



# CAMPBELL UNIVERSITY

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School of Education

**Graduate Programs In Professional Education  
August 2021-August 2022**



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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 2021 – August 2022**

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 2020**

August 25, 2021  
November 30, 2021

Classes Start  
Classes End

### **Spring SEMESTER 2021**

January 12, 2022  
April 19, 2022

Classes Start  
Classes End

### **Summer I SEMESTER 2021**

May 23, 2022  
June 24, 2022

Classes Start  
Classes End

### **Summer II SEMESTER 2021**

June 27, 2022  
July 29, 2022

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 of the Education Amendments of 1972***

Title IX, formally known as Title IX of the Education Amendments of 1972, mandates that no person shall be excluded from participation in or discriminated against on the basis of sex in programs or activities at educational institutions that receive federal financial assistance. Act of sexual violence, harassment and/or misconduct are forms of sex discrimination and are in violation of Title IX. Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Mr. Robert C. Cogswell, Jr., Title IX Coordinator, 95Bolton Rd., Buies Creek, NC 27506, 910-893-1217/Fax 910-814-4361; [cogswell@campbell.edu](mailto:cogswell@campbell.edu). Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, District of Columbia Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-1475. Telephone (202) 453-6020; Facsimile (202) 453-6021; Email: OCR.[DC@ed.gov](mailto:DC@ed.gov)

### ***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."

## **UNIVERSITY ADMINISTRATION**

J. Bradley Creed, B.A., M.Div., Ph.D.  
*President*

*Dr. Mark L. Hammond, BA, Ph.D.*  
*Vice President for Academic Affairs and Provost*

John Roberson, B.A., M.Div., Ed.D.  
*Executive Assistant to the President*

Michael L. Adams  
*Dean of the College of Pharmacy & Health Sciences*

Dennis Bazemore, B.A., M.Div., D.Min.  
*Vice President for Student Life*

Britt Davis, B.S., M.P.A.  
*Vice President for Institutional Advancement*

Karen Pore, B.A., MBA  
*Registrar*



## **SCHOOL OF EDUCATION ADMINISTRATION**

Alfred Bryant, Jr. Ph.D., NCBLCMHC  
Professor of Counseling  
Dean, School of Education

Samuel Engel, B.A., M.A., Ph.D.  
*Assistant Dean, School of Education*  
*Director of Graduate Programs*  
*Coordinator of Elementary Education, Middle Grades, Secondary & Alternative License*

George Christopher Godwin, B.S., M.Ed., Ph.D.  
*Associate Professor, Director of Teacher Education Programs*  
*Coordinator, Academically and Intellectually Gifted (AIG) Program*

Laura Lunsford, B.A., M.S., Ph.D.  
*Chair, Department of Psychology*

Susie Mallard Barnes, B.S.W., M.S.W., Ph.D.  
*Chair, Department of Social Work*

Emily Cayton, B.S., M.Ed., Ph.D.  
*Interdisciplinary Studies Program*

Peggy Smith, B.S., M.Ed., Ed.D  
*Coordinator of Master of School Administration Program*



**Dr. Alfred Bryant, Jr.**  
**Dean, School of Education**

## **OVERVIEW OF CAMPBELL UNIVERSITY**

### **Brief History of Campbell University**

On Jan. 5, 1887, James Archibald Campbell—a 26-year-old Baptist minister—welcomed 16 students to a small church in Buies Creek, North Carolina, for the first day of classes, thus marking the founding of Buies Creek Academy. From that humble beginning, Buies Creek Academy evolved to become Campbell Junior College (1926), Campbell College (1961), and Campbell University (1979). Throughout these transformations, the institution has remained true to its founding principles to address the most pressing needs of North Carolina and to educate men and women for Christian service and leadership around the world. The University enjoys an autonomous and voluntary relationship with the Baptist State Convention of North Carolina.

The founding principles still guide Campbell University today. In 2013, Campbell launched the Jerry M. Wallace School of Osteopathic Medicine, North Carolina's first new medical school in over 35 years. In August 2016, the Catherine W. Wood School of Nursing—housed within the College of Pharmacy & Health Sciences—welcomed its first cohort. Simultaneously, Campbell opened its School of Engineering, which was only the second engineering school at a private university in North Carolina. They joined Campbell's other established colleges and schools: the College of Arts & Sciences, the Norman Adrian Wiggins School of Law (1976), the Lundy-Fetterman School of Business (1983), the School of Education (1985), the College of Pharmacy & Health Sciences (1985), and the Divinity School (1996).

In addition to its main campus in Buies Creek, Campbell University has off-campus instructional sites in Camp Lejeune (Jacksonville), Fort Bragg & Pope (Fayetteville), Raleigh (2009 relocation of the law school), Tunku Abdul Rahman University College (Kuala Lumpur, Malaysia), and a vibrant online presence through Campbell Online.

Today, Campbell University enrolls approximately 7,000 students per year, including more than 5,000 undergraduate and graduate students on its main campus. Over 100 degree programs in the liberal arts, health sciences, fine arts, and professions are offered to them, continuing Campbell's tradition of preparing students for purposeful lives and meaningful service.

### **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:**

1. presents a worldview informed by Christian principles and perspectives;
2. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
3. influences development of moral courage, social sensitivity, and ethical responsibility;
4. gathers a diverse community of learners;
5. 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;
6. transfers to students the vast body of knowledge and values accumulated over the ages;
7. encourages students to think critically and creatively;
8. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
9. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
10. provides students with servant leadership opportunities;
11. cooperates with other educational institutions to expand learning opportunities for students;
12. 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 (CAEP) and approved by the North Carolina Department of Public Instruction (NCDPI). The Counselor Education Programs, including School Counseling and Clinical Mental Health Counseling, are accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). The Social Work program is accredited by the Council on Social Work Education (CSWE). During the 2016-2017 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 and 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.

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.



**Student Union**

## **General Admissions**

### **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. *Elementary and Special Education can enroll in Licensure Only programs through Adult and Online.*

### **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.

### **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.**



## **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)

## **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.

## **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 as Research Triangle Park) 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 course load for full-time students, as defined by the Campbell University School of Education is six credit hours during each semester of the school year. Two, three hour courses are the maximum load for each summer session. *Full-time for summer is six semester hours and may be taken as three semester hours in each of the two summer sessions.* Written permission of the Dean must be obtained to take a maximum of nine credit hours in a semester. 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.

**General Fees** are \$150.00 per course (3 credit hours). An additional fee of \$35.00 per credit 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 student's program of study are not 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 224, Taylor Hall and returned to this office. It is the responsibility of the student to obtain all necessary signatures. **You must withdraw from a class within the first 5 days of when the semester starts. Full refund will be given if course is dropped on day 1-5. Day 6 and beyond student will be charged 100%.**

## 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. Parking stickers for commuting students are free. The correct placement of the decal is in the lower left corner of the window on the rear of the vehicle.

## BOOKSTORE

The Barnes and 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 6:00 p.m. Monday through Thursday, 8:00-5:00-Friday and 10:00 a.m. to 3:00 on Saturday. Summer session hours vary; call (910) 893-1450 for further information. This will only be a bookstore. We have a spirit store in the new Oscar Harris Student Union.

