

Graduate Programs In Professional Education



CAMPBELL
UNIVERSITY

School of Education
& Human Sciences

August 2026 - July 2027

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CAMPBELL UNIVERSITY GRADUATE BULLETIN
School of Education & Human Sciences
Graduate Programs in Professional Education
Master of Education and Master of Arts Degrees

August 2026 – July 2027

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 & Human Sciences programs described in this bulletin at any time, without prior notice.

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

DISCLAIMER

This Graduate 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 Graduate Bulletin supersedes all previous editions of this Graduate Bulletin.

GRADUATE SCHOOL ACADEMIC CALENDAR

Fall SEMESTER 2026

August 19, 2026
November 24, 2026

Classes Start
Classes End

Spring SEMESTER 2027

January 13, 2027
April 27, 2027

Classes Start
Classes End

Summer I SEMESTER 2027

May 17, 2027
June 18, 2027

Classes Start
Classes End

Summer II SEMESTER 2027

June 21, 2027
July 23, 2027

Classes Start
Classes End

Summer III SEMESTER 2027

May 17, 2027
July 23, 2027

Classes Start
Classes End

The School of Education & Human Sciences reserves the right to change the above dates, as needed.

ADMISSIONS

Equal Opportunity Policy

Campbell University is an equal opportunity educational 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 any demographic information and/or personal identification.

Requirements

1. A completed application form, honor code, graduate bulletin acknowledgement, and the nonrefundable \$55.00 application fee must be submitted to the School of Education & Human Sciences Graduate Admissions Office, P.O. Box 369, Buies Creek, NC 27506. Applications are located on the website at <https://education.campbell.edu/apply/graduate-admissions>. (Graduate application fee is waived *only* for alumni and currently enrolled students or employees of Campbell University.)
2. A bachelor's degree with a satisfactory grade point average.
 - Specific programs may have a minimum GPA requirement.
 - 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 & Human Science's graduate programs.
3. Professional Recommendations
 - Recommendations are to be completed electronically. They should be distributed to three professional persons who have been directly involved in the applicant's academic or professional work (for the Counselor Education program, candidates who are currently enrolled in an academic program must provide at least one recommendation from a current faculty member).
4. Written Statement
 - All graduate programs require a written statement. See individual program application for specific details.
5. Initial licensure (or eligibility to obtain it) for all students seeking "M" licensure in a teaching area. (If required by program).
6. An interview with the appropriate program coordinator or designee.
 - Applicants must have an interview with the appropriate program coordinator as part of the admissions process. After all admission documents are received in the Graduate Admissions office, the program coordinator will contact the applicant to set up the interview. After the interview is completed, the applicant's admission file is presented to the Graduate Committee and the Dean of the School of Education & Human Sciences for consideration.
 - Applicants to the Counselor Education program should prepare for a full-day interview. Specific details will be sent to eligible candidates from the program coordinator.

Action on Applications

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

- **Full Admission:** Applicants satisfy all admission requirements.
- **Provisional Admission:** Applicants may be admitted provisionally pending application review by the Graduate Committee. Provisional Admission is reserved for students who do not meet the minimum GPA requirement for their applied program or in cases where the program Coordinator has concerns after reviewing the prospective student's application materials (including the prospective student interview).
 - A student who has been provisionally admitted, must earn grades of A's or B's on completion of six semester hours of graduate study. A grade of C will result in the candidate's revocation of admission.
 - All grades of Incomplete must have been cleared before full admission status can be granted.
 - Following the first six semester hours of graduate study, the Graduate Committee will review the candidate's application for full admission.
- **Not Admitted:** Applicants who are not admitted into a graduate program may reapply after 1 year.

NOTE: Prospective students who have applied to a graduate program are allowed to enroll in no more than six 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.

Following admission into a graduate program, if the candidate fails to register for courses during the next semester, the candidate must reapply for admission to the School of Education & Human Sciences.

Visiting Students

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

Special Admission

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 & Human Sciences Graduate Admissions Office and follow the usual registration procedures.

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.

Time Limit for Degree Completion

Satisfactory Academic Progress (SAP) is considered to be a five-year period to complete any graduate program within the School of Education & Human Sciences, beginning from the first registered course date. Under extenuating circumstances, an extension may be requested from the Dean if SAP cannot be achieved and/or maintained. This formal written request for an extension must be made by the student directly to the Dean of the School of Education & Human Sciences.

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 & Human Sciences in consultation with the Graduate Committee. **Failure to request a program extension may result in dismissal from the program.**

Graduate Orientation

Graduate Orientation is mandatory for all School of Education & Human Sciences graduate students. Orientations typically occur in the first week of classes. Students will receive detailed information about their program's orientation prior to the start of the term.

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, virtually, or by email. 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 & Human Sciences.

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. **NOTE:** Students in the Counselor Education program are not able to transfer credits for any experiential courses, including, but not limited to, group counseling, counseling skills, or clinical fieldwork courses.

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.

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.

Registration dates for upcoming semesters will be posted on the website and on the schedule. Students must contact their advisor to register for 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 an advanced-standing undergraduate student.

Withdrawal from a Course

Forms for withdrawing from a course must be obtained from The School of Education & Human Sciences Graduate Admissions Office in room B-19, Taylor Hall and returned to this office. It is the responsibility of the student to obtain all necessary signatures.

Students must withdraw from a class within the first 5 days of when the semester starts. A full refund will be issued only if the course is dropped within five days of the semester beginning. If the drop request is submitted on Day 6 or later, the student will be charged 100% of the tuition for that course.

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 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 if student demand is insufficient to offer a course. Classes typically meet in the evenings for 3 hours during the academic year. Summer schedules vary to accommodate course needs. There are, however, occasional exceptions to this rule.

Definition of Load

With the exception of the Counselor Education program, the course load for full-time students, as defined by the Campbell University School of Education & Human Sciences, 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 may be needed 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.

The course load for full-time students in the **Counselor Education program** is nine (9) credits during the fall and spring semester and six (6) credits during the summer session. During the summer session, the six semester hours may be taken as three semester hours in each of the two summer sessions. Students must take a minimum of six (6) credits during a term to be considered for student financial aid, fellowships, etc.

TUITION

The cost of tuition and fees for Graduate courses per semester can be located on the [Bursar's Office page](#). Campbell University reserves the right to change the cost of instruction whenever a change is deemed necessary. Students will be billed by the University Business Office. For additional information, [contact the Bursar's Office](#).

Financial Assistance

Graduate students in School of Education & Human Sciences programs may be eligible for loans and/or grants to cover part of their educational expenses. Students wishing to apply for loans or grants 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 & Human Sciences. Applications are available in the School of Education & Human Sciences. Courses taken outside of the student's program of study may not be covered by financial aid. For additional information on Student Financial Aid, please visit the [Financial Aid Office page](#), or [contact the Financial Aid Office](#).

LIBRARY SERVICES

The School of Education and Human Sciences (SOEHS) works aggressively to secure necessary learning resources that are appropriate for scholarly inquiry, study, and research by program faculty and students.

The university's main library, Wiggins Memorial Library, is located on main campus across the academic circle from the SOEHS (Taylor Hall). The Wiggins Memorial Library includes over one million resources including bound volumes, hundreds of periodical subscriptions, and an on-line interlibrary loan system for additional access to materials. A Curriculum Materials/Media Center, located within the library, provides journals, hands-on activities, video resources, and numerous books relevant to SOEHS programs. Specific Resource Guides also house clinical assessments specifically for use by SOEHS students. A designated librarian from Wiggins Memorial library is available as a bibliographer and a resource to students. To schedule an appointment with the SOEHS

designated librarian please visit <https://library.campbell.edu/information-fluency/liaison-listing/> or call (910) 814-5562.

TECHNOLOGY RESOURCES AND STUDENT COMPETENCE

Students in the School of Education and Human Sciences (SOEHS) are expected to possess basic computer word processing skills for successful completion of written assignments. Students will also be expected to use computers and other resources to conduct research necessary to fulfill course requirements. All pertinent information from the professor, program, and university are communicated through Campbell email accounts. Unless specifically allowed by a faculty member for a specific assignment, the use of artificial intelligence (AI) to complete academic work is strictly prohibited relevant to the Graduate School of Education and Human Sciences' Honor Code. The School of Education and Human Sciences and the Wiggins Memorial Library contain state-of-the-art computer labs with PC and Apple capabilities. The SOEHS in Taylor Hall is also equipped with two state-of-the-art dual platform computer labs for student use.

Campbell University provides Information Technology Services for all students. This service provides infrastructure, software, and support services that support academic purposes. Services and support include email and identification; Internet, network and telephones including Virtual Private Networks (VPN); computers and computer labs; software and downloads; website development; academic services; and security policies. The University's IT Service Desk Portal (i.e. Help Desk) provides support 24 hours per day, on or off Campbell University's campuses.

Student resources, including access to IT Help Desk can be found by visiting this site: <https://www.campbell.edu/information-technology-services/> or via email helpdesk@campbell.edu or phone (910) 893-1208.

ACADEMIC SUPPORT

To aid in student success, Campbell University also aims to provide exceptional academic student support. Academic Support Services offers tutoring, supplemental instruction, coaching and other academic support programs and services to all students. Students are able to request these services through the Academic Support Services website (<https://www.campbell.edu/students/student-success/academic-support-services/>), CU Succeed or receive a referral from faculty.

