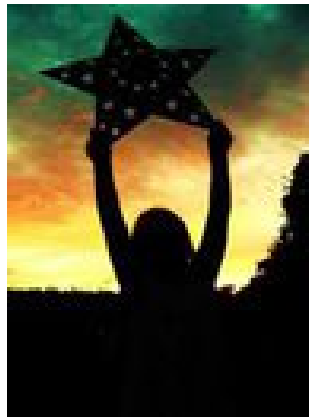


CAMPBELL
U N I V E R S I T Y

Teaching Fellows
Guidebook
2011-2012



Capture your Ideal!

I am only one, but I am one. I can not do everything, but I can do something. And I will not let what I can not do interfere with what I can do.

~ Edward E. Hale

TABLE OF CONTENTS

Welcome Letter from Director	1
Program Goals	2
Teaching Fellows Advisory Committee	4
Teaching Fellows Email Listing.....	6
Student Support Services	15
CU Teaching Fellows Program Overview	20
Teaching Fellows Leadership Council	21
Program Policies	25
Academics	25
Requirements for Participation.....	26
Admission to Teacher Education and request for practicum and Student teaching.....	27
Disbursements of Scholarship Funds.....	29
Attendance	31
Residence	32
Professional Appearance.....	32
Other Responsibilities.....	33
Required Cultural Arts and Multicultural Events	34
Seminar Curriculum Requirements.....	42
CU Teaching Fellows Leadership Seminar Series	44
Timeline for CU Teaching Fellows Program.....	45
NC Teaching Fellows Program Summer Enrichment Activities.....	53
2012 Discovery Calendar.....	55
2012 Costa Rica Calendar	56
What If – Questions You Might Ask.....	58
Sample Format of Letter to the Commission	59

Teaching Fellows 2011-2012 Theme:

Capture your Ideal

Benjamin Mays, a great African-American minister, educator, scholar, social activist, and mentor to Martin Luther King, Jr., was an articulate spokesperson.

He stated:

“Man [or woman] is really what his [or her] dreams are. Man [or woman] is what he [or she] aspires to be... It must be borne in mind, however, that the tragedy in life does not lie in not reaching your goals. The tragedy lies in having no goal to reach. It isn't a calamity to die with dreams unfulfilled, but it is a calamity not to dream. It is not a disaster to be unable to capture your ideal, but it is a disaster to have no ideal to capture. It is not a disgrace not to reach the stars, but is a disgrace to have no stars to reach for. Not failure, but low aim is the sin.”

WELCOME TO OUR TEACHING FELLOWS

Letter to Teaching Fellows

August 2011

Welcome Teaching Fellows!

We are so glad that you have chosen to be part of the Campbell University's Teaching Fellows Program. This year we are welcoming our fifth cohort as well as our new Assistant Director, Mr. Dean Olah. Here all Fellows experience new challenges and wonderful learning opportunities both inside and outside the classroom each year they are a part of this program.

While at Campbell, you will learn effective leadership practices, tutoring skills, and instructional strategies as you become the consummate professional educator. You will be provided many opportunities to learn and grow both as an individual and a professional. As new Fellows join our family, the freshman retreat and the retreat for all Fellows will afford opportunities to get to know and to bond with the other Fellows on campus. These and other activities will help each of you build friendships that will last a life time. Not only will you be challenged to pursue academic excellence, you will also decide how we should contribute to our community through service projects that the Teaching Fellows Leadership Council decides to pursue. There will also be multiple opportunities to experience cultural arts and multicultural events both on and off campus.

If, however, you experience *any problems* while you are at Campbell, please do not hesitate to contact me or Mr. Olah. Mrs. Debbie Temple, the Administrative Assistant for Teaching Fellows, Mr. Olah, and I are here to help you. In addition, there are other services on our campus designed specifically to assist students both academically and personally.

Campbell University is growing quickly, so you have chosen an exciting time to join our campus. You are not only a part of the growth; you are a part of Campbell's excellence. So welcome class of 2015 and returning classes of 2012, 2013, and 2014!

Best Regards,

Carolyn H. Maidon

Carolyn H. Maidon, Ph.D.
Teaching Fellows Director

CAMPBELL UNIVERSITY TEACHING FELLOWS PROGRAM GOALS



The goals of the Campbell University Teaching Fellows Program are the same as those established by the North Carolina Teaching Fellows Commission.¹

- **To provide an academically and culturally enriched preparation program that extends beyond the regular college program.**
- **To provide opportunities and experiences that encourages the development of leaders and decision makers.**
- **To provide opportunities for building an understanding of education's place in a great social context.**
- **To instill a sense of mission, service, and professionalism in Teaching Fellows.**
- **To improve the image of teacher education candidates and programs campus wide.**
- **To recruit and retain greater numbers of minority teacher education candidates in North Carolina.**

¹ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 1.0.

CAMPBELL UNIVERSITY
TEACHING FELLOWS PROGRAM



Campbell University's Teaching Fellows Program

creates teachers of

academic excellence as problem solvers

with compassion

who possess a sense of dedication

to the profession and service to others.



TEACHING FELLOWS ADVISORY COMMITTEE 2011-2012

Name	Title/Work Place	Email	Term
Edward Croom	Superintendent Johnston County Schools	edcroom@johnston.k12.nc.us	2010-2012
Philip Dail	Director of Advising and Admissions, College of Textiles NC State University	Philip_Dail@ncsu.edu	2010-2012
Chris Godwin	Executive Director for Academic Programs Johnston County Schools	chrisgodwin@johnston.k12.nc.us	2011-2013
Oney Graham	Assistant Professor Elementary Ed. & Interdisciplinary Studies Master's Coordinator Campbell University	graham@campbell.edu	2010-2012
Rob Guzman, President	Principal Carver Middle School	rguzman@scotland.k12.nc.us	2010-2012
Angela McCall Hill	Principal Erwin Elementary School	ahill@harnett.k12.nc.us	2011-2013
Vicki Kendrick	Middle School Director Harnett County Schools	vkendrick@harnett.k12.nc.us	2010-2012
Peggy Smith	Coordinator, master's of School Administration Campbell University	psmith@campbell.edu	2011-2013
Jim Martin	History Department Chair, Secondary Social Studies Education Coordinator Campbell University	martinj@campbell.edu	2010-2012
Jason Hall	Assistant Vice-President for Admissions Campbell University	hallj@campbell.edu	2011-2013
Michelle Day	Director of Financial Aid Campbell University	daym@campbell.edu	2011-2013
Carolyn Maidon <i>ex-officio</i>	Director, Teaching Fellows Program Campbell University	maidonc@campbell.edu	N/A
Dean Olah <i>ex-officio</i>	Assistant Director, Teaching Fellows Program Campbell University	olahd@campbell.edu	N/A
Karen Nery <i>ex-officio</i>	Dean, School of Education Campbell University	nery@campbell.edu	N/A
Debbie Temple <i>ex-officio</i>	Administrative Assistant Teaching Fellows Program Campbell University	temple@campbell.edu	N/A

**TEACHING FELLOWS ADVISORY COMMITTEE 2011-2012
(CONTINUED)**

Lindsey Price <i>Student Representative</i>	TF Leadership Council President Spanish Education Major Campbell University	lnprice0202@email.campbell.edu	2011-2012
Justin Furlow <i>Student Representative</i>	Freshman Cohort History-Secondary Major	jefurlow0903@email.campbell.edu	2011-2012
Lizzy Murray <i>Student Representative</i>	Freshman Cohort Elementary Education Major	ermurray0817@email.campbell.edu	2011-2012
Anna Slaughter <i>Student Representative</i>	Sophomore Cohort Music Education Major	akslaughter1213@email.campbell.edu	2011-2012
Bethany Irwin <i>Student Representative</i>	Sophomore Cohort PE Education Major	Bdirwin1102@email.campbell.edu	2011-2012
Colby Flinchum <i>Student Representative</i>	Junior Cohort Secondary History Major	crflinchum0821@email.campbell.edu	2011-2012
Brittany Bowen <i>Student Representative</i>	Junior Cohort Elementary Education Major	bebowen1126@email.campbell.edu	2011-2012
Sara Fish <i>Student Representative</i>	Senior Cohort Elementary Education Major	sefish0414@email.campbell.edu	2011-2012
Nick Weeks <i>Student Representative</i>	Senior Cohort Mathematics Major w/Teacher Lic.	njweeks0429@email.campbell.edu	2011-2012

TEACHING FELLOWS 2011 COHORT

Katelyn Rae Ball-Trenton

English Major

krball0318@emailcampbell.edu

Holly Elizabeth Bare-Wilkesboro

English, Secondary Education

hebare0713@email.campbell.edu

Regan Ashley Bennett-Kinston

Mathematics w/TL Major

rabennett0619@email.campbell.edu

Bobby Keegan Bowen-Belmont

Elementary Music Major

bkbowen0504@email.campbell.edu

Taylor Grey Bradian-Sanford

Elementary Education

tgbadian0505@email.campbell.edu

Jonathan Daniel Bushhouse-Cary

History w/Teacher Licensure

jdbushhouse0113@email.campbell.edu

Lauren Casey-Graham

Elementary Education Major

lecasey1002@email.campbell.edu

Edan Blaire Dawkins-Rockingham

Math Education Major

ebdawkins0915@email.campbell.edu

Kaitlin French-Reidsville

Elementary w/Middle Grades

kefrench0511@email.campbell.edu

Justin Ellis Furlow-Kittrell

History-Secondary Major

jefurlow0903@email.campbell.edu

Lauren Brittany Gooding-Goldsboro

History-Secondary

lbgooding0501@email.campbell.edu

Catherine Leigh Gordon-Mt. Airy

Biology Major

clgordon0124@email.campbell.edu

Tori Kaye Howell-Clayton

Music Elementary

tkhowell0721@email.campbell.edu

TEACHING FELLOWS 2011 COHORT (CONTINUED)

Katlyn Leigh Joyner-Kinston
Elementary Education Major/Math Extension
kljoyner1205@email.campbell.edu

Samuel S. Layman-Burlington
Educational Studies
sslayman0715@email.campbell.edu

Bridget Sabrina Martin-Mayodan
Elementary Education
bsmartin0325@email.campbell.edu

Katelyn Grace Rose McKeel-Morehead City
History Major
kglewis1112@email.campbell.edu

Elizabeth Rene Murray-Raleigh
Elementary Education
ermurray0817@email.campbell.edu

Maritza Perez-Lumberton
Elementary w/ Middle Grades
m_perez1019@email.campbell.edu

Emily Elizabeth Rosage-Jacksonville
Elementary Education
eerosage1009@email.campbell.edu

Amy Michelle Somers-Reidsville
Math, Secondary Education
amsomers0317@email.campbell.edu