## **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  
Literary Reference Center Plus  
MAS Complete  
Mental Measurements Yearbook

CQ Researcher Online  
Complete Online ebrary  
ERIC  
Gale Cross-Search  
JSTOR  
Literature Criticism Online  
MaterFILE Premier

MyiLibrary  
NC Public Schools Statistical Profile  
NoveList  
OneClick Digital

NCPedia  
Oxford English Dictionary (OED) Online  
SAGE Journals Online

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

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.

## **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 Clinical Mental Health Counseling, School Counseling, a Master's in School Administration, M.Ed. or add-on licensure in school administration complete a comprehensive examination. 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 for MSA and M.Ed. Comprehensive Examinations are administered: the first Saturday of November with retake on the first Saturday of December and the first Saturday of March with retakes on the first Saturday in April. MSA candidates may take the exam in June.**

Candidates completing a degree program in Clinical Mental Health Counseling and School Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) during the semester before their graduation semester. 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 first Saturday of November and the first Saturday of March.**

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.

## **APPLICATION FOR GRADUATION**

The candidate is responsible for applying for graduation. The candidate will be able to apply through the registrar's webpage via graduation link. The candidate must satisfy all financial obligations prior to graduation.

## **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 to the registrar's office via link by deadline set by registrar, 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 the 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"**.

## ORIENTATION

Orientation will be held the first week of classes fall semester from 4:00pm to 5:00pm Monday through Thursday nights in room 227 2<sup>nd</sup> floor of Taylor Hall. Students should attend one of the orientation sessions. This is a mandatory orientation for School of Education graduate students.

## 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).

## 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" 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 (ex. dismissed Fall semester you can reapply for the following Fall semester).
  - 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 and will not be allowed to apply again. A student who receives a grade of "F" in two courses during the same grading period is permanently terminated from the program and will not be allowed to apply again.
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 Grade Point Average of 3.0 with the provision that a 3.0 must be attained upon completing the next nine hours.

8. 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.

9. Any student who is dismissed from the program for a second time will not be allowed to reapply.

### **ABSENCES FROM CLASS**

No more than one absence is 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"** will be dismissed for academic reasons but is eligible to **apply for readmission after one year**.
4. Any student who is dismissed from the program for a second time will not be allowed to reapply.

## 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 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 \$70.00\*. 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.

No candidate is recommended for the initial NC Teaching Licensure without meeting all NC requirements:

- GPA 2.7 or higher
- EdTPA Successful Score
- Student Teaching
- Licensure Exams

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 and communities in which they serve.

### **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), English as a Second Language (ESL), Instructional Technology, Pre-K, Residency, or School Administration.





**CAMPBELL**  
UNIVERSITY

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School of Education

## **Master of Education Programs**

## Master of Education Programs



**Sam Engel, Assistant Dean of the School of Education  
Director of Graduate Programs  
Coordinator, M.Ed. Programs and Licensure Only**

Campbell offers programs leading to teaching licensure at the advanced level. Our programs are designed for experienced practicing teachers aspiring to become master teachers.

### **Student Learning Outcomes:**

Students at the master's degree level:

- Master of Education Candidates will apply ethical principles and promote professional dispositions.
- Master of Education Candidates will apply cultural competencies to ensure inclusive learning environments that enable learners to meet high standards.
- Master of Education Candidates will apply major concepts, skills and practices in content, assessment, research, technology and school law.
- Master of Education Candidates will provide evidence to demonstrate increased skills and competencies in collaborative interaction, problem solving situations, use of critical feedback, and becoming reflective practitioners.

### **The Programs**

- Academically Gifted Education
- Curriculum and Instruction
- Elementary Education (K-6)
- Middle Grades Education (6-9) Language Arts, Social Studies, or Math
- Secondary Education (9-12) Language Arts, Social Studies, or Math
- Physical Education (K-12)
- Interdisciplinary Studies

## **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 <https://education.campbell.edu/apply/graduate-admissions/> or through the Graduate Admissions Office. Graduate application fee is waived for Campbell Alumni.

#### **2. Professional Recommendations**

Recommendation forms must be distributed by the applicant to three professional persons who have been directly involved in the applicant's academic or professional work. The Graduate Committee requires a written statement from the person giving the reference and the recommendation form. The person giving the reference had two options for submitting the recommendation.

A. Have the person giving the reference return the recommendation form to you. The recommendation form and letter must be placed in an envelope, sealed and signed across the seal by the person giving the reference and submitted with your application.

B. Have the person giving the reference email the Graduate Admissions Office, [dstickland@campbell.edu](mailto:dstickland@campbell.edu), both the recommendation letter and the recommendation form.

#### **3. GRE Scores**

The applicant must take the Graduate Record Examination (GRE) general exam. Score reports must be received before an admissions decision can be made. Use our school code: 5100. You can also send the Test Taker Report to the Graduate Admissions office while waiting on your official scores to come in. The Test Taker Report can be sent to Graduate Admissions office, Please note that if your combined scores (quantitative and verbal) are less than 280 you will need to retake the GRE.

#### **4. Transcripts**

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. Interview

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. After all admission documents are received the Graduate Admissions office will set an interview up with the coordinator of the program the applicant is applying to. After 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.

### \*\*\*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 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

:

**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.
7. Three letters of recommendation.

### **Provisional admission:**

Applicants who do not have satisfactory grade point average and/or Graduate Record Examination 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 six semester hours (2 courses) of graduate study and be fully admitted before continuing his/her study. All grades in these first two courses must be A's or B's. A grade of C on any of these two 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 6 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.

#### **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.**

### **ACTION ON APPLICATIONS**

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.

### **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)



## COMPREHENSIVE EXAMINATION

Candidates completing a M.Ed. degree program complete a comprehensive examination. 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 for M.Ed. Comprehensive Examinations are administered: the first Saturday of November with retake on the first Saturday of December and the first Saturday of March with retakes on the first Saturday in April. MSA candidates may take the exam in June.**

## WITHDRAWAL FROM A COURSE

Forms for withdrawing from a course must be obtained from The School of Education Graduate Admissions Office in room 224, Taylor Hall and returned to this office. It is the responsibility of the student to obtain all necessary signatures. **You must withdraw from a class within the first 5 days of when the semester starts. Full refund will be given if course is dropped on day 1-5. Day 6 and beyond student will be charged 100%.**

## APPLICATION FOR GRADUATION

The candidate is responsible for applying for graduation. The candidate will be able to apply through the registrar's webpage via graduation link. The candidate must satisfy all financial obligations prior to graduation.

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."**

### **Program Review Requirements Completed in TK20 M.Ed. Program Candidates**

Revised Programs which 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 660)
- Write a content area paper based on the requirements of the undergraduate licensure program. See your advisor for directions. The paper must be graded by a content area professor (Campbell University) and earn a grade of B or A.

**EDUC 633** Inclusion of Diversity within Standards-Based Curriculum - **“Content and Curricular Expertise Project”**

**EDUC 623: Research Design and Methodology (3)**

## M.ED in Academically Gifted Education

**Required:** 15 semester hours

1. EDUC 623: Research Design and Methodology (3)
2. EDUC 628: Understanding the Whole Child (3)
3. EDUC 629: Data Driven, Site-Based Decision Making (3)
4. EDUC 633: Inclusion of Diversity within Standard-Based Curriculum (3)
5. EDUC 648: Governance of Schools

### **Comprehensive Exam**

Students will document their Mastery of Education core requirements competencies by completing comprehensive exams based upon the “core” curriculum (EDUC 623, 628, 629, 633, and 648). This exam should be taken immediately following successful completion of core courses.