For academic support please contact:

<https://www.campbell.edu/students/student-success/about-student-success/>, (910) 814-5578, supportservices@campbell.edu; Student Services Building, 227 Main Street, Buies Creek, NC 27506

ACADEMIC REGULATIONS AND PROCEDURES

ACADEMIC INTEGRITY

The Mission Statement of Campbell University states that the mission of the University "is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service." Consistent with this mission, the University expects students to exhibit moral courage and ethical responsibility.

The University Code of Honor states that members of the University community should be "honest in all behavior." Each student of Campbell University, therefore, is expected to personally demonstrate academic integrity. That is, each student (1) should have an unwavering commitment to doing the best he/she can with his/her own intellectual resources, (2) should be truthful in all matters, (3) should maintain appropriate confidentiality when representing the University, and (4) should encourage academic integrity among all fellow members of the University community.

By joining this University community, each student acknowledges and agrees that he/she will abide by the precepts stated above. Additional information and expectations can be found in the Graduate Bulletin as a resource to support students in the Counseling Programs.

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 may be accepted from another accredited institution unless there are specific arrangements made otherwise.
3. Completion of 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 D/F will lead to academic dismissal.
5. Completion of all requirements (includes comprehensive examination, portfolio, etc.) according to Satisfactory Academic Progress guidelines. Under extenuating circumstances, an extension may be requested from the Dean.

Grading System

The grading system is as follows:

A = Excellent

B = Good

C = Passing

D/F = Failure

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).

Absences from Class

School of Education & Human Sciences policy expects no more than one absence per course. Exceeding this limit may affect the student's grade and/or enrollment status.

ACADEMIC DISMISSAL

Academic dismissal may occur for one or more of the following reasons:

1. Violating the academic [honor code](#).
2. Earning two grades of "C" and failing to earn two grades of "A" to maintain the required "B" average.
3. Earning one failing grade of D/F in a course:
 - a. May **appeal** the failing grade of D/F by following the procedure outlined in the graduate bulletin. If your appeal is denied then:
 - i. May be dismissed from the academic program for one calendar year (ex. dismissed Fall semester you can reapply for the following Fall semester).
 - ii. Must write a letter to the Dean **requesting readmission** to the program. Readmission will be determined by the Graduate Committee.
 - iii. Must **repeat the course** for a grade of A or B if the course is a core course.
4. Academic Termination.
 - a. A graduate student who has been readmitted to the program after academic dismissal due to a second failing grade of "D/F" in one course is permanently terminated from the program and will not be allowed to apply again.

- b. A student who receives a failing grade of “D/F” in two courses during the same grading period is permanently terminated from the program and will not be allowed to apply again. Any student who is dismissed from the program for a second time will not be allowed to reapply.
5. 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.
6. **Beginning January 2027: Students must attend at least one session a year (rolling year) to remain in active student status. If a student goes inactive, they must reapply to the University.**

Grade Appeals

If a student disagrees with a final course grade (including a grade of “Incomplete”), they must **first** visit with the instructor or supervisor informally. Both students and faculty are expected to attempt to mediate disagreements directly with whom they have concerns prior to pursuing a formal appeal process.

If not satisfied with this informal process, a formal appeals procedure must be followed. The formal appeal **MUST** follow these steps:

1. **AFTER THE FINAL COURSE GRADE IS POSTED**, the student, **within five (5) business days** of the grade being posted, shall make a written request to the instructor appealing the grade or other academic determination. The student should include any relevant supporting documentation. The instructor will respond to the student in writing (via the student’s Campbell University email account) detailing the reasons for granting or denying the relief sought within three (3) business days of receipt of the appeal or as soon thereafter as is practicable.
If the instructor is unavailable, the appeal will go directly to the Graduate Programs Chair. If the instructor of record for the course for which the grade is being appealed is the Graduate Programs Chair, the appeal should go directly to the Dean.
3. The student may appeal the decision of the instructor by filing a written appeal to the acting Graduate Programs Chair within three (3) business days of receiving the instructor’s response, detailing the basis for the appeal and the specific remedy sought by the student. The reviewing official may meet with the student to obtain additional information in the sole discretion of that official. The reviewing official will respond to the student in writing (via the student’s Campbell University email address) detailing the reasons for granting or denying the relief sought within three (3) business days or as soon thereafter as is practicable. The decision of the second official who reviews the appeal is final.

APPLICATION FOR GRADUATION

The candidate is responsible for applying for graduation. The candidate will be able to apply through the registrar's webpage via the [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. 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."**

Graduate students in the School of Education and Human Sciences that are on track to graduate in May or December, who are in good academic standing and missing no more than three (3) credit hours of meeting all requirements to earn their degree may file a "Request to participate in Commencement." Students with more than three (3) credit hours remaining at the May or December ceremony must participate in the next University graduation cycle. Candidates applying for this exemption must also submit an Application for Graduation through the Registrar's office. If approved, the candidate will be allowed to participate in only one Commencement program for their degree. Candidates participating under this special exemption will not receive a diploma or Certificate of Graduation until all requirements have been met. Graduates must also submit a new application for graduation for the term in which the degree will be conferred.

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 & Human Sciences.** Interested students should contact the Dean's office.

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 any demographic information and personal identification 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 behavioral 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 to have all personal and academic records maintained in accordance with current year Family Education Rights and Privacy Act (FERPA) Guidelines
- 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 & Human Sciences 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 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 & Human Sciences. 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. 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 all relevant administrative and academic documentation as required by faculty and staff.
- To submit original work for assessment without plagiarizing or cheating. The [honor code](#) for the School of Education & Human Sciences 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 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, administration and students to express differing views and opinions.
- To respect the working environment of others in all areas of the University.

Statement of Academic and Behavioral Offenses **(Applicable to degree and non-degree students)**

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

- Providing assistance to another during an exam or on another assignment in a manner not authorized by the instructor.
- Copying from another student's paper, lab report or test.
- Attempting to give or receive information relative to assignments, paper, quizzes, exams, etc. in a wrongful and inappropriate ways.
- Providing specific information about previous test, project, other assignment which could thereby result in another person gaining an unfair advantage.
- Allowing one's work to be presented as the work of someone else.
- Providing any unauthorized papers, notes, materials, etc. for another person.
- Using the words, ideas, or information of another source directly without properly acknowledging that source. This includes work (or data) from, another student, another author, the internet commercial services etc., it also includes any portion of a computer program or data file.
- Utilizing at any time in any manner not previously authorized by the faculty member any portion of an exam or other material intended to be used for evaluation purposes in advance of its administration.
- Submitting the same work for multiple classes without the knowledge and permission of all involved faculty.

- Attempting to influence or modify grade or academic record in inappropriate or unfair ways.
- Consulting with other students on projects, papers, labs, assignments, etc. where such collaboration is not allowed by the professor.
- Inappropriately using technology in such a manner as to gain unfair or inappropriate advantage.
- Forging, falsifying, or fraudulently using university documents.
- Recording, scanning, or taking pictures of lectures/ exams/ quizzes/ etc. without permission and utilizing them for private or public purposes.
- Disclosing confidential information to unauthorized source(s).
- Failing to report instances of academic misconduct to appropriate officials.
- Lying in official matters, such as purposely furnishing false information.
- The possession, consumption, and distribution of alcoholic beverages on campus or any event to include, but not limited to academic, athletic, extracurricular, social, administrative work related a University department, director, or group to include travel that takes place off campus sponsored by the University.
- Students found with illegal drugs on campus will automatically be referred to the Executive Student Conduct Committee for a formal hearing.
- All sexual offenses such as sexual activity, harassment or violence will be investigated and sanctioned in accordance with the Title IX Policy.
- Any disruptive act/activity which is offensive or annoying to others, including, but not limited to nuisance activities, excessive noise, vulgar language, shouting, horseplay, practical jokes, and disrespect for authority.
- Fighting
- Bullying, intimidation, and harassment
- Stalking
- Personal Offenses, including, but not limited to gambling, lying, the possession of pornography or other sexually explicit material
- Property and Environmental Offenses, including, but not limited to computer misuse, arson, property damage, theft, or trespassing.
- The possession of firearms, weapons, explosives, or fireworks on campus.

Student Evaluation

Campbell University Graduate Programs evaluate academic and professional performance through systematic student assessment throughout each program. Student evaluations include the assessment and measurement of: (1) key performance indicators in knowledge-based core areas and respective student specialties, (2) key performance indicators of student learning outcomes in primarily skills-based course assignments, (3) and key performance indicators of student professional dispositions.

Graduate Programs faculty will, as a component of their responsibilities to students, their profession, and the eventual consumers of the services provided by graduates, monitor student's academic progress. Faculty make judgments

as to students' progress based on the benchmarks listed below. These judgments will be reflected in the following:

- grades assigned by faculty
- summative and formative feedback as part of course engagement, both scheduled and spontaneous.
- evaluation forms from fieldwork supervisors (when applicable)
- faculty and supervisor completion of the Notice of Professional Concerns (NOPC) form.

