course aims to introduce practitioners to principles of evidence-based practice. The course prepares students to engage in evidence-based practice, providing the skills needed to critically evaluate new information that is available from research and professional consensus statements. The course provides skills for integrating this new information into the students own, personalized approach to practice. Students develop an understanding of some of basic quantitative and qualitative research designs and methods appropriate for answering policy and practice questions. In appraising the evidence and crafting solutions to questions, students will examine the data from a scientific viewpoint and consider the extent to which the research findings can be applied to diverse populations.

SWK665 Leadership and Supervision in Social Work 3

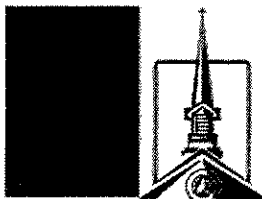
This course provides an overview of practice models and skills used in social work supervision, consultation, and leadership from international and domestic theoretical perspectives. Although the course emphasizes principles and practices of first-line supervision, it also introduces leadership concepts 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.

COU/SWK 681 Addictions..... 3

This course utilizes the strengths perspective to explore the biological, psychological, social and spiritual aspects of addictions and treatment across the lifespan and with special populations. Although there is an emphasis on drug and alcohol addictions, the course will also examine other addictions such as eating, gaming/internet, gambling, etc. Additional key elements include: an exploration of personal beliefs and experiences that may impact practice; analysis of related ethical issues and guidelines; and the historical influences on public policies and laws related to addictions.

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.



COLLEGE OF ARTS AND SCIENCES

Master of Arts in Sport Management

Dr. Michael Page, Dean

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

E-mail: socialscience@campbellsville.edu

Master of Arts in Sport Management (M.A.S.M.)

Dr. Tom Bell

Campbellsville University, UPO 746, 1 University Drive, Campbellsville, KY 42718

Email: twbell@campbellsville.edu, 270-789-5462

Dr. Kun Soo Shim

Campbellsville University, UPO 793, 1 University Drive, Campbellsville, KY 42718

Email: ksshim@campbellsville.edu

GRADUATE FACULTY AND STAFF

Full-Time Faculty/Areas of Instruction

Tom Bell, Ph.D. – Marketing, Administration, Leadership,

Co-Chair

Ph.D., Florida State University; M.A., San Diego State University; MBA, Campbellsville University; M.Div., Mid-America Baptist Theological Seminary; B.A., California State University at Northridge

Rick Corum, DBA. – Management

DBA., Nova Southeastern University; M.A., Tyndale Seminary; M.A., National Louis University;

B.A., College of St. Francis

Shane Garrison, Ed.D. – Theology and Leadership

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

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

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

Sunny Onyiri, Ph.D. - Business Administration and Finance

Ph.D., Union Institute and University; M.S., Walsh College; B.S., University of Louisiana

Kun Soo Shim, Ph.D. – Diversity and Leadership in Sport

Co-Chair

Ph.D., Texas A&M University; M.S, Texas A&M University; B.S., KyungHee University (South Korea)

Donna Wise, M.A. – Leadership and Coaching

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

Master of Arts in Sport Management (MASM)

PROGRAM GOALS

The Master of Arts in Sport Management (MASM) is a 30 hour graduate level program intended primarily for students seeking advanced study in the sport management field. The program requires twenty-one (21) hours of Core Curriculum with five (5) Sport Management courses along, SW 530 Research Methods, and BA 620 Managerial Finance. The student must choose nine (9) hours of coursework Emphasis in either Administration or Marketing. The student may choose between the Internship (Capstone project) and Thesis Core Curriculum options. The Capstone (Internship) or Thesis is completed the summer prior to graduation in the fall.

ADMISSIONS REQUIREMENTS

1. **Application for admission** with the Campbellsville University Graduate Studies program.
2. **Official transcripts** 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.
3. **Graduate Record Exam (GRE), Graduate Management Admissions Test (GMAT), or PRAXIS** must be taken by students with a cumulative Bachelor's grade point average under 3.0 from a regionally accredited four-year college or university.
4. **Three letters of recommendation** from current or past supervisors, professors and other professionals who can attest to the student's qualifications.
5. **Statement of Career Goals** (maximum 1000 words) stating the reason for applying to the MASM program and their future plans with a Master's degree.
6. **Current biography** with research experience, description of work, school or life experiences that relate to Sport Management (marketing, sales, sport communication, merchandise, sport leadership, teaching and coaching).
7. **International students:**
 - Must show proficiency in English as a Second Language thru the **TOFEL Exam** (Test of English as a Foreign Language).
 - The minimum acceptable score on the TOFEL is 550 for the paper-based exam, 213 on the computer-based exam or 79-80 on the internet-based exam.
 - **International transcript** evaluation by WES is required.
 - 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.

Conditional Admission

- Students with a 2.75-2.99 grade point average who have not taken the Graduate Record Exam(GRE), Graduate Management Admissions Test (GMAT) or PRAXIS (HPE) may be granted **conditional admittance** for the first graduate term of their enrollment. Acceptable test scores are as follows:
 - GRE – 293 minimum (verbal and quantitative sections) + 3.5 on the Analytical section
 - GMAT – 530 minimum
 - PRAXIS (HPE) – HPE 0856 = 156
 - PRAXIS (HPE) – HPE 0092 = 151
- These must be received prior to the beginning of the graduate term following said students attendance.
- **Contacts:** Donna Wise, Chair of Division of Human Performance, dwise@campbellsville.edu 270.789.5261 or Dr. Tom Bell, twbell@campbellsville.edu 270.789.5462, UPO 793, 1 University Drive, Campbellsville, Kentucky 42718.

PROGRAM FORMAT

The MASM program is a blend of two formats:

- Residential and Online

MASM courses are offered in six academic sessions throughout the year. Each session is eight weeks long. The MASM 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. 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 MASM 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 a C will be subject to academic discipline, including dismissal. A student who earns more than two grades of C or lower will be subject to academic discipline, including 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 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.

TRANSFER OF GRADUATE CREDIT

A maximum of 6 semester hours of graduate credit may be transferred from other credited 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 Sport Management Admissions Committee.

COURSE REQUIREMENTS FOR THE MASM

Program Definition: The Master of Arts in Sport Management (MASM) is a 30 hour graduate level program intended primarily for students seeking advanced study in the sport management field. The program requires twenty-one (21) hours of Core Curriculum with five (5) Sport Management courses along with SW 530 Research Methods and BA 620 Managerial Finance. The student must choose nine (9) hours of coursework Emphasis in either Administration or Marketing. The student may choose Internship (Capstone project) or Thesis in the Core Curriculum option. The Capstone (Internship) or Thesis of 3 hours is completed the summer prior to graduation in the fall.

Degree Requirements –

- The MASM program consists of successfully completing 30 semester hours of credit as specified in the applicant's core and degree emphasis.
- The student must successfully complete either the Capstone Project (Internship) or the Thesis.
- No D grades and no more than 6 hours of C grades will count toward degree completion. An overall grade-point average of 3.0 is required for graduation.

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

MASM Core Requirements	21
HP 605 Sport Administration	3
HP 645 Sport & The Law	3
HP 650 Ethics in Sport.....	3
HP 670 Facility Development & Management.....	3
HP 685 Capstone Internship or HP 691 Capstone Thesis.....	3
BA 620 Managerial Finance	3
SWK 530 Research Methods.....	3

Students are free to choose 9 hours of electives from one of the two tracts below. Tracts include Administration or Marketing.

Emphasis (Choose one area).....	9
--	----------

ADMINISTRATION Tract (choose 3 classes)

HP 630 Sport Psychology	3
HP 660 Event Management & Promotions.....	3
HP 675 Current Issues & Trends in Sport & PA	3
BA 601 Marketing Management.....	3
CHS 567 Leadership Development	3

MARKETING Tract (choose 3 classes)

HP 675 Current Issues & Trends in Sport & PA	3
BA 601 Marketing Management.....	3
BA 603 Healthcare Marketing.....	3
BA 619 International Marketing	3
BA 623 Marketing Communication.....	3

COURSE DESCRIPTIONS

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 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 619 International Marketing	3
---	----------

An examination of marketing strategy and tactics in global markets, presenting a more in-depth view of the effects of various political, legal, and economic systems, and the effects of culture other than that of the United States. Utilizes case methodology with a discussion of the problems associated with information gathering in foreign markets.

BA 620 Managerial Finance	3
--	----------

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 623 Marketing Communication	3
This course will cover the various communication responsibilities within the marketing function, specifically advertising and promotions, public relations, internet design, and customer service.	
CHS 567 Leadership Development	3
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.	
HP 605 Sport Administration	3
A comprehensive overview of the field of sport management, including its history, management theory, marketing, finance, law, and ethics. The contents will examine the amateur and professional sport industries. The strategies of career success will also be studied to enhance students' marketability. Managerial specifics such as decision making, leadership, problem solving, and supervision.	
HP 630 Sport Psychology	3
This course is designed to acquaint you with the psychological and social-psychological theories and research that have relevance to the study of sport. The topic areas that we will cover include personality, anxiety, arousal, causal attribution, motivation, socialization, self-fulfilling prophecies, leadership, team cohesion, peak performance, goal setting, relaxation & energizing techniques, imagery, concentration strategies, burnout in sport, and career transition among athletes.	
HP 645 Sport & The Law	3
Provides an understanding of the American legal system with an emphasis on the resolution of sport business legal disputes by means of civil litigation, mediation, arbitration, and trial procedures. Examines the traditional areas of contract law and tort law as they relate to problems confronting the exercise leader, athletic director, teacher/coach, or sport manager. Scrutinizes the legal structure of sport and focuses on special topics of television and media, trademark law, sex discrimination, facility safety, handicap access, professional sport, drug testing, antitrust laws, gambling and tax laws.	
HP 650 Ethics in Sport.....	3
This course offers an introduction to ethics within the sport management context. Campbellsville University's mission is to promote Christian leaders who will exhibit values consistent with the Christian faith. The values promoted and common ethical dilemmas experienced within sport and business will be examined in relation to employment within the sport management culture. The course will cover many issues including fair play/cheating, Title IX, drug use for performance enhancement, gambling, spying, use of profanity, racism, sexism, use and misuse of copyrights and patents, and employee privacy.	
HP 670 Facility Development & Management.....	3
This course will provide students with an understanding of the factors involved in planning, designing, equipping and managing sports facilities.	
HP 660 Event Management & Promotions.....	3
This course focuses on the planning, management and execution of successful events, such as sporting events, artistic performances, corporate conferences and community and charitable events. Topics addressed include organizational structure, legal issues, risk analysis, budget preparation, negotiations, vendor relations, product and service development, staff management and development and post-event analysis. Out of class field experience and training will be scheduled as appropriate.	