**Content Area:** 15 semester hours

1. EDUC 510: Introduction to Gifted Children (3)
2. EDUC 511: Curriculum Differentiation: methods and Models for Gifted Education (3)
3. EDUC 512: problems and Issues in Gifted Education (3)
4. EDUC 513: Teaching and Learning Strategies for the Gifted Learner (3)
5. EDUC 516: Planning, Implementing, and Evaluating a Gifted Education Program (3)

**Electives:** 3 semester hours (pick **one** of the following)

1. EDUC 501 Special Topics in Education (3)
2. EDUC 504 Grant Writing (3)
3. EDUC 601: National Board Certification Seminar (3)
4. EDUC 678: Supervision of Preservice and Novice Teachers (3)

Students will document their mastery of Gifted Education competencies by completing a comprehensive artifact/evidence requirement for upload into TK20 at the conclusion of EDUC 516: Planning, Implementing, and Evaluating a Gifted Education Program (evidence item determined by Instructor).

### **TOTAL 33 hours**

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

**NOTE 2:** Candidates entering the M.Ed. in AIG may request to transfer up to six hours of graduate credits from Campbell or other regionally accredited programs earned within the past five years.

**NOTE 3:** Candidates in the Add-on licensure program for AIG at Campbell University and entering the M.Ed. within one semester of completing licensure requirements may request to transfer up to twelve hours taken as part of the Add-on requirements.

## M.ED in Curriculum and Instruction

**Required:** 15 semester hours

1. EDUC 623: Research Design and Methodology (3)
2. EDUC 628: Understanding the Whole Child (3)
3. EDUC 629: Data Driven, Site-Based Decision Making (3)
4. EDUC 633: Inclusion of Diversity within Standard-Based Curriculum (3)
5. EDUC 648: Governance of Schools

### Comprehensive Exam

Students will document their Mastery of Education core requirements competencies by completing comprehensive exams based upon the “core” curriculum (EDUC 623, 628, 629, 633, and 648). This exam should be taken immediately following successful completion of core courses.

**Content Area:** 15 semester hours

1. EDUC 625: Educational Assessment (3)
2. EDUC 647: Leadership Interaction (3)
3. EDUC 654: Effective Leadership (3)
4. EDUC 678: Supervision of Preservice and Novice Teachers (3)
5. EDUC 700: Internship in Curriculum and Instruction (3)

**Electives:** 3 semester hours (pick one of the following)

5. EDUC 501 Special Topics in Education (3)
6. EDUC 504 Grant Writing (3)
7. EDUC 601: National Board Certification Seminar (3)

Students will document their Mastery of Curriculum and Instruction competencies by completing a comprehensive artifact/evidence requirement for upload into TK20 at the conclusion of EDUC 700: Internship in Curriculum and Instruction (evidence item determined by instructor).

### TOTAL 33 hours

**NOTE 1:** This program leads to licensure as a *Curriculum Instruction Specialist* in North Carolina. Candidates must complete all program requirements and provide evidence of a passing score for the following Praxis Exam (below) to receive a Curriculum Instruction Specialist license from North Carolina Department of Public Instruction.

**Test Name:** Educational Leadership: Administration and Supervision **Test Code:** 5412

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

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

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

1. EDUC 623: Research Design and Methodology (3)
2. EDUC 628: Understanding the Whole Child (3)
3. EDUC 629: Data Driven, Site-Based Decision Making (3)
4. EDUC 633: Inclusion of Diversity within Standards-Based Curriculum (3)
5. EDUC 643: Special Needs Students (3)
6. EDUC 648: Governance in the Schools (3)
7. EDUC 652: Interventions for Literacy Success (3)

### **Comprehensive Exam**

Students will document their Mastery of Education core requirements competencies by completing comprehensive exams based upon the "core" curriculum, (EDUC 623, 628, 629, 633 and 648). This exam should be taken immediately following successful completion of core courses.

### **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 602: Educational Computer Technology
7. EDUC 620: Survey of Educational Psychology (3)
8. EDUC 662: Teaching of Social Studies (3)
9. EDUC 669: Teaching of Mathematics (3)
10. EDUC 670: Teaching of Science (3)

### **Comprehensive Artifact**

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into TK20 at the conclusion of their program of study (evidence item determined by instructor).

### **TOTAL 33 hours**

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

**NOTE 3:** Requirements for adding Academically Gifted (AIG) licensure as part of the Masters of 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 623: Research Design and Methodology (3)
3. EDUC 628: Understanding the Whole Child (3)
4. EDUC 629: Data Driven, Site-Based Decision Making (3)
5. EDUC 633: Inclusion of Diversity within Standards-Based Curriculum (3)
6. EDUC 648: Governance in the Schools (3)

### **Comprehensive Exam**

Students will document their Mastery of Education core requirements competencies by completing comprehensive exams based upon the "core" curriculum, (EDUC 623, 628, 629, 633 and 648). This exam should be taken immediately following successful completion of core courses.

**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)
3. EDUC 602: Educational Computer Technology (3)
4. EDUC 643 Special Needs Students (3)
5. EDUC 669: Teaching of Mathematics (3)
6. EDUC 681: English Language Arts (3)

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

### **Comprehensive Artifact**

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into TK20 at the conclusion of their program of study (evidence item determined by instructor).

**TOTAL 33 hours**

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

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

**Required:** 18 semester hours

1. EDUC 502: Middle Grades Trends and Issues (3)
2. EDUC 623: Research Design and Methodology (3)
3. EDUC 628: Understanding the Whole Child (3)
4. EDUC 629: Data Driven, Site-Based Decision Making (3)
5. EDUC 633: Inclusion of Diversity within Standards-Based Curriculum (3)
6. EDUC 648: Governance in the Schools (3)

### **Comprehensive Exam:**

Students will document their Mastery of Education core requirements competencies by completing comprehensive exams based upon the "core" curriculum (EDUC 623, 628, 629, 633 and 648). This exam should be taken immediately following successful completion of core courses.

**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)
3. EDUC 602: Educational Computer Technology (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).**

### **Comprehensive Artifact**

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into TK20 at the conclusion of their program of study (evidence item determined by instructor).

**TOTAL 33 hours**

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

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

**Required:** 18 semester hours

1. EDUC 502: Middle Grades Trends and Issues (3)
2. EDUC 623: Research Design and Methodology (3)
3. EDUC 628: Understanding the Whole Child (3)
4. EDUC 629: Data Driven, Site-Based Decision Making (3)
5. EDUC 633: Inclusion of Diversity within Standards-Based Curriculum (3)
6. EDUC 648: Governance in the Schools (3)

### **Comprehensive Exam:**

Students will document their Mastery of Education core requirements competencies by completing comprehensive exams based upon the "core" curriculum (EDUC 623, 628, 629, 633 and 648). This exam should be taken immediately following successful completion of core courses.

**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)
3. EDUC 602: Educational Computer Technology (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 670: Teaching of Science (3)

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

### **Comprehensive Artifact**

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into TK20 at the conclusion of their program of study (evidence item determined by instructor).

**TOTAL 33 hours**

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



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

**Required:** 15 semester hours

1. EDUC 623: Research Design and Methodology (3)
2. EDUC 628: Understanding the Whole Child (3)
3. EDUC 629: Data Driven, Site-Based Decision Making (3)
4. EDUC 633: Inclusion of Diversity within Standards-Based Curriculum (3)
5. EDUC 648: Governance in the Schools (3)

### **Comprehensive Exam:**

Students will document their Mastery of Education core requirements competencies by completing comprehensive exams based upon the “core” curriculum (EDUC 623, 628, 629, 633 and 648). This exam should be taken immediately following successful completion of core courses.