Johnna Michelle Spivey-Sanford
History, Secondary Education
jmspivey1003@email.campbell.edu

Elizabeth Anne Townsend-Apex
Special Education
eatownsend0521@email.campbell.edu

Shuntaria Leigh Wood-Thomasville
Biology-Secondary
slwood0728@email.campbell.edu

TEACHING FELLOWS 2010 COHORT

Zac Carpenter-Wilmington
Social Studies Major
zacarpenter0810@email.campbell.edu

Macy Cook-Shelby
Elementary Education Major
macook1109@email.campbell.edu

Sarah Davis-Raleigh
Foreign Language-Major
skdavis0115@email.campbell.edu

Allison Ehinger-Raleigh
Elementary Education Major
arehinger0115@campbell.edu

Bethany Irwin-Fuquay Varina
Health & Physical Education Major
bdirwin1102@email.campbell.edu

Julie Jennings-Greensboro
Elementary Education Major
jajennings0612@email.campbell.edu

Brooke King-Wendell
Elementary Education Major
baking1128@email.campbell.edu

Taylor Ludwig-New Bern
Elementary Education Major
tnludwig0422@email.campbell.edu

Kendele Moore- Lenoir
Social Studies Major
klmoore0128@email.campbell.edu

Jaclyn Myers-Burlington
English Major
jmmyers0326@email.campbell.edu

Samuel Pearce-Raleigh
Elementary Ed./Middles Grades Ext.
srpearce0613@email.campbell.edu

Christina Price-Jacksonville
Elementary Education
cdprice0705@email.campbell.edu

TEACHING FELLOWS 2010 COHORT (CONTINUED)

Cameron Russell-Pittsboro

Math Major

cmrussell1026@email.campbell.edu

Anna Slaughter-Bunnlevel

Music Education Major

akslaughter1213@email.campbell.edu

TEACHING FELLOWS 2009 COHORT

Quinn Bajorek – Cary
Elementary Education Major
qnbajorek0115@email.campbell.edu

Brittany Bowen-Winterville
Elementary Education Major
bebowen1126@email.campbell.edu

Nicole Bunch-Edenton
Elementary Education Major
n_bunch1029@email.campbell.edu

David Cassady – Mt. Gilead/Woodbridge, VA
English Education Major
dmcassady1112@email.campbell.edu

Tamara Day – Fremont
Elementary Education Major
tjday0423@email.campbell.edu

Jack Della Rosa – Raleigh
Elementary Education Major
jmdellarosa0901@email.campbell.edu

Coleman Flinchum – Summerfield
Secondary History Major
crflinchum0821@email.campbell.edu

Madison Helman – Fayetteville
English (H.S) Major
mahelman0807@email.campbell.edu

Brittany Huffman-Raleigh
French Major
brhuffman0216@email.campbell.edu

Kellany Jones – Angier
Elementary Education Major
kdjones0211@email.campbell.edu

Courtney Lockamy – Angier
Secondary Mathematics Ed. Major
cnlockamy0706@email.campbell.edu

John-Mark Magee – Franklin
Elementary Education Major
jmmagee0114@email.cmapbell.edu

TEACHING FELLOWS 2009 COHORT (CONTINUED)

Leslie Peele – Edenton
Elementary Education Major
lkpeele0524@email.campbell.edu

Lindsey Price – Knightdale
Spanish Major
lnprice0202@email.campbell.edu

Anna Maria Strickland – Tabor City
Secondary Social Studies Major
amstrickland0228@email.campbell.edu

Blake Taylor – Wake Forest
Elementary Education Major
betaylor0223@email.campbell.edu

Molly Trexler – Gold Hill
Music Education Major
metrexler0227@email.campbell.edu

Michael Weathersbee – Roper
Middle Grades Math/Science Major
mdweathersbee0627@email.campbell.edu

TEACHING FELLOWS 2008 COHORT

Opal Carleton – Cary
Secondary English Major
orcarleton0625@email.campbell.edu

Peter Carraway – Beaufort
Exercise Science Major
ptcarraway1217@email.campbell.edu

Emily Coates – Clayton
History w/Teacher Licensure (Sec. Ed) Major
egcoates0111@email.campbell.edu

Nathan Cochrane – Sanford
Middles Grades Science/Math Secondary
nscochrane1009@email.campbell.edu

Al DeLong – Fayetteville
Mathematics w/Teacher Licensure Major
jadelong0316@email.campbell.edu

Sara Fish – Willow Springs
Elementary Ed. Major
sefish0414@email.campbell.edu

Susan Fish – Willow Springs
Elementary Education Major
sfish0414@email.campbell.edu

Beth Godfrey – Monroe
Biology w/Teacher Licensure Major
ecgodfrey0413@email.campbell.edu

Mary Allen Guthrie – Elizabeth City
Music Education Major
maguthrie0423@email.campbell.edu

Duncan McMillan – Rocky Mount
Elementary Education Major
sdmcmillan0727@email.campbell.edu

Amy Morrison – Sanford
Elementary Education Major
ammorrison0920@email.campbell.edu

TEACHING FELLOWS 2008 COHORT (CONTINUED)

Britni Tildsley – Fayetteville
Elementary Education Major
bjtildslev0621@email.campbell.edu

Josh Trexler – Gold Hill
History w/Teacher Licensure Major
jatrexler0728@email.campbell.edu

Laura Paskiewicz Waters – Dunn
History w/Teacher Licensure Major
lepaskiewicz0612@email.campbell.edu

Nick Weeks – Dunn
Mathematics w/Teacher Licensure Major
njweeks0429@email.campbell.edu

ALUMNI TEACHING FELLOWS 2007 COHORT

Lauren Bajorek – Cary
Spanish Major
imbajorek1219@email.campbell.edu

Fuquay Varina High School-Fuquay

Jacob Bartlett – Wilmington
Secondary English Major
jsbartlett0424@email.campbell.edu

Eugene Ashley High School-Wilmington

Melissa Bickel – Huntersville
Elementary Education Major
mabickel0924@email.campbell.edu

Wayne Avenue Middle School-Dunn

Marissa Blake – Hendersonville
Elementary Education Major
mablake0906@email.campbell.edu

Apple Valley Middle School-Henderson

Nikki Crumley – Wilson’s Mills
Middle Grades Science Major
necrumlev0215@email.campbell.edu

Princeton Middle School-Princeton

Drew Frink – Sunset Beach
Spanish Major w/Teaching Licensure
ddfrink0317@email.campbell.edu

Scotland High School-Laurinburg

Will Smith – Eden
Secondary English Major
wssmith1209@email.campbell.edu

Rockingham Early College HS

STUDENT SUPPORT SERVICES

Campbell University Calendar

You can find the University calendar at

<http://www.campbell.edu/calendar/>



■ **Student Health Services**

There is neither an office-visit fee for students seen by the physician nor a charge to students for allergy injections. Fees do apply to physical therapy evaluation and treatment, pharmacy, lab, and all other services and supplies not previously mentioned.

■ **Student Services**

Student Support Services is located in the Student Services building (between Carter Gymnasium and the Wallace Student Center). The following services are available through this office – Disability Services, Peer Tutoring, Group Review Sessions, the Tutoring Center and the Writing Center. A detailed description of each of these services is listed below.

■ **Disability Services**

Campbell University does not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified their disabilities, provided documentation of their disabilities, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities. The Director of Student Support Services administers disability services. To contact this office, call (910) 814-4364 or email supportservices@campbell.edu.

■ **Peer Tutoring**

Student Support Services offers free tutoring for **most** undergraduate courses at Campbell University. Availability each semester depends upon the number of qualified tutors. Support Services is usually able to keep a group of tutors for the core classes, so those requests are usually quick and easy to fill. We will attempt to recruit tutors for higher-level courses that you are taking. However, students should plan ahead and ask for help early as sometimes the recruitment process takes time. For more information about peer tutoring, call (910) 814-4363 or email slsupportga@campbell.edu.

■ **Group Review Sessions**

Student Support Services offers Group Review Sessions for some higher demand courses. One to two professor-recommended students (i.e. Supplemental Instructors) will be present to answer questions and work with students. The sessions are offered

weekly and can be attended on an as-needed basis. Students do not have to register with Support Services to attend. The leaders of these review sessions meet with professors weekly to be updated on the material covered in class each week. The Supplemental Instructors present on the key topics covered in class during the first 30 minutes of the review session. The remainder of the time will be open for students to ask questions. Students can work with the Supplemental Instructors both one-on-one and in small groups. You can obtain the schedule of group study sessions by calling (910) 814-4363 or by emailing slsupportga@campbell.edu.

- **Tutoring Center**

Academic tutoring is available to **all main campus undergraduate** Campbell University students. Tutoring is offered Sunday through Thursday from 9:00 am to 9:00 pm at **various locations on campus (throughout the academic year) and no appointment is necessary**. Plus, tutoring services are **free** for Campbell University undergraduate students. Students should bring books, a syllabus and any applicable supplementary materials to their tutoring sessions. You can obtain the tutoring scheduling by calling (910) 814-4363 or by emailing slsupportga@campbell.edu or by visiting <http://www.campbell.edu/student-services/student-support-services>.

- **Writing Center**

Paper review services are offered to **all main campus undergraduate** Campbell University students. This program is not limited to students enrolled in an English course. You may bring in a paper for any class (i.e. Philosophy of Business, Biology, Western Civilization, etc.). **All papers must be typed and printed before visiting the Writing Center. Please bring any assignment information provided by your instructor to your meeting. The Writing Center is located on the Third Floor of the Wiggins Memorial Library.** You do not have to register with Support Services before attending the Writing Center. For more information, please call (910) 814-4363 or email slsupportga@campbell.edu.

- **Counseling Services**

Counseling Services is located in Avrette House on Pope Street (behind Quiznos), and is staffed by one full-time Counselor (University Counselor) and a Graduate Assistant. The University Counselor is seen by appointment, and appointments are scheduled by Counseling Services' Graduate Assistant at extension 5709. Undergraduate students (who are enrolled currently) are eligible for services, and services are provided free of charge.

Personal counseling can include assisting you in clarifying goals and finding solutions to problems through careful listening, guiding self-exploration, and suggesting new perspectives for consideration. The focus of Counseling Services is to provide students with **short-term** counseling and many students' concerns and problems can be addressed in **four to six** sessions. If a student is in need of more intensive treatment, he/she will be referred out to a local private provider (at the student's expense).

Counseling Services subscribes to the Ethical Standards of the American Psychological Association and to the professional laws of the State of North Carolina.

