Campbellsville University

2018-2020 Graduate Catalog

2018-2020 Graduate Bulletin - Catalog

Mission Statement

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, 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 by linking discovery research to knowledge at the doctoral level, and active participation in a diverse, global society.

Core Values

- To foster academic excellence through pre-professional certificates, associates, baccalaureate, and graduate programs through traditional, technical, and online systems
- To achieve academic excellence through rigor and relevancy in undergraduate, master's and doctoral level programs
- To provide an environment conducive for student success
- To value diverse perspectives within a Christ-centered community
- To model servant leadership and effective stewardship

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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.

ACCREDITATION: Campbellsville University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates, associate, baccalaureate, masters and doctoral degrees. 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 undergraduate and graduate music programs are 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 Baccalaureate of Social Work and Master of Social Work programs are accredited by the Council on Social Work Education (CSWE). The Master of Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Campbellsville University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: BSBA with emphasis in Accounting, Administrative Technology/Business Information Technology, Business Administration, Computer Information Systems, Economics, Healthcare Management, Management, Marketing, BS with major in Organizational Management, and MBA. The RN to BSN program in the School of Nursing is accredited by the Accreditation Commission for Education in Nursing.

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INFORMATION DIRECTORY

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ACADEMIC CALENDAR (2018-2019)

Fall Semester (FA) 2018-2019	Mon., August 20-Sat., December 8, 2018
1st bi-term	Mon., August 20-Sat., October 13, 2018 (Fall Break Oct.11-12)
2nd bi-term	Mon., October 15-Sat., December 8, 2018
Jan Term (JA) 2018-2019	Wed., December 26-Sat., January 5, 2019 (no class Jan. 1)
Spring Semester (SP) 2018-2019	Mon., January 7-Sat., May 4, 2019
1st bi-term	Mon., January 7-Sat., March 2, 2019 (Spring Break March 4-8)
2nd bi-term	Mon., March 11-Sat., May 4, 2019
Summer Term (SU) 2018-2019	Mon., May 6, 2019-Sat., August 17, 2019
May Summer Sub-Term	Mon., May 6- Sat., May 25, 2019
Early Summer Sub-Term	Mon., May 6- Wed., June 26, 2019
June Summer Sub-Term	Mon., June 3-Sat., June 29, 2019
June/July Summer Sub-Term	Mon., June 3-Sat., July 27, 2019
July Summer Sub-Term	Mon., July 1-Sat., July 27, 2019
Late Summer Sub-Term	Thur., June 27-Sat., August 17, 2019

2018-2019 Academic Year

Graduate Terms (Business*, Justice Studies, Marriage & Family Therapy, Education, Sport Management, TESOL and Theology)

Graduate Term *(G1)* 2018-2019	Thur., July 5-Sat., August 18, 2018
Graduate Term *(G2*) 2018-2019	Mon., August 20-Sat., October 13, 2018
Graduate Term *(G3)* 2018-2019	Mon., October 15-Sat., December 8, 2018
Graduate Term *(G4)* 2018-2019	Mon., January 7-Sat., March 2, 2019
Graduate Term *(G5)* 2018-2019	Mon., March 11-Sat. May 4, 2019
Graduate Term *(G6)* 2018-2019	Mon., May 6-Wed., June 26, 2019

Graduate Extended Term (H1) 2018-2019	July 5-Wed., Sat., October, 13, 2018
Graduate Extended Term (H2) 2018-2019	August 20-Sat., December 8, 2018
Graduate Extended Term (H3) 2018-2019	October 15, 2018-Sat., March 2, 2019
Graduate Extended Term (H4) 2018-2019	January 7, 2019-Sat., May 4, 2019
Graduate Extended Term (H5) 2018-2019	March 11, 2019-Wed., June 26, 2019
Graduate Extended Term (H6) 2018-2019	May 6, 2019-Sat., August 17, 2019

ACADEMIC CALENDAR (2019-2020)

Fall Semester (FA) 2019-2020	Mon., August 19-Sat., December 7, 2019
1st bi-term	Mon., August 19-Sat., October 12, 2019 (Fall Break Oct.10-11)
2nd bi-term	Mon., October 14-Sat., December 7, 2019
Jan Term (JA) 2019-2020	Wed., December 26-Sat., January 4, 2020 (no class Jan. 1)
Spring Semester (SP) 2019-2020	Mon., January 6-Sat., May 2, 2020
1st bi-term	Mon., January 6-Sat., February 29, 2020 (Spring Break Mar 2-6)
2nd bi-term	Mon., March 9-Sat., May 2, 2020
Summer Term (SU) 2019-2020	Mon., May 4, 2020-Sat., August 15, 2020
May Summer Sub-Term	Mon., May 4- Sat., May 23, 2020
Early Summer Sub-Term	Mon., May 4- Wed., June 24, 2020
June Summer Sub-Term	Mon., June 1-Sat., June 27, 2020
June/July Summer Sub-Term	Mon., June 1-Sat., July 25, 2020
July Summer Sub-Term	Mon., June 29-Sat., July 25, 2020
Late Summer Sub-Term	Thur., June 25-Sat., August 15, 2020

2019-2020 Academic Year

Graduate Terms (Business*, Justice Studies, Marriage & Family Therapy, Education**
Sport Management, TESOL and Theology)

Graduate Term *(G1)* 2019-2020	Thur., June 27--Sat., August 17, 2019
Graduate Term *(G2*) 2019-2020	Mon., August 19-Sat., October 12, 2019
Graduate Term *(G3)* 2019-2020	Mon., October 14-Sat., December 7, 2019
Graduate Term *(G4)* 2019-2020	Mon., January 6-Sat., February 29, 2020
Graduate Term *(G5)* 2019-2020	Mon., March 9-Sat. May 2, 2020
Graduate Term *(G6)* 2019-2020	Mon., May 4-Wed., June 24, 2020

Graduate Extended Term (H1) 2019-2020	July 27 – October 12, 2019
Graduate Extended Term (H2) 2019-2020	August 19 – December 7, 2019
Graduate Extended Term (H3) 2019-2020	October 14, 2019 – February 29, 2020
Graduate Extended Term (H4) 2019-2020	January 6 – May 2, 2020
Graduate Extended Term (H5) 2019-2020	March 9 – June 24, 2020
Graduate Extended Term (H6) 2019-2020	May 4 – August 15, 2020

GENERAL INFORMATION

Location

Our 101-acre campus is situated precisely in the center of Kentucky, one-half mile from downtown Campbellsville (population 10,500--ninth fastest-growing community in Kentucky), and 40 minutes southeast of Elizabethtown.

Whether it's quiet, natural surroundings you seek, or the faster pace of city life, our campus is ideally located amid peaceful Kentucky countryside, yet is just one and one-half hours from Louisville and Lexington, and two and one-half hours from Nashville. Campbellsville is located on KY 55/US 68 and can be reached from the north via the Bluegrass Parkway and from the south via the Louie B. Nunn Parkway (formerly Cumberland Parkway).

In addition to the main campus in Campbellsville, the university operates five regional centers in Kentucky: The Conover Center in Harrodsburg, The Brockman Center in Hodgenville, the Louisville Education Center East and Louisville Center South, and the Larry and Beverly Noe Center in Somerset. The university also operates three instructional sites in Elizabethtown and Owensboro, KY and the West Coast Site in California.

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.

Student Complaint Process

All student complaints or grievances must be submitted in written form. Campbellsville University has implemented an online filing system through PHP (Hypertext Preprocessor) technology to help streamline the process and make it more user friendly for students. Students are able to access the grievance form after logging into the Jenzabar Internet Campus Solution (JICS), known as Tigernet to the campus community. This authenticates the identity of the person filing the complaint. The location of the form also makes it readily accessible to all students including those enrolled online and at off-site locations. Each time new complaints are filed, automatically generated emails inform the students that they will be contacted about their grievance within 30 days. The PHP file will automatically data dump the pertinent information into a complaint log housed on a protected University server accessible only to the Grievance Reporting Committee (GRC). Once the student complaint has been filed, the committee is notified. The GRC consists of a representative from Office of Academic Affairs, Office of Student Services, and Department of Athletics. After the GRC receives an email about the grievance being logged, the committee forwards the information to the appropriate committee, office, or campus employee who handles the particular complaint. Each committee member has a copy of the grievance subcommittee datasheet to help direct the complaint to the appropriate office or committee that has jurisdiction over the grievance. All grievances are handled in accordance with the governing handbooks (Administrative Policy and Procedures Manual, Student Handbook, Undergraduate Catalog, and etc.). After the GRC handles the routing of the grievance, the process outlined in the University materials is followed. This process holds the same for students across the academic enterprise and all modalities. Online, regional center and campus students all have access to the JICS portal and are able to log in and follow the same grievance process. All student grievances are handled in an expeditious and professional manner. The resolution to the complaint is entered in the complaint log.

Degree Application

All candidates for graduation must complete an Application for Graduation through Tigernet at the beginning of the term for which the degree work is to be completed. Please contact the Office of Student Records at 270-789-5233 for questions regarding the Application for Graduation.

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 Personnel Services, Campbellsville University, UPO Box 944, 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 based on the student's official withdrawal date. **Fees are not refundable.** Room & Board is refunded 100% the first week only; thereafter, refunds are prorated based on the number of days/weeks the dorm is occupied by the student. No refund will be given after the 4th week. Once the withdrawal period is over, any student who withdraws from the University will be held responsible for tuition, fees and room/board charges in full. Please investigate the financial effects of withdrawal before you decide.

Tuition charges are refundable according to the following schedule:

Tuition Refund Table					
Withdrawing during this day/week of the term:	**Number of Weeks in Term**				
	16	**8**	**4**	**3**	**2**
	Percentage of Tuition Refund				
3rd Day of Class			100%	100%	100%
1st Week	100%	100%	60%	40%	20%
2nd Week	80%	80%	40%	20%	0%
3rd Week	60%	20%	0%	0%	0%
4th Week	40%	0%	0%	0%	0%
5th Week	20%	0%	0%	0%	0%
Thereafter	0%	0%	0%	0%	0%

A student's withdrawal may require that part or all 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 on an 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.* The satisfactory academic progress policy can be found on the Campbellsville University website under Financial Aid.

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 form 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 al developmental expenditures incurred by the University for that project, including stipends paid to the developer I (over and above contract salary), prorated support, salaries, supplies, and other expenses related to the creation of the materials or objects, area 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 confirm 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 of if other colleges or universities area 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 nay 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 Campbellsville University requires that you complete a separate set of processes for both the Graduate School and the individual school/college of the program you are pursuing. It is important for you to keep records of what you have done and for whom.

The first step is to apply. An enrollment counselor will work with you to gather the necessary documentation that the school/college will use to determine your eligibility and potential admission. Upon receipt of the required documentation, the school will evaluate your credentials and inform you of their decision.

GRADUATE ENROLLMENT PROCESS

APPLICATION AND TRANSCRIPTS

All candidates must submit the following to the Office of Graduate Enrollment.

- **Graduate Application** - Submitted either online or with a paper application. Online application available at https://campbellsville.edu/apply

- **Official Transcripts** - An official copy of transcripts 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.

  Official transcripts cannot be hand-delivered or sent via the applicant. They must come directly from the academic institution and/or transcript service provider.

ADDITIONAL DOCUMENTATION

Each school/college determines the admissions requirements for their graduate programs. Additional documentation can include exam scores (such as the PRAXIS or GRE), reference letters, resume, statement of purpose, etc. These are required for an acceptance decision to be made.

An enrollment counselor will work with prospective students to secure all required documentation.

Have all documentation sent to:

Campbellsville University
Attn: Graduate Enrollment
1 University Drive UPO 860
Campbellsville, KY 42718

TRANSFER CREDITS

Transfer credits will be evaluated and granted upon by each school/college dean. No more than one-third, or 33%, of the degree program can be transferred in. The school/college reserves the right to refuse transfer credit.

No letter grade below a "B" will be considered for transferability into graduate programs.

The University does not accept transfer credit from non-regionally accredited institutions.

INTERNATIONAL STUDENT ENROLLMENT

Test of English as a Foreign Language - TOEFL

The TOEFL is required for all international applicants whose primary language is not English and who are not graduates of a college/university in the United States.

Paper based score minimum of 550; internet based score of 79-80 is required for all programs.

Alternative testing options in lieu of TOEFL:

International English Language Testing System – IELTS
Score 6.0 or higher.

Pearson Test of English – PTE
Score 53 or higher.

Test of English for International Communication - TOEIC
Score 600 or higher.

FINANCIAL AID
Any US resident student seeking financial aid must complete the FAFSA (Free Application for Federal Student Aid). The FAFSA can be accessed at: https://fafsa.gov

Qualifying graduate students can receive Stafford loans.

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).

The Master of Marriage and Family Therapy degree is accredited by the Commission on Academics for Marriage and Family Therapy Education (COAMFTE).

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 gain through use of a personal identification number (PIN) that is issued during the admissions process.

Students taking online courses are provide 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 each semester. 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 (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 at 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 (2/3)	8
3	3	6 x .67 (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 you 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 Tigernet. A student submits the application online through the portal. If you have any questions regarding the application, please call the Office of Student Records at 270-789-5233.

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 16-week hybrid courses

All graduate students enrolled in professional programs requiring 16-week hybrid courses must adhere to the following attendance policy:

1. All residencies are required.
2. Only 1 day of 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 residences 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

Master of Social Work

Dr. Helen Mudd, Dean
Campbellsville University, 1 University Drive, UPO 855, Campbellsville, KY 42718
hkmudd@campbellsville.edu • 270-789-5045

Dr. Michelle Tucker, MSW Program Director
Campbellsville University, 1 University Drive, UPO 855, Campbellsville, KY 42718
tmtucker@campbellsville.edu • 270-789-5209

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

PROGRAM INFORMATION

Purpose statement

The mission of the Carver School of Social Work Master's program (MSW) 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 of this master's program and influenced by the missions of Campbellsville University, the social work profession and the needs of the local, regional, state and international communities, the MSW program strives to attain the following goals:

1. To prepare competent and effective graduate 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 graduate level 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 graduate level 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.

CARVER SCHOOL OF SOCIAL WORK
Campbellsville University

Application for Admission to the Master of Social Work Program

Submit application materials:
Campbellsville University
Carver School of Social Work
1 University Drive
UPO 855
Campbellsville, KY 42718-2799

Applications for August entry are accepted through May 31st, January entry through November 1st and May entry through March 1st.

The required packet of application materials includes the following:

- Application for Graduate admissions.
- Application for Admission to the Master of Social Work Program
- Signed Social Work Professional and Technical Standards
- 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 may still apply but must submit a written explanation.
- 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 relatives (current or previous).
- Additional information may be requested by the Admissions Committee

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

Campbellsville University
Carver School of Social Work
Application for Admission to the Masters 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:

❑ White/Non-Hispanic ❑ Hispanic
❑ Asian or Pacific Islander ❑ American Indian
❑ Black/African-American ❑ Other

Marital Status:

❑Single/Never married ❑Divorced ❑Separated ❑Widowed ❑Married ❑Cohabitate with a partner

Citizenship:

Country of birth: _____

Country of citizenship: _____ City of birth: _____

Country of legal permanent residency: _____

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

Work history:

1. _____ _____ _____
Previous Employer Job title Employment Dates

Description of job duties

_____
_____
_____

2. _____ _____ _____
Previous Employer Job title Employment Dates

Description of job duties:

_____
_____
_____

3. _____ _____ _____
Current Employer Job title Date hired

Description of job duties:

_____
_____
_____

Enrollment Plans (Advanced Standing only)

**If you qualify for the Advanced Standing program, please choose either the Advanced Generalist track or Clinical track.

___ Advanced Generalist track
___ Clinical track

Colleges and Universities Attended:

Undergraduate GPA: _____
List in chronological order ALL colleges attended or attending.

_____
_____
_____
_____

Name of University conferring undergraduate degree:

_____
_____

What was your major/area of study? _____
If you graduated with a Bachelor of Social Work (BSW), how many hours of field practicum did you complete: _____

Month and year degree conferred: _____

(If more than 1)

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 please provide the name of the university, degree received, and/or number of hours obtained.

_____

_____

_____

NOTE: Please review the transfer credit policy in the MSW Student Handbook if you want to transfer in previous graduate credit.

Disclosures

1. Have you ever been convicted of violating any law or have any pending criminal charges (omit minor traffic violations)? If yes, please list conviction(s)/pending charges, date(s), place(s) and an explanation.

YES_____ NO_____

If yes, please explain. _____

_____

_____

_____

2. Have you ever been identified as a substantiated perpetrator of child or adult abuse or neglect?
Yes_____ NO_____

If yes, please explain. _____

_____

_____

_____

_____

Acknowledgements

I, _____ (student printed name) on _____(date) hereby certify that the above statements are true and correct to the best of my knowledge. I understand that a false statement or a lack of disclosure regarding pertinent information impairing your ability to function in a practicum may disqualify you for the MSW/BSW Program at Campbellsville University.

This information is for the purpose of:

- Protecting clients and the practicum student
- Ensuring that you may be able to acquire personal liability insurance
- Enabling the Field Education Program to respond to certain agency requirements for persons working in that agency (most agencies require specific background checks, drug screening, etc.) Answering in the affirmative to the disclosure statement does not automatically in and of itself prevent you from completing your practicum requirement. However, it may limit the type of practicum or practicum population that you will be able to work with. The Field Director will discuss your individual situation with you in order to help determine the type of practicum situation that might be most appropriate for both you and the practicum setting. It should also be noted that there may be certain types of criminal convictions or personal problems that could make it extremely hard or impossible to place you in a practicum setting. There may also be certain issues that would prohibit you from being able to obtain personal liability insurance which is required for practicum placement. If you have new information related to legal issues or personal problems that you have failed to inform anyone in the program since your initial acceptance, it cannot be guaranteed that you will be able to complete this program requirement for the MSW degree.

No final arrangements for a field placement will be made prior to completion of this statement and its submission to the Director of Field Education.

CARVER SCHOOL OF SOCIAL WORK

Campbellsville University

Reference for Admission to the Master of Social Work Program

To be completed by 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_____

What is your relationship to the applicant? _____

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
Graduate Studies Admissions
Masters of Social Work Program
1 University Drive UPO 855
Campbellsville, KY 42718-2799

Social Work Professional and Technical Standards

MASTERS AND BACHELORS DEGREE PROGRAMS

The technical standards outlined below are required for completion of programs from the Carver School of Social Work at Campbellsville University. These standards, describe the physical, cognitive, emotional and behavioral requirements of social work students. They are designed to provide an overview of non-academic criteria required for students to fully participate in all aspects of coursework and the field practicum.

1. **Observation**: Students must be able to:
    - Accurately observe clients to effectively assess their situations.
    - Have the sensory and motor abilities to carry out effectively the necessary assessment activities.

2. **Communication**: Students must be able to:
    - Communicate effectively with other students, faculty, staff, clients and other professionals, and exemplify a willingness and ability to listen to others.
    - Demonstrate effective communication in presentations, written assignments, small group settings, and through electronic means.
    - Perceive and interpret nonverbal communication.
    - Use spoken and written English to understand the content presented in the program.
    - Comprehend reading assignments and search and evaluate the literature.
    - Demonstrate competency in writing skills.

3. **Sensory and Motor Functions**: Students must have sufficient sensory and motor abilities to:
    - Attend/participate in class and complete the required number of hours during their field practicum.
    - To attend and perform safely and satisfactorily in the classroom/online setting and in social work agency settings.

4. **Intellectual, Conceptual, Integrative and Quantitative Functions**: Students must have the ability to:
    - Think critically, analyze and interpret objective and subjective data, and apply effective problem solving skills. These skills allow students to make proper assessments, use sound judgment, appropriately prioritize therapeutic interventions, and measure and report client outcomes.
    - Demonstrate cognitive ability to effectively use and apply program's knowledge/skills.

5. **Self-Awareness**: Students must exhibit:

- Knowledge and openness to learning how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
- Willingness to examine and change their behavior when appropriate and work effectively with others in subordinate positions as well as with those in authority.

6. **Emotional and Mental Stability**: Students must demonstrate the ability to:

- Deal with current life stressors through the use of appropriate coping mechanisms effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- Effectively use help for medical or emotional problems that interfere with academic and clinical performance.

Professional Performance Standards

The School of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The program expects students to exhibit behaviors that are consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and the larger community. Some specific examples of professional performance standards are outlined below.

Students must demonstrate:

- A commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.
- The essential values of social work including the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
- Behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community.

- Responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

- A commitment to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

I have read, understand and acknowledge receipt of the Social Work Professional and Technical Standards.

Signature of Applicant_____ (typed signature accepted)

Date_____

Technical Standards may be met with, or without, accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Requests for accommodations should be directed to the Office for Disability Accommodations (ODA) and follow established university policies and procedures. For more information, contact ODA at 270-789-5450 or visit https://www.campbellsville.edu/academics/academic-affairs/academic-support/disability-services/ .

Based on Mississippi State University document

CURRICULUM OF THE MASTER OF SOCIAL WORK

The Carver School of Social Work at Campbellsville University is committed to providing a comprehensive social work education to all who meet eligibility requirements. Those admitted to the program will be expected to follow the course sequence outlined in this of the handbook.
Once accepted into the program, the student should register for courses as soon as possible. If there are any questions or concerns about registration, the student will be should consult with their assigned academic advisor. The student will be notified of their academic advisor in their acceptance letter. 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 or dropping a course; otherwise the student may be financially responsible for a course they did not intend to take. The student must notify their advisor of their intent to pursue part time curriculum if they wish to make a change mid-curricular.

MSW Foundation Curriculum (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 have this option as a means to achieve their MSW. This foundation level is in an online format and requires one academic year of full-time 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 500 level specified courses taught by social work educators and 6 credit hours of practicum experience (450 clock hours). A student enrolled full time will complete the foundation curriculum in one academic year. A student enrolled in the part time program will complete the foundation curriculum in two academic years. There are three entry points to the foundation year of the MSW program, August, January and May.

MSW Advanced Generalist Curriculum (30 credit hours)

The advanced generalist curriculum of the MSW program is for students that either have successfully completed the foundation year of the curriculum or have already completed a BSW from a CSWE accredited undergraduate social work program within the last seven years. Applicants having completed their BSW degree over seven years ago will be required to complete the 60-hour MSW program. To progress to the advanced standing year, students without a BSW must meet the following criteria:

- Successfully completed the foundation curriculum
- No Ds or Fs (students must retake these prior to transitioning to the advanced year)
- Must have a minimum 3.0 GPA

This curriculum is offered hybrid or online and requires one year of continuous study to complete. The advanced generalist curriculum consists of 24 credit hours of 600 level specified courses taught by social work educators and six credit hours of practicum experience (450 clock hours). The advanced generalist curriculum provides a balance of both micro level and macro level skill development. A student will complete the advanced generalist curriculum within one to two years depending on the curriculum plan selected. There are three entry points to the advanced generalist curriculum of the program, August, January and May.

MSW Advanced Clinical Curriculum (30 credit hours)

The advanced clinical curriculum of the MSW program is for students that either have successfully completed the foundation year of the curriculum or have already completed a BSW from a CSWE accredited undergraduate social work program within the last seven years. Applicants having completed their BSW degree over seven years ago will be required to complete the 60-hour MSW program. In order to successfully complete the foundation year of this program, students must meet the following criteria:

- Successfully complete the required foundation curriculum
- No Ds or Fs (students must retake these prior to transitioning to the advanced year)
- Must have a minimum 3.0 GPA

This online curriculum requires one year of continuous study to complete. The advanced clinical curriculum consists of 24 credit hours of specified courses taught by social work educators and six credit hours of practicum experience (450 clock hours) within an a clinical setting. The advanced clinical curriculum provides an emphasis on the development of clinical skills and must occur within a clinical setting. A student will complete the advanced clinical curriculum within one to two years, depending on the curriculum plan selected. There are three entry points to the advanced clinical curriculum of the MSW program, August, January and May.

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.**
SWK 510	Foundation Practicum I	3
SWK 511	Foundation Practicum II	3
SWK 520	Human Development	3
SWK 530	Research	3
SWK 545	Practice Foundation I-Individuals	3
SWK 546	Practice Foundation II-Families	3
SWK 547	Practice Foundation III-Communities	3
SWK 548	Practice Foundation IV - Groups	3
SWK 570	Cultural Competency	3
SWK 575	Policy & Practice	3
Total hours for foundation	**30**	
Advanced Generalist Track		
SWK 610	Advanced Practicum I	3
SWK 611	Advanced Practicum II	3
SWK 660	Psychopathology	3
SWK 615	World Problems & Advocacy	3
SWK 650	Change Theory	3
SWK 655	Program Evaluation	3
SWK 626	Advanced Practice with Children & Families	3
SWK 665	Leadership and Supervision in Social Work	3
SWK 685	Community Development & Grant Writing	3
SWK	Elective	3

		30 hours
Elective Options for Advanced		
SWK 682	Human Trafficking Interventions	3
SWK 681	Addictions	3
SWK 680	Special Topics	3
SWK 686	School Social Work	3
SWK 661	Clinical Diagnosis and Psychopharmacology	3
SWK 692	Theories for Social Work Practice	3
SWK 688	Clinical Administration and Ethics	3
Advanced Clinical Track		
SWK 610	Advanced Practicum I	3
SWK 611	Advanced Practicum II	3
SWK 660	Psychopathology	3
SWK 650	Change Theory	3
SWK 626	Advanced Practice with Children & Families	3
SWK 655	Program Evaluation	3
SWK 661	Clinical Diagnosis and Psychopharmacology	3
SWK 681	Addictions	3
SWK 688	Clinical Administration and Ethics	3
SWK 692	Theories for Social Work Practice	3
		30 hours

Social Work Faculty & Staff

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Rachel Blackburn
Secretary/Receptionist
270-789-5049 rlblackburn@campbellsville.edu

Course Descriptions

SWK 510 Foundation Practicum I (3 credit hours)
Foundation Practicum 510 is the first 16-week capstone course for the MSW Foundation program. Students will be introduced to the foundation level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing and building competence of the social work practitioner at the foundation level. In addition to course assignments, students must also complete 225 clock hours by the end of the semester. Pre-requisite: Field placement application approval.

SWK 511 Foundation Practicum II (3 credit hours)
Foundation Practicum 511 is the second 16-week term course for the MSW Foundation program. Students will continue to focus on the development of foundation level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing practicing and building competence of the social work skills and behaviors at the foundation level. In addition to course assignments, students must complete 225 clocks hours by the end of the semester. Pre-requisite: Successful completion of SWK 510 Foundation Practicum I.

SWK 520 Human Development (3 credit hours)
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.

SWK 530 Research Methods (3 credit hours)
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.

SWK 545 Practice Foundation I (3 credit hours)
This course the social work professional as well as an introduction to basic skills necessary to perform generalist social work practice with individuals 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. Student will gain skills in exploring, assessment, planning, developing case plans, evaluation and termination.

SWK 546 Practice Foundation II (3 credit hours)
This social work foundation course builds upon Foundation Practice I by continuing with the development of foundation social work skills, but within families. This course prepares students with knowledge and skills in developing, conducting and evaluating interventions with families within social work practice with an empowerment emphasis. Specifically, this course will prepare students to engage

and interact with families within a therapeutic setting Students will demonstrate the ability to evaluate and intervene at the family level ethically and competently.

SWK 547 Foundation Practice III (3 credit hours)
This social work foundation course prepares students with the knowledge and skills to assess, develop, and implement interventions within macro systems from an empowerment perspective. This course prepares the graduate to explore macro systems, develop a service, program to address a system of need within an organization or a community. This transition is a building process that progresses from program feasibility to service delivery to evaluation of the service in an effort to determine the impact of the service on the population in need.

SWK 548 Foundation Practice IV (3 credit hours)
This social work foundation course builds upon Foundation Practice I and II by continuing with the development of foundation social work skills, but within group settings. This course prepares students with knowledge and skills in developing, conducting and evaluating interventions with groups within social work practice with an empowerment emphasis. Specifically, this course will prepare students to develop, conduct, lead and evaluate various types of groups within social work practice. Students will demonstrate the ability to evaluate and intervene at the group ethically and competently.

SWK 570 Cultural Competencies (3 credit hours)
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, subgroup cultural communication patterns, and methods of addressing the provision of services for these diverse groups.

SWK 575 Policy & Practice (3 credit hours)
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 credit hours)
This course is the first 16-week capstone course for the MSW Advanced program. Students will be introduced to the advanced level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing and building competence of the social work practitioner at the advanced level. In addition to course assignments, students must also complete 225 clock hours by the end of the semester. Pre-requisite: Students must be advanced standing and have practicum placement application approved by field director.

SWK 611 Advanced Practicum II (3 credit hours)
This course is the second 16-week term course for the MSW Advanced program. Students will continue to focus on the development of the advanced level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing practicing and building competence of the social work skills and behaviors at

the advanced level. In addition to course assignments, students will also complete 225 hours by the end of the semester. Pre-requisite: Successful completion of SWK 610 Advanced Practicum I.

SWK 615 World Problems & Advocacy (3 credit hours)
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.

SWK 626 Advanced Practice with Children and Families (3 credit hours)
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.

SWK 650 Change Theory (3 credit hours)
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.

SWK 655 Program Evaluation (3 credit hours)
This advanced standing core course will explore the four key program evaluations, i.e. needs assessment, process evaluation, outcome evaluation and efficiency evaluation. Students will learn the key steps to implementing each one of these evaluations as well as the ability to evaluate the quality of these type of program evaluations. Key ethical and cultural components in planning and implementing the evaluation of social work programs will also be addressed. The course will also include a review of the research methods (designs, measurement, data collection and analysis) specific to the planning, conducting and reporting the results of a program evaluation.

SWK 660 Psychopathology (3 credit hours)
This course will provide students with an intensive focus on the types of mental disorders that are prevalent in inpatient and outpatient settings and the likely etiology of these disorders. This course will also include consideration of culture/worldviews in diagnosis and conceptualization, as well as anticipating ethical issues related to diagnosis and treatment. Finally, students will be exposed to various treatments, particularly Empirically Supported Treatments, which will lead to symptom decrease and/or remission of various disorders.

SWK 661 Clinical Diagnosis and Psychopharmacology (3 credit hours)
This course will enhance the student's skills in complex clinical and diagnostic interviewing, assessment, diagnosis and psychopharmacology by exploring the interaction of the psychological, social, and biological experience, and utilizing this understanding as a guide to case formulation, clinical

intervention and treatment planning. In particular, we examine many forms or dimensions of clinical interviewing, including the intake interview, suicide assessment interviewing, and mental status examination. This course will also include consideration of multicultural orientation/worldviews in diagnosis and conceptualization, as well as anticipating ethical issues related to diagnosis, treatment and the counseling relationship within in the context of social work values. Finally, students will be exposed to various interventions, particularly empirically supported treatments and psychopharmacology which will lead to symptom decrease and/or remission of various disorders. Successful completion of SWK 660 Psychopathology is required for enrollment in the course.

SWK 665 Leadership and Supervision in Social Work (3 credit hours)
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.

SWK 685 Community Development & Grant Writing (3 credit hours)
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.

SWK 688 Clinical Administration and Ethics (3 credit hours)
This course prepares advanced clinical social workers to develop, manage and conduct clinical social work practice in a social or private mental health practice. Students will build skills to establish a client base, establish and provide supervision, manage client information, manage finances, utilize clinical business practices, review safety standards and adhere to professional ethics and regulatory law.

SWK 692 Theories for Social Work Practice (3 credit hours)
This advanced practice clinical course will cover various theories of social work practice. Specifically, students will learn about the theoretical underpinnings and their linkages to direct practice. Students will learn the focus on the theory, main concepts, the specific theorists, practice applications and practice interventions. Students will learn the importance of understanding the theories that drive the direct practice with various clients.

Electives

SWK 686 Social Work in the School Setting (3 credit hours)
This course provides the foundation knowledge and skills necessary to effective school social work practice. Topics range from understanding the social worker's role, legal and ethical complexities, policy practice, needs assessment, mental health and case management as it relates to the school setting. Emphasis is placed on educational mandates, family-centered services/practice, cross-cultural practices, and collaboration with the child welfare system, crisis intervention, group planning, attendance, bullying /harassment, and developing interventions for the desired school community.

SWK 680 Special Topics: Child Abuse Assessment and Policy (3 credit hours)
This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, its effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families.

SWK 681 Addictions (3 credit hours)
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.

SWK 682 Human Trafficking Interventions (3 credit hours)
Human Trafficking Interventions is a special topics course that focuses on assessments, interventions, and recovery for trafficked victims. Human Trafficking victims have needs specific to their bondage and culture, which are different from other client groups. This course will prepare students to be able to assess and intervene for and with trafficked victims and develop comprehensive case management plans. Client services and interventions examined medical, mental health, emergency services, spirituality, transitional housing, reunification, mainstreaming, job training/employment, child victims, and victim outreach.

COLLEGE OF ARTS AND SCIENCES

Master of Arts in Sport Management
Master of Arts in Teaching English to Speakers of Other Languages
Master of Science in Justice Studies

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 (MASM)

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Email: ksshim@campbellsville.edu

Dr. Tom Bell
Campbellsville University, UPO 746, 1 University Drive, Campbellsville, KY 42718
Email: twbell@campbellsville.edu, 270-789-5462

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

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, BA 614 Human Resource Management, and BA 620 Managerial Finance. The student must choose nine (9) hours of coursework Emphasis in either Administration or Marketing. The student needs to complete the Internship (Capstone project) This internship is to be completed in G3 or G6 depending on term of enrollment.

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)**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. Students with a cumulative grade point average of 3.0 will not have to take the Graduate Record Exam (GRE) or Graduate Management Admissions Test (GMAT), nor will students who majored in sport management with a 3.0 GPA in sport management courses
5. Collect and submit three (3) letters of recommendation from current or past supervisors, professors and other professionals who can attest to the student's qualifications. At least one of recommendation letters should come from academic areas (e.g., academic advisors, major professors).
6. **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.
7. C**urrent biography (Resume)** 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).
8. **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: Dr. Kunsoo Shim, Lead Professor of MASM, ksshim@campbellsville.edu, 270.789.5185; Donna Wise, Chair of Division of Human Performance, dwise@campbellsville.edu 270.789.5261;Dr. Tom Bell, twbell@campbellsville.edu 270.789.5462,

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 BA 614 Human Resource Management and BA 620 Managerial Finance. The student must choose nine (9) hours of coursework Emphasis in either Administration or Marketing. The student needs to complete the Internship (Capstone project). The internship is to be completed in G3 or G6 depending on term of enrollment. 12 hours of coursework must be completed to enroll. Students should not take internship without having taken 4 classes.