- HP 675 Current Issues & Trends in Sport & PA 3**
A strategic analysis of the multibillion-dollar sport industry and the dilemmas faced by today's sport business leaders by offering an overview of major sport business trends and issues in preparing future sport business leaders. The course covers the major disciplines of the field of sport management by providing an insight of professional, Olympic, intercollegiate, and other sport industry segments through focused readings, research and targeted discussions.
- HP 685 Capstone Internship 3**
Designed for the student seeking a non-thesis tract where they will gain authentic experience in the field of Sport Management. The internship will be under the direction and supervision of the Master's Program professor in charge of internships. In addition, selected agency or institutional professionals may be considered for supervisory purposes. A minimum of 50 clock hours per one hour credit spent on location. Offered in the summer only.
- HP 691 Capstone Thesis..... 3**
Supervised research leading to the preparation and completion of a master's thesis in partial fulfillment of the MPS in Sport Management degree requirements. Offered in the summer only.
- SWK 530 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. This course provides students with the basic skills to critically evaluate and analyze scientific research and conduct computer literature searches and reviews.



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

Mission Statement

The mission of the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is to prepare students to teach English as a Second Language (ESL) in the United States, and also to teach English as a Foreign Language (EFL) in an international setting. This preparation is infused with Christian values and prepares students for teaching English as a missionary or as a Christian teacher in the public school system.

PROGRAM GOALS

- To provide an understanding of basic concepts, scope and methodology of the science of language. Candidates will have a sociological, historical and philosophical perspective of the teaching of English as a Second and Foreign Language.
- To provide quality graduate preparation in the discipline of TESOL, ESL and TESL at elementary, secondary and university levels.
- To conduct research which will add to the knowledge of current practices and permit educators to make contributions to their businesses, students, schools and communities through continuing emphases on learning and service.

MASTER OF ARTS IN TESOL FACULTY AND STAFF

Faculty

Jihyun Nam, Ph.D.

B.A., Inha University; M.Ed., Inha University; M.A., Indiana University; Ph.D. Indiana University

Desire Baloubi, Ph.D.

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

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

ADMISSION CRITERIA

Admission Requirements

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 an acceptable GRE aptitude score.

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

Students must have an undergraduate major in an English discipline. Students who do not have an undergraduate major in English must make a written request for admission. This request must be approved by the Graduate Council.

Students must submit a sample of their written work.

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

International students, whose first language is not English, must meet the University's English proficiency requirements. Minimum TOEFL exam scores of at least 550 paper-based or 79-80 internet-based are acceptable. Minimum IELTS exam score of 6.0 band is acceptable.

Students must have completed 6 hours of a foreign language.

Provisional Admission

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

Provisional admission students must maintain a GPA of 3.0 or better during the first semester of the program.

TRANSFER OF GRADUATE CREDIT

For the MA TESOL program, 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 for use in establishing course equivalency.

DEGREE COMPLETION REQUIREMENTS

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.

Standards and Evaluation Achievement

Each course in the 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 below 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 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 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.

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.

TSL 510 Language and Culture 3

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

TSL 520 Linguistic Phonetics 3

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

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

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

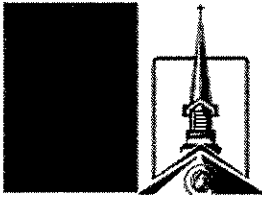
TSL 661 Materials and Methods II: Reading, Writing and Grammar 3

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

TSL 640 Second Language Acquisition..... 3

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

TSL 670 Discourse Analysis	3
This course is designed to give a detailed examination of the principal methods of analyzing written and oral discourse. The students will be introduced to relevance theory. This course also discusses coherence in discourse.	
TSL 630 Contrastive Analysis	3
This course is designed to examine language universals. Comparisons will be made of the structural systems of natural languages. Contrastive analysis and error analysis will be discussed as they apply to second language learning.	
TSL 650 ESL/EFL Assessment.....	3
In this course the student will examine fairness in language testing. Testing of native and non-native students will be discussed. The course also includes critiquing reading, writing, speaking and listening assessment rubrics.	
TSL 680 Modern English Grammar.....	3
This course is designed to be an intensive study of the structure of modern English.	
TSL 690 TESL Practicum	3
Practical experience related to the teaching of English as a second or foreign language. Permission of the ESL director is required.	
TSL 691 Research Paper	3
The student will work independently with guidance from a TESOL faculty member on the writing of their exit research paper. The student will write on a topic of their choosing concerning teaching English to speakers of other languages.	
TSL 696 Thesis	6
The student will be required to write under the guidance of a TESOL faculty member. The student will then defend the thesis before a panel of TESOL faculty and their peers.	



SCHOOL OF BUSINESS AND ECONOMICS

Master of Business Administration

Professional Master of Business Administration

Master of Science in Information Technology Management

Master in Management and 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

E-mail: mml@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

Bill Adams, Ph.D. – Management and Leadership
B.S. Campbellsville University, MBA Campbellsville University, Ph.D. Capella University

Richard Corum, DBA. - Management
B.A. College of St. Francis; M.A. Tyndale Seminary; M.A. National Louis University; D.B.A. Nova Southeastern University

Chuck Crain, DBA. – Management
B.B.A., McKendree University; M.B.A., Campbellsville University; D.B.A. Northcentral University

Eric Harter, DM. – Management
B.S. University of the State of New York Regents College; M.B.A. University of Southern California; D.M. Case Western Reserve 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 Accounting
B.S., University of Louisiana; M.S., Walsh College; Ph.D., Union Institute and University; D.B.A. Northcentral University

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

Karen Rush, Ph.D. – Management
B.B.A., Eastern Kentucky University; M.B.A., Eastern Kentucky University; Ph.D. Northcentral University

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.

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

PROGRAM GOALS

The Professional MBA requires students to have previous work experience, be working currently in a full-time or part-time position, completing an internship, or job shadowing.

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 GMAT or GRE, taken within the last five years. This requirement will be waived if the student has earned a bachelor's degree from a regionally accredited college or university with a minimum cumulative grade point average of 3.0, or if the student has earned a Master's degree from a regionally accredited college or university.
- 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 \$50 check for the nonrefundable application fee made payable to Campbellsville University.
- Three letters of reference must be sent to the Office of Graduate Admissions. One must be a professional reference.
- International applicants whose primary language is not English and who are not a graduate of a college or university in the U.S. must submit a score of 79-80 (internet-based) on the TOEFL exam; IELTS of 6.0; Pearson score of at least 53; or earn at least a 3.0 cumulative grade point average from a regionally accredited college or university in the U.S. with a minimum of 6 hours. 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.

PROGRAM FORMAT

The MBA program is available in two formats:

- On Campus
- Online
- The PMBA program is available in a hybrid format at the Louisville Education Center (LEC).

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 required 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

PMBA courses will be offered using the existing eight-week term dates. In addition, we will have hybrid courses offered on selected Fridays or Saturdays over 15 weeks. 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

Hybrid LEC courses will be taught in 15 weeks as the following:

Graduate Hybrid Terms for Business

Graduate Terms 1 and 2	Early July to Mid October
Graduate Terms 2 and 3	Late August to Mid December
Graduate Terms 3 and 4	Late October to Mid March
Graduate Terms 4 and 5	Mid January to Mid May
Graduate Terms 5 and 6	Late March to Early July
Graduate Terms 6 and 1	Mid May to Late August

International students are required to be enrolled full-time and register for the appropriate course when applying for Curricular Practical Training (CPT) authorization.

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 term 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 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.

In addition to the course/program requirements listed above, the PMBA hybrid courses must include verification and documents related to the work experience, which will be an integral component of the course grade.

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 or 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 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. 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 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/PMBA Primer pretests BEFORE admission to the program. The MBA/PMBA 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 complete 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/PMBA 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/PMBA 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/PMBA

In addition to listed criteria for admission to the MBA/PMBA program, a student must demonstrate the knowledge, skills, and experience necessary to compete successfully in an MBA/PMBA 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/PMBA 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/PMBA.

Students will take 36 hours of 600 level coursework to complete the MBA/PMBA. 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 the following areas: Accounting, Healthcare Management, Human Resource Management, Information Technology, International

Business, Marketing, and Church Management. In order to pursue the accounting track, students must have the following prerequisite coursework: Financial Accounting (Accounting I), Managerial Accounting (Accounting II), Intermediate Accounting I, Intermediate Accounting II, Accounting Information Systems, Cost Accounting, Auditing.

MBA/PMBA Core Requirements27

All of the courses listed below are required for both the on campus 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/PMBA 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 Accounting, Church Management, Healthcare Management, Human Resource Management, Information Technology, International Business, and Marketing.

