TREVECCA
NAZARENE UNIVERSITY

Graduate Catalog 2007-2008

GRADUATE BUSINESS

GRADUATE PSYCHOLOGY

GRADUATE PHYSICIAN ASSISTANT

GRADUATE EDUCATION

GRADUATE RELIGION

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Starting and ending dates for classes in undergraduate and all graduate programs vary within the framework of each semester. The program coordinators and/or directors will give students a schedule for their respective graduate program.

Graduate Catalog

Trevecca Nazarene University offers graduate students a curriculum that combines academic and field study in dynamic learning environments. We celebrate spiritual growth, intellectual debate, an atmosphere of rigorous learning, individual growth, and a dedication to social justice.

Students work closely with a faculty recognized not only for academic scholarship and engaging instruction, but also for ongoing service conducted in the field. Our graduates enter the field prepared to become creative leaders who transform society through education, religious, and management studies and elevate individuals through psychological, social, and medical support.

We welcome you to join us in this endeavor. This catalog will further introduce you to our community, our programs, and our mission. We look forward to supporting you on your journey to success.

The University Catalog serves as the master catalog for all policies, procedures, and guidelines relative to all academic programs of the University. This catalog supplement provides additional information for the graduate programs generally and for each program specifically; however, it is viewed only as an extension of the University Catalog document. A copy of the University Catalog is available on-line at www.trevecca.edu.

Statements in this catalog should be taken as the University's current courses, programs, and policies. Admission to specific courses and programs will be dependent upon the qualifications of students and the availability of instructors. The University reserves the right to change its courses, programs, tuition and fees subsequent to the publication of this catalog.

Student Responsibility

Graduate students must assume full responsibility for knowledge of rules and regulations of the Graduate Committee and program requirements for the chosen degree program. Any exceptions to the policies stated in the Graduate Catalog must be approved by the Dean of the School responsible for the program. Individual colleges and departments may have requirements beyond the minimum established by the Graduate Committee.

A WORD FROM THE PRESIDENT

Reading is an interesting event. When we read, some words rise while others remain flat on the page. You sit in a restaurant scanning a menu. Some descriptions of food entice you; others leave you less than interested. You stand in a book store. Some titles intrigue you, others don't. You read the newspaper. Some stories stop you; others don't even slow you down.

Could it be that reading reveals you, what your interests are, what your future may be like?

I would suggest you read this catalog prayerfully. If words rise off the page, maybe God is speaking to you about the kind of work you are born to do. In the pages that follow, your future may be calling you. Your God-called work is the business of Trevecca.

Sincerely,

Dan Boone, President

HISTORY AND MISSION

History

Who We Are

Trevecca Nazarene University is a fully accredited comprehensive institution of higher education located in Nashville, Tennessee. The University offers baccalaureate, associate, and master's degrees. In addition, the School of Education and the Division of Social and Behavioral Sciences each offer a doctoral degree.

Trevecca's distinctiveness is that of being a holiness institution of higher education that presents a Christian interpretation of truth. While the nature of the University has changed some over the years, its mission to provide quality Christian-centered education, with an emphasis on the integration of faith and learning, has been maintained. The name "university" is especially appropriate for any institution that clearly focuses on this mission.

There are several elements that are key to Trevecca's character:

First, teaching is the University's primary responsibility. While some faculty are increasingly engaged in research, writing, and service projects, their greatest task is to teach.

Second, the main concern is in helping the individual student. Trevecca is a Christian community.

Third, spiritual life development remains at the core of its focus. The spiritual commitment of the faculty and student body are a vital part of University life.

We welcome you and encourage you to be a part of Trevecca Nazarene University.

History of Trevecca

Trevecca Nazarene University was founded in Nashville in 1901 by the Rev. J.O. McClurkan as a training school for Christian workers. In 1910 the curriculum was broadened and the name changed to Trevecca College, which was chartered by the State of Tennessee. The name "Trevecca" is derived from "House of Rebekah" and means "a binding together in love." The original Trevecca College was started in 1768 in South Wales during the Wesleyan Revival.

In 1914 the college was moved from downtown Nashville to Gallatin Road in East Nashville and in 1935 was established at its present location on Murfreesboro Road in Southeast Nashville. Trevecca became the official college of the Church of the Nazarene in the Southeast Educational Zone in 1917. It graduated its first four-year class in 1942. The college was accredited by the Southern Association of Colleges and Schools in 1969 with membership reaffirmed for ten years in 1973, 1983, 1993, and 2003. Its teacher education program was first approved by the Tennessee Department of Education in 1956.

Master's degree programs were started in 1984. In 1995 the name of the institution was changed to Trevecca Nazarene

University, and in December 1998 Trevecca was approved as a level-V institution by the Commission on Colleges of the Southern Association of Colleges and Schools and began offering the doctor of education (Ed.D.) degree in January 1999.

From the very beginning Trevecca has sought to provide Christian education for both ministers and laymen. Today its educational program is reflected in some fifty baccalaureate, associate, pre-professional, and graduate programs. Its service-oriented philosophy has resulted in worldwide alumni representation.

The motto of Trevecca is esse quam videri—"to be rather than to seem." Its colors are purple and white, and its athletic team name is "the Trojans." The Trevecca Alma Mater is the following:

On a hill stands old Trevecca
Lined against the sky.
Hallowed halls of faith and learning,
As the years go by.
We will honor and we'll love her,
We will stand for right.
Always carry high her banner,
Hail to the purple and the white.
Fellow students, let us honor her,
And be ever true.
Sons and daughters she'll be proud of—
Dear old T.N.U.

The first president of Trevecca was the Rev. J. O. McClurkan (1901-1914). He was followed by Dr. C. E. Hardy (1915-1919, 1920-1925, 1928-1937), Dr. S. S. White (1919-1920), Mr. John T. Benson (1925-1926), Dr. A .B. Mackey (1937-1963), Dr. William M. Greathouse (1963-1968), Dr. Mark Moore (1968-1979), Dr. Homer J. Adams (1979-1991), and Dr. Millard Reed (1991-2005). Dr. Dan L. Boone was elected Trevecca's eleventh president in 2005.

Location

The University is located in southeast Nashville on Murfreesboro Road. It is easily accessible from all points in the city including three major interstate highways and is about five miles from the airport. Nashville is the home of country music, health care conglomerate headquarters, internationally known publishers, the state Capital and state government offices, and nationally famous entertainment and historic sites. Trevecca is one of fifteen colleges and universities in Nashville.

Accreditation

Trevecca Nazarene University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; (404)-679-4500) to award associate's, bachelor's, master's, and doctoral degrees.

Trevecca's Teacher Education Program is approved by the Tennessee Board of Education and is a pre-candidate for accreditation by the National Council for Accreditation of Teacher Education (NCATE), and its Graduate Physician Assistant Program is accredited by the Accreditation Review Commission for Physician Assistants (ARC-PA). Trevecca Nazarene University is also an accredited institutional member of the National Association of Schools of Music. Accreditation documents are on file in the Academic Affairs Office and may be reviewed upon request.

Trevecca is a member of the
- American Association of Colleges of Teacher Education
- Council of Independent Colleges
- National Association of Independent Colleges and Universities
- Association of Church Related Colleges and Universities
- Council for the Advancement of Experiential Learning
- Council for Christian Colleges and Universities
- Tennessee College Association
- Tennessee Council of Private Colleges
- Tennessee Institute of Private Colleges
- Christian Stewardship Association
- Tennessee Independent College and University Association
- Mid-South Educational Research Association

Mission Statement

Trevecca Nazarene University is a Christian Community providing education for leadership and service.

Purpose

Trevecca Nazarene University, founded in 1901 by J.O. McClurkan, is a private, accredited, co-educational, comprehensive institution of higher learning that exists to meet the higher educational needs of the Church of the Nazarene. Its academic programs are based on Christian values that promote scholarship, critical thinking, and meaningful worship for students in preparation for lives of leadership and service to the church, the community and the world at large.

As the official University of the Church of the Nazarene in the southeastern United States, Trevecca is guided by the doctrines and principles of conduct of the denomination. The University emphasizes the authority of the Bible, as well as the doctrine, experience, and ethic of Christian holiness as interpreted by the Wesleyan tradition. The University welcomes students of any religious affiliation who subscribe to its ideals and standards.

Trevecca intends that its graduates be persons who are developing holistically in the cognitive, emotional, physical, social, and spiritual areas of being. They are to be individuals of strong Christian character, able to make ethical decisions based on biblical principles. Their characteristics should include competence, responsibility, compassion, and the ability to integrate Christian faith and learning in practice. The University desires that each student develop a personal relationship with Jesus Christ.

The University's traditional undergraduate curricular programs focus on the liberal arts and sciences as reflected in the core curriculum and emphasize a number of professional content areas. The University also provides a variety of nontraditional and continuing education professional programs at the undergraduate and graduate levels. All University programs seek to prepare individuals for positions of leadership and service in their chosen careers.

To achieve its purpose, Trevecca employs faculty, administrators, and staff who seek to provide a supportive and challenging environment in which every student can realize his or her full potential in Christ. Therefore, employees must be committed Christians who are professionally qualified and fully committed to the mission and purpose of the school.

Beliefs

The Church of the Nazarene believes:

1. We believe in one God—the Father, Son, and Holy Spirit.
2. We believe that the Old and New Testament Scriptures, given by plenary inspiration, contain all truth necessary for faith and Christian living.
3. We believe that man is born with a fallen nature and is, therefore, inclined to evil, and that continually.
4. We believe that the finally impenitent are hopelessly and eternally lost.
5. We believe that the atonement through Christ is for the whole human race and that whosoever repents and believes on the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
6. We believe that believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
7. We believe that the Holy Spirit bears witness to the new birth and also to the entire sanctification of believers.
8. We believe that our Lord will return, the dead will be raised, and the final judgment will take place.

Goals

Institutional Operational Goals:

Trevecca is committed to:

1. Being a Christian university, which is guided by Wesleyan holiness tradition, and ethical and moral values as interpreted by the Church of the Nazarene.
2. Providing students with opportunities for academic, social, emotional, physical, and spiritual growth.

3. Meeting the higher educational needs of our primary stakeholder—the Church of the Nazarene in the southeastern region.

4. Maintaining a residential campus for traditional-age students, a majority of whom are from Nazarene and other Wesleyan holiness churches.

5. Providing mission-based educational services when possible to all individuals who desire a university education in a Christian environment and from a Christian worldview.

6. Maintaining all University resources in a responsible manner.

7. Maintaining quality academic programs.

8. Increasing enrollment in all programs, if such growth does not sacrifice other core values.

9. Being a redemptive, evangelistic community of believers and learners.

10. Providing a safe and healthy learning and living environment for students and employees.

11. Improving the quality of life for students and employees in a consistent manner.

12. Exploring new technologies and innovative ways of program delivery.

13. Serving students as our primary customers.

14. Developing life long relationships with students and alumni.

15. Providing high quality support services for all aspects of the campus.

16. Maintaining a positive relationship with the Middle Tennessee community.

Institutional Educational Goals:

Trevecca Nazarene University seeks to develop a graduate who:

1. Has a character capable of leadership and service shaped by the habits and practices of the Christian tradition.

2. Has developed the capacity for disciplined reflection on the faith through the ministry of the Church and exposure to the parameters of the Christian faith, especially as it is engendered in the Wesleyan holiness tradition.

3. Understands the literary, artistic, mathematical, and scientific contributions along with the persons, events, and ideas, which have given shape to civilization.

4. Has developed an appreciation for the diversity of insight and perspective evident in the global community.

5. Can write, speak, and use appropriate technologies in order to learn and communicate at a level consistent with an academic community.

6. Has the critical thinking skills and commitment to learning that will foster a lifetime of intellectual growth.

7. Sees life in its cognitive and affective; personal and relational; intellectual and spiritual; emotional, physiological, and physical dimensions in a way that engenders wholeness.

8. Has developed essential skills through practicums, internships, and other educational experiences in the larger community, which will enable him/her to become a productive influence in society.

9. Demonstrates competence in at least one academic discipline commensurate with the professional and degree standards.

GRADUATE PROGRAMS

Trevecca's graduate programs offer all the advantages that come with an established institution with a long history of academic quality and a focus on customer service. Many of our graduate students in business, education, and counseling are able to balance work and family schedules by taking courses in evenings, on weekends, or in online learning environments. Other programs such as the physician assistant program are more highly structured and require a full time commitment on the part of the student. We also provide personalized student support to meet the demanding needs of adult learners.

Physician Assistant Program - Division of Natural and Applied Sciences

The Division of Natural and Applied Sciences is housed in the Greathouse Science building.

Master of Science: Medicine (Physician Assistant): Physician assistants are health professionals licensed, or in the case of those employed by the Federal Government, credentialed to practice medicine with physician supervision. Physician assistants are qualified by graduation from an accredited physician assistant educational program and certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. The clinical role of physician assistants includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician assistant practice is centered on patient care and may include educational, research, and administrative activities. Adopted 1995 Amended 1966 AAPA House of Delegates

For additional information, schedule of classes, and application for graduate admissions, go to the web site http://www.trevecca.edu/pa or you can E-mail: admissions_pa@trevecca.edu.

Graduate Psychology

The Graduate Psychology office is located in the Tidwell building.

Master of Arts in Counseling: The M.A. in Counseling is a 48 semester hour degree that prepares a student for licensure as a professional counselor (LPC). In the state of Tennessee one can be licensed as a LPC or as an LPC with Mental Health Service Provider (MHSP) designation. This degree meets most of the academic requirements for LPC with MHSP. In addition to the M.A. in Counseling, one needs an additional 12 semester hours

for a total of 60 semester hours for licensure. The degree equips one to counsel in an agency or private practice setting.

Master of Arts in Counseling Psychology: The M.A. in Counseling Psychology is a 54 semester hour degree that prepares a student for licensure as an LPC with MHSP (as does the counseling degree above) but also prepares one for certification as a Psychological Assistant through the Board of Examiners in Psychology. This is the degree normally pursued by students who anticipate pursuing a doctoral degree in psychology after the completion of their M.A.