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
BA 614	Human Resource Management	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
BA 617	Leadership	3

MARKETING Tract (choose 3 classes)

BA 600	Entrepreneurship	3
HP 675	Current Issues & Trends in Sport & PA	3
BA 601	Marketing Management	3
BA 610	Managing Global	3
BA 617	Leadership	3
BA 623	Marketing Communication	3

COURSE DESCRIPTIONS

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 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 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 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.

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.

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.

[redacted]

Master of Arts in Teaching English to Speakers of Other Languages

[redacted]

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

Eduardo L. Trindade, Ph.D (ABD).
B.A. in Theology, Seminário Batista do Paraná; M.A.in Hermeneutics, London School of Theology;
M.A. in Linguistics, University of Louisville; PhD (ABD) in Education, Bellarmine University

Andrea Giordano, MA TESOL.
B.A. Educational Ministries, Campbellsville University
M.Ed. TESOL, Shenandoah University

Joshua Detherage, MA TESOL
B.A. English, Free Will Baptist Bible College (now Welch College);
M.A. TESOL and Intercultural Studies, Wheaton College

Robert Parrish, MA TESOL
B.A. Intercultural Studies, Moody Bible Institute;
M.Ed. TESOL, Wheaton College

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.

Master of Science in Justice Studies (MSJS)

Graduate Faculty/Staff

Dale Wilson, Ph.D.
B.S., Eastern Kentucky University; M.A. in Education, Liberty University; Ph.D., Capella University

George Ackerman, Ph.D.
B.A., Florida Atlantic; M.S., Nova Southeastern; Ph.D., Capella University

Dan Phillips, Ph.D.
B.S., James Madison University, M.A., Virginia Tech, Ph.D. Virginia Tech

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

Deborah Robinson, Ph.D.
B.S., University of Florida; M.S., Florida State University; Ph.D., Florida State University

Joseph Budd, Ph.D.
B.S., Valdosta State University; M.S. Valdosta State University; Ph.D., Argosy University

The program will place a strong emphasis on social justice, ethics, human values and analytical skills as they apply to criminal justice administration and current events. As part of the program, students will examine research on organizational dynamics in the prison system, recidivism issues in both Kentucky and the across the country, the future of employment in the criminal justice field, current debates about gun control, and the need to increase understanding of the use of force policy.

Requirements
1. Applicants must submit a completed university graduate application form.
2. Applicants must submit official transcripts from all colleges/universities attended (undergraduate and graduate). If the applicant does not have a GPA of at least 2.75, GRE and/or interview may be required.

MSJS Core Requirements 15

CJ 500	Leadership in a Diverse Society	
CJ 505	Ethics and Leadership in Criminal Justice Organizations	3
CJ 525	Social Stratification	3
CJ 544	Introduction to Graduate Statistics	3
CJ 562	Research Methods	3

Track (Choose Criminology or Public Service Leadership and Social Justice) 18

CRIMINOLOGY TRACK

CJ 510	Advanced Research Methods for Criminology	3
CJ 520	Contemporary Issues in Criminology	3
CJ 530	Advanced Criminological Theory	3
CJ 540	Applied Statistics	3

CJ 600	Thesis I	3
CJ 601	Thesis II	3

PUBLIC SERVICE LEADERSHIP AND SOCIAL JUSTICE

BA 617	Organizational Leadership	3
CJ 518	Criminal Justice in a Diverse Society	3
CJ 521	Theories of Community and Social Change	3
CJ 622	Research Methods for Community Change	3
Pick 6 hours:		
CJ 600/CJ 601	Thesis I and II	6
CJ 610/CJ 611	Program Evaluation I and II	6

Elective Choice (Choose one course from below list) 3

BA 614	Human Resources	3
BA 620	Finance Management	3
CJ/SOC 542	Race and Ethnic Relations	3
CJ 550	Victimology	3
CJ 585	Serial Killers	3
CJ 620	Seminar in Criminal Justice	3
CJ 625	Policing and Immigration	3
CJ 630	Crime Control and Environmental Design	3
SWK 615	World Problems and Advocacy	3

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 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 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.

CJ 500 Leadership in a Diverse Society 3

This course tackles the issues of leadership of criminal justice and related organizations in an increasingly diverse society. We will explore the relationships between leaders and subordinates as well as other stakeholders within the organizations and communities. We will examine hidden prejudices as well as stereotypes that impact the ability to lead. The course will also examine the role of police and other justice organizations in a society that is culturally diverse.

CJ 510 Advanced Research Methods in Criminal Justice.....3
This course is an advanced examination into the methodologies used in criminal justice research. Students will understand the strengths and weaknesses of using the following qualitative, quantitative and mixed methods approaches. Students will form a hypothesis for research in the area of criminal justice.

CJ 518 Criminal Justice in a Diverse Society 3
This course will attack a broad scope of problems associated with criminal justice agencies, including law enforcement, the courts, and correctional facilities. Police officers, correctional offices, and individuals employed throughout the system are impacted by their preconceived ideas, stereotypes, and erroneous perceptions. The citizenry is also impacted, often in a negative manner. This course explores the individual roles and associated prejudices that impact public perceptions of the criminal justice system.

CJ 520 Contemporary Issues in Criminology 3
This course will rotate topics that are relevant at the time. Topics will range from advocacy groups, death penalty, wrongful convictions, social justice issues, and criminal justice reform. We will discuss a range of issues within each topic. Community policing is the first topic. We will examine the roles of recruiting, leadership, and training as they apply to community policing. Community policing is an important issue given the problems that law enforcement offices face in many communities. This course will explore the various approaches that have been employed combined with the problems associated with success and/or failure.

CJ 521 Theories of Community and Social Change 3
This course will examine various theories related to social change including social structure theories, crime prevention through environmental design, and process theories. The course will explore the role of criminal justice leaders in relying on research, best practices, and evidence based practice to make agency decisions. Strong evidence should guide decision making and this course will increase the knowledge level of our students.

CJ 525 Social Stratification.....3
This course provides a survey of major sociological theories and research on class inequality in modern societies, with emphasis on the contemporary United States. We will examine the distribution of wealth, status, political power, and other valued resources; the structure and effects of class, race, ethnicity, gender, and other modes of social differentiation and the relationship with the reproduction of inequality.

CJ 530 Advanced Criminology Theory 3
This course is an intensive overview and an examination of the major criminological perspectives, theory construction, theory testing, and theory integration.

CJ 540 Applied Statistics.....3
The first purpose of this course is to provide you with a background in statistical principles in order for you to be a good user of statistical analysis. We will learn how to describe data effectively, how to run a simple regression, and how to interpret the results. The second purpose of this course is to provide you with the basic knowledge in probability theories, such as expected values or probability distributions, which are necessary in understanding social science research and other courses in the justice studies program.

CJ 542 Race and Ethnic Relations 3
This course will examine inter-and intra-group relationships between various racial and ethnic groups in America. Particular attention will be given to the causes, consequences, and reduction of prejudice and discrimination as they apply to crime and interactions with law enforcement. Students will be required to develop a research proposal that addresses a significant area of concern with the area of police interactions related to race and ethnicity.

CJ 544 Introduction to Graduate Statistics 3
This course is intended to provide graduate students with an introduction to statistics. The emphasis in this course will be upon understanding statistical concepts and applying and interpreting tests of statistical inference. Content will include but not be limited to: the application of selected inferential statistical procedures, including advanced correlational methods, multiple regression, t-tests, ANOVA, two-way factorial ANOVA, reliability and other advanced procedures. Computer software (SPSS) will be employed to assist in the analysis of data for this course. Students should have access to a computer, SPSS software, and the Internet.

CJ 550 Victimology 3
The scientific study of victims and victimization including the social and individual impact of victimization and the laws, policies, practices, strategies of intervention, and costs resulting from criminal activities. This course will enable students to better understand the role that victim influenced activities play in crime. Students will be required to read and evaluate the National Crime Victims Survey and compare the results to crimes reported to police. This will involve an analysis of victimization and why there is such a disparity in the data.

CJ 562 Research Methods.....3
The course is designed to provide an understanding of basic research methods and techniques used in the social sciences but also applicable to almost any area of investigation and scholarship. Students will be exposed to the basic analytical, graphical and statistical methods used to generate and interpret data, and will demonstrate their knowledge of the course materials by analyzing and interpreting research from professional journals and by planning an independent research study over the course of the semester. Students will learn to effectively use EXCEL software for data manipulation, graphics and statistical analysis. We will also use SPSS software and learn to develop literature searching tools using a variety of available library databases.

CJ 585 Serial Killers 3
An examination of the phenomenon of serial killing and serial murderers. The focus of the course is defining serial murder as well as characterizing serial killers and their victims. Attention will also be given to techniques of investigating, profiling, apprehending, and the judicial disposition of serial killers. The course will also require students to assess profiling techniques used by the FBI and conduct a comparative analysis of the similarities and differences between serial killers with respect to profiling results.

CJ 600/601 Thesis I/II .....3 each course
Students will create an original, scholarly work synthesizing criminal justice theories, methodology and systems and apply same to a current issue in the field demonstrating substantial knowledge of the student's criminal justice concentration outcomes. Student will also engage in threaded discussions regarding current topics in criminal justice as they relate to the student's criminal justice concentration outcomes. Students will work independently with support and input from the professor.

CJ 610/611 Program Evaluation I/II.....3 each course
Students will conduct an original program evaluation or policy assessment within the area of criminal justice, non-profit, social justice, advocacy, or public service leadership. Students will assess an existing program or policy using a process similar to that of the thesis requirement. Students will choose an existing program or policy and evaluate it using an introduction, literature review, and research design.

CJ 620 Seminar in Criminal Justice 3
This class will be conducted predominately by discussions, small group activities, and informative "how to" sessions related to current events in law enforcement. Students will be exposed to as much reading as possible that will provide insight, information, and knowledge that assist in their being successful functioning in leadership and social advocacy positions related to criminal justice. Research and case studies will be employed to give students a wide-breath of exposure to useful information about social justice in the criminal justice field.

CJ 622 Research Methods for Community Change.....3
This course will expand on existing research methods coursework by exploring the specific methods for studying community and social change. We will study current methodology that is in use and evaluate results, policy, and practice for its efficacy. The course will lean heavily on the use of best practices in the area of policy assessment evaluation as well as implementation of evidence based practice. Students will be required to develop a research proposal for an existing criminal justice policy. This project will necessitate that students examine the policy for its effectiveness as well as the reasons for implementation initially.

CJ 625 Policing and Immigration 3
This course takes students through several case studies where active involvement in immigration enforcement has increased understanding and equity with respect to immigration enforcement. It takes a look at how law enforcement agencies' efforts to fulfill their primary missions of investigating and preventing crime can integrate with immigration enforcement. We examine the challenges for local police, such as understanding an extremely complicated set of federal laws and policies, and working to develop trust and cooperation with undocumented immigrants who are victims of or witnesses to crime.

CJ 630 Crime Control and Environmental Design 3
This class is based on the idea that the proper design and effective use of the built environment can lead to a reduction in the incidence and fear of crime, and an improvement in the quality of life. Crime Prevention is defined as the anticipation, recognition and appraisal of a crime risk and the initiation of some action to remove or reduce it. This course examines the role that environmental design takes in crime prevention as well as the role that law enforcement officers can play in an advisory role to the community.

SWK 615 World Problems & Advocacy 3
Students will assess global problems and examine the various dimensions of globalization; including, global concerns within the social welfare arena and how to advocate within. Through a social justice lens, students will critically evaluate the efficacy with which the social work profession lives up to its social justice mandate within the global context. The goal is to 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.

SCHOOL OF BUSINESS, ECONOMICS, & TECHNOLOGY

Master of Business Administration
Professional Master of Business Administration
Master of Science in Computer Science
Master of Science in Information Technology Management
Master in Management and Leadership

Doctor of Philosophy in Management (Ph.D.)

Dr. Patricia H. Cowherd, Dean
Campbellsville University, UPO 794, 1 University Drive, Campbellsville, KY 42718
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E-mail: mml@campbellsville.edu

GRADUATE FACULTY AND STAFF

Dean of the School
Patricia Cowherd, Ph.D. - Computing 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

David Wesley Auberry, Ph.D.- Strategic Management/HR
B.A., University of Louisville; M.A., Webster University; M.S., Sullivan University; Ph.D., Sullivan University

Rickey Casey, **DBA**. – Management
B.S., The College of the Ozarks; M.B.A., University of Central Arkansas; D.B.A. Nova Southeastern 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

Amanda Ewing, DBA – Marketing
B.S.B.A., American Intercontinental University; MBA, American Intercontinental University, D.B.A., Northcentral University

Mark D. Fulford, Ph.D. – Human Resource Management/Organizational Behavior
B.S., University of Illinois at Chicago; M.S., Auburn University; Ph.D., Indiana University at Bloomington;

Marcus Gaddis, Ph.D. – Business Administration/Accounting
B.S., University of KY; MBA, University of KY; Ph.D., University of KY

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

Thomas Jeffrey, Ph.D. – Instructional Design and Technology
B.S., Sam Houston State University; M.E. Lamar University; Ph.D. Virginia Polytechnic Institute and State University

Richard A. Livingood, Ph.D. – Organization & Management/ITM
B.S. Bob Jones University; M.A. Liberty University; Ph.D. Capella University

Rockie McDaniel, DHA – Health Administration
B.S., Campbellsville University; B.S.N., Eastern Kentucky University; M.S.N, Old Dominion University; Advanced Graduate Certificate, Family Nurse Practitioner DL State University of NY at Stony Brook; D.H.A., University of Phoenix.

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

Vincent Scovetta, Ph.D. – Computer Info Systems
B.S., St. John's University; M.S., Long Island University; Ph.D., Nova Southeastern 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 16 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 16 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 online via Tigernet, the beginning of the semester 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 Requirements 27

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 (PBOK) 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 Computer Science (MSCS)

The Master of Science in Computer Science (MSCS) is a STEM program that requires 30 semester hours. The program combines theory and practice in order to prepare students to meet the growing demand of the many disciplines of Computer Science (CS). Students entering the program must hold a bachelor's and have adequate background in computer science to successfully complete the program.

The MSCS program is offered in two formats. The program is available as a hybrid program at the Louisville Education Center and it is also offered fully online.

Student outcomes for the program include the following:

- Students will be able to apply advanced theory and applied principles so solve a variety of problems using current CS related technologies.
- Students will be able to work effectively in teams and have strong communication skills.
- Students will be able to design, develop, analyze software, and algorithmic models.
- Students will have sufficient knowledge and background to be successful in the industry or work on a doctorate in computer science.

Course prerequisites for the program are as follows:

- Undergraduate CS /CIS major or
- Selected courses such as
    - CS 450 Software Engineering or equivalent or consent of professor
    - CS 420 Database Program Development or equivalent or consent of professor
    - CS 161 CIS II or equivalent or consent of professor
    - CS 374 Computer Operating Systems or equivalent or consent of professor
    - 1 semester of Calculus; 1 semester of Discrete Math; 1 semester of Linear Algebra

Courses for the MSCS are as follows:

CS 630 Software Engineering—3 hours
CS 631 Advanced Database—3 hours
CS 632 Cyber Security—3 hours
CS 633 Advanced Programming Languages—3 hours
CS 634 Current & Emerging Technology—3 hours
CS 635 Disaster Recovery Planning—3 hours
CS 636 Cyberlaw, Regulations, & Compliance—3 hours
CS 637 Advanced Operating Systems—3 hours
CS 638 Artificial Intelligence—3 hours
CS 639 Advanced Topics in Computer Networking—3 hours

MSCS Course Descriptions--30 Semester Hours*

CS 630 Software Engineering-3 hours
Prerequisite CS 450 (Software Engineering) or equivalent or consent of instructor
Methods in software selection, design and analysis, implementation, testing, documentation, team work, and project management. Software engineering focuses on computer software development using engineering principles. The engineering principles follow stages of the development process beginning with requirements gathering and analysis, modeling, designing, planning, as well as customer feedback. A project will be developed using the team approach.

CS 631 Advanced Database-3 hours
Prerequisite CS 420 (Database Program Development) or equivalent or consent of instructor
Design and implementation of large data files, normal forms, recovery, database security, Relational and Network model Databases, SQL, and Stored Procedures and Triggers.

CS 632 Cyber Security-3 hours
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.

CS 633 Advanced Programming Languages-3 hours
Prerequisite CS 161 (CIS II), CS 374 (Computer Operating Systems) or equivalent or consent of instructor
Topics will include high-level languages, grammars, compilation, language design, object-oriented, and advanced programming concepts.

CS 634 Current & Emerging Technology-3 hours
This course focuses on the tools and skills needed 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.

CS 635 Disaster Recovery Planning-3 hours
This course prepares students to design, 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. Students will document the necessary procedures used to capture current business data, software, and hardware infrastructure state used to replicate the original IT/IS business environment in the event of a disaster. The methodologies followed will help to ensure the business continuance.

CS 636 Cyberlaw, Regulations, & Compliance-3 hours
This course prepares students to participate in the legal analysis of relevant cyberlaws and address governance, standards, policies, and legislation. Student will study the issues corporations are faced with in order to meet the needs of compliance with national and international laws, and regulations. Acceptable professional standards, business practices, and internal standards will also be discussed.

CS 637 Advanced Operating Systems-3 hours
Advanced Operating Systems: Prerequisite CS 374 (Computer Operating Systems) or equivalent or consent of instructor

Topics include algorithms and structure for storage, memory management, scheduling, permissions, and current operating system (OS) issues. Various OS models will be analyzed and compared (i.e. Linux, UNIX, iOS, ROS, Windows), hypervisor concepts (VM, Cloud), as well as large systems models (i.e. zOS, zVM, zVSE).

CS 638 Artificial Intelligence-3 hours
Prerequisite CS 450 (Software Engineering) or equivalent or consent of instructor
This course is a graduate-level introduction to artificial intelligence (AI) and will provide the student with a broad survey of AI and the theoretical and computational techniques that serve as a foundation for the study of AI. This course will cover topics such as intelligent agents, problem-solving with search, knowledge representation and reasoning, modern deterministic and decision-making techniques, and machine learning. Upon completion of this course, students will understand AI concepts and be able to apply them to relevant problems.

CS 639 Advanced Topics in Computer Networking-3 hours
Prerequisite CS 341 (Networking) or equivalent or consent of instructor
Study of the design, implementation and maintenance of computer networks. Topics will include topologies, switching, routing protocols, wireless, and multimedia networks. Studies will include factors that promote and demote cloud computing as well as robotics.

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*Prerequisites: Undergraduate CS/CIS major or selected courses such as CS 450 Software Engineering or equivalent or consent of professor; CS 420 Database Program Development or equivalent or consent of professor; CS 161 CIS II or equivalent or consent of professor; CS 374 Computer Operating Systems or equivalent or consent of professor; 1 semester of Calculus; 1 semester of Discrete Math; 1 semester of Linear Algebra

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. 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 (PBOK) 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 and the Harrodsburg 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 Requirements 30

BA 606	Team Management
BA 607	Managerial Communication
BA 608	Managing Diversity
BA 611	Organization Theory
BA 614	Human Resource Management
BA 616	Business Ethics
BA 617	Leadership
BA 625	Negotiation and Conflict Management
BA 631	Project Management
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 discipling.

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 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 614 Human Resource Management
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 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 631 Project Management
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 (PBOK) with an emphasis on issues that differentiate information.

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.

DOCTOR OF PHILOSOPHY IN MANAGEMENT (Ph.D.)

The Doctor of Philosophy in Management (Ph.D.) program enables students to earn a doctoral degree related to the business or technology field at a Christ-centered institution.

Students in the Ph.D. in Management program will be required to complete all core, research, specialization and dissertation requirements for the Campbellsville University Ph.D. in Management program.

The Ph.D. program will consist of 60 credits, beyond master level credits, with 8 required core courses. Students in this program will be allowed to transfer in a maximum of 12 approved graduate level credits, thus requiring a minimum of 48 credits of the requirements to be taken directly at Campbellsville University.

Credits apply in five categories or components:

1. Core Coursework: 24 credits
2. Research Methodology: 12 credits
3. Ph.D. Specializations: 12 credits
4. Dissertation Proposal: 6 credits
5. Dissertation: 6 credits

Program Outcomes

Upon successful completion of the Campbellsville University Ph.D. in Management program, the graduate will be able to:

1. Formulate scholarly research that contributes to the professional body of knowledge relevant to business and management.
2. Justify current and emerging theory and practice of the key content areas of business management through an interdisciplinary perspective to exigent business situations.
3. Evaluate the subject matter with a high order of cognitive ability and in a manner that is concise, clear, organized, and professional with well supported, appropriate, and original content.
4. Synthesize practical applications which contribute to the creation of original theory.

Admission Requirements

A Master's degree (preferably a MBA or Master's in Business) from a regionally accredited institution is required to enter the program. Students who do not have a business background must take MGT 907 Business Knowledge Studies along with all other students during the first term in order to obtain basic knowledge of accounting, economics, finance, and statistics.

Required admission documents include the following:

- Application
- Official transcripts from previous colleges/universities
- Resume

- Three professional references
- Personal essay
- Interview

When all documents are received, an interview (in person or on the phone) will be scheduled. Applicants without a master's in a business discipline may be required to complete the GMAT exam and earn an acceptable score and/or successfully complete (if not previously completed) a course in Statistics and/or Research Methods before they can be officially admitted to the program. Admission will be based on a combination of previous academic performance and qualifications, relevant work experience, references, a personal essay, and the interview.

Residency Requirement

To ensure close and meaningful interaction with their faculty mentors, the students are required to attend three face-to-face four-day conferences or residencies held at Campbellsville University or one of its centers. In addition, at the beginning of each term, a webinar will be held with their assigned faculty mentor during the first week of the Dissertation Proposal courses. The students are encouraged to attend all webinars and are expected to attend at least four webinars throughout the program.

Time Requirement for Completion

Students have up to seven years for program completion once course work begins. Students are anticipated to complete the dissertation within one year after completion of all their course work, and an extension may be granted upon written request to the Dean of the School of Business, Economics, and Technology.

An option exists for part-time study while not encouraged but can be arranged for those who may need to temporarily step out for personal or professional reasons. These students will need to join another cohort to continue the program of study.

Comprehensive Examination

After approval of the dissertation proposal, the students will take the comprehensive examination during Term 8. The examination assesses the students' competency in the following areas: management core, specialization core, and research skills. Students who receive a passing grade on the comprehensive examination will be advanced to doctoral candidacy. Students who do not receive a passing grade on the exam will not be admitted to candidacy status and must schedule a second exam no later than six months after the first examination. A student who does not receive a passing grade for two comprehensive examinations will be dropped from the program.

Dissertation Proposal Preparation

The students are expected to take one one-credit course for directed proposal development (total of six credits) each term from Term 2 to Term 7 with their assigned faculty mentor. Each cohort of mentees will be capped at 10 mentees per faculty mentor.

Acceptance of Dissertation Proposal

The dissertation proposal includes the first three chapters of the dissertation (introduction, review of relevant literature, and methodology). When the student completes these chapters and is ready to

begin the process of data collection, the dissertation proposal will be submitted to the members of the student's dissertation committee. Each member of the committee will review the proposal and recommend any changes. When the proposal has been completed to the satisfaction of the dissertation committee, the Dissertation Chair will submit the Dissertation Proposal Approval Form.

Doctoral Candidacy

A student reaches doctoral candidacy status when he or she completes all academic requirements, including all course work, dissertation proposal, and comprehensive examination for the Ph.D. in Management program.

Dissertation

Six (6) credit hours are awarded for dissertation research. Credits are awarded after a student successfully defends a doctoral dissertation and the dissertation is accepted by the Dean of the School of Business, Economics, and Technology as successful completion of requirements for the Ph.D. program. The students are expected to complete the dissertation by the end of Term 9. Up to a one-year extension may be granted upon written request to the Dean of School of the School of Business, Economics, and Technology. Although, the candidate will not be required to register for any additional credits for the dissertation beyond Term 9, the candidate will be required to register for MGT 999 Dissertation Continuation for no academic credit and pay the annual Doctoral Student Fee to stay active in the program before the completion of the dissertation.

Dissertation Defense

Once the dissertation has been written and all modifications have been made to the satisfaction of the dissertation committee members, the Dissertation Chair will notify the Dean of the School of Business, Economics, and Technology that the candidate is ready to defend the dissertation and will schedule the candidate's oral defense of the dissertation. Campbellsville University faculty, students, and staff will be invited to attend the dissertation defense.

The Dissertation Chair will conduct the defense. There are two steps involved in this procedure: First, the candidate will do a formal presentation on his/her dissertation research, analysis, findings and recommendation, and then there will be a forum for questions for the candidate by a panel of scholars. Once the forum session is completed, the candidate will be dismissed while the members of the committee discuss the candidate's performance to determine if it is to the satisfaction of the dissertation committee. If the candidate is unsuccessful in defending the dissertation, the committee may schedule a subsequent defense, but is not obligated to do so and may rule that the candidate cannot be awarded the Ph.D.

There are three possible decisions that may be made for the dissertation defense: (1) accept – no revisions required; (2) accept- minor revisions required; or (3) not accepted – major revisions required. Following the dissertation defense, the Dissertation Chair and all committee members must sign the Dissertation Evaluation – Dissertation Decision and Revision Form and the Dissertation Chair will submit the completed form to the Dean of the School of Business, Economics, and Technology.

Acceptance of the Dissertation

Once the dissertation is in final form and all changes required by the committee have been made, the members of the committee will sign the dissertation approval form and the signed approval

form will be submitted to the Dean of the School of Business, Economics, and Technology. The candidate will be qualified to receive the Ph.D. degree upon the final approval of the Dean of the School of Business, Economics, and Technology.

Assessments

All the courses offered in the Ph.D. program will have formative and summative assessments to assess students' mastery of each of the expected course learning outcomes.

The Ph.D. program uses two direct assessments: (a) a Comprehensive Examination, and (b) a Dissertation. For the Comprehensive Examination, the students should exhibit overall knowledge of the courses taken; show the ability to apply the knowledge to a case study; demonstrate good writing skills; and demonstrate the ability to format in correct APA style. For the Dissertation, the students should demonstrate research skills and expertise in the chosen field.

Faculty Mentor

Each of the enrolled students will be assigned with a faculty mentor upon enrollment. The faculty mentor will provide consultation and guidance on proposal and doctoral dissertation development. There will be a ten to one ratio between the Faculty Mentor and the doctoral students.

Faculty Committee

Faculty members with expertise in Ph.D. programs will be appointed to serve on the Ph.D. Faculty Committee. The School of Business, Economics, and Technology has several faculty members from the current Business Faculty Committee who meet these qualifications. The newly proposed Ph.D. Faculty Committee will provide curricular and programmatic guidance to the proposed new program.

Dissertation Committee

Prior to Term 6, students will select their dissertation committee. The dissertation committee consists of three faculty members: Dissertation Chair, the methodologist, and one other faculty member. Although the students are encouraged to retain their assigned faculty mentor as the Chair for their dissertation committee, they are not required to do so. The Dissertation Chair must be a Campbellsville University faculty member with a role of Faculty mentor and one of the other two committee members must be Campbellsville University faculty members. An external committee member must be approved by the Dean of the School of Business, Economics, and Technology. All committee members must have an earned doctorate degree from a regionally-accredited university.

Program Overview

	Fall	Spring	Summer
Year One 20	**Term 1 (6 credits)** 1. MGT 901Required Residency I 2. MGT 905 Inquiry to Doctoral Writing 3. MGT 907 Business Knowledge Studies	**Term 2 (7 credits)** 1. MGT 919 Seminar in Human Resource Management 2. MGT 915 Doctoral Research Methodology 3. MGT 951 Proposal I	**Term 3 (7 credits)** 1. MGT 935 Advanced Quantitative Research and Analysis 2. MGT 908 Emerging Issues in Marketing 3. MGT 952 Proposal II
Year Two 21	**Term 4 (7 credits)** 1. MGT 902 Required Residency II 2. MGT 945 Advanced Qualitative Research and Analysis 3. MGT 906 Contemporary Issues in Business Ethics 4. MGT 953 Proposal III	**Term 5 (7 credits)** 1. MGT 923 Leadership in Organizations 2. MGT 936 Emerging Issues in Global Information Technology 3. MGT 954 Proposal IV	**Term 6 (7 credits)** 1. MGT 912 Management Science & Analysis 2. MGT 910 Advanced Managerial Communication 3. MGT 955 Proposal V
Year Three 19	**Term 7 (7 credits)** 1. MGT 903 Required Residency III 2. Specialization Course I 3. Specialization Course II 4. MGT 956 Proposal VI	**Term 8 (6 credits)** 1. Specialization Course III 2. Specialization Course IV 3. Comprehensive* Exam	**Term 9 (6 credits)** 1. MGT 960 Dissertation I 2. MGT 961 Dissertation II
Year Four 0	**Terms 10 - 12** Students will register for no credit for MGT 999 Dissertation Continuation and be required to pay the annual Doctoral Student Fee to remain active in the program.		

Comprehensive exam can be taken upon the completion of the core course coursework.

Note:

1. The Program Plan is designed to be completed in three years assuming courses are taken continuously. Those students needing to take less than a full load of courses (or who miss a term) may take longer to complete the program. The students who will need to go beyond term 12 will need approval from the Dean. Students are not expected to go beyond term 12.

2. A webinar will be scheduled in each term with their mentor in each proposal preparation course.

Course Descriptions

Core Courses

1. MGT 906 Contemporary Issues in Business Ethics (3 credits)

This course examines the ethical issues that arise in business and will develop the knowledge and skills needed by a practicing manager to address these issues and to make sound business decisions.

2. MGT 907 Business Knowledge Studies (3 credits)

Business Knowledge Studies in Accounting, Finance, Economics, and Statistics is a course that is firmly based upon current business practices designed for effective decision making using quantitative data. While being broad and flexible it is relevant, rigorous, and balanced, thus providing doctoral students with a strong foundation in accounting, finance, economics, statistics. This course is also a key subject in the formative aspects of the student as a consumer, citizen and employee.

3. MGT 908 Emerging Issues in Marketing in a Global Context (3 credits)

This course will cover emerging issues in global marketing and the challenges they bring to developing and managing a global marketing effort. Students will be required to discuss and apply the information presented in this course as a means of thinking critically about how current issues affect elements of the global marketing function. This course is designed to equip students with the knowledge and practices necessary to craft marketing strategies in the dynamic environment of global markets with consideration to issues, such as, international trade, culture, politics, and technology.

4. MGT 910 Advanced Managerial Communication (3 credits)

This course is designed to explore the strategies of communication in more depth and allow students to apply theoretical and practical knowledge. Students will examine their personal communication styles and enhance their skills at written, oral, and nonverbal communication. Areas examined in the course will include communication networks, organizational channels, barriers to effective communication, including gender and cultural attributes of communication, dealing with conflict, and creating consensus. The course will also explore how technology and the media play a role in communication.

5. MGT 912 Management Science and Analysis (3 credits)

This course examines the scientific and methodological approaches encompassing management theory and research, while exploring the role of the scholar-practitioner as scientist and advocate of evidence-based management. Students will analyze the elements of a scientific study and evaluate the underlying assumptions of qualitative, quantitative, and mixed-methods studies. Students will also identify the strengths and limitations of various approaches and provide recommendations for future research based on a review of current and emerging research literature.

6. MGT 919 Seminar in Human Resource Management (HR) and Development (3 credits)

The effective use of human resources through managing activities in an organization is a complex task. This course covers the range of HR activities including strategic HR management, legal issues, compensation, labor relations, technical support systems, staffing, recruitment and selection, performance management, and training and development with an emphasis on adult learning and development. Through interactive activities and cases studies, students investigate the practical aspects of HR in real world situations.

7. MGT 923 Leadership in Organizations (3 credits)

This course reviews the broad range of leadership theories from trait, behavior and contingency approaches to the more recent frameworks that include transformational, servant, and authentic leadership. Emphasis is placed on how relevant theories can be applied in the context of organizational settings and how managers and leaders can positively impact their organizations. Specialized topics include transformative change, employee engagement, empowerment, ethics, teams and cross-cultural leadership.

8. MGT 936 Emerging Issues in Global Information Technology Systems (3 credits)

This course evaluates the underlying value and uses of information systems in business with regard to operations, management decision-making, and strategy formulation within a global context. The course begins with an overview of information systems concepts, terms and applications and assists learners in building competency in using this knowledge to improve the effectiveness and efficiency with which businesses pursue organizational goals. The course further investigates current issues in e-commerce, cloud computing, information security and the impact of culture on IT systems.

Research Methodology Courses

1. MGT 905 Inquiry to Doctoral Writing (3 credits)

Successful completion of a doctoral dissertation requires that the doctoral student demonstrate his or her scholarly writing ability. This course will introduce the doctoral student to the demands of scholarly writing and the doctoral dissertation writing process. The goal of this course is to prepare the doctoral student to present his or her research findings in a relevant rhetorical context using the appropriate writing styles and formats of the discipline. In addition, this course will familiarize doctoral students with the specific doctoral dissertation requirements of the School of Business, Economics, and Technology.

2. MGT 915 Doctoral Research Methodology (3 credits)

This course provides an overview of best practices for conducting quality research in the field of business and introduces doctoral students to the strengths and limitations of various research designs. This course is designed to provide the doctoral student with a broad understanding of how to conduct research and the ability to critically evaluate the results and conclusions from other research studies. As part of this course, doctoral students will conduct a literature review (Chapter 2) and submit a finished research proposal (prospectus) as a means of further developing his or her dissertation research questions or hypotheses.

3. MGT 935 Advanced Quantitative Research and Analysis (3 credits)
   The purpose of this course is to develop the doctoral student's ability to design and carry out methodologically sound and practically relevant quantitative research. As a result the doctoral student will become an informed consumer of quantitative research. This course presents the basic principles of mathematical probability and statistics that are essential for advanced quantitative analysis of phenomena using statistical methods. The course emphasizes the use of statistics to make inferences and judgments about phenomena, which include estimation, hypothesis testing, asymptotic analysis and regression. As part of this course, doctoral students will develop a research methodology (Chapter 3) that serves as a plan for investigation into his or her research questions or hypotheses.

4. MGT 945 Advanced Qualitative Research and Analysis (3 credits)
   The purpose of this course is to help the doctoral student develop an understanding of qualitative research methods and design through a hands-on approach. As a result the doctoral student will become an informed consumer of qualitative research. This course focuses on the full spectrum of qualitative design, including: (a) identification of the research problem(s), (b) development of design, (c) data collection, and (d) data analysis procedures. This course is designed to provide the doctoral student with the skills necessary to derive credible knowledge through qualitative research practices and prepare him or her to deal with issues of quality, validity, and rigor.

Required Residency Courses

1. MGT 901 Required Residency I (0 credit)
   This four-day face-to-face conference will be scheduled in the first term upon enrollment. The faculty mentor will work with the student to develop a personal student plan/degree completion plan identifying the timeline and the milestones in the doctoral study.