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

### **Comprehensive Artifact**

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into TK20 at the conclusion of their program of study (evidence item determined by instructor).

**TOTAL 33 hours**

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

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

**Required:** 15 semester hours

1. EDUC 623: Research Design and Methodology (3)
2. EDUC 628: Understanding the Whole Child (3)
3. EDUC 629: Data Driven, Site-Based Decision Making (3)
4. EDUC 633: Inclusion of Diversity within Standards-Based Curriculum (3)
5. EDUC 648: Governance in the Schools (3)

### **Comprehensive Exam:**

Students will document their Mastery of Education core requirements competencies by completing comprehensive exams based upon the “core” curriculum (EDUC 623, 628, 629, 633 and 648). This exam should be taken immediately following successful completion of core courses.

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

### **Comprehensive Artifact**

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into TK20 at the conclusion of their program of study (evidence item determined by instructor).

**TOTAL 33 hours**

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

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

**Required:** 15 semester hours

6. EDUC 623: Research Design and Methodology (3)
7. EDUC 628: Understanding the Whole Child (3)
8. EDUC 629: Data Driven, Site-Based Decision Making (3)
9. EDUC 633: Inclusion of Diversity within Standards-Based Curriculum (3)
10. EDUC 648: Governance in the Schools (3)

### **Comprehensive Exam:**

Students will document their Mastery of Education core requirements competencies by completing comprehensive exams based upon the “core” curriculum (EDUC 623, 628, 629, 633 and 648). This exam should be taken immediately following successful completion of core courses.

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

### **Comprehensive Artifact**

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into TK20 at the conclusion of their program of study (evidence item determined by instructor).

**TOTAL 33 hours**

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

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

**Required:** 15 semester hours

11. EDUC 623: Research Design and Methodology (3)
12. EDUC 628: Understanding the Whole Child (3)
13. EDUC 629: Data Driven, Site-Based Decision Making (3)
14. EDUC 633: Inclusion of Diversity within Standards-Based Curriculum (3)
15. EDUC 648: Governance in the Schools (3)

### **Comprehensive Exam:**

Students will document their Mastery of Education core requirements competencies by completing comprehensive exams based upon the “core” curriculum (EDUC 623, 628, 629, 633 and 648). This exam should be taken immediately following successful completion of core courses.

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

### **Comprehensive Artifact**

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into TK20 at the conclusion of their program of study (evidence item determined by instructor).

**TOTAL 33 hours**

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

## Master of Education in Interdisciplinary Studies



**Emily Cayton, PhD**  
**Assistant Professor and**  
**Coordinator, Interdisciplinary Studies**

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

**Required:** 6 semester hours

1. EDUC 620: Survey of Educational Psychology (3)
2. EDUC 633: Inclusion of Diversity within Standards-Based Curriculum (3)

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

1. CEDU 641: Life-Span Development (3)
2. EDUC 510: Intro to Teaching the Academically Gifted Student (3)
3. EDUC 643: Special Needs Students (3)
4. EDUC 623: Research Design and Methodology (3)
5. EDUC 629: Data Driven, Site-Based Decision Making (3)
6. EDUC 648: Governance in the Schools (3)
7. EDUC 651: Content Area Reading (3)

**Select six courses (18 hours) from within either of these areas of concentration: Business\*\*, 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.**

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

\*\* Business course registration requires prior approval of student transcripts by MBA Director

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 620 Literature Review

Discipline/Concentration Courses: **Two additional artifacts from two separate discipline/concentration courses** will be chosen for upload into TK 20. 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 have received a grade of A or B on the assignment





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School of Education

**COUNSELOR EDUCATION  
PROGRAMS**

## **Student Learning Outcomes:**

### **Clinical Mental Health:**

SLO 1: Clinical Mental Health Counseling students will demonstrate an understanding and application of counseling theories.

SLO 2: Clinical Mental Health Counseling students will demonstrate an understanding and application of individual and small group counseling, including the use of assessments in the counseling process.

SLO 3: Clinical Mental Health Counseling students will demonstrate ethical principles and promote professional dispositions.

SLO 4: Clinical Mental Health Counseling students will exhibit an understanding of the needs of individuals at all developmental levels and demonstrate cultural competency.

SLO 5: Clinical Mental Health Counseling students will demonstrate an understanding of the roles, setting, and delivery modalities within the mental health continuum of care.

### **School Counseling:**

SLO 1: School Counseling students will demonstrate an understanding and application of counseling theories.

SLO 2: School Counseling students will demonstrate an understanding and application of individual and small group counseling, including the use of assessments in the counseling process.

SLO 3: School Counseling students will demonstrate ethical principles and promote professional dispositions.

SLO 4: School Counseling students will exhibit an understanding of the needs of individuals at all developmental levels and demonstrate cultural competency.

SLO 5: SC students will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.

## **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 <https://education.campbell.edu/apply/graduate-admissions/> or through the Graduate Admissions Office. Graduate application fee is waived for Campbell Alumni.

#### **2. Professional Recommendations**

Recommendation forms must be distributed by the applicant to three professional persons who have been directly involved in the applicant's academic or professional work. The Graduate Committee requires a written statement from the person giving the reference and the recommendation form. The person giving the reference had two options for submitting the recommendation.

A. Have the person giving the reference return the recommendation form to you. The recommendation form and letter must be placed in an envelope, sealed and signed across the seal by the person giving the reference and submitted with your application.

B. Have the person giving the reference email the Graduate Admissions Office, [dstickland@campbell.edu](mailto:dstickland@campbell.edu), both the recommendation letter and the recommendation form.

#### **3. GRE Scores**

The applicant must take the Graduate Record Examination (GRE) general exam. Score reports must be received before an admissions decision can be made. Use our school code: 5100. You can also send the Test Taker Report to the Graduate Admissions office while waiting on your official scores to come in. The Test Taker Report can be sent to the School of Education Graduate Admissions office. Please note that if your combined scores (quantitative and verbal) are less than 280 you will need to retake the GRE.

#### **4. Transcripts**

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. Interview

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. After all admission documents are received the Graduate Admissions office will set an interview up with the coordinator of the program the applicant is applying to. After 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.

### \*\*\*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 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

**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. Three letters of recommendation.
7. Essay
8. Resume

### **Provisional admission:**

Applicants who do not have a satisfactory grade point average and/or Graduate Record Examination 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 two semesters of graduate study and be fully admitted before continuing his/her study. All grades in these first four semesters must be A's or B's. A grade of C on any of these four 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.

**Admission Pending:**

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

**ACTION ON APPLICATIONS**

After receipt and processing of all the required documents and the interview, 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.

**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)

**COMPREHENSIVE EXAMINATION**

Candidates completing a degree program in Clinical Mental Health Counseling and School Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) during the semester before their graduation semester. 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 first Friday of October and the first Friday of March.**

## WITHDRAWAL FROM A COURSE

Forms for withdrawing from a course must be obtained from The School of Education Graduate Admissions Office in room 224, Taylor Hall and returned to this office. It is the responsibility of the student to obtain all necessary signatures. **You must withdraw from a class within the first 5 days of when the semester starts. Full refund will be given if course is dropped on day 1-5. Day 6 and beyond student will be charged 100%.**

## APPLICATION FOR GRADUATION

The candidate is responsible for applying for graduation. The candidate will be able to apply through the registrar's webpage via graduation link. The candidate must satisfy all financial obligations prior to graduation.

