

# **Campbell University Announcement For**

## **August 2016- August 2018**

**School of Education Graduate Programs In Professional Education**



**CAMPBELL**  
**UNIVERSITY**  
SCHOOL OF EDUCATION

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**CAMPBELL UNIVERSITY BULLETIN**

**School of Education**

**Graduate Programs**

**in**

**Professional Education**

**Master of Education, Master of Arts,**

**and**

**Master of School Administration Degrees**

**August 2016 – August 2018**

Campbell University reaffirms its standing policy of nondiscrimination in employment and in all of its programs and activities, with respect to race, creed, color, sex, age, religion, national origin, and handicap. Federal law expressly recognizes some exemptions when claimed by religious institutions.

Campbell University reserves the right to change, modify, revoke, or add to the academic, financial, and student requirements and regulations of the School of Education programs described in this bulletin at any time, without prior notice.

Postmaster: Send address changes to Campbell University School of Education, Graduate Admissions Office, Post Office Box 369, Buies Creek, North Carolina 27506.

**DISCLAIMER**

This handbook/bulletin is intended as a guideline for students and should not be construed as an offer to contract or as a contract between Campbell University, Incorporated, and any student or a warranty of any entitlements, programs, regulations, or benefits set forth herein. Campbell University, Incorporated, its agents, officers, and employees may rescind or modify any benefit, program, regulation, or entitlement set forth herein at any time, for any reason, with or without notice. This handbook/bulletin supersedes all previous editions of this handbook/bulletin.

### **Fall SEMESTER 2016**

August 24, 2016  
November 30, 2016

Classes Start  
Classes End

### **Spring SEMESTER 2017**

January 11, 2017  
April 25, 2017

Classes Start  
Classes End

### **Summer I SEMESTER 2017**

May 22, 2017  
June 23, 2017

Classes Start  
Classes End

### **Summer II SEMESTER 2017**

June 26, 2017  
July 28, 2017

Classes Start  
Classes End

### **Fall SEMESTER 2017**

August 23, 2017  
November 28, 2017

Classes Start  
Classes End

### **Spring SEMESTER 2018**

January 10, 2018  
April 24, 2018

Classes Start  
Classes End

### **Summer I SEMESTER 2018**

May 21, 2018  
June 22, 2018

Classes Start  
Classes End

### **Summer II SEMESTER 2018**

June 25, 2018  
July 27, 2018

Classes Start  
Classes End

***The School of Education reserves the right to change the above dates, as needed.***

### ***Family Education Rights and Privacy Act of 1974***

Under the provisions of this law, students in postsecondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and will use "Directory Information" in the best interests of the student.

### ***Rehabilitation Act of 1973***

In accordance with Section 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to treatment of employment in its programs and activities. Inquiries may be directed to Mr. James O. Roberts, P.O. Box 97, Buies Creek, NC 27506.

### ***Americans with Disabilities Act of 1990 and 1991***

Campbell University complies fully with the provisions of this law. Inquiries may be directed to Mr. James O. Roberts, P.O. Box 97, Buies Creek, NC 27506.

### ***Title IX***

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not discriminate on the basis of gender in admissions or in the administration of educational programs, policies, and activities except in those instances which are exempt under Section 86.12 of the guidelines based on conflict with the religious tenets of the Baptist State Convention of North Carolina. Inquiries may be directed to Dr. Dwaine Greene, P.O. Box 578, Buies Creek, NC 27506.

### ***Academic Facilities***

Academic facilities at Campbell University are designated primarily for use in the education of Campbell University students; other uses, although quite worthy in themselves, and of benefit to the community, will not be allowed to interfere with that primary function.

### ***Harassment Policy***

"Campbell University does not tolerate sexual or other harassment of students. Any student experiencing harassment should contact either the Dean or Assistant Dean of the School of Education. Every reasonable effort will be made by the appropriate university officials to attend to such matters in a thoroughly conscientious manner."

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## **OVERVIEW OF CAMPBELL UNIVERSITY**

### **BRIEF HISTORY OF CAMPBELL UNIVERSITY**

Campbell University is located in Buies Creek, a rural community of approximately 2000 people situated about 30 miles south of Raleigh, North Carolina and 30 miles north of Fayetteville, North Carolina. It is one of six colleges affiliated with the North Carolina Baptist State Convention.

Founded in 1887 by Dr. James Archibald Campbell as a community school, Buies Creek Academy soon achieved a wide reputation as a good, private secondary school. With the coming of public high schools in the mid-twenties, the role of the institution was changed to that of a junior college. Having acquired title to the property in 1925, the Baptist State Convention authorized this transition as well as the change of name to Campbell College in honor of the founder, who continued to serve as its president until his death in 1934.

Under the leadership of Dr. Leslie H. Campbell, son of the first president, the junior college was accredited by the Southern Association of Colleges and Schools in 1941. From a full time enrollment of 397 in the fall of 1952, the college expanded to an enrollment of 1,791 ten years later.

In the spring of 1958, the Baptist State Convention authorized a change of status, permitting Campbell College to add the work of the junior year in 1961 and the senior year in 1962. In 1967, Dr. Norman A. Wiggins became president. The Convention gave approval in 1975 for Campbell College to launch three graduate programs, one in law, one in business administration, and one in education. In the fall of 1976, the law school program was launched with a beginning class of 97 students. The graduate program in education was begun in the summer of 1977, the graduate program in business in 1978, and the graduate program in government was added in 1982. Campbell College achieved university status on June 6, 1979.

The School of Education was established in December of 1985, and in 1986, the newly instituted School of Pharmacy enrolled its first class. The Campbell University Divinity School enrolled its founding class in August 1996 and its charter class in the fall of 1997.

### **Campbell University Mission Statement**

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

## **To fulfill its mission, the University:**

- I. presents a worldview informed by Christian principles and perspectives;
- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels through traditional, extended campus, and online programs;
- VI. transfers to students the vast body of knowledge and values accumulated over the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with servant leadership opportunities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. offers service and other opportunities to the greater community through athletics, continuing education, and cultural enrichment programming.



## **THE SCHOOL OF EDUCATION**

### **OVERVIEW AND MISSION**

The Campbell University School of Education, formally established in December of 1985, is an integral part of the university community. It provides coherence and administrative integrity to Professional Education and two other service oriented professional programs: psychology, and social work. Fully consistent with the mission of the University, the School of Education's mission is to provide a developmental sequence of educational experiences that blends the theoretical, the professional, and the practical for those who plan to work primarily in rural settings. The first part of the sequence prepares students for entry into **teaching, social work, and applied fields of psychology**.

Students with undergraduate degrees in education and related areas may continue their studies through the master's level. The overall goal of the advanced programs is to provide a progressively more sophisticated sequence of opportunities to develop theoretical insights, specialized knowledge and skills, and an understanding of the best professional practices in **teaching, counseling, and school administration**.

### **Accreditation**

Campbell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate, Baccalaureate, Master's, Education Specialist, and Doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Campbell University. The Commission should be contacted only if there is evidence that appears to support the University's significant non-compliance with an accreditation requirement or standard. Normal inquiries about Campbell University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the appropriate office of the University and not to the Commission's office.

Campbell's Professional Education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the North Carolina Department of Public Instruction (NCDPI). The Social Work program is accredited by the Council on Social Work Education (CSWE). During the 2010-2011 academic year, the Psychology Program underwent a self-study.



Theoretical foundations for the professional education programs are derived from an ongoing study of individual and group aspects of human development and the philosophy, sociology, and history of education. While this study is concentrated in education and psychology, it is complemented by the breadth of the liberal arts experience in the core curriculum for undergraduates and by further exploration of the discipline areas for graduate students. The professional dimension of the program emphasizes problem solving techniques, communication and leadership skills, the mentor-protégé experience in carefully planned internships and other field experiences, ethical issues related to professional life, the role played by research, and the impact of varied contexts on educational endeavors.

Thus, the knowledge base that supports the conceptual framework for all the professional education programs can be defined as five interacting domains, each one of which fosters the development of the **exemplary educator as problem solver**:

1. Content Knowledge
2. Reflection
3. Pedagogy and Professional Skills
4. Diversity
5. Professionalism and Leadership

The purpose of the **undergraduate programs** leading to licensure at the elementary, middle grades, and secondary levels is to provide beginning teachers with a broad liberal arts education within a Christian environment, an understanding of child and adolescent development, and the professional skills necessary for effective teaching and classroom management. The two-year core curriculum supports the sequence of coordinated professional courses and field experiences. Elementary education students receive a broad background in all content areas; middle grades students complete two concentration areas; secondary, K-12. B-K, and special education students major in the discipline they expect to teach.

The **master's degree programs** in the School of Education provide additional depth and specialization by assisting practicing professionals to relate theory and research to current professional practices, trends, and issues. Core courses in theoretical foundations, research, ethics, curriculum, and contexts undergird specialization in each of the licensure areas. Individualized projects, assignments, and field experiences allow graduate students to renew and refine existing skills and competencies while developing new ones. The ability to integrate information, knowledge from varied experiences and courses, and to apply the results in professional settings is emphasized.

During 1991 and 1992, a set of programs designed especially for bachelor's degree holders wishing to earn Initial license to teach and later the M.Ed. degree and advanced-level licensure was made available to prospective elementary, middle grades, and secondary school teachers of English, social studies, or mathematics, as well as to prospective K-12 teachers of physical education. Each of these three **Initial license-plus-Masters programs** is made up of three stages:

1. general education and methods courses,
2. the internship semester, and
3. remaining courses to complete the graduate major.

In 1999, the Master of Education program in Interdisciplinary Studies was initiated to provide an individualized degree program for persons not involved in K-12 education.

The area coordinator for the Initial-plus-Masters programs works with the Dean and the discipline area coordinators to formulate individualized plans of study for students in the programs; these individualized plans may require prerequisite course work. The Initial-plus-Masters area coordinator also acts as advisor for this group of students.

Graduate study is more demanding than undergraduate study in the following ways:

1. The graduate student is expected to assume greater responsibility and to exercise more individual initiative;
2. More extensive and intensive reading is required;
3. Greater emphasis is placed on developing research and problem solving skills related to the student's professional role;
4. Class participation more often involves the integration of theory and practice; and
5. More instruction is provided in specialized areas.

## **ADMISSION**

### **APPLICATION FOR ADMISSION**

1. A completed **application form, honor code**, bulletin acknowledgement, and the nonrefundable **\$55.00 application fee** must be submitted to the School of Education Graduate Admissions Office, P.O. Box 369, Buies Creek, NC 27506. Forms are located on the website at [www.campbell.edu/soegrad/admissions](http://www.campbell.edu/soegrad/admissions) or through the Graduate Admissions Office. Graduate application fee is waived for Campbell Alumni.
2. **Reference forms** must be distributed to three professional persons who have been directly involved in the applicant's academic or professional work. These forms are available through the Graduate Admissions Office or on the website at [www.campbell.edu/soegrad/admissions](http://www.campbell.edu/soegrad/admissions). The completed forms must be placed in an envelope by the recommender, sealed, and signed across the seal and returned to the applicant. The applicant must mail the references with their application to the Graduate Admissions Office at PO Box 369, Buies Creek, NC 27506.
3. The applicant must:
  - a. Take Graduate Record Examination (GRE) general exam.

**AND**

  - b. Request that score reports be sent to the School of Education Graduate Admissions Office at PO Box 369, Buies Creek, NC 27506. Score reports must be received before an admission decision is made. Any applicant that is not seeking a degree or has previously earned a master's degree from an accredited college or university is exempt from taking the GRE exam.
4. The applicant must request that **official transcripts** of all college work be sent to the Graduate Admissions Office. Transcripts that have been issued to the student will not be accepted. **International applicants must have their undergraduate and any relevant graduate credentials evaluated by World Education Services (WES) as a part of the admissions process to any of the School of Education's graduate programs.**
5. Applicants must have an **interview** with the appropriate program coordinator as part of the admissions process. The program coordinator may choose to involve other professionals in the interview process. Applicants applying for School or Mental Health Counseling must contact the Graduate Admissions Office to schedule their interviews. All other applicants contact the program coordinator to schedule an interview. After all admission documents are received and the interview is completed, the applicant's admission file is presented to the Graduate Committee and the Dean of the School of Education for consideration.

### **EQUAL OPPORTUNITY POLICY**

**Campbell University is an equal opportunity education institution, and in keeping with this policy, makes no distinction in the admission of students, or in any of the other of its activities, on the basis of race, color, creed, sex, age, religion, national origin, or handicap.**

## Equal Employment Opportunity/Affirmative Action Policy

Campbell University is an Equal Employment Opportunity/Affirmative Action Employer. For more information go to [www.campbell.edu/employment](http://www.campbell.edu/employment)

### \*\*\*NOTE\*\*\*

Students who have applied to a graduate program are allowed to enroll in no more than two courses (6 hours maximum) in their respective programs while their application is still under consideration. Taking these six hours does not automatically constitute acceptance into a program. **Students must earn a grade of “B” or higher in these courses.** Once a student is admitted into a program, these 6 hours may be considered as transfer credit into the specific program.

## ADMISSION REQUIREMENTS

### Master of Education and Master of Arts

(Elementary, Middle, Secondary, Exercise Science, Initial-plus-Masters, M.S.A., and Counseling)

Applicants to the Master of Education and Master of Arts degree programs are admitted into one of two categories: admission in full standing or provisional admission:

#### **Admission in full standing requires all of the following:**

1. A bachelor's degree from a regionally accredited college or university.
2. A satisfactory grade point average.
3. Appropriate courses or work in the chosen area to qualify for graduate study in that area.
4. Satisfactory score on the Graduate Record Examination (GRE) general exam.
5. An interview with the appropriate program coordinator or designee.
6. Initial licensure (or eligibility to obtain it) for all students seeking “M” licensure in a teaching area (excluding the Initial-plus-Master's program)
7. Three letters of recommendation.

#### **Provisional admission:**

Applicants who do not have satisfactory GPA and/or GRE scores but meet all other requirements for admission may be provisionally admitted pending review by the Graduate Committee

A student who has been provisionally admitted, must apply for full standing upon completion of the first nine semester hours (3 courses) of graduate study and be fully admitted before continuing his/her study. All grades in these first three courses must be A's or B's. A grade of C on any of these three courses will result in revocation of the individual's status as a provisionally admitted student. All grades of Incomplete must have been cleared before full standing status will be granted. Students who take more than 9 semester hours without being fully admitted may lose credit for the additional hours taken. **To change the status from provisionally admitted to full standing, the student must notify the School of Education Graduate Admissions at PO Box 369, Buies Creek, NC 27506 in writing that all requirements have been met.** Subsequent admission to a program will be considered on a case-by-case basis by the graduate committee.

## Interdisciplinary Studies

### Admission in full standing requires all of the following:

1. A bachelor's degree from a regionally accredited college or university.
2. A satisfactory grade point average.
3. Appropriate courses or work in the chosen area to qualify for graduate study in that area.
4. Satisfactory score on the Graduate Record Examination (GRE) general exam.
5. Three letters of recommendation.

### Provisional admission:

Applicants who do not have satisfactory GPA and/or GRE scores but meet all other requirements for admission may be provisionally admitted pending review by the Graduate Committee.

A student who has been provisionally admitted, must apply for full standing upon completion of the first nine semester hours (3 courses) of graduate study and be fully admitted before continuing his/her study. All grades in these first three courses must be A's or B's. A grade of C on any of these three courses will result in revocation of the individual's status as a provisionally admitted student. All grades of Incomplete must have been cleared before full standing status will be granted. Students who take more than 9 semester hours without being fully admitted may lose credit for the additional hours taken. **To change the status from provisionally admitted to full standing, the student must notify the School of Education Graduate Admissions at PO Box 369, Buies Creek, NC 27506 in writing that all requirements have been met.** Subsequent admission to a program will be considered on a case-by-case basis by the graduate committee.

**Note:** Applicants not meeting the conditions for provisional admissions may be admitted as a special student. Upon completion of 6 semester credit hours of course work with a grade of "B" or better in each course the applicant may be provisionally admitted to the program. The applicant must notify the School of Education Graduate Admissions Office at PO Box 369, Buies Creek, NC 27506 in writing that the requirements for provisional admissions have been met to change their status from special student to provisionally admitted.

## **Master of School Administration**

### **Admission requires the following:**

1. A minimum of three years of successful teaching or related experience in the public schools or experiences in other settings deemed appropriate by the graduate committee.
2. A satisfactory grade point average.
3. Satisfactory scores on the Graduate Record Exam (GRE) general exam.
4. Three letters of recommendation, one of which must be from the applicant's school principal, superintendent, or comparable educational leader; documentation of honors, awards, and noteworthy accomplishments.
5. Completion of a written survey.
6. An interview with the program coordinator or designee(s).

### **SPECIAL ADMISSIONS**

**NOTE:** All prospective special admission students must make application through the School of Education Graduate Admissions Office, P. O. Box 369, Campbell University, Buies Creek, NC 27506.



**Kivett Hall**

**NOTE: All students seeking Licensure Only, Add-On Licensure, I plus Master's or a Master's Degree in a professional teaching area should submit licensure exam(s) results with their application to Mrs. Ranae Strickland, Graduate Admissions office within the School of Education.**

### **License Renewal**

Professional educators desiring to renew their licenses may take courses at Campbell University. They should apply for admission as a special student. through the School of Education Graduate Admissions Office and follow the usual registration procedures.

### **Add-On Licensure**

Professional educators wishing to add one or more additional licensure areas must present their transcripts and other pertinent documentation to the program coordinator for evaluation. A formal plan of study will be developed.

### **Licensure Only**

Bachelor's and/or master's degree holders (from regionally accredited colleges/universities) wishing initial teacher or other school professional licensure only must schedule a conference with the coordinator of alternative licensure or designee to present their transcripts for evaluation. After individualized plans of study are developed, these students follow the application and registration procedures for undergraduate students or graduate students as advised by the Coordinator. Applicants seeking licensure only in School Counseling must schedule a conference with the coordinator (or designee) of the Counseling program.