2. MGT 902 Required Residency II (0 credit)
   This four-day face-to-face conference will be scheduled at the beginning of the second year in term 4. In this four-day conference, the student will present their dissertation proposals to get input and feedback from their peers as well as from their committee members.

3. MGT 903 Required Residency III (0 credit)
   This four-day face-to-face conference will be scheduled at the beginning of the third year in term 7. In this four-day conference, the student will present their dissertation proposals to get input and feedback from their peers as well as from their committee members, and review the key concepts from the core course to prepare for the comprehensive examination.

Dissertation Proposal Development Courses

1. MGT 951 Proposal I (1 credit)

   In this one-credit proposal preparation course, there will be a cohort with a maximum of ten students working with one assigned Faculty Mentor. They will go over the proposal preparation process and identify a possible research area for the dissertation.

2. MGT 952 Proposal II (1 credit)

   In this one-credit proposal preparation course, there will be a cohort with a maximum of ten students working with one assigned Faculty Mentor. They will conduct a broad literature review on topics of students' interest to finalize the research topic for their dissertation proposals.

3. MGT 953 Proposal III (1 credit)

   In this one-credit proposal preparation course, there will be a cohort with a maximum of ten students working with one assigned Faculty Mentor. The students will work with the Faculty Mentor to write Chapter 1 Introduction of the dissertation proposal.

4. MGT 954 Proposal IV (1 credit)

   In this one-credit proposal preparation course, there will be a cohort with a maximum of ten students working with one assigned Faculty Mentor. The students will work with the Faculty Mentor to write Chapter 2 Literature Review of the dissertation proposal.

5. MGT 955 Proposal V (1 credit)

   In this one-credit proposal preparation course, there will be a cohort with a maximum of ten students working with one assigned Faculty Mentor. The students will work with the Faculty Mentor to write Chapter 3 Methodology of the dissertation proposal.

6. MGT 956 Proposal VI (1 credit)

   In this one-credit proposal preparation course, there will be a cohort with a maximum of ten students working with one assigned Faculty Mentor. The students will work with the Faculty Mentor to finalize the dissertation proposal, develop research instruments, and conduct pilot research if applicable.

Dissertation Courses

MGT 960 Dissertation I (3 hrs.)
This course deals with the theoretical and practical aspects of designing dissertation research and successfully defending the design. The purpose of the course is to assist students through the dissertation writing processes and to facilitate the transition from course work to dissertation.

MGT 961 Dissertation II (3 hrs.)
Prerequisite: MGT 960. This course continues the process of dealing with the theoretical and practical aspects of designing dissertation research and successfully defending the design. The purpose of the course is to assist students through the dissertation writing processes and to facilitate the transition from course work to dissertation.

MGT 999 Dissertation Continuation (0 credit)
Prerequisite: Enrollment in MGT 960 and MGT 961. This course continues the process of dealing with the theoretical and practical aspects of designing dissertation research and successfully defending the design. The purpose of the course is to assist students through the dissertation writing processes and to facilitate the transition from course work to dissertation.

Specialization– Leadership/Management Courses

MGT 924 Seminar in Leadership Theory and Practice (3 credits)
This course evaluates leadership concepts and theory by going to the next level by applying the concepts and development leadership skills in real world situations. By focusing on the leadership process within the broad context of organizational dynamics, the student conceptualizes leadership concepts in a different context.

MGT 925 Seminar in Project Management (3 credits)
This course covers strategies on applying the theory, processes, practices and techniques of project management to support strategic planning. By the end of the course, the student should be able to apply the theories and techniques through continuous improvement projects, and cultural considerations in project management.

MGT 926 Seminar in Multinational Management (3 credits)
This course uses strategy as a unifying theme to explore the global economy and the impact of managerial decisions. By the end of the course, the student will master the strategies to approach international management with a strategic mindset.

MGT 927 Leadership Theory Advancement (3 credits)
Students will examine innovative trends and analyze scholarly literature associated with leadership theory. Upon completion, the students will have developed independent research aptitude, as well as the capacity to construct sound research questions, synthesize literature, and select pertinent methodologies.

Ph.D. – Leadership/Management Specialization

Core Coursework (24 credits)

1. MGT 919 Seminar in Human Resource Management
2. MGT 907 Business Knowledge Studies
3. MGT 908 Emerging Issues in Marketing
4. MGT 906 Contemporary Issues in Business Ethics
5. MGT 936 Emerging Issues in Global Information Technology
6. MGT 923 Leadership in Organizations
7. MGT 910 Advanced Managerial Communication
8. MGT 912 Management Science and Analysis

Research Methodology (12 credits)

1. MGT 905 Inquiry to Doctoral Writing
2. MGT 915 Doctoral Research Methodology
3. MGT 935 Advanced Quantitative Research and Analysis
4. MGT 945 Advanced Qualitative Research and Analysis

Comprehensive Examination (No academic credit)

Residency Requirements (No academic credit)

1. MGT 901 Required Residency I
2. MGT 902 Required Residency II
3. MGT 903 Required Residency III

Leadership/Management Specialization Coursework (12 credits)

1. MGT 924 Seminar in Leadership Theory and Practice
2. MGT 925 Seminar in Project Management
3. MGT 926 Seminar in Multinational Management
4. MGT 927 Leadership Theory Advancement

Dissertation Proposal (6 credits): MGT 951, 952, 953, 954, 955, 956

Dissertation (6 credits): MGT 960 and MGT 961

TOTAL HOURS REQUIRED: 60

SCHOOL OF EDUCATION

Teacher Leader Master of Arts in Education
Teacher Leader Master of Arts in Special Education
Master of Arts in Education, School Counseling
Master of Arts in Education, Educational Administration (Principal P-12)
Master of Arts in Special Education, Initial Teacher Certification
Master of Arts in Teaching Middle Grades (5-9), Initial Teacher Certification
Master of Arts in Teaching Grades 8-12, Initial Teacher Certification
Master of Arts in Teaching IECE, Initial Teacher Certification
Rank I/Master of Arts in School Improvement

Certificates:
Director of Special Education
Moderate and Severe Disabilities
School Counseling, Standard Certificate

Endorsements:
Gifted/Talented
English as a Second Language (ESL)
Environmental Education

Dr. Lisa Allen, Interim Dean
Campbellsville University, UPO 791, 1 University Drive, Campbellsville, KY 42718
bcennis@campbellsville.edu • 270-789-5506

SCHOOL OF EDUCATION MISSION AND GOALS

The mission of the School of Education of Campbellsville University is to prepare teachers and administrators 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, instruction, and supervision for graduate students.
- Emphasize the development of the cadre of master teachers and administrators in the contiguous area of the Commonwealth.
- 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 all degree programs. 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.

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

Interim Dean of the School

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

Don Cheatham, MA/Rank I
B.S., Campbellsville College; M.S.E., University of Kentucky; Rank I, Western Kentucky University

Dottie Davis, Ph.D.
B.A., University of Kentucky; M.A.E., Rank I, Campbellsville University; Ph.D., Capella University

Valerie Flanagan, Ph.D.
B.A., M.Ed., Lindsey Wilson College; Ph.D., University of the Cumberlands

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 l, Eastern Kentucky University; Ed.D., University of Kentucky

Ellen Hamilton-Ford, Ed. D.
B.S., Campbellsville University; M.A., Bellarmine University; Ed. D., Spalding University

Jeffrey Herron, Ed.D.
B.S., Eastern Kentucky University; M.S., Miami University; Ed.D., Eastern Kentucky University

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

Elisha Lawrence, MA/ABD
B.S., M.A., Western Kentucky University; doctoral studies, Eastern Kentucky University

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

Seneca Rodriguez, Psy. D.
B.A., New Mexico State University; M.A. New Mexico State University; Psy. D. California Southern University

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

Adjunct Faculty

Sonya Anglin, MA/ABD

B.A., Berea College; M.A. Eastern Kentucky University; ABD Eastern Kentucky University

Jacob Bryant, Ed.D.
B.A. Western Kentucky University; Ed.D., Oakland City University

Jason Detre, Ed.D.
B.S., Western Kentucky University; M.A. Western Kentucky University; Ed.D. University of the Cumberlands

Larry Ennis, Ph.D.
B.A., Campbellsville College; M.A., Western Kentucky University; Ph.D., University of Louisville

Rahsheeno Griffith, Ph. D.
B.S. Boyce College; M.S. Campbellsville University; M.A. Southern Seminary; Ph.D. University of Louisiana

Linda Jessie-Jones, Ph.D.
B.A., Illinois State University; M.A., Tennessee Technological University; Ph.D., University of Tennessee

Joetta Kelly, Ed. D.
B.S. Campbellsville College; M.S. Murray State University; M.Ed., Murray State University; Ed.D., Western Kentucky University

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

Anthony Orr, Ed.D.
B.S., Oral Roberts University; M.A.Ed., Eastern Kentucky University; Ed.D., Northern Kentucky University

Franklin Thomas, Ed. D.
B.S., University of Kentucky; M.S. University of Kentucky; Ed.D., Eastern Kentucky University

Julia Wilson, Ph.D.
B.S., Kentucky State University; M.A. Indiana University; Ph.D. University of Louisville

Support Staff

Ms. Cheryl Akins, Assistant to the Dean of the School of Education
Ms. Lisa Kirtley, Undergraduate Administrative Assistant
Mr. Blake Barnett, Early Childhood Administrative Assistant
Ms. Elizabeth Franklin, Graduate Programs Administrative Assistant
Ms. Alice Steele, Special Education Administrative Assistant

Graduate Degree Program Option

- Teacher Leader Master of Arts in Education (TLMAE) program leading to advanced studies in a specific content area or curriculum or increased certification with an endorsement.
- Teacher Leader Master of Arts in Special Education (TLMASE) program leading to P-12 Learning Behavior Disorder (LBD) certification.
- Master of Arts in Education (MAEd) in School Guidance Counseling program leading to P-12 certification in school counseling (approved for both Rank II and Rank I).
- Master of Arts in School Improvement (MASI)/Rank I program leading to advanced studies in a specific content area or curriculum or increased certification with an endorsement.
- Master of Arts in Special Education (MASE) initial certification program leading to P-12 Learning Behavior Disorder (LBD) certification.
- Master of Arts in Teaching Middle Grades 5-9 initial certification program leading to certification as a middle school English, Math, Science or Social Studies teacher.
- Master of Arts in Teaching Secondary Grades 8-12 initial certification program leading to certification as a high school English, Math, Biology, Chemistry, or Social Studies teacher.
- Master of Arts in Teaching IECE initial certification program leading to certification as an early childhood/kindergarten teacher.
- Master of Arts in Education (MAEd) in Educational Administration (Principal P-12) leading to P-12 certification as a school principal.

Add-On Licensure Options

Campbellsville University offers several endorsements and certifications that may be taken as part of a degree program or may be taken alone.

Endorsements

Environmental Education Endorsement

As climate issues continue to alter the way we work and live, the field of environmental education is expected to become increasingly necessary. The Environmental Education Endorsement prepares educators to help students understand relevant environmental issues. For those already involved or interested in science education, this program offers a way to translate that experience into a specific environmental focus. Completion opens the door for teachers to take advantage of this exciting and growing education specialty.

Gifted and Talented Education Endorsement

Educating students with intelligence beyond their age offers unique challenges and obstacles. The Gifted and Talented Education Endorsement gives teachers the knowledge and skills they need to help these students reach their full potential. Courses cover the development, implementation and direction of successful gifted and talented

programs. The program offers students opportunities to collaborate and learn from current gifted education experts. Endorsement completion gives educators the credentials and experience they need to enter this in-demand field.

ESL Endorsement

One of the most in-demand areas of the education field is the teaching of English as a Second Language (ESL). As the population of students in need of these programs expands, so too does the demand for teachers with this skill set. The ESL Endorsement provides teachers with the skills required to reach ESL students from grades P-12. Courses offer instruction on tried and true strategies for success, including sheltered English and full immersion. Completion of this endorsement gives educators the opportunity to help a growing population and increases earning potential.

Certificates

Director of Special Education

The Director of Special Education (DOSE) program at Campbellsville University is committed to providing candidates the experiences designed to increase their skills in working with students with disabilities. The program is designed to empower special education administrators with leadership skills at the district level in designing, implementing, supervising and assessing the provision of special education programs and services to students with disabilities. To impact student learning positively, candidates will draw on best research, theory, and wisdom to demonstrate commitment to education and to their belief that all learners of all ages and abilities can be educated.

Advanced Level Certification in Moderate and Severe Disabilities (P-12)

The Advanced Level Certification in Moderate and Severe Disabilities graduate program gives teachers the tools to educate a growing population of students. Courses include instruction on moderate and severe disabilities as well as autism spectrum disorders. Teachers learn about using assistive technology, applied behavior analysis, and other strategies to make classrooms more beneficial for all students.

Standard Certificate in School Guidance Counseling

For school counselors with a 48 hour master's degree and provisional certification in school counseling, this program provides the additional 12 hours of school counseling coursework needed to earn a standard certificate and Rank I. Advanced coursework focuses on managing and preventing school crisis, legal and ethical issues, and school counselor accountability.

Program Descriptions and Guides

Campbellsville University offers several degree programs that provide candidates with opportunities to meet certification requirements, change rank, enrich their knowledge and skill in teaching pedagogy and content areas, and move into administrative fields.

Teacher Leader Master of Arts in Education

Program Description

The Teacher Leader Master of Arts in Education program is a 30 to 33-hour 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

Consistent with the unit's conceptual framework, these core courses have been designed to equip candidates with the knowledge, skills, and dispositions needed for the *empowerment* of teacher leaders to impact P-12 student learning. The professional education core courses will be offered in an online format. Practica are taught in two eight-week terms (1.5 hours each) during the academic year in an online format.

The remaining hours in the program will be selected by the candidate from a variety of professional specialty options with total hours determined by the option selected, a range of 12 to 15 hours. Option courses are taught throughout the year in six eight- week terms.

(a) curriculum emphasis (12 hours);

(b) special education emphasis (12 hours);

(c) content specialization in areas/disciplines such as English, Math, Biology, Chemistry, Social Studies, Health/Physical Education, Music Education (12 hours).

(d) gifted education endorsement (12 hours);

(e) ESL endorsement (15 hours);

(f) environmental education endorsement (12 hours).

(g) informational technology (12 hours)

(h) reading (12 hours)

(i) interdisciplinary early childhood education (12-15 hours)

Professional Core Course List and Descriptions

ED 655 Empowerment for Teacher Leadership – 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.

ED 660 Formative Assessment & Intervention for All Students – 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 – 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 – The action research project is the heart of the work in the Campbellsville University teacher leader masters program. Practicum I builds upon knowledge gained in ED 665 in which a variety of research methods are explored with a focus on action research. In this practicum, the action research project is refined and implemented. This form of self-reflective inquiry, directed by the teacher regarding their own practice, may require adjustments as planning is implemented. The practice of regular reflection via an action research journal and online discussion boards continue, feedback is provided and the reflective writing is analyzed. Research timelines are reviewed, updated, and adjusted. A plan for reporting results is developed and that is added to the research timeline. Appropriate tables, charts and graphs supporting the research study are constructed. Ethical considerations of these research projects are reviewed again and carefully assessed with regard to how they may be utilized in educational decision-making. The Teacher Leader Professional Growth Plan is reviewed upon with progress reported via collegial discussions and reflections.

ED 675 Action Research Practicum II - The action research project is the heart of the work in the Campbellsville University masters program. Practicum II builds upon knowledge gained in ED 665 and ED 670 in which action research has been explored and introduced. In this final practicum, the action research project is concluded, data is analyzed and implications of the research are reviewed and the final report is written. This self-reflective inquiry may yield unexpected data or variables not previously considered may be uncovered. The practice of regular reflection via an action research journal and/or online discussion board continue and conclude; feedback continues to be provided, the reflective writing is analyzed and discussed via the research response group online. Final parts of the action research reports are reviewed and peer editing occurs in the online setting. Research is shared in the face-to-face meetings and the plan to share the research more widely is reviewed and implemented. Reflection on the Teacher Leader Professional Growth Plan continues with written summary of progress reported in a reflection paper.

ED 685 Digital Age Technology for Teaching and Learning - 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 – 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 Professional Growth Plan is submitted in this course.

Program Admissions (CAP 5)

CAP 5, admission to the program, requires the student to complete an application for admission to Campbellsville University graduate studies and meet entrance requirements for the Teacher Leader Master of Arts in Education

program (official transcripts, 2.75 grade point average; copy of valid teacher certification or letter of eligibility; three disposition assessments; one-page essay on the rationale for pursuing graduate studies; state criminal background check).

Supporting documentation must be included with the application. Graduate faculty review the applications and make recommendations for admissions to the University Graduate Council. Upon final approval of CAP 5, candidates receive a letter of notification to be used for admission and registration.

TLMAE Candidate Assessment Points (CAP)

CAP 5 ***Admission***	***CAP 6*** ***Candidacy for Degree***	***CAP 7*** ***Completion/Exit***
-Application to Graduate Studies & Teacher Leader MAE -Official Transcripts -GPA: 2.75, cumulative (or 3.0 on last 30 hours) -Teaching Certificate or Statement of Eligibility -Three Disposition Assessments -One-page essay on rationale for graduate study -State Criminal Background -Check Code of Ethics -Commitment	Completion of 15 hours GPA: 3.0 Review of transcripts	Application Transcript--GPA: 3.0 Teacher Leader Action Research Project (ARP) Oral presentation about ARP Leadership Professional Growth Plan Assessment Design Project Two Disposition Assessments

Teacher Leader Master of Arts in Special Education

Program Description

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

(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

Consistent with the unit's conceptual framework, these professional proficiency courses have been designed to equip candidates with the knowledge, skills, and dispositions needed for the *empowerment* of teacher leaders to impact P-

12 student learning for students with disabilities. The professional proficiency courses will be offered in an online format.

The remaining 15 hours in the program, professional education courses, will be courses in 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.

Professional Core Course List and Descriptions

ED 655 Empowerment for Teacher Leadership – Candidates develop a Teacher Leader Professional Growth Plan, based on self-assessment of teacher leadership skills and input from principals. They will identify a topic for the Action Research Project to be implemented in their classroom.

ED 665 Research Methods – Candidates will determine research method(s) for their action research projects and identify the project participants (must be from their own classrooms).

ED 670 & 675 Practicum – Candidates will continue refinement of action research projects and receive feedback on project implementation (professor, peers, professional learning communities in schools). Teacher Leader Professional Growth Plan is monitored and progress reported through collegial discussions and in a reflection paper.

ED 690 Supervision of Instruction – Candidates will learn effective mentoring techniques and be trained as resource teachers for the KY Teacher Internship Program. They will be prepared to serve in the role of supervising both student teachers and interns. They will present to their peers, professional learning communities in their schools, and SBDM Councils the results of from implementing the Action Research Projects. Teacher Leader Professional Growth Plans will be assessed.

SED 696 Effective Strategies for Improved Students' Classroom Behavior - Candidates will refine their knowledge and understanding of behavioral assessment and intervention strategies that have been effective for individuals with a wide range of disabilities. They will design and implement comprehensive behavior management plan.

Professional Proficiency Courses

SED 695 Advanced Assessment and Instructional Strategies for Diverse Learners - 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 - 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 - All learners possess unique characteristics, interests, and abilities. Educators are responsible for connecting instructional planning to individual strengths and needs of learners with disabilities. This advanced course serves to deepen students' understanding of all learners. Students will review the federal and state definitions of specific learning disabilities, eligibility criteria for support services, the regulations that govern such service, and the instructional responsibilities of all teachers of students with mild to moderate learning disorders. Theories, current issues such as cultural and linguistic diversity of students, inclusion, differentiating instruction for diverse learners, different

assessment processes, early intervention strategies and the standards-based education reform movement are broadly addressed. The course will provide strategies to make teaching and learning more effective in increasingly diverse schools.

SED 698 Designing and Assessing Effective Instruction in Mathematics - The primary focus of this course is an in-depth examination of the teaching of mathematics to children with learning and behavioral disorders. The overall context in which these researched-based best practices are considered are the national curricular reforms in mathematics. Clearly, this course primarily attends to domains of pedagogy, and its relationship to subject matter, curriculum, and pedagogical content knowledge. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by National Council of Teachers of Mathematics (NCTM). Candidates will demonstrate their understanding of best practice mathematics instruction for exceptional children through a case-study project.

SED 699 Reading Theories and Practice - This course focuses on effective reading instruction, building on teacher knowledge, assessment, effective practice, differentiated instruction and family/home connections. Teachers will learn evidence-based reading strategies to become highly effective reading teachers who understand how to use Response to Intervention (RTI) with all students and students with special needs. Field experiences provide opportunities for teachers to collaborate with public school practitioners to help a struggling reader.
Throughout the program, candidates will experience field experiences in diverse settings, a variety of assessments, including the culminating program assessment, the Master's Action Research Project. Candidates must demonstrate proficiency in identifying and operationalizing a research question; conducting a review of research pertinent to the question; identifying and implementing research strategies; collecting, organizing, analyzing assessment data; and, sharing findings with professional audiences, including SBDM Councils and/or school boards.

Program Admissions

CAP 5, admission to the program, requires the student to complete an application for admission to Campbellsville University graduate studies and meet entrance requirements for the Teacher Leader Master of Arts in Special Education program (official transcripts, 2.75 grade point average; copy of valid teacher certification or letter of eligibility; passing Praxis scores or GRE; three disposition assessments; one-page essay on the rationale for pursuing graduate studies; state criminal background check. Supporting documentation must be included with the application. Graduate faculty review the applications and make recommendations for approval to the University Graduate Council. After approval from that body, the candidate is cleared for admission to the program. The candidate meets with an advisor to complete the Curriculum Guidesheet.

TLMASE Candidate Assessment Points (CAP)

CAP 5 ***Admission***	***CAP 6*** ***Candidacy for Degree***	***CAP 7*** ***Completion/Exit***
Application to Graduate Studies & Teacher Leader MAE Official Transcripts GPA: 2.75, cumulative Passing Praxis or GRE scores Teaching Certificate or Statement of Eligibility Three Disposition Assessments One-page essay on rationale for graduate study State Criminal Background Check Code of Ethics Commitment	Completion of 15 hours GPA: 3.0 Review of transcripts	Application Transcript--GPA: 3.0 Teacher Leader Action Research Project (ARP) Oral presentation about ARP Leadership Professional Growth Plan Behavior Intervention Plan Two Disposition Assessments

Master of Arts in Education in School Guidance Counseling

Program Description

The MAEd in School Counseling Program is a 48-hour, cohort model program that includes the following courses:

SGC 510 Foundations of Leadership and Ethics in School Counseling
SGC 511 Developmental Guidance for Elementary School Counselors
SGC 570 Cultural Competency
SGC 512 Developmental Guidance for Middle/High School Counselors
SGC 520 Human Development
SGC 530 Counseling Students Impacted by Substance Abuse
SGC 500 Counseling Theories and Practice I
SGC 531 Group Counseling
SGC 665 Research Methods
SGC 513 College and Career Readiness for All Learners

SGC 540 Tests and Measurements
SGC 532 Students Victimized by Crisis and Abuse
SGC 670 Action Research Practicum I
SGC 514 Internship in School Counseling I
SGC 523 Counseling Skills
SGC 675 Action Research Practicum II
SGC 515 Internship in School Counseling II
SGC 516 Internship in School Counseling III

Consistent with the unit's conceptual framework, these courses have been designed to equip candidates with the knowledge, skills, and dispositions needed for the empowerment of school counselors to impact P-12 student learning. All courses are taught in eight week terms. Practica and Interships I and II are taught in eight week terms (1.5 hours each) during the academic year in a combination of online /on site formats.

Course Descriptions

SGC 510 Foundations of Leadership and Ethics in School Counseling (3 credit hours) focuses on the history, philosophy, and current trends in school counseling and educational systems. Other topics include ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ASCA Ethical Standards for School Counselors* and *the ACA Code of Ethics*). Candidates learn key components of the professional identity of school counselors including professional roles, functions, and relationships with other human services providers, professional organizations, and professional credentialing.

SGC 511 Developmental Guidance for Elementary School Counselors (3 credit hours) Candidates will use, manage, analyze, and present data from school-based information systems (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) in order to develop a plan to improve student outcomes for children in elementary schools. They will learn how to access/use current technological systems for aggregating this information (e.g., Infinite Campus). They will design and learn how to implement, monitor, and evaluate a comprehensive developmental elementary school counseling program based on the ASCA National Standards for School Counseling Programs that includes an awareness of various systems that affect students, home, and school. In addition, they will prepare a school counseling calendar that reflects appropriate time commitments and priorities based on assisting students in achieving academic, career, and personal/social competencies identified by the overall developmental guidance program.

SGC 570 Cultural Competency (3 credit hours) This provides an understanding of the cultural context of relationships, 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

SGC 512 Developmental Guidance for Middle/High School Counselors (3 credit hours) Candidates will use, manage, analyze, and present data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) in order to develop a plan to improve student outcomes for children in middle/high schools. They will learn how to access/use current technological systems for aggregating this information (e.g., Infinite Campus). They will design and learn how to implement, monitor, and evaluate a comprehensive middle/high school counseling program based on the ASCA National

Standards for School Counseling Programs that includes an awareness of various systems that affect students, home, and school. In addition, they will prepare a school counseling calendar that reflects appropriate time commitments and priorities based on assisting students in achieving academic, career, and personal/social competencies identified by the overall developmental guidance program.

SGC 520 Human Development (3 credit hours) 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.

SGC 530 Counseling Students Impacted by Substance Abuse (3 credit hours) focuses on approaches in recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs. Candidates will learn about school and community resources that are developmentally appropriate for children and adolescents living in homes where substance abuse occurs. They will learn when and where to refer students who need intervention for substance abuse and addiction. They will also investigate education and prevention programs and resources.

SGC 500 Counseling Theories and Practice I (3 credit hours) provides candidates with counseling theories and model(s) to conceptualize client presentation in order to select appropriate counseling intervention. Experiences will include an examination of the historical development of counseling theories and an exploration of affective, behavioral, and cognitive theories that are consistent with current professional research and practice in the field. Systems theories and the relationship among and between community systems, family systems, and school systems as well as theories regarding individual learning and personality development will also be addressed.

SGC 531 Group Counseling (3 credit hours) provides both theoretical and experiential understandings of group purpose, development, dynamics, theories of group counseling and group counseling methods. Other topics include approaches used for other types of group work, group leadership styles and approaches, and professional preparation standards for group leaders.

SGC 665 Research Methods (3 credit hours) emphasizes both qualitative and quantitative methodology appropriate for the completion of the School Counselor 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.

SGC 513 College and Career Readiness for All Learners (3 credit hours) focuses on career development theories and decision making models, career and educational planning and placement, and career development program planning, organization, implementation, administration and evaluation. Candidates will learn career counseling processes, techniques, and resources, including those applicable to specific populations in order to facilitate successful transition from P-12 education to college and careers. They will learn the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

SGC 540 Tests and Measurements (3 credit hours) Candidates will learn historical perspective concerning the nature and meaning of assessment as well as demographic factors such as age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, etc. that are related to the assessment and evaluation of individuals, groups, and specific populations. Candidates will learn basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental

assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods (e.g. Continuous Instructional Improvement Technology System). Special emphasis will be placed on assessment instruments and techniques that are relevant to college/career planning and decision making.

SGC 532 Students Victimized by Crisis and Abuse (3 credit hours) explores issues such as abuse, neglect, and violence and how they affect the development and functioning of students. Other topics include strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.

SGC 670 Action Research Practicum I (1.5 credit hours) Practicum I builds upon knowledge gained in SGC 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 school counseling issues in their own school, may require adjustments as planning is implemented. The practice of regular reflection via an action research journal and online discussion boards continue, feedback is provided, and the reflective writing is analyzed. Research timelines are reviewed, updated, and adjusted. A plan for reporting results is developed and that is added to the research timeline. Appropriate tables, charts, and graphs supporting the research study are constructed. Ethical considerations of these research projects are reviewed again and carefully assessed with regard to how they may be utilized in educational decision-making. The professional growth plan is reviewed with progress reported via collegial discussions and reflections.

SGC 514 Internship in School Counseling I (1.5 credit hours) Candidates participate in 100 hours of clinical school counselor experiences in a school counseling setting under the supervision of a site supervisor using appropriate professional resources.

SGC 523 Counseling Skills (3 credit hours) Candidates will develop an understanding of essential interviewing and counseling techniques that foster therapeutic relationships with students while maintaining professional boundaries. They will learn how to establish appropriate counseling goals, design intervention strategies, evaluate client outcomes, and successfully terminate the counselor-client relationship. They will practice individual counseling and classroom guidance approaches that promote school success through academic, career, and personal/social development for all students.

SGC 675 Action Research Practicum II (1.5 credit hours) Practicum II builds upon knowledge gained in SGC 665 and SGC 680 in which action research has been explored and introduced. In this final practicum, the action research project is concluded, data is analyzed, and implications of the research are reviewed, and the final report is written. This self-reflective inquiry may yield unexpected data, or variables not previously considered may be uncovered. The practice of regular reflection via an action research journal and/or online discussion board continue and conclude; feedback continues to be provided, the reflective writing is analyzed and discussed via the research response group online. Final parts of the action research reports are reviewed and peer editing occurs in the online setting. Research is shared in the face-to-face meetings and the plan to share the research more widely is reviewed and implemented. Reflection on the professional growth plan continues with written summary of progress reported in a reflection paper.

SGC 515 Internship in School Counseling II (1.5 credit hours) Candidates participate in 100 hours of clinical school counselor experiences in a school counseling setting under the supervision of a site supervisor using appropriate professional resources.

SGC 516 Internship in School Counseling III (3 credit hours) Candidates participate in 200 hours of clinical school counselor experiences in a school counseling setting under the supervision of a site supervisor using appropriate professional resources.

Program Admissions

CAP 5, admission to the program, requires the student to complete an application for admission to Campbellsville University graduate studies and meet entrance requirements for the MAEd in School Counseling (official college or university transcripts with 2.75 cumulative grade point average; GRE Score Report with V-144, Q-144; a dispositional self-assessment; letters of recommendation; state criminal background check; and a signed commitment to the *American School Counselor Association Ethical Standards for School Counselors*. Supporting documentation must be included with the application. Graduate faculty review the applications and make recommendations for approval to the University Graduate Council. After approval from that body, the candidate is cleared for admission to the program. The candidate meets with an advisor to complete the Curriculum Guidesheet.

Candidate Assessment Points: MAEd in School Counseling

CAP 5 ***Admission***	***CAP 6*** ***Candidacy for Degree***	***CAP 7*** ***Completion/Exit***
Application to Graduate Studies & MAEd in School Counseling Program Official Transcripts GPA: 2.75, cumulative GRE scores (V-144, Q-144) Three Disposition Assessments One-page essay on rationale for graduate study State Criminal Background Check American School Counselor Association Ethical Standards for School Counselors Commitment	Completion of 15 hours GPA: 3.0 Review of transcripts	Application Transcript--GPA: 3.0 School Counselor Action Research Project (ARP) Oral presentation about ARP Comprehensive Developmental Elementary School Guidance Program Comprehensive Developmental Middle/High School Guidance Program Performance Evaluation Checklist of Internship Experiences Two Disposition Assessments

Rank I/Master of Arts in School Improvement

Program Description

The Rank 1 /MASI program is a 30-hour graduate level program offered fully online. Fifteen hours will be professional education "core" courses and fifteen hours will be selected by the candidate from multiple specialty 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.

Professional education core courses are taught primarily in summer months in the June and June/July term. Professional specialty option courses are taught during the academic year. All candidates will begin the/Rank 1 /MASI program with the core course, ED 701 *Planning and Leading School Improvement*. This feature will insure clear and consistent communications regarding program expectations and requirements.

Core Course Descriptions

ED 701 Planning and Leading School Improvement – 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) – 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 – provides a broad overview of the legal and ethical dimensions of professional practice in American public education. The course offers educators the opportunity to develop a working knowledge of the American legal system and professional ethics and develop an understanding of how these interface. The course highlights selected key issues facing the public school system with special attention given to school-based decision making.

ED 704 Nature and Needs of Diverse Populations – 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 strategie

ED 705 Effective Professional Development - 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.

Sample Professional Specialty Courses

BA 612 Human Behavior in Organizations
This course is a study of various behavioral theories dealing with the complex issues of human behavior within an organizational environment. Intra-personal, interpersonal, and group dynamics are explored as they relate to communication, self-awareness, perception, motivation, problem solving, creative thinking, ethics and culture.

PSY 511 Theories of Learning
Examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to education and therapy.

COU 520 Human Development

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

ENG 501 Literary Criticisms
This course examines recent and current criticism to discover its basic assumptions and implications, beginning with formalism and structuralism.

MUS 546 Choral Methods and Literature
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.

Program Admissions

CAP 5, admission to the program, requires the student to complete an application for admission to Campbellsville University graduate studies and meet entrance requirements for the Rank I/MASI which are a 2.75 cumulative grade point average; a valid teaching certificate which documents Rank II; a dispositional self-assessment; professional growth plan; and a signed code of ethics. Supporting documentation must be included with the application. Graduate faculty review the applications and make recommendations for approval to the University Graduate Council. After approval from that body, the candidate is cleared for admission to the program. The candidate meets with an advisor to complete the Curriculum Guidesheet.

CAP Document

Consistent with other graduate level programs, the Rank I/MASI program has three candidate assessment points. As illustrated below, program requirements are identified at each assessment point and candidates complete data collection forms. CAP 5 is admission to the program and candidates must be approved by the School of Education graduate faculty and by the University Graduate Council. After successful completion of CAP 5, the candidate meets with an advisor and reviews the curriculum guidesheet. CAP 6 is a mid-point check of candidate progress and is implemented after the candidate completes 15 hours. CAP 7 is the exit assessment and is implemented in the last course in the program, ED 705 Effective Professional Development. A major component of CAP 7 is a culminating project that is submitted in this course. The project is a paper reflecting on the field-based assignments for the professional education core courses and discussing how those assignments support the Kentucky Teacher Standards and indicators. The paper will be evaluated by Rank I/MASI program faculty. The expectations for the culminating project will be communicated to candidates in the introduction course to the program, ED 701 Planning and Leading School Improvement.

Candidates receive letters from the Dean's office notifying them of their status at each of the three CAPs. At CAP 7, the University certification officer is also notified so that appropriate forms are submitted to the Education Professional Standards Board recommending rank change.