Master of Marriage and Family Therapy: The M.M.F.T. degree is a 51semester hour degree that meets the requirements for licensure as a Marital and Family Therapist (LMFT). The degree equips one to counsel with individuals, couples or families from a systemic perspective in an agency or private practice setting.

Doctorate of Education in Clinical Counseling: The Ed.D. degree in Clinical Counseling is a 66 semester hour advanced professional degree designed for several groups: a) those who wish to enhance their skills as a therapist, b) those who wish to further their career within the mental health delivery system, c) those who wish to take a more active role in supervision and the development of other therapists, and d) those who wish to expand their professional options to include teaching in undergraduate and graduate training programs. The strong theme of the program is to develop clinicians who will themselves positively enhance the professional mental health community.

For additional information, schedule of classes, and application for graduate admissions, write or call: Graduate Psychology Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1417. E-mail: admissions_psy@trevecca.edu. Website: www.trevecca.edu/gradpsychology.

Graduate Business - School of Business and Management

The School of Business and Management is housed in the Boone Business Building.

Master of Science in Management: The M.S. in Management exists to provide a quality graduate level business education for professional adult students. This program seeks to equip and empower students to lead the organizations they serve to achieve organizational excellence. This program functions from a Christian worldview and is committed to continuous improvement.

Master of Business Administration: The M.B.A. exists to provide a quality graduate-level business education for professional adult students. This program seeks to equip and empower students with quantitative skills for organizational leadership and excellence. This program functions from a Christian worldview.

For additional information, schedule of classes, and application for graduate admissions, write or call: Graduate Management Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877 (615) 248-1529; (800) 818-4256. E-mail: management@trevecca.edu.

School of Education

The School of Education is housed in the Mackey building.

Master of Arts in Teaching K - 6; 7 - 12: The M.A. in Teaching K-6 and the M.A. in Teaching 7-12 are non-traditional programs designed to accommodate working adults who have an undergraduate degree in a field other than teacher education. The programs are comprised of thirty hours of course work and six hours of student teaching (or evidence of two years of successful teaching within the past five years.)
The Master of Arts in Teaching K-6 provides course work required for licensure as a teacher in grades K-6.
The Master of Arts in Teaching 7-12 provides course work required for licensure as a teacher to individuals who completed a bachelor's degree in a subject specialty (biology, physical education, history, theatre, speech, music, chemistry, business education, English, mathematics) but who did not take the teacher education courses needed to obtain initial licensure as a teacher.

Master of Education in Educational Leadership/Administration K-12: The M.Ed. in Educational Leadership/Administration K-12 is a licensure program for principals that enables candidates to develop knowledge and skills specified for the Beginning Administrator License (BAL) and Professional Administrator License (PAL) in the State of Tennessee. The Educational Leadership Program curriculum satisfies the requirements of Interstate School Leader Licensure Consortium (SLL).

Master of Education in English Language Learners PreK-12: The Master of Education in Teaching English Language Learners (ELL) provides prospective teachers of students for whom English is not their first language with a concentrated focus appropriate to grades pre-kindergarten through twelve. This program is designed for individuals who are already licensed teachers with an option for individuals who seek only initial licensure as an ELL teacher to obtain a Master of Arts in Teaching English Language Learners.

Master of Education in Instructional Effectiveness/Curriculum K-12: The M.Ed. in Instructional Effectiveness is appropriate for individuals who wish to continue working as teachers and increase their knowledge and skills regarding curriculum and instruction. This degree does not lead to licensure.

Master of Education in Instructional Technology PreK-12: The M.Ed. in Technology PreK-12 provides prospective technology specialists with a concentrated focus appropriate to grades pre-kindergarten through twelve. This 15 month program is designed as an additional field of expertise for individuals who are already licensed as teachers. All technology courses are laboratory-based, providing hands-on computer experience in class and requiring extensive computer work outside of class. Students must have access to Microsoft Office Suite, Internet, and email.

Master of Education in Reading PreK-12: The M.Ed. in Reading provides prospective reading teachers with a concentrated focus

appropriate to grades pre-kindergarten through twelve. This program is not designed for individuals seeking initial certification. Candidates for the reading endorsement must have three years of successful experience as a licensed teacher.

Master of Library and Information Science K-12: The main focus of the M.L.I.S. program is to prepare teachers to become school library information specialists, with emphasis on the twenty-one competencies required by the Tennessee State Department of Education.

Ed.D. in Leadership and Professional Practice: The Ed.D. in Professional Leadership and Practice is a non-traditional doctoral program designed for the working practitioner. The program extends for nine semesters over 36 months. A major action research project, a non-traditional dissertation, is completed in concert with the course work. The program is designed around a cohort model and a rigorous, standardized curriculum. A nine-day, on-campus residency period is required during the three summers of the student's program. The instructional delivery system includes extended time beyond actual class meeting for reflections, lectures, group work, technology, presentation, and action research reports.

For additional information, schedule of classes, and application for graduate admissions, write or call: Graduate Education Program, Trevecca Nazarene University, 333 Murfreesboro

Road, Nashville, Tennessee 37210-2877; (615) 248-1201; (800) 284-1594. E-mail: admissions_ged@trevecca.edu.

School of Religion

The School of Religion is housed in the McClurkan building.

Master of Arts in Religion: The M.A. in Religion is designed to provide advanced study and training for those who wish to pursue such programs beyond the baccalaureate degree. The goal of the program is to provide the depth of training, the specialized skills, and the sense of creative independence that will allow learners to practice and to contribute to their profession and to develop competence in methods of study appropriate to their areas of interest. This program offers course work with concentrations in Biblical Studies, Theological Studies, and Preaching.

For additional information, schedule of classes, and application for graduate admissions, write or call: Graduate Religion Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1378.

E-mail: admissions_rel@trevecca.edu.

GRADUATE COMMITTEE

Associate Provost and Dean of Academic Affairs (chair)	Carol Maxson
University Provost	Steve Pusey
Director of Graduate Education/ MLIS Programs	Esther Swink
Director of Graduate Religion Program	Tim Green
Director of Graduate Management Program	Ken Burger
Director of Graduate Psychology Program	Peter Wilson
Director of Graduate Physician Assistant Program	Mike Moredock
Graduate Education Faculty Member	Stella Simpson
Graduate Religion Faculty Member	Bryce Fox
Graduate Management Faculty Member	Allen Jinnette
Graduate Psychology Faculty Member	Don Harvey
Graduate Physician Assistant Faculty Member	Larry Gerdom
Director of Academic Records	Becky Niece
Director of Library Services	Ruth Kinnersley

Admissions

Policies

As a private Christian university affiliated with the Church of the Nazarene, Trevecca is open to any qualified student without regard to race, color, sex, age, creed, national or ethnic origin, or physical disability. Trevecca Nazarene University complies with all statutory and regulatory nondiscrimination requirements applicable to this institution in the administration of its educational policies and programs, scholarships and loan program, equal opportunity employment practices, and athletic and other school-administered programs.

Admissions Process

Enrollment to a graduate program requires an applicant to apply to the specific graduate program. Application procedures are specific to each graduate program and applicants should familiarize themselves with the deadlines and materials required for their program of choice in the specific program section of this catalog. No student will be allowed to seek admission to the university until they are granted a letter of acceptance by their graduate program director.

Specific program admission requirements are listed in the program section of this catalog.

TRANSCRIPT EVALUATION

Official transcripts are needed in order for an applicant's record to be evaluated. Transcripts will be evaluated by University personnel when the applicant has completed an official application and paid the application fee.

In education programs where an evaluation is needed to determine whether or not courses are needed to obtain state teacher licensure, a transcript evaluation fee of $50.00 will be required prior to evaluation. If the student enrolls in Trevecca, the fee will be in lieu of the application fee.

TRANSFER CREDIT/TRANSIENT WORK

The number of hours of transfer credit allowed is determined by the degree program requirements and is considered on a case-by-case basis. Transfer credit is not automatic. Transfer credit will be carefully evaluated by the program director/coordinator or advisor/appointee. If a graduate program accepts transfer credit, transferability will be based on specific criteria:
- The course is no more than 10 years old
- The course is relevant to the degree program
- The course was taken for graduate credit from a regionally accredited institution
- A minimum grade of B was earned in the course
- The applicant meets all entrance requirements for the program

Permission to take courses at other institutions while working on a graduate degree at Trevecca must be obtained from the dean of the school offering the program or the dean's designee. Maximum transfer credits have been established for each degree program:

Division of Natural and Applied Sciences

All transfer work will be evaluated by the curriculum committee. Transfer students may need to undergo additional testing over course material to demonstrate competency in the subject matter. Transfer credit will only be accepted from another physician assistant program, accredited by The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), and offering a graduate Physician Assistant degree. The applicant must be in good academic/social standing with the PA Program from which he or she is transferring.

Graduate Psychology

Master of Arts in Counseling – 9 semester hours

Master of Arts in Counseling Psychology – 9 semester hours

Master of Marriage and Family Therapy – 9 semester hours

School of Business and Management

Master of Science in Management – 6 semester hours

Master of Business Administration – 6 semester hours

School of Education

Educational Leadership – 3 semester hours

English Language Learners – 6 semester hours

Instructional Effectiveness – 6 semester hours

Instructional Technology – 6 semester hours

Master of Arts in Teaching – 0 semester hours

Reading – 6 semester hours

Library and Information Science – 0 semester hours

Ed.D. – 0 semester hours

School of Religion

Master of Arts in Religion: Biblical Studies – 9 semester hours

Master of Arts in Religion: Theological Studies – 9 semester hours

Master of Arts in Religion: Preaching – 9 semester hours

SECOND MASTER'S DEGREE

If a student desires to earn a second master's degree at Trevecca, all current admission requirements must be met as well as the prescribed curriculum. A course may be counted for one degree only.

INTERNATIONAL STUDENTS

Trevecca welcomes students from other countries. Applicants whose native language is not English are required to take an examination of their English language ability before official acceptance will be granted. The test required is the Test of English as a Foreign Language (TOEFL), and a minimum paper-based score of 500 or the equivalent of 173 on the computer-based test is required.

All regular admission requirements must be completed. Trevecca's Certification of Financial Support must be on file at the time an I-20 is issued. Only international students with a valid immigration student status of F-1 will be permitted to register. There is a required advanced deposit of $1000.00.

Academic Policies

The Academic Council, a committee of faculty, administrators, and students, is responsible for developing the academic policies of the University. The Teacher Education Committee and Graduate Teacher Education Committee are responsible for Teacher Education policies. The Graduate Committee sets policy for graduate programs.

APPLICATION

Enrollment in a graduate program requires an applicant to apply to the specific graduate program. Application procedures are specific to each graduate program, and applicants should familiarize themselves with the deadlines and materials required for their program of choice in the specific program section of this catalog.

ADVISING

Because Trevecca's graduate programs are non-traditional and have standardized curricula, advising, though significant, does not follow the traditional pattern. All students begin with a group that takes the same courses on the same schedule. The only exceptions are nondegree seeking students, students who have earned transfer credit, or the occasional student whose program is interrupted. Advising information unique to a program will be given in the specific program section of this catalog. Please read carefully the information in your program section.

COHORT GROUPS

Most of Trevecca's graduate programs use the cohort model in which an entering group of learners stays together for the entire program. Students receive the schedule of classes for their entire program when a new group begins. Students must be flexible to make up days that may be missed due to inclement weather or other unforeseen circumstances.

ACADEMIC LOAD

Academic Load policies are specific to each program. If you have additional questions, please refer to the program section of this catalog.

- Students in the MSM/MBA Program are considered full-time and are not allowed to take concurrent course work from Trevecca or any other college or university while enrolled, except by special permission of the director.
- Education graduate students at the master's level who are employed full time in the teaching profession may not enroll for more than six hours during the fall and spring semesters. During the summer semester, it may be appropriate to register for up to 12 hours. Master's programs for non-teaching professionals may vary in course load per semester. To receive financial aid, students must be enrolled for a minimum of three semester hours. Six hours is considered a full-time load during the academic calendar year.
- In the Education doctoral program, the maximum class load that may be taken during the fall or spring semester will be four semester hours, plus dissertation project hours. Students will take two courses totaling seven or eight hours during the Intensified Summer Learning Experience.
- In the Clinical Counseling doctoral program, students enroll for nine hours each semester until the third year of the program, which consists of two semesters of six hours each.

TIME LIMITATIONS

Course work must be completed within certain time limits of the date of the first registration in a degree program. Students not completing within these time limits must re-enroll and will be charged the tuition rate in effect at the time. The University is not responsible for any changes or delays in graduation for students who change groups, cycles, or who join a cycle already in progress.

- All requirements for master's degrees and the Ed.D. in Clinical Counseling must be met within a six-year period of the beginning date of program.
- Due to the cohort model, all requirements for the doctoral program in Education must be completed within five years

WITHDRAWAL

A student may withdraw by the end of the second class meeting and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. If the student was in good standing upon withdrawal, the student needs to apply for readmission with the program coordinator/director. The student must meet the degree requirements in effect at the time of re-entry.

GRADUATION APPLICATION

Degree candidates are personally responsible for meeting all requirements for graduation. All candidates for a master's degree must signify the intention to complete the requirements by submitting a completed Application for Graduation form. The form must be received by the date specified below.

Submission Date	Graduation Date
Sept. 30 of each year	December of each year
Dec. 31 of each year	May and August of each year

Trevecca Nazarene University holds one commencement program in the spring of each academic year. Program specific graduation requirements are listed in the program catalog. All students must successfully complete all academic and professional requirements and satisfy all financial obligations in order to be eligible for graduation and/or for degree conferral.