ACC 624	Controllership – Accounting Track	3
ACC 640	Financial Reporting and Disclosures - Accounting Track	3
ACC 660	Advanced Auditing Issues: Fraud Investigation and Forensic Analysis - Accounting Track	3
BA 500	Seminar.....	0
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 609	Spirituality in the Workplace – Church Management Track.....	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 631	Project Management - IT Track or Elective.....	3
BA 632	Information Systems Security - IT Track or Elective	3
BA 633	Information Systems Infrastructure - IT 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
CHS 567	Leadership Development – Church Management Track	3

CHS 661	Innovations in the Contemporary Church – Church Management Track.....	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.	
ACC 640 Financial Reporting and Disclosures	3
The course will cover an in-depth examination of financial report disclosures, with an emphasis on how firms use financial reporting for issuers and nonissuers of financial statements. The course will use a combination of textbook problems, case studies, and most importantly, actual financial report disclosures. The course is geared toward students going into public accounting, investment banking, equity research, or consulting.	
ACC 660 Advanced Auditing Issues: Fraud Investigation and Forensic Analysis	3
Students in this course will examine the nature of fraud in a business setting. Topics explored include prevention, detection and investigation, and the resolution of cases of fraud that may be found in the corporate world. The course will help differentiate types of fraud found in organizational management and consumer instances, as well as other possible fraudulent acts, and how to react to discovered fraud as an auditing interest. Delineation on how, why, and what to do when fraud is uncovered in a corporation will also be discussed.	
BA 500 Seminar	0
The graduate management externship course provides students with an opportunity to gain practical work experience linking that experience to School of Business and Economics Courses' Learning Outcomes. Students will submit updates of work performed and hours worked in the related management field as well as submitting two written reports (APA Format) linking School of Business and Economics Learning Outcomes to activities performed. Students must work at least 20 hours per week (on average) throughout the academic period, be enrolled in at least one other Graduate School course leading to their degree, and maintain a 3.0 GPA. A maximum of six Externship Courses can be taken; however, only one Externship Course can be taken in any one academic period. There are no graduate credit hours for this course/seminar.	
BA 600 Entrepreneurship	3
This course examines the factors for success in venture creation and survival focusing specifically upon tools and strategies for planning, implementing, resourcing and growing organizations.	
BA 601 Marketing Management	3
A study of strategic and tactical issues in marketing management including, resource allocation, market segmentation, development of marketing strategy, market planning and implementation of marketing strategies and plans through development of the marketing mix, the product mix, the promotion mix, the distribution strategy and the pricing strategy, and integration of the marketing function within the organization.	
BA 602 Management Information Systems	3

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

BA 603 Healthcare Marketing..... 3

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

BA 604 Healthcare Finance 3

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

BA 605 Healthcare Policy..... 3

This course analyzes the healthcare system in the United States, focusing on analysis and critique of for-profit and not-for-profit organizations, commercial vs. government payment mechanisms, and national health planning. The course also compares the U.S. system with healthcare systems in other key countries. Healthcare insurance, reimbursement methodology, and the economics of the healthcare industry are also analyzed and critiqued.

BA 609 Spirituality in the Workplace 3

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 610 Managing Global Companies 3

A study of internal and external forces that define the complex problems faced by managers in global firms. Examines organizational mission, values, structure, culture, and systems as they relate to global economic and financial forces, global technological forces, and global socio-cultural and ethical forces.

BA 611 Organization Theory..... 3

An organic systems approach to organization design for effective performance in light of organization mission and strategy including a study of organizational structure, culture, policy, procedure, learning, and agility as they relate to competitiveness in an increasingly global environment.

BA 612 Human Behavior in Organizations..... 3

A study of various behavioral theories dealing with the complex issues of human behavior within an organizational environment. Intrapersonal, interpersonal, and group dynamics are explored as they relate to communication, self-awareness, perception, motivation, problem solving, creative thinking, ethics and culture.

BA 613 Managerial Decision Making..... 3

This course categorizes problem solving and decision making into operational and strategic components, examines their different features, and provides logic for achieving solutions. Development of a culture of problem solving is illustrated and encouraged through an emphasis on diagnostic questions, informed empirical induction, and analysis of group settings.

BA 614 Human Resource Management..... 3

This course deals with the complex issues associated with the employment of individuals in organizations including management practices, labor relations, compensation and benefits, training and development, and the legal environment.

BA 615 Operations Management..... 3

Studies the operations management function in the organization from a systems approach including process analysis, materials management, and quality management with emphasis upon both the quantitative and behavioral perspective.

BA 616 Business Ethics 3

Principles of ethical thought as they apply to the nature of the organization, work, corporate culture and the role of the individual and the organization in society.

BA 617 Leadership..... 3

This course studies three levels of leadership: the individual, the team, and the organization. It is designed to expose learners to a variety of leadership perspectives and practices to enhance individual effectiveness as a leader.

BA 618 Compensation and Benefits..... 3

Topics in this course include: compensation principles to organizational objectives, strategic use of compensation and benefit systems for attracting, motivating, and retaining employees, and the wage mix.

BA 619 International Marketing 3

An examination of marketing strategy and tactics in global markets, presenting a more in-depth view of the effects of various political, legal, and economic systems, and the effects of culture other than that of the United States. Utilizes case methodology with a discussion of the problems associated with information gathering in foreign markets.

BA 620 Managerial Finance 3

This course will explore sources and costs of capital, tax strategies, financial and capital structure, capital budgeting, valuation, portfolio analysis, dividend policy, ratio analysis, internal rates of return, and cost volume profit analysis.

BA 621 Marketing Research..... 3

A study of the basic tools, vocabulary, processes, and methods used in business research. Students will learn to read and understand research reports, analyze, and interpret results, prepare a research proposal, and conduct a research project.

BA 622 Managing Mergers and Acquisitions..... 3

Studies the special problems of mergers and acquisitions as a growth strategy and as a means of increasing the market value of the firm. Focuses upon issues that result in the combination of different corporations and the division of single corporations. Emphasis is upon issues of strategic fit, corporate culture, organizational structure, judicial doctrine, and special tax issues.

BA 623 Marketing Communication 3

This course will cover the various communication responsibilities within the marketing function, specifically advertising and promotions, public relations, internet design, and customer service.

BA 624 Global Policies and Concepts 3

An examination of international trends in business, ethics, and globalization, and international agencies such as: The World Trade Organization, the United Nations, various international trade agreements, General Agreement on Tariffs and Trade, and the World Bank.

BA 625 Negotiation and Conflict Resolution 3

This course will focus on skills necessary for managers and business owners to effectively resolve conflicts and controversies associated with organizations. This course will also focus on the differences among negotiation, mediation, and arbitration, and the ability to identify the underlying issues giving rise to the conflict or controversy and how to resolve such issues in an ethical manner.

BA 626 Human Resource Staffing 3

This course examines how to manage human resources effectively in the dynamic, legal, social, and economic environment currently constraining organizations. Among the topics included are: formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and development, performance appraisal, and the evaluation of the effectiveness of HRM systems. Emphasis is placed on integrating human resource management with the overall business strategy.

BA 631 Project Management 3

This course address the application of knowledge, skills, tools, and techniques to project activities in order to meet project requirements by covering the key areas encapsulated in the Project Management Body of Knowledge (PMBOK) with an emphasis on issues that differentiate information technology project. Students will also demonstrate competency in the use of project management software tools.

BA 632 Information Systems Security 3

This course covers the common body of knowledge, skills, techniques, and tools in the domain of information technology security. Topics include threat management, risk diagnosis, accountability, security frameworks, enterprise security policy, encryption, wireless security, legal and ethical issues.

BA 633 Information Systems Infrastructure 3

This is an advanced course covering information systems infrastructure. The areas covered include architecture, operating platforms, database systems, data storage, networking, wired and wireless transmission, e-commerce, cloud computing, virtual servers, and mobile computing. Prerequisite: BA 602 Management Information Systems.

BA 690 Business Strategy 3

Examines the role of executive leadership in the organization focusing upon the dynamic interaction of strategy, structure, principles, and values. It involves critical thinking and the ability to integrate concepts, alternative competitive strategies, organizational attributes and culture into strategic concepts of differential advantage. Capstone course. Should be taken as one of the final core courses.

BA 691 Master's Thesis I 3

The development of research skills and dissemination of findings on an approved prospectus in the form of a master's thesis.

BA 692 Master's Thesis II 3

Completion of thesis begun in Master's Thesis I.

CHS 567 Leadership Development 3

This course is focused on equipping students with leadership skills necessary for pastoral and organizational leadership. The seminar includes an overview of older and contemporary leadership theory as well as the discovery and development of each participant's leadership and relational style.

CHS 661 Innovations in 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 21st century.

ECO 610 Managerial Economics..... 3

A study of the application of economic theories relating to consumer and producer behavior in competitive and monopolistic markets and monetary and fiscal policy in both domestic and international economies as they relate to development of corporate policy.

ECO 612 Business and Economic Forecasting 3

This course introduces various concepts and techniques useful in business and economic forecasting including data gathering and analysis, time-series forecasting, trend line fitting, and linear regression forecasts. The course will emphasize the use of software for business forecasting.

Master of Science in Information Technology Management (MSITM)

PROGRAM GOALS

The name of the program is the MSITM, and the degree to be awarded is the Master of Science in Information Technology Management. The program is classified as a STEM program. The goal of the program is to equip students with the advanced knowledge and skills needed to reach their potential in the ITM field. The program will give students the competency and flexibility to create and maintain a competitive edge in today's rapidly changing, highly competitive IT environment. Students will be introduced to best practices for managing IT functions and interrelationships within an organization.

The MSITM requires students to have previous work experience, be working currently in a full-time or part-time position, completing an internship, or job shadowing. This degree is primarily intended for practicing professional persons who possess a bachelor's degree in business or technology 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 GMAT or GRE, taken within the last five years. This requirement will be waived if the student has earned a bachelor's degree from a regionally accredited college or university with a minimum cumulative grade point average of 3.0, or if the student has earned a Master's degree from a regionally accredited college or university.
- 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 \$50 check for the nonrefundable application fee made payable to Campbellsville University.
- Three letters of reference must be sent to the Office of Graduate Admissions. One must be a professional reference.
- International applicants whose primary language is not English and who are not a graduate of a college or university in the U.S. must submit a score of 79-80 (internet-based) on the TOEFL exam; IELTS of 6.0; Pearson score of at least 53; or earn at least a 3.0 cumulative grade point average from a regionally accredited college or university in the U.S. with a minimum of 6 hours.
- An official certified independent evaluation by WES of work done at foreign institutions must be sent to the Office of Graduate Admissions prior to full 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 conditional 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.

PROGRAM FORMAT

The MSITM program is available in two formats:

- Offered at the Louisville Education Center as a hybrid program
- Offered Online

Hybrid LEC courses will be taught in 16 weeks (combining two graduate terms) as the following. The online courses will be offered using the existing eight-week term dates.

Graduate Hybrid Terms for Business

Graduate Terms 1 and 2	Early July to Mid October
Graduate Terms 2 and 3	Late August to Mid December
Graduate Terms 3 and 4	Late October to Mid March
Graduate Terms 4 and 5	Mid January to Mid May
Graduate Terms 5 and 6	Late March to Early July
Graduate Terms 6 and 1	Mid May to Late August

The MSITM complete online program courses also will be offered using the existing eight-week term dates. Online courses will be 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

STANDARDS AND EVALUATION ACHIEVEMENT

Each course in the MSITM 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.

International students are required to be enrolled full-time and register for the appropriate course when applying for Curricular Practical Training (CPT) authorization.

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.