### **Visiting Students**

Students in good standing at other schools offering graduate programs in education may enroll at Campbell University by making application through the School of Education Graduate Admissions Office. Written permission from the home institution must be presented at the time of application.

### **Students with Special Interests**

Bachelor's degree holders who do not intend to fulfill requirements for a degree, earn North Carolina teacher licensure, or receive graduate credit may be enrolled as special students by making application through the School of Education Graduate Admissions Office.

### **Special Students**

Students seeking admission into a graduate program or students who do not fit into the above mentioned categories may be admitted as a special student. Admission as a special student does not assure admission into a degree program.

### **Admission Pending:**

Students who have begun the admission process, but have not been admitted are classified as pending.

**Note: Students who are not applying for admission to any graduate program**

are **allowed to enroll in an unlimited number of courses. If a student decides to apply for and is accepted into a program after taking these courses, a maximum of 6 semester hours may be considered as transfer credit if the courses relate to the program area and were taken within the last five years. A grade of “C” will not transfer.**

### **PREREQUISITE COURSE WORK**

An applicant who has been admitted (either as a candidate in full standing or as a provisional candidate) may be required to complete undergraduate course work if it is determined that such course work is needed to increase the applicant's readiness for successful graduate study in the proposed area. This decision is made by the graduate committee.

### **ACTION ON APPLICATIONS**

Within a few weeks after receipt and processing of all the required documents, prospective students are notified whether admission has been granted. The institution reserves the right to refuse admission to any applicant without specifying reasons. Admission to a graduate program does not constitute admission to candidacy for a graduate degree or assure recommendation for licensure for licensure candidates.

### **TIME LIMIT FOR DEGREE COMPLETION**

Students are limited to a five-year period from the time they are enrolled in their first class within which all work toward the M.Ed., M.A., or M.S.A. degree must be completed. Under extenuating circumstances, an extension may be requested from the Dean. A formal written request for extension must be made to the Dean of the School of Education.

Students are responsible for requesting a program extension if they have not completed the specific program requirements within the five year time period. If an extension is granted and program requirements have changed, the student must meet the standards of the program **at the time the extension is granted**. The length of time granted for the extension is at the discretion of the Dean of the School of Education in consultation with the graduate committee. **Failure to request a program extension may result in dismissal from the program.**

### **REGISTRATION PROCEDURES**

#### **Registration for Courses**

Students must meet the requirements of the catalog in effect at the time of their acceptance into a degree program. Prior to registering for the first graduate course, all perspective students must submit an application to the Graduate Admission office and have an initial interview with the appropriate program coordinator or designee(s).

Students must contact their advisor to register for classes. Registration dates will be posted on the website and on the schedule. Advisors will register students for their classes.

Students may not enroll in and receive graduate credit for any courses in the discipline area (that is, courses in the concentration or major) which they completed as advanced undergraduate students.



### **Extension Sites**

Students must complete the major portion of their programs on the Campbell University campus in Buies Creek. However, on occasion extension courses are offered at other sites (such RTP) or with cohorts in collaboration with public school systems and may be taken to fulfill program requirements. These extension courses, which are announced on the schedule published each term, represent part of Campbell's ongoing commitment to meet the educational needs of public school systems in the area.

### **Scheduling of Courses**

Campbell University reserves the right to change the course schedule at any time that student demand is insufficient to offer a course. Classes scheduled for the campus in Buies Creek typically meet in the evenings for 3 hours during the academic year. Summer schedules vary to accommodate student need. There are, however, occasional exceptions to this rule.

### **Definition of Load**

The minimum course load for full-time students, as defined by the Campbell University School of Education is six semester hours during each semester of the school year. With the permission of the Dean, students may enroll for up to nine hours. Two, three hour courses is the maximum load for each summer session. Written permission of the Dean must be obtained to take more than the normal load. Persons who exceed the normal load without such approval jeopardize all credits earned for that semester or summer session. Students seeking financial aid, fellowships, etc. must meet the full-time load requirements as defined by that specific criterion.

### **Tuition**

The cost of tuition for courses at the 500 and 600 levels is published on the fall, spring and summer schedules. Campbell University reserves the right to change the cost of instruction whenever a change is deemed necessary. An additional fee of \$35.00 per semester hour is assessed for all practicums and internships. Students will be billed by the University Business Office.

## **FINANCIAL ASSISTANCE**

Graduate students in professional education programs may be eligible for loans and/or grants to cover part of their educational expenses. Students wishing to apply may send requests to the Director of Financial Aid, P. O. Box 36, Buies Creek, NC 27506. Scholarships may be available through the School of Education. Applications are available in the School of Education. Courses taken outside of the students program of study are not be covered by financial aid.

## **WITHDRAWAL FROM A COURSE**

Forms for withdrawing from a course must be obtained from The School of Education Graduate Admissions Office in room 208, Taylor Hall and returned to the this office. It is the responsibility of the student to obtain all necessary signatures. **To receive a full refund, the student must complete the withdrawal process prior to the beginning of the second class meeting. Partial refunds MAY be granted prior to midterm.**

## **IDENTIFICATION CARDS**

Student identification cards are made semi-annually during on-campus registration. They must be presented at the library, dining hall, and at other facilities where ID cards are required.

Students must go to the Student Life Center to obtain their ID card. Students will need their student ID number to get their ID card made. There is no cost for the first ID card made during the registration period. In the event an ID card is lost or stolen, there is a fee of \$15 for a replacement card. Maintaining the ID card is the responsibility of the student.

## **AUTOMOBILE REGISTRATION**

Students must register their automobiles with the Campbell University Public Safety Office. Students must purchase a parking decal in order to park on campus. Students taking less than 12 hours are considered part-time. The cost of the decal for part-time students is \$70.00 for graduate students. Students must present their schedule to Deborah Winters in Parking Services at Campus Safety so she can verify the student's part-time status. The correct placement of the decal is in the lower left corner of the window on the rear of the vehicle.

## **BOOKSTORE**

The Barnes & Noble campus bookstore, which is located in the Britt Building, is the supply store for students. The regular hours during the Fall and Spring semesters are 8:00 a.m. to 7:00 p.m. Monday through Thursday, 8:00-5:30-Friday and 10:00 a.m. to 1:00 on Saturday. Summer session hours vary; call (910) 893-1450 for further information.

## **LIBRARY SERVICES**

### **Norman Adrian Wiggins Library**

#### **Wiggins Library's hours of operation:**

Monday- Thursday	7:30 a.m. – 12 midnight
Friday	7:30 a.m. – 6:00 p.m.
Saturday	10:00 a.m. – 5:30 p.m.
Sunday	2:00 p.m. – 12 midnight

The library will post any changes in this schedule at the library entrance and at the following web page <http://www.lib.campbell.edu/library-hours>. The 24-hour Study Area is available throughout the day and via Campbell ID card access after library hours. Campbell University Library's online public access catalog (OPAC) is called CamelCat. It is useful for finding books, e-books, media, and journal holdings. It can be accessed from any location at the following website <http://catalog.lib.campbell.edu/> or from the Books & Media tab on the library website <http://www.lib.campbell.edu>. Over sixty public access computer terminals are available throughout the library for your convenience. Print holdings of education journals are kept on the Curriculum Materials/Media Center reference shelves. Access to hundreds of online journals in the following education subject areas can be accessed by searching in the Journals tab at <http://www.lib.campbell.edu>.

- Book Studies & Arts
- College & School Publications
- Education - General
- Education, Special Topics
- Educational Institutions
- History of Education
- Student Fraternities & Societies - U.S.
- Theory & Practice of Education

The library subscribes to numerous databases. These databases can be used for locating article citations, full-text articles, books, primary source documents, or educational reports. The following are popular education databases:

Academic Search Complete  
Dictionary of Literary Biography  
Ejournals in Education  
Films on Demand  
GreenFILE  
Kids Search  
Literary Reference Center Plus  
MAS Complete  
Mental Measurements Yearbook

CQ Researcher Online  
Complete Online ebrary  
ERIC  
Gale Cross-Search  
JSTOR  
LearningExpress Library  
Literature Criticism Online  
MasterFILE Premier  
Middle Search Plus  
NC LIVE Video Collection

MyiLibrary  
NC Public Schools Statistical Profile  
NoveList  
OneClick Digital  
Points of View

NCPedia  
NoveList K-8 Plus  
Oxford English Dictionary (OED) Online  
Primary Search (Children's Magazines)  
SAGE Journals Online

Project Muse  
State Statistics  
Science Reference Center  
Student Research Center  
Tests in Print  
WorldCat

Searchasaurus  
Teacher Reference Center  
TOPICsearch

Resources not owned by the Campbell University Libraries may be borrowed from other libraries through ILLiad, an interlibrary loan (ILL) system available to Campbell faculty, staff, and students as an aid to research and study. Using ILLiad, you can place interlibrary loan requests online and check your interlibrary loan request status and history. You will need your web access username and password to create an ILLiad account. Please visit <http://www.lib.campbell.edu/interlibrary-loan> to create an account.

### **CURRICULUM MATERIALS/MEDIA CENTER**

Located on the 3rd floor of Wiggins Memorial Library, the CMMC houses curriculum guides, state-adopted textbooks for surrounding counties, professional books, professional journals, computer software, media materials (DVDs, VHS tapes, CDs), classroom manipulatives, technology items, a K-12th grade juvenile collection including many award winners (Caldecott, Newbery, Coretta Scott King, Scott O'Dell, etc.), and a wide variety of teaching materials.

The Curriculum Materials/Media Center is open for use during the same library hours as the main library (<http://www.lib.campbell.edu/library-hours>). To meet your research needs, a librarian is available for consultation at the CMMC research assistance desk during the following hours: Monday – Friday 8:00 a.m. – 4:30 p.m. For further information contact Mrs. LaKeshia Darden, CMMC Librarian: (910) 893-1595 or 1-800-334-4111 Ext. 1595.



**LaKeshia Darden**  
**Curriculum Materials/Media Librarian**

## **ACADEMIC REGULATIONS AND PROCEDURES**

### **REQUIREMENTS FOR THE DEGREES:**

#### **MASTER OF EDUCATION (M.ED.), MASTER OF ARTS (M.A.), AND MASTER OF SCHOOL ADMINISTRATION (M.S.A.)**

- 1. Admission to graduate study.**
- 2. Transfer of graduate credit** (if any, and if appropriate) upon approval of the Dean. **Note:** The request should be made before starting course work in the program. A maximum of six semester hours of transfer credit will be accepted.
- 3. Completion of minimum hours required for the degree.**
- 4. Completion of all required and elective courses, with a **B average or better**** and with no more than two grades of C. Three grades of C or one grade of F will lead to academic dismissal.
- 5. Completion of all requirements (includes comprehensive examination, portfolio, etc.) within a **five calendar year period of time**.** Under extenuating circumstances, an extension may be requested from the Dean.

### **COMPREHENSIVE EXAMINATION**

Candidates completing a degree program in Mental Health Counseling, School Counseling, a Master's in School Administration or add-on licensure in school administration complete a comprehensive examination near or at the end of their programs of study. Candidates should consult with their academic advisor regarding specific program policy information relevant to the program's comprehensive examination (such as the number of questions, the time amount allowed for completing the exam, retake policy, etc.). Policies vary by program and candidates should consult with their academic advisor early in their program regarding application and other process issues specific to the comprehensive examination. Importantly, candidates taking comprehensive examinations must be prepared to respond to questions based on all courses in their specific programs. **Annual dates Comprehensive Examinations are administered: the second Saturday of November and the third Saturday of March. MSA candidates may take the exam in June. Counseling candidates (School and Mental Health) are only eligible to take the exam in June if they are retaking a failed exam).**

### **Application Due Dates**

Application to sit for the comprehensive examination in November is due by September 15th to the student's advisor. Application to sit for the comprehensive examination in March is due by January 30th to the student's advisor. Application for the June administration is due by May 1<sup>st</sup> to the student's advisor.

### **Specific Comprehensive Examination Policies by Program**

Some comprehensive examination policies differ by program (such as the number of questions to answer and the time allotted to complete the examination). Candidates should meet with their academic advisor and review all specific policies related to their program's comprehensive examination.

### **M. Ed. Programs (revised) with Required Electronic Evidence Submission in lieu of Comprehensive Exams**

M.Ed. Curriculum and Instruction and Initial plus Master's Elementary Education, Middle Grades Education (Language Arts, math, social studies), Secondary/K-12 (English, Math, Physical Education, and Social Studies), and Interdisciplinary Studies. Candidates in the M.Ed. Curriculum and Instruction Programs and I plus Masters Programs must submit an electronic portfolio including evidences documenting mastery of core competencies. A description of evidences required for the portfolio is available on the portal under Departmental Information. Candidates should meet with their academic advisor and review all specific policies related to their program's electronic evidence portfolio requirements.

## **APPLICATION FOR GRADUATION**

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation. **Graduate Applications can be obtained in the School of Education Graduate Admissions Office in 220 Taylor Hall, not registrar's office. Applications should be turned in to the same office.** Applications for December graduation should be turned in no later than October 1 and for May graduation no later than February 15. Candidates completing degree requirements in the summer must submit their application to the School of Education Graduate Admissions Office in 208 Taylor Hall by June 15. The degree will be conferred in August and the diploma mailed to the student. The candidate must satisfy all financial obligations prior to graduation. The application form and information form are located on the portal under Departmental Information.

## **GRADUATION EXERCISES**

Campbell University holds graduation exercises twice a year at the end of the fall and spring semesters. However, if an application for summer graduation is submitted by June 15<sup>th</sup> to the School of Education Graduate Admissions Office and all requirements for graduation have been completed, it will be processed and the diploma sent to the recipient's home. All tuition and fees must be paid before the diploma is issued. Students graduating in August are encouraged to participate in graduation exercise in December.

Caps, gowns, and hoods must be purchased from the Campus Bookstore **60 DAYS PRIOR** to graduation. Students must bring their hood to the graduation ceremony. Students who complete their programs with a grade point average of **4.0 will graduate “with distinction.”**



**Graduation May 2016**

## **ADVISEMENT**

## **ORIENTATION**

Orientation will be held the first week of classes fall and spring semesters from 4:00pm to 5:00pm Monday through Thursday nights. Location will be announced. Students should attend one of the orientation sessions.

## **ASSIGNMENT TO AN ADVISOR**

When students are accepted into a program, advisors are assigned based on the student's course of study. Conferences with advisors may be held in person, by telephone, or by e-mail. Students must contact their advisor to register for classes.

## TRANSFER CREDIT

Campbell University will accept up to six hours of graduate transfer credit at the time a student applies for admission to a graduate program, pending approval of those credits by the Dean of the School of Education.

No transfer credit will be granted for graduate courses completed through another institution after a student has been enrolled in Campbell University graduate courses, except by special permission of the Dean.

Exceptions to this policy will be considered for students who, after completing all but six hours of a program, relocate outside the commuting area of Campbell University. The Dean must approve any such exceptions.

## INDEPENDENT STUDY

Independent study contracts are developed **only in the event of extenuating circumstances**. In all cases, the faculty advisor, the supervising professor, the program coordinator, the Dean, and the University Registrar, must approve the independent study contract within ten days of the beginning of the semester. All work for an independent study must be completed by the end of the semester in which the student enrolls for that independent study.

## GRADING SYSTEM

The grading system is as follows:

A = Excellent

B = Good

C = Passing (a maximum of two allowed)

F = Failure (results in academic dismissal)

In special cases, other symbols are used:

I = Incomplete (Assigned when the student is unable to fulfill all course requirements due to reasons beyond his or her control; must be cleared no later than 30 days after the next fall or spring semester begins to avoid a grade of F).

IC = In Progress (Assigned to any research or practicum [field work] in progress; must be removed by a date acceptable to the student's instructor).

WP= Withdrew Passing

WF= Withdrew Failing (results in academic dismissal).

WP or WF is assigned if a course is dropped after midterm.



## ACADEMIC DISMISSAL

Academic dismissal may occur for the following reasons:

1. Earning two grades of "C" but failing to earn two grades of "A" to maintain the required "B" average.
2. Earning a third grade of "C."
3. Earning one grade of "F" or "WF".  
A graduate student who earns a grade of F in a course:
  - a. May **appeal** the grade of F by following the procedure outlined in the graduate bulletin.
  - b. Will be dismissed from the academic program for **one year.**
  - c. Must write a letter to the Dean **requesting readmission** to the program.  
Readmission will be determined by the graduate committee.
  - d. Must **repeat the course** for a grade of A or B if the course is a core course.
4. Violating the academic honor code.
5. Academic Termination  
A graduate student who has been readmitted to the program after academic probation due to a second grade of "F" in one course is permanently terminated from the program. A student who receives a grade of "F" in two courses during the same grading period is permanently terminated from the program.
6. A student's program of study may be terminated at any time if it is deemed that the student does not exhibit acceptable professional dispositions as defined by the Campbell University School of Education. The student may appeal the termination by following the procedure outlined in the graduate bulletin.
7. Academic Probation = A graduate student is put on probation if he or she does not maintain a GPA of 3.0 with the proviso that a 3.0 must be attained upon completing the next nine hours.

## ABSENCES FROM CLASS

No more than two absences are allowed for each course taken during the fall and spring semesters. Students may miss no more than one class per course during summer school. Exceeding these limits may result in a grade of "F."

## PLAGIARISM AND CHEATING

The School of Education's statement of policy on plagiarism and cheating is included in the packet of information given to each new student. All students taking graduate courses within the School of Education are bound by these guidelines. The form on which the student must pledge to adhere to these guidelines is also included in the packet. Failure to adhere to this pledge may result in academic dismissal.