INCOMPLETES

Students who fail to complete all course requirements on a timely basis due to crisis circumstances may receive the grade of Incomplete (I) at the discretion of the course facilitator. A grade of "I" is given as a result of emergencies and not for unsatisfactory work or failure to submit work. Some reasons incompletes may be granted are sickness, death in the immediate family, required military service, and/or a major life crisis. Students may receive an "I" provided they have demonstrated effort toward meeting the course requirements. In order to receive a temporary grade of "I" and receive an extension of time to complete a course offered through Trevecca, a requests for an incomplete must be made in writing as directed by the individual programs. All requests must be made before the last class session.

CHANGE OF GRADE

After an instructor has submitted a grade in a course, changes may be made only with approval of the dean of the school in which the program is housed. Grades changes are submitted to the individual in charge of the graduate program and must then be submitted to Academic Records.

GRADE APPEAL POLICY AND PROCEDURES

Trevecca Nazarene University recognizes a student's right to appeal decisions and practices that affect his or her academic status without fear of punishment or unfair treatment. A student can expect the University to deal with a final course grade appeal sincerely, objectively, within a reasonable time frame, and as appropriate, in confidence. Appeals will be heard when the student alleges that an arbitrary, capricious, or prejudiced evaluation or a mechanical error has occurred. The purpose of the appeal process is to treat all parties fairly and to alert all parties to the appeal procedure. During the appeal, the burden of proof is on the student, except in the case of alleged academic dishonesty, in which case the professor must support the accusation. The student may have an advisor or friend present during all meetings with faculty, administrators, and/or committees; he or she may counsel the student but may not speak for the student during the meetings. The grade appealed shall remain in effect until the appeal process is completed, or the problem resolved.

Order of Appeal

Should a student feel there is concrete reason to appeal a course grade, these procedures should be followed sequentially:

1. The University supports and encourages responsive and respectful dialogue between faculty and students when there is a disagreement about a final course grade. Whatever the nature of the grade appeal, the student must make an effort to first discuss the matter with the faculty member. In order to begin the appeal process, students must initiate a complaint to the faculty member in writing or via e-mail within 15 calendar days of the posting of a final grade. The faculty member will provide a written response within 15 calendar days of receiving the letter or e-mail from the student.

2. If the student is not satisfied with the faculty member's response or lack of response, the student shall contact the person designated in the table as the second level of appeal (either the program director or department coordinator) within 30 calendar days of the posting of a final grade. The contact needs to be in writing. Upon receipt of the written appeal, the program director or department coordinator will communicate with the student within 30 calendar days to attempt to resolve the issue.

3. If after the meeting with the program director or department coordinator, the student is still not satisfied with the decision, the student may choose to file an appeal to the school dean in which the course under appeal is housed. This appeal must be in writing within 15 calendar days of the previous contact with the program director or department coordinator. The dean will contact the student within 15 calendar days of receiving the appeal in an attempt to resolve the issue. The dean may elect to include or consult with others in evaluating the appeal. The decision of the dean is final.

The following diagram illustrates the order of appeals for specific programs. In the event the professor happens to be a department coordinator, program director, dean, or division chair, the appeal will be submitted to the next higher academic officer. In other words, every student will have the right to have his/her appeal heard by the professor and two other academic administrators.

The student may elect to discontinue the appeal process at any level.

The failure of the student to proceed from one level of the appeal procedure to the next level within the prescribed time limits shall be deemed to be an acceptance of the decision previously rendered. All further considerations and proceedings regarding that particular appeal will cease at that point. Under unusual circumstances, deadlines may be extended.

The following table illustrates the specific person to whom an appeal is directed, depending upon the academic program in which the course under appeal is offered. The three levels of appeal must be followed sequentially.

Physician Assistant

| Professor | Director of Physician Assistant Program | Dean, School of Arts and Sciences |

Traditional Undergraduate

| Professor | Department Coordinator | Dean, School of Arts and Sciences, School of Business and Management, School of Religion, or School of Education |

Management and Human Relations

| Professor | Director of MHR Program | Dean, School of Business and Management |

MSM/MBA

| Professor | Director of MSM/MBA Program | Dean, School of Business and Management |

Graduate Psychology

| Professor | Director of Graduate Psychology Program | Dean, School of Arts and Sciences |

Graduate Religion

| Professor | Director of Graduate Religion Program | Dean, School of Religion |

Graduate Education

| Professor | Program Coordinator | Dean, School of Education |

RIGHTS AND RESPONSIBILITIES

Academic Student Rights

Every graduate student at Trevecca Nazarene University has the right to:

1. Respect as an individual and to forthright, friendly, tactful, and helpful treatment.
2. Ask sincere questions and receive appropriate answers.
3. The expectation that course material reflects the current state of learning in the field.
4. Information in a printed syllabus as to course objectives, requirements, evaluation procedures, and attendance policy.
5. Information from instructors at regular intervals regarding his/her progress in courses.
6. Assignments returned within a reasonable period of time, including corrections and criticisms (oral or written) of the work.

7. A personal consultation with instructor and/or advisor.
8. Consideration of issues related to grades or academic matters relating to a course.
9. Make appeals about grades or academic matters relating to a course using the appeals policy given in this catalog.

Academic Student Responsibilities

1. Attend classes regularly and participate in class discussions.
2. Complete all assignments on time to the best of his/her ability.
3. Know the academic policies of the University as stated in the Graduate Catalog.
4. Maintain honesty and integrity in all academic work.
5. Take proper care of equipment and materials used in academic work, such as in the library.
6. Maintain a standard of professional student conduct in the various areas, such as the classroom, library, and practicum sites. The University reserves the right to withdraw any student not in compliance.
7. Communicate through e-mail and appointments with faculty and university personnel.
8. Comply with policies related to dress and conduct as outlined in official university publications.
9. Comply with "Human Subjects" or "Research Requirements." All research involving human subjects must be approved prior to initiating data collection in accordance with guidelines and procedures available from the Institutional Review Board. This information can be accessed on the Institutional Review Board web site: (www.treveca.edu//academics/research/IRB.html)

FERPA

FERPA ACT

The Family Education Rights and Privacy Act (FERPA) of 1974 guarantees each student the right to know what information the University maintains about individual students and the right to ensure the accuracy of that information. The written institutional policy is as follows:

The Family Educational Rights and Privacy Act (FERPA) affords students the right to consent to disclosure (release) of personally identifiable information with respect to their educational records. Trevecca Nazarene University designates the following categories of student record information as public or directory information: student's name, address, telephone number, date and place of birth, previous school(s) or college(s), dates of attendance, class, major field of study, awards, honors, degree(s), expected date of completion, full or part time enrollment status, past and present participation in officially recognized activities and sports, and weight and height of athletes.

Students may restrict the release of directory information listed above by submitting a written request to the Academic Records Office during the first two weeks of the Fall semester.

Trevecca Nazarene University is subject to the provisions of the FERPA (Buckley Amendment) that affords to students certain

rights of access to educational records and imposes obligations on the University in the release and disclosure of those records to third parties. The Buckley Amendment regulations, however, allow the University to provide academic progress reports and other academic information to parents if the student is the parent's dependent for federal income tax purposes.

Privacy

Trevecca Nazarene University informs students annually through the Student Handbook of the Family Educational Rights and Privacy Act of 1974, as amended. This act, with which the institution intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings, and to establish guidelines for the release of or access to student records. Students also have the right to file complaints with the Family Educational Right and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the act.

Financial Services

Trevecca Nazarene University offers the Federal Stafford Loan Program to students enrolled in the graduate programs. A student must be admitted to the University before an award will be made.

The academic unit program office will coordinate academic registration of the students enrolled in their unit's program. Completing academic and financial registration is the student's responsibility. Students are expected to make all necessary arrangements with the Financial Aid Office. Students assigned to an out-of-town rotation, must make all arrangements before they leave. Students should always check with the Financial Aid Office in advance, however, to avoid any delays in assignment of financial aid, etc.

Financial Aid and Student Accounts are in the Adams Administration building which is not handicap accessible. Any student with disability limitations can call these offices and our personnel will be glad to meet them in an area that is accessible.

PAYMENT

The following financial policies apply to all graduate education students: All charges are payable by the class start date.

If charges are not paid when due, interest will be added at the rate of one and a half percent (1.5%) at the end of each month for charges that are over 30 days old. (This includes students who have applied for and not yet received financial aid.) Any student who has become delinquent through failure to make payment will be subject to disenrollment until such matters are satisfactorily resolved with the accounting office. Students will not be allowed to enroll for subsequent semesters unless all obligations from a previous semester have been satisfactorily resolved. If it becomes necessary to refer a student's account to an outside collection agency, the student will be responsible for all costs of collection, including reasonable attorneys' fees, if applicable.

Diplomas, certificates, and transcripts will not be issued until all financial obligations to the University are paid in full. For immediate release, payment must be in the form of cash, credit card, money order, or cashier's check. Payment by personal check will necessitate a delay of ten working days before transcripts or diplomas will be released. The University reserves the right to make financial changes for tuition and fees as approved by the Board of Trustees.

Tuition/Charges

Graduate Education	$373
Ed.D.	$387
Graduate MLIS	$373
Graduate Management	$476
Physicians Assistant	$551
Graduate Psychology	$415
Graduate Religion	$403
Post Baccalaureate	$243

Methods of Payment

Trevecca has established an agreement with Tuition Management Systems (TMS) to administer the University's tuition payment plan. An interest-free payment plan is available to enable students more easily to budget and afford education expenses. Students who are not prepared to pay their semester charges in full at the time of registration should contact the Accounting Office for information regarding the tuition payment plan.

If a student chooses not to participate in the Tuition Management Systems payment plan, then each *class is due and payable on or before the class start date. Interest of 1.5% per month (18% annual) will be charged on any unpaid balance over thirty (30) days old until the account is paid in full. This policy applies to students who have applied for but have not yet received financial aid. Any student who has become delinquent through failure to make payment will be subject to disenrollment unless such matters are satisfactorily resolved with the Accounting Office. Students will not be allowed to register for subsequent semesters unless all obligations from a previous semester have been satisfactorily resolved.

If it becomes necessary to refer a student's account to an outside collection agency, the student will be responsible for all costs of collection, including reasonable attorneys' fees, if applicable.

Diplomas, certificates and transcripts will not be issued until all financial obligations to the University are paid in full. For immediate release, payment must be in the form of cash, credit card, money order, or cashier's check. Payment by personal check will necessitate a delay of ten working days before transcripts or diplomas will be released. The University reserves the right to make financial changes for tuition and fees as approved by the Board of Trustees.

Questions regarding payment or account status may be answered by contacting the Accounting Office at 615-248-1315.

FINANCIAL AID POLICY

Graduate students who are taking at least three (3) hours of course work in a degree-seeking program and are in good standing on past federal student loans are eligible to apply for a Federal Stafford loan.

Students are expected to be making satisfactory progress toward a degree. Students receiving federal student loans must be enrolled for at least three (3) hours at the beginning of each semester. Failure to enroll will result in all or a portion of the loan being returned to the lender.

To meet federal regulations concerning loan disbursements and refunds from loan proceeds, the University must delay the disbursement of loan proceeds until at least three weeks into each semester.

Students must submit a new application for federal aid (FAFSA) each year they are enrolled and want to receive federal loans. This can be done on-line at fafsa.ed.gov. Students must monitor their funds and call the Financial Aid Office when additional funds are needed. Financial aid packets and additional information concerning financial aid may be obtained by calling the Financial Aid Office at 615-248-1240 or email student_accounts@trevecca.edu.

Refund Policy:

For students dropping a course or courses, the following tuition refund policy applies:

Before 1st Class Meeting - 100%

After 1st Class Meeting - 75%

After 2nd Class Meeting - 50%

After 3rd Class Meeting - 0%

SATISFACTORY PROGRESS

Any student who drops below half-time status (3 credit hours for masters, 3 credit hours for doctoral) for two consecutive semesters will be suspended from financial aid. This suspension will require the student to pay for at least three hours with his/her own resources before he/she can regain eligibility for aid. A student may appeal the suspension to the review committee.

VETERAN'S BENEFITS

Veterans who have served on active duty since January 31, 1955, may be eligible for educational assistance under Public Law 94-502 and 95-202. Application should be made to the Veterans Administration regional office having custody of the veteran's file. Certificates of eligibility to be used at registration will be issued by the appropriate regional office of the Veterans Administration to those who are eligible for education benefits. The director of academic records serves as the campus veteran's coordinator.

Professional Performance

Trevecca Nazarene University is a direct subsidiary of the Church of the Nazarene and as such, students, faculty, staff, and administration are expected to abide by the guidelines established by this Church. The University seeks to help students develop responsible personal behavior and self-control and sensitivity to the rights and needs of others.

The University recognizes that the establishment of policies and regulations and their observance on and off campus are necessary to a community for developing accountability. It is important to stress that the following standards (especially with regard to personal conduct) are not presented with the view that they constitute a complete index to Christian maturity; however, violations must be regarded as a serious breach of integrity with the community to which you have voluntarily chosen to associate.

As a Christian liberal arts university, Trevecca Nazarene University encourages each student to develop his or her abilities fully in the area in which God provided them. Developing these abilities in a Christian environment is marked by a warm, supportive relationship with others, which encourages being and doing what will contribute to those positive ends. For this reason, each class begins with a devotional/inspirational thought and/or prayer. A life style that is positive, considerate of the rights and privileges of others and based upon other ethical concepts will lead to achieving the most that life has to offer.

It is expected that whenever class is in session, all attention is directed toward whoever is leading the class. Any activity that disrupts or distracts the instructor or classmates is unacceptable. This includes hallway noise. Please move conversations away from any classes or testing in progress. In keeping with the desire to create an environment that is conducive to learning, please do not bring children to class.

When attending a school sponsored or any professional event or requirement, it is expected that the student will conduct herself/himself in an appropriate manner consistent with all university and/or program behavioral standards.

Students who manifest disruptive or violent conduct, which includes any type of threat to personal well being, will be subject to disciplinary action and possible suspension from school.