MSITM

Core Requirements.....30 hours

BA 500 Seminar
BA 602 Managing Information Systems
BA 606 Team Management
BA 625 Negotiation & Conflict Management
BA 631 Project Management
BA 632 Information Systems Security
BA 633 Information Systems Infrastructure
BA 634 Current & Emerging Technology
BA 635 Disaster Recovery Planning
BA 636 Cyberlaw, Regulations, & Compliance
BA 637 ITM Capstone Course

COURSE DESCRIPTIONS

BA 500 Seminar

The graduate management externship course provides students with an opportunity to gain practical work experience linking that experience to School of Business and Economics Courses’ Learning Outcomes. Students will submit updates of work performed and hours worked in the related management field as well as submitting two written reports (APA Format) linking School of Business and Economics Learning Outcomes to activities performed. Students must work at least 20 hours per week (on average) throughout the academic period, be enrolled in at least one other Graduate School course leading to their degree, and maintain a 3.0 GPA. A maximum of six Externship Courses can be taken; however, only one Externship Course can be taken in any one academic period. There are no graduate credit hours for this course/seminar.

BA 631 Project Management

This courses address the application of knowledge, skills, tools, and techniques to project activities in order to meet project requirements by covering the key areas encapsulated in the Project Management Body of Knowledge (PMBOK) with an emphasis on issues that differentiate the information technology project. Students will also demonstrate competency in the use of project management software tools.

BA 625 Negotiation and Conflict Management

This course will focus on skills necessary for managers and business owners to effectively resolve conflicts and controversies associated with organizations. This course will also focus on the differences among negotiation, mediation, and arbitration, and the ability to identify the underlying issues giving rise to the conflict or controversy and how to resolve such issues in an ethical manner.

BA 632 Information Systems Security

This course covers the common body of knowledge, skills, techniques, and tools in the domain of information technology security. Topics include threat management, risk diagnosis, accountability, security frameworks, enterprise security policy, encryption, wireless security, and legal and ethical issues.

BA 633 Information Systems Infrastructure

This is an advanced course covering information systems infrastructure. The areas covered include architecture, operating platforms, database systems, data storage, networking, wired and wireless transmission, e-commerce, cloud computing, virtual servers, and mobile computing.

BA 602 Management Information Systems

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 606 Team Management

This course will explore the psychological contract between leaders and followers 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 discipline.

BA 634 Current and Emerging Technology

This course focuses on the tools and skills to evaluate the acceptance and adoption of technology within various types of organizational cultures. The course will show how emerging technologies are identified, how they evolve, and the factors that may encourage or stifle their growth. Students will demonstrate the ability to make sound judgments regarding the selection, adoption, implementation, and evaluation of technologies as they relate to organizational culture, strategy, and objective.

BA 635 Disaster Recovery Planning

This course prepares students to plan and execute industry best practices related to conducting organization-wide information assurance initiatives and to preparing an organization for implementing a comprehensive Information Assurance Management program.

BA 636 Cyberlaw, Regulations, and Compliance

This course prepares students to participate in the legal analysis of relevant cyberlaws and address governance, standards, policies, and legislation.

BA 637 ITM Capstone Course

This course serves as the culmination of the student's MS ITM degree program. The course requires the student to demonstrate competencies required for the degree. The capstone project will require a project, a set of policy recommendations, a business plan, a marketing plan, action research, or strategic plan.

Master in Management and Leadership (M.M.L.)

PROGRAM GOALS

The name of the program is the MML and the degree to be awarded is the Master in Management and Leadership degree. The goal of the MML Program is to prepare students for a leadership role in a rapidly changing global marketplace of constantly advancing technology. The MML Program prepares students to be financially and socially responsible by integrating a thorough 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 Management and Leadership.
3. To better prepare students to pursue doctoral education.

The Master in Management and Leadership program 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 GMAT or GRE, taken within the last five years. This requirement will be waived if the student has earned a bachelor's degree from a regionally accredited college or university with a minimum cumulative grade point average of 3.0, or if the student has earned a Master's degree from a regionally accredited college or university.
- 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.
- Three letters of reference must be sent to the Office of Graduate Admissions. One must be a professional reference.
- International applicants whose primary language is not English and who are not a graduate of a college or university in the U.S. must submit a score of 79-80 (internet-based) on the TOEFL exam; IELTS of 6.0; Pearson score of at least 53; or earn at least a 3.0 cumulative grade point average from a regionally accredited college or university in the U.S. with a minimum of 6 hours. 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 MML program is available in two formats:

- Offered at the Louisville Education Center
- Offered Online

MML 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

Each course in the MML 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.

MML Core Requirements30

BA 606	Team Management
BA 607	Managerial Communication
BA 608	Managing Diversity
BA 611	Organization Theory
BA 613	Managerial Decision Making
BA 616	Business Ethics
BA 617	Leadership
BA 625	Negotiation and Conflict Management
BA 630	Contemporary Topics in Organizational Behavior
BA 650	Management and Leadership Capstone
BA 500	Seminar

COURSE DESCRIPTIONS**BA 606 Team Management**

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 disciplining.

BA 607 Managerial 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 Management

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 616 Business Ethics

Principles of ethical thought as they apply to the nature of the organization, work, corporate culture and the role of the individual and the organization in society.

BA 630 Contemporary Topics in Organizational Behavior

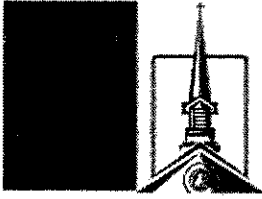
A topical seminar where various, contemporary issues will be discussed. Students will focus on academic literature as a source for class discussion and materials.

BA 650 Management and 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.

BA 500 Seminar

The graduate management externship course provides students with an opportunity to gain practical work experience linking that experience to School of Business and Economics Courses' Learning Outcomes. Students will submit updates of work performed and hours worked in the related management field as well as submitting two written reports (APA Format) linking School of Business and Economics Learning Outcomes to activities performed. Students must work at least 20 hours per week (on average) throughout the academic period, be enrolled in at least one other Graduate School course leading to their degree, and maintain a 3.0 GPA. A maximum of six Externship Courses can be taken; however, only one Externship Course can be taken in any one academic period. There are no graduate credit hours for this course/seminar.



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 I/Master of Arts in School Improvement

Director of Special Education

Moderate and Severe Disabilities

Endorsements:

Gifted/Talented

English as a Second Language (ESL)

Environmental Education

Professional Specialty Options

Dr. Donna Hedgepath, Dean

Campbellsville University, UPO 791, 1 University Drive, Campbellsville, KY 42718

drhedgepath@campbellsville.edu • 270-789-5344

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 and Rank I certification
- Reflect the character-based, moral and ethical-based, and faith-based components 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 Teacher Leader MAE; MASE (initial certification); Teacher Leader MASE; MASI 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. All candidate performance data is available at www.campbellsville.edu/school-of-education.

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 21st century. To meet that challenge, the University offers four post-baccalaureate programs:

- Teacher Leader Master of Arts in Education (MAE), a 30-hour program leading to areas of specialization selected by the student
- Teacher Leader Master of Arts in Special Education (MASE), a 30-hour program leading to P-12 Learning Behavior Disorder (LBD) certification
- Master of Arts in Special Education (MASE), a 48-hour program leading to initial teacher certification

- Rank I/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

Donna Hedgepath, Ph.D.

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

Faculty

Lisa Allen, Ed.D.

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

Beverly Ennis, Ph.D.

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

Lisa Fulks, Ph.D.

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

Carol Garrison, Ed.D.

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

Marilyn Goodwin, Ph.D.

B.A., Campbellsville College; M.Div, The Southern Baptist Theological Seminary; Ph.D. , Capella University

Charles Hamilton, Ed.D.

A.A., St. Catherine Junior College; B.S., Rank I, Eastern Kentucky University; Ed.D., University of Kentucky

Sharon Hundley, Ph.D.

B.A., Western Kentucky University; Early Childhood Montessori Teacher Certification, M.A., Ph.D., Oral Roberts University

Robin Magruder Ed.D.

B.S., University of Louisville; M.Ed., Indiana Wesleyan University; Ed.D., University of Kentucky

Deborah Spalding, MA/Rank I

B.S., Eastern Kentucky University; M.Ed., Rank I, Eastern Kentucky University

Billy Stout, Ed.D.

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

Norma Wheat, MA/Rank I

B.S., M.A., Eastern Kentucky University; Rank I, Campbellsville University

Adjunct Faculty

Priscilla Brame, Ph.D.

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

Carol Bartlett, Ph.D.

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

Renaë 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

Dana LaMantia, Ph.D.

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

Carol M. McGregor, Ed.D.

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

Tim Miller, Ed.D.

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

Deborah Schumacher, Ed.D.

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

Kent Settle, M.A.

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

Jeanette Parker, Ph.D.

B.S., Campbellsville University; M.A.E., Western Kentucky 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

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 I/Master of Arts in School Improvement only)
- Submission of scores on the PRAXIS exams or equivalent; GRE or PRAXIS I or PRAXIS CORE for MASE, initial certification program
- Passing PRAXIS II scores (teacher leader programs)
- Receipt of three disposition recommendations
- 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 or 3.0 GPA on last 30 hours.
- Completion of an essay describing the rationale for pursuing a graduate (or post-graduate) degree
- Valid copy of TB Risk Assessment and state criminal background check (MASE, initial certification only)
- Signed Kentucky Code of Ethics
- Signed Disposition Policy
- Signed Character and Fitness (section 3 of the TC-1 form)
- Diversity Survey
- Signed Statement of Acknowledgement/Commitment
- Professional Growth Plan Self-Assessment
- Professional Growth Plan
- Signed Praxis II Study Plan/Statement of Understanding (MASE, initial teacher certification only)
- Interview and presentation (MASE, initial teacher certification only)
- Certification in Learned Behavior Disorders (MSD 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 if they have been approved for CAP 5 admission to the graduate program.

MASE Initial Certification MID-POINT ADMISSION TO CANDIDACY (CAP 6)

- GPA of 3.0
- Minimum of one-half of required field hours completed
- Disposition recommendation (self)
- Disposition recommendation (professor)
- PRAXIS II exam (0543) scores, if taken
- Online Candidate Assessment

TL MASE MID-POINT ADMISSION TO CANDIDACY (CAP 6)

- GPA of 3.0
- Minimum of one-half of required field hours completed
- Disposition recommendation (self)
- Disposition recommendation (professor)
- PRAXIS II exam (0543) scores, if taken
- 15-18 credit hours completed
- Online Candidate Assessment

TL MAE MID-POINT ADMISSION TO CANDIDACY (CAP 6)

- GPA of 3.0
- 15 credit hours completed
- Admissions file complete
- Online Candidate Assessment

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 a master 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)
- Completion of all required field hours
- TC-1 form completed and/or CA-TP/CA-1

Teacher Leader Master of Arts in Special Education (T.L.M.A.S.E.)