Adherence to these standards ensures the confidentiality of all counseling and assessment services. Information that you share with Counseling Services staff and your therapist's record of her work with you is **confidential**. These records belong to Counseling Services and are **NOT** part of your academic records. This means that **the information will not be shared** with your family, University Personnel, students, or others **unless**: (1) you give prior written authorization, (2) if, in your counselor's opinion, you are a clear danger to self or others, (3) North Carolina law requires, as in the case of the presence of child or elderly abuse, or (4) court-ordered disclosures. In such cases, the Counselor acts on behalf of the client consistent with safety needs and State laws. A student may want the University Counselor to speak with a professor, other university official, family member, or someone else. This is gladly done with that student's written consent.

Students may elect to pursue **Pastoral Counseling** from the Campus Minister, whose office is located on the second floor of the Wallace Student Center. Appointments may be made by calling ext. 1549.

Emergency Information

Counseling Services provides crisis intervention during our operating hours only (not evenings or weekends). Our operating hours are Monday – Thursday 8:30 a.m. to 4:30 p.m., and Friday 8:30 a.m. to 12:00 p.m. Call **910-814-5709** or come to our office in Avrette House and **make it clear that you are in crisis**. Every effort will be made to respond as soon as possible. If you are experiencing **suicidal thoughts/actions or have a plan to harm yourself**, from campus dial **x1911** for Campus Safety **immediately** or from elsewhere, dial **911** or present to the nearest hospital **immediately** for assistance. If you are experiencing another type of psychological emergency (emotional crisis) after our office hours, please contact Campus Safety (x1911), Residence Life Staff, and/or contact a crisis line (see #s below). If you reside off of campus, please call 911 for emergency situations.

Crisis Line Numbers (all operate 24 hours a day)

- **Sexual Assault & Family Emergency (S.A.F.E.) – SAFE** is the local rape crisis and domestic violence center, and provides crisis intervention for victims of rape and relationship violence. SAFE maintains a hotline available 24/7.
<http://www.safeofhc.org/>: (910) 893-7233
- **National Sexual Assault Hotline** – offers free, confidential counseling, 24 hours a day. <http://www.rainn.org/>: 1-800-656-HOPE
- **National Suicide Hotline**: 1-800-273-TALK/1-800-SUICIDE
(www.suicidepreventionlifeline.org)
- **Daymark Recovery Services**: (910) 893-5727 (Buies Creek location)
- **HOPELINE (Raleigh)**: (919) 231-4525
- **Fayetteville**: (910) 485-4134

Local Providers of Mental Health and Substance Abuse Services

Current listing can be found on Campbell's ULifeline page (<http://www.ulifeline.org/schools/campbell>). Click on Campus Services tab, select Local Directory of Services.

Uline

Uline (www.Uline.org) is an anonymous, confidential, online resource center, where college students can search for information regarding mental health, suicide prevention, and emotional well being. Students and faculty/staff can learn more about mental health, take a mental health screening, ask questions, find answers, and seek help for themselves or for someone else.

Available Options on Campbell's Uline page **(<http://www.uline.org/schools/campbell>):**

- **Self e-Valuator:** This is a confidential, online mental health assessment developed for **Uline** by Duke University Medical Center. Students can complete a self-assessment to learn telling insights about their current state of mind or can complete the assessment for a friend about whom they are concerned. University personnel (staff, faculty, coaches) can use the assessment for assistance with a student about whom they are concerned.
- **Campus Services:** Students can learn about services offered at Campbell University to aid them in leading successful college careers. The local directory provides contact information about off-campus providers for both mental health and substance abuse services.
- **Student Central:** Students can learn about Campbell's emergency contact information, and read about confidentiality as it relates to counseling; students can ask straightforward questions and get assistance with emotional health concerns and education about alcohol/drugs.
- **Polls and Stories:** Students can learn about the beliefs, concerns, and experiences of their peers.
- **Factsheets:** Documents that give brief summaries and suggestions of ways to cope effectively with different struggles/situations that college students commonly face.
- **Suicide Prevention:** Students can learn about suicide risk and protective factors; depression; myths about suicide; warning signs; and how to help a friend who may be suicidal.
- **Get the Facts:** Students can learn about myths and facts of suicide, stress, eating disorders, depression, bipolar disorder, anxiety, and alcohol/drugs.
- **Resources & Links:** Be informed of additional mental health information & links to related websites.

Other On-Line Resources

- <http://www.campbell.edu/student-services/counseling-services/>
- <http://www.halfopus.com/>
- http://www.counselingcenter.illinois.edu/?page_id=7
- <http://www.apa.org/topics/>
- <http://psychcentral.com/>

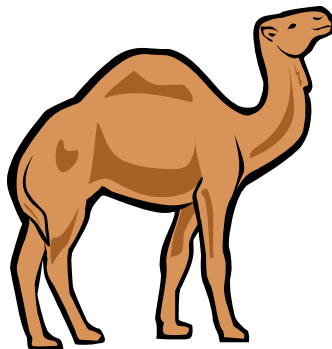
CAMPUS SAFETY OFFICER:

IF YOU NEED HELP DIAL 1911 OR 910-893-1911

CU TEACHING FELLOWS OVERVIEW

The Fellows will participate in eight overall components of the Program as they develop professionally:

- **The Leadership Series** – a credit-bearing series of leadership seminars offered to the Fellows from their freshman year through their junior year; leadership participation will be encouraged through membership or leadership roles in various Teaching Fellows Program committees and/or campus government or student organizations;
- **The Cohort Seminars and Cohort Classes** – a credit-bearing series of seminars that uses a developmental thematic approach to transition the cohorts of Fellows through their professional education Program at the University; and Cohort classes such as Introduction to Education;
- **The Experiential Education Series** – activities that are focused on developing cultural arts appreciation and multicultural understanding through events on campus and in the wider community and through experiences such as Study Abroad and field trips;
- **Various Mini Courses** – both required and optional;
- **Professional Enhancement** – accomplished through early and continuous field experiences, a paid internship, attendance at one or more professional conferences, and a mock interview; Fellows will be assisted by numerous mentors who are students, teachers, and faculty;
- **Service Work** – Fellows will participate in service work throughout their tenure at the University; in the first two years they will have options for service work from which to choose, but in their junior year they will provide academic support to students who do not have English as their primary language;
- **Social Events** – social events will be planned for and by Fellows; and
- **The Development of *Espirt de Corps*** – through the involvement of Fellows in all of the above-mentioned activities.



TEACHING FELLOWS LEADERSHIP COUNCIL

PURPOSE

The purpose of the Leadership Council is to enhance and sustain the development of the Teaching Fellows Program to ensure the Program's viability and its recognition as a quality Teaching Fellows Program in our state.



It will initiate and plan various activities and provide essential student feedback on the progress of the Program. It also affords an opportunity for Fellows to be involved in leadership positions and contribute to the advancement of the Program. The Council initiates, plans, and organizes such activities as social events, service projects, mentor/mentee activities, recruitment initiatives, educational enrichment activities, and other events. Each Fellow is required to *serve on a minimum of three committees* before they graduate.

MEETINGS

Meeting of the Leadership Council will be held at least once a month or more frequently if needed. Committees may meet in between the Leadership Council meetings in order to expedite their work.

TEACHING FELLOWS LEADERSHIP COUNCIL OFFICERS



The Teaching Fellows Leadership Council will be comprised of the following positions: President, Vice President, Secretary, Treasurer, Historian, SGA Representative, Committee Chairs (Communications/ Newsletter, Community Service, Conference, Mentor, Public Relations, Recruitment, and Social), Senior Representative, Junior Representative, Sophomore Representative, and Freshman Representative.

The officers will be elected in March (with the exception of the first year of the program when the Leadership Council will be established at the beginning of the academic year) and serve for a period of one year. To be elected to the office of President, the Fellow must have served on the Council at least one year (with the exception of the first year of the program). In addition, ad hoc

committees may be added as needed. Other students wishing to participate are encouraged to attend Council meetings.

Fellows that have concerns or idea that they would like to share with the Council should see their class representative.

LEADERSHIP COUNCIL REPRESENTATIVE'S RESPONSIBILITIES

Council members are expected to attend every meeting.



Attendance

Each member will be allowed one unexcused absence. Requests for excused absences must be submitted to the President; exceptions will be determined on an individual basis. The secretary will note who is present/absent in the minutes of each meeting.

President

- Presides over the Leadership Council meetings.
- Has oversight of the Leadership Council.
- Collaborates and communicates with Director to provide guidance for the Council.
- Represents the Fellows on the Advisory Council or appoints someone to do so.

Vice President

- Assists the President and Committee Chairs as needed.
- Presides over the Leadership Council in the absence of the President.

Secretary

- Takes minutes at all Council meetings.
- Maintains a current list with contact information for all Council members.
- Sends email reminders and the minutes to Council members and all Teaching Fellows.

Treasurer

- Keeps accurate records of all funds raised for special projects and expenditures that are made.
- Provides monthly reports to the Council.

Historian

- Keeps a record of the Teaching Fellows activities through photos and copies of documents.
- Creates scrapbook to document yearly activities.

(Student Government Association) SGA Representative

- Attends all SGA meetings.
- Provides Council with all pertinent information from SGA meetings.
- Shares relevant information from SGA meetings with all Teaching Fellows via email.
- Completes any forms necessary for the appropriations process.
- Encourages participation in campus festivities such as homecoming.

Class Representatives

- Informs classes about Executive Council decisions.
- Encourages Fellows' participation in various activities/projects.
- Communicates ideas from class cohort to Executive Council.
- Participates in at least one Council committee.

Communications/Newsletter Committee

- Writes articles for, creates, and sends a minimum of two electronic newsletters per academic year.
- Incorporates the current year's theme in the newsletter.
- Solicits articles for newsletter from other committees and Fellows.
- Provides a connection to graduates of the Program.
- Suggests ideas for the Fellows' t-shirt.

Community Service Committee

- Identifies local charities or community organizations to suggest community volunteer opportunities for the Fellows to the Council.
- Organizes and facilitates the service project(s) adopted by the Council.
- Keeps records of Fellows contributions to the service project(s).

Conference/Travel Committee

- Gathers and dispenses information to the Fellows regarding various professional conferences.
- Informs Council and Fellows of dates of conferences via email and newsletter.
- Signs up attendees and assists with scheduling accommodations.
- Tracks which Fellows have attended a professional conference.
- Suggests and plans fieldtrips/travel for Fellows.

Mentor Committee

- Suggests the mentor activity where Fellows meet faculty mentor to Council.
- Plans the program whereby upper class Fellows meet, support, and mentor freshmen Fellows.
- Makes assignments of matches (ideally students in the same major).
- Plans mentor teacher/mentee event(s).

Public Relations Committee

- Creates visibility of Teaching Fellows Program at university and in the community.
- Interacts with local media and advertises Fellows events on campus (can be written, telephone, or in person).