## READMISSION

Individuals may choose to apply for readmission for one of the following reasons:

1. A student who has received **two grades of “C”** but has not earned at least two grades of “A” to maintain the required “B” average will be dismissed for academic reasons, but may apply for readmission after one year.
2. A student who has received a **third grade of “C”**—even though the first two grades of “C” have been matched with grades of “A”—will be dismissed for academic reasons but may apply for readmission after one year.
3. A student who receives a **grade of “F” or “WF”** will be dismissed for academic reasons but is eligible to **apply for readmission after one year**.

## HONOR SOCIETIES

Since 1975, Campbell University has had a **Phi Kappa Phi** chapter on campus. Currently, there are more than 270 chapters of Phi Kappa Phi located from Maine to the Philippines and from Alaska to Puerto Rico. In existence for approximately 100 years, Phi Kappa Phi is now the oldest and largest collegiate honor society that inducts persons from every academic field. Graduate students must be in the upper 10% of their respective schools within the college or university and ready to receive their degrees in May at graduation. Selection is made based on a student's superior academic achievement supported by good character.

On April 25, 1996, the Chi Theta Chapter of **Kappa Delta Pi** was installed at Campbell University, and 88 charter members were initiated: 76 students and 12 faculty. Founded in 1911 as an international honor society for educators, Kappa Delta Pi recognizes excellence in education among those who “exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions.” Membership is awarded to the top 10 percent of students and professionals in the field of education. **Graduate students at Campbell must have completed at least six hours in the School of Education.** Interested students should contact the Dean's office. Applications are due no later than October 1.

## **LICENSURE**

### **ELIGIBILITY**

Candidates who hold a bachelor's degree from a regionally accredited college or university but are not licensed to teach in the public schools must meet the requirements for Class A licensure before being recommended for graduate licensure.

Before being recommended for licensure for teaching at the Master's/advanced level, candidates must hold or be eligible for initial licensure in an appropriate teaching area. Candidates in the School Counseling program must consult with the program coordinator for their program regarding the specific requirements. Candidates in the School Administration program must consult with the program coordinator for their program regarding the specific requirements.

### **PROCEDURE**

**First time applicants for an “initial” teaching license in North Carolina**, students requesting a licensure upgrade, principal's license or add-on licensure must complete the online application process at <https://vo.licensure.ncpublicschools.gov>. In this application, the student must provide appropriate official university program transcripts, any licensure exam scores where required, and must pay by credit card an application amount of \$55.00\*. If students have questions concerning this application process they should see Mrs. Charity Tart, Licensure Officer, within the School of Education. All applications will be formally accepted and submitted by the Dean of the School of Education at Campbell University.

Prior to registering for any licensure examination, students should consult with their advisors about current North Carolina requirements. Preparation materials and registration instructions may be found on the ETS website: <https://www.ets.org/praxis>. No national test is required for MSA candidates.

\*This fee is assessed by the North Carolina State Board of Education and is subject to change. The student is responsible for paying the fee assessed at the time the online application is completed.

## **GRADUATE STUDENTS RIGHTS AND RESPONSIBILITIES**

### **Statement of Student Rights**

#### **(Applicable to degree and non-degree students)**

Students retain those rights common to all U.S. citizens under federal and state constitutions, and through pertinent laws. These rights include, but are not limited to the following: privacy, equal opportunity, non-discrimination, and the freedoms of speech, assembly, and association. Examples of the application of these rights in the University setting include the students' right to organize and join associations to promote their common interests; the right to engage in discussions to exchange thoughts and opinions; and the rights to speak, write, or publish on any subject in accordance with established law. Other rights include the following:

- ❖ The right to participate in University- sponsored services and activities without discrimination or harassment based on the student's race, creed, color, national origin, age, sex, or other classification that deprives the person of consideration as an individual.
- ❖ The right to accurate and plainly- stated information, including that relating to the maintenance of acceptable academic standing, graduation requirements, and behavior expectations.
- ❖ The right to be evaluated in the classroom solely on the basis of academic achievement and fulfillment of educational requirements with freedom of expression protected and respected.
- ❖ The right of protection from the maintenance by the University of records reflecting the student's beliefs or his or her political activity and associations except for counseling records, health records, and records of disciplinary proceedings, and the right of protection from release to persons outside the University community of such records as well as academic and disciplinary records without the express consent of the student or a court order.
- ❖ The right to petition for change in either academic or non-academic regulations, procedures, or practices.
- ❖ The rights to fair and impartial treatment and due process in any action which can reasonably be expected to affect the student's status with the University, brought or taken by the University or any of its constituent parts or agencies.
- ❖ The right to use University facilities in accordance with the guidelines established for the use of those facilities.

### **Statement of Student Responsibilities**

#### **(Applicable to degree and non-degree students)**

Students enrolled in any graduate program in the School of Education have the following responsibilities.

- To assume the primary responsibility for directing and monitoring his or her educational program. This includes seeking out information, advice, and

- experiences needed to meet personal educational goals. Although professors, advisors, and staff members are expected to provide guidance, the student is normally expected to take the initiative in seeking out such information and assistance.
- To become familiar with the content of the official bulletin that describes their contract with the University and specifically the School of Education. They must also attend to the manual(s), memoranda, and forms pertinent to their programs. They should also seek out ways to remedy any personal or academic deficiencies and weaknesses. In addition, they should take the initiative in setting up conferences for academic program and career planning. It is strongly recommended that students maintain their own records that, to the degree possible, duplicate the files maintained in the Dean's Office.
- To be aware of the rules and regulations concerning the use of University computing, library, and other facilities, as set out in published material.
- To meet deadlines for work to be submitted.
- To submit original work for assessment without plagiarizing or cheating. The honor code for the School of Education graduate students defines cheating on exams and plagiarism and describes the consequences of such infractions: (1) being dropped from the class, (2) receiving an "F" for the course, (3) being removed from the graduate program, (4) having the matter referred to the Dean and the Executive Council, and (5) having a report inserted in the cumulative file.
- To contribute to the development of University programs and policies by participating in consultative and deliberative processes in a responsible and ethical manner.
- To provide feedback regarding courses and instructors by completing a course/instructor evaluation at the end of each semester.
- To be aware of the University's commitment to equal opportunity and to demonstrate tolerance and respect for all members of the University community.
- To respect the right of faculty members to express views and opinions.
- To respect the working environment of others in all areas of the University.

### **Statement of Disciplinary Offenses** **(Applicable to degree and non-degree students)**

The following list provides examples of actions for which disciplinary action may be taken.

- Interference, coercion, or disruption which impedes, impairs or disrupts University missions, processes, or functions or interferes with the rights of others during the University classes and activities.
- Abusive, drunken, violent or excessively noisy behavior or expression in any University offices, classrooms, or activities.
- Indecent or obscene behavior or the distribution of obscene matter on

- University property.
- The threat or commission of physical violence against self or other persons present on University property.
- The commission of acts which constitute a violation of local, state or federal law upon University property.
- Unauthorized entry or use of University facilities or any violation of University rules regarding the use of University property.
- Failure to comply with directions of University officials acting in the performance of their duties.
- The threat or commission of physical violence against any University employee for the purpose of influencing the employee's official actions.
- Falsifying, altering or forging any official University records or documents, employing official University documents or records for purposes of misrepresentation, or causing any official University documents or records to be falsified by means of any misrepresentations.
- Knowingly passing a worthless check or money order to the University or to a member of the University community who is acting in an official capacity.
- Possessing a deadly weapon on University property without authorization.
- Defacing, disfiguring, damaging or destroying public or private property upon University property.
- Lifting, taking or acquiring possession of, without permission, any academic material (tests, information, research papers, notes, books, periodicals, etc.) from a member of the University community.
- Bribing any University employee.
- Harassing anyone present on University property.
- Unauthorized access to or misuse of University computers, computing programs or services.
- Giving false testimony or other evidence at any official hearing of the University or giving false information to any faculty or staff members acting in the performance of their duties.

**Statement of Sanctions**  
**(Applicable to degree and non-degree students)**

**There are three levels of sanctions that may be taken**

**Warning:**

Notification of the student by the Dean of the School of Education that continuation or repetition of specified conduct may be cause for other disciplinary action. A warning may not be appealed.

**Suspension:**

Forced withdrawal from the University for a specified period of time, including exclusion from classes, termination of student status and all related privileges and activities, and exclusion from the campus if set forth in the notice of suspension. If a student, while on suspension, violates any of the terms set forth in the notice of suspension, the student shall be subject to further discipline up to and including dismissal.

**Dismissal:**

Exclusion from the campus and termination of student status for an indefinite period. The conditions for reconsideration for readmission will be specified at the time of dismissal. The student may be readmitted to the University only with the specified approval of the Dean of the School of Education upon the recommendation of the Area Coordinator of the program in which the student was enrolled and the graduate committee.

**Appeals Process**  
**(Applicable to degree and non-degree students)**

Academic Cases and Academic Violations

Dean of the School of Education



Graduate Committee



Program Coordinator



Instructor



Graduate Student's Appeal

Student appeals on academic issues are first taken to the instructor if the matter is one concerning a course. Next, the program coordinator should be consulted. If the matter cannot be resolved at these levels, it may be taken to the Graduate Committee. The final appeal may be taken to the Dean of the School of Education.

The advisor may serve as a resource for resolving academic issues and may be utilized by the student, instructor, coordinator, Graduate Committee, and/or Dean as appropriate.

Student appeals on admission are heard by the Graduate Committee, which is composed of the Dean, the Director of Graduate Admissions, and coordinators of the Graduate Programs.



## **INSTRUCTIONAL PROGRAMS**

At Campbell University, all students in the master's programs work to address the five domains of the knowledge base that support the School of Education's conceptual framework: the professional educator as problem solver. They engage in course work that provides opportunities to appreciate the diversity represented in public school classrooms.

### **Non-degree Programs**

Campbell offers two types of non-degree programs. Alternative licensure is designed for students holding a bachelor's degree without teacher licensure. Individual plans of study are developed based on a review of the student's transcript and previous work experience. The other is an add-on licensure program which allows persons to add licensure to an existing license in academically gifted (AIG), pre-K, or school administration.



**Dr. Chris Godwin**  
**Director of Teacher Education Programs**  
**Coordinator, AIG Program**

## **CURRICULUM AND INSTRUCTION PROGRAMS FOR THE MASTER OF EDUCATION DEGREE**

Campbell offers two types of programs leading to teaching licensure at the advanced level. One program is designed for experienced practicing teachers aspiring to become master teachers. The other provides the opportunity for students holding a bachelor's degree to receive initial licensure as an integrated part of a master's program, the Initial-plus-Masters program.

### **Goals**

Students of curriculum and instruction at the master's degree level:

- Build upon their existing knowledge of the foundations of education, the nature of the learner and the learning process, culturally diverse communities, curriculum, and the methods and materials of instruction.
- Develop increased insights and competencies in the techniques of assessment, research, technology, and school law.
- Deepen their understanding of one or more subject areas.
- Strengthen their skills in managing and implementing instruction.
- Strengthen their ethical value systems.
- Strengthen problem-solving skills.
- Increase their collaborative efforts.
- Improve their ability to reflect on their practice and learn from experience.
- Enhance their leadership skills.

### **The Programs**

- Elementary Education (K-6)
- Middle Grades Education (6-9)  
Language Arts, Social Studies, or Math
- Secondary Education (9-12)  
English, Math, or Social Studies
- Physical Education (K-12)

### **Program Review Requirements Completed in TK20 M.Ed and I plus Master's Program Candidates**

Revised Programs (went into effect in the Fall of 2011) require all candidates complete projects for upload into their respective TK20 (electronic assessment program) accounts for the purpose of program review by the North Carolina Department of Education. Those requirements are:

Content area paper- Candidates must do one of the following:

- Locate a corrected and graded content area paper with a grade of B or higher. The paper is reviewed by your advisor for inclusion in the Student Teaching portfolio submitted at the end of your Internship (EDUC 557 or EDUC 558)
- Write a content area paper based on the requirements of the undergraduate licensure program candidates. See your advisor for directions. The paper must be graded by a content area professor (Campbell University) and show a grade of B or A.

#### **EDUC 618 Diversity- "Advocacy Project"**

#### **EDUC 633 Learning and Teaching in a Global Society- "Content and Curricular Expertise Project"**

#### **EDUC 622 Research- "Action Research Project"**

**Campbell University**  
**Teacher Education Information Regarding**  
**Graduate Program Field Experiences**  
**(Practicum and Internship Placements)**  
**Licensure Only Candidates**  
**Initial Licensure plus Master's Candidates**

1. Meet with Dr. Sam Engel in order to enroll in a field experience course.(EDUC 693 Practicum; EDUC 557 Internship; EDUC 558 Internship) Contact Kelly Ashworth, TK20 unit administrator, in order to receive an account in TK20. You will need to complete the request application for a field experience. (background checks may be required).
2. The Internship (Student Teaching) Experience length is determined by the amount of documented public/private school experience
  - a. 14 weeks (little to no prior teaching experience)
    - I. 400 total hours
    - II. 150 teaching hours
  - b. Full time load 15 consecutive days weeks (some to little prior teaching experience)
    - i. 300 total hours
    - ii. 125 teaching hours
    - iii. Full time load 15 consecutive days
  - c. 5 weeks (1 year or more of teaching experiences)
    - i. 150 toatal hours
    - ii. 60 teaching hours
    - iii. Full time load determined through collaboration with cooperating teacher, university supervisor, and student teacher.
3. Attendance at Teacher Education Licensure Meetings is REQUIRED
  - a. Contact Dr. Chris Godwin for scheduled dates or watch for announcements via website or monitors across campus.
  - b. Important information provided that candidates (licensure and portfolio uploads into TK20) must know to successfully complete the field experience.
4. Attendance at Practicum and Student Teaching Seminars is REQUIRED.
5. All candidates will complete the Practicum and Student Teaching Portfolios as outlined in the handbooks for Practicum and Student Teaching Experiences (ALL components) Check site [www.cusoeprofessionaleducation.org](http://www.cusoeprofessionaleducation.org).

## **THE INITIAL-PLUS-MASTER'S PROGRAM FOR ELEMENTARY EDUCATION:**

### **Stage I:**

General education and methods courses (26 semester hours):

1. EDUC 600: Advanced Foundations of Education (3)
3. EDUC 620: Survey of Educational Psychology (3)
4. EDUC 621: Survey of Educational Technology (1)
5. EDUC 650: Teaching Reading in the Elementary School (3)
6. EDUC 662: The Teaching of Social Studies (3)
7. EDUC 643: Special Needs Students (3)
8. EDUC 669: The Teaching of Mathematics (3)
9. EDUC 670: The Teaching of Science (3)
10. EDUC 681: English Language Arts (3)
11. EDUC 693: Practicum in the Public Schools (1) 26 hours

### **Stage II**

Field experience (internship) for one full semester (14 weeks) required for candidates with no classroom teaching experience. Candidates with previous experience may request a modified field experience. Request should be made to the Director of Teacher Education and will be reviewed by the graduate committee. See course description for requirements. All Stage I courses should be satisfactorily completed before student is admitted to Stage II.

1. EDUC 557: Internship in the Elementary School (9) 3- 9 hours

### **Stage III:**

Graduate courses to complete the M.Ed. program and fulfill requirements for Master's licensure (21 semester hours):

Required (15 semester hours)

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 622: Seminar in Action Research (3)
3. EDUC 629: Data Driven, Site-Based Decision Making (3)
4. EDUC 633: Learning and Teaching in the Global Society (3)
5. EDUC 648: Governance School Law (3)

### **Electives: 6 semester hours**

Subject to the approval of the adviser, the A-plus-Master's elementary education major elects 6 semester hours from the following list of courses.

1. EDUC 510: Introduction to Teaching The Academically Gifted Student (3)
2. EDUC 511: Curriculum Differentiation: Methods and Models for Gifted Education (3)
3. EDUC 652: Interventions for Literacy Success (3)

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 50- 56 hours**

**NOTE 1:** The student must be formally admitted to the teacher education program (fully admitted to graduate program) prior to beginning the internship. Application for the internship placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 557. During the internship, the student should take the Praxis II examinations required for K-6 licensure. For further information, the adviser should be consulted.

**NOTE 2:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 3:** Application for the practicum placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 693. Practicum in the Public Schools may be waived if the student has had appropriate public school classroom experience.

**NOTE 4:** EDUC 621 Survey of Educational Technology may be waived if prior class work or extensive experience with educational technology in the public schools can be documented.

**NOTE 5:** EDUC 622: should be the final course taken in a student's program.

**NOTE 6:** Stage I should be completed before stage II is begun.



**Dr. Sam Engel**  
**Assistant Dean of the School of Education**  
**Director of Graduate Programs**  
**Coordinator, Initial plus Master's Programs and Licensure Only**

## **INITIAL-PLUS-MASTER'S PROGRAM FOR MIDDLE GRADES LANGUAGE ARTS EDUCATION:**

### **Stage I:**

General education and methods courses (23 credit hours; 20 required credit hours; 3 elective credit hours):

1. EDUC 502: The Middle School (3)
2. EDUC 600: Advanced Foundations of Education (3)
3. EDUC 620: Survey of Educational Psychology (3)
4. EDUC 621: Survey of Educational Technology (1)
5. EDUC 643: Special Needs Students (3)
6. EDUC 651: Content Area Reading (3)
7. EDUC 681: English Language Arts (3)
8. EDUC 693: Practicum in the Public Schools (1)

### **Electives (choose one from the list below)**

9. EDUC 510: Introduction to Teaching the Academically Gifted (3)
10. EDUC 511: Curriculum Differentiation (3)
11. EDUC 662: The Teaching of Social Studies (3)

### **Stage II**

Field experience (internship) for one full semester (14 weeks) required for candidates with no classroom teaching experience. Candidates with previous experience may request a modified field experience. Request should be made to the Director of Teacher Education and will be reviewed by the graduate committee. See course description for requirements.