- Successful completion of 30 hours of online courses, 15 in special education and 15 in education
- For licensure, candidate must pass appropriate Praxis II exam
- The candidate for graduation will be required to complete a master 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 (3)
- Completion of all required field hours
- TC-1 form completed and/or CA-TP/CA-1

Master of Arts in Special Education (M.A.S.E.), 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, successful completion of student teaching (if required) and KTIP
- 200 Field Experience Hours
- Disposition Assessment (2)
- Professional Growth Plan , Revised
- Professional Growth Plan Self-Assessment, Revised
- 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, self
- TC-TP/TC-1 form completed and/or CA-TP/CA-1

Rank I/Master of Arts in School Improvement (M.A.S.I.)

- 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
- Application for Additional Credentials
- Successful completion of the Rank I culminating assessment
- Disposition Assessment
- Completion of all required field hours
- TC-TP/TC-1 form completed and/or CA-TP/CA-1
- Portfolio (DOSE only)
- Passing PRAXIS II scores (for ESL, Gifted/Talented endorsements)

Teacher Leader Master of Arts in Education (T.L.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 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 TLMAE Program

ED 655 Empowerment for Teacher Leadership3

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 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 his/her own practice, may require adjustments as planning is implemented. The practice of regular reflection via an action research journal and online discussion boards continues, 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 master's 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. The practice of regular reflection via an action research journal and/or online discussion boards continues and concludes; 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. 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 option with total hours determined by the option, a range of 12 to 15 hours. Option courses are taught in the academic year in 8 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).
- (g) Other professional specialty options are available.

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

Master 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 TLMAE program.

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

ED 656 Effective Management for Today's Educators3

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 Curriculum3

This course emphasizes the development of curriculum to prepare students for the 21st 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 Schools3

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 Literacy3

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 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 Mathematics3

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 research-based best practices are considered is 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.

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

GTE 520 Introduction to Gifted Education3

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 Gifted3

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 classrooms 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 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. 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 graduate's 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. Offered 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 magnetic 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.	
<u>English, 8-12</u>	
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 Athletics..... 3

This course will challenge students to learn the scientific and physiological reasons for training and conditioning. Students will be able to explore current concepts and practices in their environment and improve the effectiveness of safety of school-based health, physical education and athletic programs.

HPE 575 Conditioning and Rehabilitation for Games, Sports, 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 Psychosocial 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 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 (T.L.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 TLMASE 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 administration 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 Mathematics3

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 research-based best practices are considered is 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 Practice3

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. Field experiences provide opportunities for teachers to collaborate with public school practitioners to help a struggling reader.

Shared Coursework with the TLMAE 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 8 week sessions. Practica are taught in two 8 week sessions (1.5 hours each) during the academic year in a combination of online/weekend formats.

Following are the courses shared with the TLMAE candidates (descriptions for these courses are located in the TLMAE 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

Master Action Research Project

The overall structure of the TLMASE 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. The development of the Master's Action Research Project is a critical assessment in the TLMASE program. Two other critical assessments in the program are the development of a Teacher Leader professional growth plan and the development of a Behavior Management Plan.

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

Degree Design

M.A.S.E. is a 48-hour, rigorous teacher preparation program consisting of 36 hours of blended, online classes offered in 8 week sessions. Candidates take two classes per 8 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 studied 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 15 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 18 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 research-based best practices are considered are the national curricular reforms in mathematics. Clearly, this course primarily attends to domains of pedagogy, and its relationship to subject matter, curriculum and pedagogical content knowledge. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by National Council of Teachers of Mathematics (NCTM). Candidates will demonstrate their understanding of best practice mathematics instruction through a case-study project.
- SED 604 Assessment and Instructional Methods 3**
 This course will provide participants with an understanding and informed use of assessment data. It focuses on policies and procedures involved in the screening, diagnosis and placement of individuals with emotional/behavioral disorders including academic and social behaviors. The primary research project will involve the assessment of appropriate and problematic social behaviors of individuals with EBD.

SED 605 Research Methods and Procedures	3
This course provides an overview of the research processes, with emphasis on finding, using and evaluating social research. The course has embedded within the weekly lessons PowerPoint presentations for further explanation of key concepts and terms. Further, each week's lesson/class concludes with a website to be explored and learn the key concepts. Students will learn the tools for qualitative and quantitative research. A research paper of at least 50 pages is required on a topic selected from a list provided by the professor.	
SED 606 Introduction to Learning Disabilities	3
This course will provide information focusing on the identification, instruction and assessment of individuals with specific learning disabilities and learning differences. Special emphasis will be placed on the etiologies of learning disabilities and the medical factors that may impact the learning of individuals with learning disabilities. Participants will learn the psychological, social and emotional characteristics of individuals with learning disabilities. A primary research project explores the impact learning disabilities may have on auditory processing skills and phonological awareness as they relate to individual reading abilities.	
SED 607 Graduate Practicum/Seminar.....	3
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.	
SED 502 Foundation Courses: Design for Teaching	12
This four-week, campus-based course is designed to familiarize the candidate with the broad field of education. Emphasis is given to 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.	
<u>Important Note: Candidates not in the alternative certification track of the program must student teach to obtain their certification:</u>	
SED 608 Student Teaching	12
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 I/Master of Arts in School Improvement (M.A.S.I.)

Program Design

The Rank I/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

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

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 Populations3

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 8 week sessions and/or summer months and are available online while 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 I 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 Governance3

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.

SED 711 Administration and Supervision of Special Education3

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.

SED 712 Special Education Law3

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 Practicum3

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 alternative 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 570 Cultural Competencies

COU 624 Child and Adolescent Counseling

Level II Certification Continuation Only:

SED 716 Special 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.

Moderate Severe Disabilities (M.S.D.)

Degree Design

Moderate and Severe Disabilities, P-12 Program is a twenty-one (21) hour program designed to give candidates the opportunity to acquire knowledge, gain skills in identifying and assessing the needs of students, planning instruction and assessments for students with moderate and severe disabilities and with autism spectrum disorders. Three options for MSD certification are available to candidates; (1) certification only, (2) as a certification component to the Teacher Leader Master of Arts in Special Education and (3) as a specialty option to Rank I/Master of Arts in School Improvement. Three major assessments include (1) a case study that plans for post-secondary transitional needs, (2) a student centered Individual Education Plan (IEP) based on assessment data administered and analyzed by the candidate, and (3) an alternate assessment project. Two additional assessments required for candidates pursuing MSD certification in the TL/MASE and Rank I programs will be the Master's Action Research Project (MARF) from ED 690 Instructional Supervision and the culminating project from ED 705 Effective Professional Development.

Professional Proficiency Course List/Descriptions in the MSD Program

Certification Only Coursework (21 hours)

SED 720 Curriculum & Instruction for Students with MSD and Autism Spectrum Disorder 3

This course presents the instructional models, instructional strategies and characteristics for students with moderate and severe disabilities. Curriculum content identification will be explored as the content relates to general educational needs in the inclusive setting. Collaboration with stakeholders in the planning, implementation and management of instruction for student with moderate and severe disabilities is an integral part of the curriculum development process and will be studied throughout the course.

SED 730 Introduction to Autism Spectrum Disorders 3

This is an introductory course to autism spectrum disorders (ASD). Characteristics and prevalence will be discussed; history along with current research on the causes of ASD will be explored. Best practices for planning instruction as well as research-based strategies related to communication, social interactions, and sensory differences will be investigated.

SED 740 Assistive Technology & Communication Interventions for Students with MSD 3

This course will enable master teachers to understand interconnections between biological, cognitive, social, and emotional dimensions of moderate to severe disabilities. 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. Students will gain a working knowledge of forms of assistive technology that will enable students with moderate to severe disabilities to communicate and participate physically in the classroom.

SED 750 Transition and Other Services for Students with Moderate and Severe Disabilities 3

This course will provide teachers with background on services and community agencies involved with adolescents and young adults with moderate and severe disabilities and their parents. Content will address community-based instruction, transition planning, vocational and life-skills assessment, post-secondary options and supports, special health care needs and interagency collaboration.

SED 760 Applied Behavior Analysis 3

This is an introductory course to applied behavior analysis which is designed to provide students with knowledge and understanding of its principles and procedures including definitions, characteristics, processes, and concepts. The identification of factors that contribute to academic and social problem behaviors of children and youth and interventions that can be used to improve those behaviors will be explored.

SED 770 Assessment of Individuals with Moderate Severe Disabilities.....3

This course will enable master teachers to understand interconnections between biological, cognitive, social, and emotional dimensions of moderate to severe disabilities. This course will enable master teachers to understand interconnections between biological, cognitive, social, and emotional dimensions of moderate to severe disabilities. It involves procedures for assessment of the moderate to severe disabilities including task analysis, sequencing, behavioral skills and designing individual instructional programs. Students will be provided with experiences in conducting assessments, developing individual education plans and use of program evaluation techniques related to individuals with moderate to severe disabilities.

SED 780 MSD Graduate Practicum.....3

Practicum experience is a real-world opportunity to put the knowledge, skills, and dispositions, learned throughout the program, into practice with students with moderate to severe disabilities. This course provides an opportunity for candidates to apply best instructional practice in a field base setting. This will provide opportunity to translate theory learned into practice by submitting several projects directly related to students with moderate to severe disabilities and autism spectrum disorder.

**Certification Component to the Teacher Leader Master of Arts in Special Education/MSD Coursework
(33 hours total)**

Following are the special education courses: (18 hours)

SED 720 Curriculum and Instruction for Students with Moderate and Severe Disabilities and Autism
Spectrum Disorder

SED 730 Introduction to Autism Spectrum Disorders

SED 740 Assistive Technology and Communication Interventions for Students with Moderate and
Severe Disabilities

SED 750 Transition and Other Services for Students with Moderate and Severe Disabilities

SED 760 Applied Behavior Analysis

SED 770 Assessment of Individuals with Moderate Severe Disabilities

Shared Coursework with TLMAE 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/MSD 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 8 week sessions. Practica are taught in two 8 week sessions (1.5 hours each) during the academic year in a combination of online/weekend formats.