- Writes articles about Teaching Fellows events and submits them to the Director as a check for accuracy.
- Distributes approved articles and information to the media.
- Creates and posts flyers about the Teaching Fellows Program and activities across campus.

Recruitment Committee

- Showcases special learning experiences associated with the Teaching Fellows Program during high school visitation days.
- Plans outreach activities in which Fellows participate with middle grades or high school students to encourage them to consider participating in the NC Teaching Fellows Program and/or to become a teacher.
- Plans visitation to various schools, particularly those with high minority populations.
- Identifies Cadet and Future Teachers of America programs with which Fellows can interact.
- Creates and participates in other activities to recruit future Fellows, such as a Teaching Fellows Open House and Recruitment Day.
- Assists with developing the Phone Bank.

Social Committee

- Suggests events to bring students together socially to Leadership Council.
- Plans events adopted by the Council.
- Encourages networking among the Fellows.



PROGRAM POLICIES



Teaching Fellows must remain in good academic standing during all four years of their undergraduate program.

ACADEMICS

GPA Matters!



GPA Requirements for Teaching Fellows²

- Achieve at least a **2.0 GPA** at the end of the first semester of the freshmen year and a **2.25 GPA** at the end of the freshmen year.
- Maintain a **2.5 GPA** at the end of the sophomore year and each semester thereafter.
- Parents/sureties will be notified when the scholarship is in jeopardy due to poor academic/attendance performance.
- All education courses require a “C” grade or higher, including the TF courses.

GPA Requirements for Scott-Ellis Merit Scholarship

- Beginning of third semester - GPA 2.5 or better
- Beginning of fifth semester - GPA 2.8 or better
- Beginning of seventh semester - CGPA 3.0 or better

GPA Requirements for Presidential Merit Scholarship

- Beginning of third semester - GPA 2.7 or better
- Beginning of fifth semester - GPA 3.0 or better
- Beginning of seventh semester - GPA 3.25 or better

Progress Toward Graduation as Defined by Campbell University³

- At the end of the Freshman year (2 semesters), the Fellow must have earned **24 hours**.

² North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.1 and 35.3

³ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.1-30.3, 35.3, and 40.2.

- At the end of the Sophomore year (4 semesters), the Fellow must have earned **64 hours**.
- At the end of the Junior year (6 semesters), the Fellow must have earned **98 hours**.
- The Fellow must have accumulated the correct number of hours for graduation as is mandatory for his or her major as well as meet any other requirements per major.
- Fellows must be enrolled in a minimum of 12 hours per semester at all times in order to be considered a full-time student.⁴
- The above criteria must be met before any scholarship funds are released for each succeeding academic semester. Any exceptions to the policy must be recommended by the Campus Director and shall be decided by the Commission on a case-by-case basis.
- If a student who does not have the GPA and/or credits hours wishes to remain in the Fellows Program, he or she **must send a written request for a semester of academic probation or academic leave without scholarship/loan funds** to the Commission with the Director's recommendation, using the Student Request Form. If, after a semester without scholarship/loan funds, the Fellow has attained the required GPA/credit hours, the student may, upon written recommendation from his/her Campus Director, request reinstatement into the Teaching Fellows Program. The student and the Campus Director are responsible for notifying the Commission in writing if the student desires to be considered for reinstatement. All requests must be received in the Teaching Fellows office per dates established by the annual Teaching Fellows calendar.⁵

REQUIREMENTS FOR PARTICIPATION



Fellows must participate in the activities designed for them such as the Cohort Seminars, Leadership Seminars, social activities, cultural and multicultural events and other on-campus and off-campus activities.

Participation Requirements

- **Lack of full participation or unexcused absences** by a student is grounds for dismissal from the Program.
- Fellows must participate in the **special summer programs and other activities as directed by the Commission and campus Director**. Although participation is mandatory, it may be delayed by completing a special request form. However, if a Fellow is granted permission to miss one of the activities, please note that it must be

⁴ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.12

⁵ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 35.3

made up during the next summer. See the Sample Letter Format that must be used to submit such requests.⁶

- Complete the **required number of service to the community hours per semester** year (5 hours).
- Complete the **sophomore paid internship** (30 hours minimum).
- Attend the required number of **cultural arts and multicultural events** per semester (3 cultural/multicultural events per semester with at least 1 of them multicultural).
- Enroll in the appropriate **Cohort Seminar Class and Leadership Seminar Series** per semester.
- Participate in at least **3 Teaching Fellows Leadership Council committees** prior to graduation.
- Participate in the **cohort study abroad experience, field trips, and mini courses**.
- Participate in all required **professional enhancement experiences** including at least one professional conference, a paid internship, and experiences designed to enhance immersion into the profession.
- Participate in Teaching Fellows **social events and mentor activities**.
- Participate in all **summer activities** as outlined by the policies of the Teaching Fellows Commission.
- Obtain the **Director's signature on the off-campus credit** form for courses taken at other institutions.
- **Follow the guidelines and information** as outlined in the Campbell University Teaching Fellows Guide.
- **Maintain a calendar of events** as conveyed in all monthly calendars, letters, etc.
- **Maintain a campus e-mail account** and forwarding permanent address.
- **Adhere to all established deadlines**.

**ADMISSION TO TEACHER EDUCATION, PRACTICUM PLACEMENT, AND ADMISSION
TO STUDENT TEACHING**

Fellows should make their application for admission to Teacher Education during the first semester of the sophomore year.



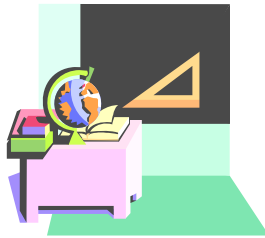
Admission to Teacher Education

- Fellows must successfully pass the PPST in reading, mathematics, and writing during their sophomore year or be exempted from PPST based on the SAT or ACT scores because **Fellows must be accepted into Teacher Education by the end of the first semester of the junior year**. Any Fellow in the first semester of the junior year who is not admitted into a Teacher Education program by the deadline for Student Special Requests for the Fall Commission meeting should submit a Student

⁶ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.4

Special Request for exemption of admission to Teacher Education. **Funds will not be released in the Spring semester for any junior who does not get Commission approval at the Fall Commission meeting. If the Fellow is not admitted by the end of the junior year, no funds will be released until the Fellow is admitted.**⁷

- Fellows must formally apply for admission to the Teacher Education Program, typically done **during the spring semester of the sophomore year**. Application forms may be secured from the Office of the School of Education or from the Teaching Fellows Director.
- **The Personal Data Form and the Application for Admission to Teacher Education must be printed neatly or typed.** The form is available in the School of Education Office and should be submitted to the Dean's Administrative Assistant at the end of the student's second semester of their sophomore year.
- **A grade-point average of 2.5, acceptable scores on PRAXIS I, and recommendations from two faculty members are also required** for admission.
- According to the state of NC, students must have met all requirements for formal admission to teacher education by the first day of classes for the semester preceding the semester in which student teaching is planned.



The practicum is a pre-student teaching experience. It is of shorter duration and the level of competence expected is less than for student teaching; however, it is a critical development experience for the prospective teacher.

Request for Practicum Placement

Students engage in three types of activities: **observation** of the cooperating teacher as well as other teachers in the school; **assisting** the cooperating teacher; and **teaching**.

- Students pursuing licensure in secondary areas (English, Social Studies, Mathematics, Biology), K-12 areas (Music, Exercise Science, Second Languages: Spanish, French), and Vocational (FCSI) will participate in a **50 hour field experience**. A minimum of 10 hours of teaching must be performed.
- Student pursuing Elementary Education (K-6) or Middle Grades Education (6-9) will participate in a **100 hour field experience**.
- All students must complete the **Request for Practicum Placement Form** the semester prior to their practicum and submit it to Dr. Janet Powell, Director of Teacher Education.

⁷ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.5

To have a student teaching placement, all Fellows must meet the following criteria.



Request for Student Teaching

- A **minimum grade point average of 2.5** in overall scholastic work; a **“C” or better** in all courses in the major; and a **“C” or better** in all professional education courses (including TF courses). These averages must be met by the first day of classes of the semester before student teaching.
- The Fellow must have **no academic, disciplinary, or social probations**.
- A **Request for Student Teaching Placement Form** must be completed by each student. The form must be submitted to Dr. Janet Powell, Director of Teacher Education the semester prior to student teaching.



You must complete the application for licensure and pay a fee to request your North Carolina Teaching License.

Application for Licensure

- Your application should be **submitted during the semester in which you student teach**.
- The application should be **submitted to the Licensure Clerk** in the Dean’s Office.

DISTRIBUTION OF SCHOLARSHIP FUNDS

Fellows must sign a Certificate of Receipt of Scholarship Funds for the semester. Failure to sign the Certificate of Receipt will result in funds being withheld for succeeding semester(s) until the Certificate of Funds is signed.



- **Fellows who are male must provide proof of registration** as required under the Military Selective Service Act. Appropriate certification forms are to be signed at the same time as the Certificate of Receipt. Forms shall be filed with the NC Teaching Fellows Office.⁸

⁸ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.7

- The \$6,500 per year Teaching Fellows Scholarship **funds will be disbursed as listed** below.

Year	Amount Withheld	Fall Semester	Spring Semester
Freshman	\$400 for Discovery Tour	\$3,050	\$3,050
Sophomore	\$250 for Junior Enrichment \$150 for Junior Conference	\$3,050	\$3,050
Junior	\$200 for Senior Conference	\$3,150	\$3,150
Senior	None	\$3,250	\$3,250

- Funds are requested by the NC Teaching Fellows Office from the NC Department of Public Instruction (DPI). DPI sends a check to the Campbell University Cashier's Office for the eligible Fellows. Costs for tuition are paid with this money.⁹
- This request is made every semester for Fellows who have met the eligibility requirement (GPA, progress towards graduation, Summer Enrichment participation, Campbell Fellows activity participation, etc.). **Fellows who did not meet the requirements of the Program will not receive funds for that semester.**
- Any exception to the policies established by the Commission and provisions of the Promissory Note shall be decided by the Commission on a case-by-case basis. All requests shall be submitted on the Fellows/Directors Special Request Form.¹⁰ It is **imperative that Fellows contact the Campbell Teaching Fellows Office** when they are in danger of losing funds for the coming semester.
- You should **make your own room and board arrangements and make any required deposits** or advance payments as requested by the institution. After you have registered for classes and your scholarship has been activated, a refund will be given to you for any funds left in your account.
- It is recommended that, at the beginning of each semester, you **arrive on campus with personal funds.**

⁹ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 40.1.

¹⁰ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 35.1

ATTENDANCE



Attendance at Teaching Fellows activities is not optional.

When the promissory note with the NC Teaching Fellows Commission is signed, you have pledged to fulfill the academic requirements and to meet all program requirements to become a certified teacher in NC.