ACADEMIC HONESTY

Academic honesty is expected of all students at Trevecca Nazarene University. It is an integral part of the educational process where learning takes place in an atmosphere of mutual trust and respect. Each student is responsible to maintain high standards of academic ethics, personal honesty, and moral integrity. Dishonest academic behavior will be dealt with fairly and firmly.

The following types of infractions may result in course failure and/or program termination:

Plagiarism, using another's statements or thoughts without giving the source appropriate credit.

Cheating on an exam.

Unauthorized multiple submissions of the same paper or major parts of a paper for another assignment.

Submitting a borrowed or purchased paper for course credit.

Defacing or unauthorized removal of course materials either from the classroom or library.

Signing the roll for someone who is not present in class.

Falsifying documentation including logs, reading lists and other self- reported items.

ATTENDANCE

The rationale for a strict attendance policy is best understood when viewed in the light of the unique program design. Class attendance is an important student obligation, and each student is responsible for all work conducted in class meetings. With the use of the various strategies mentioned above, making up missed class time is nearly impossible; therefore, maintaining the integrity of the course dictates the necessity of the following attendance policy. Please refer to the academic program for specific attendance policies.

Class Cancellation

A decision to cancel class due to inclement weather, faculty illness, or other reasons will be made by the program director. Announcement of cancellation will be sent to appropriate faculty and class members by 4:30 P.M. If inclement weather conditions arise after 6:00 P.M., the class and faculty member will jointly decide appropriate action. All cancelled classes must be made up during the remaining weeks of the course. Faculty members will schedule a make-up session through the program office.

Any variation from the class schedule outlined in the program calendar must receive prior approval from the program director.

Inclement Weather Policy

A decision to postpone classes due to inclement weather will be made as early as seems appropriate and will be communicated to Nashville-area radio and television stations. Contact will also be made through the email distribution lists maintained by the director of the Graduate programs. The posted Saturday schedule may be interrupted in order to make up a postponed class. Students should maintain enough flexibility to accommodate calendar changes.

TECHNOLOGY INFORMATION

Trevecca is a one-login computer networked campus; therefore, it is important for each full-time student to have a network login and password from the Office of Information Technology. The account login provides direct access to all network applications and programs, and without the login and password, students will not be able to access the Trevecca network. Most professors and administrators communicate information to individual students using campus email. A growing number of Trevecca's on-campus courses are also supported by Angel, an Internet course delivery system. In these classes, students are provided with an additional login and password to access course sites by the individual course instructor. For more information, please contact the Center for Instructional Technology at CIT@Trevecca.edu. or browse the center's Internet site at http://cit.trevecca.edu .

Technology Services

Each student will receive a TNU computer e-mail account through the ITS Department. This account will be authorized by the Academic Records Office upon completion of registration. In the event the student has difficulty with the account after it is assigned, notify the helpdesk by e-mail (by typing 'helpdesk' at the TO: prompt) or call 248-1236 for assistance.

Technology Standards

Users must not create or willfully disseminate computer viruses. Users must install anti-virus software on their PCs, laptops, or other desktop devices and must take adequate steps to ensure that virus signature files are maintained and updated regularly.

Users need to be aware that there are federal, state, and sometimes local laws that govern certain aspects of computer and telecommunications use. Members of the TNU community are expected to respect these laws and to observe and respect University rules and regulations.

Any questionable use must be considered "not acceptable."

Students who do not comply with this policy will be referred to the Dean of Student Development for disciplinary action, in conjunction with the Technology Policy Committee. Other users who do not comply with this policy will be referred to the Personnel Office for disciplinary action. In all instances, disciplinary action may include, but is not limited to, loss of network account privileges and suspension, withdrawal or termination from the University.

E-Mail Acceptable Use

E-mail services are provided by TNUnet and should be used to support the mission and purposes of the University. E-mail services may be used for incidental personal purposes provided such use:
- Does not directly or indirectly interfere with the operations or e-mail services of the University;
- Does not burden the University with noticeable incremental cost; and
- Does not interfere with the e-mail user's obligations to the University.

Users are not permitted to send e-mail solicitations and must not forward e-mail chain letters to any person, on or off campus, except to forward a message to the director of ITS. Only authorized employees may send broadcast e-mail messages. Unauthorized users are specifically prohibited from using the University's Address Book to harvest e-mail addresses for bulk e-mail purposes. Requests to send broadcast e-mail messages may be submitted to the ITS HelpDesk.

Users should be aware of the following:
- E-mail is less private than users may anticipate.
- Deleted e-mail may persist on backup facilities and thus be subject to disclosure under state and federal law.
- E-mail stored on University equipment, whether or not created on University equipment, constitutes a University record subject to disclosure.
- The University cannot protect users from receiving e-mail they may find offensive.

Faculty, staff, and students are strongly encouraged to use the same personal and professional courtesies and considerations in e-mail as they would in other forms of communication.

Internet Acceptable Use

High-speed Internet services are provided by TNUnet and should be used to support the mission and purposes of the University. Web site filtering is performed to block Internet sites that are offensive, malicious, bandwidth intensive, illegal, or unethical. Web sites in categories that will be blocked include the following: adult content, gambling, hacking, audio/video streaming, pornography, tastelessness, sexuality, and violence. It is a violation of the Network Acceptable Use policy for any TNUnet user to bypass or attempt to bypass the Web content filtering controls installed on the TNU network.

ITS HelpDesk

The ITS HelpDesk provides a variety of support services that benefit all TNUnet users. Specifically, the ITS HelpDesk provides support for "service requests" and "trouble tickets." All requests are logged and assigned to ITS support staff based on technical skills and experience. All requests will be logged, tracked, and analyzed to ensure the highest level of customer service for all TNUnet users. The ITS HelpDesk will provide users with e-mail confirmation of requests and e-mail notification upon completion of requests. ITS HelpDesk services are provided from Monday to Friday, between 7:30 AM to 5:30 PM. The ITS HelpDesk is not staffed on standard TNU holidays. Customers may submit requests to the ITS HelpDesk via telephone or e-mail.

Requests received outside the standard ITS HelpDesk hours will be handled on a priority basis on the next available weekday.

CELLULAR PHONE USAGE

As a courtesy to the professor and other students, personal cellular phone calls should not be taken during class. In rare situations, it may be appropriate for a student to take a personal

call, but arrangements for those calls should be made in advance with the instructor.

Please keep in mind the following policies:

Cell phones should be set to vibrate. If a student receives a call, he or she must leave the room and close the door before answering the call.

Students who do not have a vibrate feature on their phones must turn off their phones.

During break times students may make calls as necessary or respond to messages if accomplished within the time allotted for breaks. Students are expected to be present for class once breaks are completed.

DRESS CODE

The Trevecca Nazarene University community recognizes that there is a positive correlation between the appearance of students and the development of self discipline and self respect. Personal appearance should be appropriate to the occasion, neat, clean and modest. Dress and grooming should be consistent with and contribute to a vital Christian witness. Students not observing the personal appearance policies of the university should expect to be approached by faculty, staff, or administrative personnel. Those refusing to comply with university policies will be referred to the appropriate adult program director. If students are uncertain about the dress code, they should ask the appropriate adult program director for clarification.

While the University attempts to allow for individual freedom and personal choice, there are times when these must give way to group conscience and practice. Whether on or off campus students are encouraged to remember that they represent Trevecca Nazarene University. The following guidelines are listed to provide a framework for interpreting the dress standards. Individual programs may have more detailed dress requirements.

1. Short shorts/skirts and form fitting items are not permissible. Shorts should be mid-thigh or longer.

2. Clothing giving the appearance of being undergarments and/or sleepwear is not permissible as outerwear.

3. Revealing clothing is inappropriate.

4. Footwear must be worn in all campus buildings.

5. Men's tank tops, half-shirts, and cut-away shirts are not permissible.

While these guidelines are provided to aid in defining what is modest, one should realize some clothing that meets these guidelines may still appear immodest. For example, clothing which appears modest while standing may be quite immodest in some seated positions. All student members of the community are subject to the stated dress policies, including MHR and graduate level students.

The Office of Student Development is responsible for the interpretation of the dress policies of the University. Any questions may be directed to your adult program director.

OBSCENE LANGUAGE AND LITERATURE

Vulgar, foul, or profane language will not be tolerated on campus. Pornographic materials, literature, or pictures are not to be allowed. The TNU computer network is not to be used to transmit threatening, obscene, harassing, or pornographic materials. Violations will result in disciplinary action.

ALCOHOL

The University recognizes the danger to the safety of others and one's ethical responsibilities resulting from the use of or possession of alcoholic beverages and therefore insists that all members of the University community abstain from possessing or using them on campus property. When attending a school sponsored or any professional event or requirement, it is expected that the student will conduct herself/himself in an appropriate manner consistent with all university and program behavioral standards.

TOBACCO

The University recognizes the danger to health in the use of tobacco products and thus prohibits the use or possession of tobacco on campus property. When attending a school sponsored or any professional event or requirement, it is expected that the student will conduct herself/himself in an appropriate manner consistent with all university and program behavioral standards."

DRUGS

Trevecca Nazarene University forbids the use, possession, and or/distribution of marijuana, narcotics, or other dangerous drugs. The medical use of drugs may be permitted when prescribed by a licensed health care provider.

FIREARMS, FIREWORKS, SMOKE BOMBS, FIRE ALARMS, AND FIRE EXTINGUISHERS

Firearms are forbidden on campus, and provisions must be made with Security for safeguarding. The possession, sale, or firing of fireworks, fire crackers, explosives, guns, and other items of similar nature is prohibited by University regulations and by the Metro ordinances. Regulations prohibit setting false fire alarms or discharging of fire extinguishers. Violators will be subject to a $500.00 fine and/or suspension by the University as deemed necessary, and may be fined by the Metropolitan Government of Nashville and Davidson County.

SEXUAL HARASSMENT

Sexual harassment is considered a breach of the trusting, Christ-centered, relationship that normally exists between individuals on the campus of Trevecca Nazarene University. Harassment on the basis of sex includes unwelcome sexual advances initiated by a faculty member, administrator, staff member, or student toward another person, or other verbal or physical conduct of a sexual nature which would constitute sexual harassment which is defined by the Equal Employment Opportunity Commission, the federal agency charged with enforcing discrimination laws, when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, 2) submission to or rejection of such conduct by an individual, colleague, or student is used as the basis for employment decisions or academic decisions affecting such individual, or 3) such conduct has the purpose or effect of substantially interfering with an individual's, colleague's, or student's work performance or creating an intimidating, hostile, or offensive work or academic environment.

The university will conduct a thorough investigation of formal complaints in which the individual reporting need not fear reprisal from the institution. Gross impositions of a physical nature such as grabbing, fondling, kissing, or any forced sexual acts (rape and/or sexual battery), are considered sexual harassment and can be prosecuted as criminal acts. Even casual sexist or sexual remarks, including jokes, may be considered sexual harassment. Hostility toward an individual for making a complaint of sexual harassment will be considered retaliation and will not be tolerated.

Allegations of sexual harassment should be reported to the director of the career and counseling center where they will be handled equitably, promptly, and in a confidential manner. A trained counselor will attempt to resolve the complaint informally. If the complaint cannot be resolved in a satisfactory manner at this level, further formal levels of recourse may be pursued. These proceedings will continue in this order: 1) the use of an advocate, 2) notification of the accused, if not already done, 3) a report to the accused's cabinet-level administrator, 4) a committee review of the complaint, and 5) a report to the president. In the case of the president, allegations will be reviewed by the officers of the board of trustees or their designees. Resolution may occur at any point.

All formal complaints must be brought within 180 days of the alleged events except when special considerations require that a longer filing period should be granted. Such tenure extension may be granted by the president.

The process for review, resolution, and final decision, shall be completed within 90 days unless there are compelling reasons for a longer period for review. Such tenure extension may be granted by the president.

Trevecca Nazarene University is committed to providing a campus environment free from all forms of sexual harassment. Sexual harassment of any individual is unacceptable and grounds for disciplinary action. Individuals who violate this trust will be disciplined up to and including dismissal.

SEXUAL ETHICS

Recognizing that true maturity involves a deep respect for the moral integrity of the individual, we expect men and women attending this University to refrain from engaging in acts of sexual immorality, such as premarital and extramarital relations, heterosexual and homosexual advances, and sexual perversion of any form.

University Services

All students at Trevecca are welcomed into a community, one that genuinely cares about its members. The theme of "community" is one that pervades all of campus life and all of the relationships that develop on a university campus.

ALUMNI ASSOCIATION

"Keeping Trevecca alive in the hearts and minds of its alumni"is a primary goal of Trevecca's Alumni Association. With graduates and former students located throughout the world, the association seeks to be the communication link between the University and its alumni.

Through the Office of Alumni Services various activities are conducted to encourage strong alumni support. These activities include Homecoming Weekend, commencement functions, special interest alumni group meetings, and annual alumni fund raising activities. The Treveccan, issued quarterly, is the official magazine of the University and serves as the major information channel for alumni and friends. It contains a section entitled "AlumNews" which highlights alumni activities and achievements.

BOOKSTORE

The TNU Bookstore is located in the lower level of the Jernigan Student center. Textbooks, paper, pencils, pens, and other necessary stationery supplies may be purchased there, as well as a limited supply of personal items such as greeting cards, toothpaste, school sweaters, shirts, and jackets, etc. Graduation announcements may also be purchased through the University Bookstore. The bookstore also has TNU logo clothing, giftware, snacks, and school supplies.

CAFETERIA/THE HUB/THE CUBE

The cafeteria is located in the Jernigan Student Center. A variety of foods are offered including meat and vegetables on the hot bar, a salad and fruit bar, desserts and drinks, and more. Prices are very reasonable. Hours of operation are posted on the door of the cafeteria and may vary during the weekends and summer.

The HUB is located on the lower level of the Jernigan Student Center and serves sandwiches and other such "fast foods

CAMPUS EVENTS

All graduate students are encouraged and welcomed to attend campus events. These can be found on the main Trevecca web site. Trevecca desires all graduate students to be an integral part of campus life at all levels.