Candidate Assessment Points

CAP 5 **Admission**	**CAP 6** **Mid-point**	**CAP 7** **Completion/Exit**
Valid teaching certificate Official transcripts; 2.75 GPA – bachelor and master's degree Current professional growth plan Disposition self-assessment Code of Ethics	15 hours (a combination of ED courses and specialty option courses) 3.0 GPA Completed admissions folder	30 hours (15 hours of ED courses and 15 hours specialty option courses) 3.0 GPA Disposition assessments – self and faculty 3.0 on culminating project, paper on field based assignments and the KTS

Data from the CAP system are aggregated and analyzed annually for candidate performance and for program improvement. Area(s) for improvement are targeted for the coming year and strategies implemented to address them. Additionally, monitoring of progress is continuous as candidates take courses and are involved in various experiences and assessments throughout those courses.

Master of Arts in Special Education (MASE)/Initial Certification

Program Description

The Learning and Behavior Disorders P-12 (LBD) program offers both traditional certification and Option 6 alternative certification. The *traditional program* includes 45 hours of online coursework, plus a 12-hour student teaching semester, with two (2) eight (8)-week placements (an elementary placement and a middle school **or** high school placement).

Students hired to teach on a temporary provisional certificate in a P-12 collaborative/co-teaching position while in the program move into the *Option 6 program*, and only complete the 45 hours of coursework.

Students take two (2) courses (6 credit hours) per each 8-week term, and must pass the Praxis 5543 exam in order to apply for professional LBD certification upon the completion of their program.

Course Descriptions

ED 500 Human Growth and Development 3 Hours
This course is designed to familiarize pre-service teachers with theory and practice that identifies strategies for promoting the physical, cognitive, and social-emotional growth of children and adolescents. It provides a broad conceptual understanding of the field of child development and a broad sense of how and when children develop various abilities. Three core developmental issues are examined – the relationship between biological and environmental influences on development, universality and diversity of developmental changes, and the qualitative and quantitative nature of developmental change from a chronological perspective.

ED 604 Introduction to Teaching 3 Hours
This course is designed to familiarize students with the broad field of education. Emphasis is given to historical, social, and philosophical foundations of education in America. Through the study of the history of education, emphasizing diversity in the United States, the focus will be on changing conceptions of teachers and teaching. Examination will be made of the influence of different philosophical movements on schools and schooling to inform students as they formulate their own evolving philosophy of teaching. Students will investigate government and finance of American education including recent innovations such as charter schools, vouchers, and school choice. Students will examine how ethics and law influence rights and responsibilities of teachers and students.

ED 605 Research Methods and Procedures 3 Hours
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. Your research topic must relate to students with disabilities and their needs. This project is to be an Action Research Proposal. A research paper of 25 plus pages is required for the course.

ED 606 Educational Technology 3 Hours
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 (NCATE, 2000).

ED 607 Graduate Practicum/Seminar 3 Hours
This course provides an opportunity for students to apply best instructional practice in a field base setting with cognitive coaching from critical friends a cohort of peers in the seminar. This will provide opportunity to translate theory learned into practice. The students complete several projects demonstrating their knowledge and skills of the special education field.

ED 608 Student Teaching 12 Hours
Student teachers spend sixteen weeks in a primary, middle or high school classroom setting. They will have opportunity to translate theory learned in professional studies into practice while teaching in their areas of certification and under the guidance of a cooperating teacher and university supervisor.

SED 503 Introduction to Special Education 3 Hours
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 Hours
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 Hours
This course is designed to provide opportunities for investigating research-based best practices exploring the advantages and limitations of instructional strategies and practices for teaching individuals with emotional/behavioral disorders. Candidates will examine how technology, media, resources, and materials may be used to maximize teaching effectiveness in the classroom. Major focuses are given to the area of constructing unit lessons, lesson presentations, and evaluation of student progress. Candidates are expected to develop lesson plans that accommodate the needs of learners with disabilities and that provide differentiated learning experiences. Designing instructional strategies for diversity in culture and in learning styles, adapting commercial and teacher-made materials, assessing learner progress, and using technology to enhance instruction are studies in-depth. Primary graduate study will address the resources and techniques used to transition individuals with emotional/behavioral disorders into and out of school and post-school environments.

SED 506 Behavior Management of Children & Youth with Learning and Behavior Problems 3 Hours
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 Hours
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 Hours
This course will explore strategies for teaching skills and content areas, such as reading, mathematics, social studies, oral and written language, and study skills to students with learning and behavioral disorders. The course will provide instruction in designing goals and objectives anchored in both general and special curricula. Primary graduate project will reflect candidates understanding of instructional planning in a collaborative context including individuals with exceptionalities, families, professional colleagues, and personnel from other agencies. This course will require a 10-hour field experience component.

SED 602 Classroom Management 3 Hours
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 6 Field/Service Learning Hours. A research paper will require the candidate to exam classroom management models.

SED 603 Teaching Mathematics to Children & Youth with LBD 3 Hours

The primary focus of this course is an in-depth examination of the teaching of mathematics to children with learning and behavioral disorders. The overall contexts in which these researched-based best practices are considered are the national curricular reforms in mathematics. Clearly, this course primarily attends to domains of pedagogy, and its relationship to subject matter, curriculum, and pedagogical content knowledge. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by National Council of Teachers of Mathematics (NCTM). Candidates will demonstrate their understanding of best practice mathematics instruction through a case-study project.

SED 604 Assessment and Instructional Methods 3 Hours

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 606 Introduction to Learning Disabilities 3 Hours

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.

Program Admissions

CAP 5, admission to the program, requires the student to complete an application for admission to Campbellsville University graduate studies and meet entrance requirements for the MASE program (official transcripts, 2.75 grade point average; passing Praxis CASE or GRE scores; three letters of recommendation; one-page essay on the rationale for pursuing graduate studies). Candidates must also include TB Risk Assessment or Skin Test and a Criminal Background check. Supporting documentation must be included with the application. The program chair reviews the admissions documentation, completes a phone interview with the applicant, and then makes an admissions decision. If the applicant is accepted into the MASE program, a curriculum guide is created for the student.

CAP 6 is a mid-point assessment in the program. It requires the completion of 24 hours of graduate level work. An academic standard of a 3.0 grade point average is required. The candidate's transcripts are reviewed by the Program Chair's office to determine CAP 6 status. The candidate meeting the criteria receives a letter of continuation for the MASE degree.

CAP 7, program completion/exit, requires the student to complete an application form with appropriate supporting documentation. For program completion/ exit, candidates must have a minimum 3.0 grade point average; submit dispositions, i.e., two graduate professors' evaluations, one self-evaluation; complete the 45 hours of coursework, submit a satisfactory portfolio, and pass the required licensure/ Praxis exam. Candidates must submit all original program clinical/field experience forms, and CA-1 application with transcript request form. All documentation must be submitted to the Special Education office.

CAP Document

CAP 5 **Admission**	**CAP 6** **Continuation**	**CAP 7** **Completion/Exit**
Academic Competency GPA: 2.75, cumulative, or 3.0 on last 30 hours; passing Praxis CASE or GRE scores	**Academic Competency** GPA: 3.0 **Transcript Evaluation** 24 hours completed	**Academic Competency** GPA: 3.0 **Transcript Evaluation** 45-57 hours completed
Oral/Written Communication Entrance phone interview One-page essay on rationale for graduate study **Other** Transcripts (official) 3 Letters of Recommendation Self-Disposition Evaluation TB Risk Assessment or Skin Test Criminal Background Check Disposition Policy KY Code of Ethics Character and Fitness Diversity Survey Statement of Acknowledgement/ Commitment Professional Growth Plan Praxis Statement of Understanding Curriculum Guide	**Curriculum Guide** Updated **Evaluations** One Professor and one Self-Evaluation One professor Online Assessment **Clinical/Field Experience forms** Submit originals **Professional Growth Plan** Updated	**Curriculum Guide** Updated **Pass Praxis 5543** (required for LBD Certification) **Submit Dispositions and Clinical/Field Experience** forms **E-portfolio** **Professional Growth Plan** Updated **CA-1 Form Completed** **Transcript Request Form** **Student Teachers only: Required training in *Use of Physical Restraint and Seclusion* (704 KAR 7:160)**

Master of Arts in Teaching Middle Grades 5-9 (MAT)/Initial Certification

Program Description

Campbellsville University's MAT program (5-9) is both a traditional (36 hours) and Option 6 alternative certification (30 hours) program uniquely designed to reflect a professional learning community. It will be delivered by education and Arts and Science faculty in collaboration and partnership with area school district personnel. Candidates will acquire the knowledge, skills, and dispositions to be effective teachers. The outcome will be documented in several critical assessments - the electronic portfolio and during field and clinical experiences. Mentoring for alternative certification candidates is consistently and intentionally planned for the duration of the candidate's employment on the temporary provisional certificate.

Courses will be taught in an online format and through a summer immersion experience on the main campus of Campbellsville University and at off-site campuses in Louisville and Somerset as enrollment demands. The summer immersion courses include the 12- hour core professional education courses (Introduction to Education, Philosophy, Human Development/Learning Theory, and Instructional Technology) within a 4-week time frame. The MAT program is designed for coursework and requirements to be completed in six 8-week graduate terms plus a 4-week summer immersion experience on campus. Typically students begin either KTIP (Kentucky Teacher Internship) or student teaching during the second year of the program.

The middle grades certification MAT program consists of education and special teaching methods coursework, as well as an action research project proposal and a semester long student-teaching experience for traditional candidates. Traditional candidates adhere to 16 KAR 5:040 as demonstrated by the EPP Student Teaching Handbook (p. 2), regarding EPSB student teaching requirements. Content literacy program requirements for reading and writing (16 KAR 5:060) are addressed specifically in the ED 659 course and are required to be included in all instruction. The professor for ED 659 has a terminal degree in reading. Option 6 alternative route candidates will have a mentor while functioning in their own classroom setting. The specific content literacy plan will be submitted once the MAT program is approved by EPSB.

Candidates may earn middle grades certification in one of the following areas:

- English (5-9)
- Mathematics (5-9)
- Science (5-9)
- Social Studies (5-9)

Course Descriptions

ED 500 Human Growth and Development (3 hours) This course is designed to familiarize pre-service teachers with theory and practice that identifies strategies for promoting the physical, cognitive, and social-emotional growth of children and adolescents. It helps one come to a broad conceptual understanding of the field of child development and provides one with a broad sense of how and when children develop various abilities. Three core developmental issues will be examined – the relationship between biological and environmental influences on development, universality and diversity of developmental changes, and the qualitative and quantitative nature of developmental change from a chronological perspective.

ED 604 Introduction to Teaching (3 hours) This course is designed to familiarize students with the broad field of education. Emphasis is given to historical, social, and philosophical foundations of education in America. Through the study of the history of education, emphasizing diversity in the United States, the focus will be on changing conceptions of teachers and teaching. Examination will be made of the influence of different philosophical movements on schools and schooling to inform students as they formulate their own evolving philosophy of teaching. Students will investigate government and finance of American education including recent innovations such

as charter schools, vouchers, and school choice. Students will examine how ethics and law influence rights and responsibilities of teachers and students.

ED 606 Educational Technology (3 hours) This course explores instructional technology as hands on aids to teaching and learning. Included is instruction in the usage of various technologies with linked learning elements such as developmental and cognitive change in the classroom. While this course uses such tools as Microsoft Office (Word, PowerPoint, Access, Excel, Access), it is assumed the mechanics of using such software has been acquired in prerequisite courses. This developmental study deals with pedagogical aspects of using technology in the classroom for teachers in all public school disciplines. Coursework is designed to introduce prospective teachers to the Instructional Technology program at Campbellsville University, one committed to preparing P-12 teachers who know the content of their field, promote professional and pedagogical knowledge, demonstrate acquired skills, applying them in such a way all students learn (NCATE, 2000).

ED 605 Research Methods and Procedures (3 hours)
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. Their research topic must relate to student learning in their respective content areas. This project is to be an Action Research Proposal. Candidates must complete a minimum of 20 field hours.

ED 656 Effective Management Skills for Today's Educators (3 hours)
This course will assist 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 Field/Service Learning Hours. A research paper will require the candidate to examine classroom management models which will focus on all students. Candidates must complete a minimum of 40 field hours.

ED 659 Content Literacy (3 hours)
This course supports candidates and their mission to help children to become independent readers, writers and lifelong learners. Candidates learn to use a variety of instructional approaches, materials and integrated, comprehensive, balanced curriculum to support student learning in reading and writing. Candidates learn to help students read and understand informational text critically, evaluating their value and relevance. The scope of this course aims to prepare candidates to assume the role of peer leaders in content area literacy instruction. The course will include the Literacy Design Collaborative (LDC) reading/writing tasks. Candidates must complete 40 field hours.

ED 660 Formative Assessment & Intervention for All Students (3 hours)
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. Candidates must complete a minimum of 30 field hours.

ED 704 Nature and Needs of Diverse Populations (3 hours)
This course examines effective administrative practices and leadership skills that are necessary in working with teachers and student of differing gender or ethnicity or with disabilities so as to promote equal learning opportunities. It includes study of diverse cultural patterns among families and appropriate mechanisms for involving all families in school programs. Further, it is an overview of special education including characteristics,

programming, and supporting research and the examination of the four major types of learners: Special education, multicultural, gifted/talented, and students at risk. This course explores how those groups of learner can be best served using effective instructional and behavior management strategies. Candidates must complete a minimum of 30 field hours.

ED 607 Graduate Practicum/Seminar (3 hours)
This course provides an opportunity for students to apply best instructional practice in a field base setting with cognitive coaching from critical friends and peers in the practicum/seminar. This will provide opportunity to translate theory learned into practice. Traditional certification candidates will submit the pre-student teaching portfolio based on the KTS and finalize the application for student teaching. Alternative certification candidates will submit exit (CAP 7) portfolio during this course; full exit from the alternative program requires successful KTIP. The minimum field hour requirement for this course is 40 hours. Special emphasis placed on the unique needs and characteristics of the middle school learner.

ED 608 Student Teaching (6 hours)
Student teachers spend sixteen weeks in a middle grades classroom setting (grades 5-9). They will have opportunity to translate theory learned in professional studies into practice while teaching in their areas of certification and under the guidance of a cooperating teacher and university supervisor (traditional track candidates only).

Content Area Methods Courses: (3-6 hours)

ENG 565 Teaching English in Middle and High Schools (20 field hours)
BIO 550 Methods of Science Teaching (biology and chemistry) (20-40 field hours)
SSE 544 Teaching Social Studies in Middle and Secondary Schools (20-40 field hours)
MTH 550 Methods and Materials of Teaching Mathematics (20-40 field hours)

Total Required Courses: (Option 6): 30 hours
(Traditional route): 36 hours

Program Admission

Candidates for the MAT program matriculate through the educator preparation assessment requirements in the same manner as all other candidates in initial certification programs. CAP 5 is admission to the program where all MAT candidates must have a cumulative GPA of 2.75 as documented on official transcript for a Bachelor's degree in a content area from an accredited institution (or 3.0 on last 30 hours). Candidates must also have passing scores on the Praxis Core Academic Skills for Educators exams. The transcripts will be reviewed by education and content faculty to determine that the content for the SPA standards have been fulfilled. Further, candidates must provide three dispositional assessment, a clear, state criminal background check, and sign the unit's disposition assessment policy. They must also sign and commit to the *KY Code of Ethics/Character and Fitness*, complete a diversity survey and a creativity self-assessment. Candidates must successfully complete an entrance interview/ presentation and writing competency assessment that will be evaluated by education and content faculty.

CAP Document

CAP 5
Admission

_____ Application to Graduate Studies and MAT Program

_____ P*raxis Core Academic Skills for Educators (CASE)*:

- Reading (156)
- Writing (162)
- Mathematics (150)

Official Transcript _____Y _____N (Reviewed by education and content faculty)

Cumulative GPA 2.75 (or 3.0 on last 30 hours) ___Y ___N GPA_____
Review date: __/__/__

_____ Interview by Education and Content Faculty

Three (3) Disposition recommendations (recommended: immediate supervisor, colleague, self)
(1)_____ (2) _____ (3)_____

_____One –page essay on rationale for graduate study
_____KY Code of Ethics (signed)
_____TB Risk Assessment
_____Character & Fitness(signed)
_____Diversity Survey Signed
_____State Criminal Background Check
_____Statement of Acknowledgement/Commitment (signed) (see back of form)
_____Curriculum Contract/Guide sheet (signed)
_____Disposition Policy
_____Creativity Self Assessment

Content Area:
_____English

CAP 6
Continuation

_____Transcript Review (min. 3.0 GPA)

_____GPA (minimum 3.0)

_____ Credit Hours Completed (15 earned hours)
_____Updated Curriculum Guidesheet

_____Praxis Subject Assessment Taken and Passed

_____Student Teaching Application (Traditional Candidates); 200 Field Hours Documented for Final Approval

_____Signed Code of Ethics

_____Medical Exam, TB Risk Assessment

_____Documentation of at least 100 field hours

_____Portfolio

_____Student Teaching Placement Request

_____Federal Criminal Check

_____Dispositions (program professor and self)

CAP 7
Completion/Exit

Transcript Review
_____GPA (minimum 3.0)
_____ 30-36hours completed
_____Transcript Attached

_____Updated Curriculum Guidesheet

_____Praxis PLT Taken and Passed

_____Exit Portfolio

_____Graduation Application

Other Exit Requirements (Traditional)

_____Video/Interview

_____Two Disposition Recommendations
(1)_____ (self) (2) _____ (faculty)

_____CA-1 Form Completed and Attached

_____Transcript Request

_____Mathematics _____Social Studies _____Science

CAP 6 is a mid-point check in the educator preparation program for graduate candidates and involves evaluation of cumulative GPA (3.0), disposition assessments, completion of at least 100 field experience hours and an application for student teaching for candidates in the traditional route, which includes a portfolio documenting mastery of the KTS, 200 specific field hours, medical exam, TB screening, commitment to the Code of Ethics, and other EPSB and university based requirements (MAT Student Teaching Application).

CAP 7 is program exit. Candidates must have a 3.0 cumulative GPA, passed the PLT, passed student teaching and submitted the exit portfolio based on student teaching for traditional candidates, meeting all Kentucky Teacher Standards. For students who are in the traditional MAT program, CAP 7 would be completed at the end of their student teaching placement with a grade of C or higher. For Option 6 candidates, full exit occurs after successful completion of the KTIP year.

Master of Arts in Teaching Grades 8-12 (MAT)/Initial Certification

Program Description

Campbellsville University's MAT program (8-12) is both a traditional (36 hours) and Option 6 alternative certification (30 hours) program uniquely designed to reflect a professional learning community. It will be delivered by education and Arts and Science faculty in collaboration and partnership with area school district personnel. Candidates will acquire the knowledge, skills, and dispositions to be effective teachers. The outcome will be documented in several critical assessments - the electronic portfolio and during field and clinical experiences. Mentoring for alternative certification candidates is consistently and intentionally planned for the duration of the candidate's employment on the temporary provisional certificate.

Courses will be taught in an online format. The MAT program is designed for coursework and requirements to be completed in six 8-week graduate terms. Typically, students begin either KTIP (Kentucky Teacher Internship) or student teaching during the second year of the program.

The secondary grades certification MAT program consists of education and special teaching methods coursework, as well as an action research project proposal and a semester long student-teaching experience for traditional candidates. Traditional candidates adhere to 16 KAR 5:040 as demonstrated by the EPP Student Teaching Handbook (p. 2), regarding EPSB student teaching requirements. Content literacy program requirements for reading and writing (16 KAR 5:060) are addressed specifically in the ED 659 course and are required to be included in all instruction. The professor for ED 659 has a terminal degree in reading. Option 6 alternative route candidates will have a mentor while functioning in their own classroom setting. The specific content literacy plan will be submitted once the MAT program is approved by EPSB.

Candidates may earn certification in one of the following areas:

- Biology (8-12)
- Chemistry (8-12)
- English (8-12)
- Mathematics (8-12)
- Social Studies (8-12)

Course Descriptions

ED 500 Human Growth and Development (3 hours) This course is designed to familiarize pre-service teachers with theory and practice that identifies strategies for promoting the physical, cognitive, and social-emotional growth of children and adolescents. It helps one come to a broad conceptual understanding of the field of child development and provides one with a broad sense of how and when children develop various abilities. Three core developmental issues will be examined – the relationship between biological and environmental influences on development, universality and diversity of developmental changes, and the qualitative and quantitative nature of developmental change from a chronological perspective.

ED 604 Introduction to Teaching (3 hours) This course is designed to familiarize students with the broad field of education. Emphasis is given to historical, social, and philosophical foundations of education in America. Through the study of the history of education, emphasizing diversity in the United States, the focus will be on changing conceptions of teachers and teaching. Examination will be made of the influence of different philosophical movements on schools and schooling to inform students as they formulate their own evolving philosophy of teaching. Students will investigate government and finance of American education including recent innovations such as charter schools, vouchers, and school choice. Students will examine how ethics and law influence rights and responsibilities of teachers and students.

ED 606 Educational Technology (3 hours) This course explores instructional technology as hands on aids to teaching and learning. Included is instruction in the usage of various technologies with linked learning elements such as developmental and cognitive change in the classroom. While this course uses such tools as Microsoft Office (Word, PowerPoint, Access, Excel, Access), it is assumed the mechanics of using such software has been acquired in prerequisite courses. This developmental study deals with pedagogical aspects of using technology in the classroom for teachers in all public school disciplines. Coursework is designed to introduce prospective teachers to the Instructional Technology program at Campbellsville University, one committed to preparing P-12 teachers who know the content of their field, promote professional and pedagogical knowledge, demonstrate acquired skills, applying them in such a way all students learn (NCATE, 2000).

ED 605 Research Methods and Procedures (3 hours)
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. Their research topic must relate to student learning in their respective content areas. This project is to be an Action Research Proposal. Candidates must complete a minimum of 20 field hours.

ED 656 Effective Management Skills for Today's Educators (3 hours)
This course will assist 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 Field/Service Learning Hours. A research paper will require the candidate to examine classroom management models which will focus on all students. Candidates must complete a minimum of 40 field hours.

ED 659 Content Literacy (3 hours)
This course supports candidates and their mission to help children to become independent readers, writers and lifelong learners. Candidates learn to use a variety of instructional approaches, materials and integrated, comprehensive, balanced curriculum to support student learning in reading and writing. Candidates learn to help students read and understand informational text critically, evaluating their value and relevance. The scope of this

course aims to prepare candidates to assume the role of peer leaders in content area literacy instruction. The course will include the Literacy Design Collaborative (LDC) reading/writing tasks. Candidates must complete 40 field hours.

ED 660 Formative Assessment & Intervention for All Students (3 hours)
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. Candidates must complete a minimum of 30 field hours.

ED 704 Nature and Needs of Diverse Populations (3 hours)
This course examines effective administrative practices and leadership skills that are necessary in working with teachers and student of differing gender or ethnicity or with disabilities so as to promote equal learning opportunities. It includes study of diverse cultural patterns among families and appropriate mechanisms for involving all families in school programs. Further, it is an overview of special education including characteristics, programming, and supporting research and the examination of the four major types of learners: Special education, multicultural, gifted/talented, and students at risk. This course explores how those groups of learner can be best served using effective instructional and behavior management strategies. Candidates must complete a minimum of 30 field hours.

ED 607 Graduate Practicum/Seminar (3 hours)
This course provides an opportunity for students to apply best instructional practice in a field base setting with cognitive coaching from critical friends and peers in the practicum/seminar. This will provide opportunity to translate theory learned into practice. Traditional certification candidates will submit the pre-student teaching portfolio based on the KTS and finalize the application for student teaching. Alternative certification candidates will submit exit (CAP 7) portfolio during this course; full exit from the alternative program requires successful KTIP. The minimum field hour requirement for this course is 40 hours. Special emphasis placed on the unique needs and characteristics of the middle school learner.

ED 608 Student Teaching (6 hours)
Student teachers spend sixteen weeks in a middle grades classroom setting (grades 8-12). They will have opportunity to translate theory learned in professional studies into practice while teaching in their areas of certification and under the guidance of a cooperating teacher and university supervisor (traditional track candidates only).

Content Area Methods Courses: (3-6 hours)

ENG 565 Teaching English in Middle and High Schools (20 field hours)
BIO 550 Methods of Science Teaching (biology and chemistry) (20-40 field hours)
SSE 544 Teaching Social Studies in Middle and Secondary Schools (20-40 field hours)
MTH 550 Methods and Materials of Teaching Mathematics (20-40 field hours)

Total Required Courses (Option 6): 30 hours
(Traditional route): 36 hours

Program Admissions

Candidates for the MAT program matriculate through the educator preparation assessment requirements in the same manner as all other candidates in initial certification programs. CAP 5 is admission to the program where all MAT candidates must have a cumulative GPA of 2.75 as documented on official transcript for a Bachelor's degree from an accredited institution (or 3.0 on last 30 hours). Candidates must also have passing scores on the Praxis Core Academic Skills for Educators exams. The transcripts will be reviewed by education and content faculty to determine that the content for the SPA standards have been fulfilled. Further, candidates must provide three dispositional assessments, a clear, state criminal background check, and sign the unit's disposition assessment policy. They must also sign and commit to the *KY Code of Ethics/Character and Fitness*, complete a diversity survey and a creativity self-assessment. Candidates must successfully complete an entrance interview/ presentation and writing competency assessment that will be evaluated by education and content faculty.

CAP Document

CAP 5
Admission

_____ Application to Graduate Studies and MAT Program

_____ P*raxis Core Academic Skills for Educators (CASE)*:

- Reading (156)
- Writing (162)
- Mathematics (150)

Official Transcript _____Y _____N (Reviewed by education and content faculty)

Cumulative GPA 2.75 (or 3.0 on last 30 hours) ___Y ___N GPA_____ Review date: __/__/__

_____ Interview by Education and Content Faculty

Three (3) Disposition recommendations (recommended: immediate supervisor, colleague, self)
(1)_____ (2) _____ (3)_____

_____One –page essay on rationale for graduate study
_____KY Code of Ethics (signed)
_____TB Risk Assessment

CAP 6
Continuation

_____Transcript Review (min. 3.0 GPA)

_____GPA (minimum 3.0)

_____ Credit Hours Completed (15 earned hours)
_____Updated Curriculum Guidesheet

_____Praxis Subject Assessment Taken and Passed

_____Student Teaching Application
(Traditional Candidates); 200
Field Hours Documented for
Final Approval

_____Signed Code of Ethics

_____Medical Exam, TB Risk Assessment

_____Documentation of at least 100
field hours

CAP 7
Completion/Exit

Transcript Review
_____GPA (minimum 3.0)
_____ 30-36 hours completed
_____Transcript Attached

_____Updated Curriculum Guidesheet

_____Praxis PLT Taken and Passed

_____Exit Portfolio

_____Graduation Application

Other Exit Requirements (Traditional)

_____Video/Interview

_____Two Disposition Recommendations
(1)_____ (self) (2) _____ (faculty)

_____CA-1 Form Completed and Attached

_____Transcript Request

_____Character & Fitness(signed)
_____Diversity Survey Signed
_____State Criminal Background Check
_____Statement of Acknowledgement/Commitment (signed) (see back of form)
_____Curriculum Contract/Guide sheet (signed)
_____Disposition Policy
_____Creativity Self Assessment

_____Portfolio
_____Student Teaching Placement Request
_____Federal Criminal Check
_____Dispositions (program professor and self)

Content Area:
_____English
_____Mathematics
_____Social Studies
_____Biology
_____Chemistry

CAP 6 is a mid-point check in the educator preparation program for graduate candidates and involves evaluation of cumulative GPA (3.0), disposition assessments, completion of at least 100 field experience hours and an application for student teaching for candidates in the traditional route, which includes a portfolio documenting mastery of the KTS, 200 specific field hours, medical exam, TB screening, commitment to the Code of Ethics, and other EPSB and university based requirements (MAT Student Teaching Application).

CAP 7 is program exit. Candidates must have a 3.0 cumulative GPA, passed the PLT, passed student teaching and submitted the exit portfolio based on student teaching for traditional candidates, meeting all Kentucky Teacher Standards. For students who are in the traditional MAT program, CAP 7 would be completed at the end of their student teaching placement with a grade of C or higher. For Option 6 candidates, full exit occurs after successful completion of the KTIP year.

Master of Arts in Teaching IECE (MAT)/Initial Certification

Program Description

Campbellsville University's MAT program is both a traditional (36 hours) and Option 6 alternative certification (33 hours) program uniquely designed to reflect a professional learning community. It will be delivered by early childhood education faculty in collaboration and partnership with area school district personnel. At the heart of the program is the foundational goal of all CU educator preparation programs: *empowerment for learning*. Empowerment is both a process and a product. The empowerment *process* will occur throughout program coursework as candidates acquire the knowledge, skills, and dispositions to be effective teachers. The empowerment *outcome* will be documented in several critical assessments - the electronic portfolio and during field and clinical experiences. Mentoring for alternative certification candidates is consistently and intentionally planned for the duration of the candidate's employment on the temporary provisional certificate.

The unique features of this program include: small candidate to faculty ratio, curriculum based on needs of 21st century classrooms and designed around intentional field experiences ; excellent, hands-on advising; systematic mentoring for alternative certification candidates; and, a small core faculty that work well

together to create a dynamic program for pre-service teachers that provides opportunities for promoting academic excellence, preparing candidates for lifelong learning in the teaching profession and continued scholarship. Courses will be taught in an online and hybrid format. The MAT program is designed for coursework and requirements to be completed in seven 8-week graduate terms. Typically students begin either KTIP (Kentucky Teacher Internship) or student teaching during the second year of the program.

The IECE MAT program consists of education and special teaching methods coursework, as well as a research component. A semester long (16-week) student-teaching experience (SED 608) is required for the traditional route candidates and a requisite practicum/Seminar course (ED 607) for candidates pursuing the alternative route to certification (Option 6) while serving in a teaching role. After Option 6 candidates have completed two-thirds of the coursework and passed the licensure exam, the University notifies the District that Option 6 candidates can begin KTIP. Successful completion of KTIP is a requirement for program completion for the Option 6 program.

Course Descriptions

IEC 520 Teaching Kindergarten
The purpose of the MAT program for IECE is to promote competency in the ten IECE Kentucky Teacher Standards. This program is designed to promote academic excellence, prepare candidates for lifelong learning in the teaching profession, and continued scholarship in their respective discipline. Each certification area follows the SPA standards specified for that content area. Upon admission to the program, M.A.T. candidates already have the content knowledge to teach their particular discipline.

IEC 580 Advanced Curriculum and Methods
This capstone course is designed to increase classroom management, instructional, and assessment competencies. Involves planning, implementation, and evaluation of integrated curricula and activity-based instructional methods for children birth to primary in home-based and inclusive center-based settings. Provides practice in developing IEP/IFSP activity matrices; adapting the learning environment and instruction across content areas to meet the diverse needs of young children; and advancing collaboration skills to guide inclusive practices. The professional portfolio will be completed and submitted for further evaluation by the School of Education faculty. Students participate in supervised field experiences to prepare for their assigned student teaching placements.

IEC 604, 605, and 606 (MAT Practicum I, II, and III)
The Practicum course provides an opportunity for students 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 IECE competencies. MAT candidates will develop portfolio-ready artifacts and engage in meaning field experiences as needed in consultation with IECE advisor.

IEC 625 Global Perspectives in Early Childhood Education
This course provides an in-depth study of selected topics in early education from a global perspective. A comparative education focus is designed to increase intercultural competence and prepare globally literate early childhood professionals. Educational practices and service delivery methods around the world are investigated and analyzed for potential application. Global education curriculum and resources are developed for early childhood classrooms. Attention is given to international program approaches including *Reggio Emilia* and *Montessori.* Optional: international practicum.

IEC 626 Collaboration and Communication in Interdisciplinary Early Childhood Education
This course provides a comprehensive and practical understanding of the processes to engage in effective collaboration with families, early childhood professionals, and the larger community. Strategies for effective partnerships and interagency alliances to support young children and families are examined. Strengthening

interpersonal communication and teaming skills for effective collaboration is emphasized. Content includes plans to support transitions of young children across settings and programs. The role of early childhood professionals as advocates is considered. Prepares early childhood professionals for specialized and leadership roles in collaborative processes.

IEC 628 Instructional Strategies for Literacy, Reading, and Language Arts, Birth-Primary
This course examines current research and practices related to language and literacy development in children birth through kindergarten. Effective and explicit strategies for early childhood professionals to use to support young children's language and literacy development – oral language, writing and reading competencies are examined. Content includes authentic assessments, adaptations to fit children's individual needs, literacy embedded across classroom content and contexts, and engaging families in language and literacy activities. The role of children's literature in teaching literacy is examined.

IEC 630 Advanced Child Development
This course is an advanced study for the application of current research and major theories of child development and learning with emphasis on implications for professional practice. Special emphasis is given to the relationship between theory and quality in early childhood settings to support and refine professional practices. Students engage in an in-depth study of biological, familial/cultural, and environmental influences on the cognitive, adaptive, physical, social, affective, language, moral, and spiritual development of young children.

IEC 660 Interdisciplinary Early Childhood Education Assessment and Intervention
This course examines assessment practices, policies, and considerations for young children, birth through kindergarten in inclusive settings and their families. Emphasis is placed on understanding continuous assessment systems, research implications, the types and purposes of assessment, and analysis of formal and informal assessment to impact learning and monitor progress. Attention is given to designing individualized interventions and classroom adaptations that support children's development and learning. Classroom and program assessments are examined from the perspective of directors and teachers.

IEC 685 Integrated Technology and Curriculum
This course focuses on planning, designing, implementing, and evaluating curriculum for inclusive early childhood settings. Emphasis is placed on integrating technology and content, utilizing a variety of instructional strategies, selecting and adapting materials, and preparing a responsive learning environment to support the learning and development of young children. The course examines curricular models, approaches frameworks, and systems. Attention is given to application of research to the use of technology and curriculum integration in early childhood education.

ED 605 Research Methods
This course provides an overview of the research process, with emphasis on finding, using, and evaluating 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.

SED 697 Effective Strategies for Improved Students' Classroom Behavior
Candidates will refine their knowledge and understanding of behavioral assessment and intervention strategies that have been effective for individuals with a wide range of disabilities. They will design and implement comprehensive behavior management plan.

SED 730 Introduction to Autism Spectrum Disorder
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 760 Applied Behavior Analysis
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.

ED 607 Graduate Practicum/Seminar (3 hours)
This course provides an opportunity for students to apply best instructional practice in a field base setting with cognitive coaching from critical friends and peers in the seminar. This will provide opportunity to translate theory learned into practice. Alternative certification candidates will submit exit (CAP 7) portfolio during this course. The minimum field hour requirement for this course is 40 hours.

ED 608 Student Teaching (6 hours)
Student teachers spend sixteen weeks in a primary, middle or high school classroom setting. They will have opportunity to translate theory learned in professional studies into practice while teaching in their areas of certification and under the guidance of a cooperating teacher and university supervisor. Traditional track candidates only.