- **Fellows are expected to attend all campus required events and to participate fully in the Campbell Teaching Fellows Program.**¹¹ If a Fellow must miss an activity, a request for an excused absence must be made **in writing** to the Director in advance of the activity. The Director will rarely grant such requests, and it will be done on a case-by-case basis. Be aware that a make-up assignment will be given.
- Fellows who fail to follow procedures and whose absence is not the result of an emergency or who have missing assignments **will be required to meet with the Director to establish a plan to submit work to replace what was missed.** The surety will be notified in writing of the absences/missing assignments and the possible consequences.
- Should these problems continue to occur, the Director will place Fellows on campus probation for **unexcused absences or missing assignments and develop a contract that Fellows must agree to and sign in order to continue in the Teaching Fellows Program.** This non-compliance will place Fellows on Campus Probation. The surety will also be notified of this status.
- **Fellows on probation for the lack of attendance or missing assignments** will be required to participate in all campus and seminar opportunities. However, should the non-compliance continue, the **Director will recommend to the Commission that Fellows be placed on academic probation resulting in a loss of their scholarship funds** for that semester.
- Should non-compliance continue following the Commission's probation, the Director may recommend **removal of the Fellow from the Teaching Fellows Program** to the TF Commission.
- Fellows are expected to **attend all summer opportunities provided by the NC Teaching Fellows Commission** unless they are given permission to miss that activity by the Commission.¹² Fellow who have a conflict with a summer activity must request a release in writing in well in advance of the event and follow the process to do so as outlined by the Commission. Conflicts must be of a serious nature to be considered. Please note that it only postpones that obligation and that the activity must be made up the next summer.

¹¹ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.4

¹² North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.4

RESIDENCE

All Campbell University students are required to reside on campus their *freshman*¹³ and *sophomore* years. However, Fellows may live in the residence hall of their choice.

PROFESSIONAL APPEARANCE



Dress professionally for events as required and when observing, assisting, or teaching in schools.

All Fellows are expected to adhere to the **professional appearance policies** that have been established for teachers and staff at the schools at which they are doing their practicum, student teaching, and other work in the schools as well as when they attend the Leadership Seminar Series. In addition, Teaching Fellows are required to meet these expectations for **professional appearance at the Leadership Seminars**.

- Men will wear shirts with collars and long pants; a tie is recommended.
- Women may wear slacks, dresses, or skirts.
- The following are **not appropriate** and should be avoided:
 - Shirts, blouses, and tops that display cleavage;
 - Bare midriffs or clothing that may reveal the midriff during activities;
 - Flip-flops and other footwear that is excessively casual.
- **Jeans, sweat clothes, and other athletic attire are not acceptable professional attire**, unless the activity in which the Fellow is engaged requires such dress.

¹³ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.6

OTHER RESPONSIBILITIES

- **Fellows must maintain a current address and name on file with the NC Teaching Fellows Office** in Raleigh¹⁴ and with Campbell's Teaching Fellows Office. All address changes must be immediately reported to the campus Teaching Fellows Office.
- Fellows must **participate in the Campus Evaluation of the NC Teaching Fellows Program.**¹⁵
- Fellows should **also inform both the NC Teaching Fellows Office in Raleigh and the Director of Campbell's Teaching Fellows Program of their place of employment** and their teaching assignment.
- Fellows **must sign a Certificate of Receipt for Scholarship Funds for each semester.** If a Fellow fails to sign and return the Certificate of Receipt for the current semester, his/her scholarship funds shall be held for the succeeding semester(s) until the current Certificate of Receipt is signed and returned.¹⁶



¹⁴ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.9

¹⁵ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.10

¹⁶ North Carolina Teaching Fellows Commission. (1998). *Policy Manual*. Policy 30.8

CULTURAL ARTS AND MULTICULTURAL EVENTS



Each semester Fellows are required to *attend a total of 3 cultural arts and multicultural events*. Fellows must have a minimum of 1 event in each category, but the total combination of 3 events per semester is up to the individual Fellow. Below are list free events that are on the Fine Arts schedule at Campbell this year. Below that there is a list of cultural arts events that Fellows will vote on to decide as a group what they will attend.

CAMPBELL UNIVERSITY FINE ARTS SCHEDULE 2011-2012

Thursday, September 1, 2011 8:00 pm, Scott Concert Hall	APS-Isaac Bustos, Guitar Recital
Sunday, September 11, 2011 4:00 pm, Butler Chapel	University Choral Society
Friday, September 23, 2011 8:00 pm, Scott Concert Hall	APS-Guitar Trio, “Swing Triade”
Tuesday, October 11, 2011 8:00 pm, Scott Concert Hall	APS-Robert Nathanson, Guitar Recital
October 14-15, 20-22, 2011 7:00 pm, Ellis Theatre	“A Year with Frog and Toad”
Thursday, October 20, 2011 8:00 pm, Scott Concert Hall	APS-Gerald Perez Capdevila, Guitar Recital
Monday, October 24, 2011 8:00 pm, Ellis Theatre	“Djembe Fire” (Multicultural)
Thursday, October 27, 2011 8:00pm, Scott Concert Hall	Jessica Lee, Senior Recital
Saturday, October 29, 2011 3:00pm, Scott Concert Hall	Mary Allen Guthrie, Senior Recital

Tuesday, November 1, 2011 8:00 pm, Scott Concert Hall	University Choir Concert
Friday, November 4, 2011 6:00 pm, Scott Concert Hall	Hanna Mashburn, Senior Recital
Sunday, November 6, 2011 4:00 pm, Butler Chapel	Raney/Holsteion, Piano/Organ Duo
Tuesday, November 8, 2011 8:00 pm, Scott Concert Hall	Jazz Ensemble Concert
Thursday, November 10, 2011 8:00 pm, Scott Concert Hall	University Wind Ensemble Concert
Tuesday, November 15, 2011 8:00 pm, Scott Concert Hall	Guitar Studio & Strings Ensemble Concert
November 16-19, 2011 7:00 pm, Ellis Theatre	“Reviving Ophelia”
Thursday, November 17, 2011 8:00 pm, Scott Concert Hall	Rebekah Simpson, Senior Recital
Friday, November 18, 2011 8:00pm, Scott Concert Hall	Chris Langdon, Senior Recital
Sunday, November 20, 2011 4:00 pm, Butler Chapel	University Choral Society “Anthems of Faith”
Monday, November 21, 2011 8:00 pm, Scott Concert Hall	Lauren McCollister, Senior Recital
Tuesday, November 29, 2011 8:00 pm, Butler Chapel	Christmas at Campbell
Tuesday, January 17, 2012 8:00 pm, Scott Concert Hall	Courtney Raynor, Senior Recital
Thursday, January 19, 2012 8:00 pm, Scott Concert Hall	LeAnna Avila, Senior Recital
Tuesday, January 31, 2012 8:00 pm, Scott Concert Hall	APS-Jonathan Levin, Piano Recital
February 22-25, 2012 7:00 pm, Ellis Theatre	“Enchanted April” Drama

Thursday, February 23, 2012 8:00 pm, Scott Concert Hall	APS- "Trumpetmania"
Tuesday, February 28, 2012 8:00 pm, Scott Concert Hall	APS-Jeremy Thompson, Piano Recital
Thursday, March 15, 2012 8:00 pm, Scott Concert Hall	Contemporary Music Concert
Thursday, March 29, 2012 8:00 pm, Scott Concert Hall	University Choir Concert
Tuesday, April 3, 2012 8:00 pm, Scott Concert Hall	University Jazz & Percussion Ensembles Concert
Tuesday, April 10, 2012 8:00 pm, Scott Concert Hall	University Wind Ensemble Pops Concert
Thursday, April 12, 2012 8:00 pm, Scott Concert Hall	Wind Symphony Concert/Ballet
April 13-14, 19-21, 2012 7:00 pm, Ellis Theatre	"The Elephant Man"
Sunday, April 15, 2012 4:00 pm, Butler Chapel	CU Choral Society
Tuesday, April 17, 2012 8:00 pm, Scott Concert Hall	Guitar Studio Concert
Tuesday, April 23, 2012 8:00 pm, Scott Concert Hall	Chris Morrow, Senior Recital
Tuesday, April 24, 2012 8:00pm, Scott Concert Hall	String Ensemble Recital
Thursday, April 26, 2012 8:00pm, Scott Concert Hall	Catherine Kelly, Senior Recital

E.P. Sauls Gallery Schedule 2011-2012

Faculty Exhibition	August 10 – September 12, 2011
Graphic Design Exhibition	September 16 – November 7, 2011
Senior Exhibition	November 14 – December 16, 2011
Alumni Art Exhibition	January 24 – February 24, 2012
Cindy Morefield: "Reservoir"	March 1 – March 23, 2012
Senior Art Exhibition	March 29 – May 15, 2012

RALEIGH THEATRE

October 22-30, 2011 – Evita (Student night October 21)

Argentina's controversial First Lady Eva Peron is the subject of the dynamic musical masterpiece, *Evita*. Told through a compelling Andrew Lloyd Webber score that fuses haunting chorales with exuberant Latin, pop and jazz influences, *Evita* creates an arresting theatrical portrait as complex as the woman herself.

November 29-Dec 4, 2011 – A Christmas Story

America's #1 Christmas movie comes to life on stage as a hilarious holiday musical. Produced by the film's original Ralphie, Peter Billingsley, *A Christmas Story, The Musical!* chronicles young and bespectacled Ralphie Parker as he schemes his way towards the holiday gift of his dreams - a Red Ryder Action Air Rifle BB Gun. ("You'll shoot your eye out kid!") Produced by the film's original Ralphie, Peter Billingsley, *A Christmas Story, The Musical!* features a bright holiday score by composer/lyricist team Benj Pasek and Justin Paul, a hilarious book by Joseph Robinette. It's a perennial holiday classic that will entertain the whole family.

January 31-February 5, 2012 – Green Day's American Idiot

The New York Times calls Green Day's *American Idiot* "thrilling and emotionally charged, as moving as anything on Broadway!" Based on Green Day's groundbreaking rock opera of the same name, this daring new musical tells the story of three lifelong friends, forced to choose between their dreams and the safety of suburbia, and features the smash hits "Boulevard of Broken Dreams," "Holiday" and "21 Guns". *American Idiot* contains adult content and strong language.

February 14-19, 2012 – Les Misérables

Cameron Mackintosh presents a brand new 25th anniversary production of Boublil & Schönberg's legendary musical, *Les Misérables*, with glorious new staging and dazzlingly reimaged scenery inspired by the paintings of Victor Hugo. This new production has been acclaimed by critics, fans and new audiences and is breaking box office records wherever it goes. *The New York Times* calls this *Les Misérables* "an unquestionably spectacular production from start to finish." *The London Times* hails the new show "a five star hit, astonishingly powerful."