CAREER SERVICES

The University offers a variety of career based services to its students and alumni. The Office of Career Services is currently housed in the Career & Counseling Center located on Alumni Drive, just south of the Greathouse Science building. Available areas of service are in personal assessment of life calling and career planning, career exploration and research, internships, job search strategies and education, mentorship and referral. To obtain career services students must register with the center through the Career Services Online system (CSO), accessible from the Trevecca intranet (ICE) page under "Services"; and from the Center's web page: www.trevecca.edu/student.life/career.services . After registering, students can call for an appointment: 615-248-1237. Office hours are 8:00 AM – 4:30 PM. Some evening appointments can be arranged.

COMPUTER LABS

Trevecca has four computer labs that are located in Bud Robinson building, Greathouse Science Building and the Mackey Building. During normal school semesters, lab hours are as follows:

Bud Robinson Lab 1 & 2

Monday-Thursday: 8:00 A.M. - 11:00 P.M.

Friday & Saturday: 8:00 A.M. - 5:00 P.M.

Sunday: 1:00 P.M. - 5:00 P.M.

Mackey Lab

Monday-Thursday: 8:00 A.M. - 10:00 P.M.

Friday: 8:00 A.M. - 9:00 P.M.

Saturday: 8:00 A.M. - 5:00 P.M.

Sunday: CLOSED

Student lab assistants are on duty during all the times posted above. Technical support is available from Monday through Friday from 7:30 A.M. until 5:30 P.M. by calling the ITS Help Desk at 248-1223. Students who need information about the lab schedule during school breaks and summer should contact the ITS Help Desk. A schedule of lab hours is posted on the door of the computer lab. Any exceptions to the schedule are posted as they occur.

HOUSING

Trevecca offers apartments for rent on or near the campus for married students and other personnel. The majority are one-bedroom and two-bedroom unfurnished apartments. The coordinator of married student housing can give more specific details regarding the amount of rent, availability, and regulations.

To arrange for on-campus housing, contact the coordinator at 615-248-1316. Guest Housing: A limited number of rooms are available at a minimal rate. These may be reserved by calling 615-248-1249, Monday through Friday, 8:00 A.M. to 4:00 P.M.

SERVICES FOR STUDENTS WITH DISABILITIES

Trevecca is committed to the provisions of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as the University strives to be an inclusive community for students. A wide range of accommodations is available to provide access to Trevecca's facilities, academics, and programs. Individuals seeking accommodations for any type of disability are encouraged to contact the coordinator of student disability services in the Academic Support Center for information concerning the documentation of a disability and the procedure for implementing accommodations

LIBRARY

Waggoner Library provides an attractive and inviting, quiet place for learning through research, reflection, and contemplation away from other campus activities. A dozen group study rooms are available to students to help them complete small group assignments. Several periodical indexes are available online or on CD-ROMs. Books may be checked out for several weeks unless they are on reserve.

Graduate students, on and off campus, have full access to Waggoner Library and all its services. Research databases are accessible from the Internet 24 hours a day, 7 days a week. The library Web site http://library.trevecca.edu serves as a portal to all resources available. Print books, electronic books and media are searched through the online catalog. Journal articles are searched through the databases. ERIC Plus Text, ProQuest Education Complete, and InfoTrac's Professional Collection are a few of the related full text journal databases available. Databases available include PsycInfo, PsycARTICLES (access to full text articles from the American Psychological Association journals), ProQuest, and Social Sciences Full Text. Inter Library Loan services are available for those resources not available in Trevecca's collection and can be requested online from the library Web site. A library orientation, where students receive a library card, database remote access information, and training in how to use the library's resources, is given on the first class day for new cycles both on and off campus. On campus students will come to Waggoner library while a librarian will visit each off-campus site for orientation.

Doctoral study rooms are available to Ed.D. students. Located on the second floor of the library, these rooms provide a quiet place to research or collaborate.

Graduate students in religion have full library privileges. All new students in the M.A. program will have a library instruction session at which time a library card will be issued and library services for off-campus students will be explained in detail. Subjects discussed will be length of check-out period, accessing the library's catalog, ordering journal articles, and requesting books to be sent by mail to the student.

Hours (fall and spring semesters) are:

Monday - Thursday: 8:00 A.M. - 10:00 P.M.

Friday: 8:00 A.M. - 6:00 P.M.

Saturday: 10:00 A.M. - 5:00 P.M.

Sunday: 2:00 P.M. - 5:00 P.M.

Hours (summer semester) are:

Monday & Friday 10:00 A.M. - 6:00 P.M.

Tuesday & Thursday 10:00 A.M. - 8:00 P.M.

Wednesday 10:00 A.M. - 4:00 P.M.

Saturday 10:00 A.M. - 5:00 P.M.

Sunday CLOSED

Books may be returned after hours by placing them in the book drop on the front portico at the left of the main entrance. Seasonal and holiday schedules may be accessed by the library's Web page (www.trevecca.edu/library) or phone (248-1214). Students who do not return borrowed materials to the library on a timely basis will be fined and prevented from taking additional coursework at Trevecca until fines are paid.

ID'S

Trevecca provides student ID's for all graduate students. Program coordinators are responsible for scheduling pictures and issuing ID's. Students are asked to carry these ID's with them on campus at all times.

PARKING FOR ON-CAMPUS PROGRAMS

Students should complete a Vehicle Registration form and be issued an auto sticker which indicates the assigned parking lot. This form is usually distributed during the interview or the first class of each group. If a student does not get the sticker through the normal process, he or she should contact the Security Office at 248-1296.

SECURITY

Trevecca has a very effective Security Department. If any student desires to be accompanied to his/her car after dark, call the Office of Campus Security at 248-1296. Students should report any disturbances to the Office of Campus Security.

SPIRITUAL FORMATION

Grounded in the optimism that God's grace can transform hearts and lives, Trevecca Nazarene University seeks to provide all members of the community with a context for spiritual growth as well as opportunities to participate in various means of grace. Graduate students are encouraged to participate in these opportunities as well as in a local church or Bible study. Central to Trevecca's purpose is the integration of faith and learning in

all programs. Faculty in the graduate programs usually start a class with a brief devotional and prayer. Students with spiritual needs are encouraged either to talk with a faculty member, the program coordinator, or a member of the University's Chaplain's Office.

STUDENT SUCCESS CENTER

The Academic Support Center offers a variety of educational services for graduate students. These services include individualized instruction in mathematics, reading skills, vocabulary improvement, writing improvement, and assistance with study skills development. Students who need the services of this office should contact the Support Center at 248-1346.

SOURCES OF INFORMATION

TRANSCRIPTS

The transcript of a student's academic record will be released by the director of academic records only upon receipt of the student's written request. No transcripts or diplomas will be issued until all financial accounts have been settled satisfactorily. There is no charge for copies of transcripts.

VEHICLES

All students are permitted to drive cars on campus; however, all cars driven on campus must be registered with campus security and are subject to traffic control regulations of the University and Metro Nashville.

The University welcomes visitors to the campus at any time. During the academic year the administrative offices are open between the hours of 8:00 A.M. and 4:30 P.M., Monday through Friday.

Below are listed the offices to which inquiries of various types should be directed:

Academic Affairs	615-248-1258	acad_affairs@trevecca.edu
Academic Records (Transcripts and Diplomas)	615-248-1268	acad_records@trevecca.edu
Academic Support	615-248-1346	acad_support@trevecca.edu
Disability Services	615-248-1463	acad_support@trevecca.edu
Admissions		
Graduate Education Admissions	615-248-1201	admissions_ged@trevecca.edu
Graduate Psychology Admissions	615-248-1417	admissions_psy@trevecca.edu
Graduate Religion Admissions	615-248-1378	admissions_rel@trevecca.edu
Graduate Physician Assistant Admissions	615-248-1225	admissions_pa@trevecca.edu
Graduate Business Program Admissions	615-248-1529 or 800-818-4256	management@trevecca.edu
Post-Baccalaureate Admissions	615-248-1233	admissions_bac@trevecca.edu
Alumni Department	615-248-1350	alumni@trevecca.edu
Athletics	615-248-1271	See trevecca.edu/athletics for specific sports
Bookstore	615-248-1218	
Campus Visitation	615-248-1320 or 888-210-4TNU	visits@trevecca.edu
Career and Counseling Center	615-248-1237	ccc@trevecca.edu
Financial Aid	615-248-1242	financial_aid@trevecca.edu
ITS Help Desk	615-248-1236	postmaster@trevecca.edu
Library Services	615-248-1214	library@trevecca.edu
Security and Auto Issues	615-248-1296	
Student Accounts	615-248-1315	stu_accounts@trevecca.edu
Student Development	615-248-1245	stu_development@trevecca.edu
Veteran's Benefits	615-248-1268	acad_records@trevecca.edu

PROGRAM CONTACTS

Graduate Physician Assistant   615-248-1225

  Master of Science: Medicine

Graduate Psychology   615-248-1384   www.trevecca.edu/gradpsychology

  Master of Arts in Counseling

  Master of Arts in Counseling Psychology

  Master of Marriage and Family Therapy

Graduate Business   615-248-1529   1-800-818-4256   www.trevecca.edu

  Master of Science in Management

  Master of Business Administration

Graduate Education   615-248-1201 1-800-284-1594   Fax 615-248-1597

Master of Arts in Teaching K-6, 7-12   Dr. Stella Simpson

Master of Education in Educational Leadership/Administration K-12   Dr. George Kersey

Master of Education in English Language Learners   Dr. Alice Patterson

Master of Education in Instructional Effectiveness/Curriculum K-12   Dr. Alice Patterson

Master of Education in Instructional Technology P-12   Mrs. Judy Bivens

Master of Education in Reading P-12   Dr. Alice Patterson

Master of Library and Information Science K-12   Mrs. Judy Bivens

Ed.D. in Professional Leadership and Practice   Dr. Esther Swink

Graduate Religion   615-248-1378   Fax 615-248-7417

  Master of Arts in Religion: Biblical Studies

  Master of Arts in Religion: Theological Studies

  Master of Arts in Religion: Preaching

Graduate Business

Master of Science in Management and
Master of Business Administration Programs
615-248-1529 • 1-800-818-4256
www.trevecca.edu

THE SCHOOL OF BUSINESS AND MANAGEMENT

The School of Business and Management includes the Department of Business Administration and the Division of Management and Adult Studies, which administers the Master of Science in Management (MSM) and Master of Business Administration (MBA) Programs. The Department of Business Administration offers the Bachelor of Business Administration (BBA) degree with concentrations in accounting, information technology, music business, marketing, management, and community development for traditional students. Through the Division of Management and Adult Studies, nontraditional baccalaureate and master's degree programs in management and business administration are offered for working adult students.

A major goal of the school is to enable students to develop strong competencies in their chosen career fields, thereby preparing them to make positive contributions to their professions and society. Programs focus on fulfilling the mission of the University by developing business leaders and managers who understand and appreciate Christ's call to servant hood as the foundation of effective leadership and management.

General Description

The MSM and MBA Programs are innovatively designed based on the lifestyle and needs of today's highly mobile graduate business students. The curriculum requires few prerequisites and has an integrated, applications-based qualitative and quantitative focus. Its curriculum promotes a learning environment where students use an integrated systems approach to hone organizational management and leadership skills and techniques. This approach encourages students to view problems from many perspectives and to identify comprehensive business solutions that incorporate key issues such as strategic planning, globalization, and market and product development within the scope of legal environments and business ethics. Students are also challenged to consider critical issues such as normal organizational constraints of human, operational, and financial capital in their decision making processes. Finally, students learn to apply implementation skills including visionary leadership, effective communication, team-building, and change management to increasingly diverse workforce.

The delivery system is unique as well. The curriculum is modularized, concentrated, focused on team-based learning, and designed specifically for working adults who desire to incorporate their diverse academic and experiential backgrounds into their learning process.

The MSM Program is comprised of 36 semester hours and takes approximately 19 months to complete. The MBA Program, comprised of 47 semester hours, takes approximately 25 months to complete. MSM courses are designed to strategically build on one another. The MBA Program continues the integrative learning experience by focusing on higher-level accounting and finance content, as well as the legal environment of business. Each cohort group will move through the program one course at a time, in a lock-step fashion. Classes meet one night each week in four-hour sessions.

Students are a part of a cohort group who will attend all the courses together, forming an important, cohesive support group. Classes are taught seminar/discussion style. Team-based learning approaches are emphasized, capitalizing on student collaboration and peer accountability. The graduate faculty is committed to instructional strategies and assessment methods that allow for maximum synthesis, exploration, and analysis by the students at a graduate level of depth and complexity.

The aim is to extend the students' knowledge and intellectual maturity and to equip with specialized skills and a sense of creative independence that will allow the student to provide effective leadership in any organization. Competency-based evaluation methods, application-based projects, learning contracts, and other individualized instructional techniques are used wherever appropriate.

Greetings

From the Dean

The School of Business and Management seeks to provide a quality learning environment that calls students to excellence in the marketplace.

To the task of continuing to develop your talents and to become truly "excellent," I welcome you whole-heartedly to the School of Business and Management. If I may be of help to you, please do not hesitate to let me know.

James T. Hiatt, B.S., J.D., MBA
Dean, School of Business and Management

From the Director of Graduate Business Programs

Welcome to Trevecca Nazarene University and the School of Business and Management. We are pleased to offer graduate business programs that focus on key competencies, including principled leadership, comprehensive resource management, and integrated decision making in both private and public sector organizations. These skills are necessary in today's fast-paced, challenging environment. Our curriculum and instruction methodology provide our students with a progressive as well as diverse academic experience designed to prepare each of you for the challenges that today's leaders and managers continually face. Our goal is to expand your knowledge and understanding of key business principles and analytical tools by applying them in real organizational settings. Each class supports our overall mission, which is to teach you how to implement leadership and management principles guided by a consistent faith perspective. May God richly bless you as you join our Trevecca community and engage in principled leadership and management practices that will contribute significantly to your professional and personal life experiences.