Following are the courses shared with the TLMAE candidates (descriptions for these courses are located in the TLMAE 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

Specialty Option to the Rank I/MASI (30 hours)

Following are the special education courses: (15 hours)

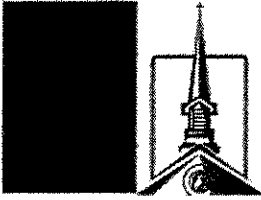
SED 720 Curriculum and Instruction for Students with Moderate and Severe Disabilities and Autism Spectrum Disorder
SED 730 Introduction to Autism Spectrum Disorders
SED 750 Transition and Other Services for Students with Moderate and Severe Disabilities
SED 760 Applied Behavior Analysis
SED 770 Assessment of Individuals with Moderate Severe Disabilities

Shared Coursework with the Rank I/MASI Program

The remaining 15 hours in the program, Rank I core courses, are shared with the Rank I/MASI program. Candidates in the Rank I/MASI /MSD program will have the opportunity to have professional experiences with candidates from other disciplines. These core courses are taught in the summer terms and in the academic year in 8 week sessions.

Following are the courses shared with the Rank I/MASI candidates (descriptions for these courses are located in the Rank I/MASI section):

ED 701 Planning and Leading School Improvement
ED 702 CIA Connections (Curriculum, Instruction, Assessment)
ED 703 Ethics and School Governance
ED 704 Nature and Needs of Diverse Populations
ED 705 Effective Professional Development



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

Artist Diploma

Dr. Alcingstone Cunha, Dean

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

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 training and stimulation of creative and professional work in music. In accordance with the mission and principles of the University, the School of Music provides music study in order to:

1. Broaden the education of every student in the University by providing a wide 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, to prepare each student with a solid foundation in music and an expansive education in the liberal arts;
2. Foster 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;
3. Guide students in the attainment of academic, spiritual, vocational, cultural, spiritual, and social values through professional training;
4. Provide 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.

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. 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. 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.

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.

Artist Diploma

The Artist Diploma is a professional one-year program for instrumental, piano or voice, and is designed to enable students to expand their knowledge of repertoire and technique, and to further their personal performance skills and musical understanding. It is designed with flexibility in mind so its candidates can focus their energies on performance and performance-related study.

FACULTY AND STAFF

Dean of the School

Alcingstone Cunha, Ph.D.

B.M., North Brazil Baptist Theological Seminary; B.A., Pernambuco Federal University; M.M., Ph.D., Southwestern Baptist Theological Seminary

Associate Professor of Music: Church Music, Conducting, University Chorale, Worship Arts

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

C. Chad Floyd, Ph.D.

B.M., Campbellsville University; M.M., Belmont University; M.E.L., Eastern Kentucky University; Ph.D. University of Kentucky

Assistant Professor of Music: Percussion

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)

Assistant Professor of Music: Voice, Concert Chorus

W. Reese Land, D.M.A.

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

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 Sholty, Ph.D.

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

1. Possession of a bachelor's degree in music, or permission from the Graduate Music Admissions Committee.
2. 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.
3. 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.
4. Completion of the application form, including an essay which discusses the applicant's interest in and commitment to graduate study.
5. Presentation of an audition. Live auditions are preferred; recordings of recent live performances are accepted with prior arrangement.
6. All applicants must pass an entrance examination in music theory and music history and literature, and take appropriate steps to remediate any deficiencies.
7. Master of Music in Music Education applicants must submit passing PRAXIS scores, a copy of the teaching certificate, and a disposition form (provided by the School of Education).
8. 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

- A. The program consists of successfully completing 30 semester hours of credit as specified in the applicant's degree plan.
- B. No D grades and no more than 3 hours 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.
- C. 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.
- D. A maximum of 6 hours may be taken by appointment.
- E. 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.
- F. A final comprehensive examination is required.
- G. Each full-time resident graduate student must participate in a University-sponsored performing organization for two semesters regardless of performance grant requirements.

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 residency requirements.

A minimum of 30 semester hours of credit is required beyond the baccalaureate for this program.

Culminating Projects

Candidates for the Master of Music in Conducting or in Piano Pedagogy must present a graduate recital of 40 minutes as a culminating project.

Candidates for the Master of Music in Performance must present a graduate recital of 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 minutes in length or a thesis or a minimum of 35 pages as the culminating project.

Candidates for the Master of Music in Music Education degrees must 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, makes 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 mid-term week of 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

Master of Arts in Music30

Required Courses 9

MUS 501 Survey of Music Theory 3

MUS 543 Advance Conducting I 3

MUS 544 Methods of Research in Music 3

Musicology 3

Choose one course from:

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

Choose one course from:

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

Choose either the Recital or Thesis Track:

Recital Track 15

Applied Music 4-6

Ensembles (relating to applied emphasis) 1-3

MUS 691 Graduate Recital 1

Electives* 6

Thesis Track 15

Applied Music 3-4

Ensembles (relating to applied emphasis) 1-3

MUS 641 Master's Thesis 3

Electives* 6

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

Master of Music in Music Education	30
Music Education	15
MUS 540 History & Philosophy of Music Education	3
MUS 544 Methods of Research in Music Education	3
<i>Choose one:</i>	
MUS 545 Instrumental Methods and Literature	3
MUS 546 Choral Methods and Literature	3
<i>Choose two:</i>	
MUS 547 Current Methodologies & Assessment in Music Ed	3
MUS 590 Independent Study in Research	3
MUS 640 Psychology of Music	3
ED 610 Curriculum Theory	3
Other Studies in Music	12
MUS 501 Survey of Music Theory	3
Applied Music	2
Ensemble Participation	1
<i>Choose one:</i>	
MUS 518 Music in the Medieval and Renaissance Periods	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 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 I	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	

Master of Music in Church Music.....	30
Required Courses	15
MUS 558 Ministry of Music I: Foundations.....	3
MUS 559 Ministry of Music II: Applications	3
MUS 560 Issues in Church Music	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
Applied Music	3
Ensembles (relating to applied emphasis)	2
MUS 691 Graduate Recital.....	1
<i>Choose One:</i>	
MUS 545 Instrumental Methods & Literature	3
MUS 546 Methods & Literature.....	3
Thesis Track	9
MUS 544 Methods of Research	3
MUS 641 Master's Thesis.....	3
Ensembles and/or Applied Music	3
Master of Music in Conducting	30
Conducting	12
MUS 543 Conducting I	3
MUS 643 Conducting II	3
MUS 646 Master's Conducting Seminar in Literature.....	3
<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
<i>Choose one:</i>	
MUS 545 Instrumental Methods & Lit	3
MUS 546 Choral Methods & Lit	3
<i>Choose one:</i>	
MUS 518 Music in the Medieval and Renaissance Periods.....	3
MUS 519 Music in the Baroque Period	3
MUS 520 Music in the Classic Period	3
MUS 521 Music in the 19th Century	3
MUS 522 Music in the 20th Century	3
MUS 524 Music in World Cultures	3
Master of Music in Piano Pedagogy	30
Pedagogy	18
MUS 541 Introduction to Piano Pedagogy	3
MUS 548 Piano Literature	3
MUS 549 Teaching Intermediate and Advanced Piano.....	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
<i>Choose One:</i>	
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 Performance30

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	12
MUS 501 Music Theory	3
MUS 543 Advancing Conducting I	3
MUS 544 Methods of Research in Music	3
MUS History (one course, numbered 500 or above)	3
Electives.....	3
<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

MUS 501 Survey of Music Theory 3

This course will present an overview of the field of music theory, with a particular emphasis on its history and philosophy. Students will utilize a variety of analytical procedures, and will investigate the various techniques for teaching theory and musicianship.

MUS 518 Music in the Medieval and Renaissance..... 3

This course is intended to discuss the development of Western music from the Ancient musical and cultural traditions to the end of the sixteenth century. It will emphasize the study of vocal and instrumental music, including major composers, forms, and styles of composition.

MUS 519 Music in the Baroque Period 3

This course is intended to provide students an extensive overview of the vocal and instrumental music of the Baroque style from 1600 to 1750. It will investigate the musical developments, concepts, composers, and historical issues of the Baroque period and the impact it caused in subsequent generations.

MUS 520 Music in the Classic Period	3
This course emphasizes a survey of music during the Classical period of Western music history. The study concentrates upon the development of Eighteenth-Century homophonic styles and progresses through the compositions of Haydn, Mozart, and Beethoven.	
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.	
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.	
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.	
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.	
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.	
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.	

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.	
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.	
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.	
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.	
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.	
MUS 643 Advanced Conducting II	3
This course is a continuation of MUS 543 Advanced Conducting I which 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. Prerequisite: MUS 543.	
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)	

Artist Diploma

The Artist Diploma is a professional one-year program for instrumental, piano or voice, and is designed to enable students to expand their knowledge of repertoire and technique, and to further their personal performance skills and musical understanding. The Artist Diploma program is designed with flexibility in mind so its candidates can focus their energies exclusively on performance and performance-related study.

Elective credits are made available so that each candidate can pursue areas of personal interest within the performance area or in allied areas of theory and history.

A series of at least two performances/presentations are required, consisting of two full-length solo recitals or one full-length solo recital and one additional presentation or performance experience, such as a chamber or small ensemble performance, lecture recital, significant opera role, or concerto performance, as approved by the adviser and program committee.

Admission Requirements:

1. Completed application form.
2. Possession of a master's degree in music.
3. Two letters of recommendations from those who can attest to the application's potential for successful graduate study.
4. Official transcripts for all post-secondary educational institutions from which the applicant has earned a degree, confirming a minimum 2.75 GPA (on a 4.0 scale).
5. A successful 60-minute audition demonstrating an appropriate level of prior experience and potential for success in the program.
6. *International Students:*
 - a. Submit transcripts to World Education Services for evaluation and translation.
 - b. Take and pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (79 internet-based). If the student does not meet the English requirement, they are required to complete the University's ESL program before coursework can begin.