April 20-29, 2012 – Steel Magnolias

The quintessential story of family and friendship in a unique Southern sisterhood, *Steel Magnolias* is a skillfully crafted portrayal of eccentricity, loyalty and love set in a small-town beauty parlor. The title suggests that although they appear delicate as magnolias, the main female characters are tough as steel. Set in the intimate venue of A.J. Fletcher Theater, this humorously revealing play will take you on an emotional journey filled with laughter and tears.

RALEIGH BALLET

September 15-October 2, 2011 - Black and White Swan

Fletcher Opera Theater

In the psychological thriller *Black Swan*, Oscar-winning actress Natalie Portman plays a ballerina struggling to play Odette, the innocent white swan, and Odile, the sensual black swan, in a production of *Swan Lake*. Carolina Ballet tops the film with the company premieres of the “White Swan” and “Black Swan” pas de deux both in their entirety using Petipa’s original choreography and featuring four rotating casts of dancers. The program also includes works from the company’s vast repertoire of more than 100 ballets.

October 13-30, 2011 – Dracula - The Masque of the Red Death

Fletcher Opera Theater

When the “Prince of Darkness” and the “Master of Horror” debuted here last season, the double feature played to sold-out houses and left audiences anticipating the pair’s next visit. Good news—both have graciously accepted our invitation to return this season for a strictly limited Halloween engagement with J. Mark Scarce’s music performed by a live orchestra conducted by Music Director Alfred E. Sturgis. The Tony-nominated Broadway and television star Alan Campbell reprises the role of Dr. Seward in *Dracula*.

December 3-4, 2011 – The Nutcracker/UNC Memorial Hall

December 10-11, 2011/Durham Performing Arts Center

December 16-24, 2011/Raleigh Memorial Auditorium

Carolina Ballet’s NEW production of *The Nutcracker* features a cast of over 100 dancers and children accompanied by a live orchestra of classical musicians, lavish redesigned scenery and stunning beautiful costumes. This year experience new magic when young Clara’s godfather, Dr. Drosselmeyer, makes toys come to life, people shrink and then reappear out of thin air, and characters levitate high above the stage. Then watch as a Christmas tree grows to enormous heights to begin Clara’s journey to the Land of the Sweets, a truly magical place where it snows indoors, candy canes dance, and boats fly. See Christmas unfold through the eyes of a child in a way that only the world’s most popular classical ballet can do. Carolina Ballet’s *Nutcracker*: it’s where the holiday magic begins

March 15-April 1, 2012 - The Little Mermaid/Fletcher Opera Theater

Two-time Tony Award nominee Lynne Taylor-Corbett has created memorable choreography for Broadway shows (*Titanic*, *Chess* and *Swing!*) and films (*Footloose*, *My Blue Heaven* and *Vanilla Sky*). She also has created some of Carolina Ballet’s most popular works, including *The Ugly Duckling*, which was a big hit last season. Like that production, her world premiere version of *The Little Mermaid* also features an original commissioned score by Michael Moricz and will undoubtedly charm and entertain audience members of all ages.

DURHAM PERFORMING ARTS CENTER (DPAC)

September 18 – EARTH, WIND, AND FIRE

One of the most musically accomplished, critically acclaimed, and commercially popular funk bands of the '70s, Earth Wind & Fire is coming to DPAC, Durham Performing Arts Center on September 18, 2011 for one unforgettable evening. Earth, Wind & Fire is American's premiere R&B pop band formed in 1969 by Maurice White. Since then EW&F has amassed six Grammy® Awards and four American Music Awards®; and has been inducted into both the Rock and Roll Hall of Fame and the Vocal Group Hall of Fame.

September 27-October 3, 2011 - COME FLY AWAY

"Twyla Tharp's Electrifying celebration of the music of Frank Sinatra will sweep you up in a complete spell" -*The New York Times*. Come Fly Away is the new Broadway musical that brings together the legendary music of Frank Sinatra and the creative vision of Tony® Award-winner Twyla Tharp (*Movin' Out*). This one-of-a-kind experience combines the seductive vocals of 'Ol' Blue Eyes" with the sizzling sound of a live on-stage big band, the visceral thrill of Tharp's choreography and 15 of the world's best dancers. Richard Zoglin of Time Magazine says '*Come Fly Away* delivers the purest jolt of pleasure to be found on a Broadway stage."

October 25-30, 2011 - ROCK OF AGES

"Rock and Comedy in Perfect Proportion" - *Time Out*. Its five-time, Tony® Award nominated smash-hit musical Rock Of Ages, is a hilarious, feel-good love story. Charles Sherwood from the New York Times says it is 'Impossible to resist.'" The greatest songs of the 80s with hits of Journey, Night Ranger, Styx, Reo Speedwagon, Pat Benatar, Twisted Sister, Poison, Asia, Whitesnake and many more.

November 10-27, 2011 - RADIO CITY CHRISTMAS SPECTACULAR STARRING THE ROCKETTES

The Grandest Holiday Show of All Time Comes to the Triangle- First Time Ever! Fill your heart with Christmas as the world-famous Radio City Rockettes® bring their legendary eye-high kicks and a cast and crew of over 100 to Durham in America's #1 Holiday Show, the Radio City Christmas Spectacular®. Adults will love the precision of the Rockettes in numbers such as Parade of the Wooden Soldiers and Christmas in New York. Children will love Multiplying Santa's and the elves in Santa's Workshop. Everyone will be inspired by the stunning reenactment of the very first Christmas in The Living Nativity. The Spectacular is perfect for everyone!

January 24-29, 2012 – MEMPHIS

"The Very Essence of What a Broadway Musical Should Be" -*Associated Press*. Turn up that dial From the underground dance clubs of 1950s Memphis, Tennessee, comes a hot new Broadway musical that bursts off the stage with explosive dancing, irresistible songs and a thrilling tale of fame and forbidden love. Come along on their incredible journey to the ends of the airwaves — filled with laughter, soaring emotion and roof-raising rock 'n' roll. Winner of four 2010 Tony® Awards including Best Musical.

January 27, 2012 – SANDY HACKETT’S RAT PACK SHOW

They were style with substance, swing with swagger and a non-stop party that everyone wanted access to. Now audiences can experience this critically acclaimed, hugely entertaining theatrical production which includes exciting new arrangements of the classic songs everyone knows and loves.

February 28-March 4, 2012 - THE ADDAMS FAMILY

"Classic, Full-tilt, Fast Paced, Old-fashioned Musical Comedy!" -*Chicago Tribune*. The Addams Family is a smash-hit musical comedy that brings the darkly delirious world of Gomez, Morticia, Uncle Fester, Grandma, Wednesday, Pugsley and, of course, Lurch to spooky and spectacular life. This magnificently macabre new musical comedy is created by Jersey Boys authors Marshall Brickman & Rick Elice, Drama Desk-winning composer/lyricist Andrew Lippa (The Wild Party), choreographer Sergio Trujillo (Jersey Boys) and Olivier Award-winning director/designers Phelim McDermott & Julian Crouch (Shockheaded Peter) with creative consultation by four-time Tony® Award winner Jerry Zaks. Come meet the family. We'll leave the lights off for you.

March 20-21, 2012 – CHICAGO

"'Chicago' still GLITTERS HYPNOTICALLY."-*Ben Brantley, The New York Times*. There's never been a better time to experience *Chicago*, Broadway's razzle-dazzle smash. This triumphant hit musical is the recipient of six Tony Awards®, two Olivier Awards, a Grammy® and thousands of standing ovations. A sensational tale of sin, corruption and all that jazz, it's no surprise that *Chicago* has wowed audiences from Mexico City to Moscow, from Sao Paulo to South Africa. And now it's coming to your town!

April 17-22, 2012 - BRING IT ON THE MUSICAL

"An Explosively Original Mix of Singing, Acting, Dancing and Cheer." -*Atlanta Journal-Constitution*. The team behind *Bring It On: The Musical* is an extraordinarily rare union of Broadway's most acclaimed, award-winning young creators. With an original book by Tony® Award winner Jeff Whitty (Avenue Q), music and lyrics by Tony® Award-winning composer Lin-Manuel Miranda (In The Heights), music by Pulitzer and Tony® Award winning composer Tom Kitt (Next to Normal) and lyrics by Broadway lyricist Amanda Green (High Fidelity), this wholly original new musical is directed and choreographed by Tony® Award winner Andy Blankenbuehler (In The Heights).

May 2-27 – WICKED (Note: May 4-6 only dates open – it's the end of exam week)

Back by 'Popular' demand. Entertainment Weekly calls WICKED "the best musical of the decade." Long before that girl from Kansas arrives in Munchkinland, two girls meet in the land of Oz. One - born with emerald green skin - is smart, fiery and misunderstood. The other is beautiful, ambitious and very popular. How these two grow to become the Wicked Witch of the West and Glinda the Good makes for "the most complete and completely satisfying new musical in a long time" (USA Today).

NORTH CAROLINA SYMPHONY

**September 8 & 10, 2011 – 8pm, *Mozart's Requiem*
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**September 30 & October 1, 2011 – 8pm, *Poulence & Mozart*
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**October 14 & 15, 2011 – 8pm, *Tchailousky's Fifth Symphony*
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**October 28 & 29, 2011 – 8pm, *German Odyssey*
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**November 4, 2011 – 12pm, North Carolina Symphony
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**November 11 & 12, 2011 – 8pm, *Liszt & Rachmanioff*
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**November 19, 2011 – 11am & 4pm, North Carolina Symphony
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**November 25 & 26, 2011 – 8pm, *Holiday Pops*
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**December 2 & 3, 2011 – 8pm, *Mahler's Fourth Symphony*
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**December 31, 2011 – 8pm, North Carolina Raleigh Symphony
January 7, 2012 – 11am & 4pm
February 17, 2012 – 12pm
March 10, 2012 – 4pm
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**March 16 & 17, 2012 - 8pm, *Beethoven & Strauss*
Progress Energy Center - Meymandi Concert Hall, Raleigh**

**March 29, 2012 – 7pm, *An Evening with Yuja Wang*
Progress Energy Center - Meymandi Concert Hall, Raleigh**

CAMPBELL UNIVERSITY TEACHING FELLOWS SEMINAR CURRICULUM



Only Teaching Fellows may enroll in the Leadership Seminar Series.