Kenneth J. Burger, B.S., M.B.A., D.B.A.
Director, Graduate Business Programs

The Master of Science in Management (MSM) Program

MSM Program Mission

The Master of Science in Management (MSM) Program exists to provide a quality graduate level business education for professional adult students. This program seeks to equip and empower students to lead the organizations they serve to achieve organizational excellence. This program functions from a Christian worldview and is committed to continuous improvement.

MSM Objectives

1. To expose students to practical examples of how the Christian worldview is integrated into the leadership and management of organizations.
2. To assist students to develop lifelong habits that lead to personal and professional effectiveness.
3. To assist students to develop principle-centered leadership perspectives and skills.
4. To help students understand the historical evolution of management/leadership thought based on key environmental and societal changes.
5. To assist students to understand the organizational implications of macroeconomic and microeconomic environmental issues and enrich the student's perspective on global competitiveness and international business.
6. To acquaint students with strategic and operational responsibilities including identification and communication of the organization's purpose, vision and culture.
7. To provide students with effective strategic analysis and planning tools / methods.
8. To assist students to develop problem solving and decision-making skills based on effective research, deductive reasoning and inferential / critical thinking.
9. To enhance students understanding of key strategic and operational marketing and sales practices.
10. To acquaint students with key accounting and financial information used in strategic and operational managerial decision-making.
11. To expose students to information management-the gathering, analysis, dissemination, and utilization of information across the system, which is fundamental to goal setting, decision making and effective communications in organizations.
12. To assist students to analyze alternative models for organizational change and development.
13. To help students appreciate the influence of the corporate culture / value system on the overall functioning of an organization.
14. To expand student knowledge of key management responsibilities including the management of an organization's information, human, capital, technology and operational resources.

15. To assist students to analyze / understand the human communication systems within an organization and how to implement key intervention strategies.
16. To help students appreciate the complexity involved in managing workforce diversity.
17. To enhance students' ability to engage in morally/ethically based decision-making.

If a student qualifies academically and desires to pursue additional graduate-level business courses upon completing the MSM Program, the student may apply to take three additional upper-level graduate courses and receive the MBA degree.

The Master of Business Administration (MBA Program)

MBA Program Mission

The Master of Science in Business Administration (MBA) Program exists to provide a quality graduate-level business education for professional adult students. This program seeks to equip and empower students with quantitative and legal skills for organizational leadership and excellence. This program functions from a Christian worldview.

MBA Objectives

1. To equip each student with a graduate business educational foundation so that he or she is effectively prepared to assume broad managerial responsibilities in a variety of organizational settings.
2. To provide an advanced understanding of the specialized skills required to manage and grow a business enterprise, including
   a. an enhanced understanding of how to apply leadership skills in challenging organizational settings
   b. an expanded understanding of how to manage a business enterprise in an ever changing global environment
   c. the ability to solve complicated and realistic business problems, and
   d. the application of quantitative methods and data analysis to business decision-making
3. To expose students to both the theoretical development of quantitative techniques and their application to managerial decision-making.
4. To help students develop advanced specialized skills in legal, financial, and accounting functions.

Process for Earning the MBA Degree

Students desiring the MBA degree must complete all MSM course work prior to being considered for the MBA degree. Students who have completed the MSM course work will be required to take three additional MBA-level courses to complete the requirements for the MBA. Students who proceed with the MBA will be able to complete all additional course work in approximately six months. The three additional courses are (1) Advanced Accounting, (2) Advanced Finance, and (3) Business Law. These courses will be offered in the same format as the MSM Program. Students will meet one night per week for four hours each night.

Admission Policies and Procedures

Admission Requirements

Admission into Trevecca Nazarene University's graduate business programs is competitive and based on a careful appraisal of the applicant's academic record, performance on the admission testing, recommendations, and work experience.

To be considered for admission, applicants must

1. Submit a completed application with a non-refundable $25 application fee.
2. Have earned a bachelor's degree from a regionally accredited institution, with a cumulative undergraduate grade-point-average (GPA) of 2.5 or better. Applicants must submit one official transcript from all colleges/universities attended (undergraduate and graduate work). These transcripts must be sent directly from the institution to the Office of the Division of Management and Adult Studies. All hours from regionally accredited institutions will be considered in calculating the cumulative GPA.
3. Take the Graduate Management Admission Test (GMAT). Note: If an applicant has a combined cumulative GPA of 2.8 or higher from all attended regionally accredited institutions, the GMAT exam may be waived.
4. Demonstrate significant employment experience and competence via a résumé and letter of recommendation from his or her employer.
5. Submit two additional letters of recommendation. All letters of recommendation should comment on the applicant's academic and/or career performance and potential.
6. Submit a 2-3 page double-spaced, typed document analyzing a current business problem. The document should contain a well-organized argument addressing the problem and should be a sample of the applicant's best writing mechanically, organizationally, analytically, stylistically, etc. A passing score is a three out of five.
7. Pass a quantitative skills proficiency exam with a score of 70 percent or better. The exam is administered in the Office of the Division of Management and Adult Studies. Please call to receive a study guide and schedule an appointment to take the exam.

Admission Fee

Upon notification of acceptance, the student must pay a non-refundable admission fee of $200 in order to reserve a place in the class. This fee will be applied toward the first semester tuition.

Academic Policies

Graduation Requirements

To receive the Master of Science in Management (MSM), a student must meet the following requirements:

1. The student must complete the approved curriculum (maximum of 36 semester hours of graduate credit) with a cumulative graduate grade-point average of 3.0 or better on a four-point scale. Note: grades for all courses, including transfer credits, will be used to calculate the student's cumulative graduate grade-point average.

2. No course or credit hours will count toward graduation if the grade earned is a C- or below.

3. Only four courses of C grade (C+ or C) may be applied to the MSM degree.

To receive the Master of Business Administration (MBA) degree, a student must meet the following requirements:

1. The required 47 semester hours of graduate credit must be completed with a cumulative graduate grade-point average of 3.0 or better on a four-point scale.

2. No course grade of C- or below will count towards graduation.

3. Only five courses of C grade (C+ or C) may be applied to the MBA degree.

All requirements for the MSM or MBA degree must be met within six years of the date of the student's initial program registration.

Application for graduation must be completed by September 30 for December diplomas and by December 31 for May or August diplomas.

Graduation requirements are defined by the student's "graduation year" catalog or the catalog immediately preceding his/her graduation year.

There is no qualifying or exit examination. A student achieves candidacy status in the MSM Program when he or she has earned at least 24 semester hours of graduate credit with a cumulative GPA of 3.0 or better. A student achieves candidacy status in the MBA Program or when he or she has earned at least 36 semester hours of graduate credit with a cumulative GPA of 3.0 or better.

Probation/Suspension Policy

Any student making a grade of C- in any course will be automatically placed on academic probation. He or she may continue in the program but must repeat that course with a later group.

Each student must maintain a cumulative GPA of 3.0 each semester to remain in academic "good standing." If the cumulative GPA falls below 3.0, after the completion of nine semester hours, the student will be placed on academic probation for the following semester (twelve credit hours). Upon gaining the required 3.0 average, the student will be again in good standing. However, if the student does not increase the average to 3.0 during the probationary semester, he/she will be placed on

academic suspension and may apply to the Admission Committee for reinstatement after a three month waiting period. The student will be assigned to a later group if reinstated by the Admission Committee.

Any student making a grade of D+ or below in any course will be automatically placed on academic suspension. After a three month waiting period, the student may petition to return to the program. If reinstated by the Admission Committee, the student may repeat the course with a later group and (if achieving a grade of C or better) may continue in the program sequence with that later group.

Any student receiving more than one grade of D+ or below will be permanently dismissed from the program.

Grading System

Trevecca Nazarene University's grading system, based on class work and examinations, is as follows:

Description	Grade	Quality Points
Exceptional	A	4.0
	A-	3.7
Superior	B+	3.3
	B	3.0
	B-	2.7
Average	C+	2.3
*Passing	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	D-	0.7
	F	0.0

*Note: A grade lower than a C in a course must be repeated.

Incomplete	"I"	Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The "I" must be removed within twelve weeks or the grade will be based on points earned for completed work.
Withdrawal	"W"	Granted to a student who officially withdraws from a class before the beginning of the third class meeting. The grade of "W" may be assigned by the program director or the division dean in extenuating circumstances.

COURSES

GRADUATE MANAGEMENT

MSM 5013 (6 weeks) Organizational Behavior and Leadership (3 semester hours)

This course serves as the foundation for the program by providing a survey of key management theories and terminology. Both classical approaches and contemporary conceptualizations of management are studied. Special emphasis is placed on leadership, motivation, culture, team building, and organizational communication.

MSM 6013 (6 weeks) Personal and Professional Ethics (3 semester hours)

This course develops a conceptual model for ethical decision-making in an organizational context. It relies heavily on the case-study method where real-life business situations are examined for their ethical issues and dilemmas. A key goal is to improve student's clarity and consistency in ethical judgments in both personal and professional situations. Analyzing business situations through the worldview of Christian values will be emphasized. Students write codes of ethics for their organizations and themselves.

MSM 5023 (8 weeks) Global and Economic Environment (4 semester hours)

This course familiarizes students with the economic forces, institutions, and policies that govern the environment in which business operates. Changes in both the national and global economy are explored from managerial, market and financial perspectives. Topics include opportunity cost, demand and supply, industrial organization, antitrust, deregulation, fiscal and monetary policies, trade policies, and exchange rates.

MSM 6073 (6 weeks) Data-Based Decision-Making (3 semester hours)

This course provides participants with tools and techniques to perform data analysis and hypothesis testing in order to make data-based management decisions. Data collected from students' organizations is used throughout this course to answer practical, "real-world" research questions. Topics include basic statistics, control charts, one-sided mean tests, two-sided mean tests, variance comparison, correlation analysis, and introduction to experimental design.

MSM 5073 (6 weeks) Management Information Systems (3 semester hours)

This course emphasizes computer systems technology and is designed to enable the learner to understand the field from a managerial perspective. Existing and emerging technologies will be reviewed to provide an awareness of technology capabilities; keeping in mind the managerial perspective. Topics to be covered include information systems planning, systems management, the systems development life cycle (SDLC), project management (P.M.), change management, networking and telecommunication concepts. Other topics to be discussed are: transaction processing (TPS), decision support systems (DSS), executive information systems (EIS), enterprise resource planning (ERP), and artificial intelligence/expert systems AI/ES. Cases will be used to supplement the learning experience, and to apply course principles and concepts. Project management and systems analysis methods will be thoroughly explored and applied in a learner-selected project where the learner carries out the project planning and implementation strategies/techniques to see the project to fruition.

MSM 6053 (8 weeks) Fundamentals of Financial Accounting (3 semester hours)

This introductory course to financial accounting teaches students how to use financial statements in the decision-making process. Topics covered include, but are not limited to: investments by owners, debt and equity instruments, income statements, distributions to owners, cash and accrual accounting, depreciation, inventory systems, cash flow, and ratio analysis. An annual report project is assigned as an integral part of this course.

MSM 6063 (8 weeks) Foundations of Managerial Finance (3 semester hours)

This course is an introduction to the basics of business finance. Topics include breakeven analysis, leverage, short-term financial management, time value of money, cost of capital, capital budgeting, capital structure, bonds, preferred stock, and common stock. These topics will be covered from an introductory viewpoint and will give students the required foundation necessary to successfully complete an advanced course in this area.

MSM 6100 (6 weeks) Human Resource Development and Management (3 semester hours)

This course analyzes the strategic role of the human resource function in relation to the company's overall objectives. The focus is how the company builds and maintains a work environment conducive to business performance excellence while enabling employees to develop and utilize their full potential. Key topics include employment law, the labor market, human resource planning and costing, HRIS, workforce diversity and EEOC, union/management and compensation systems, health/safety/security, employee rights and discipline, training and development.

MSM 6023 (8 weeks) Production and Operations Management (4 semester hours)

This course teaches students how to organize and manage labor, equipment, material, and information systems, resources required to deliver products that satisfy customer needs. The course provides business students with the understanding of manufacturing planning and control systems, continuous process improvement techniques, lean manufacturing methods, strategic quality management systems, and other manufacturing practices.

MSM 5093 (6 weeks) Marketing Management (3 semester hours)

This course focuses on the importance of modern organizations being market driven and globally competitive. It examines the role of the marketing function and fundamentals, such as market segmentation, targeting, product life cycle, new product planning, distribution strategies, pricing, promotion, forecasting, market analysis, and competitor analysis. Students conduct marketing audits of actual organizations.

MSM 6033 (8 weeks) Organizational Strategy and Change (4 semester hours)

This integrative course focuses on the formulation of overall organizational policy within a dynamic, global environment. The perspective taken is that of top management, and the key questions are "What industry are we in?" and "How do we successfully compete in this industry given its characteristics and our strengths?" This course also examines the means by which the aforementioned strategies can be implemented and successful ways to execute the inevitable changes that will accompany them. Special emphasis is placed on motivation and compensation, training, leadership and culture. In addition to examining various theoretical conceptualizations of change, several diagnostic tools will be utilized.

Advanced Graduate Management Courses
(Required for those pursuing the MBA degree)

Students desiring the MBA degree must complete all MSM coursework prior to being considered for the MBA degree. Students who have completed the MSM course requirements will be required to take three additional MBA-level courses to complete the MBA Program. The three additional courses are (1) Advanced Accounting, (2) Advanced Finance, and (3) Business Law. These courses will be offered in the same format as is the MSM Program.

MBA 6203 (8 weeks) Advanced Managerial Accounting (4 semester hours)(Prerequisite: Fundamentals of Financial Accounting or equivalent)

This course is a review of managerial accounting concepts and techniques used by managers in planning, performance evaluation, and decision-making. Topics include, but are not limited to, the following: classification of costs, determining costs of products, the study of cost behavior and its application in making business decisions, introduction to capital budgeting, operating budgets, standard costing, and the use of management accounting in evaluating business performance.