Program Admissions

CAP 5 is admission to the program where candidates must have a cumulative GPA of 2.75 as documented on official transcript for a Bachelor's degree from an accredited institution (or 3.0 on last 30 hours). Candidates must also have passing scores on the Praxis I CORE exams or the GRE. Further candidates must provide three letters of recommendation, a clear criminal background check, and self-assessment of dispositions. They must also sign and commit to the ***KY Code of Ethics***, the ***National Association for the Education of Young Children Code of Ethics,*** t**he** ***Council for Exceptional Children – Division of Early Childhood Code of Ethics****,* and the ***First Steps Provider Code of Ethical Conduct****,* a diversity survey, and a creativity self-assessment, and sign the unit's disposition assessment policy. Candidates must successfully complete an entrance interview at which time a presentation is made by the candidate, which is scored using a rubric that includes assessment of the 4 Cs 21st Century Skills (creativity, collaboration, communication, and critical thinking). Lastly, upon admission, candidates must provide a ***Praxis II Study Plan*** (if exam not previously taken and passed and current). CAP 5 requirements are the same for traditional and alternative certification Option 6 candidates.

CAP 6 is a mid-point check in the educator preparation program for graduate candidates and involves evaluation of cumulative GPA (3.0), disposition assessments, completion of 100 field experience hours (completed as directed assignments in IECE courses and, if needed, in MAT Practicum courses for traditional candidates), and passing Praxis II scores in the IECE area of licensure. Further, candidates must demonstrate competency on three major critical assessments: (1) development and implementation of a professional growth plan; (2) a portfolio-quality philosophy of education; and, (3) submission of a CAP 6 Portfolio that includes a unit of study (taught in a designated field setting) with a minimum of three lesson plans and competency demonstrated on all ten IECE Kentucky Teacher Standards (minimum score of 2.0 of a 3-point rubric rubric). All documentation for lesson plans will be based on the KTIP *Sources of Evidence* forms (SOE). CAP 6 requirements are the same for traditional and alternative certification Option 6 candidates.

CAP 7 is program exit. Candidates must have a 3.0 cumulative GPA, completed 200 field experience hours, and submitted an electronic portfolio, meeting all Kentucky Teacher Standards for IECE. Traditional Candidates must successfully complete 200 Field Experience hours prior to 16 weeks of Student Teaching. Alternative Certification Candidates must evidence successful completion of KTIP.

Signed Field Experience Logs are submitted at the completion of each term with reflections. All required entries of field experiences are completed. The University maintains on ongoing data base of all field experiences including types, sites, and hours.

CAP 5 **Admission**	**CAP 6** **Continuation**	**CAP 7** **Completion/Exit**
Academic Competency -Bachelor's Degree from accredited institution -GPA: 2.75, cumulative or 3.0 on last 30 hours -*Praxis Core Academic Skills for Educators (CASE)*: • Reading (156) • Writing (162) • Mathematics (150) **OR** *GRE* Scores • Verbal Reasoning (450 or 150 – as of 8/1/2011) • Quantitative Reasoning (490 or 143 – as of 8/1/2011) • Analytical Writing (4.0)	**Academic Competency** GPA: 3.0 **Transcript Evaluation** 18hours completed	**Academic Competency** GPA: 3.0 **Transcript Evaluation** 33-39 hours completed
Oral/Written Communication -Entry level writing assessment **Other** -Transcripts (official) -3 Letters of Recommendation -TB Risk Assessment -State or Federal Criminal Background Check -Disposition Policy (signed) -Confidentiality Statement; Agreement with Codes of Ethical Conduct (signed) Character & Fitness (signed) -Diversity Survey -Professional Growth Plan (PGP) -PGP Self-Assessment -Praxis II Study Plan (signed) -Curriculum Guide sheet (signed) **-Mentoring Plan (Option 6)**	**Curriculum Guide sheet** Updated **Other** -Pass Content Knowledge PRAXIS II - Disposition Recommendations:1 Professor and Self- Evaluation -Submit Program Specific Field Experience forms (100 hours) -PGP/Self-Assessment (updated) CAP 6 Portfolio	**Curriculum Guide sheet** Updated **Other** -Disposition Recommendations (2 faculty/self) -Field Hours—200 [Traditional Candidates Only] -Curriculum Guide sheet (updated) -Student Teaching Portfolio/Exit Event [Traditional Candidates Only] -KTIP Portfolio (Option 6 Only] -Evidence of successful completion of KTIP (Option 6 Only) -PGP/Self-Assessment (updated) -CA-TP or CA-1 form (completed) -Transcript request -Successful Student Teaching [Traditional Candidates Only] Student Teachers only: *Use of Physical Restraint and Seclusion* training (**704 KAR 7:160**)

Master of Arts in Education (MAEd) in Educational Administration (Principal P-12)

Program Description

Campbellsville University's Principal Preparation Program is a 30 hour program that has both a traditional and Option 6 track. It will be delivered by administrator program faculty in collaboration and partnership with area school district personnel. At the heart of the program is the foundational goal of all CU educator preparation programs: *empowerment for learning*. Empowerment is both a process and a product. The empowerment *process* will occur throughout program coursework as candidates acquire the knowledge, skills, and dispositions to be effective principals. The empowerment *outcome* will be documented in several critical assessments including the PRAXIS, Internship Field Project, and School Budget Project.

The unique features of this program include: small candidate to faculty ratio, curriculum based on needs of 21st century classrooms and designed around intentional field experiences ; excellent, hands-on advising; systematic mentoring for alternative certification candidates; and, a small core faculty that work well together to create a dynamic program for pre-service administrators that provides opportunities for promoting academic excellence, preparing candidates for lifelong learning in the public schools and continued scholarship. Courses will be taught in an online format. The MAEd program is designed for coursework and requirements to be completed in 8-week graduate terms.

Course Descriptions

AED 720 School Finance 3 hours
This course is designed to prepare the principal candidate for successful management of school business and finances. Students will gain insight and understanding of national, state and local issues influencing school finance and management. Topics covered will include school council's role in school budgeting decisions, working with restricted and unrestricted funds, law and regulations specific to school finance, decision making with instructional focus, and balancing district mandates with specific school needs.

AED 721 School Law 3 hours
This course serves as an in-depth examination of the general structure, theory, and background of law for educational leaders addressing legal issues that impact the operation of public schools. It is designed to assist educators by providing them with information about laws that affect them, about the way the legal system works, and about the ways the school system and judicial system can work together.

AED 802 Organizational Frameworks and Human Resources 3 hours
This course will focus on the organizational frameworks and effective communication within a school building including office staff, bus drivers, lunchroom workers, custodians and instructional staff. Human Resource management and issues involving the diverse populations in a school building will be discussed. Dealing with union, employees, special education law and federal programs will be reviewed.

AED 803 Evaluation of Staff and Culture 3 hours
This course prepares school principals to supervise instruction and evaluate staff while nurturing and sustaining a culture of collaboration, trust, learning, and high expectations within the school. Candidates will discover how to utilize performance evaluation in planning for the professional growth of staff and in promoting effective change. An emphasis on professional learning communities focused on student learning and achievement will be explored.

AED 804 Diversity in a Global Society 3 hours
This course helps school principal candidates develop culturally proficient leadership practices in order to meet the needs of increasingly diverse student populations. Strategies for involving families and faculty in collaborative efforts to reinforce values of democracy, equity, and diversity will be explored.

AED 805 Curriculum 3 hours
This course empowers candidates to create a comprehensive, rigorous and coherent curricular program focused on developing assessment and accountability systems to monitor student progress. Strategies for developing the instructional and leadership capacity of faculty will be addressed.

AED 806 Fundamentals of School Administration 3 hours
This course helps school principal candidates develop a framework for understanding their role moving from the mindset of a faculty member to the leader of the school. Developing shared mission and vision, identifying organizational goals, and implementing plans to achieve goals for continuous sustained improvement will also be a focus of the course.

AED 807 School Principal Internship 3 hours
Candidates participate in 50 hours of clinical school principal experiences in an elementary school (20 hours), middle school (10 hours), and high school (20 hours) under the supervision of a site supervisor using appropriate professional resources.

AED 900 Administrative Support of Teacher Growth and Student Achievement 3 hours
This course prepares principal candidates to build coaching relationships with faculty to facilitate professional growth and "maximize the potential" of everyone in the school through leading and modeling. Candidates will explore strategies and tools that will enable them to create a productive school culture for all stakeholders.

AED 901 Reflective Practice for School Leaders 3 hours
This course emphasizes the development of leadership skills for reflective practices of student school leaders whether in a department, school, or district level. Special emphasis will be given to the "why" and "how" of reflective practice in multiple formats. Students will model and plan for reflection in current and future job roles.

Program Admissions

CAP 5, admission to the program requires traditional and Option 6 candidates to complete an application for admission to the Campbellsville University graduate program and meet entrance requirements (valid teaching certificate; official transcripts, minimum 3.0 GPA; master's degree from an accredited IHE; current professional growth plan; dispositional self-assessment; documentation 3 years of experience as classroom teacher; three letters of recommendation—one from building or district level administrator, two from P-12 educators; signed Code of Ethics/Character and Fitness; Leadership Essay (5-7 pages addressing the candidate's skill and understanding of his or her ability to improve student achievement, leadership, and advanced knowledge of curriculum, instruction and assessment); signed Superintendent's Statement, for the MAEd Educational Administration (Principal P-12) program. Candidates must also complete a criminal background check (if not currently teaching) and complete a diversity survey. EPP Graduate Faculty and an administrator from one of the P-12 partner districts review all application documents and make recommendations for approval to the entire EPP faculty.

CAP 6 is a midpoint check in the program. It requires the completion of 15 hours of graduate level work and an academic standard of a 3.0 GPA. One faculty dispositional assessment is required at this level. Those meeting the criteria receive a letter of candidacy for the MAEd Educational Administration (Principal P-12) degree.

CAP 7, program completion/exit, requires the candidate to complete an application form with appropriate supporting documentation. For program completion/exit, candidates must have a minimum 3.0 GPA, submit a School Budget Project, an Internship Project, and Field Experience Log Sheets, along with three dispositional assessments (self, faculty, principal mentor). The School Budget Project and Internship Project both provide candidates opportunities for demonstrating candidate growth, adherence, and success in

CAP 5 - Entrance Requirements Application	CAP 6 – Mid-Point Admission to Candidacy	CAP 7 – Exit Requirements
_____ Application to Graduate Studies and MAEd in Educational Administration (Principal P-12) Program _____Valid Teaching Certificate ____Official transcripts; Minimum 3.0 ____Master's degree from an accredited IHE ____Current professional growth plan ____Disposition self-assessment ____Documentation of three (3) years' experience as a teacher ____Three letters of recommendation; one letter must be from a building or district level administrator, and two letters from a P-12 Educator ____Criminal Records Check (if not currently teaching) ____Diversity Survey ____Signed Code of Ethics/Character and Fitness ____Leadership Essay (5-7 pages addressing the candidate's skill and understanding of his or her ability to improve student achievement, leadership, and advanced knowledge of curriculum, instruction, and assessment) ____Signed Superintendent's Statement	_____Transcript Review _____GPA (minimum 3.0) _____ Credit Hours Completed (15 earned hours) _____ Disposition Recommendation (Faculty)	Transcript Review _____GPA (minimum 3.0) _____Transcript Attached ____Field Experience Log Sheets ____School Budget Project ____Internship Project ____School Leaders Licensure Assessment (160 minimum score) ____Kentucky Principal Specialty Test (PRAXIS Content Exam) (158 minimum score) _____Three Disposition Recommendations (1)_____ (self) (2) _____ (faculty) (3)____(Principal Mentor) _____CA-1 Form Completed and Attached _____ Exit/Completer Survey _____Application for Additional Credentials _____Graduation Application

implementing the Dimensions, Dispositions, and Functions of School Leaders, ISSLC, and TSSA standards. Candidates must pass the School Leaders Licensure Assessment and the Kentucky Principal Specialty Test (PRAXIS Content Exam). In addition, a completed CA-1 Application must be submitted to the certification office.

Throughout their coursework and CAP criteria candidates' knowledge, skills, and dispositions are evaluated through a wide variety of assessments including traditional and nontraditional performance-based measures including exams, research papers, electronic presentations, projects, and field experiences.

Gifted and Talented Endorsement

GTE 520 Introduction to Gifted Education..... 3
Focuses on terminology, theories, issues and general approaches to educating the gifted, talented and creative. Regulations specific to Kentucky schools will be examined.

GTE 525 Curriculum and Instruction in Gifted and Talented 3
Focuses on terminology, theories, issues and general approaches to educating the gifted, talented and creative. Regulations specific to Kentucky schools will be examined.

GTE 530 Psychology of the Gifted..... 3
Develops an understanding of the nature, needs and issues associated with the gifted and talented along with emphasis on talent identification and characteristics. The identification of gifted children and adults is addressed along with emphasis on educational programs.

GTE 535 Gifted Education Practicum 3
The practicum in gifted education is designed to provide opportunities for direct experience collaborating with 1) gifted/talented education director and 2) other teachers in the district. Students in the program will plan, implement and assess instruction for gifted/talented students through assignments to GT directors and in the area schools.

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

TSL 510 Language and Culture..... 3
This course will assist pre-service and currently practicing teachers in understanding the diversity in foundational belief systems and world views and the relationship between the belief system/world view and how language is used to express those systems. It will introduce the student to the idea of universal and particular beliefs of various cultures.

TSL 640 Second Language Acquisition..... 3
This course will assist pre-service and currently practicing teachers in understanding how language is learned, and therefore in understanding how to better teach the English language. There will be an emphasis on the impact of the theories of second language acquisition on ESL/EFL pedagogy. There will also be an introduction to the teaching of the ESL skill set, based on the most recent or respected research on how each language skill is learned. These skills will include teaching ESL reading, writing, oral/aural skills, and vocabulary.

TSL 650 ESL/EFL Assessment 3
This course is a survey of the principles and practices of second language 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, Stream Ecology for Teachers 3
A study of the ecology of freshwater lakes and rivers. This course is required for the Environmental Education Endorsement at the graduate level.

Director of Special Education Level I Certification Only:

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

ED 703 Ethics and School Governance 3
This course provides a broad overview of the legal and ethical dimensions of professional practice in American public education. The course offers educators the opportunity to develop a working knowledge of the American legal system and professional ethics and develop an understanding of how these interface. The course highlights selected key issues facing the public school system with special attention given to school-based decision making.

SED 710 Finance and Management 3
This course is a study of practices of management, internal accounting procedures, and Kentucky public school finance. Field based experiences are designed to allow students to transfer theory into meaningful practice in school management. Specifically, the course content will cover school finance and school business practice.

SED 711 Administration and Supervision of Special Education 3
This course is a study of the administrative responsibilities of special education leadership and supervision with emphasis on the understanding of the field of special education, programs and staff development. Topics relating to specific problems related to administrative supervision of educational programs for students with disabilities and supervision of personnel will be discussed. There will be extensive reading and research required for completing this course.

SED 712 Special Education Law..... 3
This course is a study of the administrative responsibilities of special education leadership with emphasis on the understanding of the field of special education, related federal and state laws, and administrative regulations. Emphasis will be on case laws with special consideration given to litigation relating to students with disabilities and school officials. The course is organized around major procedural and substantive issues in special education law and is primarily written for those that will be working with children and youth with disabilities.

SED 714 DOSE Leadership Practicum 3
The DOSE Leadership Practicum provides supervised field experiences in performing functions of a director of special education such as making sure policies and procedures are followed, budgeting, record keeping, and utilization of support services, staff development, and due process. The course emphasizes the skills needed to be an effective leader in the field of special education.

Level II Certification Only:

ED 702 CIA Connections (Curriculum, Instruction, Assessment) 3
This course focuses on assisting educators to develop an understanding of connections of curriculum, instruction, and assessment in planning and implementing P-12 curricula. Study will include 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, Counseling, or School Counseling professional specialty courses

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 (MARP) 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

SCHOOL OF MUSIC

Master of Arts in Music

Master of Music

Master of Music in Music Education

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

The School of Music attempts to broaden the education of every student in the University by providing a 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.

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

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

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 (MAM)

The Master of Arts in Music is designed to provide students with a broad range of musical coursework, without a specialization.

Master of Arts in Music: Musicology

The design of the Master of Arts in Music with an emphasis in Musicology focuses upon the historical periods of Western music history.

Master of Arts in Music: Worship

The Master of Arts in Music with an emphasis in Worship is designed to equip students further to face the needs of today's Christian Church.

Master of Music (MM)

Four Concentration areas available: Conducting, Instrumental Performance, Piano Performance & Pedagogy, and Vocal Performance & Pedagogy

Master of Music: Conducting

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: Instrumental Performance

The Master of Music in Instrumental Performance concentration (MMIP) is designed for students with exceptional skill in winds, strings, or percussion, who seek a career in professional performance or collegiate teaching.

Master of Music: Piano Performance & Pedagogy

The Master of Music in Piano Performance & Pedagogy is intended to advance both the student's musical and intellectual skills, as well as to prepare students to make significant contributions to the field of piano pedagogy.

Master of Music: Vocal Performance & Pedagogy

The Master of Music in Vocal Performance & Pedagogy is intended to advance both the student's musical and intellectual skills, as well as to prepare students to contribute to the field of vocal pedagogy.

Master of Music in Music Education (MMME)

The Master of Music in Music Education degree is primarily intended for certified music educator 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. The degree can also assist non-certified musicians who have a bachelor's degree to prepare for further studies in doctoral programs and college-level teaching. This degree does not certify individuals for public school teaching in the elementary or secondary schools unless Rank II certification was previously earned.

Artist Diploma

The Artist Diploma is a one-year professional program for instrumental, piano or voice, and is designed to enable students to expand their knowledge of repertoire and technique and to further their 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.

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: Worship, Conducting, Musicology, University Orchestra

Full-Time Faculty & Areas of Instruction

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

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

Anne K. McNamara, D.M.A.
B.M., James Madison University; M.M., University of Illinois at Urbana-Champaign; D.M.A., University of Maryland
Assistant Professor of Music: Trumpet, Methods of Research

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

Bethany Stiles, D.M.A.
B.M.E., University of Kentucky; M.M., University of Louisville; D.M.A.; The University of Illinois at Urbana-Champaign
Assistant Professor of Music: Voice, University Chorale

Support Staff
Mrs. Jacquie Miller, 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 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. Submission of an essay which discusses the applicant's interest in and commitment to graduate study.
5. Presentation of an audition. A live audition is preferred; prior arrangement accepts recordings of recent live performances.
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 teacher licensure exam scores (if applicable) and a copy of the teaching certificate (if applicable). Kentucky residents planning to complete his or her Rank II certification must submit passing PRAXIS scores, a copy of 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 79-80 on the Internet-based exam. A 6.0 score on the IELTS is also accepted.

Auditions

Each student desiring admission to a music degree program is required to perform an audition for a panel of no less than three music faculty members. This performance should show evidence of competence and is rated by the faculty as to the ability and potential of the individual. Prospective students who show little or no promise of success will not be admitted to a music degree program. If some potential is evidenced, the student may be admitted provisionally with the understanding that substantial progress is shown in the area(s) of weakness during the first semester of study at which time a re-evaluation will take place. Students who demonstrate adequate ability and potential will be admitted unconditionally.

Auditions will take place each semester no later than the day designated by the University as the last day to register for a class. The student will prepare an audition application and provide ten copies at the audition. The audition application is available at the School of Music website.

Auditions for Performance Degrees

Applicants seeking admission to the MM: Instrumental Performance, MM: Piano Performance & Pedagogy, or MM: Vocal Performance & Pedagogy will submit a list of performed repertoire and present a live audition before a panel of music faculty. Recordings of a live performance will be accepted for conditional admission pending presentation of a live audition before the completion of the first semester of study.

> ***Keyboard & Instrumental***: Minimum of 20 minutes of music and a minimum of two works in contrasting style. Percussionists should contact Dr. Chad Floyd (ccfloyd@campbellsville.edu) for more specific requirements.
> ***Vocal***: By memory, a minimum of 20 minutes of upper-level repertoire representing each of the following areas: Baroque literature, German *lieder*, French *melodie*, opera aria, and American or British art song. (Adopted Fall 2013)

Auditions for MM Conducting

Applicants will come to campus the semester before enrollment and conduct an ensemble rehearsal as their live audition. If an applicant cannot come to campus, he or she may submit a recorded audition for admission into the MAM program until they can give a live audition on campus. (Adopted Spring 2014)

Auditions for Composition

Students who wish to pursue composition as their primary applied area at the master's level will submit two recent pieces that represent different performance media and different post-1900 musical styles. Students will present an essay with each composition providing specific details about the composers and works that have provided inspiration or models. The essay will also include specific information about the techniques and procedures that went into the composition of the piece, using terms and concepts learned in the student's undergraduate theory coursework such as Theory I through IV, Form and Analysis, Orchestration, Counterpoint, and Choral Arranging.

Each composition and essay will be submitted in a three-ring binder and will include a printed copy of the score along with a sound recording. Recordings of live performances will be preferable, but recordings from the computer will be acceptable. The materials will be evaluated by a panel of three or more members of the music faculty. The committee will complete an approval form which will be placed in the student's academic folder. (Adopted Spring 2014)

Entrance Exams

Graduate students must pass an Entrance Exam before beginning graduate coursework. The exam includes music theory and music history and literature. A minimum passing score is 70%. Students who score poorly in either area of the review are required to take remedial coursework before they can begin regular graduate studies. The Entrance Exam may be taken only once and must be taken during a regularly scheduled exam time.

Admission to Degree Candidacy

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

1. Fifteen semester hours of graduate-level coursework.
2. 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.
3. 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 32 semester hours of credit is required beyond the baccalaureate for this program.

Requirements for the Music Graduate Program

1. The program consists of completing 32 semester hours of credit successfully as specified in the applicant's degree plan.
2. 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.
3. 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.
4. A maximum of 6 hours may be taken by appointment.
5. The graduate student will be required to write a research paper of 35-50 pages or present a recital of 40-60 minutes as specified in the respective degree plan. A final comprehensive examination is required.

6. Each full-time resident graduate student must participate in a University-sponsored performing organization regardless of performance grant requirements.

Recital & Concert Attendance

Students are expected to attend concert and recital opportunities both at the University and in the community. While not required to attend recitals, graduate students are expected to support their peers and exercise professional development and attitudes by attending concerts regularly. (Policy revised Sept. 2010).

Proper attire is required for all musical events whether performing or attending.

A Calendar of Events is posted on the School of Music bulletin board and is also available on the School of Music website.

Recital Performance

Studio Labs

Applied students as a group meet with their instructor in weekly Studio Labs. It is advised that a student should perform a piece in labs before performing it on General Recital. Applied piano students have Piano Repertory Hour so that they will be free to accompany students at labs and General Recital. Woodwind labs will be scheduled based on instructor availability.

Piano Repertory Hour: Wednesdays, 4 p.m., GRH
Studio Labs: Tuesdays, 2 p.m.

Student Recitals

General Recital

All music students will perform at least once a semester on an afternoon General Recital. MM Performance students will perform at least twice a semester on General Recital. Performances should be limited to 5-6 minutes. Performers must fill out a General Recital registration form by 5:00 p.m. on the day before the recital. Forms are available in TigerNet. Applied instructor's signature is required on the form.

Graduate Recital Planning & Scheduling

Students presenting a Graduate Recital as their culminating project should work with their applied instructors and accompanists when planning a recital. Please refer to the Student Recital Policies & Procedures and the Recital Planning Worksheet in TigerNet for details regarding recital planning and scheduling.

Recital Hearings

Hearings for graduate will take place approximately one month before the recital date. The applied instructor is responsible for scheduling a time and securing at least two other faculty members for the hearing panel. The student will bring to the hearing a typed list of the recital music, one copy for each faculty member, with room for comments after each piece. A Recital Hearing Form is available at TigerNet.

Hearings may be judged as passed, probational (with specific requirements), or failed. In the event a hearing is deemed probational or failed, the student and applied instructor will jointly determine the course of action to complete the hearing successfully. A recital hearing may be re-presented a maximum of two times (Policy adopted Spring 2014).

Accompanist honoraria must be paid to the music office by the hearing date. Failure to do so may result in postponing the hearing.

Recital Programs

The guidelines for graduate recital programs are as follows:

1. No program shall use any illustration or caricature.
2. Programs shall use Times New Roman font.
3. Paper for programs shall be selected from the normal range of colors available in the Music Office.
4. Acknowledgements may only appear on senior and graduate recital programs and shall be limited to four lines of text as laid out in the program and may cite only parents, spouses, other immediate family members and professors involved with the preparations of the recital.
5. Titles of compositions shall include complete and accurate information in appropriate citation style.
6. Composers shall be listed by full name with birth and death years in parenthesis, or birth year only if the composer is still living. Example: (b. 1949)
7. The guidelines for recital programs are to be enforced by the School of Music secretary in consultation with the appropriate applied professors and the Dean of the School of Music.
8. Program notes should be included in all programs. The applied professor bears primary responsibility for the precise nature and content of program notes.

Program notes must be turned in to the School of Music secretary at least two days before the recital. The applied instructor must approve all program notes.

Recital Recordings

Every effort is made to record all evening recitals on compact disc. These recordings are kept on file and can be checked out from the Music Office or Montgomery Library.

Accompanists Assignments

Students with vocal or instrumental emphases will be assigned piano accompanists each semester by need and availability. While the University is not obligated to provide accompanists, every effort is made to ensure this benefit to music students in the applied studies.

Accompanist assignments are made at the beginning of each semester by the keyboard faculty by each student's level of ability and progress in a degree program. The keyboard faculty must approve any adjustment in accompanists within a semester.

Music should be provided to accompanists at least two weeks before a scheduled performance which includes juries.

Accompanist Responsibilities

Assigned accompanists are expected to attend each student's lesson as desired by the applied instructor. One-half hour rehearsal time per week per credit hour of applied instruction outside the applied lesson is expected of accompanists. Assigned accompanists will receive either work-study or performance grant funds for these services according to their financial status. Additional rehearsal time may be agreed upon mutually with the applied student providing compensation at the current minimum wage level.

Honoraria

Recitalists using accompanists are expected to give their accompanist a minimum honorarium of $75 for a master's recital. The fee is in consideration of the extra time spent in practice and lessons preparing for the recital. Accompanist honoraria must be paid to the music office before the recital hearing. Failure to pay the honoraria may result in postponement of the recital hearing.

Off-campus performances may be arranged at the discretion of the students involved, in consultation with the applied instructor. It is recommended that the applied student provide compensation for off-campus performances at $15 per student per day or any fraction thereof plus overnight accommodations and meals as necessary. On trips in which the assigned accompanist accompanies more than three students, the accompanist should receive a maximum of $45 per day divided equally by the students involved.

Students preferring off-campus accompanists are allowed to make arrangements according to their interests at a mutually agreed upon honorarium.

Jury Examinations

Applied Juries

Graduate students studying applied music as a requirement for their degree are required to take a jury at the end of each semester.

The jury performance block is eight minutes for vocalists and 10 minutes for keyboardists and instrumentalists and consists of one work selected by the student and other works selected by the faculty from a list of repertoire prepared during the semester. Jury panels include the student's applied instructor and three other music faculty members.

For applied conducting students, a comprehensive DVD will be submitted near the end of each semester of study serving as the vocal/instrumental conducting jury documenting the student in both rehearsal and performance settings conducting a live [chamber] ensemble. The DVD will include the initial reading of the piece, subsequent rehearsals, and the performance with the live ensemble. (Adopted Fall 2011)

Each student's performance is evaluated by the performance itself, the evidence of developing technical and expressive skills, and overall progress. Each faculty member gives a letter grade and then averaged among the four for a jury grade. The student's final grade is determined by the applied instructor based on the jury grade and overall progress during the semester.

Jury examinations are not required once a student has completed the number of credit hours required in applied study, nor when applied study is taken as an elective. A jury examination is usually not needed for the semester a student gives a Graduate Recital.

Appointment sign-up sheets are posted on the bulletin board approximately one week before the first day of juries. Vocalists and instrumentalists are urged to communicate carefully with their accompanists in choosing a jury time.

Jury sheets are provided in TigerNet for students to list the music they have studied during the semester. These should be completed and brought to the student's final lesson of the semester and should receive the instructor's signature at that time. The applied instructor should make arrangements to share the jury sheet with the each student following the jury performance. Incomplete ("I") grades in applied music, usually caused by student illness or incapacity on the day of juries, must be completed by mid-term of the following semester.

Comprehensive Examinations

All graduate students must take and pass Comprehensive Examinations before participating in graduation. These examinations should be taken during the student's final semester, as scheduled by the Graduate Comprehensive Examinations Coordinator.

If any part of the exam is failed, the student must retake and pass that part(s) in an equivalent exam. The second attempt will be scheduled by the Graduate Comprehensive Examinations Coordinator. In the case of a second failure, the student must wait until the following semester to re-take failed portions. Failure to pass any segment of the Comprehensive Examinations after the third attempt results in dismissal from the degree program. In this case, the student is ineligible to reapply for the same graduate degree program at any point in the future.

Part I: General Knowledge Exam

The General Knowledge Exam includes Music Theory and Music History/Literature. Both segments are graded on a pass/fail basis, and all graduate students must pass both. A minimum passing score is 75%.

Part II: Specialty Exam

The specialty exam encompasses all coursework in the student's concentration. The exam is graded on a pass/fail basis, and the student must pass with a minimum score of 75%. For students on the thesis track, the oral defense serves as the final specialty exam.

Culminating Projects

All students enrolled in the MA: Music, or MA: Worship must choose one of the tracks available in their respective degree. Students enrolled in the MM: Conducting, MM: Instrumental Performance, MM: Piano Pedagogy & Performance, or MM: Vocal Pedagogy & Performance programs follow the Recital Track. Students enrolled in the MA: Musicology program follows the Thesis Track.

Thesis Track

Upon registering for the course MUS 641 - Master's Thesis I - the student should notify the Dean of the School of Music and request the appointment of a chairperson of the Thesis Committee. Following the appointment of a committee chair, the student and faculty chair shall jointly secure two additional members of the graduate music faculty to serve on the committee. The student is expected to work with and provide ample opportunity for committee members to evaluate the student's work and progress.

Students should read the *Guidelines for Writing Master's Theses* available in TigerNet. The oral defense serves as the final specialty exam for students on the thesis track.

Recital Track

The student's applied professor appoints a committee of three faculty members: the applied professor (who serves as chair), the student's academic advisor, and a third faculty member. Should the applied professor also be the student's academic advisor, another faculty member familiar with the student's work is added. The applied professor and student select the graduate recital program.
The recital hearing takes place four weeks before the recital, with the committee members in attendance. Additional faculty may be requested for the hearing if deemed appropriate. Committee members each grade the recital hearing on a pass/fail basis.

Academic Concerns

Academic Integrity

Students are expected to be the creator of their work and to maintain academic integrity in all aspects of the course. Cheating is the violation of classroom rules of honesty on examinations and assignments. Any student found guilty of cheating may receive a failing grade of "F" for any assignment, project, or exam, and may result in failure of the course.

Plagiarism is defined as representing or repeating the words or ideas of someone else as one's own in any academic exercise. All writing you do for any course must be your own and must be exclusively for that course alone. Any student found guilty of plagiarism may receive a failing grade of "F" for any academic exercise and may result in failure of the course. (Policy adopted March 2010, rev. Feb. 2011, rev. Aug. 2016)

Ensemble Credit

Graduate students are required in their programs of study (see Bulletin-Catalog) to complete some credit hours in performing ensembles. Students may participate in other ensembles by registering for zero-credit; however, a student must fulfill the standard attendance requirements for any ensemble in which he or she joins even if not taken for credit. This unique arrangement allowing participation without registration applies only to ensembles, not to any other type of course.

Earning a Second Master's Degree

Students desiring to obtain a second master's degree from Campbellsville University must meet the requirements for admission to the second-degree program. Up to 14 hours from the first-degree program may be applied to the second program, with a minimum of 18 additional hours required in the new program. Culminating projects for both degree programs must be completed.

GRADUATE DEGREE PLANS

Master of Arts in Music

Core..... 10 hrs

MUS 502 Analytical Techniques I 2
MUS 602 Analytical Techniques II 2
MUS 544 Methods of Research 2

Choose Two: 4
MUS 516 Medieval Music 2
MUS 517 Renaissance Music 2
MUS 519 Baroque Music 2
MUS 520 Classical Music 2
MUS 521 Music in the 19th Century 2
MUS 522 Music since 1900 2

Music Concentration

Courses
Choose from ..... 15 hrs

MUS 509 Music Entrepreneurship 2
MUS 524 Music in World Cultures 3
MUS 525 Seminar in Musicology 2
MUS 541 Piano Pedagogy I 2
MUS 542 Voice Science and Pedagogy I 3
MUS 543 Advanced Conducting I 2
MUS 573 Foundations of Music Education 3
MUS 604 Piano Literature I 2
MUS 614 Piano Literature II 2
MUS 640 Psychology of Music 3
MUS 641 Thesis I 3
MUS 642 Thesis II 3
MUS 643 Advanced Conducting II 3
MUS 646 Conducting Seminar in Literature 2
MUS 648 Opera and Oratorio Literature 3

Choose One Track..... 7 hrs

Recital Track
Applied Study 6
MUS 691 Graduate Recital 1

Thesis Track
Applied Study 4
MUS 641 Thesis I 3

Students enroll in at least one major ensemble for zero credit each semester.

Total Hours..... 32 hrs

Musicology Concentration

Courses ..... 22 hrs

MUS 524 Music in World Cultures 3
MUS 641 Master's Thesis I 3
MUS 642 Master's Thesis II 3

Choose courses not taken as part of core 8
MUS 516 Medieval Music 2
MUS 517 Renaissance Music 2
MUS 519 Baroque Music 2
MUS 520 Classical Music 2
MUS 521 Music in the 19th Century 2
MUS 522 Music since 1900 2
MUS 525 Seminar in Musicology 2

Choose from: 5
MUS 509 Music Entrepreneurship 1
MUS 541 Piano Pedagogy I 2
MUS 542 Voice Science and Pedagogy I 3
MUS 543 Advanced Conducting I 2
MUS 573 Foundations of Music Education 3
MUS 604 Piano Literature I 2
MUS 614 Piano Literature II 2
MUS 640 Psychology of Music 3
MUS 643 Advanced Conducting II 3
MUS 646 Conducting Seminar in Literature 2
MUS 648 Opera and Oratorio Literature 3

Students enroll in at least one major ensemble for zero credit each semester.