Besides these formal assessment points, faculty and advisors will meet informally with students who demonstrate a need for guidance and/or remediation throughout the duration of training. ***If these attempts are ineffective as evidenced by no observable changes or limited observable changes based on the expectations for change, the student will be asked to meet with faculty members to formally develop a remediation plan or to be dismissed from their program. This process is outlined below in the section entitled Student Remediation and Retention.***

PROFESSIONAL DISPOSITIONS AND SKILLS STANDARDS

In addition to maintaining high scholastic standards, students enrolled in all Graduate Programs at Campbell University must, as part of their academic training, develop professional dispositions and skills necessary to work effectively with people with diverse needs. ***Professional behavior is assessed throughout Graduate Programs and is considered an essential element of the academic programs. A student's failure to demonstrate appropriate professional behaviors consistently may have a negative impact on the student's academic progress. Below is a list of expected professional behaviors. Please note that this list is not exhaustive, and additional expectations/requirements may be communicated to students during their program.***

- The student relates to peers, professors, and others in an appropriate professional manner in all courses.
- The student complies with legal, ethical, and programmatic standards during the training program.
- The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.

Programs may also have additional professional skills and academic standards. Students should reference their specific program's section of this Bulletin for the additional standards.

Student Remediation

A student's acceptance into the program as a candidate does not ensure a right to remain in the program, and retention in the program is dependent upon the student continuing to meet the scholastic and professional requirements of the program. Academic progress includes not only coursework

and scholarship, but also the professional dispositions and skills that will affect their professional performance (as discussed in the Student Evaluation section above). These dispositions and skills can enhance the student's professional capacity. The assessment of these dispositions and skills necessarily involves subjective academic judgment by the faculty.

When a student's academic or dispositional progress does not meet program expectations as delineated above, faculty will undertake steps toward remediation. The purpose of remediation is to support student growth and professional development.

If a faculty member has a concern about a student's progress and/or behavior, the faculty will take steps toward remediation. These steps may include talking one-on-one with the student to discuss concerns, offering written and verbal feedback, and other methods consistent with the area of instruction.

During the remediation process, the faculty member may deem that a Notice of Professional Concern (NOPC) is warranted. Such a notice is provided on a form discussed in the section below. If, in the academic judgment of the faculty, remediation attempts are not successful, evaluation of the student's fitness to continue the program will begin (see Formal Retention Process section below).

Formal Review Process

Remediation and/or dismissal may be appropriate when a student's action or failure to act does not meet the generally accepted standards of a graduate student. Generally accepted standards include, but are not limited to, the standards of practice recognized by professional organizations, state and national licensing boards, and other program-specific entities. If a student exhibits low grades, poor skills, poor personal and professional dispositions, and/or other behaviors that are of concern and remediation is unsuccessful, the Formal Evaluation process will ensue.

A Notice of Professional Concern (NOPC) form will be completed by faculty within the School of Education & Human Sciences when student behavior is outside the generally accepted standards of the graduate program. This form may be completed as documentation of remediation efforts or as an indication that the Formal Evaluation Process is warranted. There is a wide range of behaviors that can elicit a Notice of Professional Concerns. Examples of behaviors that may warrant a Notice of Professional Concern include, **but are not limited to**:

- Behaviors that can reasonably be predictive of unsatisfactory future professional functioning, such as a consistent pattern of lateness and tardiness
- Frequent excuse-making when tasks, assignments, appointments, and other obligations are not completed in a timely manner
- Lack of insight into negative consequences of one's own behavior
- Inability and/or refusal to exercise sound judgment and adequate interpersonal skills

- Noncompliance with supervisory requirements
- Inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency
- Inability or refusal to receive and apply constructive feedback or supervision
- Inability or refusal to tolerate different points of view
- Assigning blame for one's own failures to others
- Interpersonal problems
- Interpersonal behaviors that impair one's professional functioning
- Dishonest academic practices, including but not limited to plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents
- Threatening behavior
- Violations of professional standards of ethical conduct

Upon receipt of a Notice of Professional Concern, the Graduate Programs Chair will determine whether the situation is a Departmental matter for the student's specific program (e.g., an academic issue and/or a personal or professional disposition issue) or is a matter of general student misconduct (e.g., criminal activity such as theft). If the concern is a matter of general student misconduct, the student's conduct will be referred for possible sanctions pursuant to Graduate Bulletin provisions applicable to the School of Education & Human Sciences.

Once a Notice of Professional Concern (NOPC) has been written, reviewed, and signed by both the instructor and student, a hard copy will be placed in the student's academic folder in the School of Education & Human Sciences offices. For some programs, a digital copy of the signed document will be added to the student's digital folder, which will be housed in Egnyte.

If the matter is a Graduate Programs academic concern, the Graduate Programs Chair will determine whether a Formal Review Committee is needed to explore the matter. In this case, the Graduate Programs Chair will convene a Review Committee to conduct a formal meeting with the faculty and the student. The committee will consist of the Graduate Programs Chair and two additional School of Education & Human Sciences faculty members. This meeting may be held in-person, via phone conference, or using an online platform. All committee members must be impartial and able to render a just and fair recommendation. A member unable to do so should recuse himself or herself.

Furthermore, the student may request that the Graduate Programs Chair remove someone whom the student feels is unable to render a just and fair decision. The student must demonstrate the basis for and provide evidence to support this request. The Graduate Programs Chair will decide if the student's request will be granted.

The Graduate Programs Chair will act as the Chair of the Review Committee. The duties of the Chair of the Review Committee will include:

- Organizing the Graduate Committee review meeting which will include both the instructor and student
- Notifying the instructor and the student of the Graduate Committee review meeting in writing
- Facilitating the Graduate Committee review meeting
- Communicating Graduate Committee determinations and recommendation(s) to the Dean of the School of Education & Human Sciences

A student who has received a Notice of Professional Concern (NOPC) may request to have a Review Committee meeting even if the Graduate Programs Chair does not deem it necessary. The request must be received by the Graduate Programs Chair within five (5) business days of the student receiving the Notice of Professional Concern.

A student who receives a third Notice of Professional Concerns will automatically require a Graduate Committee meeting, even if the student has already had a Graduate Committee meeting for one or more of the previous Notices of Professional Concern.

Notice of the formal meeting shall be in writing (email is sufficient) at least five business days before the meeting and should include:

- the time and date for the meeting
- the specific reasons for the meeting
- a copy of the relevant Notice of Professional Concern
- an indication that the student may be accompanied to the meeting by a non-attorney as an advisor or a support person an indication that the meeting presents an opportunity for the student to be heard on the matter and to present his/her version of the facts, but that ***if the student fails to attend the meeting, the Graduate Committee will proceed to evaluate the matter in the student's absence***

The author of the Notice of Professional Concern and the student who received the notice must attend the Review Committee meeting. During the review, the individual who raised concerns will summarize the concerns to the Review Committee. The student will have the right, within reason (as determined by the Review Committee Chair), to question anyone presenting information to the committee. In addition, the student will have the opportunity to speak on his or her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the committee.

After meeting, the Review Committee will determine whether the allegations have been substantiated by a preponderance of the evidence. If the Review Committee determines the burden has not been met, no action will be taken. If the burden has been met, the Review Committee will either create a remediation plan for the student, recommend suspension, or propose full dismissal. A remediation plan may include, but is not limited to, the following:

- requiring a course be satisfactorily repeated
- placing the student on a behavioral contract with stipulated conditions for remaining in the program suspension of academic and/or applicable fieldwork.
- Suspension may be for a specified or unspecified length of time with or without stipulations for re-admission. Dismissal of the student constitutes permanent exclusion from the program.

Once a decision has been rendered to remediate and/or terminate a student, the Chair of the Review Committee will provide the student with the written decision within five (5) business days of the review or as soon thereafter as may be practicable. Students must notify the Review Committee Chair within five (5) business days and in writing (email is acceptable) that the student accepts the remediation plan. If the student does not accept the remediation plan, the student will be dismissed from the program. The student's faculty advisor will monitor any remediation requirements.

Student Dismissal

In light of the necessity of the ongoing evaluation of graduate students, the faculty will consider skills and professional dispositions of students as an academic progress matter. ***When a student's performance or behavior raises concerns about their ability to function as a professional in the area of study, that performance or behavior will be considered as grounds for academic discipline.***

The faculty also recognizes their obligation to:

- assist students in obtaining remedial assistance where warranted by the circumstances
- consult with colleagues and document their decisions to refer students for remediation or dismissal from the program
- assure that students have adequate recourse to address decisions made.

After following the remediation and formal retention processes discussed above, faculty may conclude that permanent dismissal is appropriate.

In certain situations, a student's behavior may be so egregious as to warrant immediate formal dismissal. In such a case, the student will be accorded the process as described in other applicable policy documents, such as Campbell University Graduate Bulletin. Examples may include, but are not limited to, felony charges and academic dishonesty.

Students who are charged with misconduct or violating general standards set forth in the Campbell University Graduate Bulletin, including the University Anti-Discrimination Policy, will be referred to the appropriate University officials. The student's misconduct will be addressed in accordance with Graduate Bulletin procedures.

APPEAL POLICIES

Remediation and Dismissal Appeals

Students will receive a remediation or dismissal decision via email sent to the student through their Campbell University email account. A student may appeal a remediation or dismissal decision by filing a written appeal with the Dean of the School of Education & Human Sciences within five (5) business days of receipt of the decision. The decision of the Dean regarding an appeal is final. A student appealing a dismissal decision may remain in classes until any appeals have been completed EXCEPT in the case of experiential coursework and EXCEPT in the case of immediate formal dismissal (as described above).

Termination Appeals

A student wishing to appeal the decision to terminate admission must submit a letter detailing the basis for the appeal and any other documentary evidence to the Dean of the School of Education & Human Sciences within five (5) business days of notification of withdrawal or rescission of admission. The Dean of the School of Education & Human Sciences must respond to this letter within three (3) business days of receipt. A student will then be afforded the opportunity to present his/her case for readmission to the Dean of the School of Education & Human Sciences. The Dean's decision is final.