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."**

## SCHOOL COUNSELING

Candidates for the Master of Education (M.Ed.) degree in School Counseling must complete the following core courses (60 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
2. CEDU 624: Counseling Theories and Techniques
3. CEDU 626: Professional Orientation and Ethics in Counseling
4. CEDU 639: Diagnosis and Assessment in Counseling
5. CEDU 641: Life-span Development
6. CEDU 644: Career Counseling
7. CEDU 645: Counseling Skills
8. CEDU 646: Group Counseling
9. CEDU 685: Multicultural Counseling
10. CEDU 640: Evidence Based Practices in Counseling
11. CEDU 683: Addictions Counseling
12. CEDU 684: Crisis Counseling
13. CEDU 679: Counseling Children, Adolescents, and Families
14. CEDU 690: Practicum in Counseling
15. CEDU 695: Internship in Counseling 1
16. CEDU 696: Internship in Counseling 2
17. CEDU 689: Special Topics in Counseling (as needed)

### Courses in the Discipline Area: (6 credit Hours)

18. CEDU 636: School Counseling
19. CEDU 637: Advanced Topics in School Counseling

**TOTAL    60 hours**

**Note 1:** Students should take CEDU 626, 624, 641 and 645 as the first courses in the program. If this cannot be arranged, these courses should be taken as early as possible.

**Note 2:** Prerequisites for CEDU 690: CEDU 624, CEDU 626, CEDU 645, CEDU 646, and CEDU 636 (school counseling track). CEDU 690 is a prerequisite for CEDU 695 and CEDU 696. (took out CEDU 687)

**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:** 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).

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

**Note 6:** All students seeking LCMHC licensure must take and pass the National Counselors Exam (NCE).

**Note 7:** All students seeking school counseling licensure must take and pass the Praxis for School Counseling exam.

**Note 8:** Students must also take and pass a comprehensive examination.

## **CLINICAL MENTAL HEALTH COUNSELING**

Candidates for the Master of Arts (M.A.) degree in Clinical Mental Health Counseling must complete the following courses (60 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
2. CEDU 624: Counseling Theories and Techniques
3. CEDU 626: Professional Orientation and Ethics in Counseling
4. CEDU 639: Diagnosis and Assessment in Counseling
5. CEDU 641: Life-span Development
6. CEDU 644: Career Counseling
7. CEDU 645: Counseling Skills
8. CEDU 646: Group Counseling
9. CEDU 685: Spirituality, Religion, and Diversity for Professional Counselors (3)
10. CEDU 640: Evidence Based Practices in Counseling
11. CEDU 683: Addictions Counseling
12. CEDU 684: Crisis Counseling
13. CEDU 679: Counseling Children, Adolescents, and Families
14. CEDU 690: Practicum in Counseling (3)
15. CEDU 695: Internship in Counseling 1 (3)
16. CEDU 696: Internship in counseling 2 (3)
17. CEDU 689: Special Topics in Counseling (as needed)

### **Courses in the Discipline Area: (6 Credit Hours)**

18. CEDU 642: Clinical Mental Health Counseling
19. CEDU 643: Advanced Topics in Clinical Mental Health Counseling

### **Comprehensive Exam**

document their Mastery of counselor core requirements competencies by completing the comprehensive exams based upon the “core” curriculum, this exam should be taken the next to last semester before the student graduates.

### **TOTAL 60 hours**

**Students who wish to add School Counselor Licensure to the M.A. in Clinical Mental Health Counseling must first complete the M.A. program (60 hours), then take the following courses:**

1. CEDU 636: School Counseling
2. CEDU 637: Advanced Topics in School Counseling
3. CEDU 695: Internship in Counseling 1 (6)
4. CEDU 696: Internship in Counseling 2 (6)

- CEDU 636 is a prerequisite to CEDU 695/696.
- An internship (CEDU 695 & CEDU 696) 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.

**Note 1:** Students should take CEDU 626, 624, 641 and 645 as the first courses in the program. If this cannot be arranged, these courses should be taken as early as possible.

**Note 2:** Prerequisites for CEDU 690: CEDU 624, CEDU 626, CEDU 645, CEDU 646, and CEDU 636 (school counseling track). CEDU 690 is a prerequisite for CEDU 687, CEDU 695 and CEDU 696.

**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:** 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).

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

**Note 6:** All students seeking LCMHC licensure must take and pass the National Counselors Exam (NCE).

**Note 7:** All students seeking school counseling licensure must take and pass the Praxis for School Counseling exam.

**Note 8:** Students must also take and pass a comprehensive examination.

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

A student may apply for the Joint M.A. in Clinical 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 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.







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School of Education

**SCHOOL ADMINISTRATION  
PROGRAM**

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



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

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

### **Student Learning Outcomes:**

MSA candidates will apply skills and competencies to demonstrate effective...

- Strategic Leadership
- Instructional Leadership
- Human Resource Leadership
- Managerial Leadership.
- Cultural Leadership.
- External Development Leadership.
- Micro-political Leadership
- External development Leadership
-

## **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 <https://education.campbell.edu/apply/graduate-admissions/> or through the Graduate Admissions Office. Graduate application fee is waived for Campbell Alumni.

#### **2. Professional Recommendations**

Recommendation forms must be distributed by the applicant to three professional persons who have been directly involved in the applicant's academic or professional work. The Graduate Committee requires a written statement from the person giving the reference and the recommendation form. The person giving the reference has two options for submitting the recommendation.

A. Have the person giving the reference return the recommendation form to you. The recommendation form and letter must be placed in an envelope, sealed and signed across the seal by the person giving the reference and submitted with your application.

B. Have the person giving the reference email the Graduate Admissions Office, [dstrickland@campbell.edu](mailto:dstrickland@campbell.edu), both the recommendation letter and the recommendation form.

#### **3. GRE Scores**

The applicant must take the Graduate Record Examination (GRE) general exam. Score reports must be received before an admissions decision can be made. Use our school code: 5100. You can also send the Test Taker Report to the Graduate Admissions office while waiting on your official scores to come in. The Test Taker Report can be sent to the School of Education Graduate Admissions office. Please note that if your combined scores (quantitative and verbal) are less than 280 you will need to retake the GRE. Candidates are not required to take the GRE if they have a previous Master's degree. The highest acceptance they will receive will be provisional.

#### **4. Transcripts**

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. Interview

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. After all admission documents are received the Graduate Admissions office will set an interview up with the coordinator of the program to which the applicant is applying. After 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.

### \*\*\*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 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 School Administration

#### 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. Satisfactory score on the Graduate Record Examination (GRE) general exam.
4. An interview with the appropriate program coordinator or designee.
5. Three letters of recommendation.
6. 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.
7. Completion of a written survey.

### **Provisional admission:**

Applicants who do not have satisfactory grade point average and/or Graduate Record Examination 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 six semester hours (2 courses) of graduate study and be fully admitted before continuing his/her study. All grades in these first two courses must be A's or B's. A grade of C on any of these two courses will result in revocation of the individual's status as a provisional 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.

### **ACTION ON APPLICATIONS**

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.