Artist Diploma	14
Applied Instruction	6
Ensemble	2
Special topics/Seminar/Independent Study	3
<i>Research related to performance, instrumental/vocal accompanying, vocal coaching, etc.</i>	
Elective	3
<i>One three-hour course, not applied or ensembles.</i>	
Recitals (two)	0

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 · (270) 789-5237 FAX: (270) 789-5524



SCHOOL OF THEOLOGY

Master of Marriage and Family Therapy
Master of Theology

Dr. John Hurtgen, Dean

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

Chris Sanders, Director

Campbellsville University - Louisville Campus, 2300 Greene Way, Louisville, KY 40220
cmsanders@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 School of Theology has built this mission upon three foundations: first, we are committed to the kingdom of God: *as baptized believers* our first allegiance is to God's rule that is coming yet already present among us; second, we are committed to Christian higher education: *as lifelong learners* we are committed to loving God in the academy with our whole heart, mind, soul, and strength; and, third, we are committed to a "divine conspiracy": *as apprentices of Jesus*, forgiven by the finished work of Jesus on the cross, we have received the Holy Spirit of promise, the promise of transformation from the inside out.

Upon these foundations we and our students attempt to learn and live deeply into six core values, or disciplines, in order to more fully become world changers . . .

Passionately Evangelical.

Rooted in the Biblical Story.

Church Connected.

Servant Leaders.

Spiritual Entrepreneurs.

Partners in an Enduring Fellowship.

GRAUDATE DEGREES OFFERED

Master in Marriage and Family Therapy (M.M.F.T.)

PROGRAM INFORMATION

Program Purpose:

The Masters in Marriage and Family Therapy (MFT) is offered to enhance career opportunities and prepare graduates with the knowledge and skills to counsel individuals, couples and families in a variety of occupational venues.

While enrolled in this program students will examine the philosophical underpinnings that religion, spirituality, philosophy, classical and contemporary theory, social situation, media, biology, and knowledge contribute to the

development of mankind. In this process students are stimulated and challenged, using various methods of instruction, to broaden their thinking and interaction with individuals, couples and families. Our efforts prepare graduates to identify, evaluate, develop and explore thoughts and behaviors of them self and those for whom they provide counseling services.

All course work in the MFT program is designed to fulfill the mission, goals and objectives consistent with the values of our Christian University. The curriculum of this program has been accepted by the Kentucky Board of Licensure of Marriage and Family Therapists.

MFT Program Values

- A Christian commitment to act and serve responsibly
- The promotion of ethical and competent family systems 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
- Promotion of life-long learning and growth in the marriage and family therapy profession

The Masters in Marriage and Family Therapy (MMFT) requires students to successfully complete 46 credit hours of coursework. The curriculum meets the education requirements of the Kentucky Board of Licensure for Marriage and Family Therapists as outlined in KRS 335.330 (3). The MFT program is designed to prepare graduates with the knowledge and skills to counsel individuals, couples and families.

Criteria and Processes for Student Admissions

Applicants to the MFT 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 a regionally accredited institution.
2. Completion of an application for regular admission to the University Graduate School and acceptance by that body.
3. Official transcripts from all undergraduate and graduate courses taken from any college/university.
4. 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 MMFT Program. Use the following list as a guide for submission.

MMFT Program Application

1. Official transcripts as previously requested.
2. Three professional references, using MMFT Reference Form with at least one from a reference 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.
3. An undergraduate 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)
4. Statement of interest for pursuing an MMFT degree should be a 500-750 word essay that:
 - Demonstrates your understanding of the mission of Campbellsville University and the mission and goals of the MMFT Program
 - Describes how your life experiences have prepared you for the counseling program.
 - Describes characteristics you have that make you suitable for the counseling profession
 - Presents, 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 Director of the Marriage and Family Therapy Program and MFT 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, invitation, or both is mailed to the applicant at the address provided on the application.

Please submit your MMFT Program application materials to

Campbellsville University - Louisville Extension Center
2300 Greene Way
Louisville, KY 40220
Attn: Tami Dugas

Applications may be submitted at any time and are reviewed continually. The Marriage and Family Therapy Program allows enrollment during any academic term. 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 the term.

The MMFT Degree features a program designed to meet the education requirements for licensure as a marriage and family therapist in Kentucky (LMFT). The 46 credit hour program has a delivery that includes approximately 35% of the course work online and the remaining coursework in a face-to-face delivery format. To accommodate non- traditional students, courses are offered in the evenings and meet only one night a week. Courses are scheduled in eight-week terms from August through May. During the summer terms, practicum opportunities remain available as they are through the course of the academic year.

A sequenced calendar of courses are recommended and included in this catalog. Full time equivalent includes two courses each eight week term of the first year of study. During year two, students enroll in their field placement (Please arrange a meeting with the MFT Field Director serving at the location where you take the majority of your face-to-face courses once you have completed 18 credit hours of coursework in this program). Students desiring part-time study will follow the part-time academic plan.

Along with challenging and expanding the knowledge of students, this program focuses on relationships. Faculty provides special attention to students and usually learn student names by the end of the first class. 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

All MMFT graduates must successfully complete a comprehensive examination consisting of MFT content in order to receive their diploma. Students are eligible to take the comprehensive examination once coursework is satisfactorily completed. Students must pass the comprehensive examination before they participate in graduation activities. A passing score is 70% or higher. If a student does not succeed in their first attempt to pass the examination an analysis of concern areas is conducted and the student is provided an additional opportunity to improve knowledge, skills and their performance.

FACULTY:

Eric Bruns, Psychology

BA Indiana University - Psychology

MA University of Houston Clear Lake – Behavioral Science

PsyD Spalding University – Clinical Psychology

Nikki Erwin, Marriage and Family Therapy
 (Director of MFT Field Education)
 MSC Campbellsville University – Marriage and Family Therapy
 BS Campbellsville University – Christian Studies
 Licensed Marriage and Family Therapist

Japheth Jaoko, Social Work
 BA Pan Africa Christian College – Bible & Theology
 MA Asbury Theological Seminary – Counseling
 MA Criswell College – Christian Leadership
 MSW – University of Kentucky - Social Work
 PhD University of Texas at Arlington – Social Work

Kenneth Hollis, Theology/ Marriage and Family Therapy
 (Program Director)
 B.S. University of Louisville – Sociology
 M.Div. The Southern Baptist Theological Seminary – Pastoral Care and Counseling
 D.Min The Southern Baptist Theological Seminary – Family Ministry
 PhD The Southern Baptist Theological Seminary – Christian Counseling/ Marriage and Family Studies
 Licensed Marriage and Family Therapist/ AAMFT Approved Supervisor

Khara Kinkaid, Psychology of Religion (adjunct)
 BA Asbury College – English Literature
 M.Div., ThM The Southern Baptist Theological Seminary – Psychology of Religion
 PhD University of Louisville – Education and Counseling Psychology

Rahsheeno Griffith, Marriage and Family Therapy (adjunct)
 BS Boyce College – Christian Counseling
 MA The Southern Baptist Theological Seminary – Biblical Counseling
 MS Campbellsville University – Counseling
 PhD – University of Louisiana at Monroe – Marriage and Family Therapy
 Licensed Marriage and Family Therapist

Scott Wigginton, Theology – Theology/ Marriage and Family Therapy (Assistant Program Director)
 BA Western Kentucky University
 M.Div. Th.M. & PhD, The Southern Baptist Theological Seminary
 Licensed Marriage and Family Therapist/ AAMFT Approved Supervisor

2014-2016 Curriculum

Graduate Term 2 Aug-Oct	Graduate Term 3 Oct-Dec	Graduate Term 4 Jan-March	Graduate Term 5 March-May
COU 523 Counseling Skills	COU 515 Introduction to Family Studies	COU 500 Counseling Theories I	COU 581 Ethical, Legal & Professional Issues
COU 570 Cultural Competencies	COU 520 Human Development	COU 530 Research Methods (Hybrid)	COU 550 Counseling Theories II

Graduate Term 2 Aug-Oct	Graduate Term 3 Oct-Dec	Graduate Term 4 Jan-March	Graduate Term 5 March-May
COU 624 Child & Adolescent Counseling	COU 560 Psychopathology	COU 516 Marriage and Family II	COU 517 Marriage and Family III
COU 690 Field Practicum	COU 690 Field Practicum	COU 690 Field Practicum	COU 690 Field Practicum
**COU690 is offered every G6 (May-June) and G1 (July-August)			

COURSE DESCRIPTIONS:

MFT500 Counseling Theories and Practice I3

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.

MFT515 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.

MFT516 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.

MFT517 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.

MFT520 Human Development3

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.

MFT523 Counseling Skills.....3

This seminar provides students with both theoretical knowledge and laboratory honed 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.

MFT530 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.

MFT550 Counseling Theories and Practice II3
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.

MFT560 Psychopathology3
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.

MFT570 Cultural Competencies3
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.

MFT581 Ethical, Legal, and Professional Issues3
This course provides an in-depth study of professional ethics, legalities, and professional issues relating to the professional practice of counseling.

MFT624 The Child and Adolescent3
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.

MFT681 Addictions3
This course utilizes the strengths perspective to explore the biological, psychological, social and spiritual aspects of addictions and treatment across the lifespan and with special populations. Although there is an emphasis on drug and alcohol addictions, the course will also examine other addictions such as eating, gaming/internet, gambling, etc. Additional key elements include: an exploration of personal beliefs and experiences that may impact practice; analysis of related ethical issues and guidelines; and the historical influences on public policies and laws related to addictions.

MFT690 Practicum10

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.

MFT699 Graduate Candidacy0

Enrollment in this course number is required for MMFT 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.

Master of Theology (M.Th.)

The successfully admitted student will select an 18-hour 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

Ken Hollis, Ph.D.

B.S., University of Louisville; M.Div., D.Min., 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

Scott E. Wigginton, Ph.D.

B.A., Western Kentucky University; 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

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

Secretary, Campbellsville Campus, Sherry Bowen; slbowen@campbellsville.edu; 270-789-5029

Secretary, Louisville Campus, Kasey Durbin; kjdurbin@campbellsville.edu; 502-753-0264

Web: Campbellsville.edu/school-of-theology

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 request 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. 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 ministry mentor, 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, John Hurtgen (Main Campus).
- Applicants may transfer a maximum 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 maximum 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 526 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 General Letters (Biblical Studies)

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 Archeology and Biblical Studies (Biblical Studies)

CHS 580 Introduction to Biblical Hermeneutics (Biblical Studies)

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

Program Advisors

The Dean of the School of Theology serves as advisor for all online students, and appoints advisors 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.