MBA 6213 (8 weeks) Advanced Managerial Finance (4 semester hours)(Prerequisite: Foundations of Managerial Finance or equivalent)

This course integrates many of the financial concepts that managers need to understand. These concepts include capital budgeting, break-even analysis, working capital management, financial instrument valuation, cost of capital, and the risk and return trade-off. Emphasis will be on the application of concepts and techniques in the analysis of cases.

MBA 6223 (6 Weeks) The Legal Environment of Business (3 semester hours)

This course provides fundamental knowledge of legal concepts and principles important to business decision-making. Topics include the legal system, torts and product liability, contracts, agency, forms of business organization, employment law, and government regulation.

GRADUATE BUSINESS PROGRAM ADMINISTRATION

KENNETH J. BURGER, D.B.A.
Director, Graduate Business Programs

ERIN ANDERSON, M.B.A.
Associate Director, Management and Human Relations Program

GLENDA BOLLING, B.S.
Director for Marketing and Recruitment

BEVERLY LEE
Office Manager

CHARISSA YUSI, B.A.
Academic Advisor

MARCUS LACKEY, B.A.
Admissions Counselor

GRADUATE BUSINESS FACULTY

JAMES E. AGEE, III, Assistant Professor of Management
B.B.A., Eastern Nazarene University 1994; Ph.D, University at Albany.
Professor Agee is one of the program's human resources experts. His research interests include employee disability issues and psychological contract violations, and he is experienced in HR consulting in the for-profit and non-profit arenas. Professor Agee teaches the Human Resource Development course in the program.

ED ANTHONY, Associate Professor of Information Technology & Management
B.S., Southern Connecticut State University, 1979; M.S., Southern Connecticut State University, 1982; M.B.A., University of New Haven, 1992; Sc.D. University of New Haven, 1996.
With more than 20 years of teaching, speaking, and training experience in information technology, organizational management, and personal development, Professor Anthony has held numerous positions in information technology and management in the corporate business environment. He is an award-winning speaker and a member of the National Speakers Association and the founder and current director of the Trevecca Institute of Computer Information Technology within the Department of Business Administration. He teaches the Management Information Systems in the MSM program.

JONATHAN B. BURCH, Associate Professor of Management
B.A., Trevecca, 1997; M.A., Trevecca, 1999; Ed.D. Trevecca 2003.
Professor Burch specializes in leadership and organizational effectiveness. He previously worked as a Six Sigma Process Improvement Manager, and also served four years as the Coordinator of the Graduate Management Programs here at Trevecca. His leadership training has extended to Kenya, East Africa, and the Philippines. Professor Burch teaches the

opening course in the program, Organizational Behavior & Leadership.

KENNETH J. BURGER, Professor of Marketing

B.S., North Dakota State University, 1967; M.B.A., Kent State University, 1971; D.B.A., University of Kentucky, 1981.

Professor Burger conducts research and teaches business strategy, entrepreneurship, new product development, and marketing management. He has worked extensively in both the public and private sector as a consultant and trainer, and he managed a worldwide engineering program and launched two companies that focused on business development and strategy and process/quality improvement. Professor Burger teaches the Marketing Management and Data-Based Decision-Making courses.

LINDA EVERETT GARRARD, Associate Professor of Finance

B.A., University of Montevallo,1968; M.B.A. Samford University, 1974; Ph.D, University of Memphis, 1992. Professor Garrard's research interests include strategy, mergers and acquisitions, prospect theory and risk, and women and management. She has presented numerous papers to the Academy of Management and published in the areas of risk and ethics and has been a repeat recipient of the annual Teaching Excellence Award at Trevecca. Professor Garrard teaches Ethics and Organizational Strategy in the MSM Program.

JAMES T. HIATT, Dean, School of Business and Management; Professor of Business

B.S., Trevecca 1976; J.D., University of Tennessee 1979; M.B.A., Middle Tennessee State University, 1991. Professor Hiatt has taught business law and law-related courses at Trevecca since 1983. He directed the Department of Business Administration for twelve years and has provided overall administration and leadership to the School of Business and Management since 1995. Before joining the Trevecca faculty, Professor Hiatt practiced law in Nashville, specializing in small business representation and pension planning. He currently teaches Legal Environment of Business in the MBA curriculum.

J. ALLEN JINNETTE, Associate Professor of Business

B.B.A., Middle Tennessee State University, 1992; M.S., Middle Tennessee State University, 1993; CPA, Tennessee, 1994; M.P.A., Georgia State University, 2000; doctoral program University of Mississippi.

Professor Jinnette comes to Trevecca with more than ten years of teaching experience. His expertise includes Cost Managerial and Financial Accounting. His area of research is primarily in analysis of intangible assets and behavior in accounting. He teaches Advanced Accounting in the MBA Program.

MARY ANN MEINERS, Professor of Economics
B.S., Georgetown 1975; Ph.D, Vanderbilt 1988.

Professor Meiners conducts research in economic education, international economics, and economic development. She has been an examiner for the Tennessee Quality Award and is a past recipient of Trevecca's annual Teaching Excellence Award. Professor Meiners teaches the Global and Economic Environment course.

GREG RUNYAN, Coordinator, Department of Business Administration; Associate Professor of Business

B.S., Trevecca Nazarene University, 1979; C.M.A., C.F.M., C.P.A., Tennessee; M.B.A., Tennessee State University, 1989.

Professor Runyan has more than 16 years of teaching experience and presently serves as Trevecca's business department coordinator. His domains of expertise include accounting, finance, and financial planning. He brings a wealth of knowledge and practical experience to the university classroom. Professor Runyan teaches the Fundamentals of Financial Accounting course in the MSM Program.

SCOTT D. WARD, Professor of Finance

B.S., University of Southern California, 1980; M.B.A., Indiana University, 1982; M.A. University of Rochester, 1988; Ph.D., University of Rochester, 1992.

Professor Ward comes to Trevecca with more than 10 years of teaching experience. His expertise includes Managerial Finance, Investments, Strategic Corporate Finance and Monetary and Fiscal Policy. He has worked with Lloyds Bank in California as a cash management consultant and with First Florida Bank as a cash management officer. He teaches Foundations of Managerial Finance and Advanced Managerial Finance for the MSM/MBA Program.

Graduate Psychology

Master of Arts in Counseling

Master of Arts in Counseling Psychology

Master of Marriage and Family Therapy

Ed. D. in Clinical Counseling

Department of Graduate Psychology
Waggoner Library (lower level)
615-248-1384
email: Admissions_psy@Trevecca.edu
www.trevecca.edu/gradpsychology

GRADUATE STUDIES

The graduate psychology program offers master of arts and master of marriage and family therapy degrees as well as a doctor of education (Ed.D.) degree in clinical counseling. The Graduate Committee is responsible for the approval of all graduate programs and policies.

Students in the M.A., M.M.F.T. and Ed.D. programs normally start with an assigned group or cycle of students. In the master's program cycles are started in the fall, spring and summer semesters. The Ed.D. program starts a new group in the fall semester only. The University is not responsible for any changes or delays in graduation for students who change cycles or begin a cycle late. The University may combine cycles as needed.

PURPOSE AND OBJECTIVES

The purpose of the Graduate Psychology Program is to provide advanced study beyond the baccalaureate degree.

1. To enhance professional knowledge in the areas of counseling, counseling psychology and marriage and family therapy.

2. To enhance therapeutic skills through class room and practica experience.

3. To develop and apply research skills to current problems and issues.

4. To encourage students to integrate the principles of psychology with a Christian worldview.

5. To provide graduate programs that enable students to meet the academic requirements for licensure.

ADMISSIONS (MASTER'S DEGREES)

Admissions Categories

Three broad categories of graduate students are recognized:
- Degree-seeking graduate students are those accepted into a specific graduate program.
- Graduate non-degree category applies to students who do not wish to pursue a graduate degree at Trevecca, as well as those who may wish to begin graduate study before being admitted to a degree program. *(In no case can more than nine [9] semester hours earned as a non-degree graduate student be applied toward a degree. Only grades A or B are acceptable.)*
- The degreed, licensure-seeking category is for students who have completed a graduate degree but are continuing their education for purposes of licensure.

Admissions Requirements:

Those applicants who submit the appropriate forms by the application deadline for the fall, spring or summer semesters will be scheduled for an interview with the Admissions Committee. The Admissions Committee makes final determination on whether a student is admitted into the program as a degree seeking student.

Students who wish to study in the Graduate Psychology Program must submit the appropriate forms to the Department of Graduate Psychology.

1. Application with fee
2. Official transcripts from all colleges/universities attended indicating a minimum cumulative GPA of 2.7 on all undergraduate and graduate coursework combined. The baccalaureate degree must be from a regionally accredited institution. These must be mailed directly to the Department of Graduate Psychology.
3. Evidence of a minimum test score of 380 on the Miller Analogies Test or a minimum score of 800 *(Combined verbal and quantitative)* on the Graduate Record Examination.
4. Two (2) completed reference assessment forms.

Please submit all program admission documents to Graduate Psychology Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877. E-mail: admissions_psy@trevecca.edu.

Admissions Appeal Procedure

An applicant who is denied admission and wishes to appeal that denial must complete the following:

1. A request in writing for a review of his or her admission file.
2. All appropriate transcripts, test scores, and reference assessment forms must be available for review.
3. A personal interview with the program director and appropriate faculty (Admissions Committee) if requested.

Admission on Academic Restriction

Admission on academic restriction is based on a 2.7 GPA, a score of 380 on the MAT, or a score of 800 on the GRE. Students not meeting all program admission guidelines may be admitted on academic restriction upon recommendation of the director of the Graduate Psychology Program.

The admission on academic restriction status will be removed when the enrollee has completed the first three courses with a minimum grade of B in each of these courses. Failure to meet this stipulation during any of the first three courses will result in dis-enrollment.

GENERAL ACADEMIC REQUIREMENTS (MASTER'S DEGREES)

Unless otherwise stated, the policies in this section apply to both degree-seeking and non-degree graduate students.

Program Design

The design of the graduate program is unique in that each core course consists of six sessions for a minimum of 36 clock hours. This format dictates that there be a variety of instructional strategies including lecture, group projects, small group discussions, multimedia presentations, guest speakers, field trips, and instructor-student interactions.

Academic Load

Six (6) hours is considered a full-time load. Students may take additional courses during the week, in the afternoon, evening, or Saturday in order to complete the program of study at a faster rate.

Advising and Admission to Candidacy

Upon entering the Graduate Psychology Program, students are informed by letter as to the name of their TNU academic advisor. All advisors are full-time professional educators with the University. The assigned advisors continue to advise the students throughout the program. On occasions students are reassigned advisors because of changes in their program of study.

Students are encouraged to maintain contact with their advisors. There are three formally structured times in which students are evaluated by their TNU advisor and/or program director.

1. Students are encouraged in the letters they receive designating their advisors to contact their advisors to set up a meeting to discuss their program of study and/or any other concerns they have about the program. This meeting is to occur during the student's first semester of the program. It is at this meeting that any transfer credit hours are evaluated. This is also the time for students and advisors to jointly prepare a schedule of course work depending on the programs of study and whether or not students are taking a normal load of six hours or are accelerating the program by taking a larger number of hours each semester.

2. By the end of the semester in which students complete twelve (12) hours in the program (not counting transfer hours), the admission to candidacy form must be submitted.

Special Admissions Requirement for Counseling Psychology

The student must take fifteen (15) semester hours of psychology courses as prerequisites for admission to candidacy. These prerequisites may be graduate or undergraduate courses. This requirement cannot be met with courses required of the Counseling Psychology Program.

Admission to candidacy forms are available on-line and in the graduate psychology office. This is a critical point in the program. Students may take up to six additional hours while going through the candidacy process. Failure to submit an admission to candidacy form or failure to receive approval for candidacy will delay or terminate a student's completion of the program. **No degree seeking student will be permitted to take more than eighteen hours without a completed and approved admission to candidacy form.** There are two levels of approval: Continuation of Program, and Continuation with Remedial Action. In the latter case, specific recommendations for remedial action must be successfully completed by a designated timeline set by the advisor. Remedial action may involve but not be limited to professional therapy, testing, taking a break from the program or engaging in specific activities that will encourage growth. Students failing to remediate within the designated timeline will be placed on probation and a notice given for dismissal from the program if remediation is not forthcoming or successfully completed by a newly established timeline set by the program director.

3. The third point of contact takes place toward the end of the program of study (prior to students starting their practicum experiences). At this point, transcripts are evaluated to determine if the necessary courses have been completed prior to initiating the practicum experience and to ascertain that the transcript is accurate. A plan to complete any necessary courses or electives is agreed upon between the student and the academic advisor and/or the program director. Also, any remedial issues identified earlier in the program or recently surfaced remedial issues must be resolved before students are permitted to start their practicum experiences.

It is important to note that evaluations of students go beyond academic performance. Students may demonstrate academic excellence but fail to demonstrate the professional conduct and clinical skills needed to work with clients in practicum/internship settings. When issues of "suitability" surface, the goal is to work with these students. If remediation is not successfully completed by designated timelines, students will be placed on probation and eventually dismissed from the program if the recommended remedial plan is not satisfactorily completed. Dismissal from the program can also be implemented without any prior remedial action or probation, if there is a serious violation of anything that normally results in restriction or discipline as a mental health professional (moral or ethical violations), any serious misconduct in violation of school policies (ex: plagiarism), or failure to

represent the University in a professional manner at a practicum/internship site.

Those who teach and supervise students in the Graduate Psychology Program are encouraged to identify students who they believe may have issues of "suitability" as it relates to entering the mental health profession. Professor/Supervisor Concern Regarding Student Preparation forms are provided to all full-time and adjunct professors and supervisors. Concerns filed by professors and supervisors are passed on to those who advise students in the program to be considered during structured evaluation times.