Total Hours ..... 32 hrs

Worship Concentration

Emphasis ..... 22 hrs

MUS 505 Songwriting and Arranging 2
MUS 640 Contemporary Issues in Church Music & Worship 2
MUS 566 Studies in Hymnology 2
MUS 567 Worship Leadership: Resources & Literature 2
MUS 570 Christian Worship: Theology, History & Practice 3

Choose from: 4
CHS 661 Innovations in the Contemporary Church 3
MUS 509 Music Entrepreneurship 1
MUS 524 Music in World Cultures 3
MUS 541 Piano Pedagogy I 2
MUS 542 Voice Science and Pedagogy I 3
MUS 543 Advanced Conducting I 2
MUS 604 Piano Literature I 2
MUS 640 Psychology of Music 3
MUS 642 Thesis II 3

Choose One Track 7
Recital Track
Applied Study 6
MUS 691 Graduate Recital 1
Thesis Track
Applied Study 4
MUS 641 Thesis I 3

Students enroll in at least one major ensemble for zero credit each semester.

Total Hours..... 32 hrs

Master of Music

Core..... 10 hrs

MUS 502 Analytical Techniques I 2
MUS 602 Analytical Techniques II 2
MUS 544 Methods of Research 2

Choose Two: 4
MUS 516 Medieval Music 2
MUS 517 Renaissance Music 2
MUS 519 Baroque Music 2
MUS 520 Classical Music 2
MUS 521 Music in the 19th Century 2
MUS 522 Music since 1900 2

Conducting Concentration

Courses ..... 22 hrs

MUS 543 Advanced Conducting I 2
MUS 643 Advanced Conducting II 3
MUS 646 Conducting Seminar in Literature 2
MUS 577 Choral/Instrumental Conducting 3
MUS 691 Graduate Recital 1
Applied Conducting 5

Choose One: 2
MUS 637 Advanced Choral Interpretation 2
MUS 638 Advanced Instrumental Interpretation 2

Choose from: 4
MUS 509 Music Entrepreneurship 1
MUS 524 Music in World Cultures 3
MUS 525 Seminar in Musicology 2
MUS 541 Piano Pedagogy I 2
MUS 542 Voice Science and Pedagogy I 3
MUS 573 Foundations of Music Education 3
MUS 604 Piano Literature I 2
MUS 614 Piano Literature II 2
MUS 640 Psychology of Music 3
MUS 641 Master's Thesis I 3
MUS 642 Master's Thesis II 3
MUS 648 Opera and Oratorio Literature 3

Students enroll in at least one major ensemble for zero credit each semester.

Total Hours..... 32 hrs

Instrumental Performance Concentration

Courses ..... 22 hrs

Applied Study 11
MUS 527 Orchestral Excerpt Repertoire 3
MUE 579 Chamber Music Performance (1 credit, taken 3 times) 3
MUS 691 Graduate Recital 1

Choose from: 4
MUS 509 Music Entrepreneurship 1
MUS 524 Music in World Cultures 3
MUS 525 Seminar in Musicology 2
MUS 541 Piano Pedagogy I 2
MUS 542 Voice Science & Pedagogy I 3
MUS 543 Advanced Conducting I 2
MUS 573 Foundations of Music Education 3
MUS 604 Piano Literature I 2
MUS 614 Piano Literature II 2
MUS 640 Psychology of Music 3
MUS 641 Thesis I 3
MUS 642 Thesis II 3
MUS 643 Advanced Conducting II 3
MUS 646 Conducting Seminar in Literature 2
MUS 648 Opera & Oratorio Literature 3

Students enroll in at least one major ensemble for zero credit each semester.

Total Hours ..... 32 hrs

Piano Performance and Pedagogy Concentration

Courses ..... 22 hrs

MUA 502-602 Applied Piano 7
MUS 541 Piano Pedagogy I 2
MUS 549 Piano Pedagogy II 2
MUS 604 Piano Literature I 2
MUS 614 Piano Literature II 2
MUA 632 Piano Pedagogy Practicum 2
*MUS 691 Graduate Recital or MUS 633 Capstone Project: Piano 1
Electives 4

Students enroll in at least one major ensemble for zero credit each semester.

Total Hours ..... 32 hrs

*The culminating project is one of the following: 60-minute solo recital, 40-minute solo recital, and a one-hour pedagogy workshop, or 60-minute lecture recital with a minimum of 40 minutes of performance

Vocal Performance and Pedagogy Concentration

Courses ..... 22 hrs

MUA 500-600 Applied Voice 8
MUS 537 Diction & Stage Presence.....2
MUS 542 Voice Science & Pedagogy I 3
MUS 647 Vocal Literature & Performance Practice 3
MUS 648 Opera & Oratorio Literature 3
MUS 679 Voice Science & Pedagogy II 2
MUS 691 Graduate Recital 1

Students enroll in at least one major ensemble for zero credit each semester.

Total Hours..... 32 hrs

Master of Music in Music Education

Core..... 10 hrs

MUS 502 Analytical Techniques I 2
MUS 602 Analytical Techniques II 2
MUS 544 Methods of Research 2

Choose Two: 4
MUS 516 Medieval Music 2
MUS 517 Renaissance Music 2
MUS 519 Baroque Music 2
MUS 520 Classical Music 2
MUS 521 Music in the 19th Century 2
MUS 522 Music since 1900 2

Emphasis ..... 22 hrs

MUS 508 Music Technology 3
MUS 509 Music Entrepreneurship 1
MUS 573 Foundations of Music Education 3
MUS 574 Music Teaching and Learning: A Global Perspective 3
MUS 640 Psychology of Music 3
MUS 649 Contemporary Issues in Music Education 3

Choose One Track 6
Thesis Track
MUS 641 Thesis I 3
MUS 642 Thesis II 3
Research Project Track
MUS 673 Capstone I: Music Education 3
MUS 674 Capstone II: Music Education 3

Course Descriptions

MUS 502 Analytical Techniques I 2
An examination and analysis of musical styles and forms of Western Art Music from Medieval through the Baroque period, with a connection to the Contemporary period. Music will be studied and discussed as a class and music, and composers will be studied, written about, and presented to the class by each student. There will also be review exercises in music fundamentals and aural training, including melodic and harmonic dictation.

MUS 505 Songwriting and Arranging..... 2
This course will focus on familiarizing the student with all of the rudimentary techniques associated with the art of arranging and composing. Two, three and four-part writing techniques, alternative voicings, how to arrange for the rhythm section, etc. Instrument and voice ranges, and music calligraphy techniques will also be included. Above all, the class is designed to stimulate and to develop the creativity necessary to the successful development of arranged/composed scores.

MUS 508 Music Technology..... 3
Students will examine concepts and skills for using technology in music teaching and learning. Students will become familiar with various hardware, software applications, and online resources useful for creating, performing, and responding to music. Assessment using music technology will also be discussed.

MUS 509 Music Entrepreneurship..... 1
This course is designed to equip the students with necessary information and skills to plan and develop a successful career in today's music industry. Students will have an overview of the past three centuries in regarding the main tendencies of the industry, and also a thorough explanation of today's industry along with possible future tendencies. Aware of the present and future options, students will then work out a detailed career plan and also develop a personalized (100% electronic) portfolio that will assist them in the pursuit and execution of the plan.

MUS 516 Medieval Music 2
This course examines the development of Western music from Antiquity to the end of the Middle Ages. It explores the gradual transformation of monophony to polyphony, the rise of instrumental and national vocal styles in the context of religious and cultural influences.

MUS 517 Renaissance Music..... 2
This course examines the development of Western music during the Renaissance. It explores the various centers of compositional activity, the rise of instrumental music, and national vocal styles in the context of religious and cultural influences.

MUS 519 Music in the Baroque Period 2
This course examines the development of vocal and instrumental music during the Baroque Period of Western music history. The study 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..... 2
This course examines the development 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..... 2
A study of major stylistic trends, genres, and leading personalities in the development of Nineteenth-Century Romanticism in Western art music.

MUS 522 Music Since 1900 2
This course is a survey of styles and trends in music since 1900 to the present day in the Western art world.

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 525 Seminar in Musicology..... 2
A study of major stylistic trends, genres, and leading personalities in the development of music as chosen by the instructor.

MUS 527 Orchestral Excerpt Literature 3
The course will focus on the performance preparation of orchestral excerpts expected for performance with professional orchestras. Students will study each piece and perform with other instrumentalists in the class.

MUS 537 Diction and Stage Presence 2
Diction and Stage Presence includes studies of singer's diction in French, German, Italian, and English as it relates to vocal literature and operatic performance and principles of stage acting and character analysis.

MUS 541 Piano Pedagogy I 2
An examination of teaching methods and instructional materials applicable to piano instruction for beginning to elementary levels of study.

MUS 542 Voice Science and Pedagogy I..... 3
This course critically evaluates research in Voice Science in the areas of historical, anatomical, physiological, and pedagogical research. This will include a review of anatomy and physiology involved in the act of singing and current and past pedagogical methods and approaches to the teaching of singing.

MUS 543 Advanced Conducting I 2
This course is designed to develop further 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 2
This course is designed to prepare students with the essential research and writing skills expected of graduate students in music. It will discuss the various resources for research and other specialized topics required by the discipline of music education. It will be both practical and theoretical, aimed to provide music students the necessary skills for more elaborate research and improved writing.

MUS 549 Piano Pedagogy II 2
An examination of teaching methods and instructional materials applicable to piano instruction for intermediate and advanced levels of study.

MUS 560 Contemporary Issues in Church Music 2
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 2
This course examines hymn texts and hymn tunes, and evaluates their impact upon the Christian Church.

MUS 567 Worship Leadership: Resources and Literature 2
A course designed to immerse the student in the leadership issues of worship ministry. Also featured will be a survey of current sacred music literature for congregational use and specialized ensembles, activities, and other music experiences for children, youth, and adults.

MUS 570 Christian Worship: Theology, History and Practice 3
This course is a study of theological and historical aspects of Christian Worship. This study will also incorporate an overview of Christian Worship practices with special attention to the role of music.

MUS 573 Foundations of Music Education 3
This course will examine the historical and philosophical foundations of music education, examine various major methodologies in music education in use today, including Orff, Kodaly, Dalcroze, Gordon, and others, as well as examine various learning theories associated with music teaching and learning. Through the course, elements of aesthetics will be addressed, and the relationship of aesthetic education to music will be examined. 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 regarding specific methodology in music and arts education.

MUS 574 Music Teaching and Learning: A Global Perspective 3
This course examines philosophical and methodological approaches to music education from various global perspectives including North America, South America, Asia, Europe, and other selected cultures. Students will conduct research from a global perspective and make applications for his or her current teaching situation.

MUS 577 Choral and Instrumental Conducting 3
This course is designed to develop the skill and focus of conducting of choral and instrumental conductors. Emphasis will be placed on stylistic development, score study and preparation, and verbal and visual communication in the more advanced choral/orchestral literature.
Prerequisite: MUS 543 Advanced Conducting I

MUS 602 Analytical Techniques II 2
An examination and analysis of musical styles and forms of Western Art Music from the Classic through the Contemporary period. Music will be studied and discussed as a class and music and composers will be studied, written about, and presented to the class by each student. There will also be review exercises in music fundamentals and aural training, including melodic and harmonic dictation.

MUS 604 Piano Literature in the Baroque and Classical Periods 2
A study of stringed keyboard literature in the Baroque and Classical periods from the earliest known literature through the works of Beethoven.

MUS 614 Piano Literature Since Beethoven 2
A study of keyboard literature in the Nineteenth Century to the present day.

MUS 628 Worship Practicum 1
An intensive semester-long worship ministry experience. The internship is designed as a culminating experience in the student's career preparation. The practice-oriented experience should take place at a pre-approved church under the supervision of an approved worship leader/music minister mentor in cooperation with a graduate music faculty.
Pre-Requisite: MUS 629 Capstone Project: Worship.

MUS 629 Capstone Project: Worship 2
This is a course for students to design a final project. The project developed will be submitted as a formal written paper and then implemented in a local church.

MUS 632 Piano Pedagogy Practicum 1
Supervised teaching and/or piano pedagogy-research projects. Specific goals and projects are designed and agreed upon by the instructor and student. Students must be enrolled in either MUS 541 (Piano Pedagogy I) or MUS 549 (Piano Pedagogy II) concurrently with this course.

MUS 633 Capstone Project: Piano Performance and Pedagogy 1
The capstone project is a public program consisting of one of the following: (a) 60 minute solo recital, (b) 60 minute lecture recital with a minimum of 40 minutes of performance, or (c) 40 minute solo recital and a 60 minute pedagogy workshop Students must be enrolled in MUS 602 (applied piano) concurrently with MUS 692.

MUS 637 Advanced Choral Interpretation 2
This course is designed to develop further the skill and focus of conducting for a choral conductor. Emphasis will also be placed on stylistic development, performance practice, score study and preparation, verbal and visual communication in the more advanced choral literature.

MUS 638 Advanced Instrumental Interpretation 2
This course is designed to develop further the skill and focus of conducting and rehearsal techniques for an instrumental conductor. Emphasis will be placed on stylistic development, score study and preparation, and interpretation in the more advanced instrumental literature.
Prerequisite MUS 543.

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 641 Thesis I 3
The development of research skills, writing, and dissemination of findings on an approved prospectus in the form of a master's thesis.

MUS 642 Thesis I 3
A continuation of MUS 641 Thesis I.

MUS 643 Advanced Conducting II 3
This course is a continuation of MUS 543 Advanced Conducting I which is designed to develop further 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 Conducting Seminar in Literature 2
This course is designed to develop further 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. Prerequisite MUS 543

MUS 647 Vocal Literature and Performance Practice 3
This course explores the solo vocal literature of Western Music with an 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 673 Capstone Project I: Music Education..... 3
The capstone project track is an action-based research project. Examples include case studies, program evaluations, leadership projects, etc. This track is ideal for the master's student who currently teaches and can put his or her research into action within his or her school and/or classroom. This track will most likely include qualitative research.

MUS 674 Capstone Project II: Music Education..... 3
The capstone project track is an action-based research project. Examples include case studies, program evaluations, leadership projects, etc. This track is ideal for the master's student who currently teaches and can put his or her research into action within his or her school and/or classroom. This track will most likely include qualitative research.

MUS 679 Voice Science and Pedagogy II..... 2
This course reviews tenets of historical international schools involved in the teaching of singing evaluating a variety of teaching methods, instructional materials, and approaches to voice instruction for singers at various levels of expertise and experience. Students will have practical experience in the teaching of voice and be guided into alternatives for achieving desired results. The maintenance of good vocal health will be discussed as well.

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 one-year professional program for instrumental, piano or voice, and is designed to enable students to expand their knowledge of repertoire and technique and to further their 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 applicant's potential for successful graduate study.
4. Official transcripts from 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. 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 79-80 on the Internet-based exam. A 6.0 score on the IELTS is also accepted.

Applied Instruction.....6

Ensembles 2

Special Topics/Seminar/Independent Study.....3
Research related to performance, instrumental/vocal accompanying, vocal coaching, etc.

Elective 3
One three-hour course, not applied or ensembles.

Recitals (Two) 0

Total Required 14

MUSIC GRADUATE PROGRAM APPLICATION

Name _____

Mailing Address _____

Phone_____FAX_____Email _____

❑ Master of Arts in
- ❑ Music
- ❑ Musicology
- ❑ Worship

❑ Master of Music
- ❑ Conducting
- ❑ Instrumental Performance
- ❑ Piano Performance and Pedagogy
- ❑ Vocal Performance and Pedagogy

❑ Music Education

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 79-80 on the Internet-based exam. A 6.0 score on the IELTS is also accepted.

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

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

Ken Hollis, Director, Marriage and Family Therapy
Campbellsville University - Louisville Campus, 2300 Greene Way, Louisville, KY 40220
kahollis@campbellsville.edu • 502-753-0264 (x6016)

Dr. Scott Wigginton, Professor of Pastoral Ministries & Counseling; Associate Professor, Marriage and Family Therapy
Campbellsville University, 1 University Drive, UPO 790, Campbellsville, KY 42718
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Monica Bamwine, Graduate Admissions
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SCHOOL OF THEOLOGY MISSION AND GOALS: "SERVING CHRIST, TRANSFORMING LIVES"

Serving Christ, Transforming Lives is the mission of the School of Theology. 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 exists to produce servant leaders who are . . .

(1) *Passionately evangelistic*: 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 Evangelistic.	*Rooted in the Biblical Story.*	*Church Connected.*
Servant Leaders.	*Spiritual Entrepreneurs.*	*Partners in an Enduring Fellowship.*

GRADUATE DEGREES OFFERED

Master of Marriage and Family Therapy (M.M.F.T.) Program Information

The Master of Marriage and Family Therapy Program Purpose:

The MMFT 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 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 themselves and those for whom they provide counseling services.

All course work in the MMFT program is designed to fulfill the mission, goals and competencies consistent with the values of our Christian University and ethical codes of the profession. The curriculum of this program has been accepted by the Kentucky Board of Licensure for Marriage and Family Therapists, and meets the stringent accreditation requirements of the Commission on Academics for Marriage and Family Education (COAMFTE).

MMFT Program Values

A Christian commitment to act and serve responsibly

The promotion of ethical and competent family systems practices 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 Master of Marriage and Family Therapy (MMFT) requires students to successfully complete 60 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), as well as and the stringent accreditation requirements of the Commission on Academics for Marriage and Family Education (COAMFTE). The MMFT 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 MMFT Program at Campbellsville University must meet the University's Graduate Council requirements in order to be considered for admissions. Requirements are:

1. A bachelor's degree from a regionally accredited institution.
2. Completion of an application for admission to the Master of Marriage and Family Therapy program.
3. Official transcripts from all undergraduate and graduate courses taken from any college/ university.
4. Three letters of recommendation regarding academic potential for graduate study.
5. 400-500 word essay describing (a) why you want to become a therapist and (b) some of the experiences of abilities that will make you an effective therapist.

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

The Admissions Committee consists of the Dean of the School of Theology, the Director of the Counseling Program, and MMFT 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:

Louisville Extension Center
Campbellsville University
2300 Greene Way
Louisville, KY 40220

Applications may be submitted at any time and are reviewed continually. The Counseling Program accepts new students at the beginning of each new academic term. Applications are reviewed and interviews scheduled once ALL materials have been received by the program. In order to register for courses in your desired term of study, the application materials must beprocessed and the entrance interview conducted 30 days in advance of the term beginning fall or spring.

The MMFT Degree features a program designed to meet education requirements for licensure as a marriage and family therapist in Kentucky (LMFT), as well as the stringent accreditation requirements of the Commission on Academics for Marriage and Family Education (COAMFTE).

The 60 credit hour program has a delivery that includes approximately 50% of the academic 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 one night a week. Courses are scheduled in eight-week terms.

A sequenced calendar of courses is recommended and included in the Program Handbook. A full-time course of study includes two courses each eight-week term. Students are eligible to begin their practicum experience after they have successfully completed 18 credit hours (please arrange a meeting with the MMFT Field Director once you have completed 12 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. 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.

If a student is considering working in states other than Kentucky, the student is responsible for seeking and acquiring the respective states policy regarding licensure. Once a written request is made to the Dean of the School of Theology and the director of the MFT program for special consideration, and a written approval is granted by the dean of the School of Theology, the faculty advisor assigned to the respective student will work in conjunction with the student to devise a plan that will meet the respective states licensing requirements.

For additional information on MMFT Outcomes (Program, Student, and Faculty) and MMFT Program Competencies and Program Behaviors, see the MMFT Program Handbook.

Marriage & Family Core – 60 hours

MFT 500 Marriage and Family Theories and Practice I
MFT 520 Human Development
MFT 523 Marriage and Family Therapy Skills
MFT 530 Research Methods
MFT 550 Marriage & Family Therapy II
MFT 560 Psychopathology
MFT 570 Cultural Competencies
MFT 581 Ethical, Legal, and Professional Issues in Marriage and Family Therapy
MFT 515 Introduction to Family Studies
MFT 516 Marriage and Family Therapy II
MFT 517 Marriage and Family Therapy III
MFT 535 Trauma Counseling
MFT 540 Group Counseling
MFT 545 Premarital and Marital Counseling
MFT 555 Addictions Counseling for the MFT
MFT 600 Professional Issues for the MFT
MFT 624 The Child and Adolescent in Marriage and Family Therapy
MFT 690 Practicum (students are required to complete 10 hours of practicum)

MFT 690 Practicum
Students may begin their practicum experience after they have successfully completed 18 credit hours in the program. Prior to beginning the experience, they must obtain approval of the Practicum Director for the adequacy of the field agency and the field agency supervisor.

Program Dissemination
All MFT courses are taught in the evenings or online by a team of doctoral faculty. While the faculty is primarily composed of Marriage and Family Therapists, it is supported by three other disciplines (Psychology, Theology, and Christian Studies) when the requirements of a specific class necessitate. Nearly half of the curriculum is taught online, and all courses are available in the evening to accommodate the adult learner.

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:

Dale Bertram, Marriage and Family Therapy (adjunct)
BA Eastern New Mexico University - double major in Religion and Speech Communication, MA Eastern New Mexico University – Religion
MEd Albertson College of Idaho – General Counseling
PhD Nova-Southeastern University – Family Therapy
Licensed Marriage and Family Therapist/ AAMFT Approved Supervisor

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

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

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 (Associate Program Director)

BA Western Kentucky University

M.Div. Th.M. & PhD, The Southern Baptist Theological Seminary

Licensed Marriage and Family Therapist/ AAMFT Approved Supervisor

MFT Application Policies

Admission Notification

Applicants will receive a written letter of notification when:

a) all admission materials are received

b) Students will be provided notification about the results as soon as they areavailable. Notification will indicate acceptance, conditional acceptance ordenial.

Conditional Admission

Students accepted into the MFT program as conditional

1. Must maintain a grade of "B" or higher in all coursework taken in the first two termsof enrollment.
2. Have their course performance assessed (each term) by their advisor who will report progress to the Dean
3. Complete all admissions requirements not met during the admissions review and interview, thus responsible for "conditional acceptance," by the end of the first termof enrollment.
4. Earn no more than one "C" grade during graduate program enrollment.

Students Rights and Responsibilities

All students enrolled in programs provided by the School of Theology at Campbellsville University have the right:

1. To be treated with dignity and respect:
2. To fair and impartial treatment relative to issues of admission, continuance and termination in the social work program:
3. To inclusion in the decision-making process related to curriculum and program issues through the student representative to the division:

All students have a responsibility:

1. To uphold their respective professional code of ethics;
2. To be an active participant in the learning process and the development of the professional self which includes values, attitudes, self-awareness and professionalskills.

To sign and provide a promissory agreement with the program (Appendix B). The signature pledges your commitment to provide the program your employment location and responsibilities for a period of not less than three years after graduation. This information is kept within a secure, password protected computer, and used only for assessment purposes. The data requested does not include social security number, but it does include date of birth, age at graduation, race, gender, student ID, contact information, agency name, supervising employers name, location of employment (address), work activities, and your willingness to supervise a student in the future if requested. The information is kept for immediate and future evaluation and is not shared with the Alumni Office or the Business Office.

Graduate Examination

Prior to graduation, all MMFT 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 by retesting.

Grade Point Average

No student may graduate with a MFT Program GPA of less than 3.0 or more than one C in their graduate coursework.

Non-Academic Behavior

Students, at a minimum, are expected to follow the University behavioral conduct of code (see Appendix C). In addition, students are expected to adhere to the American Association for Marriage and Family Therapy Code of Ethics (http://www.aamft.org). Students accused or suspected of violating the University Code and/or the AAMFT Code of Ethics will be referred to the University Judicial Council and/or the Graduate Committee for review. Sanctions may range from a verbal reprimand to University dismissal, dependent upon the severity of the violation.

The following constitute examples for which termination from the program will be seriously considered:

1. Violation of the intent/spirit of the AAMFT Code of Ethics and professional values. For example, if there is:
   a) Failure to respect the dignity and promote the welfare of clients.
   b) Intentional harm to client's, peers or research subjects.
   c) A professional relationship boundary violation/s.
   d) Plagiarism
2. Impaired performance secondary to alcohol and/or substance abuse.
3. Criminal conviction.
4. Poor performance in the Field Practicum even after remediation, intervention or arbitration.

If an MFT faculty member identifies issues of concern related to student performance as described above, the student will be notified in writing of the issues of concern. If not resolved, the faculty member may ask for a review to be conducted by the School of Theology. A student may be invited to present his/her comments to the committee, depending upon the nature of the issue. Decisions of the committee may include:

1. Continuance in the program
2. Provisional continuance in the program; continuance will be permitted provided specific criteria are met within a specified time frame. The criteria will be specified in writing and a follow-up meeting will be held to consider whether the criteria have been met.
3. Termination from the MMFT program.

Appeal of Non-Academic Behavior Sanctions

The student dissatisfied with the decision of the MMFT Program Committee (consisting of the MMFT Program Director, the Assistant Program Director, and the Director of Field Education) may file an appeal as follows: Students may file an appeal about a decision made by the MMFT Program Committee for issues such as program continuance or termination. To appeal the student must file a written grievance, submit it to the Vice President for Academic Affairs (VPAA) and schedule a hearing with the Academic Council through the office of the VPAA at 270-789-5231 (special
accommodations for technology may be available for extended campus students). No legal council is necessary or permitted. Students are encouraged to meet with the Academic Council when their appeal is discussed.

Course Policies

Student Class Participation and Attendance

Students are required to attend **ALL** class sessions. Professional functioning typically involves collegial sharing and peer support. By being present in class students develop a commitment to, and a skill in, mutual problem solving. Each class builds on previous material, which further enhances the need for consistent attendance. A professional degree trains students to become professionals in the workplace. It is important for students to begin practicing a good work ethic in the classroom that will be essential for field practicum and later employment. For this reason, class attendance is mandatory**.**

Classroom Behavior

Students are expected to learn collegiality and to develop listening skills. Professional collegiality demands respect for another's viewpoints and statements. Listening is both a skill and an art that requires ongoing practice. In class and in the field, students are expected to demonstrate collegiality, respect and the ability to listen and hold confidences. Side conversations, dozing, texting, using technology for non-coursework, doing homework, etc., while an instructor, guest speaker, or fellow student is talking is impolite and inappropriate. Students conducting impolite or inappropriate activities may be asked to leave the classroom or have points deducted from course grade.

Student Papers

Effective written expression is essential for professional practitioners whose records often decide a client's fate, as in court and medical cases. Thus, students are expected to always present their ideas clearly and properly. Grammar, punctuation and spelling are to be correct in all papers submitted. Papers are to be typed, double-spaced and conform to professional American Psychological Association (APA) standards of writing. Papers not conforming to these standards of style and exactness will be returned without a grade. Papers demonstrating serious deficiencies in common English usage will also be returned without a grade.

Please note that students are also expected to attain a level of writing consistent with mental health assessments and evaluations. This means having:

a. Opinions with sufficient explanations
b. A clear purpose
c. Logical organization
d. Relevant and adequate data
e. Consideration of alternative hypotheses
f. Data that is consistent with the interpretation provided
g. Reliance in more than a single source of data (resource)
h. Avoidance of jargon, pejorative terms and gratuitous comments
i. Proper test usage

Source: Grisso, T. (2012). Guidance for improving forensic reports: a review of common errors. *Journal of Forensic Psychology.* Open publication. Retrieved from http://www.forensicpsychologyunbound.ws/OAJFP/Volume_2 _____2010_files/Grisso%202010- 2.pdf

Academic Dishonesty

Academic dishonesty falls into one of two categories: cheating and plagiarism.

(a) Cheating is the violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student cheat is as guilty as the student assisted. Students found guilty of cheating will receive a failing grade of F for the course. (b) Plagiarism is defined as representing or repeating the words or ideas of someone else as one's own in any academic exercise. Therefore, all of the writing that you do for a course must be your own and must be exclusively for that course, unless the professor stipulates differently. Pay special attention to the accuracy of the quotations, paraphrases, summaries, and documentation practices you use in your assignments. If you have any questions about plagiarism, please ask your professor. If you plagiarize, your professor reserves the right to grant you a failing grade for the assignment or the course, and your situation will be reported to the Dean of the School of Theology.

Late Assignments and Exams

Students are expected to submit assignments at the beginning of the class period on the identified due date. Late work policy is determined for each course by the respective professor. Catastrophic circumstances that might occur on an exam day will be individually evaluated by the professor.

Incomplete Grades

When a student is unable to complete all requirements for a course by the end of the term, an incomplete grade assignment may be given by the instructor. The individual instructor teaching the course will determine the date an incomplete must be completed, not to exceed six months in duration. The student will sign an Incomplete Agreement Form describing the course requirements that need to be completed for the issuance of a final grade. A student should see the instructor to request an incomplete grade and to make arrangements for completing course requirements by the deadline set by the instructor. This request for the incomplete will be submitted to the Dean of the School of Theology and the director of the MMFT program, and will become a component of the students' permanent record. A student who does not complete required assignments may, at the discretion of the instructor, receive a failing grade (F) for the course.

Grievance and Appeals

Academic grievances regarding a grade the student feels he/she received unjustly should follow grievance procedure as follows:

Schedule an appointment to talk with your professor and present the professor with a written statement as to what you think is a fair and satisfactory resolution. This appointment must take place within two weeks of grades being posted. If resolution is unsatisfactory the student may next file the same letter presented to the faculty to the Vice President for Academic Affairs and write a request for a hearing with the Academic Council (special arrangements may be requested for students enrolled at the extended Center locations).

Field Practicum placement issues, concerns and/or appeals should be submitted to your Field Education Instructor in writing. The previous procedure is to be followed if the student wishes to pursue the grievance to an advanced level after seeking resolution with the instructor.

Affirmative Action

Campbellsville University is committed to Affirmative Action and providing equal opportunities without regard to race, ethnicity, nationality, gender, sexual orientation, age, creed, disability, religion or political affiliation. Campbellsville University does not discriminate on the basis of any of the aforementioned characteristics in policies relating to student admissions, scholarship and loan programs, or other school-administered programs.

Transfer Credit

A maximum of 12 credit hours of graduate credit may be transferred from another regionally accredited graduate institution if those credits are deemed equivalent to the course requirements of this graduate program. Transfers must be approved before beginning coursework in this program. Approval of transfer credits may be granted after an examination of the transfer request (accompanied by appropriate documentation) by the dean of the School of Theology and the director of the Marriage and Family Therapy program. Transfer courses must be full-term courses from a regionally accredited institution of higher education (SACS, MSCHE, etc.) and not workshops. Workshops are not accepted as graduate courses. While workshops are valuable for increasing knowledge, a collection of workshops is not acceptable for university credit. When entering the graduate program, students are pledging their commitment to complete this program as designed.

Life Experiences

No credit is given for life or work experiences. No credit is given for field or practicum activities that occurred prior to the completion of 18 credit hours in the MMFT program.

Field Practicum

The Master in Marriage and Family Therapy requires field practicum experience of 500 hours of direct client contact. Students may begin their practicum experience after they have successfully completed 18 credit hours in the program. Prior to beginning the experience they must obtain approval of the CU Field Director for the adequacy of the field agency and the field agency supervisor. Supervisors must be approved by the Director of Field Education.

Field Case Conferencing

Students are required to meet with the Director of MFT Field Education weekly for case conference and to present cases for discussion and faculty oversight. These conferences may occur face to face or through technology, dependent upon the arrangements of the instructor and student. Dependent upon the number of students assigned to the respective Director of MFT Field Education, the conferencing may occur in a group or an independent nature.

Case conferencing is a requirement of the field experience and students are responsible for any additional fees or transportation to campus and field sites.

Surveys

The MMFT Program will send out two surveys per year. The first is an Alumni Survey, which will be sent to all MMFT Alumni once a year. This survey will be sent out via Survey Monkey, and both will protect the privacy of our MFT alumni, their supervisors and their employers. The purpose of the Alumni Survey is to provide the program with information as to how the student is practicing marriage and family therapy, what position graduates hold within their agency/organization, their current volunteer/mission activities, their rating of their MFT preparation, their current status toward licensure, whether they have pursued supervision or doctoral studies, their use and skills in research since graduation, and their service populations and interaction with populations-at-risk (domestic and foreign, regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation).

The second survey is an Employers Survey. The purpose of this survey is to obtain information from employers regarding the practice of our alumni (knowledge of MFT theories, therapeutic skills, ability to practice ethically, ability to practice with diverse populations, etc.). These surveys will be sent out to our alumni along with a request that they share the link with their employers and/or supervisors. Again, neither the employer nor the alumni will be identified in any way.

For additional statements and policies, please see the MMFT Program Handbook.

COURSE DESCRIPTIONS:

MFT500 Counseling Theories and Practice I 3
This course is a survey of the major theoretical systems of counseling and psychotherapy. Specific application of theoretical principles will be investigated, analyzed and described regarding therapeutic intervention. Course content includes an emphasis in systems theory, development of basic counseling techniques, philosophy, principles, and skill development through the video-stimulated recall (VSR) method where students critically interacting with each other in reflection and integration of theory and practice for individuals, groups, and family systems.

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 Development 3
A thorough survey of the specified divisions of the life cycle from early childhood to death will be detailed in this course. Topics include life-cycle theories of development, developmental tasks, normal-abnormal behavior, models of moral, intellectual, social and physical development and learning theories will be explored. Counseling strategies for specific concerns in the life cycle will be emphasized.

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.

MFT535 Trauma Counseling 3
This course will equip students with insight into the theories, principles, and practices of crisis intervention and trauma counseling. While exploring the impact of trauma and crisis, students will study the etiology and effects of trauma, learn skills useful in assessing and intervening, and make application to specific crisis situations. Special attention will be given to: post-traumatic stress disorder; self-care strategies for the counselor; spiritual concerns; as well as ethical and legal considerations.

MFT540 Group Counseling 3
This course explores the principles of group counseling dynamics, group development, theory, and techniques. Course content includes: developing competencies in self-intervention, growth, and competence in processes of small group practice; relationships within the family system and other small group settings; and the kinds and types of groups, with emphasis on methods, problems, and needed skills in working with groups and families in a variety of settings.

MFT545 Premarital and Marital Counseling 3
This course will provide a historical overview of the marriage counseling movement. We will deal with a full range of topics: premarital counseling, marriage enrichment, blended couple counseling, life stage events, and marital therapy. Recognizing the long history of marriage counseling, this course will focus heavily on the more recent research driven models of marriage counseling (primarily John Gottman's and Sue Johnson).

MFT550 Counseling Theories and Practice II 3
This course develops advanced counseling techniques. Course content includes further psychological perspectives on modern psychodynamic, family, group, and crisis intervention forms of counseling and psychotherapy; theories and practice of brief forms of therapy, as well as long-term methods of treatment; and cross-cultural and gender factors that influence counseling and theory. Students will identify and personalize their own theoretical approach through development, demonstration, and integration of the theories.

MFT555 Addictions Counseling.....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.

MFT560 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.

MFT570 Cultural Competencies.....3
This course is designed to address societal changes, influences and trends, human roles, societal subgroups, social mores, and diversity of life-styles. Other course content includes social change and individual/societal responses, multi-cultural issues, religion, racial issues, ethnicity, gender issues, sexual preference, aging issues, subgroup cultural communication patterns, and methods of addressing the provision of counseling services for these diverse groups.