All Stage I courses should be satisfactorily completed before student is admitted to Stage II.

1. EDUC 557: Internship in the Middle School (9) 3- 9 hours

### **Stage III:**

Graduate courses to complete the M.Ed. program and fulfill requirements for Master's licensure (27 semester hours):

Required (15 semester hours)

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 622: Seminar in Action Research (3)
4. EDUC 633: Learning and Teaching in a Global Society (3)
5. EDUC 648: Governance in the Schools (3)

### **Candidates complete four graduate level (English) discipline area courses (12 hours)**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 53-59 hours** **NOTE 1:** The student must be formally admitted to the teacher education program (fully admitted to graduate program) prior to beginning the internship.

Application for the internship placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 557.

**NOTE 2:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 3:** Application for the practicum placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 693. Practicum in the Public Schools may be waived if the student has had appropriate public school classroom experience.

**NOTE 4:** EDUC 621 Survey of Educational Technology may be waived if prior class work or extensive experience with educational technology in the public schools can be documented.

**NOTE 5:** EDUC 622: should be the final course taken in a student's program.

**NOTE 6:** Stage I should be completed before stage II is begun.

## **THE INITIAL-PLUS-MASTER'S PROGRAM FOR MIDDLE GRADES MATH EDUCATION:**

### **Stage I:**

General education and methods courses (23 credit hours; 20 required credit hours; 3 required elective credit hours):

1. EDUC 502: The Middle School (3)
2. EDUC 600: Advanced Foundations of Education (3)
3. EDUC 620: Survey of Educational Psychology (3)
4. EDUC 621: Survey of Educational Technology (1)
5. EDUC 643: Special Needs Students (3)
6. EDUC 651: Content Area Reading (3)
7. EDUC 669: Math Methods (3)
8. EDUC 693: Practicum in the Public Schools (1)

### **Electives (choose one from the list below)**

9. EDUC 510: Introduction to Teaching the Academically Gifted (3)
10. EDUD 511: Curriculum Differentiation (3)
11. EDUC 681: English Language Arts (3)

### **Stage II**

Field experience (internship) for one full semester (14 weeks) required for candidates with no classroom teaching experience. Candidates with previous experience may request a modified field experience. Request should be made to the Director of Teacher Education and will be reviewed by the graduate committee. See course description for requirements. All Stage I courses should be satisfactorily completed before student is admitted to Stage II.

1. EDUC 557: Internship in the Middle School (9) 3- 9 hours

### **Stage III:**

Graduate courses to complete the M.Ed. program and fulfill requirements for Master's licensure (27 semester hours):

Required (15 semester hours)



1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 622: Seminar in Action Research (3)
4. EDUC 633: Learning and Teaching in a Global Society (3)
5. EDUC 648: Governance in the Schools (3)

**Candidates complete four discipline area courses (MATH) (12 hours)**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 53-59 hours**

**NOTE 1:** The student must be formally admitted to the teacher education program (fully admitted to graduate program) prior to beginning the internship. Application for the internship placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 557.

**NOTE 2:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 3:** Application for the practicum placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 693. Practicum in the Public Schools may be waived if the student has had appropriate public school classroom experience.

**NOTE 4:** EDUC 621 Survey of Educational Technology may be waived if prior class work or extensive experience with educational technology in the public schools can be documented.

**NOTE 5:** EDUC 622: should be the final course taken in a student's program.

**NOTE 6:** Stage I should be completed before stage II is begun.

## **THE INITIAL-PLUS-MASTER'S PROGRAM FOR MIDDLE GRADES SOCIAL STUDIES EDUCATION:**

### **Stage I:**

General education and methods courses (23 credit hours; 20 required credit hours; 3 elective credit hours):

1. EDUC 502 The Middle School (3)
2. EDUC 600: Advanced Foundations of Education (3)
3. EDUC 620: Survey of Educational Psychology (3)
4. EDUC 621: Survey of Educational Technology (1)
5. EDUC 651: Content Area Reading (3)
6. EDUC 662: The Teaching of Social Studies (3)
7. EDUC 643: Special Needs Students (3)
9. EDUC 693: Practicum in the Public Schools (1)

### **Electives (choose one from the list below)**

10. EDUC 510: Introduction to Teaching the Academically Gifted (3)
11. EDUC 511: Curriculum Differentiation (3)
12. EDUC 681: English Language Arts (3)

### **Stage II**

Field experience (internship) for one full semester (14 weeks) required for candidates with no classroom teaching experience. Candidates with previous experience may request a modified field experience. Request should be made to the Director of Teacher Education and will be reviewed by the graduate committee. See course description for requirements. All Stage I courses should be satisfactorily completed before student is admitted to Stage II.

1. EDUC 557: Internship in the Elementary School (9) 3-9 hours

### **Stage III:**

Graduate courses to complete the M.Ed. program and fulfill requirements for Master's licensure (27 semester hours):

Required (15 semester hours)

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 622: Seminar in Action Research (3)
3. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 633: Learning and Teaching in a Global Society (3)
5. EDUC 648: Governance in the Schools (3)

### **Candidates complete four graduate level (Social Studies) discipline area courses (12 credit hours)**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 53-59 hours**

**NOTE 1:** The student must be formally admitted to the teacher education program (fully admitted to graduate program) prior to beginning the internship. Application for the internship placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 557. During the internship, the student should take the Praxis II examinations required for K-6 licensure. For further information, the adviser should be consulted.

**NOTE 2:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 3:** Application for the practicum placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 693. Practicum in the Public Schools may be waived if the student has had appropriate public school classroom experience.

**NOTE 4:** EDUC 621 Survey of Educational Technology may be waived if prior class work or extensive experience with educational technology in the public schools can be documented.

**NOTE 5:** EDUC 622: should be the final course taken in a student's program.

**NOTE 6:** Stage I should be completed before stage II is begun.

## **THE INITIAL-PLUS-MASTER'S PROGRAM FOR SECONDARY ENGLISH EDUCATION:**

### **Stage I:**

General education and methods courses (20 credit hours):

1. EDUC 553: Teaching Strategies (3)
2. EDUC 600: Advanced Foundations of Education (3)
2. EDUC 620: Survey of Educational Psychology (3)
3. EDUC 621: Survey of Educational Technology (1)
4. EDUC 643: Special Needs Students (3)
5. EDUC 651: Content Area Reading (3)
6. ENGL 556: Discipline Area Methods (3)
7. EDUC 693: Practicum in the Public Schools (1)

### **Stage II**

Field experience (internship) for one full semester (14 weeks) required for candidates with no classroom teaching experience. Candidates with previous experience may request a modified field experience. Request should be made to the Director of Teacher Education and will be reviewed by the graduate committee. See course description for requirements. All Stage I courses should be satisfactorily completed before student is admitted to Stage II.

1. EDUC 558: Internship in the Secondary School (9) 3- 9 hours

### **Stage III:**

Graduate courses to complete the M.Ed. program and fulfill requirements for Master's licensure (33 semester hours):

Required (15 semester hours)

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 622: Seminar in Action Research (3)
4. EDUC 633: Learning and Teaching in a Global Society (3)
5. EDUC 648: Governance in the Schools (3)

### **Candidates complete six graduate level discipline area courses (English) (18 hours)**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

### **TOTAL 56-62 hours**

**NOTE 1:** The student must be formally admitted to the teacher education program (fully admitted to graduate program) prior to beginning the internship. Application for the internship placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 558.

**NOTE 2:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 3:** Application for the practicum placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 693. Practicum in the Public Schools may be waived if the student has had appropriate public school classroom experience.

**NOTE 4:** EDUC 621 Survey of Educational Technology may be waived if prior class work or extensive experience with educational technology in the public schools can be documented.

**NOTE 5:** EDUC 622: should be the final course taken in a student's program.

**NOTE 6:** Stage I should be completed before stage II is begun.

## **THE INITIAL-PLUS-MASTER'S PROGRAM FOR SECONDARY MATH EDUCATION:**

### **Stage I:**

General education and methods courses (20 credit hours):

1. EDUC 553: Teaching Strategies (3)
2. EDUC 600: Advanced Foundations of Education (3)
2. EDUC 620: Survey of Educational Psychology (3)
3. EDUC 621: Survey of Educational Technology (1)
4. EDUC 643: Special Needs Students (3)
5. EDUC 651: Content Area Reading (3)
6. MATH 556: Discipline Area Methods (3)
7. EDUC 693: Practicum in the Public Schools (1)

### **Stage II**

Field experience (internship) for one full semester (14 weeks) required for candidates with no classroom teaching experience. Candidates with previous experience may request a modified field experience. Request should be made to the Director of Teacher Education and will be reviewed by the graduate committee. See course description for requirements. All Stage I courses should be satisfactorily completed before student is admitted to Stage II.

1. EDUC 558: Internship in the Secondary Schools (9) 3- 9 hours

### **Stage III:**

Graduate courses to complete the M.Ed. program and fulfill requirements for Master's licensure (33 semester hours):

Required (15 semester hours)

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 622: Seminar in Action Research (3)
4. EDUC 633: Learning and Teaching in a Global Society (3)
5. EDUC 648: Governance in the Schools (3)

### **Candidates complete six discipline area courses (MATH) (18 hours)**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**NOTE 1:** The student must be formally admitted to the teacher education program (fully admitted to graduate program) prior to beginning the internship. Application for the internship placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 558.

**NOTE 2:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 3:** Application for the practicum placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 693. Practicum in 53 the Public Schools may be waived if the student has had appropriate public school classroom experience.

**NOTE 4:** EDUC 621 Survey of Educational Technology may be waived if prior class work or extensive experience with educational technology in the public schools can be documented.

**NOTE 5:** EDUC 622: should be the final course taken in a student's program.

**NOTE 6:** Stage I should be completed before stage II is begun.

## **THE INITIAL-PLUS-MASTER'S PROGRAM FOR SECONDARY SOCIAL STUDIES EDUCATION:**

### **Stage I:**

General education and methods courses (18 credit hours):

1. EDUC 553: Teaching Strategies (3)
2. EDUC 600: Advanced Foundations of Education (3)
2. EDUC 620: Survey of Educational Psychology (3)
3. EDUC 621: Survey of Educational Technology (1)
4. EDUC 643: Special Needs Students (3)
5. EDUC 651: Content Area Reading (3)
6. SSCI 556: Discipline Area Methods (1)
7. EDUC 693: Practicum in the Public Schools (1)

### **Stage II**

Field experience (internship) for one full semester (14 weeks) required for candidates with no classroom teaching experience. Candidates with previous experience may request a modified field experience. Request should be made to the Director of Teacher Education and will be reviewed by the graduate committee. See course description for requirements. All Stage I courses should be satisfactorily completed before student is admitted to Stage II.

1. EDUC 558: Internship in the Secondary Schools (9) 3- 9 hours

### **Stage III:**

Graduate courses to complete the M.Ed. program and fulfill requirements for Master's licensure (33 semester hours):

Required (15 semester hours)

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 622: Seminar in Action Research (3)
4. EDUC 633: Learning and Teaching in a Global Society (3)
5. EDUC 648: Governance in the Schools (3)

### **Candidates complete six graduate level discipline area courses (SSCI) (18 hours)**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

### **TOTAL 54-60 hours**

**NOTE 1:** The student must be formally admitted to the teacher education program (fully admitted to graduate program) prior to beginning the internship. Application for the internship placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 558.

**NOTE 2:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 3:** Application for the practicum placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 693. Practicum in the Public Schools may be waived if the student has had appropriate public school classroom experience.

**NOTE 4:** EDUC 621 Survey of Educational Technology may be waived if prior class work or extensive experience with educational technology in the public schools can be documented.

**NOTE 5:** EDUC 622: should be the final course taken in a student's program.

**NOTE 6:** Stage I should be completed before stage II is begun.



## **THE INITIAL-PLUS-MASTER'S PROGRAM IN PHYSICAL EDUCATION (K-12):**

### **Stage I:**

General education and methods courses (17 credit hours):

1. EDUC 553: Teaching Strategies (3)
2. EDUC 600: Advanced Foundations of Education (3)
2. EDUC 620: Survey of Educational Psychology (3)
3. EDUC 621: Survey of Educational Technology (1)
4. EDUC 643: Special Needs Students (3)
5. EDUC 651: Content Area Reading (3)
6. EDUC 693: Practicum in the Public Schools (1)

Undergraduate prerequisite exercise science courses required for completing licensure (9 semester hours)

A course in Adapted Physical Education (3)

A course in Elementary School Health and Physical Education Methods (3)

A course in Secondary School Health and Physical Education (3)

### **Stage II**

Field experience (internship) for one full semester (14 weeks) required for candidates with no classroom teaching experience. Candidates with previous experience may request a modified field experience. Request should be made to the Director of Teacher Education and will be reviewed by the graduate committee. See course description for requirements. All Stage I courses should be satisfactorily completed before student is admitted to Stage II.

1. EDUC 558: Internship in the Secondary Schools (9) 3- 9 hours

### **Stage III:**

Graduate courses to complete the M.Ed. program and fulfill requirements for Master's licensure (33 semester hours):

Required (15 semester hours)

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 622: Seminar in Action Research (3)
4. EDUC 633: Learning and Teaching in a Global Society (3)
5. EDUC 648: Governance in the Schools (3)

**Candidates complete six graduate level discipline area courses (EXER)  
(18 hours)**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 53-68 hours**

**NOTE 1:** The student must be formally admitted to the teacher education program (fully admitted to graduate program) prior to beginning the internship. Application for the internship placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 557.

**NOTE 2:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 3:** Application for the practicum placement must be made by March 1 or October 1 of the semester prior to registration for EDUC 693. Practicum in the Public Schools may be waived if the student has had appropriate public school classroom experience.

**NOTE 4:** EDUC 621 Survey of Educational Technology may be waived if prior class work or extensive experience with educational technology in the public schools can be documented.

**NOTE 5:** EDUC 622: should be the final course taken in a student's program.

**NOTE 6:** Stage I should be completed before stage II is begun.



**Dr. Carol Maidon**  
**Coordinator, M.Ed. in Elementary Education, Middle Grades,**  
**Secondary and Interdisciplinary Studies**

## **M. ED. IN ELEMENTARY EDUCATION:**

### **Required: 21 semester hours**

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 633: Learning and Teaching in a Global Society (3)
4. EDUC 652: Interventions for Literacy Success (3)
5. EDUC 648: Governance in the Schools (3)
6. EDUC 643: Special Needs Students (3)
7. EDUC 622: Seminar in Action Research (3)

### **Electives: 12 semester hours (from list below)**

1. EDUC 510: Introduction to Teaching the Academically Gifted Student (3)
2. EDUC 511: Curriculum Differentiation: Methods and Models for Gifted Education,
3. EDUC 512: Problems and Issues in Gifted Education (3)
4. EDUC 513: Teaching and Learning Strategies for the Gifted Learner (s)
5. EDUC 502: Middle Grades Trends and Issues (3) (OL)
6. EDUC 620: Survey of Educational Psychology (3)
7. EDUC 662: Teaching of Social Studies (3)
8. EDUC 669: Teaching of Mathematics (3)
9. EDUC 670: Teaching of Science (3)

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

### **TOTAL 33 hours**

**NOTE 1:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 2:** EDUC 622: should be the final course taken in a student's program.

**NOTE 3:** Requirements for adding Academically Gifted (AIG) licensure as part of Initial plus Master's Elementary Education graduate program take:

EDUC 510

EDUC 511

EDUC 512 (completed last)

EDUC 513

## **M. ED. IN MIDDLE GRADES LANGUAGE ARTS EDUCATION:**

**Required:** 18 semester hours

1. EDUC 502: Middle Grades Trends and Issues (3)
2. EDUC 618: Diversity in the School Community (3)
3. EDUC 629: Data Driven, Site-Based Decision Making (3)
4. EDUC 633: Learning and Teaching in a Global Society (3)
5. EDUC 648: Governance in the Schools (3)
6. EDUC 622: Seminar in Action Research (3)

**Electives:** 3 semester hours (from list below)

1. EDUC 510: Introduction to Teaching the Academically Gifted Student (3)
2. EDUC 511: Curriculum Differentiation: Methods and Models for Gifted Education (3)
4. EDUC 643 Special Needs Students (3)
5. EDUC 662: Teaching of Social Studies (3)
6. EDUC 669: Teaching of Mathematics (3)
7. EDUC 681: English Language Arts (3)

**Candidates complete 12 graduate credit hours from the content area (ENGL).**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 33 hours**

**NOTE 1:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 2:** EDUC 622: should be the final course taken in a student's program.

## **M. ED. IN MIDDLE GRADES MATH EDUCATION:**

**Required:** 18 semester hours

1. EDUC 502: Middle Grades Trends and Issues (3)
2. EDUC 618: Diversity in the School Community (3)
3. EDUC 629: Data Driven, Site-Based Decision Making (3)
4. EDUC 633: Learning and Teaching in a Global Society (3)
5. EDUC 648: Governance in the Schools (3)
6. EDUC 622: Seminar in Action Research (3)

**Electives:** 3 semester hours (from list below)

1. EDUC 510: Introduction to Teaching the Academically Gifted Student (3)
2. EDUC 511: Curriculum Differentiation: Methods and Models for Gifted Education (3)
4. EDUC 643: Special Needs Students (3)
5. EDUC 662: Teaching of Social Studies (3)
6. EDUC 669: Teaching of Mathematics (3)
7. EDUC 681: English Language Arts (3)

**Candidates complete 12 graduate credit hours from the content area (MATH).**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 33 hours**

**NOTE 1:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 2:** EDUC 622: should be the final course taken in a student's program.