LEADERSHIP SEMINARS

This is a required component of their scholarship program. It is a monthly, credit-bearing Leadership Series from their freshman through their junior years. The purpose of the Series is to provide learning experiences for the Fellows that will foster a sense of purpose, leadership, wisdom, and values for future educators who focus on problem-solving and possess an appreciation for service work and a dedication to improving our society. This will be accomplished through exposure to teacher leaders, community leaders, political officials, and faculty members within the various schools on campus who have demonstrated leadership throughout their career and through instruction in leadership skills. *Professional attire is required for the Leadership Seminars as we will be hosting many distinguished speakers.*

The students enroll in the Leadership Seminar Series for 0.5 credit per semester in the following sequence:

Freshman Year

EDUC 102 – Fall semester

EDUC 103 – Spring semester

Sophomore Year

EDUC 202 – Fall semester

EDUC 203 – Spring semester

Junior Year

EDUC 302 – Fall semester

EDUC 303 – Spring semester

Senior Year

EDUC 403 – Fall semester

COHORT SEMINAR SERIES

The Cohort Seminar Series is only open to Teaching Fellows. This is a required component of their scholarship program. It is a monthly, credit-bearing Seminar Series from their freshman through their senior years. The seminars use a developmental thematic approach to transition the cohorts of Fellows through their professional education program.

The students enroll in the Cohort Seminar Series for 0.5 credit per semester in the following sequence:

Freshman Year

EDUC 104 – Fall semester

EDUC 105 – Spring semester

The theme of the freshman cohort seminars is *Who am I?* The purposes of the two semester sequence courses are to learn more about themselves (e.g., their preferred learning styles) and the University community in order to become expert students. Students will be challenged to improve their personal skills by learning how to manage money and time, how to deal with stress, and how to recognize and deal with sexual harassment. They will also learn about the various support services and seminars offered on campus. Lastly, the students will learn about the various opportunities to become involved with numerous campus clubs and organizations, and they will be encouraged to be involved fully in all aspects of student life, including taking leadership roles in or becoming members of student organizations, student government, and the Teaching Fellows Council and the Program's committees.

Sophomore Year

EDUC 204 – Fall semester

EDUC 205 – Spring semester

The theme of the sophomore cohort seminars is *Who are we?* The purpose of the two semester sequence courses is to learn about the diversity of the students in our schools in which they will be teaching, including learning about those who populate the wider community in North Carolina. They will examine how these diverse factors (e.g., poverty, English as a second language, and ethnicity) may affect student performance. Furthermore, they will learn effective instruction strategies such as differentiation that focuses on the individual child and other strategies designed to meet the needs of diverse school students.

Junior Year

EDUC 304 – Fall semester

EDUC 305 – Spring semester

The theme of the junior cohort seminars is *Where are we going?* The purpose of the two semester sequence courses is to learn about other contextual factors that influence teaching such as the culture within the schools where the Fellows will be employed as

teachers. Their seminars will include such topics as working with parents; finding the right resources for their classroom, including how to network with and use other support organizations for school students; organizational skills; the effect of current events, business/industry, and the economy on education; exceptionalities; classroom management (Positive Behavior System); and gangs in the school setting.

Senior Year

EDUC 404 – Fall semester

EDUC 405 – Spring semester

The theme of the senior cohort seminars is *How do I become an effective teacher practitioner?* Students will learn the skills that expert teachers use and further the skills they have already acquired in their previous courses. They will discuss topics imperative to the profession, such as the most functional assessment methods, reading in the content area, effective teaching strategies using technology, development of instruction using various curriculum models, curriculum mapping, the Paideia/Socratic methods of teaching, and interview skills.

LEADERSHIP SEMINAR SERIES



This year you will experience three outstanding leaders per semester who will discuss their views of leadership for effective teachers. Additionally you will be required to attend one presentation per semester highlighting an invited speaker on our campus or a speaker at a professional conference. If the speaker is not on our campus, be sure to get permission for the outside speaker prior to submission of the assignment. The full schedule for the fall semester will be distributed in your syllabus for the class.

TIMELINE FOR THE CU TEACHING FELLOWS PROGRAM

FRESHMEN YEAR



Cohort Seminar Theme: *Who am I?*
(Learning about ourselves and the University community in order to become effective educators and expert students)

Date	Event	Description
August	Classes Begin	In addition to the classes students usually take per semester, the Teaching Fellows enroll in a Cohort Seminar Series (EDUC 104) and the Leadership Seminar Series (EDUC 102)
August 19-20, 2011	Freshmen Retreat	Teaching Fellows participate in a teambuilding retreat
	Teaching Fellows Leadership Council	Teaching Fellows Leadership Council representatives are elected (2)
	Teaching Fellows contribute to the community	Teaching Fellows begin contributing service hours to a project(s) their Leadership Council has chosen (a minimum of 10 hours per year)
	Teaching Fellows expand their cultural arts/multicultural experiences	Teaching Fellows begin fulfilling their requirements by attending various cultural art and multicultural experiences
	Teaching Fellows Socials	Teaching Fellows begin fulfilling their requirements to attend socials events and interact with Fellows from other cohorts
October	Midterm grades issued and academic report due to CU Director	Director screens all Teaching Fellows' academic progress and advises any students in academic difficulty
October	Advising	Advising and registration for next semester begins
December	Final grades for classes are issued	Grade/credit hours reports are due to the NC Teaching Fellows office

January	Spring semester begins	In addition to the classes students usually take per semester, the Teaching Fellows enroll in a Cohort Seminar Series (EDUC 105) and the Leadership Seminar Series (EDUC 103)
	Introduction to Education class	Freshman Teaching Fellows enroll in the Introduction to Education class and complete 10 hours of tutoring
	Teaching Fellows contribute to the community	Teaching Fellows continue contributing service hours to a project(s) the Leadership Council has chosen (10 hour minimum per year)
	Teaching Fellows expand their cultural arts/multicultural experiences	Teaching Fellows begin fulfilling their requirements by attending various cultural art and multicultural experiences
	Freshmen mini course: Effective Tutoring Skills	Teaching Fellows learn how to become an effective and competent tutor
March 7-10, 2012	Freshman Trip	Freshman travel to Washington, DC to learn about other cultures, cultural arts, and our culture
	Midterm grades issued and academic report due to CU Director	Director screens all Teaching Fellows academic progress and advises any students in academic difficulty
	Advising	Advising and registration for next semester begins
March/April	Teaching Fellows Leadership Council for 2012-2013 established	Teaching Fellows Leadership Council and committees are created; students are elected to positions
May	Final grades for classes are issued	Grade/credit hours reports are due to the NC Teaching Fellows office
May 13, 2012	Rising sophomore Teaching Fellows participate in NC Discovery Tour with all 500 NC Teaching Fellows	Tour carries them to school systems to observe teaching throughout the state; Teaching Fellows learn about the diversity in NC and bond with those from other universities

SOPHOMORE YEAR



Cohort Seminar Theme – Who are we?
(Learning about the diversity of the students in our schools and how to become an effective teacher in our diverse classrooms)

Date	Event	Description
August	Sophomore Teaching Fellows begin classes	Sophomore Teaching Fellows begin their classes; in addition to the classes students usually take per semester, the Teaching Fellows enroll in a Cohort Seminar Series (EDUC 204) and the Leadership Seminar Series (EDUC 202)
	Teaching Fellows contribute to the community	Teaching Fellows begin contributing service hours to a project(s) the Leadership Council has chosen (10 hour minimum per year)
	Teaching Fellows expand their cultural arts/multicultural experiences	Teaching Fellows begin fulfilling their requirements by attending various cultural art and multicultural experiences
	Sophomore Teaching Fellows paid internship	Sophomore Teaching Fellows begin their paid internship (tutoring in the schools under the supervision of their second teacher mentor – minimum of 10 hours this semester; 30 hours total required)
October	Midterm grades issued and academic report due to CU Director	Director screens all Teaching Fellows academic progress and advises any students in academic difficulty
	Advising	Advising and registration for next semester begins
December	Final grades for class are issued	Grade/credit hours reports are due to the NC Teaching Fellows office
January	Spring semester begins	In addition to the classes students usually take per semester, the Teaching Fellows enroll in a Cohort Seminar Series (EDUC 205) and the Leadership Seminar Series (EDUC 203)
	Sophomore Teaching Fellows enroll in the cohort science class	Sophomore Teaching Fellows participate in the cohort science class that will be completed in Costa Rica

Date	Event	Description
	Sophomore Teaching Fellows paid internship continues	Sophomore Teaching Fellows complete their paid internship (tutoring in the schools under the supervision of their second teacher mentor – minimum of 30 hours total for the academic year)
	Teaching Fellows contribute to the community	Teaching Fellows continue contributing service hours to a project(s) their Leadership Council has chosen
	Teaching Fellows expand their cultural arts/multicultural experiences	Teaching Fellows begin fulfilling their requirements by attending various cultural art and multicultural experiences
	Sophomore mini course: Classroom Instruction that Works	Teaching Fellows learn what types of instruction research has shown to be most effective
March	Midterm grades issued and academic report due to CU Director	Director screens all Teaching Fellows academic progress and advises any students in academic difficulty
	Advising	Advising and registration for next semester begins
March/April	Teaching Fellows Leadership Council for 2012-2013 established	Teaching Fellows Leadership Council and committees are created; students are elected to positions
April	Sophomore Teaching Fellows paid internship	Sophomore Teaching Fellows conclude their paid internship of tutoring in the schools (minimum of 30 hours)
May	Final grades for classes are issued	Grade/credit hours reports are due to the NC Teaching Fellows office
May 13- 31, 2012	Sophomore Teaching Fellows participate in a Study Abroad experience	Sophomore Teaching Fellows participate in Costa Rica Study Abroad; they have their science laboratory in the field, receive small group instruction in Spanish, and visit schools in the area
	Sophomore Teaching Fellows participate in an enrichment experience	Fellows choose an enrichment activity in which to participate as a requirement from the NC Teaching Fellows Program
July 27-29, 2012	Rising Junior Conference	All NC rising junior Teaching Fellows attend the Junior Conference

JUNIOR YEAR



Cohort Seminar Theme – *Where are we going?*
(Learning about the other contextual factors that influence teaching)

Date	Event	Description
August	Junior Teaching Fellows begin classes	Junior Teaching Fellows begin their classes; in addition to the classes students usually take per semester, the Teaching Fellows enroll in a Cohort Seminar Series (EDUC 304) and the Leadership Seminar Series (EDUC 302)
	Teaching Fellows contribute to the community	Freshmen, sophomore, and junior Teaching Fellows begin contributing service hours to children whose primary language is not English (10 hour minimum)
	Teaching Fellows contribute to the community	Teaching Fellows begin contributing service hours to a project(s) their Leadership Council has chosen (a minimum of 10 hours per year)
	Teaching Fellows expand their cultural arts/multicultural experiences	Teaching Fellows begin fulfilling their requirements by attending various cultural arts and multicultural experiences
	Teaching Fellows Socials	Teaching Fellows begin fulfilling their requirements to attend socials events and interact with Fellows from other cohorts
	Teaching Fellows may continue their paid internship	Teaching Fellows may continue their paid internship if so desired
October	Midterm grades issued and academic report due to CU Director	Director screens all Teaching Fellows academic progress and advises any students in academic difficulty
	Advising	Advising and registration for next semester begins
December	Final grades for class are issued	Grade/credit hours reports are due to the NC Teaching Fellows office
January	Spring semester begins	In addition to the classes students usually take per semester, the Teaching Fellows enroll in a Cohort Seminar Series (EDUC 305) and the Leadership Seminar Series (EDUC 303)