### **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)

## COMPREHENSIVE EXAMINATION

Candidates completing a degree program in Master's of School Administration or add-on licensure in school administration complete a comprehensive examination near or at the end of their program 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.). 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 first Saturday of November with retake on the first Saturday of December and the first Saturday of March with retakes on the first Saturday in April. MSA candidates may take the exam in June.**

## WITHDRAWAL FROM A COURSE

Forms for withdrawing from a course must be obtained from The School of Education Graduate Admissions Office in room 224, Taylor Hall and returned to this office. It is the responsibility of the student to obtain all necessary signatures. **You must withdraw from a class within the first 5 days of when the semester starts including weekends. Full refund will be given if course is dropped on day 1-5. Day 6 and beyond student will be charged 100%.**

## APPLICATION FOR GRADUATION

The candidate is responsible for applying for graduation. The candidate will be able to apply through the registrar's webpage via graduation link. The candidate must satisfy all financial obligations prior to graduation.

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."**

## Course Requirements

Candidates for the Master of School Administration must complete the following courses, semester-hour(s) of credit is listed.

EDUC 629:	Data-Driven, Site-Based Decision Making (3)
EDUC 633:	Inclusion of Diversity within Standards-Based Curriculum (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.

**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.

**NOTE 6:** Up to six semester hours of graduate credit may be transferred from a previous Master's degree as appropriate.

## 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 minimum of a year-long internship.







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School of Education

## **Add-on Licensure Programs**

## **ADMISSION**

### **APPLICATION FOR ADMISSION**

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 <https://education.campbell.edu/apply/graduate-admissions/> or through the Graduate Admissions Office. Graduate application fee is waived for Campbell Alumni.

### **Academically or Intellectually Gifted Add-on Licensure Program**



**Dr. Chris Godwin**  
**Assistant Dean**  
**Associate Professor of Education**  
**Director of Teacher Education Programs**  
**Coordinator, AIG 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 or effective development of student affect are explored.

### **Student Learning Outcomes:**

- 100% of candidates are able to apply and interpret student identification procedures for gifted services.
- 100% of candidates utilize multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.
- 100% of candidates are able to use a variety of observation instruments demonstrating variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- 100% of candidates are able to create and evaluate challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.
- 100% of candidates apply knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.
- 100% of candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.
- 100% of candidates are able to create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.
- 100% of candidates implement, monitor, and evaluate the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.
- 100% of candidates are able to create an array of K-12 programs and services through school and community collaboration to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.
- 100% of candidates collaborate with families, other educators, and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.
- 100% of candidates demonstrate through in-depth research of foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

### **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.

## **ESL Add-On Licensure Program**

### **Objectives:**

100 % of ESL Candidates use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated.

100% of ESL Candidates apply major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

100% of ESL Candidates use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.

100% of ESL Candidates apply and evaluate program models and are skilled in teaching strategies for developing and integrating language skills.

100% of ESL Candidates integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

100% of ESL Candidates analyze issues and concepts of assessment and use standards-based procedures with ELLs.

100% of ESL Candidates utilize current instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching.

100% of ESL Candidates reflect upon and improve their instruction and assessment practices.

100% of ESL Candidates collaborate with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

### **Course Requirements**

Student must have a current North Carolina teaching license.

#### **Course Requirements:**

EDUC 505: Language Acquisition and Development (3)

EDUC 506: Applied Linguistics for TESOL (3)

EDUC 507: Culture, Policy, and Advocacy (3)

EDUC 508: Methods, Materials, and Resources in TESOL (3)

EDUC 509: Assessment for ELs (3)

## Instructional Technology Add-On Licensure Program

Come specialize in a discipline that is innovative and on the move. If you desire to refine your skills for technology to gain leadership positions in educational environments, this is the program for you.

### Objectives

The Technology Program:

100% of I.T. candidates will collaborate in integrating the fundamental concepts of technology into learning environments.

100% of I.T. candidates will evaluate a variety of multimedia tools to enrich learning experiences.

100% of I.T. candidates will support digital competencies and global learning competencies through creating project-based learning activities.

100% of I.T. candidates will model guiding principles that promote students' safe and ethical use of the Internet.

100% of I.T. candidates will demonstrate professional growth, community involvement, and social responsibility.

100% of I.T. candidates will address diversity and the effects of cultural competency.

100% of I.T. candidates will participate in the administration of assessments, collection of data, and the development of data reflections

### Course Requirements

EDUC 602: Foundations of Instructional Technology (3)

EDUC 603: Digital Literacy and Fluency (3)

EDUC 604: Methods and Issues in Instructional Technology (3)

EDUC 605: Assessments, Data Collection and Visualization (3)

EUDC 621: Survey of Instructional Technology (3)

**To complete the add-on candidates will choose one of the following 3-hour classes:**

EDUC 501 Special Topics in Education (3)

EDUC 504: Grant Writing (3)

EDUC 601: National Board Certification Seminar (3)

EDUC 678: Supervision of Preservice and Novice Teachers (3)

Applicants to this program must hold a current teaching license in at least one area of education prior to admission to the Instructional Technology Add-on certification program to be qualified to apply for 079 Special Endorsement in Educational Computing and Technology Facilitation (TF) upon completion of the program.

## **Residency Program**

### **What is the Residency License and Its Requirements?**

*From NC Department of Public Instruction (NCDPI)*

The residency license is a one-year pathway, renewable up to two times (for a total of three years). It is for candidates that meet the content requirements of licensure but may still need pedagogy requirements.

### **How Does the Residency Program Through EPP Work?**

Step 1: Candidates who hold a bachelor's degree are employed by a local education agency (LEA).

Step 2: The LEA requests a "residency license" for the candidate.

Step 3: The Educator Preparation Program at Campbell University (EPP) provides a "certification of supervision" indicating that the candidate has been accepted into our accredited Teacher Education Program.

Step 4: Campbell University's Professional Education faculty create an individual plan of study for the candidate based upon courses taken during the undergraduate program and any other courses taken which might transfer as credits toward the North Carolina Initial License.

### **What Are the Entrance Requirements?**

**Candidates must meet the following requirements before beginning the Residency Program:**

- Full-time employment in an approved North Carolina public school.
- Undergraduate GPA of 2.7 or higher;
- 24 hours relevant course work OR passing scores on the NCSBE required examination(s) in the requested content area;

### **What Is the Course of Study?**

An individual course of study is designed based upon prior educational coursework. Coursework is at the graduate level with most courses transferring into a master's degree program following completion of the residency licensure and obtainment of the initial North Carolina Teacher License.

**Courses\* Include (Total Pedagogy = 18 Hours):**

1. EDUC 517: Elementary/SPED Mathematics Licensure Prep (Fall & Spring)
2. EDUC 518: Elementary/SPED Reading Licensure Preparation (Fall & Spring)
3. EDUC 501: Content Pedagogy (Summer 1 only)
4. EDUC 621: Survey of Educational Technology (3) (Spring only)
5. EDUC 625: Educational Assessment (3) (Fall and Summer 1)
6. EDUC 655: Teaching Excellence in the P12 Classroom (3) (Summer 2, Fall & Spring)

7. EDUC 519: Preparing for the edTPA Assessment (3) (Fall & Spring) *This course must be taken the semester before student teaching. This course and student teaching cannot be taken in the same semester.*
8. EDUC 660: (Student Teaching) (Fall & Spring) (GPA must be 2.7 to take this course)

\*Many courses are offered Fall, Spring, and both Summer Terms online.