Although a student may attend classes during the appeals process, if the appeal is denied, the student will be required to withdraw from class immediately and may not receive a full tuition refund. Some courses (such as those with practical, experiential, and/or remote fieldwork components) may require a student to discontinue activity during the appeal process.

GRADUATE STUDENT COMPLAINTS

Complaints are defined as problems that arise between an individual in the role of a current, prospective, or former student related to alleged employee violations of Campbell University's Code of Ethics or Conflict of Interest policies; broad institutional practices; the content of, lack of, or failure to follow Campbell University institutional policies and procedures; and failure to comply with statutes, regulations, or accreditation requirements that have not been resolved through existing dispute resolution, grievance or appeal procedures. Students have a right to pursue resolution of the problems they encounter in their dealings with Campbell University.

In order to assist students with a timely outcome regarding emergent issues, all complaints should be directed to the Graduate Programs Chair overseeing the student's specific program. General complaints described in this section do not include appeals of remedial action, dismissal from an academic program or grading addressed elsewhere.

Student complaints must be submitted in writing and provide details

necessary for response and/or schedule a meeting with the Graduate Programs Chair overseeing the student's specific graduate program. The Graduate Programs Chair will acknowledge receipt of the complaint within three (3) business days, or as soon thereafter as is practicable, and keep the student apprised of any and all review and resolution procedures once the complaint has been acknowledged.

All formal student complaints require the following information:

1. Name
2. Student ID number
3. Mailing address
4. Email address
5. Telephone number
6. Detailed summary of problem
7. Campbell University employees previously contacted about the problem
8. Desired resolution of the problem

If the complaint is not resolved to the student's satisfaction within a reasonable period of time by the Graduate Programs Chair, the student may address the complaint to the Dean of the School of Education & Human Sciences. As to any matters within the purview of the Dean, the Dean's decision is final. If the complaint involves a University employee outside the School of Education & Human Sciences, or a policy or operation affecting the broader University, the Dean may consult the Vice President for Academic Affairs and Provost to determine whether any other action should be taken.

Retaliatory action by Campbell University faculty, staff, and/or administrators related to a student complaint is expressly prohibited; provided, however, a student may be subject to discipline for filing a false appeal or complaint.

Title IX and FERPA

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not tolerate discrimination or harassment on the basis of sex, gender, sexual orientation, or gender identity or expression, nor does it allow discrimination in the administration of educational programs, activities, and policies. Students who believe they have been subjected to discrimination or harassment in violation of this policy should follow the procedure outlined in the Student Handbook for a Title IX violation. Questions or comments about discrimination, harassment, domestic violence, dating violence, and stalking can be directed to: Mrs. Kellie Slappey Nothstine, Title IX, Coordinator, P.O. Box 95 (Wallace Student Center, Room 237), Buies Creek, NC, 27506, (910) 893-2039/FAX (910) 893-1534;; nothstine@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

If you believe you have been subjected to discrimination or harassment in violation of Title IX, or you have been the victim of sexual assault, domestic violence, or stalking, follow the procedure outlined in the University's Title IX policy (<https://www.campbell.edu/policies/title-ix/title-ix-policies-and-procedures/>) You also may contact the Title IX Coordinator. Please refer to the Title IX policy and procedures for additional details.

Campbell University's privacy policy information at <https://www.campbell.edu/policies/privacy-policy/> These policies include information about the use of Campbell technology (student email, computer hardware and software, and FERPA laws).

Rehabilitation Act of 1973; Disability Services.

In accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to the Director of Human Resources, Main Campus, Buies Creek, NC 27506, telmore@campbell.edu.

Americans with Disabilities Act of 1990 (ADA) as amended (ADAAA); Disability Services.

Campbell University does not discriminate on the basis of disability and will provide reasonable accommodation to qualified individuals with disability, except as provided by law. Students with documented disabilities who desire modifications or accommodations must contact the Office of Disability Services located in the Wallace Building. No accommodations will be made without approval through this office. A medical, psychological or other diagnosis may rise to the level of a disability if it substantially limits one or more major life functions, one of which is learning. A disability may be temporary or ongoing. Please contact Disability Services for more information if you believe you may need services. For disability services, contact:

Laura Rich, Dean for Student Wellbeing
910-893-7514, or richl@campbell.edu
<https://www.campbell.edu/students/disability-services/>

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.

File A Student Complaint

The Vice President for Student Life and Christian Mission serves as an ombudsman for students and parents seeking to resolve complaints. In many cases, especially when student services are involved, the Student Life Office will

deal directly with the issue. In other cases, when the complaint is beyond the purview of the Vice President for Student Life, students and/or parents will be assisted in determining the appropriate channel in which to obtain a timely response.

Ways to File a Complaint at Campbell

A student may file a complaint with the Office of the Vice President for Student Life and Christian Mission. The student complaint process is outlined in the [Student Handbook](#) (page 40).

Please click this link to access the online form to file a complaint regarding any area of the campus: [Submit A Complaint](#).

The Vice President for Student Life and Christian Mission may be contacted at:

Vice President for Student Life and Christian Mission
PO Box 95
Buies Creek, NC 27506
(800) 334-4111
custudentlife@campbell.edu

[Directions to the Office of Student Life](#)

Other Complaints:

- [Title IX Complaint](#)
- [Disability Complaint](#)

Appeals

- For **student conduct appeals**, please see the [Student Handbook](#).
- For **academic appeals**, please see the [Academic Catalog](#).

Additional Ways to File A Complaint

SARA-NC Complaint Process

Campbell University is a member of the [State Authorization Reciprocity Agreement – North Carolina \(SARA-NC\)](#). Students may also file a complaint through SARA-NC. SARA-NC is the portal for North Carolina. Students should follow the [SARA-NC Complaint Process](#) and use the [SARA-NC Complaint Form \(.pdf\)](#).

The contact information for SARA-NC is:

North Carolina State Education Assistance Authority
c/o SARA North Carolina
P.O. Box 41349
Raleigh, NC 27629

T: 855-SARA- 1-NC (727-2162)
T: 919-549- 8614, ext. 4667

Consumer Protection Division, North Carolina Department of Justice

UNIVERSITY ADMINISTRATION

William Downs, Ph.D.
President

Michael L. Adams, Ph.D., Pharm.D
Vice President for Academic Affairs and Provost

Chrisanne Rancati, MA
Assistant Provost & University Registrar

Hannah Bazemore, MBA
Athletics Director

Rev. Faithe Beam, M.Div
Vice President for Student Life & Christian Mission

Regina Calabro, J.D.
General Counsel

Dean Clark, MBA
Vice President for Enrollment Management

Sandy Connolly, MS
Vice President for Business & Chief Financial Officer

John Latteri, MBA
Interim Vice President for Institutional Advancement

Sherri Yerk-Zwickl, MS
*Vice President for Information Technology &
Chief Information Officer*



Dr. Alfred Bryant, Jr.
Dean, School of Education & Human Sciences

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 Liberty & 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 & HUMAN SCIENCES

Overview and Mission

The Campbell University School of Education & Human Sciences, 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 & Human Science'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 approved by the North Carolina Department of Public Instruction (NCDPI) and are seeking national accreditation by the Association for Advancing Quality in Education Preparation (AAQEP) in 2023. The Counselor Education Programs, including School Counseling and Clinical Mental Health Counseling, are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Social Work program is accredited by the Council on Social Work Education (CSWE).



CAMPBELL
UNIVERSITY

School of Education
& Human Sciences

**MASTER OF EDUCATION
PROGRAMS**

Master of Education Programs



**Sam Engel, Associate Dean of the School of Education
& Human Sciences
Director of Teacher Education
Coordinator, M.Ed. Programs**

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:

- will apply ethical principles and promote professional dispositions.
- will apply cultural competencies to ensure inclusive learning environments that enable learners to meet high standards.
- will apply major concepts, skills and practices in content, assessment, research, technology and school law.
- 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

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.

Program Review Requirements Completed in Blackboard 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 Blackboard (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 - **"Evaluation of a Research Based Initiative"**

EDUC 623: Research Design and Methodology (3)

M.Ed. In Academically Gifted Education

Core Courses 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 (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.

Academically/Intellectually Gifted 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 678: Supervision of Preservice and Novice Teachers (3)

Students will document their mastery of Gifted Education competencies by completing a comprehensive artifact/evidence requirement at the conclusion of EDUC 516: Planning, Implementing, and Evaluating a Gifted Education Program (Local Plan Implementation and Evaluation of Article 9b).

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 coursework 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

Core Courses 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 (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.

Curriculum and Instruction 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)

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

Curriculum & Instruction Comprehensive Artifact/Evidence

Students will document their Mastery of Curriculum and Instruction competencies by completing a comprehensive artifact/evidence requirement for upload into Blackboard 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

Core Courses 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)
6. EDUC 621: Survey of Educational Technology (3)
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)

Elementary Education Comprehensive Artifact/Evidence

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement 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

Campbell University offers a M.Ed. in Middle Grades Education (33 credit hours; includes 12 graduate credit hours in program content) that is specifically designed to prepare initial licensed candidates to teach with a stronger understanding of their content with additional graduate pedagogy course work that goes far beyond the traditional undergraduate education program in teacher preparation. Students successfully completing the program are then licensed in North Carolina to teach one of three content areas in middle grades 6-9:

- English/Language Arts
- Mathematics
- Social Studies

M.Ed. In Middle Grades Language Arts Education

Core Courses 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 621: Survey of Educational 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).