Date	Event	Description
January (cont.)	Teaching Fellows expand their cultural arts/multicultural experiences	Teaching Fellows begin fulfilling their requirements by attending various cultural art and multicultural experiences
March	Midterm grades issued and academic report due to CU Director	Director screens all Teaching Fellows academic progress and advises any students in academic difficulty
	Advising	Advising and registration for next semester begins
	Teaching Fellows Leadership Council for 2012-2013 established	Teaching Fellows Leadership Council and committees are created; students are elected to positions
April	Junior mini course: Integrating the Science, History, and Arts of Eastern NC into Your Teaching – the Eastern NC Adventure	Junior Teaching Fellows will participate in a field trip that highlights the science, history and arts of eastern NC and will discuss how they can incorporate the knowledge gained on the field trip into whatever they are teaching
May	Final grades for classes are issued	Grade/credit hours reports are due to the NC Teaching Fellows office
July 20-22, 2012	Senior Conference	All NC rising senior Teaching Fellows attend the Senior Conference

SENIOR YEAR



Cohort Seminar Theme – How do I become an
effective teacher practitioner?
(Learning the skills that expert teachers use)

Date	Event	Description
August	Senior Teaching Fellows begin classes	Senior Teaching Fellows begin their classes; in addition to the classes students usually take per semester, the Teaching Fellows enroll in a Cohort Seminar Series (EDUC 404)
	Teaching Fellows contribute to the community	Senior Teaching Fellows begin contributing service hours to a project(s) the Leadership Council has chosen as is possible
	Teaching Fellows expand their cultural arts/multicultural experiences	Teaching Fellows begin attending various cultural art and multicultural experiences as their schedule permits
	Teaching Fellows observe mentor teacher and teach	Senior Teaching Fellows will observe their mentor teacher a minimum of 50 hours (either fall of this year or spring semester of the prior year); a minimum of 10 hours of the 50 hours will be spent teaching in the classroom
October	Midterm grades issued and academic report due to CU Director	Director screens all Teaching Fellows academic progress and advises any students in academic difficulty
	Advising	Advising and registration for next semester begins
December	Final grades for class are issued	Grade/credit hours reports are due to the NC Teaching Fellows office
January	Spring semester begins	In addition to the block classes students take this semester, the Teaching Fellows enroll in a Cohort Seminar Series (EDUC 405) and will be invited to attend the Leadership Seminar Series
	Teaching Fellows expand their cultural arts and multicultural experiences	Teaching Fellows continue their cultural arts and multicultural experiences as their schedule permits

Date	Event	Description
February	Begin student teaching experience	Teaching Fellows begin working with their final mentor teachers as they complete their student teaching experience
March	Midterm grades issued and academic report due to CU Director	Director screens all Teaching Fellows academic progress and advises any students in academic difficulty
April/May	Senior Banquet	The Senior Banquet is a celebration of the accomplishments of the Fellows
May	Final grades for classes are issued	Grade/credit hours reports are due to the NC Teaching Fellows office

GRADUATION!!



TEACHING FELLOWS SUMMER ACTIVITIES



Fellows are required to participate in a number of experiences designed by the North Carolina and Campbell Teaching Fellows Program to enhance their campus programs and give insights into the challenges facing them when they enter the classroom.

NORTH CAROLINA TEACHING FELLOWS PROGRAM SUMMER ENRICHMENT ACTIVITIES

Discovery Tour - Rising Sophomores (end of the freshman year)

This six-day bus trip in May offers a firsthand look at the state from an economic, educational, and cultural point of view. The Fellows see every possible aspect of the state, including industry, farms, high-tech businesses, corporations, schools and the arts. The Teaching Fellows see the various effects this rich diversity has on our schools.

Junior Enrichment – Rising Juniors (end of the sophomore year)

Each Fellow chooses from a list of approximately 30 options, including a four day Outward Bound course, a mountain relaxation excursion, environmental education, various workshops, and numerous opportunities for travel abroad, including credit for study.

Junior Conference – Rising Juniors (end of the sophomore year)

This is a conference for rising juniors which takes place in late July. At this conference, you will have an opportunity to experience discussions and activities that will increase your knowledge and awareness about, and increase your sensitivity toward, social and cultural diversity. The conference also provides opportunities for networking (NCCAT alumni, speakers), bonding (with your colleagues from across the state), and accountability to the State of North Carolina (General Assembly, the funders and the NC Teaching Fellows Commission.)

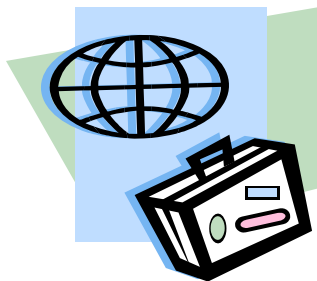
Senior Enrichment – Rising Seniors (in the spring or at end of the junior year)

Each Teaching Fellow spends several days in a school system, either during spring break of their junior year or summer break prior to their senior year. The experience is designed to give students an introduction to the school community and an understanding of the overall operation of a school district through interaction with a wide range of personnel.

Senior Conference – Rising Seniors (end of the junior year)

This is a professional conference for rising seniors which takes place in July. At this conference, you will gather information on educational issues, cutting edge techniques, and "words of wisdom" which will aid in your transition into your teaching career. Outstanding teachers identified by the North Carolina Center for the Advancement of Teaching (NCCAT) and Teaching Fellows graduates serve as facilitators working with small groups of Fellows to discuss concerns related to the real world of teaching.

CAMPBELL UNIVERSITY'S TEACHING FELLOWS SUMMER ENRICHMENT ACTIVITIES



A Study Abroad experience is required as part of the Teaching Fellows Program. Funding for this trip is provided by the University with arrangements made through the Director of the Study Abroad Office.

Study Abroad – Rising Juniors (at the end of the sophomore year)

The Fellows will participate in a Study Abroad trip to Costa Rica where they will experience another culture and another language, Spanish, the most common second language in our schools. The educational purpose of the Costa Rica trip arranged for the first cohort is to allow the students to experience inquiry/field work in science, to expose them to another culture, and to enhance their ability to speak Spanish, the dominant second language in our schools today.

- It is sequenced in their Program after their *cohort science course* in the spring of their sophomore year.
- As rising juniors the students will travel to Costa Rica where they will participate in science activities in the field and study the vast biodiversity of this country.
- Following successful completion of their fieldwork, they will receive their lab credit for their science course.
- In small classes of four or five students, they will also receive instruction in Spanish at their proficiency level. They will also be immersed in the native language as they live with a family in Costa Rica.
- The Fellows will also receive generic 3 hours of credit for Spanish.

Freshmen – May 2012

(rising Sophomores)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13 <i>Mother's Day</i>	14	15	16	17	18	19
						
20	21	22	23	24	25	26
27	28 <i>Memorial Day</i>					

**The Teaching Fellows Discovery Trip will be
May 13 – 18, 2012**

Mark your calendar

Sophomores – May 2012

(rising Juniors)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13 <i>Mother's Day</i> Depart for CR	14	15	16	17	18	19
← Costa Rica 2012						
20	21	22	23	24	25	26
Costa Rica 2012						
27	28 <i>Memorial</i>	29	30	31 Leave CR		
Costa Rica 2012 →						

**The Teaching Fellows Costa Rica Trip will be
May 13 – 31, 2012**

Mark your calendar

Sophomores & Juniors

(rising Juniors and Seniors)

July 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20 Senior Conference	21 Senior Conference
22 Senior Conference	23	24	25	26	27 Junior Conference	28 Junior Conference
29 Junior Conference	30	31				

Mark your calendar

WHAT IF.....???

What if I graduate early? If Fellows graduate early before using the full \$26,000, the Fellow may be reimbursed for summer school expenses (summer school immediately preceding graduation) by presenting the Commission with receipts for tuition, books, and room and board.



What if I graduate late? All Fellows are required to follow their Program's requirements until *graduation*. This means all Fellow have to participate fully in the Campbell Teaching Fellows Program until graduation – whether scholarship funds have been exhausted or not.

What must I do after graduation? All Fellows must keep the NC Teaching Fellows Office informed at all times of graduation status, employment status, current address, and phone number until the loan agreement is satisfied. Fellows receive an Employment Verification Form each year. You are to complete the form and return it to the Raleigh office. Please send a copy of that form to the Campbell University Teaching Fellows Office so we are also informed.

What if I encounter academic problems? If a Fellow should discover that his or her GPA will drop below scholarship requirements, that he or she will not be admitted to Professional Education on time, or that he or she will graduate late or without licensure to teach, a letter should be written to the NC Teaching Fellows Office explaining the problem. Bring the letter to the Campbell Teaching Fellows Office, and the letter and a Special Request signed by the Campbell Director will be sent to the Raleigh office.

What if I miss a scheduled Campbell Teaching Fellows event? Participation in designated campus activities and summer programs is specified in the Promissory Note. If a Fellow must miss a scheduled event for academic reasons, a letter of explanation should be submitted to the Campbell Teaching Fellows Office *prior to the event*.

What if I miss a scheduled state-wide event? If a Fellow must miss a scheduled summer activity because of mandatory summer school, write a letter to the NC Teaching Fellows Commission explaining the request, and submit the letter to the Campbell Teaching Fellows Office. The office will send the letter and a Special Request to the Raleigh office.

What if I exhibit non-professional behavior? Fellows are expected to exhibit professional maturity. Accepting the responsibilities of the scholarship promissory note is an indication of maturity. If a Campbell Teaching Fellow is observed violating appropriate professional behavior becoming a future teacher, or consistently ignores the rules and policies of the Teaching Fellows Program, he or she will be called before the Review Panel whose disciplinary action will be determined by the seriousness of the offense.

Sample Letter Format
For
Letters Accompanying Student Special Request

Fellow's Return Address
Street Name & # (Apt.#)
City, NC zip code
Date

Dr. Michael Priddy
NC Teaching Fellows Commission
3739 National Drive, Suite 100
Raleigh, NC 27612

Dear Dr. Priddy:

XX
XX
XX
XX
XX
XX
XX

XX
XX
XX
XX

Sincerely,

Name of Fellow