## **M. ED. IN MIDDLE GRADES SOCIAL STUDIES EDUCATION:**

**Required:** 18 semester hours

1. EDUC 502: Middle Grades Trends and Issues (3)
2. EDUC 618: Diversity in the School Community (3)
3. EDUC 629: Data Driven, Site-Based Decision Making (3)
4. EDUC 633: Learning and Teaching in a Global Society (3)
5. EDUC 648: Governance in the Schools (3)
6. EDUC 622: Seminar in Action Research (3)

**Electives:** 3 semester hours (from list below)

1. EDUC 510: Introduction to Teaching the Academically Gifted Student (3)
2. EDUC 511: Curriculum Differentiation: Methods and Models for Gifted Education (3)
4. EDUC 643: Special Needs Students (3)
5. EDUC 662: Teaching of Social Studies (3)
6. EDUC 669: Teaching of Mathematics (3)
7. EDUC 681: Teaching of English Language Arts (3)

***Candidates complete 12 graduate credit hours from the content area (SSCI).***

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 33 hours**

**NOTE 1:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 2:** EDUC 622: should be the final course taken in a student's program.

## **M. ED. IN SECONDARY ENGLISH:**

**Required:** 15 semester hours

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 633: Learning and Teaching in a Global Society (3)
4. EDUC 648: Governance in the Schools (3)
5. EDUC 622: Seminar in Action Research (3)

**Candidates complete 18 graduate credit hours from the content area (ENGL).**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 33 hours**

**NOTE 1:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 2:** EDUC 622: should be the final course taken in a student's program.

## **M. ED. IN SECONDARY MATHEMATICS:**

**Required:** 15 semester hours

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 633: Learning and Teaching in a Global Society (3)
4. EDUC 648: Governance in the Schools (3)
5. EDUC 622: Seminar in Action Research (3)

**Candidates complete 18 graduate credit hours from the content area (MATH).**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 33 hours**

**NOTE 1:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 2:** EDUC 622: should be the final course taken in a student's program.

## **M. ED. IN SECONDARY SOCIAL STUDIES:**

**Required:** 15 semester hours

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 633: Learning and Teaching in a Global Society (3)
4. EDUC 648: Governance in the Schools (3)
5. EDUC 622: Seminar in Action Research (3)

**Candidates complete 18 graduate credit hours from the content area (SSCI).**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 33 hours**

**NOTE 1:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 2:** EDUC 622: should be the final course taken in a student's program.

## **M. ED. IN K-12 PHYSICAL EDUCATION:**

**Required:** 15 semester hours

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 629: Data Driven, Site-Based Decision Making (3)
3. EDUC 633: Learning and Teaching in a Global Society (3)
4. EDUC 648: Governance in the Schools (3)
5. EDUC 622: Seminar in Action Research (3)

**Candidates complete 18 graduate credit hours from the content area (EXERCISE SCIENCE ).**

Students will document their mastery of core requirements by successfully completing an electronic portfolio.

**TOTAL 33 hours**

**NOTE 1:** All plans for this program must be made in consultation with the adviser and be approved by the Dean. Additional course work may be necessary to meet licensure requirements.

**NOTE 2:** EDUC 622: should be the final course taken in a student's program.



## **M. ED. IN INTERDISCIPLINARY STUDIES:**

**Required:** 9 semester hours

1. EDUC 618: Diversity in the School Community (3)
2. EDUC 633: Learning and Teaching in a Global Society (3)
3. EDUC 648: Governance in the Schools (3)

**Electives:** choose 6 semester hours from the list below:

1. EDUC 510: Intro to Teaching the Academically Gifted Student (3)
3. EDUC 620: Survey of Educational Psychology (3)
4. EDUC 641: Life-Span Development (3)
5. EDUC 643: Special Needs Students (3)
6. EDUC 629: Data Driven, Site-Based Decision Making (3)
7. EDUC 652: Interventions for Literacy Success (3) (BC)

**Students select six courses (18 hours) from within either of these areas of concentration: English, Exercise Science, mathematics, or Social Science or select a total of six courses from a combination of the following areas of concentration: Education, English, Exercise Science, Mathematics and/or Social Studies.**

**(OL)** This will be an on-line course **(BC)** This course is a blended course

**\*\* EDUC 510 is the only AIG course that can be taken if not pursuing AIG Certification**

Students will document their mastery of Education core requirements and area of concentration (discipline area) competencies by completing an electronic portfolio. The electronic portfolio items are to be uploaded into your individual binders/folders.

1. Education "Core" artifact/evidence requirement for upload into TK20: EDUC 648 Governance in the Schools (evidence item determined by instructor)
2. Discipline/Concentration Courses: Two additional artifacts from two separate discipline/concentration courses will be chosen for upload into TK20. The artifact can come from the following options that show content mastery in your concentration; paper, major project, or other key assignment. Each artifact must show a grade of A or B on the assignment (beginning Fall 2013 academic term). *\*Grade on artifacts not required for students who entered the program before Fall 2013.*

**TOTAL – 33 semester hours**



**Dr. Harriet Enzor**  
**Coordinator, Counselor Education Programs**

**COUNSELOR EDUCATION PROGRAMS FOR THE  
MASTER OF EDUCATION DEGREE (M.ED.) AND THE  
MASTER OF ARTS DEGREE (M.A.)**

**Goals**

Students in the counselor education programs:

- Study a common core of knowledge in the areas of educational psychology, culturally diverse communities, research methods, assessment, educational technology, and ethics.
- Work to attain growth toward personal social goals.
- Develop specific competencies that will aid in carrying out their various roles as counselor, coordinator, and consultant.
- Refine those personal qualities that are basic for effective counseling.
- Develop effective problem solving and collaborative skills.

## Objectives

Students in the counselor education programs:

- Develop the competencies needed to organize, administer, and supervise a counseling program.
- Learn to apply group, individual, and career counseling techniques.
- Develop knowledge of career information sources for educational, vocational, and personal social counseling.
- Study methods of student/client appraisal, including the use of standardized tests.
- Study methods of consultation and learn to apply the principles involved.
- Develop the ability to engage in student/client referral, placement, and follow-up activities.
- Develop the problem solving and collaborative strategies needed by the counselor.
- Learn and apply the ethical standards of the counseling profession.
- Develop skills for assessing, diagnosing, and remediation of student/client areas of concern.



**Dr. Kristen Moran**  
**Professor, Counselor Education Programs**



**Nick DeJesus**  
**Instructor, Counselor Education Programs**

## SCHOOL COUNSELING

Candidates for the Master of Education (M.Ed.) degree in School Counseling must complete the following core courses (46 semester hours) for this program, which are designed to allow students to meet North Carolina School Counselor licensure requirements:

### Course Requirements

1. CEDU 623: Research Design and Methodology in the Counseling Profession (3)
2. CEDU 624: Theories of Personality and Counseling (3)
3. CEDU 626: Professional Orientation and Ethics in Counseling (3)
4. CEDU 636: Counseling in the Schools (3)
5. CEDU 638: Assessment in Counseling (3)
6. CEDU 641: Life-span Development (3)
7. CEDU 644: Career Counseling (3)
8. CEDU 645: Counseling Skills (3)
9. CEDU 646: Group Counseling (3)
10. EDUC 643: Special Needs Students (3)
11. CEDU 664: Abnormal Psychology for Counselors (3)
12. CEDU 685: Spirituality, Religion, and Diversity for Professional Counselors(3)
13. CEDU 690: Practicum in Counseling (3)
14. CEDU 695: Internship in Counseling (6)
15. PSYCH526: Drug Treatment of Psychological Disorders (1)

**TOTAL    46 hours**

In addition, candidates must select three semester hours of electives. Among the choices available are the following:

1. CEDU 544: Family Therapy (3)
2. CEDU 620: Survey of Educational Psychology (3)
3. CEDU 683: Substance Abuse Seminar for Professional Counselors(3)
4. CEDU 684: Crisis Intervention Seminar for Professional Counselors (3)
5. CEDU 689: Special Topics in Counseling (3)
6. CEDU 677: Cognitive Behavior Therapy (3)
7. CEDU 679: Child Psychopathology for Professional Counselors (3)
8. CEDU 680: Families and Addition for Professional Counselors

3 hours

**TOTAL    49 hours**

Students who are seeking North Carolina Public School Counselor "Master" licensure but do not presently hold North Carolina teacher licensure must complete two additional courses:

1. EDUC 620: Survey of Educational Psychology (3)
2. EDUC 633: Learning & Teaching in a Global Society. (3)  
6 hours

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

All students wishing North Carolina licensure must take and pass the appropriate Praxis II examination required for licensure. For further information consult the program handbook or an advisor.

It is recommended that students take CEDU 626, Professional Orientation and Ethics in Counseling as the first course in the program; if this cannot be arranged, it should be taken as early as possible.

**CEDU 636, Counseling in the Schools and CEDU 645, Counseling Skills are prerequisites for CEDU 690, Practicum in Counseling. CEDU 690, Practicum in Counseling is a prerequisite for CEDU 695, Internship in Counseling.**

**Note 1:** It is recommended that students take CEDU 626 as the first course in the program; if this cannot be arranged, it should be taken as early as possible.

**Note 2** CEDU 623 should be taken near the end of the program.

**Note 3:** Students planning for a practicum or internship placement **MUST** consult with the Campbell University field placement coordinator for counselor education before investigating a practicum or internship placement.

**Note 4:** Prerequisites for CEDU 690: CEDU 626, CEDU 645, CEDU 646, and CEDU 636 (school counseling track). CEDU 690 is a prerequisite for CEDU 687 and CEDU 695.

**Note 5:** Counselor education students must apply for the practicum or internship by March 15 for fall placement or October 15 for spring placement. Students are required to find their own practicum or internship placement, which must be approved by the Campbell supervisor to whom they are assigned. Applications should state the proposed site of the practicum or internship, the proposed field supervisor at the site, and the proposed dates of involvement in the experience. The name, title, address, and phone number of the official who must give final approval of the site. A request form should be given to the field experience coordinator in the Counselor Education Program at Campbell University, P.O. Box 369, Buies Creek, NC 27506. **Students must have completed 30 academic hours prior to applying for Education 690 Practicum in Counseling.**

**Note 6:** Practicum and internship students are required to have professional liability insurance **BEFORE** beginning the practicum or internship.

**Note 7:** All students wishing North Carolina licensure must also take and pass the appropriate Praxis II examination required for licensure. For further information, the advisor should be consulted.

**Note 8:** Any counselor education student who was a graduate of Campbell University's UG psychology program and took PSYC 526 as part of that undergraduate curriculum may not take PSYC 526 as a graduate student. For these students, the counselor education program will offer a one-hour, "Special Topics in Counseling" course, EDUC 689.

**Students must also take and pass a written comprehensive examination.**

### **Dual M.A./M.Div. PROGRAM**

A student may apply for the Joint M.A. in Mental Health Counseling and Master of Divinity degree (M.A./M.Div.). The student must be formerly accepted into the Graduate School in Education and Campbell University's Divinity School. Completion of both degree tracts allows for the awarding of the M.A./M.Div. degrees. Courses taken in the M.Div. program that are cross-listed with the M.A. program from Campbell will transfer to the Clinical Mental Health Program; however, students must request that these courses be transferred to their Clinical Mental Health Program or the courses will not show up on their transcript. A grade of "C" will not transfer. Students cannot receive more than two "C's" in any courses that are required for the M.A. in Mental Health Counseling. **\*At the present, the Dual Degree program is on hold as the Counselor Education program works through CACREP accreditation.**



**Dr. Ron Kendrick**  
**Adjunct Professor, Counselor Education Programs**



**Dr. Kamala Uzzell**  
**Adjunct Professor, Counselor Education Programs**

## **Clinical MENTAL HEALTH COUNSELING**

Candidates for the Master of Arts (M.A.) degree in Clinical Mental Health Counseling must complete the following courses (61 semester hours). This program is not designed to allow students to meet North Carolina School Counselor licensure requirements. This will allow students to be eligible to become licensed professional counselors in North Carolina.

### **Course Requirements**

1. CEDU 623: Research Design and Methodology in the Counseling Profession (3)
2. CEDU 624: Counseling Theories and Techniques (3)
3. CEDU 626: Professional Orientation and Ethics in Counseling (3)
4. CEDU 638: Assessment in Counseling (3)
5. CEDU 641: Life-span Development (3)
6. CEDU 644: Career Counseling (3)
7. CEDU 645: Counseling Skills (3)
8. CEDU 646: Group Counseling (3)
9. CEDU 664: Abnormal Psychology for Counselors (3)
10. CEDU 685: Spirituality, Religion, and Diversity for Professional Counselors(3)
11. CEDU 690: Practicum in Counseling (3)
12. CEDU 695: Internship in Counseling (6)
13. PSYC 526: Drug Treatment of Psychological Disorders (1)
14. CEDU 544: Family Therapy (3)
15. CEDU 683: Substance Abuse Seminar for Professional Counselors (3)
16. CEDU 684: Crisis Intervention Seminar for Professional Counselors (3)
17. CEDU 677: Cognitive Behavioral Therapy (3)
18. CEDU 679: Child Psychopathology for Professional Counselors (3)
19. CEDU 680: Addiction and The Family for Professional Counselors (3)
20. CEDU 687: Clinical Supervision (3)
21. CEDU 689: Special Topics in Counseling – This course is not required of most students and is only utilized in rare instances for Independent Study and especially for those individuals who completed PSYCH 526 as an undergraduate and as a graduate student must complete a different one hour course.

**TOTAL 61 hours**



Students who wish to **add School Counselor licensure to the M.A. in Mental Health Counseling** must first complete the M.A. program (61 hours), then take the following courses:

1. EDUC 620: Survey of Educational Psychology (3) \*\*
2. EDUC633: Learning & Teaching in a Global Society (3)\*
3. CEDU 636: Counseling in the Schools (3)
4. EDUC643: Special Needs Students (3)
5. CEDU 695: Internship in Counseling (6)\*\*\*

- EDUC 620 and EDUC 633 are not required of students who hold a current NC teaching license.
- Education 636 is a prerequisite to Education 695.
- An internship (EDUC 695) is required of all counseling programs.
- An additional internship must be completed in a public school setting, if an M.A. student wants to add on school licensure.
- Students should confer with advisors in the selection of courses.

**Note 1:** It is recommended that students take Education 626 as the first course in the program; if this cannot be arranged, it should be taken as early as possible.

**Note 2:** Prerequisites for Education 690: Education 626, Education 645, Education 646, and Education 636 (School counseling track). Education 690 is a prerequisite for Education 695.

**Note 3:** Counselor education students must apply for the practicum or internship by March 15 for fall placement or October 15 for spring placement. Students are required to find their own practicum or internship placement, which must be approved by the Counselor Education Field Experience Coordinator. If in the School Counseling Program, a student must have completed 30 academic hours prior to applying for CEDU 695, Practicum in Counseling. If a student is in the M.A. Program (61 hours), they must have completed 43 hours before applying for CEDU 695.

**Note 4:** Students planning for a practicum or internship placement **MUST** consult with the Counselor Education Field Experience Coordinator before investigating a practicum or internship placement.

**Note 5:** Practicum and internship students are required to have professional liability insurance **BEFORE** beginning the practicum or internship.

**Note 6:** Any counselor education student who was a graduate of Campbell University's UG psychology program and took PSYC 526 as part of that undergraduate curriculum may not take CEDU 526 as a graduate student. For these students, the counselor education program will offer a one-hour, "Special Topics in Counseling" course, EDUC 689.

**Note 7:** All students seeking LPC licensure must take and pass the National Counselors Exam (NCE).

**Students must also take and pass a written comprehensive examination to receive M.Ed/M.A. degrees**

## **SCHOOL ADMINISTRATION PROGRAM FOR THE MASTER OF SCHOOL ADMINISTRATION DEGREE (MSA)**

The Master of School Administration program emphasizes leadership and problem-solving.

### **Goal**

By studying national and state standards, MSA students will demonstrate proficiency in the knowledge, dispositions, and performance necessary to become successful school executives.

### **Objectives**

M.S.A. students will develop competency in:

- Problem-solving;
- Leadership;
- Collaborative decision-making;
- Management and supervision;
- School law;
- School finance;
- Educational technology;
- Education of students with special needs;
- Curriculum; and
- School safety.

M.S.A. students will learn to value:

- Diversity;
- Collaborative leadership;
- Professional ethics;
- Individual differences; and
- Reflective practice.

M.S.A. students will practice new skills and competencies as they complete seven one-semester hour internship modules in different public school settings. The internship requires attendance at eight Saturday seminars and presenting at one or more seminar(s). Seven electronic evidences are required which demonstrates proficiency. Six for submission to the N.C. licensure process and one for Campbell University only.



**Dr. Peggy Smith**  
**Coordinator, Master of School Administration Program**

## Course Requirements

Candidates for the Master of Education degree in administration must complete the following courses

- EDUC 629: Data-Driven, Site-Based Decision Making (3)
- EDUC 633: Learning and Teaching in a Global Society (3)
- EDUC 634: Managing The Other Resources (3)
- EDUC 642: People, Time, and Money (3)
- EDUC 643: Special Needs Students (3)
- EDUC 647: Leadership Interactions (3)
- EDUC 648: Governance of Schools (3)
- EDUC 649: Creating and Sustaining School Culture (3)
- EDUC 654: Effective Leadership Practices
- EDUC 688A: Internship Module – Ethics (1)
- EDUC 688B: Internship Module – Positive Impact on Student Learning (1)
- EDUC 688C: Internship Module – Teacher Empowerment and Leadership (1)
- EDUC 688D: Internship Module – Community Involvement and Engagement (1)
- EDUC 688E: Internship Module – Organizational Management (1)
- EDUC 688F: Internship Module – School Culture and Safety (1)
- EDUC 688G: Internship Module – School Improvement (1)

**Total 34 hours**

**NOTE 1:** Students planning for an internship experience **MUST** consult with the Campbell University program coordinator for their program before investigating a placement with a school system.