Middle Grades English/Language Arts Comprehensive Artifact/Evidence

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into Blackboard 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 Mathematics Education

Core Courses 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 621: Survey of Educational 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 (MATHEMATICS).

Middle Grades Mathematics Comprehensive Artifact/Evidence

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into BLACKBOARD 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

Core Courses 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 621: Survey of Educational 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 (Social Sciences/History).

Middle Grades Social Studies Comprehensive Artifact/Evidence

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into BLACKBOARD 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

Core Courses 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 (ENGLISH).

Secondary English Comprehensive Artifact/Evidence

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into BLACKBOARD 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:

Core Courses 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).

Secondary Mathematics Comprehensive Artifact/Evidence

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into BLACKBOARD 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:

Core Courses 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 (Secondary Social Studies).

Secondary Social Studies Comprehensive Artifact/Evidence

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into BLACKBOARD 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 Health and Physical Education

Core Courses 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 (EXERCISE SCIENCE).

Health and Physical Education Comprehensive Artifact/Evidence

Students will document their mastery for the concentration area by completing a comprehensive artifact/evidence requirement for upload into BLACKBOARD 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 and
Residency and Licensure Only Programs**

M. ED. IN INTERDISCIPLINARY STUDIES: (Total – 33 semester hours)

Required: 6 semester hours

1. EDUC 641: Lifespan Development (3)
2. EDUC 633: Learning and teaching in a Global Society (3)

Electives: choose 6 semester hours from the list below:

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

Courses in the Discipline Area (18 Semester Hours):

Select six courses from one of these areas of concentration:

- English, Exercise Science, Mathematics, Social Science, or Business*

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.**

* 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 BLACKBOARD: EDUC 620 Literature Review.
2. Discipline/Concentration Courses: **Two additional artifacts from two separate discipline/concentration courses** will be chosen for upload into Blackboard. 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 and must contain the grading rubric.

Prior to Graduation, a program exit survey must be completed.

MASTER OF ARTS IN TEACHING (M.A.T.) PROGRAM

Housed within Campbell Adult and Online Education (AOE)

The mission of the Master of Arts in Teaching program is to prepare candidates for the ever-changing 21st Century Classroom with a focus on the learner and the learning process. An emphasis on community and faith engagement as a part of the “village” to educate students undergirds this program of study.

Through Individualized projects, assignments, and clinical internship experiences teacher education candidates can learn research-based instructional methods which aligns to all developmental aspects of the growing and continuing learner. Practical application within these internships affords the candidate an opportunity to become the reflective practitioner to make sound educational decisions about learning in a classroom.

This program is intended for college and university graduates who may or may not have formal education coursework or training. Students who complete this program would fulfill some eligibility requirements for North Carolina Initial Teacher Licensure (“M” level).

The Master’s of Arts in Teaching Program is for college graduates from any background who wish to earn a Master’s degree and eligibility to apply for NC Teacher licensure. Two of the 10 courses do require in-person internship experience in a classroom.

The Education Studies MAT Curriculum Courses You Will Take:

Courses are designed in eight-week accelerated terms to allow flexibility for adult learners.

- EDUC 621: Educational Technology
- EDUC 625: Educational Assessment
- EDUC 628: The Whole Child
- EDUC 655: Excellence in the P-12 Classroom
- EDUC 643: Special Needs Students
- EDUC 648: Governance in Schools
- EDUC 519: Practicing the edTPA (taken *prior* to EDUC 700)
- EDUC 700: Clinical Internship

Based on differing licensure requirements for the state of North Carolina, the following candidates will take the two courses listed for their license.

- Elementary/Special Education Track
 - EDUC 518 Teaching Reading Methods
 - EDUC 669 Teaching of Mathematics in Elementary Schools

- Middle/Secondary/K-12 Education Track
 - EDUC 651 Content Area Reading
 - EDUC 618 Diversity in the Classroom

Skills You Will Learn

The curriculum in the MAT program provides you with essential teaching skills and a firm foundation in the theories, principles and practical applications necessary for teaching success in the P12 classroom. In addition, each program also emphasizes skills development in:

- Collaboration
- Communication
- Critical thinking
- Problem-solving
- Empathy
- Cultural sensitivity

Policies on Academic Warning, Suspension, and Termination

Policies on Academic Warning, Suspension, and Termination

All students in the MAT program are expected to maintain a 3.0 GPA each semester (Fall I and Fall II terms; Spring I and Spring II terms). If at the end of any semester a student falls below 3.0, that student is notified and placed on **Academic Warning**, indicating the grades the student must earn in the next semester of courses to bring their GPA back up to 3.0.

If in the next semester the student does not bring their GPA up to 3.0, they are placed on **Academic Suspension** for one year, at which point the student would have to reapply for readmission to the program.

If after readmission to the program and at the first term's completion following readmission, the student fails to bring their GPA up to the required minimum 3.0, they will be placed on Academic Termination and dismissed from the program. They will not be eligible to reapply for admission.

Information and Contact Options:

[Master of Arts in Teaching - Adult & Online Education | Campbell University](#)



CAMPBELL
UNIVERSITY

School of Education
& Human Sciences

**COUNSELOR EDUCATION
PROGRAMS**



Dr. Karen Jeannette, Ph.D.
Coordinator, Counselor Education Programs

Overview

Campbell University School of Education and Human Sciences (SEHS) was formally established in December of 1985 and continues to function as an integral part of the larger university community. Fully consistent with the mission of the University, programs within the School of Education blend theoretical, professional and practical concepts to help students develop expertise both in academic understanding and practical services delivery. The SEHS is home to the Master of Arts program in Clinical Mental Health Counseling (CMHC).

The M.A. in Clinical Mental Health Counseling prepares students to practice psychotherapy, which involves the assessment and diagnosis of mental health disorders and counseling for individuals, couples, families, and groups. Students learn to contextualize individuals and mental health concerns within an ecological framework, meaning counselors understand how social, governmental, and economic systems impact an individual's mental health across the lifespan. In alignment with our counseling identity, students engage in critical self-reflection and learn to develop a strong therapeutic relationship with their clients characterized by authenticity, curiosity, nonjudgment, empathy, and unconditional positive regard.

Within a caring and challenging environment, the Clinical Mental Health Counseling program strives to facilitate the acquisition and application of knowledge and skills which prepare graduate students to make appropriate contributions to diverse clients, institutions, and society. Academic projects are utilized alongside structured field experiences to allow graduate students to identify, utilize and refine existing strengths, skills and competencies.

Campbell University School of Education & Human Sciences offers a supportive community for learning. As part of Campbell's identity as an inclusive Christian university, we are committed to celebrating diversity across all gender, racial,

ethnic, sexual, and spiritual identities. We aim to foster an environment that promotes a culturally affirming ethos in our classrooms and counseling spaces.

Admissions Requirements

Admission in full standing requires all the following:

- A bachelor's degree from a regionally accredited college or university.
- A satisfactory grade point average.
- A written statement
- Three (3) letters of recommendation. Applicants who are currently enrolled in an academic program must provide at least one (1) recommendation from a current faculty member.
- An interview with the appropriate program coordinator or designee. Applicants to the Counselor Education program should prepare for a full-day interview.

Accreditation

The Counselor Education program at Campbell University offers graduate degrees in Clinical Mental Health Counseling (CMHC) and School Counseling. The CMHC program is currently accredited through 2026 by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). For additional information regarding Campbell University accreditations, please visit: www.campbell.edu/accreditation.

Counseling Program Mission and Objectives

Program Mission

The mission of the Counselor Education program is to cultivate competent, ethical, and self-reflective Clinical Mental Health Counselors equipped to respond to unique needs of client groups through rigorous, evidence-based training grounded in the CACREP core competencies. Our program is committed to creating and teaching culturally sustaining and inclusive practices that acknowledge, preserve, support, and affirm individuals' multifaceted identities within our diverse and global society. We serve a diverse student population and center intersectionality across teaching, supervision, and practice.

Program Objectives

Graduates of the CMHC program will:

Demonstrate and apply comprehensive ethical practices within Clinical Mental Health Counseling.

Demonstrate an understanding of the roles, setting, and delivery modalities within the mental health continuum of care.

Demonstrate the ability to utilize multicultural theories and competencies to engage in social justice and advocacy for diverse client groups.

Demonstrate knowledge of developmental models working with individuals across the lifespan and families.

Demonstrate knowledge of effective and ethical career theories and assessments for counseling to diverse clients.

Demonstrate and apply evidence-based counseling theories, essential interviewing, and case conceptualization skills with diverse clients. Campbell University

Demonstrate ethical and culturally relevant strategies for designing and facilitating groups.

Demonstrate competence in administering, interpreting, and applying assessment data to inform accurate diagnosis and guide effective intervention planning.

Critically evaluate and apply research to advance the counseling profession and to inform and improve evidence-based counseling practice.

Apply evidence-based techniques and interventions for the prevention and treatment of a broad range of mental health concerns.

Exhibit culturally responsive professional behaviors and demonstrate self-awareness, self-regulation, flexibility, openness to feedback, and a commitment to continuous learning and professional growth.