If you fail a prescribed course for your program of study, apart from EDUC 519 (edTPA) and EDUC 660 (Clinical Internship), you shall have one opportunity to retake the course. You must successfully pass the course (C or better) or you will be dismissed from the Residency Program. If EDUC 519 is failed, you shall have one opportunity to retake with support in the areas that you are weak. If EDUC 519 is failed a second time you will be dismissed from the program. The failure of EDUC 660 will result in dismissal from the Residency Program.

### **What Are the Completion Requirements?**

Residency Pathway completion is contingent upon:

- EdTPA NC cut score attained (completed during clinical student teaching field experience)
- Program Completion with a GPA 2.7 or higher
- Positive Annual Field Evaluations
- Passing Criteria on the LEA Certification of Teaching Capacity
- At the conclusion of each year of enrollment within the Residency Program, we are required to evaluate your performance according to the established guidelines delineated within the Professional Education Graduate Bulletin. In addition, your continued enrollment depends upon the recommendation of the LEA to continue in the Residency Program and your meeting the criteria stated above. Failure to comply or meet these criteria will result in your dismissal from the Residency Program.







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School of Education

## **COURSE DESCRIPTIONS**

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

An introductory research course for those in the field of counseling (school counseling and clinical mental health counseling). 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.

Prerequisites: N/A

#### **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, 637 – Advanced Topics in School Counseling (3)**

A course designed to help students in the school counseling program advance their skills as a school counselor. Topics include leadership, advocacy, collaboration, consultation, and a focus on specific interventions that can be used within the school setting.

#### **Counselor Education, 639 – Diagnosis and Assessment in Counseling (3)**

A course designed to acquaint students with categories of abnormal behavior and research in the area. Specific focus is placed on understanding abnormality as defined by the DSM-IV (5th Edition). Students will also become knowledgeable on the use of assessment in counseling, including instruments used by professional counselors in assessing intelligence, achievement, personality, and mental/emotional states. Case conceptualization and treatment planning will be covered, including the use of drug treatment and counseling interventions

**Counselor Education, 640 – Evidence-Based Practices in Counseling (3)**

Designed to help students in the graduate level counseling program explore evidence-based practices within the counseling profession. This course introduces a variety of evidence-based practices and therapeutic models for treating individuals with severe and persistent mental health disorders.

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

This course introduces the graduate student to human development across the lifespan with a focus on social, emotional, cognitive, biological, and cultural theories and research. Attention will be given to normal and atypical development, developmental transitions, and wellness at each stage of development. Particular focus is placed on mental health counseling approaches and strategies to help children, adolescents, and adults address the developmental challenges they face across the life span.

Prerequisites: N/A

**Counselor Education, 642 – Clinical Mental Health Counseling (3)**

Designed to help students in the graduate level counseling program to further explore the history, philosophy and theoretical foundation for the Clinical Mental Health Counseling profession. The scope of practice, credentialing, management of services, legal and ethical issues within the profession will be addressed. Other topics include current controversial and professional issues.

**Counselor Education, 643 – Advanced Topics in Clinical Mental Health Counseling (3)**

Designed to help students in the graduate level counseling program advance their skills as a clinical mental health counselor this course introduces students to alternative therapeutic techniques that extend beyond traditional individual and group therapy.

**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, 679 – Counseling Children, Adolescents, and Families (3)**

A course designed to provide the foundation for understanding typical and abnormal child and adolescent psychology from a developmental perspective. Emphasis is placed on normal development, maladaptive behaviors, factors that influence development and treatment interventions. The course will also address the issue of individuals in a social/familial context, understanding the process and considerations of family therapy.

**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 Counseling (3)**

A seminar designed to familiarize master's level students to 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, as well as grief, loss, and coping following a crisis event.

**Counselor Education 685, Multicultural Counseling (3)**

Designed to help students in the graduate level counseling program develop multicultural counseling competencies. This course promotes awareness and understanding of multicultural issues in counseling and explores the complexities of culture and its influence on the client/counselor relationship. Topics include age, race, ethnicity, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are addressed.

**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 1(3)**

Part 1 of a two-part internship. 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 300 hours in the field are required (600 total required for graduation). Approval prior to enrollment is required. Course prerequisite is CEDU 690 Practicum in Counseling.

### **Counselor Education 696, Internship in Counseling 2 (3)**

Part 2 of a two-part internship. 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 300 hours in the field are required (600 total required for graduation). Approval prior to enrollment is required. Course prerequisite is CEDU 690 Practicum in Counseling and CEDU 695 Internship 1. Note: Internship 1 and Internship 2 can be taken concurrently in special situations – approval required.

## **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 504, Grant Writing (3)**

This course is designed to model the steps involved in the grant writing process. Candidates will learn the steps involved in writing a grant or in acquiring funding for a project while actually working through a grant / funding application. Candidates will evaluate effective and non-effective grant / funding proposals including writing, budgeting, data collection, and assessment of proposed grants / funding opportunities. The final product for this class will be a completed, submitted application for a grant designed for the school, classroom, or program area.

**Education 505, Language Acquisition and Development (3 hours)**

Students investigate and research important aspects of language acquisition and development including current and historical theories and research in language acquisition as applied to English Learners, the importance of first language literacy development and how it impacts second language literacy development, and the different affective factors (socioeconomic, physical, and emotional) and their implications for the language learning process. This course includes field experience. (Field experience-10 hours of learning a new language not spoken by the student.)

**Education 506, Applied Linguistics for TESOL (3)**

Linguistics is the scientific study of human language. Students investigate and research language as a system including phonology, morphology, syntax, pragmatics, and semantics, the ways languages are similar and different, linguistic structures that distinguish written and spoken language forms as well as social and academic uses of language for English Learners.

**Education 507, Culture, Policy, and Advocacy (3)**

Students investigate and research the interrelationship between language and culture, cultural values and beliefs, the effects of stereotyping and discrimination, as well as how an individual's cultural identity affects their learning and academic progress. Students will understand federal guidelines and legal cases related to English learners. Students will understand how to advocate for equity in education for English learners and their families. This course includes field experience. (Field experience: Experience a different culture by participating in an event or serving a family in a rural community.)

**Education 508, Methods, Materials, and Resources in TESOL (3)**

Students investigate research-based methods, evidence-based practices, as well as culturally relevant materials and resources related to planning, implementing, and managing English language development standards and content instruction, differentiate language instruction based on the English learner's individual needs (i.e. long term English learners, students with interrupted formal education, English learners identified as Exceptional Children), all while creating culturally accepting and technology rich classroom environments. This course is offered with field experience. (Field experience: 10 hours of observation in an ESL classroom setting)

**Education 509, Assessment for ELs (3)**

Students investigate and research federal, state, and local requirements for identification, placement, and exit of English learners in language support programs, state and local requirements for formative and summative grade level assessments, as well as a variety of standards-based language proficiency formative assessments to show English learners' language growth and to inform their instruction. This course is offered: This is the culminating course with a field experience. (Field experience: 30 hours of instruction/assessment in an ESL classroom setting)

**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.

**Education 516, Planning, Implementing, and Evaluating a Gifted Education Program (3)** (NCDPI: Standard 3, 4, 5, 6; NAGC Standard: 6, 7)

In this final course and assessment, the candidate completes a field experience within a school or district focusing on the effective implementation of the LEA's gifted plan and the impact upon students within the school district. Data is collected on the achievement of gifted learners; an analysis is completed and the student presents their findings to the LEA AIG coordinator.