**NOTE 2:** Internship students are required to have professional liability insurance **BEFORE** beginning their field experience.

**NOTE 3:** Candidates must successfully complete a comprehensive examination.

**NOTE 4:** Candidates for licensure as a school executive must submit an electronic portfolio based upon prescribed activities which illustrate proficiency in all elements and descriptors in the North Carolina Standards for School Executives: Principals.

**NOTE 5:** Attendance at eight Saturday seminars (September-April) is required. Candidates must present at one seminar.

## Add-on Licensure

The School Administration Add-on Licensure Program is designed to prepare experienced educators for positions of leadership in K-12 settings. Candidates for add-on license must have an earned graduate degree, and a minimum of three years of teaching or related experience or three years of experience as an educational support professional (for example, counselor, media specialist). An individualized program of study will be developed for each candidate who is admitted to the university. Each candidate will complete a year-long internship.

## **Academically or Intellectually Gifted**

### **Add-on Licensure Program**

The Academically or Intellectually Gifted (AIG) Add-on Licensure Program is designed to prepare educators with the knowledge and skills required to modify the curricula content, process, products and learning environment for students who are academically and/or intellectually gifted learners. Further, the program is intended to promote an understanding of the characteristics, issues, identification of, and services for gifted learners. Critical and creative thinking skill strategies and models for affective development are explored.

#### **Objectives**

Students of the AIG Program at the graduate level:

- Attain insight into the rationale for gifted education.
- Acquire an understanding of the historical foundations of gifted education.
- Develop an appreciation for the use of the principles of differentiation and their relationship to the characteristics of the gifted learner.
- Deepen their knowledge on how to differentiate the Common Core or Essential Standards in their particular content/grade level using various models for unit design with gifted learners.
- Learn to create differentiated performance/authentic assessments.
- Develop the skills for appropriate management of the learning environment for gifted education.
- Acquire a deeper understanding of federal, state, and local laws and guidelines for gifted education.
- Increase their understanding of the theory behind problem based learning, learning styles, cooperative learning, and multiple intelligence and how these theories relate to gifted learners.

#### **Course Requirements**

Candidates for the AIG Add-on Licensure Program must take the following courses (12 semester hours):

1. EDUC 510: Introduction to Teaching the Academically Gifted Student
2. EDUC 511: Curriculum Differentiation: Methods and Models for Gifted Education
3. EDUC 512: Problems and Issues in Gifted Education
4. EDUC 513: Teaching and Learning Strategies for the Gifted Learner,

**Note:** A copy of the student's current teaching license is required to be submitted with their application.

## **Pre-K Add-on Licensure Program**

The Pre-K Add-on Licensure Program is designed to prepare teachers with the knowledge and skills required to work with young children in a public school setting.

### **Objectives**

The Pre-K Program:

- Promotes an understanding of the development of preschool age children.
- Develops the ability to identify developmental delays.
- Develops an understanding of how to provide appropriate educational services to young children.

### **Course Requirements**

Student must have a current North Carolina teaching license.

The following classes are required:

EDUC 373 Introduction to Exceptionalities  
BKED 240 Development of Infants and Toddlers  
BKED 340 Inclusive Practices  
BKED 351 Preschool Curriculum  
BKED 438 Methods in Early Childhood Education

### **Birth-Kindergarten Licensure Only**

Students desiring to obtain an initial license in Birth-Kindergarten Education must have earned a bachelor's degree from a regionally accredited college or university and apply to the graduate school. After application has been made, an individualized program of study will be developed by the education coordinator after reviewing the applicant's academic transcript and employment history.

Students desiring to add the license to an existing North Carolina teaching license will first apply to the graduate school. After application has been made, the coordinator of the program will evaluate academic transcripts and work experience in order to determine an individualized program of study.

## **Special Education Add-on Licensure**

Students desiring to add the Special Education licensure to an existing North Carolina teaching license must first apply to the graduate school and have an interview with the coordinator of the Special Education program.

Prerequisite:      Current Teaching Certificate

The following courses are required:

SPED 370	Learning Disabilities
SPED 371	Interventions for BED/Autistic/ADHD
SPED 372	Diagnosis and Assessment in Special Education
SPED 351	Curriculum, Collaboration and Transition
EDUC 663	Special Education (may substitute SPED 273 – Mild/Moderate Disabilities)

Students must pass the PRAXIS II for Special Education.

## **COURSE DESCRIPTIONS**

**NOTE:** After each course title is the number of semester hours the course carries. When possible, the term or terms in which the course is offered is noted at the end of the course description; please be advised, however, that this information is subject to change. Courses at the 500-level are open to both graduate students and advanced undergraduate students.

### **Counselor Education**

#### **Counselor Education 526: Drug Treatment of Psychological Disorders**

This course is designed to familiarize graduate counseling students with those medications specifically utilized to treat mental health disorders. Antidepressants, antipsychotics, anxiolytics, stimulant medications and utilized in substance use treatment are focus of the course. Treatment effects, prominent side effects, and controversies in the field are considered.

#### **Counselor Education 544, Family Therapy (3)**

The Family Therapy course addresses the issue of individuals in a social/familial context. It is predicated upon the assumption that an individual's functioning is influenced by, and in turn influences, the family system to which they belong. The course is designed to be both didactic and experiential, theoretical and applied.

**Note:** This class is cross listed with Psychology 544.

#### **Counselor Education 623, Research Design and Methodology in the Counseling Profession (3)**

An introductory research course for those in the graduate programs of counseling, administration, interdisciplinary studies, and other noncertification areas. The course will emphasize research methods, problems, and procedures. The ability to read and critically evaluate the literature in one's professional field will be an expected outcome of the course.

Prerequisite- Education 625 or Education 638

#### **Counselor Education 624, Counseling Theories and Techniques (3)**

A study of the psychological foundations of personality development, with emphasis on implications for counseling theory.

#### **Counselor Education 626, Professional Orientation and Ethics in Counseling (3)**

A broad overview of the counseling profession, providing study of the fundamental subject matter of counseling for the school and community environments; counselor/client relationships; current issues and trends confronting the profession; and counseling approaches. Multicultural, ethical, and legal issues are also addressed

#### **Counselor Education 636, Counseling in the Schools (3)**

A study of the foundations, materials, procedures, activities, techniques, and organizational approaches for counseling programs in school settings.

**Counselor Education 638, Assessment in Counseling (3)**

An introduction to assessment that includes the following issues and topics: basic psychometric properties of tests; varieties of instruments utilized by professional counselors in assessing intelligence, achievement, personality, and mental/emotional states; ethical standards in assessment; and cross-cultural concerns.

**Counselor Education 641, Life-span Development (3)**

A course focusing on life-span developmental issues. Students are presented with age-related normative data in such a way that helping and teaching skills are enhanced

**Counselor Education 644, Career Counseling (3)**

An exploration of occupational information, theories of career development, and techniques of job and occupational analysis. Trends in the American world of work are examined.

**Counselor Education 645, Counseling Skills (3)**

A course designed to combine a study of the theory, philosophy, and techniques of individual counseling, with practice on videotape and in the counseling lab.

*Due to limited space, instructor must approve registration*

**Counselor Education 646, Group Counseling (3)**

A course designed to help counselors, teachers, administrators, and others who work with groups or who are responsible for group activities to understand the theory, and principles of effective group work, to develop skill in using specific techniques, and to plan activities for selected groups. Group counseling is a participation course

**Counselor Education 664, Abnormal Psychology (3)**

An introductory course designed to acquaint students with the categories of abnormal behavior and research in the area. Particular emphasis is placed on understanding abnormality as defined by the Diagnostic and Statistical Manual of Mental Disorders, 4th edition.

**Counselor Education 677, Cognitive Behavior Therapy (3)**

This course is designed to familiarize students with the theoretical bases and case conceptualizations to clinical processes of Cognitive Behavioral Therapy (CBT). Several different approaches will be discussed with an emphasis on the most commonly used approaches and the populations that are best suited for each approach. Case studies and application will be addressed along with theory, diagnosis, treatment planning, decision-making and other elements of the CBT model. Class participation and role playing will be a major part of this course. Ethical issues as well as multicultural issues will be included in the discussions.



**Counselor Education 679, Child Psychopathology for Professional Counselors (3)**

A course designed to provide the foundation for understanding abnormal child psychology from a developmental perspective. Emphasis is placed on normal development, maladaptive behaviors, factors that influence development and treatment interventions.

**Counselor Education 680, Families and Addiction for Professional Counselors (3)**

A course examining the impact of addiction, treatment, and recovery on the family system. Theoretical perspectives inform the student's understanding of the addictive process and the impact on the family. Students will become familiar with assessment and treatment of families throughout the process of addiction and recovery.

**Counselor Education 683, Substance Abuse Seminar for Professional Counselors (3)**

An exploration of the nature of chemical abuse and dependency. Implications for education, prevention, treatment, and recovery are also considered.

**Counselor Education 684, Crisis Intervention Seminar for Professional Counselors (3)**

A seminar designed to familiarize master's-level students with the types of client/student crises that can occur in the community or school. Crisis intervention theory and selected, specific crises that may be encountered are the focus of attention.

**Counselor Education 685, Spirituality, Religion, and Diversity for Professional Counselors (3)**

An examination of ethical standards of practice, especially as they relate to spiritual/religious issues in the helping professions; discussion of diverse spiritual/religious groups and selected issues with spiritual/religious implications

**Counselor Education 687, Clinical Supervision / Advanced Skills (3)**

A course designed to assist counseling students in developing the skills necessary for effective clinical supervision. This set of skills would include encouraging supervisee growth and development, protecting the welfare of the client and monitoring supervisee performance as well as serving as teacher and mentor

**Counselor Education 689, Special Topics in Counseling (3)**

A seminar designed for the study of special topics in counseling. The content may vary. Approval of the advisor must be obtained before enrolling in the course.

**Counselor Education 690, Practicum in Counseling (3)**

A course designed solely for counseling majors. Provision is made for practical application of counseling skills in settings that approximate a student's employment expectations. Requirements are met through a combination of laboratory and field-based experiences. A minimum of 100 hours is required in a field setting. Weekly seminars and individual conferences are also required. Applications must be made before March 15 for fall placement or October 15 for spring placement. Counseling faculty members should be consulted for specific clock-hour requirements. (additional fee). Prerequisites for all counseling students CEDU 645; prerequisite for school counseling students CEDU 636.

**Counselor Education 695, Internship in Counseling (6)**

An internship designed solely for counseling majors. Included are practical applications of counseling skills and techniques in a setting which approximates employment expectations and which is under the joint supervision of a Campbell University counselor education faculty member and an appropriately credentialed supervisor. Weekly seminars and a minimum of 600 hours in the field are required. Approval prior to enrollment is required. Course prerequisite is Education 690 Practicum in Counseling. Application must be made before October 15 for the spring semester or March 15 for the fall semester. This course may be repeated for additional (elective) credit if a student chooses to do so; prior approval of the faculty is required in this instance. (additional fee)

## **EDUCATION**

**Education 501, Special Topics in Education (1-3)**

An investigation of an important aspect of education under the supervision of a faculty member.

**Education 502, The Middle School (3)**

A course designed to provide middle grades majors with the opportunity to study and discuss the middle school concept and its implications for teachers. The topics addressed include the history and rationale underlying middle and junior high schools; the various organizational patterns employed; collaboration with colleagues, administrators, and support personnel; advisor-advisee programs; exploratory experiences; working with special needs students; parent involvement; and utilizing community resources.

**Education 553, Effective Teaching Strategies (Secondary and K-12) (3)**

A study of the general methods, techniques, practices, instructional materials, and teaching strategies appropriate for secondary/K-12 teaching. This course is required for graduate students seeking A-level secondary and K-12 licensure and is to be completed in addition to a discipline area methods course. This course must be completed prior to beginning EDUC 558: Internship in the Secondary School.

**Education 557, Internship in the Elementary or the Middle School (3,6,9)**

A full semester clinical field experience designed for A-plus-Master's students preparing to teach in the elementary or middle school. Included are opportunities for observation, assisting and teaching in a public school classroom under the joint supervision of a Campbell University faculty member with the program and a master teacher with appropriate licensure and experience. A minimum of four weeks of full-time teaching is required. During the semester prior to the internship, the student must be fully admitted to the program and must make application for the internship by March 1 or by Oct. 1 for the semester prior to registration. Seminar classes will be interspersed with the teaching experience and provide opportunities for reflection and discussion of current topics relevant to the field experience. Students with prior teaching experience should complete a request for modified student teaching. (Additional fee)

Prerequisites: Stage I of Initial-plus-Masters program.

**Education 558, Internship in the Secondary School (9)**

A full semester clinical field experience designed for A-plus-Master's students preparing to teach in secondary or K-12 licensure areas. Included are opportunities for observing, assisting and teaching in a public school classroom under the joint supervision of a Campbell University faculty member with the program and a master teacher with appropriate licensure and experience. A minimum of four weeks of full-time teaching is required. During the semester prior to the internship, the student must be fully admitted to the teacher education program and must make application for the internship. By Oct. 1 for Spring and March 1 for Fall placement. Seminar classes will be interspersed with the teaching experience and will provide opportunities for reflection and discussion of current topics relevant to the field experience. (Additional fee)

Prerequisites: Stage I of Initial-plus-Masters program.

**Education 600, Advanced Foundations of Education (3)**

A study of the historical, philosophical, and sociological perspectives in the evolution of American education.

**Education 610, Child and Adolescent Development (3)**

An advanced study, of the physiological, sociological and psychological bases of human development, with emphasis on school-age children and adolescents. The course includes a study of the major theories of development and the implications for curriculum design, instruction, and assessment.

**Education 618, Diversity in the School Community (3)**

This course focuses on diverse school populations; educational communities; partnerships with families, schools and communities to promote a positive school culture; facilitate and model caring and respectful treatment of individuals within the learning community; and demonstrate knowledge and understanding of diverse world cultures and global issues. Characteristics and identification of diverse learners and services for these students will be addressed. APA style will be introduced as will the use of Library Data Bases for Research.

**Education 620, Survey of Educational Psychology (3)**

A study of the major theories of learning, development, intelligence, and motivation as they apply to school learning. Also considered are children with special needs and those from diverse cultural backgrounds. Additional topics addressed are strategies for developing higher-order thinking skills, gender equity, and the assessment of student learning.

**Education 621, Survey of Educational Technology (1)**

An introductory survey of word-processing, desktop-publishing, spreadsheet, database, and telecommunications applications for the classroom. Also included is a consideration of instructional software, multimedia programs and techniques, and internet resources.

**Education 622, Research (3)**

An orientation to research problems, methods, and procedures. The emphasis is on developing the ability to critically read and evaluate educational research. Students act as investigators in action-based research projects, collect and analyze data, and report findings.

Prerequisite: **Preferably the last course in the program.**

**Education 629, Data-Driven, Site-Based Decision-Making (3)**

Candidates will conduct analyses of the systems, data and processes which guide school improvement efforts. The candidate will create an action plan to address data in one of these areas: academic achievements, attendance, staff retention, drop-out/graduation rates, discipline, budgetary time use. Implementation and evaluation of the action plan is required. One or more portfolio entries will be completed. Replaces EDUC 625.

**Education 633, Learning and Teaching in a Global Society (3)**

Candidates will examine teaching as an art and science using student characteristics, K-12 curriculum and instructional methodology and the impact of globalization. Observation of students in various settings, observation of various teaching styles and analysis of the administration of programs is expected. Some on-line components and one or more portfolio entries will be completed.

**Education 634 Managing the Other Resources (3)**

The focus of this course is to assess the impact of support staff and other resources on the instructional program. The cost of services; the management of facilities; the selection and purchase of instructional materials; contract services; legal and policy constraints; the roles of guidance, media, technology, busing, child nutrition, custodial staff and office support staff are examined through literature reviews, interviews and field experiences. One or more portfolio entries will be completed.

**Education 642, People, Time, and Money (3)**

The focus of this course is to assess the impact of human resources, financial constraints and time management on the instructional program. This course focuses specifically on human resource leadership and ways to enhance teacher recruitment and retention through time management and financial resources. Candidates are required to develop a master schedule; outline a plan for recruiting, retaining and training staff based on a needs assessment; and to develop a plan for using financial resources. Globalization, legal constraints and protections, technology and professional learning communities are emphasized. Field experiences are required. One or more portfolio entries will be completed.

**Education 643, Special Needs Students (3)**

This course provides an overview of the administrator's and other school professionals role in the areas of special education including learning, behavior and gifted exceptionalities, English language learners, and poverty. The focus is on assessment, enhancing achievement, improving discipline and accommodating differences. The course includes interviews with administrators of programs and teachers of special needs children, and field experiences in the schools. One or more portfolio entries will be completed.

**Education 647, Leadership Interactions (3)**

Candidates will complete several leadership style inventories. Candidates will research best practices and respond to case studies and scenarios and participate in at least three spontaneous role plays or simulations. Each candidate will role-play a school-based administrator and other positions. Examples of situations from actual school events will include student discipline, parent conferences, staff crucial conversations and central office administrator dialogue. All candidates will view and critique participant's responses in each scenario. One or more portfolio entries will be completed.

**Education 648, Governance of Schools (3)**

Candidates will examine the laws and policies that shape the education systems in North Carolina and the nation. Candidates will review general statutes, case law and administrative codes and review school handbooks to determine conformity to law and policy. One or more portfolio entries will be completed.

**Education 649, Creating and Sustaining School Culture (3)**

From establishing the school's curb appeal to the management of storage rooms, from enhancing the school's reputation to the development communication systems, and from the establishment of rituals and traditions to the implementation of professional learning communities, this course will examine the best practices for establishing and maintaining a positive school culture to enhance student learning. Field experiences are expected. One or more portfolio entries will be completed.