Clinical Counselor Licensure

Campbell University School of Education & Human Sciences offers a CACREP-accredited 60-semester-hour graduate program culminating in a Master of Arts in Clinical Mental Health Counseling degree. Upon graduation, students will have satisfied the educational requirements for licensure as a Licensed Clinical Mental Health Counselor Associate in North Carolina. However, students should be thoroughly familiar with the licensing requirements in the state in which they choose to practice following graduation from the program. Campbell University offers tools to assist student research of state licensing requirements on their State Authorization Information webpage: <https://www.campbell.edu/about/leadership/provost/state-authorization-information/>

Professional Organizations

Students and graduates are encouraged to join and become active in professional organizations and/or associations. There are many benefits derived from membership in a professional organization, including:

1. Access to peer-reviewed and counseling-focused publications.
2. Reduced membership rates and registration rates for professional meetings/workshops.

3. Membership services such as professional liability insurance, legal defense funds, library resource use, etc.
4. Direct involvement with activities and issues pertinent to the profession.
5. Ability to publish in peer-reviewed journals or present at national conferences.
6. Affiliations with other professionals with similar interests and areas of expertise.
7. Access to peer-reviewed and current knowledge, practices, and research findings in the field.

American Counseling Association (ACA)

The American Counseling Association (ACA) is the world's largest non-profit organization for professional counselors. Dedicated to the growth and enhancement of the counseling profession, ACA offers many benefits and services. A discounted due rate is available to graduate students enrolled half-time or more in a counseling program. Information on membership is available at www.counseling.org.

North Carolina Counseling Association (NCCA)

The North Carolina Counseling Association (NCCA) represents diverse interests of its membership through an Executive Council, geographically located members, specialty organizations, and committees. The fundamental purposes of the North Carolina Counseling Association shall be: (1) To provide a united organization through which all persons engaged or interested in any phase of the counseling profession can exchange ideas, seek solutions to common problems, and stimulate their professional growth; (2) To promote professional standards and advocacy for the counseling profession; (3) To conduct professional, educational, and scientific meetings and conferences for counselors; and (4) To become an effective voice for professional counseling by disseminating information on, and promoting legislation affecting counseling. Student memberships are available at a very reasonable rate. Information on membership is available at <https://nccounselingassociation.org>.

Master of Arts (M.A.) Clinical Mental Health Counseling

STUDENT ASSESSMENT PROCEDURES

The Counselor Education program provides a comprehensive and equitable system for evaluating student performance. By establishing clear benchmarks and expectations (Student Key Performance Indicators), the program seeks to identify individual strengths and areas for growth, ensuring that all students receive the support they need to succeed. The assessment process employs a variety of tools and techniques, including formative and summative assessments and standardized tests. These methods are designed to capture a holistic view of student learning, considering diverse learning styles and contexts. Regular

feedback is integrated into the assessment cycle, empowering students to engage actively in their own learning.

Student Key Performance Indicators
1. Students will demonstrate and apply comprehensive ethical practices within Clinical Mental Health Counseling.
2. Students will demonstrate an understanding of the roles, setting, and delivery modalities within the mental health continuum of care.
3. Students will demonstrate knowledge of developmental models working with individuals across the lifespan and families.
4. Students will demonstrate knowledge of effective and ethical career theories and assessments for counseling to diverse clients.
5. Students will demonstrate ethical and culturally relevant strategies for designing and facilitating groups.
6. Students will demonstrate and apply evidence-based counseling theories, essential interviewing, and case conceptualization skills with diverse clients.
7. Students will demonstrate knowledge and skills related to the use of assessments for diagnostic and intervention planning purposes.
8. Students will demonstrate knowledge of importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
9. Students will demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues.
10. Students will demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues.
11. Students will demonstrate culturally responsive professional behaviors that display self-regulation, self-awareness, flexibility, openness to feedback, and motivation to learn and grow.

Candidates for the Master of Arts (M.A.) degree in Clinical Mental Health Counseling must complete the following core courses (60 semester hours) for this program, which are designed to allow students to meet current CACREP standards as well as educational training and supervised clinical field experience training required for a licensed associate clinical mental health counselor as determined by the North Carolina Board of Licensed Clinical Mental Health Counselors. (NCBLCMHC) **Note:** The NCBLCMHC may have additional requirements that are the responsibility of an applicant to fulfill separate and apart from this degree program requirements.

CACREP Core Course Requirements

CEDU 623: Research Design and Methodology in the Counseling Profession	3 cr
CEDU 624: Counseling Theories and Techniques	3 cr
CEDU 626: Professional Orientation and Ethics in Counseling	3 cr
CEDU 641: Life-span Development	3 cr
CEDU 644: Career Counseling	3 cr
CEDU 645: Counseling Skills	3 cr
CEDU 646: Group Counseling	3 cr

CACREP Clinical Mental Health Counseling Course Requirements

CEDU 642: Clinical Mental Health Counseling	3 cr
CEDU 684: Crisis Counseling	3 cr
CEDU 683: Substance Abuse for Professional Counselors	3 cr
CEDU 544: Family Therapy	3 cr
CEDU 639: Diagnosis & Assessment	3 cr
CEDU 701: Tele-health Practice & Ethics for Professional Counselors	3 cr
	18 cr

Elective Options (choose any 3 credits required)

CEDU 677: Cognitive Behavior Therapy	3 cr
CEDU 687: Introduction to Clinical Supervision	3 cr
CEDU 703: Human Sexuality in Counseling	3 cr
CEDU 705: Spirituality in Counseling	3 cr
	3 cr

Clinical Mental Health Counseling Clinical Supervised Experience

CEDU 690: Practicum in Counseling (100 hours)	3 cr
CEDU 695: Internship in Counseling 1 (300 hours)	6 cr
CEDU 696: Internship in Counseling 2 (300 hours)	6 cr
	15 cr

TOTAL: 60 credit hours

Note 1: The CMHC Program at Campbell University is designed to be completed within three (3) years. Students will either take 6 or 9 credit hours (two or three courses) per spring and fall terms, and a few credits in the summer term, to complete the program within three years.

Note 2: Students should take CEDU 626, 642, 624 and 641 as the first courses in the program. If this cannot be arranged, these courses should be taken as early as possible.

Note 3: Prerequisites for CEDU 690: CEDU 624, CEDU 626, CEDU 639, CEDU 645, and CEDU 646. CEDU 690 is a prerequisite for CEDU 695 and CEDU 696.

Note 4: Students planning for a practicum or internship placement MUST consult with the Campbell University Clinical Fieldwork Coordinator before investigating a practicum or internship placement.

Note 5: All students must complete a successful Candidacy Interview prior to beginning Practicum activities (see process outline below.)

Note 6: Counselor education students may apply for practicum or internship only AFTER attending a Practicum/Internship Orientation. 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.

Note 7: Practicum and internship students are required to have professional liability insurance BEFORE beginning practicum and internship fieldwork.

Note 8: All students will be required to complete an “Exit Survey” during their final semester of coursework prior to submission of graduation registration. All students will be asked to complete questionnaires evaluating the experience in the program two times per school year.

Note 9: The CMHC program will not accept transfer credits from another institution for any experiential courses, including, but not limited to, CEDU 645, CEDU 646, CEDU 690, CEDU 695, and CEDU 696.

Scheduling of Courses

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

Definition of Course Load

The course load for full-time students in the **Counselor Education program** is nine (9) credits during the fall and spring semester and six (6) credits during the summer session. During the summer session, the six semester hours may be taken as three semester hours in each of the two summer sessions. Students must take a minimum of six (6) credits during a term to be considered for student financial aid, fellowships, etc.

Candidacy Evaluation Process

Successful completion of CEDU 645: Counseling Skills with an earned grade of “B” or higher is required to advance to Candidacy. Within the Campbell University Counseling Programs, Candidacy interviews must be completed prior to beginning Practicum during the Summer semester of a student’s third year. **Individual student Candidacy interviews are held during the final class meeting for CEDU 645: Counseling Skills.** These interviews will include the student, CEDU 645 course instructor, the student’s academic advisor, and any other faculty / administrator that can knowledgeably speak about the student’s ability to move forward in the program. The following factors are considered when determining a student’s fitness to proceed to Practicum:

1. Overall earned grade for CEDU 645: Counseling Skills.

2. Scores and feedback on the Counselor Competencies Scale - Revised (CSS-R).
3. Overall GPA within the academic program
4. Any documented disciplinary issues that resulted in a Notice of Professional Concern (NOC)
5. Student assessment of their own readiness and ability to successfully move forward to and complete Practicum and Internship requirements

At the conclusion of the Candidacy interview, a decision will be rendered regarding the student's progress in the program. These recommendations will fall into one of the following categories:

WITHOUT RESERVATIONS: The student is recommended to move forward, with no additional conditions to be met.

PROVISIONAL, ACTIVE ENTRY: The student is recommended to move forward with Practicum activities, but with additional conditions to be met, as determined by the Candidacy committee. These additional conditions are outlined in a formal remediation plan and discussed with the student. If the student accepts these recommendations as a condition for continuing to Practicum, the student will sign the remediation plan and make a good faith effort to fulfill the tasks set forth. Timely fulfillment of the remediation plan will be overseen by a designated member of the Candidacy Committee.

PROVISIONAL, DELAYED ENTRY: The student is recommended to continue, but will be delayed from beginning any and all Practicum activities until all recommendations outlined in the remediation plan are completed. Once all conditions have been met, the Candidacy Committee member designated to oversee the timely fulfillment of the remediation plan will organize another formal Candidacy interview to determine whether the student will be allowed to begin Practicum activities.