MFT581 Ethical, Legal, and Professional Issues.....3
This course provides an in-depth study of professional ethics, legalities, and professional issues relating to the professional practice of counseling.

MFT600 Professional Issues for the Marriage and Family Therapist 2
This course will focus on the personal and professional needs and issues faced by those who are transitioning from being a Marriage and Family Therapy Student to being a Marriage and Family Associate.

MFT624 The Child and 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 are examined.

MFT690 Practicum 10
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 Candidacy.....0
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.

COURSE SEQUENCING

G4 January-March
MFT500 - MFT Theories & Practice 1
MFT530 – Research Methods
MFT516 – Marriage and Family Therapy 2

G5 March-May
MFT581 – Ethical, Legal & Professional Issues in Marriage and Family Counseling
MFT550 – MFT Theories and Practice 2
MFT540 – Group Counseling
MFT600 – Professional Issues for the MFT

G6 May-June
MFT624 – The Child and Adolescent in Marriage and Family Therapy
MFT545 – Premarital and Marital Counseling (blended)

G1 June-July
MFT555 – Addictions Counseling for the MFT
MFT517 – Marriage and Family Therapy 3 (blended)
MFT600 – Professional Issues for the MFT

G2 August-October
MFT523 – Marriage and Family Therapy Skills
MFT570 – Cultural Competencies
MFT535 – Trauma Counseling

G3 October-December
MFT515 – Intro to Marriage and Family Studies
MFT520 – Human Development
MFT560 – Psychopathology (blended)
MFT600 – Professional Issues for the MFT

Master of Theology (M.Th.)

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

Joel Drinkard, Ph.D./Church History, Theology, Philosophy
B.A., University of North Carolina; M.Div., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary.

Joe Early, Ph.D./Church History, Theology, Philosophy
B.S., Cumberland College; M.Div., Midwestern Baptist Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary

Shane Garrison, Ed.D./Educational Ministries, Pastoral Leadership
B.S., Campbellsville University; M.Div., M.A. Southwestern Baptist Theological Seminary; Ed.D., Southern Baptist Theological Seminary

Twyla Hernandez, Ph.D./Christian Missions
B.A., Middle Tennessee State University; M.Div., Southern Baptist Theological Seminary;
Ph.D., Southern Baptist Theological Seminary

Ken Hollis, Ph.D./Pastoral Care and Counseling, Pastoral Ministry
B.S., University of Louisville; M.Div., D.Min., Ph.D., Southern Baptist Theological Seminary

Mike O'Neal, Ph.D./Old Testament
B.A., University of Kentucky; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary

Tommy Valentine, Ph.D./Pastoral Ministry and Preaching
B.S., University of Louisville; M.Div., Ph.D., Southern Baptist Theological Seminary

Scott E. Wigginton, Ph.D./Pastoral Care and Counseling, Pastoral Ministry
B.A., Western Kentucky University; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary

Support Staff

Secretary, Campbellsville Main Campus, Sherry Bowen; slbowen@campbellsville.edu; 270-789-5029
Online Grad Enrollment Counselor, Chasity Robinson; clrobinson@campbellsville.edu

Online Grad Enrollment Counselor, Greyson Neff; gpneff@campbellsville.edu
Director, Graduate Enrollment, Monica Bamwine; mkbamwine@campbellsville.edu;
Assistant Director, Louisville Education Center, Chris Conver; cconver@campbellsville.edu; 502-753-0264, x6010
MTh Advisor, Conover Education Center/Harrodsburg, Dr. Tommy Valentine;
stvalentine@campbellsville.edu; (859) 605-1389

MASTER OF THELOGY (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. This degree option is designed to create servant leaders for the church and for the world by helping students refine their calling in life and ministry and is available in a fully online format or on site at our Regional Centers in Louisville or Harrodsburg.

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 Emphasis (18 hrs.)	**Biblical Studies Emphasis (18 hrs.)**	**Theological Studies Emphasis (18 hrs.)**
Biblical Studies (6 hrs.)	Pastoral Leadership (6 hrs.)	Pastoral Leadership (6 hrs.)
Theological Studies (6 hrs.)	Theological Studies (6 hrs.)	Biblical Studies (6 hrs.)

Master of Theology (M.Th.) 18-hour Core Courses for Each Emphasis: Biblical Studies, Pastoral Leadership, and 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 525 Pastoral Letters, Pastoral Leadership
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 557 Church Planting
CHS 556 Christian Evangelism & The Church
CHS 562 Intergenerational Ministries
CHS 567 Leadership Development
CHS 661 Innovations in 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 576 Baptist History and Heritage
CHS 634 Gospel and Postmodernism

Elective Courses:
CHS 514 Archaeology and Biblical Studies (Biblical) – only available at the Louisville Education Center (LEC)
CHS 517 Introduction to Biblical Hermeneutics (Biblical Studies) – only available at the Lousiville Education Center (LEC) and the Conover Education Center/Harrodsburg (CEC)
CHS 558 Pastoral Care in Human Crisis Pastoral Leadership
CHS 599 Supervised Practicum (Pastoral Leadership) – only available at the Louisville Education Center (LEC) and the Conover Education Center/Harrodsburg (CEC)

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

Program Advisors and Support Staff
See above under Support Staff. Each campus, center, and online modality has persons designated to advise MTh students. Additionally, 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.

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.

The following are required for admission to Campbellsville University's Master of Theology Program:

1. Application for graduate studies available at www.campbellsville.edu.
2. A bachelor's degree from a regionally accredited college or university.
3. 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 Masters degree (such as M.A., M.Div.) OR applicable graduate courses in Theology, Christian Ministry, or Bible.
4. Overall GPA of 2.7.
5. If undergraduate overall GPA is less than 3.0, one of the following written examinations is required: Official report of a Graduate Record Examination (GRE) with a minimum score of 750 points (before 8/1/11) or 283 (after 8/1/11), or the Miller Analogy Test (MAT) with a 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)
6. Philosophy of Ministry Essay (2-3 pages), in which the applicant briefly summarizes his or her conversion and call to ministry, current title and place of ministry and current philosophy of ministry.
7. Two letters of reference: one from an academician and one from a minister, both well-acquainted with the applicant's life and work.
8. Applicants may transfer a total of 12 graduate hours in Christian Studies from a regionally accredited degree program. Transfer credit must carry a grade of "B" or better.
9. 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 6.0 on the International English Language Testing System (IELTS), or at least 550 (paper-based), 213 (computer-based), or 79-80 (internet- based), on the TEST of English as a Foreign Language (TOEFL).
   - must send a World Education Services (WES) Transcript Evaluation (see website, www.wes.org) to the Office of Graduate Admissions for any work completed at foreign institutions.
   - who do not hold a U.S. permanent resident visa (green card) must submit evidence of financial support before an 1-20 form can be processed.
10. A telephone or face-to-face interview with John Hurtgen, Dean of the School of Theology, (Main Campus).

Application and Document Submission

Harrodsburg and Louisville 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

Online students should submit application and required documents as directed by Online Grad Admissions counselors. Go to https://online.campbellsville.edu/online-degrees/masters-theology/.

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 ten 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.
    - August Graduation: Essay is due on or before July 1.

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 from Dean John Hurtgen and Secretary Sherry Bowen. 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: this scholarship is available to assist students who have a paid position in a Baptist Church and who show definite financial need.

ACADEMIC TERMS

- There are six 8-week Graduate Terms (G1-G6).
- Students may enter the program prior to any of the graduate terms.

- M.Th. online courses are offered each graduate term (G1-G6).
- At least 1 onsite course is offered every graduate term at the Louisville Education Center.
- Students may complete the program in 12-15 months, if they consistently take at least two courses per graduate term.
- Additional information is available at www.campbellsville.edu/theology.

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 514* 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 517* Introduction to Biblical Hermeneutics.....3
This course is a study of both the interpretation and application of the Bible.

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 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 551 Journey into Christ-likeness: Forming and Being Formed.....3
The teaching and practice of spiritual formation, personal as well as corporate, as it relates to those who are pursuing active service in some capacity of ministry.

CHS 552 Pastoral Ministries.....3
The purpose of this course is to study pastoral ministries as they relate to the minister and h/h personal and professional life with special regard to pastoral leadership of a congregation.

CHS 553 Ministry of Proclamation and Worship 3
A survey of Christian worship with major emphasis on worship styles, communication methodologies, and sermonic strategies. Focus will be placed upon biblical roots of worship and Protestant preaching styles since 1850, with major emphasis on preaching and worship since the
second half of the 20th century.

CHS 555 Pastoral Care and Counseling 3
A survey of the biblical, theological, historical foundations of Christian pastoral care and counseling with due consideration to the human health sciences during the 20th century. The purpose of this course is to assist students to develop a beginning awareness of the history of both ancient and modem 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 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.

CHS 576 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 599 Supervised Practicum……3
A one semester practice of ministry jointly supervised by a member of the School of Theology faculty and by a faculty approved minister practitioner in the field.

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 21st 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 525 The General Letters Biblical	_____
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 556 Christian Evangelism & Church Pastoral Leadership	_____
CHS 557 Church Planting Pastoral Leadership	_____
CHS 562 Intergenerational Ministries Pastoral Leadership	_____
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 576 Baptist History & Heritage	_____
CHS 634 Gospel and Postmodernism	_____

Other courses can be applied as substitutes for required courses.	
CHS 514 Archeology and Biblical Studies	_____
CHS 517 Introduction to Biblical Hermeneutics	_____
CHS 558 Pastoral Care in Human Crisis Pastoral Leadership	_____
CHS 599 Supervised Practicum	_____

ADDENDEUM FLORIDA

Addendum to the 2018-2020 Campbellsville University Graduate Catalog for the State of Florida

This document serves as an addendum to the 2018-2020 Campbellsville University Catalog to provide the policies and procedures related to the Information Technology Management (MSITM) course offered as part of Campbellsville University's Graduate Program. The degree level is a Master of Science. It should be noted that these policies and procedures outlined herein are in addition to any and all applicable policies in the 2018-2020 Catalog.

Per the Florida Commission for Independent Education Rule – 6E-1.0032(6) F.A.C. Campbellsville University is providing this information to each prospective student either in written copy, or electronic copy prior to enrollment or the collection of any tuition, fees or other charges.

All information in the addendum for Florida is common to all Campbellsville University Instructional Sites.

PURPOSE OF THE INSTITUTION

Mission Statement

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, 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 by linking discovery research to knowledge at the doctoral level, and active participation in a diverse, global society.

Core Values

- To foster academic excellence through pre-professional certificates, associates, baccalaureate, and graduate programs through traditional, technical, and online systems
- To achieve academic excellence through rigor and relevancy in undergraduate, master's and doctoral level programs
- To provide an environment conducive for student success
- To value diverse perspectives within a Christ-centered community
- To model servant leadership and effective stewardship

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

ACCREDITATION: Campbellsville University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates, associate, baccalaureate, masters and doctoral degrees. 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 undergraduate and graduate music programs are 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 Baccalaureate of Social Work and Master of Social Work programs are accredited by the Council on Social Work Education (CSWE). The Master of Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Campbellsville University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: BSBA with emphasis in Accounting, Administrative Technology/Business Information Technology, Business Administration, Computer Information Systems, Economics, Healthcare Management, Management, Marketing, BS with major in Organizational Management, and MBA. The RN to BSN program in the School of Nursing is accredited by the Accreditation Commission for Education in Nursing.

EDUCATIONAL PROGRAMS AND CURRICULA
Information Technology Management (MSITM) Offered in the State of Florida

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 program 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. The student is given eight (8) weeks to submit transcripts.
- A completed resume and an essay that includes a statement of professional goals must be sent to the School of Business and Economics.
- 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. You can also complete the English as a Second Language (ESL) Certificate Program.

- 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. Students are accepted who provide a receipt proving a WES has been ordered, giving the student eight (8) weeks for receiving the WES.
- 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.
- International student applicants who have earned credit or a degree from a foreign institution must also submit an official certified independent evaluation by one of the following credential evaluation services:
    - World Education Services (WES),
    - Educational Perspectives (EP),or
    - Educational Credential Evaluators (ECE).
- A completed resume and an essay that includes a statement of professional goals must be sent to the School of Business, Economics and Technology.

  The School of Business, Economics and Technology 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 in the State of Kentucky at the Campbellsville University Louisville Education Center as a hybrid program (Online and Face-to-Face Format)
- Offered at the Florida Coastal School of Law in the Face-to-Face Format
- Offered Online

Hybrid 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 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. Curricular Practical Training Course (CPT)

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 (PBOK) 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 MSITM 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.

INSTRUCTIONAL SITE IN FLORIDA

Campbellsville University leases classroom space from Florida Coastal School of Law. Address, description of facility offerings and photos are below.

Florida Coastal School of Law

8787 Baypine Road
Jacksonville, Florida 32256
Phone: 904-680-7706
Website: www.fcsl.edu

- Class Rooms provided by FCSL allow for different sized groups of 50, 135, 300
- Rooms are adequately equipped with Wi-Fi and electrical connections
- Rooms have standard electronic projection systems for classroom AV
- Rooms have adequate student seating for variety size of classes with tables/chairs.
- Adequate bathroom facilities are available for students, faculty and staff
- Leased space allows for administrative functions with desks and chairs provided.
- Easy access of parking within walking distance is located near the Florida Coastal School of Law
- A wide variety of restaurants are located near the Florida Coastal School of Law for student's convenience.

PHOTOGRAPHS OF FLORIDA FACILITY – Florida Coastal School of Law

Florida Coastal School of Law
8787 Baypine Road
Jacksonville, Florida 32256
Phone: 904-680-7706

Classrooms

Reception Area

Conference Room

FEE SCHEDULE FOR MSITM PROGRAM
Cost Per Credit Hour by Program - $525

Additional Fees:
Non-Refundable Application Fee - $50
Admission Fee - $250
Technology Fee per semester to cover the cost of the online portions of instruction - $150
Applying for Work Authorization Fee (CPT) - $525

REDUCTION IN TUITION OR FEES
Campbellsville University does not offer a reduction in tuition, fees, or other charges for the MSITM Program.

EMPLOYMENT PLACEMENT SERVICES
Career Services provides assistance for students in choosing a major, career planning, and preparing for employment during the educational process.

The mission of Career Services is to assist, serve and support students of Campbellsville University to achieve their academic, personal and professional goals related to career choice and employment preparation.

Career Services provides assistance to students with:
- Career Assessments to determine skills, values, and interests
- Exploring career options that match your interest/connecting with Major's offered at CU
- Information on the value of internships and making connections while a student
- Job Fair prep (several offered & held both on and off campus)
- Networking opportunities and events
- Career readiness and job search Workshops
- Help polishing up your resume so you will stand out with employers
- Conduct mock interviews so you will be better prepared for the real one

Campbellsville University does not guarantee placement into a job market.

Per the Florida Commission for Independent Education Rule – 6E-2.004(11)(b), F.A.C.

STATEMENT OF LEGAL CONTROL

The business and affairs of the University are conducted and managed by its Board of Trustees. The Board appoints the President of the University, who is directly responsible for the administration of the University. The President appoints and directly supervises all officers and employees of the University. Except for academically tenured faculty and employees under contract, all employees are "at will" employees who serve at the pleasure of the President.

BOARD OF TRUSTEES (with ending terms listed)

To be updated summer of 2019

Mr. Ivan Bennett
Russell Spring KY
2020

Mr. Kenny Bennett
Campbellsville KY
2019

Mr. Barry Bertram
Campbellsville KY
2017

Mr. Jerry Blankenship
Louisville KY
2017

Mr. Barry Blevins
Campbellsville KY
Associate

Mr. Steve Branscum
Russell Springs KY
2018

Mr. George Bright
Brentwood KY
2017

Mrs. Pat Burkhart
Edgewood KY
2020

Mrs. Anna Mary Byrdwell
Louisville KY
2019

Rev. Joel Carwile
Louisville KY
Associate

Mr. Buzz Cason
Nashville TN
Associate

Mrs. Terri Cassell
Campbellsville KY
2017

Dr. Johnnie Clark
Louisville KY
Associate

Dr. Karl Clinard
Somerset KY
2019

Dr. Jay Conner
Brentwood TN
2020

Mr. David Cozart
Lexington KY
2020

Mr. Mike Eastridge
Bowling Green KY
2017

Dr. Doug Feltner
Greensburg KY
2019

Mrs. Jana Gore
Elizabethtown KY
2018

Dr. Donnie Gosser
Elizabethtown KY
2019

Dr. E. Bruce Heilman
Richmond VA
2020

Gen. Howard Hunt
Danville, KY
2020

Dr. James E. Jones
Campbellsville KY
2016

Mr. Henry Lee
Campbellsville KY
2017

Dr. Ron Lewis
Cecilia KY
2017

Mr. Alex Montgomery
Campbellsville KY
2019

Dr. David Morris
Warsaw KY
2018

Dr. Larry Noe
Campbellsville KY
2019

Dr. Mike O'Neal
Campbellsville, KY
2019

Mr. Paul Osborne
Campbellsville KY
2019

Dr. Joseph Owens
Lexington KY
2020

Dr. Carol Peddicord
Albany KY
2017

Mr. Norris Priest
Henderson KY
2017

Mr. Ron Rafferty
Campbellsville KY
2018

Mrs. Ava Bingham Reynolds
Louisville KY
Associate

Mr. Chris Reynolds
Campbellsville, KY
2020

Dr. Jay Robison
Hickory NC
Associate

Ms. Shirley Scott
Bowling Green, KY
2020

Mr. Billy Ray Smith
Bowling Green, KY
2018

Ms. Malinda Smith
Danville KY
2019

Rev. Matthew Smyzer
Louisville KY
2018

Mr. Hayward Spinks
Hartford KY
2019

Mr. Tommy Turner
Magnolia KY
2018

Dr. Tommy Valentine
Danville KY
2017

Mr. Joe Walters
Campbellsville, KY
2017

Ms. Jane Wheatley
Campbellsville KY
2018

Mrs. Shirley Whitehouse
LaGrange KY
2018

Rev. Leon Wilson
Oklahoma City OK
2018

Mr. Steve Wright
Magnolia, KY
2020

ADMINISTRATION AND STAFF ADMINISTRATIVE OFFICERS

To be updated summer 2019

MICHAEL V. CARTER ..... President
B.A., M.A., Marshall University; Ph.D., Ohio State University; further study, Andover Newton Theological School (1999)

DONNA HEDGEPATH..... .....Provost and Vice President for Academic Affairs and Professor of Education
B.M., Campbellsville University: M.M.., Campbellsville University; Ph.D., University of Kentucky (2004)

H. KEITH SPEARS ..... Vice President for Communication/Assistant to the President
B.A., Marshall University; M.A., Central Michigan University; M.A., Marshall University; Ed.D., West Virginia University (2009)

MICHAEL SHANE GARRISON .....Vice President for Enrollment Services and Associate Professor of Educational Ministries
B.S., Campbellsville University; M.Div., M.A., Southwestern Baptist Theological Seminary; Ed.D., The Southern Baptist Theological Seminary (2008)

RUSTY HOLLINGSWORTH, JR..... Vice President for Athletics
B.A., Carson-Newman College; M.S., University of Tennessee (2001)

TIM JUDD..... Associate Vice President of Finance/Comptroller
B.S.B.A., M.B.A., Campbellsville University (2002)

BENJI KELLY .....Vice President for Development
B.S., Campbellsville University; M.B.A., Campbellsville University (1999)

JEANETTE PARKER ..... Associate Vice President for Academic Affairs and Professor of Psychology
B.S., Campbellsville University; M.A.E., Western Kentucky University; Ph.D., Capella University (1999)

G. TED TAYLOR. .....Vice President for University Outreach
A.A., Hiwassee College; B.S., University of Tennessee; M.A.C.E., The Southern Baptist Theological Seminary; Ed.D., Memphis State University (1994)

OTTO TENNANT. .....Vice President for Finance and Administration
B.A., Ohio State University; M.B.A., University of Dayton; doctoral studies, University of Tennessee (2000)

FACULTY and LIBRARIANS

WILLIAM L. ADAMS..... .....Associate Professor of Business
B.S., M.B.A, Campbellsville University; Ph.D., Capella University (2011)

ANNE ADCOCK..... ....Assistant Professor of Social Work
B.S., M.S.W., Campbellsville University; D.S.W., University of St. Thomas (2012)

LISA ALLEN..... Associate Professor of Education and Associate Dean of Education
B.S., Asbury College; M.A., Western Kentucky University; Ed.D., University of Kentucky (2011)

NATHAN ALLEN..... Associate Professor of Theater
B.F.A., Cincinnati College; M.F.A., Goddard College (2017)

KAY ALSTON ..... Public Services Librarian
B.A., University of Nebraska-Lincoln; M.A., University of Missouri-Columbia (2011)

STEVE ALSTON .....Chair of Natural Sciences Division and Associate Professor of Physics
B.S., Fort Hays State University; M.S., Ph.D., University of Nebraska-Lincoln; post-doctoral work, Universität Freiburg (Germany) and Joint Institute for Laboratory Astrophysics, University of Colorado Boulder (2006)

ANGIE G. ATWOOD.....Assistant Professor of Nursing
A.D.N., B.S.N., M.S.N., Western Kentucky University; Ph.D., Capella University (2006)

CARMEN ARRANZ ORDAS..... .....Associate Professor of Spanish
B.A., Universidad De Valladolid (Soria); M.A., Ph.D., University of Kentucky (2013)

LINDA BEAL..... Instructor in Mathematics
B.S., Campbellsville College; M.A., Rank I, Western Kentucky University (2012)

MIRANDA BEAM..... Associate Professor of Chemistry
B.A., Berea College; Ph.D., University of Kentucky (2016)

THOMAS W. BELL…… ..... .**Associate Professor of Sport Management**

B.A., California State University Northridge; M.A., San Diego State University; Ph.D., Florida State University; M.Div., Mid-America Theological Seminary (2011)

AMY BERRY..... Environmental Educator and Instructor in Environmental Science

B.A., University of Kentucky; M.A., Merry Lea Environmental Learning Center, Goshen College (2014)

SUSAN M. BLEVINS ..... Assistant Professor of Education

B.S., Campbellsville University; M.A., Rank I, Western Kentucky University; A.B.D., Capella University (2010)

COREY S. BONDS..... Instructor in Music and Assistant Director of Bands

B.M., M.M.M.E., Campbellsville University; doctoral study, University of Kentucky (2014)

CHARLES MARK BRADLEY .....Professor of Music

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 (1980)

CHERYL BRUMLEY. ..... Instructor in Theater Arts

B.A., Georgetown College; M.A., New York University (2017)

ERIC L. BRUNS..... Professor of Psychology

B.A., Indiana University, M.A., University of Houston Clear Lake, Psy.D., Spalding University (2003)

WILLIAM BUDAI..... Associate Dean of School of Music and Associate Professor of Piano

B.M.E., Central Michigan University; M.M., Bowling Green State University; Ph.D., The University of Oklahoma (2008)

JOSEPH ROBERT BUDD..... Assistant Professor of Criminal Justice

B.A., M.S., Valdosta State University; Ed.D., Argosy University (2016)

CHRIS BULLOCK..... Professor of Mathematics

B.A., M.A., Ph.D., University of Kentucky (2003)

DEBRA W. CARTER..... Assistant Professor of Social Work

B.S., Marshall University; M.S.S.W., University of Tennessee; L.C.S.W., Tennessee and Kentucky (2001)

ERIC M. CARTER ..... Dean of Regional Instruction and Services and Associate Professor of Sociology

B.A., Carson Newman College; M.A., Marshall University; Ph.D., Kansas State University (2016)

ROSE CARTER..... Instructor in Accounting

A.S.B.A., B.S.B.A., Sullivan University; M.B.A., Campbellsville University (2017)

WESLEY CARTER ..... Executive Director of University Outreach and Instructor of Business Administration and Theology

B.S., M.B.A., M.Th., Campbellsville University (2017)

RICKEY CASEY .....Professor of Business

B.S., College of the Ozarks; M.B.A., University of Central Arkansas; D.B.A., Nova Southeastern University (2017)

WILLIAM CASSELL ..... Assistant Professor of Criminal Justice

B.S., Campbellsville University; M.S., Eastern Kentucky University; A.B.D, Capella University (2009)

MARY JANE CHAFFEE..... Professor of English

B.A., Vassar College; M.A., The University of Birmingham England; Ph.D., The University of Iowa (1996)

DONALD CHEATHAM ..... Assistant Professor of Education and Computer Information Systems

B.S., Campbellsville College; M.S.E., University of Kentucky; Rank I, Western Kentucky University (2008)

JEANNIE S. CLARK .....Instructor in Mass Communication and Director of Broadcast Services

B.A., Eastern Kentucky University; M.A., Asbury University (2016)

DENA CLEMENTS ..... Clinical Nursing Laboratory Instructor

A.D.N., B.S.N., Campbellsville University; additional study, In Capella University (2017)

JUDITH COLLINS..... Associate Professor of English

B.A., Transylvania University; M.A., Florida Atlantic University; Ph.D., University of Kentucky (2006)

CYNTHIA COLYER ..... BSW Field Director and Assistant Professor of Social Work

B.S.W., Eastern Kentucky University; M.S.W., University of Kentucky (2017)

CHRISTOPHER C. CONVER .....Assistant Professor of Theology

B.A., University of Richmond; M.Div., Ph.D., The Southern Baptist Theological Seminary (2010)

REBECCA FAITH CORBIN .....Instructor in Nursing

A.D.N., Western Kentucky University; B.S.N., Campbellsville University; M.S.N., Western Kentucky University (Jan. 2016)

RICHARD E. CORUM..... Professor of Business Administration

Graduate Diploma, Tyndale Theological Seminary, B.A., College of St. Francis; M.S., National-Louis University; D.B.A.., Nova Southeastern University (2005)

PATRICIA H. COWHERD .....Dean of School of Business, Economics and Technology and Professor of Business

A.A., Lindsey Wilson College; B.S., Campbellsville College; M.A. and graduate study, Western Kentucky University, University of Kentucky; doctoral study, Nova Southeastern University; Ph.D., Nova Southeastern University (1977)

CHARLES R. CRAIN ..... Assistant Professor of Business

B.B.A., McKendree University; M.B.A., Campbellsville University; D.B.A., Northcentral University (Jan, 2011)

LARRY CREASON ..... Assistant Professor of Criminal Justice

B.S., Campbellsville College; M.S., Eastern Kentucky University; ABD, Capella University (2005)

LINDA J. CUNDIFF..... Chair of Art & Design Department and Professor of Art

B.A., Campbellsville College; M.A., Murray State University; M.F.A., Ohio University; advanced graduate study, KY Institute for European Studies, University of Oxford, University of California, Berkeley Program,

ALCINGSTONE O. CUNHA..... Dean of School of Music and Associate Professor of Music

B.M., North Brazil Theological Seminary (Brazil); M.M., Ph.D., Southwestern Baptist Theological Seminary (2007)

RITA CURTIS .....Instructor in Education

B.S.; Teacher Leader M.A.E., Campbellsville University (2016)

DOROTHY L. DAVIS .....Associate Professor of Education

B.A., University of Kentucky; M.A.E.,; Rank I, Campbellsville University; Ph.D., Capella University (2001)

SAULO DEALMEIDA..... Instructor in Music

B.M., University of Rio de Janeiro; M.M. (Cello Performance); M.M. (Jazz Bass), University of Louisville (2013)

JOSHUA DETHERAGE .....Instructor in ESL

B.A., Welch College; M.A., Wheaton College (2016)

MICHELE DICKENS.....Assistant Professor of Nursing and B.S.N. Director

A.D.N., Eastern Kentucky University; B.S.N., University of Kentucky; M.S.N., Walden University; Ph.D., Capella University (2008)

AMANDA B. DICKINSON ..... Instructor in Business

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

JOEL F. DRINKARD..... …….Senior Scholar and Professor of Old Testament and Hebrew

B.A., University of North Carolina; M.Div., Th.M., Southeastern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological Seminary (2010)

JOSEPH EARLY, JR. .....Associate Professor of Theology

B.S., Cumberland College; M.Div., Midwestern Baptist Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary (2009)

DARLENE F. EASTRIDGE ..... Professor of Social Work

A.A., Lindsey Wilson College; B.S., Campbellsville College; M.A.E., Western Kentucky University; M.S.S.W., Ph.D., University of Louisville (1994)

JUSTY L. ENGLE .....Assistant Professor of English

B.A., M.A., Ph.D., University of Louisville (2015)

BEVERLY C. ENNIS .....Dean of School of Education and Associate Professor of Education

B.A., Campbellsville College; M.A., Western Kentucky University; Ph.D., University of Louisville and Western Kentucky University (2006)

NIKKI ERWIN..... Marriage and Family Therapy Director

B.C.M., Campbellsville College; M.C.M., Southern Baptist Theological Seminary; M.S.C., Campbellsville University (2016)

DAMON R. EUBANK..... Chair of Social Science Department and Professor of History

B.S., Campbellsville College; M.A.C.T., Auburn University; Ph.D., Mississippi State University (1989)

AMANDA L. EWING ..... **Assistant Professor of Business and Economics**
B.S., M.B.A., American Intercontinental University; doctoral studies, Capella and Northcentral University (2008)

VALERIE FLANAGAN ..... **Assistant Professor of Education**
B.A., M.Ed., Lindsey Wilson College; Ph.D., University of the Cumberlands (2015)

C. CHAD FLOYD ..... **Associate Professor of Music**
B.M., Campbellsville University; M.M., Belmont University; M.E.L., Eastern Kentucky University; Ph.D., University of Kentucky (2006)

JOSEPH D. FOSTER ..... **Assistant Professor of Business and Economics**
B.A., M.B.A., University of Louisville; graduate study, Middle Tennessee State University (1984)

LISA FULKS ..... **Assistant Professor of Education/Special Education**
B.A., M.Ed., Ph.D., University of Louisville (2013)

DALE M. FURKIN ..... **Instructor in English**
B.A., Campbellsville University; M.A., Rank I, Western Kentucky University (2009)

MARCUS D. GADDIS ..... **Associate Professor of Accounting**
B.S., M.B.A., PhD., University of Kentucky (2017)

JASON GARRETT ..... **Professor of Communication**
B.A. Lees-McRae College, M.A., Ph.D., Regent University (2003)

STARR GARRETT ..... **Associate Professor of Theater**
B.A., Palm Beach Atlantic College; M.A., Regent University; M.F.A., Goddard College (2005)

CAROLYN A. GARRISON ..... **Professor of Education and Assessment Coordinator**
B.A., Berea College; M.A. Eastern Kentucky University; Ed.D., University of Kentucky; other graduate work at Eastern Kentucky University, Western Kentucky University, Arizona State University and Drake University (1973)

JENNIFER R. GARRISON ..... **Assistant Professor of Educational Ministries**
B.A., Eastern Kentucky University; M.A.M.B.E., M.A.C.E., Southwestern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological Seminary (2015)

MICHAEL SHANE GARRISON ..... **Vice President for Enrollment Services and Associate Professor of Educational Ministries**
B.S., Campbellsville University; M.Div., M.A., Southwestern Baptist Theological Seminary; Ed.D., The Southern Baptist Theological Seminary (2008)

ANDREA M. GIORDANO ..... **Executive Director of MATESOL and ESL and Instructor in ESL and TESL**
B.A., Campbellsville University; M.S. Ed., Shenandoah University (2010)

MARILYN G. GOODWIN ..... **Associate Professor of Early Childhood Education and Assistant Chair of ECE Programs**
B.A., Campbellsville College; M.Div, The Southern Baptist Theological Seminary; Ph.D., Capella University (2010)

NATHAN N. GOWER ..... **Associate Professor of English**
B.A., Campbellsville University; M.F.A., Spalding University; doctoral study, University of Louisville (Jan. 2011)

CRYSTAL GRAHAM ..... **Assistant Professor in English**
B.A., Campbellsville University; M.A., ABD., University of the Cumberlands (2017)

JENNIFER A. GRAHAM ..... **Instructor in Business and Coordinator of Business Programs**
B.S.B.A., M.B.A., Campbellsville University (2011)

LINDA J. GRIBBINS ..... **Instructor in Nursing**
A.D.N., Lexington Community College; B.S.N., McKendree University (2011)

CHARLES HAMILTON ..... **Associate Professor of Education**
A.A., St. Catherine Junior College; B.S., Rank I, Eastern Kentucky University; Ed.D., University of Kentucky (2013)

ELLEN HAMILTON-FORD ..... **Assistant Professor of Early Childhood Education**
B.S., Campbellsville College; M.A., Bellarmine University; Planned Fifth-year Western Kentucky University (2011)

CANDACE HANSFORD ..... **Professor of Social Work**
B.A., Cumberland College; M.S.W., The Southern Baptist Theological Seminary; Ph.D., Ohio State University (2008)

MEGOLAZO HARALU ..... **Dean of International Education, PDSO and Assistant Professor of Theology**
B.A., Robert Wesleyan College, MRE Trinity International University, Ph.D., Trinity International University

COURTNEY HARMON ..... **Instructor in English**
A.A., West Kentucky Community & Technical College; B.A., Western Kentucky University; M.A., Murray State University (2017)

DAVID HARRITY……..……Assistant Professor of English

B.A., Bellarmine University; M.F.A., Spalding University (2013)

ERIC HARTER.....Professor of Management

B.S., University of the State of New York, Regents College; M.B.A., University of Southern California; Ph.D., Claremont Graduate University; Doctorate in Management Degree, Case Western Reserve University; OPM Diploma Program, Harvard Business School; Ph.D., Claremont (2016)

DONNA HEDGEPATH…… ..... …Provost and Vice President for Academic Affairs and Professor of Education

B.M., Campbellsville University: M.M.., Campbellsville University; Ph.D., University of Kentucky (2004)

TWYLA K. HERNANDEZ…. .....Associate Professor of Christian Missions

B.A., Middle Tennessee State University; M.Div., Ph.D., The Southern Baptist Theological Seminary (2011)

JEFFREY D. HERRON ..... Assistant Professor of Education

B.S., Eastern Kentucky University; M.S., Miami University; Ed.D., Eastern Kentucky University (2017)

LORRIE HIATT..... Assistant Professor of Education

B.S., University of Kansas; M.Ed., Loyola University of Maryland; Certificate in Montessori ECE, Seton Montessori Training Center; Lifetime/Worldwide Primary Certification, Montessori training Center of St. Louis (2017)

CHRYS HINES .....Assistant Professor of Business Information Technology and Computer Information Systems

B.S., M.B.A., Campbellsville University, doctoral study, NOVA Southeastern University (2006)

RAYMOND C. HOLLENBACK .....Lecturer in Theology

B.S., Illinois State University; M.Th., Campbellsville University (2017)