**Education 650, Teaching Reading in the Elementary School (3)**

A study of the emergent reader and phonemic awareness; the stages of reading development; the role of phonics, basal readers, and children's literature in reading instruction; reading as thinking; vocabulary, comprehension, and study strategies; and assessment of reading skills.

**Education 651, Content Area Reading Instruction (3)**

A study of reading instruction for the middle and secondary school. Included are a consideration of reading as a thinking process, the need for strong word identification and vocabulary skills, development of comprehension and study strategies, assessment of progress in subject area reading, readability of text materials, and working with diverse learners.

**Education 652, Interventions for Literacy Success (3)**

This course focuses on implementing instructional strategies and interventions to support struggling readers and writers. Struggling readers and writers often have difficulty decoding text, comprehending, and conveying ideas through writing. Emphases will be placed on scaffolding techniques and introduce research-based strategies to improve reading and writing proficiency. Students will use monitoring and assessment practices that are tailored for diverse learners. Through an engaging and collaborative experience, students will learn how to transform children into confident readers and writers.

**Education 654, Effective Leadership Practices (3)**

This course focuses on leadership of different grade levels, ages of staff, and programs. Responses to real-world scenarios, interviews, and quests deepen learning.

**Education 661, Seminar in Elementary and Middle Grades Education (3)**

An exploration, discussion, and evaluation of selected topics of major interest to students majoring in elementary education and middle grades education.

**Education 662, The Teaching of Social Studies (3)**

An in depth analysis of the objectives, methods, and resources utilized in the planning and implementation of the elementary and middle grades school social studies program. Emphasis is placed on integrating all aspects of the social studies with other areas of the curriculum. Particular attention is paid to cooperative learning and problem solving strategies.

**Education 670, The Teaching of Science (3)**

An advanced science methodology course, the focus is on increasing content knowledge, building instructional skills, fostering scientific literacy, designing and sequencing inquiry-based learning activities, integrating other discipline areas, and incorporating instructional technology. (May include off campus, Saturday field trip)

**.Education 677, Cognitive Behavior Therapy (3)**

This course is designed to familiarize students with the theoretical bases and case conceptualizations to clinical processes of Cognitive Behavioral Therapy (CBT). Several different approaches will be discussed with an emphasis on the most commonly used approaches and the populations that are best suited for each approach. Case studies and application will be addressed along with theory, diagnosis, treatment planning, decision-making and other elements of the CBT model. Class participation and role playing will be a major part of this course. Ethical issues as well as multicultural issues will be included in the discussions.

**.Education 681, English Language Arts (3)**

A study of the development of reading, written composition, listening, speaking, and viewing skills as well as methods for fostering their development. Included is a consideration of integrated language arts teaching, language arts instruction across the curriculum, children's literature as part of the curriculum, teaching language arts through technology, and issues and trends in the area.

**Education 685, Spirituality, Religion, and Diversity in the Healing Profession (3)**

An examination of ethical standards of practice, especially as they relate to spiritual/religious issues in the helping professions; discussion of diverse spiritual/religious groups and selected issues with spiritual/religious implications.

**Education 693, Practicum in Public Schools (for Initial-plus-Masters Students) (1)**

A supervised field experience for students in the A-plus-Masters program who do not have previous public school teaching experience. Students must have been formally admitted to the Teacher Education Program prior to registering for this course. A minimum of 50 hours of observing, assisting, and teaching in a setting appropriate to the area of specialization is required. Upon the recommendation of the field supervisor, the course may be repeated. This experience must be completed prior to registering for EDUC 557 or EDUC 558. Application for placement must be made by October 1 for Spring placement or by March 1 for Fall placement. (additional fee)

## ENGLISH

### **English 501, Medieval Literature (3)**

An exploration of Medieval literature prior to 1500 and exclusive of Chaucer.

### **English 503, English Renaissance (3)**

An analysis of the prose and poetry from the late sixteenth century through 1660. Exclusive of Milton's poetry and of Shakespeare's dramatic works

### **English 504, 18th Century Literature**

An exploration of the literature from the Restoration through the beginnings of Romanticism.

### **English 505, Romantic Literature (3)**

An analysis of romanticism in Britain through representative genres and the social and artistic concerns of the period.

### **English 506, Victorian Literature (3)**

An exploration of the period's major literature and trends of thought.

### **English 507, Nineteenth Century American Literature (3)**

A probing of major literary examples of the distinctively American mind in the nineteenth century.

### **English 508, Twentieth Century British and American Literature (3)**

A survey of the major writers and movements in British and American literature from World War I through World War II, with emphasis on Literary Modernism.

### **English 509, Chaucer (3)**

A study of the works of Chaucer in their historical and literary contexts.

### **English 510, Shakespeare (3)**

A study of representative Shakespearean plays, criticisms of the plays, Elizabethan theatre, and the history of the period.

### **English 511, Milton (3)**

A study of the representative works of Milton in their contexts.

### **English 514, History of the British Novel (3)**

A study of the representative novels in the evolution of the genre.

### **English 515, History of American Fiction (3)**

A study of the distinctly American qualities of fiction, with special emphasis given to the development of the novel in the 19<sup>th</sup> century and beyond.



**English 516, Modern/Contemporary Fiction (3)**

A study of the works of representative prose fiction writers active post World War II, with an emphasis on American writers.

**English 517, Modern/Contemporary Poetry (3)**

A study of the works of representative poets post World War II, with an emphasis on American writers.

**English 518, Southern American Literature (3)**

A survey of major, representative Southern American writers.

**English 519, Graduate Special Interest Seminars (3)**

A study of special topics such as the Bible as background to literature, classical culture and English literature, and the plastic arts and literature.

**English 520, Independent Study (3)**

Study on demand based on student interest or the unavailability of specific necessary courses.

**English 556, Methods of Teaching English (3)**

A study of methods of teaching English in secondary schools. A general methods course is also required.

**NOTE 1:** All English courses listed in this catalog are open to both middle grades and secondary majors.

**NOTE 2:** 500-level courses are designed for graduate students and, with permission, may be taken by advanced undergraduates.

## **EXERCISE SCIENCE (Physical Education K-12 Licensure)**

### **Exercise Science 501, Management of Physical Education and Athletics (3)**

An examination of modern theories of physical education and guiding principles in the organization and administration of physical education and athletic programs. The study includes budgeting, scheduling, medical considerations, facilities, equipment, purchasing and evaluation of programs. Problems to be studied include the implementation of women's athletic programs and the relationship between physical education and athletics. Lecture and discussion sessions are used.

### **Exercise Science 502, Sport Entrepreneurship (3)**

A study of the start-up process of the private sport-related business. Students use assigned and original ideas to analyze the potential for the enterprise, develop the business and marketing plans, and plan the process of acquiring financing. The emphasis is upon real-world application and examines both service- and product-related businesses.

### **Exercise Science 510, History of Physical Education and Sport (3)**

A study of how physical education and sport are developed, their place in education and society, the conflicts between them, and the problems each faces in today's world. Topics included are the Olympic Games (ancient and modern), the end of amateurism in sport, the decline in youth fitness, sport as politics, the drug crisis, and the impact of technology on sport. The major focus is American sport history studied through primary documents and an examination of a major example of modern sport ("big-time" college athletics).

### **Exercise Science 512, The Modern Olympic Games (3)**

A study of how the modern Olympic Games developed, their place in the modern world, their conflicts with modern society, and the problems they face. Topics include the end of amateurism in sport, sport as politics, the drug crisis, the growth of the big-money and media-oriented Games, and the impact of technology on the Games. The major focuses are current problems, their sources, and their potential solutions.

### **Exercise Science 522, Exercise and Sport Psychology (3)**

An examination of psychological and psychosocial research in the area of contemporary sports, with application of this knowledge to specific sport situations. Individuals must select problems for study and then evaluate findings based on current information.

### **Exercise Science 530, Technology in Physical Education and Sport Management (3)**

A study of the application of technology in the fields of physical education, sport, and sport management. Included are an investigation of the uses and value of various types of hardware and software as well as hands-on use of a variety of software applications.

**Exercise Science 532, Advanced Design of Sport Training (3)**

An in-depth study of the periodization approach to designing sport training programs. The course provides a survey of the scientific basis for the approach, explains the top-down approach to the planning process, and examines the differences in planning for individual and team sports. The emphasis of the course is on application of the process to training for public school sports.

**Exercise Science 533, Motor learning and Control (3)**

An examination of motor control and motor learning with application to real-world tasks and situations. Students will apply motor control and learning principles to sport, music, or dance performance or to instructional settings such as teaching, coaching, athletic training, and physical therapy.

**Exercise Science 544, Health Education and Promotion (3)**

This course develops the skills necessary to plan and deliver efficient health education programs in a classroom, workplace, or community. Students acquire the tools to make appropriate programming decisions based on the needs of the clients and the educational settings. Promotes the systematic development of sound, effective, and appropriate presentation methods and demonstrates the evolving state of health education.

**Exercise Science 545, Sociology of Sport (3)**

An examination of sport as a social phenomenon and on the social and cultural structures, patterns, and organizations or groups engaged in sport. Topics include sport and societal values, sport and social stratification and mobility, children and sport, interscholastic and intercollegiate sport, politics and sport, gender and sport, sport and the media, sports violence, substance abuse, eating disorders, and gambling, sport and national identity, and sport and globalization.

**Exercise Science 550, Design of Strength and Conditioning Programs (3)**

Applies the study of bio-energetic, neuromuscular and cardio-respiratory physiology to the principles of designing strength and conditioning programs. Elite performance in various sports is examined for energy system, biomechanical and kinesiological factors.

**Exercise Science 552, Exercise Physiology for Physical Education and Coaching (3)**

A study of the physiological responses and adaptations to exercise as related to human performance limitations, training effects and health related benefits. Emphasis is given to the cardiovascular basis of such phenomena, interrelating topics such as circulatory physiology, energy production, and cardio respiratory function.

**Exercise Science 553, Biomechanics for Coaches and Physical Educators (3)**

The laws of physics and mechanical principles are used to analyze physical activity and sport skills. Current research, images of highly skilled performers, lectures, and discussions about performance enhancement are used to expand the depth and breadth of student knowledge.

### **Exercise Science 601, Problems and Readings in Physical Education (3)**

Opportunities for thorough study and consideration of specialized literature. Ability and skill in professional reading, writing, and listening from an analytical and critical base will be acquired.

Independent Study

### **Exercise Science 611, Seminar: Issues in Physical Education and Athletics (3)**

An exploration of critical issues in athletics, curriculum, instruction, evaluation, research, fitness, individual differences, and financial support. Specific issues include Title IX, financing programs, facility scheduling, and teaching methods. Seminar sessions and position papers are required.

### **Exercise Science 621, Theory and Practice of Teaching Activities (3)**

A survey of contemporary theories and practices of teaching selected physical education activities. Analysis of current theories of teaching with application to specific activities is included. Individuals are expected to make presentations in their area of expertise with information supported by research. Emphasis is on translating motor learning and pedagogical theory into practice.

### **Exercise Science 631, Curriculum Theory in Physical Education (3)**

A study of the current theories regarding the physical education curriculum. Identifying the relationship between one's theoretical position and program implementation is required. Students also identify the strengths and weakness of various curricular theories and are required to analyze a physical education curriculum.

### **Exercise Science 641, Instructional Supervision for Physical Education (3)**

A study of how to systematically establish specific instructional goals and work toward them. Designed for graduate students, administrators, department heads, and teachers, the course reviews current theory and research into effective teaching and supervision, examines models of systematic supervision specific to physical education, and reviews related issues, including in-service implications and educational reform movements.

### **Exercise Science 671, Physical Education for Special Populations (3)**

An investigation of current problems and issues in adapted physical education and sport for special populations. Emphasis is on providing individuals with physical and mental disabilities opportunities to live full and independent lives through physical activity and sport. Practical experiences are a required part of the course.

### **Exercise Science 672, Research Projects in Physical Education (3)**

The focus of this course is the practical application of research techniques specific to the graduate student's particular field. A research project is developed and implemented. May be repeated for credit. Independent Study.

**NOTE:** 500-level courses are designed for graduate students but may be taken by advanced undergraduates by permission.

## MATHEMATICS

### **Mathematics 510, Topics in Geometry (3)**

A study of taxicab geometry, construction, logic, and finite geometry.

### **Mathematics 522, Number Theory (3)**

A study of divisors and prime numbers, congruences, Euler's function, Diophantine equations, Pythagorean triplets, quadratic reciprocity, and continued fractions.

Permission of the instructor is required.

### **Mathematics 535, Probability and Statistics (3)**

Topics from probability, random variables, expectation, random sampling, tests of hypothesis, regression, and nonparametric statistics. Permission of the instructor is required.

### **Mathematics 540, Introduction to Topology (3)**

A study of the basic concepts of general topological space including such topics as compactness, product spaces, connectedness, metric spaces, and continuous functions.

### **Mathematics 545, Real Variables (3)**

A study of real numbers and real valued functions covering the topics: direct products, relations, orderings, sequences, open and closed sets, measurable sets and functions, Reimann integral, Lebesgue integral, monotone functions, absolute continuity, metric spaces, and topological spaces.

### **Mathematics 556, Methods of Teaching Mathematics (1)**

A study of methods of teaching Mathematics in the secondary school for Initial-plus-Masters' and licensure-only students pursuing initial licensure to teach. A course in general methods is also required.

### **Mathematics 615, Development of Mathematics (3)**

A historical perspective on the development of mathematics and the implications for teaching.

### **Mathematics 620, Modern Algebra (3)**

A study of semi-groups, groups, rings, ideals, fields, and extensions. Prerequisite: Mathematics 441, Introduction to Modern Abstract Algebra, or permission of the instructor.

### **Mathematics 625, Analysis and Computer (3)**

A study of analysis with computer applications. Limits, differentiation, and integration are covered. An introduction to programming is also included.

### **Mathematics 630, Linear Algebra (3)**

Topics from abstract vector spaces, linear transformations, matrices, determinants, canonical forms, characteristic values and vectors, and quadratic form.

### **Mathematics 650, Selected Topics in Mathematics (3)**

An exploration of topics in mathematics. The topics are selected according to student interests.

**NOTE:** Math courses are designed for math education majors.

## **PSYCHOLOGY**

### **Psychology 526: Biopsychological Treatments of Psychological Disorders (1)**

An overview of the psychotropic medications that mental health providers prescribe for various emotional, mental, and behavioral disorders. Class discussion will begin with some basic issues in drug action (i.e., potency, efficacy, primary effects and side effects, administration, distribution, and metabolism). Focus will be on educating non-medical professionals about the use of drug treatments for conditions like depression, excessive anxiety, and ADHD, schizophrenia, and others. Required of all graduate majors in school and mental health counseling.

### **Psychology 544, Family Therapy (3)**

The Family Therapy course addresses the issue of individuals in a social/familial context. It is predicated upon the assumption that an individual's functioning is influenced by, and in turn influences, the family system to which they belong. The course is designed to be both didactic and experiential, theoretical and applied.

**Note:** This class is cross listed with Education 544.

**Note:** 500-level courses are designed for graduate students but may be taken by advanced undergraduates by permission.



**Dr. Jutta Street**  
**Associate Professor, Psychology Department**

## SCHOOL ADMINISTRATION

### **MSA Internship Modules**

Candidates will enroll in each module in the order they choose. Modules will last from three weeks to one year depending upon the tasks, the school's and the candidate's needs and the rate at which the candidate, the candidate's site supervisor and university supervisor assure candidate proficiency. **EACH MODULE IS ONE (1) CREDIT HOUR. CANDIDATES MAY REGISTER FOR ANY MODULES IN ANY ORDER IN ANY ACADEMIC SEMESTER (FALL, SPRING, SUMMER 1, or SUMMER 2)**

#### **Education 688A, Internship Module 1: Ethics (1)**

Candidates will examine practices in which dilemmas are confronted and the ethical bases on which administrators make decisions. A summary of practices is expected. Attendance at seminar required. One or more portfolio entries will be completed.

#### **Education 688B, Internship Module 2: Positive Impact on Student Learning. (1)**

Candidates will provide evidence that they have conducted data analyses which inform change, define needed staff development and that they have implemented best practices for 21<sup>st</sup> century learning for all students. Attendance at Seminar required. One or more portfolio entries will be completed.

#### **Education 688C, Internship Module 3: Teacher Empowerment and Leadership (1)**

Candidates will use results of the *Teacher Working Conditions Survey* and other sources to empower teacher leaders in decision-making. The candidate will show evidence of implementing a collaborative work environment through Professional Learning Community activities, professional development and multiple communication strategies. Attendance at Seminar required. One or more portfolio entries will be completed.

#### **Education 688D, Internship Module 4: Community Involvement and Engagement (1)**

Candidates will implement systems to involve the community and empower staff to engage in collaboration for student success. The candidate will show evidence of honoring and utilizing community diversity and expertise. Attendance at Seminar required. One or more portfolio entries will be completed.

#### **Education 688E, Internship Module 5: Organizational Management (1)**

Candidates will prepare a master schedule, participate in the hiring and supervision of staff, plan the use of school resources including budget, implement effective communication practices and assure compliance with local, state and national initiatives. Attendance at Seminar required. One or more portfolio entries will be completed.

**Education 688F, Internship Module 6: School Culture and Safety (1)**

Candidates will participate in setting high expectations, participate in various discipline interventions, assure fair and equitable responses to rewards and recognitions and participate in developing and implementing the vision and values which contribute to student success. Attendance at Seminar required. One or more portfolio entries will be completed.

**Education 688G, Internship Module 7: School Improvement (1)**

Candidates will provide evidence that they have participated in the development, monitoring and modification of the school's vision, mission and strategic plan; will demonstrate the inclusion of 21<sup>st</sup> century concepts in the school improvement plan and will use data analyses to guide future actions. Attendance at Seminar required. One or more portfolio entries will be completed.