Program Course Sequence

A student may complete the program in 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* 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 sermon strategies. Focus will be placed upon biblical roots of worship and Protestant preaching styles since 1850, with major emphasis on preaching and worship since the second half of the 20th century.	
CHS 555 Pastoral Care and Counseling	3
A survey of the biblical, theological, historical foundations of Christian pastoral care and counseling with due consideration to the human health sciences during the 20th century. The purpose of this course is to assist students to develop a beginning awareness of the history of both ancient and modern pastoral care and counseling as well as to encourage and equip students in the beginning practice of the discipline.	
CHS 556 Christian Evangelism and the Church.....	3
A biblical and theological study of evangelism and the relationship between evangelism and the local church in today's context. Attention will be given to ideas and premises of the discipline of evangelism that have emerged in the last decade, while at the same time, exploring the historical impetus that forms the background of these developments. Considerable emphasis will be placed upon the biblical incorporation of a twenty-first century evangelistic strategy in the local church an/or in the Christian outreach organizations.	
CHS 557 Church Planting.....	3
A study of the foundations, principles, and practices of planting new churches. It is focused on planting churches in North America. The course will survey biblical materials pertaining to church planting, provide principles appropriate for differing church planting models, and provide practical direction and strategies for church planting. Students will learn about various approaches to church planting and the resources available. The course will equip students to plan new churches in their ministry contexts.	

CHS 558 Pastoral Care in Human Crisis	3
A study of the specific role and practice of "ministers" in traumatic crises events touching the lives of the families for which they have ministerial responsibility. Attention will be given to the biblical, theological, ethical, and legal dimensions of a minister's role as a "professional caregiver" as well as "colleague" of other community caregivers. Empirical research is introduced as a primary methodology.	
CHS 561 Introduction to Educational Ministries	3
This 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.	
CHS 562 Intergenerational Ministries	3
A focused study of the use of intergenerational theory and practice as a foundation for Christian education in the churches and the marketplace. The goal of the course is to keep students on the leading edge of educational ministry theory and practice.	
CHS 567 Leadership Development	3
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.	
CHS 571 Pre-Reformation History of the Christian Church	3
A survey of the history of Christianity from the beginnings of the Christian church until the Reformation. Special attention is given to the major contextual historical events, development of the biblical canon, confessions of faith, authority within the church, the response of the growing church to its various cultures, and to significant leaders of the church.	
CHS 572 Post-Reformation History of the Christian Church	3
A survey of the history of Christianity from the Reformation until the present. Focused attention is given to Western Christianity and the spread of the Christian faith to North America.	
Special Topics Courses	
CHS 580* Archeology and Biblical Studies	3
An introduction to the field of archeology with emphasis upon its contribution to the interpretation and understanding of the Bible.	
CHS 580 Baptist History and Heritage.....	3
A survey of the background, development, and movements that have given shape to the Baptist denomination over the past four hundred years.	
CHS 580* 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 st century.	

MASTER OF THEOLOGY COURSE OFFERINGS/CHECKLIST

A student selects one of the three 18-hour emphasis below. A student then completes 6 hours from each of the two remaining emphasis areas for a total of 12 hours.

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	_____

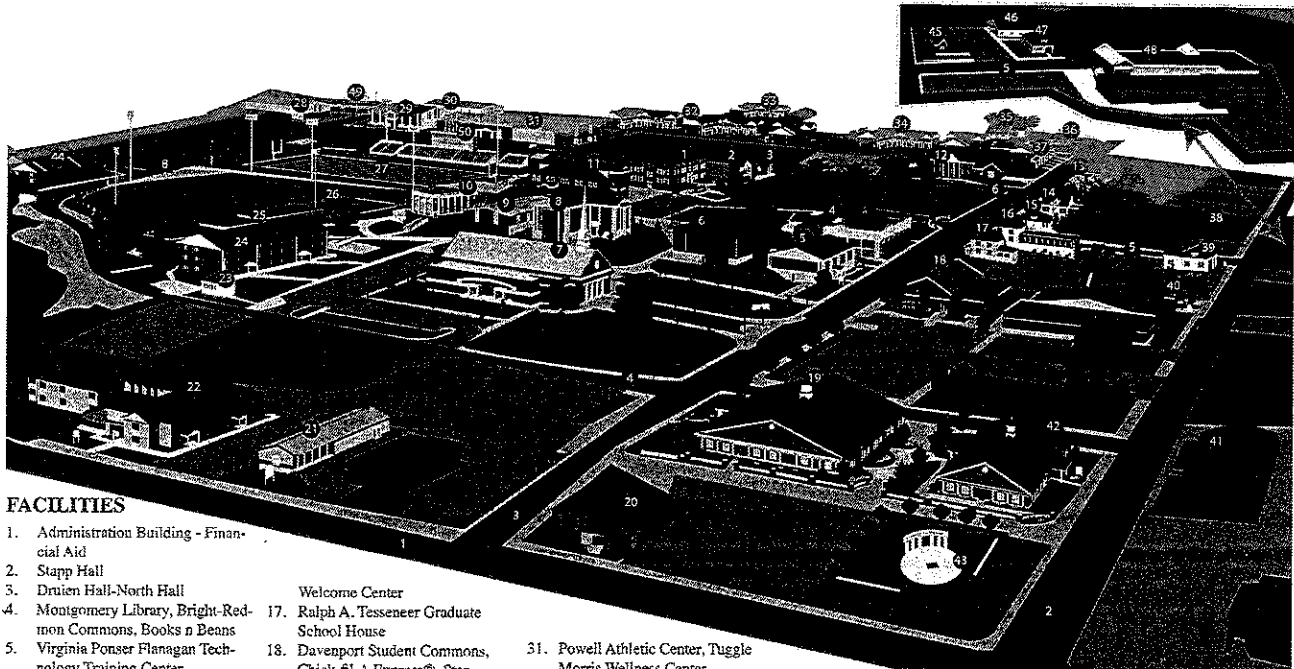
Other courses can be applied as substitutes for required courses.

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 580 Archeology and Biblical Studies	_____
CHS 580 Introduction to Biblical Hermeneutics	_____
CHS 580 Transformational Church	_____
CHS 561 Intro to Educational Ministries Pastoral Leadership	_____
CHS 562 Intergenerational Ministries Pastoral Leadership	_____
CHS 661 Innovative Educational Ministries Pastoral Leadership	_____

INDEX

Academic Appeals	19	Master of Arts in Sport Management.....	49
Academic Calendar	5, 6	Master of Arts in TESOL.....	55
Accreditation.....	14	Master of Music in Church Music.....	111
ADA	9	Master of Music in Conducting.....	111
Admissions	13	Master of Music in Music Education	110
Artist Diploma	105	Master of Music in Performance	113
Carver School of Social Work and Counseling.....	21	Master of Music in Piano Pedagogy	112
College of Arts and Sciences	48	Master of Science in Information Technology Mgmt..	63
Complaint Process.....	19	Master of Theology.....	121
Counseling.....	21	Moderate Severe Disabilities.....	100
Credit Hour Policy	11	Professional Master of Business Administration..	62
Equal Opportunity Statement.....	9	School of Business and Economics	61
Financial Assistance	15	School of Education	75
General Information	7	School of Music	103
Grading System	17	School of Theology	120
Graduation	16	Sexual Harassment Statement	9
INDEX	131	Social Work.....	21
Information Directory	3	Student Privacy.....	8
Intellectual Property Policy.....	12	Student Technology Services.....	14
Master in Management and Leadership	71	Teacher Leader Master of Arts in Education	82
Master in Marriage and Family Therapy	41	Teacher Leader Master of Arts in Special Education .	92
Master of Business Administration.....	62	Unit of Academic Credit.....	17
Master of Arts in Music.....	109		
Master of Arts in School Improvement, Rank 1	96		

CAMPUS MAP



FACILITIES

- | | | |
|---|--|---|
| 1. Administration Building - Financial Aid | 17. Ralph A. Tessenier Graduate School House | 31. Powell Athletic Center, Tuggle Morris Wellness Center |
| 2. Stapp Hall | 18. Davenport Student Commons, Chick-fil-A Express®, Starbucks®, Post Office, Barnes & Noble College Bookstore | 32. Women's Village F-G-H-I |
| 3. Druen Hall-North Hall | 19. School of Education | 33. Women's Village K-L |
| 4. Montgomery Library, Bright-Redmon Commons, Books n Beans | 20. Office of Development | 34. Women's Village A-D |
| 5. Virginia Ponser Flanagan Technology Training Center | 21. WLCU TV/FM-88.7 Broadcast Studios | 35. Caver School of Social Work and Counseling |
| 6. Alumni Building, Russ Mobley Theater, ESL Institute | 22. Broadway Hall | 36. Carver School Annex |
| 7. Ransdell Chapel | 23. Meditation Chapel | 37. Women's Village E |
| 8. John M. Carter Hall | 24. South Hall East | 38. Turner Log Cabin Park, Chowning Art Shop |
| 9. Badgett Academic Support Center, Banquet Hall | 25. South Hall West | 39. Office of Financial Aid |
| 10. Shely Science Center | 26. HIG Baseball Field | 40. E. Bruce Heilman Student Complex, Winters Dining Hall |
| 11. Student Activities Center (SAC) | 27. Finley Stadium, Citizens Bank Field | 41. Tigerville Grille / Papa John's Pizza |
| 12. Betty Dobbins Heilman House (President's Home) | 28. Indoor Practice Facility | 42. Bennett-Smith School of Nursing Building |
| 13. Office of University Communications | 29. Hawkins Athletic Complex | |
| 14. Center for International Education | 30. Gosser Gymnasium | |
| 15. Office of Student Services | | |
| 16. Office of Admissions, Student | | |
| | | 43. Alumni & Friends Park, Noe Plaza |
| | | 44. Men's Village 1,2,3 |
| | | 45. Susan Kirkland Tessenier Art Studio |
| | | 46. Art Building |
| | | 47. Pence-Chowning Art Gallery |
| | | 48. Gosser Fine Arts Center, The Gheens Recital Hall |
| | | 49. Kelly Hall Tennis Complex |
| | | 50. H & W Sport Shop Ronnie Hord Fieldhouse |

ROADS

- | | |
|----|------------------|
| 11 | W. Broadway Ave. |
| 12 | N. Columbia Ave. |
| 13 | N. Hoskins Ave. |
| 14 | Matthew St. |
| 15 | University Dr. |
| 16 | Underwood St. |
| 17 | Meador St. |
| 18 | Chandler Ave. |

1 University Drive, Campbellsville, Kentucky, 42718 • 800.264.6014 or 502.789.5000

www.campbellsville.edu • admissions@campbellsville.edu