DENIED: In cases of unethical behavior and/or professional disposition issues, students might be denied the opportunity to complete Practicum and Internship activities. Documentation outlining what factors led to the student being denied entry to Practicum will be provided and discussed during the Candidacy interview. Students who demonstrate behaviors meriting a recommendation of "denied" may not receive an opportunity for remediation, especially in those instances where the Candidacy Committee believes that the student poses a threat to the health, safety, and welfare of themselves and/or potential future clinical clients.

CANDIDACY DECISION APPEALS: If the student refuses to accept the recommendation made by the Candidacy Committee, they have five (5) days to formally appeal the decision in writing to the Chair of the Graduate Programs for the School of Education & Human Sciences. **NOTE:** Students who are actively engaged in an appeals process may not seek, interview, accept, or work in a Practicum or Internship setting.

Comprehensive Examination

Students in the Clinical Mental Health Counseling program take the Counselor Preparation Comprehensive Examination (CPCE) during the semester before their final semester. The CPCE is created by the Center for Credentialing & Education and stimulates student integration of knowledge in separate courses. Results of the exam provide students with comparative strength and weakness feedback. Importantly, candidates taking comprehensive examinations must be prepared to respond to questions based on all courses in their specific programs.

Additional Program Requirements

To align with national CACREP standards as well as state licensing requirements for clinical mental health counseling, students in this M.A. degree program will also meet the following programmatic requirements in addition to the course requirements described above. Academic Advising facilitated by a core faculty member within the Counseling Program will be responsible for gatekeeping and oversight of these additional program requirements.

- Admissions are fulfilled with all required elements included and documented as a part of the application package including a completed interview with at least one core counseling faculty member.
- Successful completion of a Graduate Student portfolio including the following:
 - All 60-graduate course credits are fulfilled with a final cumulative GPA of 3.0 or better
 - An earned grade of "B" or better in all experiential courses (Counseling Skills, Group Counseling, Practicum, Internship I & II)
 - Successful completion or remediation of Student Key Performance Indicators (including scores and feedback on Clinical Fieldwork paperwork including supervisor evaluations of student's clinical fieldwork and scores and feedback on the Counselor Competencies Scale – Revis (CSS-R) administered throughout the program
 - Feedback on and performance of any remediation steps taken with the student throughout their program
- All other university requirements for graduate students are fulfilled

Successful completion of this degree program aligns with all educational and training requirements outlined in the 2016 and 2024 CACREP national accreditation standards.

Successful completion of this program does not guarantee licensure as a clinical mental health counselor in North Carolina as issued by the North Carolina Board of Licensed Clinical Mental Health Counselors. Successful completion of this program does not guarantee licensure as a clinical mental health counselor in another state or jurisdiction. Campbell University offers

tools to assist student research of state licensing requirements on the State Authorization Information webpage:
<https://www.campbell.edu/about/leadership/provost/state-authorization-information/>

ENDORSEMENT POLICY

This policy outlines the conditions under which faculty and staff may recommend students for credentialing and employment in professional settings, ensuring that endorsements are based on competence, ethical standards, and readiness for practice. This policy applies to all faculty and staff involved in the evaluation and endorsement of students seeking professional credentials or employment opportunities in counseling and related fields.

Faculty endorsements will be based on a comprehensive review of the below criteria. Recommendations will include specific examples supporting the endorsement decision.

Conditions for Endorsement:

1. Academic Performance:
 - Students must maintain a minimum GPA of 3.0 in their coursework.
 - Completion of all required courses and practicum/internship experiences relevant to the field.
2. Professional Competence:
 - Demonstrated skills in counseling techniques, ethics, and client interaction during supervised practicum or internship placements.
 - Positive evaluations from supervisors, indicating readiness for professional practice.
3. Ethical Standards:
 - Adherence to the ACA Code of Ethics and any relevant state or institutional guidelines.
 - No history of ethical violations, complaints, or disciplinary actions.
4. Interpersonal Skills:
 - Evidence of effective communication, empathy, and cultural competence in interactions with peers, faculty, and clients.
 - Participation in team projects, group discussions, or community service that showcases collaboration skills.
5. Professional Development (Ongoing):
 - Engagement in continuous learning opportunities, such as workshops, seminars, or relevant volunteer work.
 - Contribution to professional organizations or initiatives related to counseling.

COUNSELING SERVICES

The curriculum in the Counselor Education Program includes a large amount of student reflection. This can sometimes be very challenging for students, as they explore their past and their goals. Students are encouraged to participate in their own mental health treatment as needed and desired. Counseling services are provided free of charge to all Campbell students virtually and in-person in Sauls Hall. Campbell's Counseling Services provide brief mental health counseling and related services to help Campbell University students identify barriers, improve coping and achieve personal goals. To meet significant student demand and use our resources most effectively, Counseling Services utilizes a short-term individual therapy and group therapy model. For more information and to schedule an appointment visit <https://www.campbell.edu/counseling-services/> or call (910) 814-5709.

DIVERSITY, EQUITY, INCLUSION, AND ACCOMODATION (Title IX, Disability Services, and Ferpa)

Counselor Education faculty, staff, and students value teamwork, leadership, professionalism, integrity, diversity, and the ethical treatment of all humanity as reflected in the Counselor Education Program Mission Statement. Student inquiries regarding discrimination, harassment and the University's equal opportunity policies may be directed to the Director of Compliance and Title IX Coordinator at titleix@campbell.edu.

The University prohibits discrimination and harassment because of a person's race, color, national origin, ethnicity, religion, citizenship, age, sex (including pregnancy), gender, sexual orientation, gender identity or expression, disability, or past or present service in the military.

Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the University. If a student, staff, or faculty member believes someone they know has experienced sexual misconduct, sexual harassment, or harassment or discrimination because of any protected basis, they should promptly report incidents to the Title IX Coordinator: Danielle Evans, Director of Compliance and Title IX Coordinator, titleix@campbell.edu, Wallace Student Center, Room 234, phone 910-893-1217.

In addition, Disability Services works to ensure students with disabilities receive reasonable accommodations that provide equal access to all programs, activities and events of Campbell University in compliance with relevant statutes (ADA, Section 504, state law). Students may contact Laura Rich, Dean of Student Well-Being, richl@campbell.edu, Wallace Student Center, phone 910-893-4364, for additional information and assistance with disability accommodations.

Additional information, including the complete text of the discrimination and harassment policy and appropriate complaint procedures, may be found by contacting the Human Resources Department or visiting its website at <https://www.campbell.edu/faculty-staff/human-resources/>



CAMPBELL
UNIVERSITY

School of Education
& Human Sciences

**ADD-ON LICENSURE
PROGRAMS**



Dr. Chris Godwin
Adjunct Professor
Coordinator, MAT, M.Ed. AIG and C&I Programs

Academically/Intellectually Gifted **Add-on Licensure Programs**

The Academically/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

At the conclusion of the AIG Add-on Licensure Program, 100% of candidates:

- Can apply and interpret student identification procedures for gifted services.
- Utilize multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.
- Can 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.

- Can 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.
- Apply knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.
- Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.
- Can 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.
- 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.
- 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.
- 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.
- 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 (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)

Note: Students must have a current North Carolina teaching license or be working toward the initial licensure.

ESL Add-On Licensure Program

Student Objectives:

At the conclusion of the ESL Add-On Licensure Program 100% of 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.
- 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.
- Use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.
- Apply and evaluate program models and are skilled in teaching strategies for developing and integrating language skills.
- Integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
- Analyze issues and concepts of assessment and use standards-based procedures with ELLs.
- Utilize current instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching.
- Reflect upon and improve their instruction and assessment practices.
- Collaborate with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Course Requirements

Candidates for the ESL Add-On Licensure Program must take the following courses (15 semester hours):

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 ELLs (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.

Student Objectives

At the conclusion of the Instructional Technology Add-On Licensure Program, candidates will:

- Collaborate in integrating the fundamental concepts of technology into learning environments.
- Evaluate a variety of multimedia tools to enrich learning experiences.
- Support digital competencies and global learning competencies through creating project-based learning activities.
- Model guiding principles that promote students' safe and ethical use of the Internet.
- Demonstrate professional growth, community involvement, and social responsibility.
- Address diversity and the effects of cultural competency.
- Participate in the administration of assessments, collection of data, and the development of data reflections

Course Requirements

Candidates for the Instructional Technology Add-On Licensure Program must take the following courses (15 semester hours):

EDUC 621: Survey of Educational 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 prior to admission to the Instructional Technology Add-On licensure program. At the successful completion of this program, the candidate is qualified to apply for 079 Special Endorsement in Educational Computing and Technology Facilitation (TF).

Residency Program

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. (*From NC Department of Public Instruction (NC DPI)*).

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 Teacher License.

Candidates must meet the following requirements for entrance:

- 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.

Residency Licensure Program Policies:

- Students must retake any courses they make a D or F in.
- Students must complete one course each academic year in order to have their RL forms signed by CU.

Residency Licensure 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: (For the Elementary/SPED Residency Candidate)
Mathematics Licensure Prep (Fall & Spring)
2. EDUC 518: (For the Elementary/SPED Residency Candidate) Reading Licensure Preparation (Fall & Spring)
3. EDUC 621: Survey of Educational Technology (3) (Spring only)
4. EDUC 625: Educational Assessment (3) (Fall and Summer 1)
5. EDUC 655: Teaching Excellence in the P12 Classroom (3) (Summer 2, Fall & Spring)
6. EDUC 519: Preparing for the edTPA Assessment (3)
This course must be taken the semester before the clinical internship.