## **SOCIAL SCIENCE**

### **Social Science 510, War and Society (3)**

An introduction to the history and exigencies of war: factors, influences, policies, and strategies.

### **Social Science 522, Latin America: An Area Study (3)**

A historical survey of the society, culture, and politics of the principal Latin American nations in the 20th century. The course emphasizes the national period and the intellectual, political, international, economic, and social course of contemporary Latin American history.

### **Social Science 525, Modern Germany (3)**

A detailed study of the history, culture, and political institutions of modern Germany (1648 to present).

### **Social Science 531, History of North Carolina (3)**

A survey of the state's political and economic history from the earliest colonial beginnings to the present.

### **Social Science 533, The United States in the 19<sup>th</sup> Century (3)**

This colloquium reviews the 19<sup>th</sup> century sectional crisis, the continuity of the nation's 19<sup>th</sup> century development, the period from the Age of Jackson to the Populist Revolt.

### **Social Science 534, The United States in the 20th Century (3)**

An issue oriented colloquium which emphasizes the period from Progressivism to the Great Society, examines topics selected from the principal economic, social, and political developments that have shaped the history of the United States in the 20th century.

### **Social Science 538, Public Administration and Public Policy (3)**

An exploration of the philosophies and processes of administration of public and non-profit organizations as they manifest themselves in the American bureaucratic structure of the late 20th century.

### **Social Science 540, Public Policy (3)**

A thorough analysis of policy-making processes applied to select policy themes such as education, welfare reform, family and life issues, church and state, economics, and homeland security, among others.

### **Social Science 541, Western Europe: An Area Study (3)**

A survey of the recent history and culture as well as the politics and political institutions and processes of Western Europe.

### **Social Science 542, Eastern Europe: An Area Study (3)**

An introductory survey into the recent events, history, culture, and politics of the former Soviet bloc countries. Emphasis is placed on current changes in the region.

**Social Science 547, Ancient Political Thought (3)**

This course is an in depth study of the central political writings of Plato & Aristotle

**Social Science 548, American Foreign Policy in the 20th Century (3)**

An examination of the origins, formulation, and implementation of American foreign policy in the 20th century.

**Social Science 551, South Asia: An Area Study (3)**

An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma, with particular emphasis on India, Pakistan, and Bangladesh. Attention is also devoted to Indian and Muslim influences on Southeast Asia.

**Social Science 552, East Asia: An Area Study (3)**

An introductory survey of the recent history, culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and contemporary issues of China and Japan.

**Social Science 553, Africa: An Area Study (3)**

A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis is on the period from the mid 19th century to the present, with a special focus on current economic, social, and political problems.

**Social Science 554, Southeast Asia: An Area Study (3)**

An introductory survey of the recent history, culture, and political institutions of Southeast Asia. Imperialism and 20th-century conflicts receive particular attention.

**Social Science 555, Revolutionary Europe, 1750-1917 (3)**

A survey of the social, economic, and political conditions that led to the French Revolution and its continuing impact on the governments and peoples across Europe. This study extends through the Revolutions of 1848 and Russian Revolution of 1917. An in-depth examination of revolutionary groups and leaders is provided through individual projects.

**Social Science 556, Methods of Teaching Social Studies (1)**

A study of methods of teaching Social Studies in the secondary school for Initial-plus-Masters' and licensure-only students pursuing A-level licensure to teach. A course in general methods is also required.

**Social Science 557, The Middle East and North Africa: An Area Study (3)**

An introductory survey of the recent history, culture, and political institutions of this predominantly Islamic area. Particular emphasis is placed on those political developments since the mid 19th century that help explain the current problems of countries in this area. Topics covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism.

**Social Science 559, Colonial America (3)**

This course will emphasize the development of political, economic, and social institutions of early America, and the individuals who helped to shape them.

**Social Science 560, Special Topics Seminar (3)**

A special seminar geared to a relevant and current topic in social studies.

**Social Science 562, The Old South (3)**

An examination of the social, economic, and political history of the South, from colonial settlements through the end of the Civil War.

**Social Science 564, The New South (3)**

A survey of the economic, social, and political development of the Southern region since 1870.

**Social Science 570, Readings in Social Studies (3)**

A guided readings course which will enable a student to study some issue, policy, process, or phenomenon not currently being addressed by scheduled academic courses.

**Social Science 574, Internship in Administration and Policy Making (3)**

An opportunity to participate in an internship with guidance by the professor in order to relate academic studies to a real-world experience.

**Social Science 580, Theories of Justice (3)**

This course focuses on the long term, intractable problems and major controversies in the Criminal Justice System. Critical and analysis will be used to assess current endemic and emerging Criminal Justice issues and to frame these issues within a biblical world view of justice.

**Social Science 590, School Violence (3)**

This course focuses on the issues of school-related violence and crisis response in schools. Careful analysis will be given to identifying the underlying causes and indicators of school violence and what prevention measures can be taken to reduce its occurrence. Additionally, this course examines how proper threat assessment and early intervention can help identify those with a propensity for violence.

**NOTE 1:** All social science courses listed in this catalog are open to both middle grades and secondary majors.

**NOTE 2:** The 500-level courses are designed for graduate students but may, by permission, be taken by advanced undergraduates.

## **Course Descriptions for Pre-K Add on Licensure**

### **Education 373, Exceptional Children (3)**

A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course includes an examination of current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher.

### **BKED 240, Development of Infancy and Early Childhood (3)**

An in-depth examination of development from pre-conception through age 8. Both typical and atypical development are considered, as well as the role of family and community on development. Methodological and theoretical issues are emphasized.

### **BKED 340, Inclusive Practices in Early Childhood Education (3)**

A course designed to develop planning and intervention skill for working with young children with and without special needs and their families. Emphasis placed on meeting individual needs in natural environments, and including young children with special needs in programs for children who are typically developing. Early intervention skills and strategies for working with children and families are examined and implemented. Field Experience in early intervention is required. Prerequisites: BKED 240, 250, EDUC 373.

### **BKED 351, Preschool Curriculum (3)**

A course designed to enable students to become knowledgeable about program components and curriculum development and implementation strategies for young children. Historical and current models of preschool curriculum are examined and observed. The role of families and individual needs of children in early childhood programs as well as the importance of environment and the role of the teacher are examined. Students design curriculum activities that integrate developmentally appropriate levels of ability. A field experience in a quality preschool setting is included.

### **BKED 438, Birth-Kindergarten Teaching Methods (3)**

A study of general methods, strategies, techniques and developmentally appropriate practices for birth-kindergarten classrooms, for children with and without special needs. Emphasis on working with children and families in inclusive settings. Prerequisites or co-requisites: BKED 250, 340, 350, and 351.

## **Course Descriptions for Special Education Add-on Licensure**

### **SPED 351 Curriculum, Collaboration and Transitions (3)**

Students will learn to develop quality lesson plans and programs to meet the needs of students in their classroom. Emphasis will be placed on the importance of professional collaboration, working with families, community based instruction and assessment, and transition planning.

### **SPED 370 Learning Disabilities (3)**

This course presents a comprehensive overview of individuals with learning disabilities, including characteristics, theoretical approaches, historical and legal perspectives, assessment, teaching strategies, and emerging directions. The course examines research on effective teaching strategies and interventions for students with learning disabilities in the area of academics, socialization and behavior.

### **SPED 371 Interventions for Emotional and Behavior Disorders and Autism (3)**

This course is designed to create an understanding of the aspects, behaviors and modifications used to meet the needs of students identified as having emotional or behavioral disabilities that impact educational performance and behavior. The course will examine research based practice regarding the identification, characteristics and program planning for students with behavior disorders, as well as laws and ethical principals for dealing with students and families.

### **SPED 372 Diagnosis and Assessment in Special Education (3)**

Study of the diagnostic process in the assessment of eligibility for special education. Includes an overview of formal and informal cognitive, language, physical, communication, social-emotional, and academic assessment instruments and tools. Examines typical procedures used for screening, pre-referral, and classification of special education. Emphasis is placed on using assessment for instructional program planning in all content areas.

## **Course Descriptions for AIG Certification**

### **Education 510, Introduction to Teaching the Academically Gifted Student (3)**

The course focuses on gifted education from an international, national, state, and local level. Participants examine the historical foundations of gifted education and the impact this history has had upon legislation, characteristics of gifted learners, identification of gifted learners, and services for gifted education. A special emphasis is placed upon Article 9B, North Carolina's legislation for gifted education.

### **Education 511, Curriculum Differentiation: Methods and Models for Gifted Education (3)**

The course includes an examination of the process of modifying basic curricula in content, process, products and learning environments for the academically and/or intellectually gifted learner. Emphasis is on interdisciplinary approaches to instruction as well as other integrative methods for designing appropriate learning experiences for gifted learners. Additionally, this course addresses major process and organizational models featured in gifted education. Critical plans integrating productive thinking, decision-making, forecasting, planning and communication into all areas of the curriculum is examined.

### **Education 512, Problems and Issues in Gifted Education (3)**

The course focuses on various issues within gifted education. Participants will examine current trends and issues impacting gifted education at the local, state, and national levels. Participants will also complete a case study on an identified gifted student experiencing some aspect of difficulty.

### **Education 513, Teaching and Learning Strategies for the Gifted Learner (3)**

The course includes an in depth examination of selected "best practice" teaching strategies for gifted learners. The individual school or school system selects these teaching strategies such that these strategies would enhance their total system or school's gifted education plan and the quality of learning experiences for gifted learners. Examining these strategies in greater depth will extend the process of modifying basic curriculum in content, process, products and learning environments for the academically and/or intellectually gifted learner.

## **GRADUATE PROGRAM COORDINATORS**

### **Coordinator, Graduate Curriculum & Instruction**

(Elementary, Middle, Secondary)

Dr. Carol Maidon

### **Discipline Coordinator for English**

Dr. Gina Peterman

### **Discipline Coordinator for Mathematics**

Dr. Meredith Williams

### **Discipline Coordinator for Social Studies**

Dr. James I. Martin

### **Discipline Coordinator for Health and Physical Education**

Dr. Donna Woolard

### **Coordinator for Interdisciplinary Studies**

Dr. Carol Maidon

### **Coordinator for Initial-plus-Master's and Licensure Only**

Dr. Samuel Engel

### **Coordinator for Counseling**

Dr. Harriet Enzor

### **Coordinator for Master of School Administration**

Dr. Peggy Smith

**GRADUATE FACULTY FOR**  
**PROFESSIONAL EDUCATION**

**Connie Chester**, Assistant Professor in Education-B.A. Emmanuel College: M.A., Marshall University; Ph.D., University of Georgia; *Campbell University, 2004*

**Lisa Bradham**, Coordinator of Special Education Program- B.S. East Carolina University, 1983 ; M.Ed. Fayetteville State University, 1992; *Campbell University 2016*

**Nick DeJesus**, Instructor of Counselor Education; BA in Religion, Mount Olive College; MDiv, Campbell University Divinity School; MA in Community Counseling, Campbell University; PhD-ABD in Counselor Ed and Supervision, Oregon State University; Licensed Professional Counselor and National Certified Counselor; *Campbell University, 2012*

**Sam Engel**, School of Education, Assistant Dean, Associate Professor of Education- B.A., Eastern Illinois University; M.A., University of Illinois at Springfield; Ph.D., University of Illinois at Champaign Urbana; *Campbell University, 1999*

**Harriett Leigh Enzor**, Associate Professor of Education, Assistant Professor, Dept. of Psychiatry CUSOM-B.S., Campbell University; M.A., Ph.D., University of North Carolina at Greensboro; *Campbell University, 1991*

**George Christopher Godwin**, Director of Teacher Education, Assistant Professor- B.S., Campbell University; M.Ed., Campbell University, Ph.D. North Carolina State University, *Campbell University 1986*

**Oney Graham**, Assistant Professor of Education, B.S., Old Dominion; M.S., University of Arkansas; Ed.D. Nova Southeastern University; *Campbell University 2007*

**Terrie Bethea-Hampton**, Instructor of Education & Technology Coordinator-B.S., Mount Olive University, M.Ed., University of Phoenix, 2009; *Campbell University 2016*

**Carolyn H. Maidon**, Assistant Professor of Education-B.S. Oklahoma State University-Stillwater: M.Ed., Ph.D. North Carolina State University; *Campbell University, 2003*

**Kristen Moran**, Assistant Professor of Counseling- BBA College of William and Mary MAEd. - Virginia Tech PhD - Virginia Tech; *Campbell in 2015*

**Karen Powell Nery**, School of Education Dean, Professor of Education-B.S., Meredith College; M.Ed., Ed.D., North Carolina State University; *Campbell University, 1990*

**Lorae Roukema**, Associate Professor of Education-B.A., M.A., University of North Carolina-Chapel Hill: Ed.D., Fayetteville State University; *Campbell University, 2003*



**Peggy Smith**, Assistant Professor of Education-B.S., University of North Carolina-Greensboro; M.Ed., Ed.D., North Carolina State University; *Campbell University, 2004*

**Emily Turner**, Assistant Professor of Education- B.A., Maryville University; M.S.A., Missouri Baptist University; PH.D., Maryville University; *Campbell University, 2016*

### **FACULTY FROM THE DISCIPLINE AREAS**

#### **School of Education**

**Nicole Rushing**, Assistant Professor of Psychology-B.A., University of North Carolina at Chapel Hill; M.S., Florida State University; Ph.D., Florida State University; *Campbell University, 2016*

**Jutta Street**, Associate Professor of Psychology -B.A., University of North Carolina, Pembroke; M.S., North Carolina State University; Ph.D., North Carolina State University; *Campbell University, 2007*

**Gary A. Taylor**, Professor of Psychology-B.A., Oklahoma Baptist University; M.S., Oklahoma University; Ph.D., North Carolina State University; *Campbell University, 1968*

**Katherine Van Allen**, Assistant Professor of Psychology-B.S., George Mason University; M.A., University of Maryland; Ph.D., University of Maryland; *Campbell University, 2011.*

## **FACULTY FROM THE DISCIPLINE AREAS**

### **College of Arts and Science**

**Jennifer Bunn**, Assistant Professor of Exercise Science- B.S., Nicholls State University; M.S., University of Kentucky; Ph.D., Baylor University; Campbell University, 2010

**Catherine B. Cowling**, Assistant Professor of Criminal Justice-B.S., M.Ed., J.D., Campbell University; Ph.D., Old Dominion University; Campbell University, 2003

**George Alan Davy**, Associate Professor of English-B.A., M.A., East Tennessee State University; Ph.D., Pennsylvania State University; *Campbell University, 1993*

**David H. Gray**, Associate Professor of Criminal Justice, B.A., Brigham Young University; M.P.A., Golden Gate University; Ed.D., University of Southern California; Campbell University, 2011

**George Lloyd Johnson**, Professor of History-B.A., M.Ed., Campbell University; M.A., East Carolina University; Ph.D., University of South Carolina; *Campbell University, 1991*

**Sun Wah Kiu**, Associate Professor of Mathematics-B.S., Hong Kong University; M.S., London School of Economics; M.S., North Carolina State University; A.M., Ph.D., Dartmouth College; *Campbell University, 2002*

**Elizabeth H. Lange**, Assistant Professor of Exercise Science- B.A., Hollins University; M.A., University of Northern Colorado, Ed.D., University of North Carolina at Greensboro; Campbell University, 2011

**James I. Martin**, Chair of History, Criminal Justice, and Political Science-B.A., Duke University; M.A., East Carolina University; Ph.D., Emory University; *Campbell University, 1991*

**Bruce G. McNair**, Associate Professor of History-B.A., Purdue University; M.A., Ph.D., Duke University; *Campbell University, 1993*

**Salvatore R. Mercogliano**, Assistant Professor of History-B.S., State University of New York Maritime College; M.A., East Carolina University; Ph.D., University of Alabama; Campbell University, 2010

**John C. Mero**, Assistant Professor of Political Science-B.A. State University of New York at Plattsburgh; M.A., University of Vermont; Ph.D., Syracuse University; *Campbell University 2008*

**Kenneth R. Morefield**, Associate Professor of English-B.A., Mary Washington College (now University of Mary Washington); M.A., Ph.D., Northern Illinois University; *Campbell, 2004*

**Gina D. Peterman**, Chair, Department of English, Associate Professor of English-B.A., M.A., Tennessee Technological University; Ph.D., University of South Carolina; *Campbell University, 1992*

**Elizabeth Rambo**, Associate Professor of English,-BA., St. Andrews Presbyterian College MA., University of Missouri; Ph.D, from the University of North Carolina, Chapel Hill; *Campbell University, 1999*

**Donald N. Schroeder**, Associate Professor of Political Science-B.A., University of Illinois, Chicago Circle, M.A., Ph.D., Duke University; *Campbell University, 1978*

**Jaclyn Stanke**, Associate Professor of History-B.A., Washington State University; M.A., Ph.D., Emory University; *Campbell University, 1999*

**David W. Thornton**, Associate Professor of Political Science-B.A., M.A., University of North Carolina at Greensboro; Ph.D., University of South Carolina; *Campbell University, 1994*

**Sherry R. Truffin**, Associate Professor of English-B.A., Baldwin-Wallace College; M.A., Cleveland State University; Ph.D., Loyola University, Chicago; *Campbell University, 2011*

**Donna Waldron**, Assistant Professor of English. B.A., M.A., Baylor University; Ph.D., Duquesne University, *Campbell University 2000*

**Meredith T. Williams**, Assistant Professor of Mathematics-B.S., Furman University; M.S., Clemson University; Ph.D., University of South Carolina; *Campbell University, 2005*

**Donna L. Woolard,Dept. Chair and** Professor of Exercise Science-B.S., M.A.Ed.,East Carolina University; D.A., Middle Tennessee State University; *Campbell University, 19943*