STEPHANIE HOLCOMB-KREINER .....Assistant Professor of Sociology and History

B.A., West Virginia University Institute of Technology; M.A. (History); M.A. (Sociology), Marshall University; Ph.D., University of Kentucky (2015)

KENNETH HOLLIS .....Director of Marriage and Family Therapy Program and Associate Professor of Theology in Marriage and Family Therapy

A.A., Jefferson Community College; B.S., University of Louisville; M.Div., D.Min., Ph.D., The Southern Baptist Theological Seminary (2014)

TIMOTHY HOOKER…… .....Director of ESL Programs and Instructor in ESL

B.A., Union University; M.Div., Southwestern Baptist Theological Seminary; M.A., Wheaton College (2013)

TIMOTHY QUINT HOOPER .....Technical Services and Digital Resources Librarian

B.C.M., M.C.M., Campbellsville University; M.L.S., University of Kentucky (2002)

SUSAN HOWELL ..... Professor of Psychology

B.S., Campbellsville College; M.Ed., Ed.D., University of Louisville. (1995)

SHARON HUNDLEY .....Associate Professor of Education and Chair of ECE Program

B.A., Western Kentucky University; Early Childhood Montessori Teacher Certification, M.A., Ph.D., Oral Roberts University (2008)

JOHN E. HURTGEN…… .....Dean of School of Theology and Professor of Theology

B.A., University of Louisville; M.Div., Ph.D., The Southern Baptist Theological Seminary (1990)

THOMAS JEFFREY..... Instructional Technologist and Associate Professor of Business

B.S., Sam Houston State University; M.E., Lamar University; Ph.D., Virginia Polytechnic Institute and State University (2009)

KELLY JOPLIN .....MSW Field Director and Assistant Professor of Social Work

B.A., M.S.W., University of Kentucky (2014)

RICHARD KESSLER..... Associate Professor of Biology/Environmental Studies Program Coordinator

B.S., Campbellsville College; M.S., Ph.D., University of Louisville (2008)

JENNIFER LANHAM……..…….**Assistant Professor of Social Work**

B.A., M.S.W., University of Kentucky; Ph.D., University of Denver (2013)

ELISHA LAWRENCE..... **Assistant Professor of Education**

B.S., M.A., Western Kentucky University; doctoral studies, Eastern Kentucky University (2016)

DARRELL D. LOCKE..... **Assistant Professor of Social Work**

B.S.W., Campbellsville University; M.S.W., Western Kentucky University; doctoral study, Walden University (2011)

NICOLE LOY.....**Assistant Professor of Nursing**

B.S.N., M.S.N., Western Kentucky University (2008)

JORDAN W. MACHT..... **Assistant Professor of Human Performance**

B.A., Northern Kentucky University; M.S., Ph.D., University of Kentucky (2015)

ROBIN MAGRUDER…… ... ……**Assistant Professor of Education and Chair of Undergraduate Studies**

B.S., University of Louisville; M.Ed., Indiana Wesleyan University; Ed.D., University of Kentucky (2013)

JOSIAH F. MARINEAU.....**Assistant Professor of Political Science**

B.A.., University of Alaska, Fairbanks; M.A., University of Denver; Ph.D., University of Texas (2016)

MARYANN MATHENY..... **ESL Endorsement Specialist and Instructor in ESL and TESL**

B.A., Roger Williams University; M.A., Campbellsville University; doctoral study, University of Kentucky (2011)

ASHLEE MATNEY..... **Assistant Professor of Mathematics**

B.S., Campbellsville University; M.S., doctoral study, University of Kentucky (2009)

JONATHAN MAY..... **Associate Professor of Sociology**

B.A., Oral Roberts University; M.A., Western Kentucky University; Ph.D., North Carolina State University (2016)

LISA R. McARTHUR..... **Professor of Music**

B.M., Crane School of Music, SUNY Potsdam College; M.M., M.A., Kent State University; Ph.D., University of Kentucky (1998)

ROCKIE McDANIEL.....**Associate Professor of Business**

B.S., Campbellsville University; B.S.N., Eastern Kentucky Univeristy; M.S.N., Old Dominion University; Advanced Graduate Certificate, Family Nurse Practitioner DL, State University of New York at Stony Brook; D.H.A., University of Phoenix (2017)

STAN McKINNEY..... **Associate Professor of Journalism**

B.S., M.S., Murray State University, additional study, New York Institute of Photography (2000)

ANNE K. McNAMARA.....**Assistant Professor of Music (Trumpet)**

B.M., James Madison University; M.M., University of Illinois Urbana-Champaign; DMA, University of Maryland (2015)

GLENN G. McQUAIDE.....**Associate Professor of Biology**

B.S., Campbellsville College; M.S., University of Wisconsin-Madison; Ph.D., University of Louisville (1996)

JANET L. MILLER.....**Chair of the Math/CS Department and Professor of Mathematics**

B.S., Campbellsville College; M.S., Western Kentucky University; Ed.D., University of Kentucky (1987)

JAMES W. MOORE.....**Professor of Music**

B.M., M.M., University of Mississippi; Ph.D., Florida State University (1980)

WILLIAM MORSE..... **Associate Professor of Art**

B.F.A., M.S., Texas A&M University; additional study, The Academy of Art University (2014)

JULIANA MOURA..... **Assistant Professor of Voice**

B.M., South Brazil Baptist Seminary; M.A. Campbellsville University; M.M., University of Louisville; doctoral study, University of Kentucky (2011)

HELEN MUDD.....**Dean of Carver School of Social Work and Professor of Social Work**

B.S.W., Eastern Kentucky University; M.S., Eastern Kentucky University; MSSW; University of Louisville, Ph.D., University of Louisville (2005)

KIMBERLY MUDD-FEGETT ..... Assistant Professor of Social Work
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MATTHEW OLIVER ..... Associate Professor of English
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G. MICHAEL O'NEAL .....Assistant Professor of Theology
B.A., University of Kentucky; M.Div., Southwestern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological Seminary (2017)

OGO ONYIRI..... Assistant Professor of Biology
B.S., M.S., Rivers State University of Science and Technology (Nigeria); Ph.D., University of Louisville (2017)

SUNNY ONYIRI ..... Professor of Business and Accounting
B.S. University of Louisiana at Lafayette; M.S. Walsh College, Ph.D., Union Institute and University; DBA, Northcentral University; additional graduate studies at City University (2002)

MICHAEL R. PAGE .....Dean of College of Arts and Sciences and Professor of Biology
B.A., Blackburn College; M.S., Ph.D., Illinois State University (2005)

ANIL PALLA ..... Assistant Professor of Business
B.A.M.S., Rajiv Gandhi University; M.B.A., Sullivan University (2016)

ABI PARKER ..... Reference Librarian
B.A., Carson-Newman University; M.S., Indiana University (2015)

JEANETTE PARKER ..... Associate Vice President for Academic Affairs and Professor of Psychology
B.S., Campbellsville University; M.A.E., Western Kentucky University; Ph.D., Capella University (1999)

JOHANA PEREZ .....Associate Professor of Spanish
B.S., Universidad San Pedro Sula: M.A., University of Arkansas; doctoral study, University of Kentucky (2003)

DANIEL PHILLIPS .....Instructor of Criminal Justice
B.S., James Madison University; M.S., Ph.D., Virginia Tech (2017)

R. SCOTT RASNIC ..... Associate Professor of English
B.A., King College; M.Div., Princeton Theological Seminary; M.A., University of Virginia; Ph.D., Baylor University (2017)

DAVIE RENEAU ..... Associate Professor of Art
B.F.A., Western Kentucky University; M.F.A., West Virginia University (2009)

JULIE RICE ..... Instructor in Education
A.A., Hartnell College; B.A., San Jose State University; M.A., Loyola University (2017)

COLONEL WILLIAM D. RITTER .....Assistant Professor of Public Relations
B.F.A., Kutztown University; M.A., Ellis University, doctoral study, Northcentral University (2016)

JILL C. ROBERTS ..... Assistant Professor of Accounting
B.A., B.S., Western Kentucky University; M.S., and Post-graduate study, University of Kentucky; C.P.A., Kentucky State Board of Accountancy (1994)

M. WESLEY ROBERTS .....Professor of Music
B.A., University of South Florida; M.C.M., New Orleans Baptist Theological Seminary; D.M.A., The Southern Baptist Theological Seminary; Additional study Arizona State University and Alliance Française (Paris), Bibliothèque Nationale (Paris), and the Académie de France (Rome) (1982)

VERNON E. RODDY ..... Professor of Economics
B.S., M.A., Ph.D., University of Tennessee, graduate study, University of California, Berkeley (1992)

CRAIG ROGERS..... .....Associate Professor of Psychology and Honors Director
B.S., East Tennessee State University; M.A., East Tennessee State University; Ph.D., University of Tennessee (2005)

MILTON A. ROGERS ..... Professor of Biology
B.S., Ph.D., University of Texas at Austin; post-doctoral study, Iowa State University (1973)

TIMOTHY ROGERS..... .....Instructor in Human Performance
B.S., Campbellsville University; M.A., Union College (2012)

FRED ROSE ..... **Associate Professor of Business**
B.S.E.E., Valparaiso University; M.S.E.E., Loyola Marymount University; M.B.A., Northwestern University Kellogg School of Management (2017)

BEVERLY ROWLAND ..... **Dean of School of Nursing and Assistant Professor of Nursing**
A.D.N., Henderson Community College; B.S.N., McKendree College; M.S.N., Western Kentucky University; Ph.D., Indiana University (2007)

CAREY RUIZ ..... **Associate Professor of Sociology**
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HARLAN B. SCOTT II ..... **Associate Professor of Biology**
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B. CHOE SERGENT ..... **Lecturer in Theology**
B.A., Grand Canyon University; M.Th., M.M.L., Campbellsville University (2017)

KUNSOO SHIM ..... **Assistant Professor of Sport Management**
M.S., doctoral study, Texas A&M University (Jan. 2015)

APRIL H. SHOLTY ..... **Associate Professor of Music Education**
B.M.E., Oklahoma Christian University; M.M., Texas State University; Ph.D., University of Arizona (2011)

LINDSAY C. SHRUM ..... **Assistant Professor of Social Work**
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STEPHEN SKAGGS ..... **Director, Cheatham Center for Teaching and Learning**
B.A., Kentucky Christian University; M.A., Cincinnati Christian University; M.A., University of Cincinnati (2016)

SARAH STAFFORD SIMS ..... **Chair of Humanities Division and Professor of English**
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HON. BRUCE W. SINGLETON ..... **Associate Professor of Business**
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H. KEITH SPEARS ..... **Vice President for Communication/Assistant to the President**
B.A., M.A., Marshall University; M.A., Central Michigan University; Ed.D., West Virginia University (2009)

BETHANY R. STILES ..... **Assistant Professor of Music**
B.M., B.M.M.E., University of Kentucky; M.M., University of Louisville; D.M.A., University of Illinois at Urbana-Champaign

BILLY H. STOUT ..... **Professor of Special Education**
B.S., Cumberland College; M.S., Indiana University; Ed.D., Indiana University (2006)

ROBERT A. STREET, JR ..... **Professor of Computer Information Systems**
B.A., Union University; M.S. in C.S.E., University of Evansville; M.Div., Ph.D., The Southern Baptist Theological Seminary; additional study "The Joint Archaeological Expedition to Ai," University of Memphis, University of Pennsylvania; additional coursework, Campbellsville University (1976)

ELIZABETH KAY SUTTON ..... **Assistant Professor of Chemistry**
B.S., M.S., Eastern Kentucky University; additional coursework, Western Kentucky University (1986)

SHARON M. THOMAS ..... **Instructor in Nursing**
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ALLISON L. TIMBS ..... **Assistant Professor of Criminal Justice**
B.A., M.A., Arkansas State University; Ph.D., University of Florida (2010)

JENNIFER TINNELL ..... **Instructor in Music and Director of Bands**
B.M., M.M.M.E., Campbellsville University (2001)

ARDEEN TOP ..... **Instructor in ESL and Assistant Director of ESL Programs**
B.M.E., South Dakota State University; M.A., University of Louisville (2006)

ANGELA TRAVIS .....Executive Director of Noe Somerset Education Center and Instructor in Education
B.A., M.A., Rank I, Campbellsville University (2017)

EDUARDO L. TRINDADE .....Instructor in ESL
B.A., Parana Baptist Seminary (Brazil); M.A., London Bible College (England); M.A., University of Louisville; doctoral studies, Bellarmine University (2017)

AZUCENA TREJO WILLIAMS ..... Assistant Professor of Art & Design
B.A., University of North Texas; M.M.S., University of Oklahoma (2015)

TONYA MICHELLE TUCKER ..... MSW Program Director and Associate Professor of Social Work
B.S.W., Campbellsville University; M.S.S.W., Ph.D., University of Kentucky Kent School of Social Work (2008)

BRENDA S. TUNGATE .....Associate Professor of Biology
B.S., M.S., doctoral study, Miami University (2005)

RHONDA G. VALE..... Clinical/Lab Coordinator for Nursing and Instructor in Nursing
B.S.N., Austin Peay State University (2008)

S. THOMAS VALENTINE.....Assistant Professor of Theology
B.S., University of Louisville; M.Div., Ph.D., The Southern Baptist Theological Seminary (2017)

JUSTIN WATSON ..... Instructor in Christian Studies
B.S., M.Th., Campbellsville University (2014)

GORDON K. WEDDLE ..... Professor of Biology
B.S., Oakland City College; M.S., Fort Hays State University; Ph.D., Southern Illinois University, graduate study, Tennessee Technological University (1981)

NORMA WHEAT.....Chair and Assistant Professor of Special Education
B.S., M.A., /Rank l, Campbellsville University; Endorsement for Director of Special Education, University of Kentucky (2006)

SCOTT E. WIGGINTON……Associate Director of Marriage and Family Therapy Master's Program Professor of Pastoral Ministries and Counseling
B.A., Western Kentucky University; M.Div., Th.M., Ph.D., The Southern Baptist Theological Seminary (2004)

SHAWN WILLIAMS..... Associate Professor of Political Science
B.A., Lees-McRae College; M.A., Angelo State University; Ph.D., University of Texas at Dallas (2010)

LAUREN M. WILLIS..... Assistant Professor of Human Performance
B.S., M.Th., M.A.S.M., Campbellsville University (2016)

BILLY DALE WILSON ..... Assistant Professor of Criminal Justice
B.S., Eastern Kentucky University; M.A., Liberty University; Ph.D., Capella University (2014)

DONNA H. WISE.....Chair of Human Performance Department and Assistant Professor of Physical Education and Athletics
B.S., M.A., Eastern Kentucky University (1976)

WENDY R. WOOD .....Professor of History
B.A., M.A., Western Kentucky; Ph.D., Western Kentucky University (2007)

SUSAN WRIGHT ..... Associate Professor of English
B.A., Campbellsville University; M.A., Ph.D., University of Louisville (2006)

JACQUELYN YOUNG…… .....Assistant Professor of Nursing
A.D.N., Campbellsville University; B.S.N., Indiana Wesleyan University; M.S.N., doctoral study, Walden University (2012)

TROY YOUNG…… .....Instructor in Mathematics
B.A., University of Kentucky; M.A., Western Kentucky University (2016)

(Year in parenthesis indicates the beginning date of employment.)

ATHLETICS

JORDAN ALVES ..... Sports Information Director
B.A., M.A.O.L., Campbellsville University (2015)

SUSAN BLEVINS .....Head Coach Cheerleading
B.S., Campbellsville College; M.A., Rank I, Western Kentucky University; A.B.S, Capella University (2010)

KYLE CAVEN ..... **Head Coach Men's and Women's Tennis**
B.S., Campbellsville University (2008)

GINGER COLVIN..... **Head Coach Women's Basketball**
B.S., M.A., Campbellsville University (2000)

LARRY CREASON ..... **Head Coach Archery**
B.S., Campbellsville College; M.S., Eastern Kentucky University; doctoral studies, Capella University (2005)

TBA..... **Head Coach Women's Golf**

BILLY GREGORY..... **Head Coach Men's Volleyball**
Franklin Simpson High School (1988)

TOMMY HALL..... **Head Coach Bass Fishing**
Taylor County High School (2014)

JIM HARDY..... **Director of Athletics**
B.S., Campbellsville University; M.S. Western Kentucky University (2008)

RUSTY HOLLINGSWORTH, JR...... **Vice President for Athletics**
B.A., Carson-Newman College; M.S., University of Tennessee (2001)

JAMIE LAWRENCE ..... **Head Coach Men's and Women's Bowling**
A.S., B.S., Franklin University; MDiv with CM, Southeastern Baptist Theological Seminary (2008)

FRANKY JAMES ..... **Head Coach Men's Wrestling**
B.A., Carson-Newman College (1998)

THOMAS JONES ..... **Head Coach Women's Soccer**
B.A., Cedarville University (2007), M.A.O.L, Campbellsville (2013)

HILARY LAKES..... **Head Coach Men's and Women's Cross Country**
B.A., North Central College; M.B.A., Campbellsville University (2010)

MARK MILLER ..... **Head Coach Track and Field**
B.S., Indiana Wesleyan, M.Ed, Dakota Wesleyan

LEE MIRACLE..... **Head Coach Women's Wrestling**
A.S., Heidelberg University; additional studies, University of Phoenix (2013), M.B.A, Campbellsville (2017)

DEREK PORT ..... **Head Athletic Trainer**
B.A., Augustana College; M.S., Arizona School of Health Sciences (2000), MS, AT Still University (2002)

ADAM PRESTON..... **Head Coach Men's Soccer**
B.A., M.B.A., Campbellsville University (2007)

BEAUFORD W. SANDERS, JR., **Head Coach Baseball and Asst. Director of Athletics**
A.A., North Greenville College; B.S., University of South Carolina; M.A.E., Furman University (1990)

CASEY SMITH..... **Head Coach Men's and Women's Swimming**
B.S., Campbellsville University (2011)

PERRY THOMAS ..... **Head Coach Football**
B.A., Western Kentucky University; Fifth Year Degree in Learning and Behavioral Disabilities, Western Kentucky University (2008)

BRENT VERNON ..... **Head Coach Men's Basketball**
B.S., M.Ed, University of the Cumberlands (2008)

SHANNON WATHEN ..... **Head Coach Softball**
B.S., Campbellsville University (2000)

JIM WARD ..... **Head Coach Men's Golf**
B.A., Indiana State (1979); M.A. Counseling., Western Kentucky University (1982)

AMY ZINK..... **Head Coach Women's Volleyball**
B.S., M.A.O.L., Campbellsville University (2009)

STAFF

MONICA BAMWINE ..... **Director of Graduate Enrollment**
B. Com., Executive M.B.A., Capitol University (2000)

TRACY BRUNS ..... **Director of Accounting Services**
B.B.A., Sam Houston State University; CPA (2006)

JASMINE BARNETT ..... **Director of Church Outreach**
B.S., Campbellsville University (2015)

NATALIE BURDETTE ..... **Director of Annual Giving**
B.S., Campbellsville University (2009)

PAULA CALDWELL ..... **Director of On Campus Enrollment**
B.A., University of Kentucky; M.B.A., Campbellsville University (MBA)

ERIC M. CARTER ..... **Dean of Regional Instruction and Services and Associate Professor of Sociology**
B.A., Carson Newman College; M.A., Marshall University; Ph.D., Kansas State University (2016)

WESLEY CARTER ..... **Executive Director of University Outreach and Instructor of Business Administration and Theology**
B.S., M.B.A., M.Th., Campbellsville University (2017)

RITA A. CREASON ..... **Director of Student Records and Instructor**
B.S., Campbellsville College; M.A., Western Kentucky University; doctoral studies at Capella University (1991)

TRENT CREASON ..... **Director of Student Services**
B.A., Campbellsville University

CHRIS DAVIS ..... **Director of Grounds and Landscape Development**

KYLE DAVIS ..... **Director of Campus Safety and Security**
B.S., Campbellsville University (2008)

TERESA ELMORE ..... **Director of Career Services**
B.S., M.B.A., Campbellsville University (1981)

JASON ENGLAND ..... **Director of BMC**
B.S., M.B.A, Campbellsville University (2011)

LISA FERGUSON ..... **Director of Purchasing**
B.A., Lindsey Wilson College; M.B.A., Campbellsville University (2008)

ANDREW FRANKLIN ..... **Director of Residence Life**
B.S., Campbellsville University (2009)

JOSHUA FUQUA ..... **Director of Online Enrollment**
B.S., M.B.A., Campbellsville University (2014)

JAMES A. HARDY ..... **Director of Athletics**
B.S., Campbellsville University; M.A.E., Western Kentucky University (2008)

TIM HEILMAN ..... **Director of Development**
B.A., University of Richmond (2014)

MARK MANN ..... **Director of Louisville Education Center**
B.A., Miami University (2016)

CHRIST MAPES ..... **Director of Financial Aid**
A.A.S., Hazard Community College; B.S., Campbellsville University (2000)

AMY MATTHEWS ..... **Director of Conover Education Center**
B.A., University of Kentucky; M.A.E., Western Kentucky University (2017)

JOAN C. McKINNEY ..... **Director for University Communications**
B.A., Eastern Kentucky University (1980)

STEPHEN MORRIS ..... **Director of Maintenance**
B.S., Campbellsville University; M.A.S.S., Campbellsville University (1995)

COURTNEY MURRAY ..... **Director of Regional Academic Support**
B.A., Centre College; M.S., Eastern Kentucky University (2017)

C. SCOTT NECESSARY ..... **Director of Dual Enrollment**
B.S., M.B.A., Campbellsville University (1998-2006)(2012)

ANNA MARIE PAVY ..... **Director of Institutional Research**
B.S., Campbellsville University; M.S., Georgetown University (2014)

EDWIN C. PAVY, SR. ..... **Director of Campus Ministries**
B.S., University of Louisville; M.Div., The Southern Baptist Theological Seminary (1994)

KEVIN PROPES ..... **Associate Dean of Academic Support**
B. S., Campbellsville University; M.A. University of Louisville (2003)

PEGGY RICHARDSON ..... **Director of Counseling**
B.S., Campbellsville University; M.A.E., Western Kentucky University; LPC (2017)

STEPHEN SKAGGS ..... **Director, Cheatham Center for Teaching and Learning**
B.A., Kentucky Christian University; M.A., Cincinnati Christian University; M.A., University of Cincinnati (2016)

ERIC PAUL SMITH ..... **Director of Information Services**
B.A., University of Arkansas; M.B.A., Wingate University (2015)

ROBERT STOTTS ..... **Director of Custodial Services**
B.S., Campbellsville University (1998)

ANGELA TRAVIS ..... **Executive Director of Noe Somerset Education Center and Instructor of Education**
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TERRY VANMETER ..... **Director of Human Resources**
B.S., University of Evansville (IN), M.B.A., Campbellsville University (2009)

CONNIE WILSON ..... **Academic Coordinator**
B.S., Campbellsville University; M.A.E., Western Kentucky University (1973-85, 1987)

EMERITI ADMINISTRATION

FRANK CHEATHAM .....Vice President for Academic Affairs and Professor of Mathematics Emeritus
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 (1973)

JOHN E. CHOWNING ..... Vice President for Church and External Relations Emeritus
A.A., Lindsey Wilson College; B.A., Transylvania University; M.P.A., Eastern Kentucky University (1998)

W. R. DAVENPORT ..... President Emeritus
A.B., University of Louisville; M.S., Ed.D., University of Arkansas. (1969-88)

KENNETH W. WINTERS..... President Emeritus
B.S., Murray State University: M.A., Indiana University: Ed.D., University of Northern Colorado (1988-1999)

EMERITI FACULTY

DONALD H. BISHOP ..... Professor of Health and Physical Education Emeritus
B.S., Union University; M.A., Eastern Kentucky University; Graduate study, Eastern Kentucky University (1968)

JOHN MARK CARTER.....Professor of Human Performance Emeritus
B.S., Western Kentucky University; M.P.S., Western Kentucky University; M.R.E., The Southern Baptist Theological Seminary; Re.D., Indiana University (1998)

ROBERT L. DOTY ..... Professor of English Emeritus
A.S., Henry Ford Community College; B.A., Georgetown College; B.D., The Southern Baptist Theological Seminary; M.A., Ph.D., University of Kentucky; further study, University of London (1973)

SHIRLEY B. MEECE.....Professor of English Emerita
A.B., Berea College; M.A., Ph.D., University of Kentucky; post graduate study, Western Kentucky University (1967-91)

CLARA L. METZMEIER.....Professor of English Emerita
B.A., M.A., Western Kentucky University; graduate study, University of Kentucky and University of Louisville (1986)

RUSS MOBLEY..... Professor of Theater Emeritus
B.A., M.A., University of Kentucky; graduate studies, Trinity College, Emerson College, Western Kentucky University, North Carolina State University, North Kentucky University (1971)

NEVALYN MOORE .....Professor of Music Emerita
B.A., Judson College; M.M., University of Mississippi; graduate study, Florida State University, Westminster Choir College, and The Southern Baptist Theological Seminary (1983)

DONNA PIROUZ ..... Professor of Modern Foreign Languages Emerita
B.A., Western Kentucky University; M.A., University of Kentucky (1978-2010)

FRANCES M. ROBERTS ..... Professor of English Emerita
B.A., Blue Mountain College; M.A., George Peabody College; graduate study, University of Georgia (1966-87)

JACQUELYN L. SANDIFER..... Professor of Criminal Justice Emerita
B.A., Methodist College; M.A., Middle Tennessee State University; Ph.D., University of Tennessee (2000)

HARLIE WHITE .....Professor of Mathematics Emeritus
A.B., Western Kentucky State College; M.A., University of South Carolina; graduate study, University of Kentucky, U.C.L.A., Emory University; Texas A&M University, Memphis State University, University of Central Oklahoma (1962)

S. PAMELA ZHU..... Professor of Education Emerita
B.A., Shanghai Teachers' University; M.A., Ed.D., Indiana University of Pennsylvania. (1992)

FLORIDA LICENSE

Campbellsville University: Licensed by the Commission for Independent Education Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399-0400
Toll-free telephone number: (888)224-6684

ANTI-HAZING POLICY
Campbellsville University does have a policy on anti-hazing, which falls under Harassment.

Harassment
Definition: Verbal abuse directed toward students, faculty, staff or guests of the University. This includes threatening or obscene phone calls, emails and social media. **Cases of hazing fall into this category.** The University will not condone actions or words which a reasonable person would regard as either threatening, sexual, discriminatory harassment or violation of an individual's civil rights.

Below are the laws pertaining to Anti-Hazing in the States of Florida and Kentucky.

FLORIDA HAZING LAWS

CHAD MEREDITH ACT

Florida House of Representatives – Law in effect July 1, 2005
Hazing is the subjection of another to extreme physical or mental harassment, usually associated with initiation into a social organization. Under current law, hazing by a college student may subject that student to university or college discipline. Hazing incidents may lead to criminal prosecution under general criminal laws, but there are impediments that make such prosecutions difficult.
This bill creates new criminal offenses specific to hazing at the high school or college level. This bill provides that it is a first degree misdemeanor to commit an act of hazing that creates a substantial risk of physical injury or death. The offense level increases to a third degree felony if the act of hazing actually results in serious bodily injury or death.

This bill also expands the definition of hazing, and provides a limited exception for certain legitimate activities. This act is named for Chad Meredith, a student at a Florida university who died in a hazing incident.

This bill creates new criminal offenses specific to hazing at the high school or college level. This bill provides that it is a first degree misdemeanor to commit an act of hazing that creates a substantial risk of physical injury or death. The offense level increases to a third degree felony if the act of hazing actually results in serious bodily injury or death. A sentencing court may order the defendant to complete a 4-hour hazing education course and may also impose a condition of drug or alcohol probation.

This bill provides that certain general defenses to a criminal action are not applicable to the crime of hazing. Notably, consent of the victim is not a defense to hazing. Also, whether or not the hazing was sanctioned or approved as an official organizational event is not a defense, nor is it a defense that the act was not done as a condition of membership of the organization.

FLORIDA LAW

Florida Statute under Title XLVIII, Chapter 1006.63 defines hazing as:
"Hazing" means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution.
"Hazing" includes, but is not limited to:

- pressuring or coercing the student into violating state or federal law
- any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements,
- forced consumption of any food, liquor, drug, or other substance
- other forced physical activity that could adversely affect the physical health or safety of the student

- any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student.
- "Hazing" does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

"Hazing" is committed as:

- a third degree felony, punishable as provided in s. 775.082 or s. 775.083, when he or she intentionally or recklessly commits any act of hazing as defined in subsection (1) upon another person who is a member of or an applicant to any type of student organization and the hazing results in serious bodily injury or death of such other person.
- a first degree misdemeanor, punishable as provided in s. 775.082 or s. 775.083, when he or she intentionally or recklessly commits any act of hazing as defined in subsection (1) upon another person who is a member of or an applicant to any type of student organization and the hazing creates a substantial risk of physical injury or death to such other person.

These items are not a defense against "Hazing":

- The consent of the victim had been obtained;
- The conduct or activity that resulted in the death or injury of a person was not part of an official organizational event or was not otherwise sanctioned or approved by the organization; or
- The conduct or activity that resulted in death or injury of the person was not done as a condition of membership to an organization.

Source: Florida Statutes & Constitution

KENTUCKY HAZING LAW
Statute: §164.375

LAW HIGHLIGHTS

Definition

- Hazing: an action or situation which recklessly or intentionally endangers mental or physical
- health or involves the forced consumption of liquor or drugs
  Such policy statements shall govern the conduct of students, faculty and other staff as well as visitors and other licensees and invitees on such campuses and property

Contrary Definition (does not include)

- Nothing contained in this section is intended nor shall it be construed to limit or restrict the freedom of speech nor peaceful assembly.

Prohibition

- Prohibit any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization.

Other Sanctions

- The penalties for violations of such policy statements shall be clearly set forth therein and shall include provisions for the ejection of a violator from such campus and property, in the case of a student or faculty violator his suspension, expulsion or other appropriate disciplinary action and, in the case of an organization which authorizes such conduct, rescission of permission for that organization to operate on campus property.
- Such penalties shall be in addition to any penalty pursuant to the penal law or any other chapter to which a violator or organization may be subject

To search for National Senate and House Elected Officials by State please visit:
www.senate.gov
www.house.gov

LANGUAGE COURSES ARE TAUGHT IN

Campbellsville University courses are taught in English only

Campbellsville University offers English as a Second Language for students entering the University who do not speak English. The mission of the English as a Second Language Institute (ESLI) is teaching English to non-native speakers of English. The ESLI's mains goal is to equip students admitted to the undergraduate and graduate programs of Campbellsville University with the English skills necessary to be successful within their chosen programs of study.

Program Cost – ESL Campbellsville Main Campus

(1 Year or 2 Semesters)

It is our mission to make Campbellsville affordable for all students. Below, we've outlined the basic costs of attending the ESL Institute in the 2018-2019 academic year.

- Tuition and Fees – $9,500
- Housing/Meals (N/S Hall [W], Stapp) – $8,000
- Health Insurance (required) – $1,450
- Books and supplies (estimation) – $1,000

Ask us about the ESL International Discount up to $6,000. Send an email to esl@campbellsville.edu.

Per the Florida Commission for Independent Education Rule – 6E-2.004(11)(b)3., F.A.C.

COMMON CATALOG

Campbellsville University utilizes a common catalog for Undergraduate and Graduate Catalogs at all instructional sites with an Addendum for Florida attached to the Graduate Catalog.

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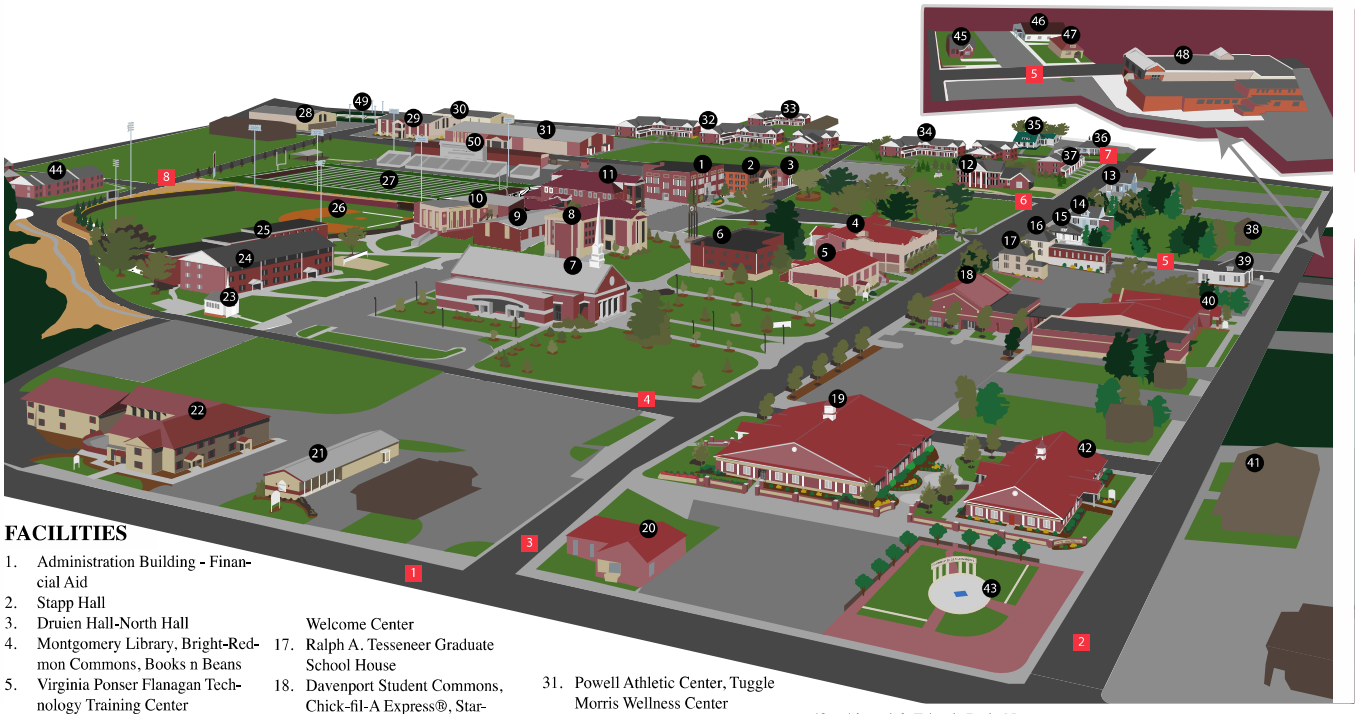
CAMPUS MAP



FACILITIES

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

1. W. Broadway Ave.
2. N. Columbia Ave.
3. N. Hoskins Ave.
4. Matthew St.
5. University Dr.
6. Underwood St.
7. Meader St.
8. Chandler Ave.

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

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