This course and student teaching cannot be taken in the same semester.

7. EDUC 660: (Clinical Internship) (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 weakest. 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.

Completion Requirements

Residency Pathway completion is contingent upon:

- EdTPA NC cut score attained (completed during clinical student teaching field experience).
- Licensure Examinations taken and successfully passed.
- 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 you're meeting the criteria stated above. Failure to comply or meet these criteria will result in your dismissal from the Residency Program.

Clarification of the Licensure Only and Residency Programs

1. Residency Licensure Program of Study

If you are currently **employed** by a public school district as a teacher, the student would be eligible for acceptance into the Residency Program. Residency licensing allows qualified individuals to begin teaching while completing North Carolina licensure requirements at Campbell University.

- a. Four "partners" are involved in the residency process:
 - the individual
 - a recognized Educator Preparation Program (EPP),
 - the Local Education Agency (LEA).
 - and the Department of Public Instruction (DPI).

- b. Eligibility for a Residency License requires that the prospective teacher:
- Has earned a bachelor's degree.
 - Has earned a 2.7 cumulative GPA on their degree.
 - Has either completed 24 semester hours of coursework in the requested licensure area or passed the content area examination(s) required by the N.C. State Board of Education for the requested licensure area.
 - Is enrolled in a recognized EPP, and;
 - Has completed preservice requirements prior to teaching.
 - Has been offered employment by an LEA.

Summary of the Residency Licensure Process

- An LEA employs the individual. Employment often occurs before EPP affiliation.
- The individual affiliates with a state-approved EPP — Educator Preparation Programs
- The LEA will verify both employment and EPP admission to DPI through a form process when submitting for the residency license.
- The individual successfully completes all course work and testing as required by the EPP prior to the end of the third year of school employment
- The individual is recommended for clear licensure by their EPP.

2. Licensure Only Area Programs of Study

Candidates who wish to teach and hold a bachelor's degree but are not licensed to teach in the public schools must meet the requirements for the North Carolina initial licensure. Those candidates who wish to complete pedagogical requirements for the initial licensure or who need additional content courses to obtain the initial licensure would be eligible for the Licensure Only Program. Independent study plans are designed for each candidate based upon a review of the bachelor's degree transcript(s) and other coursework taken. Candidates must have *24 hours in the content area*. The following are our Licensure Only Programs.

- Birth-Kindergarten
- Elementary (K-5)
- Middle Grades English/Language Arts (4-9)
- Middle Grades Mathematics (4-9)
- Middle Grades Science (4-9)
- Middle Grades Social Studies (4-9)
- Secondary English/Language Arts (9-12)
- Secondary Mathematics (9-12)

- Secondary Science (9-12)
- Secondary Social Studies (9-12)
- Special Education General Curriculum (SPED – K-12)
- Health and Physical Education (K-12)
- Music (K-12)
- Spanish (K-12)
- Studio Art (K-12)
- Theatre Arts (K-12)

3. Licensure Examinations

Prior to registering for any licensure examination, students should consult with their advisors about current North Carolina requirements.

NOTE: All students seeking the Residency Licensure or Licensure Only initial licensure should submit licensure exam(s) results with their application to the Graduate Admissions Office within the School of Education & Human Sciences.

Licensure Only Program Policies:

- Students must retake any courses they make a D or F in.



CAMPBELL UNIVERSITY

School of Education
& Human Sciences

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 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.

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.

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, 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 5 TR. 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 641 - Lifespan 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. 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.

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 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.

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 677 – Cognitive-Behavioral Therapy (3)

This course is designed to familiarize students with the theoretical basis, processes, and case conceptualizations utilizing cognitive-behavioral therapy. Case studies and practical application exercises will be used to deepen understanding of how CBT practitioners understand diagnosis, treatment planning, and employ interventions. Critical identification and discussion of ethical and multicultural issues related to CBT will be included as part of the course curriculum.

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 / 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 687 – Introduction to Clinical Supervision (3)

Designed to assist counseling students in developing the skills necessary for effective clinical supervision. This includes cultivating the skills to encourage supervisee growth and development, protecting the welfare of clinical clients, and monitoring supervisee performance. Special attention will be paid to teaching and mentoring relationships, as well.

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, with 40 hours direct service hours required. Weekly group supervision 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. Prerequisites for CEDU 690 for all students: CEDU 624, CEDU 626, CEDU 639, CEDU 645, and CEDU 646. School counseling students must also successfully complete CEDU 636 prior to receiving approval for Practicum.

Counselor Education 695 - Internship in Counseling 1 (6)

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, under the joint supervision of a Campbell University counselor education faculty member and an appropriately

credentialed site supervisor. Weekly seminars and a minimum of 300 total hours (180 indirect, 120 direct) in the field are required (600 total required for graduation). Approval prior to enrollment is required. Course prerequisite is successful completion of CEDU 690 - Practicum in Counseling with a grade of "B" or higher.

Counselor Education 696 - Internship in Counseling 2 (6)

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, under the joint supervision of a Campbell University counselor education faculty member and an appropriately credentialed site supervisor. Weekly seminars and a minimum of 300 hours (180 indirect, 120 direct) in the field are required (600 total required for graduation, with a minimum of 240 direct service across Internship 1 & 2). Approval prior to enrollment is required. Course prerequisite is CEDU 690 Practicum in Counseling and CEDU 695 Internship 1, both with a grade of "B" or higher.

Counselor Education 701 – Telehealth Practice & Ethics for Professional Counselors (3)

This course is designed to help students be able to identify the potential benefits, drawbacks, and ethical issues that occur when utilizing telehealth as a delivery mode for clinical mental health treatment. Students will also demonstrate basic competencies and effectiveness when using technology to facilitate mental health treatment in a simulated training environment to cultivate a deep understanding of the current research regarding best practices when using telehealth as a delivery method.

Counselor Education 703 – Human Sexuality in Counseling (3)

This course is designed to assist students in understanding how heritage, attitudes, values, beliefs, and acculturative experiences impact how individuals view and understand issues related to sex, sexuality, and gender. Students will gain practical experience working with therapeutic principles, models, and documentation alongside biopsychosocial case conceptualizations. Students will then identify clinical practices that support ethical and culturally relevant strategies for promoting resiliency, optimum development, and sexual wellness for clients across the lifespan.

Counselor Education 705 – Spirituality in Counseling (3)

A course designed to explore the intersection of spirituality and clinical mental health counseling. Students will have the opportunity to practically demonstrate techniques commonly utilized to integrate spirituality ethically and safely into the counseling process. Special care will be given to helping develop increased counselor self-awareness of personal thoughts and feelings related to spirituality and religion, and how counselor experiences impact perceptions of clients and influence clinical decision-making.

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 for TESOL (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)

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 (3)

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 (3)

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 519, Preparing for the edTPA Assessment (3)

NOTE: This course is taken the semester prior to student teaching. This course and student teaching CANNOT be taken together. This course examines a variety of methods for bringing together various aspects of the curriculum while addressing the needs of learners in an interdisciplinary context. Students will learn to apply teaching methodologies and theoretical principles in a variety of ways in order to intentionally integrate content across subject areas while addressing developmental needs of students. Course is designed to provide opportunities for students to both reflect upon and analyze effective practice and application of theory as they move through the teaching cycle of Plan, Teach, and Assess. Candidates complete a mock edTPA in preparation for Student Teaching.

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 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 660: Internship in the Secondary School (190).

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 618, Diversity in the School Community (3)

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

Education 620, Survey of Educational Psychology (3)

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

Education 621, Survey of Educational Technology (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 641, Life-span Development (3)

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

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 of 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 Blackboard. 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 669, The Teaching of Mathematics (3)

An investigation of the mathematics curriculum for the elementary and middle school teacher. Included is an examination of current methods and resources for teaching mathematics. Emphasis is placed on techniques for helping students develop 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 Blackboard 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 19th 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 20th- and early 21st- 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 cardiorespiratory function.

EXER 553, Biomechanics for Coaches and Physical Educators (3)

The laws of physics and mechanical principles are used to analyze physical activity and sports 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

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, Riemann 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.

Master of School Administration

M.S.A. 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 21st century learning for all students. Attendance at Seminar required. One or more portfolio entries will be completed, primarily in EDUC 629 Data-Driven Site-Based Decision Making.

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 21st 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 19th Century (3)

This colloquium reviews the 19th century sectional crisis, the continuity of the nation's 19th 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

Coordinator, Master of Education

(Elementary, Middle, Secondary)

Dr. Samuel Engel

Discipline Coordinator for English

Dr. Gina Peterman

Discipline Coordinator for Mathematics

Dr. Meredith Williams

Discipline Coordinator for Social Studies

Dr. Salvatore Mercogliano

Discipline Coordinator for Health and Physical Education

Dr. Donna Woolard

Coordinator for Interdisciplinary Studies and Residency and Licensure Only

Dr. Emily Cayton

Coordinator for Instructional Technology Add-On Licensure Program

Dr. Terrie Hampton-Jones

Coordinator for AIG, ESL, and Curriculum & Instruction

Add-On Licensure Programs, and

Master of Arts in Teaching Program

Dr. Chris Godwin

For Professional Education

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Jennifer Bunn, Associate Professor, DPT program- CPHS- B.S., Nicholls State University; M.S., University of Kentucky; Ph.D., Baylor University; Campbell University, 2010

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