## **Education 517, Mathematics Licensure Preparation**

This course is designed for prospective elementary and special education teachers. This course has two major components. Component 1 focuses on essential mathematics content knowledge for elementary education. The focus of this course is for students to gain a conceptual understanding of Operations with Whole Numbers, Place Value, Fractions, Ratios, Early Equations and Expressions, Measurement, and Geometry. Component 2 focuses on tasks that are essential for effective teaching of elementary mathematics. Students will learn to select and implement rich standards-based math tasks, with the use of appropriate manipulatives and visual representations. In addition, students will practice analyzing student explanations, definitions, conjectures and errors.

**At the conclusion of this course, students will be expected to take the Elementary Education Content Knowledge for Teaching Mathematics (7813) Praxis.**

## **Education 518, Reading Foundations and Integrated Reading**

This course focuses on the Foundations of Reading and the reading process. Students explore a variety of instructional approaches for teaching literacy and gain understanding in appropriate assessment practices. Major components of literacy will include phonological awareness, phonemic awareness, phonics, concepts of print, the alphabetic principle, word analysis skills, vocabulary development, methods for assessing reading development, and understanding multiple approaches to reading instruction. Students will focus on strategies for helping all students succeed—including struggling readers and English language learners. Candidates will explore a variety of instructional approaches for teaching literacy and gain understanding in appropriate assessment practices. Emphasis is placed on reading literacy and reading comprehension techniques for developmentally appropriate classroom experiences. This class will accommodate diverse candidate populations and examine various standards from the ELA Common Core. Major components of literacy will include word analysis skills, vocabulary development, methods for assessing reading development, exploration of genres, and understanding multiple approaches to reading instruction. **At the**

**conclusion of this course, students will be expected to take the Pearson North Carolina Reading Foundations Licensure Examination.**

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

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

**Education 601, National Board Certification Seminar (3)**

An exploration of the portfolio and written assessment aspects of applying for verification by the national Board of Professional Teaching Standards.

**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 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 (3)**

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 623, Research Design and Methodology (3)**

An introductory research course for those in the graduate programs of 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

**Education 625, Educational Assessment (3)**

A study of the basic concepts of measurement and evaluation as applied to education testing in the schools as well as observational approaches to assessment. Consideration is given to the principles of measurement; the construction, evaluation, and use of classroom tests; the selection and use of standardized achievement, interest, and aptitude instruments; and the North Carolina public school assessment program.

**Education 628, Understanding the Whole Child (3)**

This course will focus on the social and emotional aspects of the child/learner with emphasis on knowledge of internal and external factors influencing their learning. Course topics will include positive psychology, mindfulness, and learning tools related to social and emotional aspects that impact classroom management.

**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, and 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, Inclusion of Diversity within Standard-Based Curriculum (3)**

The course emphasizes the interpersonal, theoretical and philosophical understanding needed for success of both the teacher and learner. There will be exploration into the three critical areas in the learning process: learner, knowledge and society, which encompasses the influences upon the curriculum taught within the schools today. A major focus of this course will be examining the historical development of multicultural education and its efforts to help students understand social and educational issues faced by our diverse nation within the context of state and national curricula standards.

**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 and Diversity in the School Community (3)**

This course focuses on leadership; diversity in school populations; educational communities; partnerships and 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 leadership roles in relation to diverse learners and services for these students will be addressed. APA style will be introduced as will the use the Library Data Bases of Research.

**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 655, Teaching Excellence in the P12 Classroom (3)** This course will guide students to think critically and reflectively regarding decisions that need to be made as a classroom teacher to meet the academic, social, cultural, and emotional needs of all students. Intercultural conflicts and philosophical viewpoints will be addressed to guide discussions relating to the applicability and implementation of principles and practices guiding inclusive practices in the 21st century classroom. Finally, through applying these strategies within their current classrooms, these teachers will reflect upon their practices and adjust their instruction accordingly to allow students to succeed academically, socially, culturally and emotionally in the engaging classroom.

**Education 660, Education Clinical Internship (3)** A full semester clinical field experience designed for students preparing to teach in the public schools of North Carolina. 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 or a University Supervisor assigned by the Director of Teacher Education and a master teacher with appropriate licensure and experience. A minimum of 2-3 full-time teaching is required. The student will also complete and submit the national portfolio assessment edTPA during this internship. During the semester prior to the internship, the student must be fully admitted to the teacher education program and must make an application for the clinical field experience through Tk20. Seminar classes will be interspersed with the teaching experience and provide opportunities for reflection and discussion of current topics relevant to the field experience.

**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 678, Supervision of Preservice and Novice Teachers (3)**

A study of the application of adult development theory to the supervision of teachers and the study of the effectiveness of programs. The focus is on planning supervisory strategies using effective communication skills and developing materials to use when working as a supervisory coach or clinical faculty member. Research, analysis, implementation, and reflection of research-supported best practices in supervision and coaching are central to the work within this course. An application product is required

**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 700, Curriculum and Instruction Clinical Experience (3)**

Students investigate the standards of importance to the prerequisite core courses of EDUC 625, 647, 654, and 678. They will use their culminating key assessment for each course housed in Tk20 for this analysis as they examine characteristics in the field pertinent to the previous class and to the standards. The products from the previous core courses will be connected via in-depth analysis of their final products from those classes using the standards and evidences from the Council for the Accreditation of Education Preparation (CAEP) and the National Board for Professional Teaching Standards (NBPTS). Students will be asked to describe how their school exemplifies and meets each standard. Students will interact with speakers who have expertise in maintaining the integrity of the schools and in meeting these professional standards.

## 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 525, Contemporary British/Postcolonial Lit. (3)**

A study of works of representative late 20<sup>th</sup>- and early 21<sup>st</sup>- century authors from the United Kingdom and from former British colonies or Commonwealth nations.

**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)**

### **EXER 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.

### **EXER 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.

### **EXER 510, History of Physical Education and Sports (3)**

A study of how physical education and sports 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 sports, the decline in youth fitness, sports 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 sports ("big-time" college athletics).

### **EXER 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.

### **EXER 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.

### **EXER 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.



**EXER 532, Advanced Design of Sports Training (3)**

An in-depth study of the periodization approach to designing sports 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.

**EXER 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 sports, music, or dance performance or to instructional settings such as teaching, coaching, athletic training, and physical therapy.

**EXER 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.

**EXER 545, Sociology of Sports (3)**

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

**EXER 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.

**EXER 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.

**EXER 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.

**EXER 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

**EXER 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.

**EXER 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.

**EXER 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.

**EXER 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.

**EXER 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.

**EXER 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 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 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**

## MASTER OF SCHOOL ADMINISTRATION

### **MSA Internship Modules**

Candidates will enroll in each module in the order they choose. The internship lasts throughout the candidates' program. Completing of Electronic Portfolio evidence, 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) Eight attendance at Saturday Seminars is required.**

#### **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, primarily in EDUC 648 Governance of Schools.

#### **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, primarily in EDUC 629 Data-Driven

#### **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 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.

**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.

## **GRADUATE PROGRAM COORDINATORS**

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(Elementary, Middle, Secondary)

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### **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**

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### **Coordinator for Master of Education and Licensure Only**

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