In cases of remediation, probation or dismissal, students may appeal decisions of academic advisors and/or the director of the graduate psychology program to the chair of the associate provost and dean of academic affairs. If the appeal is not resolved at this level, students may appeal to the university provost who has the right to refer the matter to the Graduate Committee. All appeals must be in writing and must be made within the semester or subsequent semester in which the action was initiated.

In addition to these formally structured points of contact that are experienced by all students, students who enter the program on academic restriction are counseled by their academic advisors and/or the program director after completing nine hours in the program. Students receiving a grade below B- are also counseled prior to the next course or courses.

Grading

The grading system for this program is as follows:

	Quality Points	Per Semester Hour
Exceptional	A	4.0
	A–	3.7
Superior	B+	3.3
	B	3.0
	B–	2.7
Average	C+	2.3
	C	2.0
	C–	1.7
Passing	D+	1.3
	D	1.0
	D–	0.7
Failing	F	0.0
Incomplete	I	0.0
Withdrawal	W	0.0

NOTE: Exceptions to this scale will be noted in course syllabi.

Probation/Suspension Policy

Any student making a grade of C- in any course will be automatically placed on academic probation. He or she may continue in the program but must repeat that course with a later group.

Each student must maintain a cumulative grade point average of 3.0 (B) each semester to remain in academic "good standing." If the cumulative GPA falls below 3.0, after the completion of nine semester hours, the student will be placed on academic probation for the following semester. Upon regaining the required cumulative average (3.0), the student will again be in good standing; however, if the student does not increase the cumulative average to 3.0 during the probationary semester, he or she will be placed on academic suspension for the subsequent semester and may reapply to the Admissions Committee for reinstatement after a three month waiting period. The student will be assigned to a later group if reinstated by the Admission Committee.

Any student making a grade of D+ or below in any course will be automatically placed on academic suspension. After a three month waiting period, the student may petition to return to the program. If reinstated by the Admission Committee, the student may repeat the course with a later group and (if achieving a grade of C or better) may continue in the program sequences with that later group.

Any student receiving more than one grade of D+ or below will be permanently dismissed from the program.

Course Evaluation and Assessment

A Course and Instructor Evaluation is administered at the end of courses. Forms are distributed, collected, placed in a sealed envelope and returned to the secretary of the graduate psychology program. Courses include evaluative and assessment measures related to student progress. An evaluation of the program takes place at the Comprehensive Exam. In order to maintain high quality instruction in all classes, instructors receive the results of the evaluations after all grades have been submitted.

Master Degree Requirements

To receive the master degree, a student must meet the following academic requirements:

1. Complete the required number of semester hours of credit with a minimum cumulative grade point average of 3.0. Students earning a C- or below on any course will be required to repeat that particular course.

    While maintaining a cumulative grade point average of 3.0, two course grades of C+ or C will be allowed for graduate degree purposes.

2. Submit candidacy form upon completion of 12 semester hours.

3. Successfully complete a comprehensive exam. This exam is typically taken during the student's first semester of practicum. If a student is unsuccessful in passing the exam on the first attempt, he or she is required to contact his or her academic advisor who will suggest preparation options for retake. The retake must be at the regularly scheduled comprehensive exam date in the subsequent semester.

    A student who has not successfully completed the comprehensive exam after two attempts has the option of

requesting a meeting with the Graduate Psychology Admissions Committee. The Graduate Psychology Admissions Committee will work collaboratively with the student to draw up a remediation plan. Remediation may involve (but not be limited to) a detailed study program, auditing a completed course in the area of weakness or taking additional courses. Upon completing the remediation plan, the student may retake the comprehensive examination.

A student who fails the comprehensive exam a third time will be terminated from the program without a degree.

4. The residency requirements are as follows:

Master of Arts

Counseling	39 hrs
Counseling Psychology	45 hrs
Master of Marriage and Family Therapy	42 hrs

5. All requirements for the M.A. and M.M.F.T. degrees must be met within a six-year period after the student enters the graduate program.

6. Submit an application for graduation to the graduate psychology office. *(see below)*

Summary of Steps toward the Master Degree

- Admission to master degree program
- Appointment of faculty advisor
- Initial meeting with advisor during first semester of program
- Maintenance of good academic standing
- Admission to candidacy submitted upon completion of 12 semester hours
- Approval to pursue practicum placement
- Application for graduation
- Participation in Comprehensive Exam

CURRICULUM: MASTER OF ARTS IN COUNSELING

GENERAL COUNSELING/PSYCHOLOGY CORE

PSY 5220	Lifespan Development	3
PSY 5420	Personality Theory	3
PSY 5430	Group Therapy and Process	3
PSY 5231	Theories of Counseling & Psychotherapy	3
PSY 5250	Counseling Diverse Populations	3
PSY 5240	Advanced Abnormal Psychology	3
PSY 5100	Introduction to Psychological Research	3
PSY 5441	Introduction to Psychological Testing	3
PSY 5390	Effective Treatments in Therapy	3
PSY 5472	Professional Standards and Ethics	3
PSY 5480	Counseling Techniques and Interventions	3
PSY 5910	Advanced Seminar in Psychotherapy	3

SPECIFIC COUNSELING CORE

PSY 5230	Career and Vocational Theories	3
PSY 5450	Practicum in Counseling I	3
PSY 5451	Practicum in Counseling II	3
PSY/MFT	Elective	3
TOTAL REQUIRED		**48**

This program allows for *one* elective (3 hours). Nine (9) hours of transfer credit is allowed.

This program is typically taken by those interested in pursuing licensure as a licensed professional counselor.

CURRICULUM: MASTER OF MARRIAGE AND FAMILY THERAPY

GENERAL COUNSELING/PSYCHOLOGY CORE

PSY 5220	Lifespan Development	3
PSY 5420	Personality Theory	3
MFT 5200	Systems Theory and Family Therapy	3
MFT 5511	Marital Life Cycle	3
PSY 5250	Counseling Diverse Populations	3
PSY 5240	Advanced Abnormal Psychology	3
PSY 5100	Introduction to Psychological Research	3
PSY 5441	Introduction to Psychological Testing	3

MARRIAGE AND FAMILY THERAPY CORE:

MFT 5350	Marital Therapy	3
MFT 5355	Advanced Marital Therapy	3
MFT 5512	The Child in the Family System	3
MFT 5351	Family Therapy	3
MFT 5510	Divorce and Divorce Adjustment	3
MFT 5400	Marital Therapy: Crisis Situations and Sexuality	3
MFT 5530	Professional Seminar: Ethical Standards	1
MFT 5531	Professional Seminar: Professional Identity	1
MFT 5532	Professional Seminar: Professional Context	1
MFT 5455	Practicum in Marriage & Family Therapy I	3
MFT 5456	Practicum in Marriage & Family Therapy II	3
TOTAL REQUIRED		**51**

This program allows for *no* electives. Nine (9) hours of transfer credit is allowed.

This program is typically taken by those interested in pursuing licensure as a marital and family therapist.

CURRICULUM: MASTER OF ARTS IN COUNSELING PSYCHOLOGY

GENERAL COUNSELING/PSYCHOLOGY CORE

PSY 5220	Lifespan Development	3
PSY 5420	Personality Theory	3
PSY 5430	Group Therapy and Process	3
PSY 5231	Theories of Counseling & Psychotherapy	3
PSY 5250	Counseling Diverse Populations	3
PSY 5240	Advanced Abnormal Psychology	3
PSY 5100	Introduction to Psychological Research	3
PSY 5441	Introduction to Psychological Testing	3
PSY 5390	Effective Treatments in Therapy	3
PSY 5472	Professional Standards and Ethics	3
PSY 5480	Counseling Techniques and Interventions	3
PSY 5910	Advanced Seminar in Psychotherapy	3

SPECIFIC PSYCHOLOGY CORE

PSY 5442	Statistical Analysis/Research Design	3
PSY 5443	Objective Personality Analysis	3
PSY 5444	Individual Intelligence Assessment	3
PSY 5456	Practicum in Counseling Psychology I	3
PSY 5457	Practicum in Counseling Psychology II	3
PSY 5920	Master's Thesis	3

TOTAL REQUIRED 54

This program allows for *no* electives. Nine (9) hours of transfer credit is allowed.

This program is typically taken by those interested in pursuing doctoral degree in psychology and/or licensure as a licensed professional counselor.

There is a prerequisite of fifteen (15) semester hours of undergraduate or graduate psychology for this program (See page xx).

GRADUATE COURSE DESCRIPTIONS

MARRIAGE AND FAMILY THERAPY

MFT 5200 Systems Theory and Family Therapy (3)
This course is an introduction to the theory and basic underlying assumptions of a systems framework to marriage and family therapy. The emphasis is on identifying the characteristics of healthy family functioning and conceptualizing human problems as they are related to the functioning of systems.

MFT 5350 Marital Therapy (3)
This course is an introduction to the understanding and practice of marital therapy. Students will focus on developing a set of universally accepted basic skills with special attention given to the early phases of treating dyadic problems. Additional attention will be given to recognizing common problem presentations and developing diagnostic and intervention skills based on a various theoretical approaches. *Also offered as PSY 5350.*

MFT 5351 Family Therapy (3)
This course is an introduction to understanding and practicing family therapy. Focus will be on developing both diagnostic and intervention skills in regards to treating problems within the context of the family. Special attention will be given to differentiating between various approaches within the purview of family systems theory. *Also offered as PSY 5351.*

MFT 5355 Advanced Marital Therapy (3)
This course is an advanced seminar in couple's therapy. The course will explore the roles of (1) family-of-origin influence and (2) emotion in intimate relationships and clinical practice with couples. Special attention is given to the development and integration of the clinical skills used in (1) Transgenerational and (2) Emotionally Focused couple therapies. *Also offered as PSY 5355.*

MFT 5400 Special Problems in Marital Therapy: Crisis Situations and Sexuality (3)
This course is designed to give attention to the special problems presented by (1) crisis situations and (2) sexuality. Regarding crisis presentations, common marital presentations will be studied (abusive relationships, marital separation, infidelity, etc.) with attention given to both recognition and appropriate intervention strategies. Regarding sexuality, healthy and problematic areas of sexual functioning will be studied with special attention given to assessment and diagnostic skills for identifying sexual dysfunction and correspondingly appropriate treatment regimens. *Also offered as PSY 5400.*

MFT 5455 Practicum in Marriage and Family Therapy I (3)
 The course provides supervised experience in the practice of marriage and family therapy in an appropriate clinical setting (usually a mental health center or community agency). Activities will include face-to-face contact with individuals, couples, and families for the purpose of assessment, diagnosis, and treatment. Students will spend a minimum of 150 hours on site under appropriate supervision. *(practicum fee)* Under certain circumstances practicum may be extended.*

MFT 5456 Practicum in Marriage and Family Therapy II (3)
To be taken in consecutive sequence with MFT 5455 "Practicum in Marriage and Family Therapy I", and preferably at the same site, the course provides a continued supervised experience in the practice of marriage and family therapy in an appropriate clinical setting (usually a mental health center or community agency). Activities will include face-to-face contact with individuals, couples, and families for the purpose of assessment, diagnosis, and treatment. Student will spend a minimum of 150 hours on site under appropriate supervision. *(practicum fee)* Under certain circumstances practicum may be extended.*

MFT 5510 Divorce and Divorce Adjustment (3)
This course is a study of the contemporary family through the avenue of the divorce experience. The primary concern will be an understanding of the cultural influences that fostered a rise in the divorce rate, the changes that this phenomenon has precipitated in American society, the impact of divorce upon the entire family unit, and the adjustments required for healthy family functioning. *Also offered as PSY 5510.*

MFT 5511 Marital Life-cycle (3)
With the marital life-cycle as a structure, this course will examine the marital relationship as an interactive and changing system. Particular attention will be given to the predictable challenges presented to couples in the form of demands for adaptation, the identified characteristics of marital health, and various changes experienced in both the institution of marriage and spousal roles during the past few decades. *Also offered as PSY 5511.*

MFT 5512 The Child in the Family System (3)
This course is designed to review theories and research in child development by identifying normal and anticipated behavior from birth through adolescence within the family context. The ability to recognize what constitutes deviations from the anticipated behavior will also be identified with practical suggestions for intervention. *Also offered as PSY 5512.*

MFT 5530 Professional Seminar: Ethical Standards (1)
This course is a professional seminar with emphasis upon an examination of both the ethical guidelines and the legal responsibilities and liabilities *(family law)* which are related to the practice of marriage and family therapy.

MFT 5531 Professional Seminar: Professional Identity (1)
This course is a professional seminar with emphasis upon defining and establishing a professional identity as a marriage and family therapist. Focus will include appropriate credentials, licensure, and involvement with professional organizations as a means of both maintaining and fostering professional growth and development.

MFT 5532 Professional Seminar: Professional Context (1)
This course is a professional seminar with emphasis upon developing a familiarization with clinical practice settings. The

necessity of establishing and maintaining cooperative relationships with other professionals will be explored, whether these professionals are marriage and family therapists or from other helping professions.

PSYCHOLOGY

PSY 5100 Introduction to Psychological Research (3)
This course is designed to give an introduction to research strategies with an emphasis on counseling and psychological problems. Emphasis will be on the development of a proposal for a major research project or thesis.

PSY 5220 Lifespan Development (3)
This course looks at the survey of research throughout the entire lifespan including findings in the areas of physical, emotional, cognitive, and interpersonal growth and development.

PSY 5230 Career and Vocational Theories (3)
This course is an examination of the current trends in career development and life choices. An overview of major career theorists and testing instruments will be included.

PSY 5231 Theories of Counseling and Psychotherapy (3)
The focus of this course is the integration and study of the traditional and currently developing theories of counseling and psychotherapy and their application.

PSY 5240 Advanced Abnormal Psychology (3)
This course focuses on patterns of abnormal behavior including anxiety, depression, schizophrenia, antisocial behavior, and mental retardation. These patterns of abnormal behavior are discussed and related to DSM-IV TR diagnosis.

PSY 5250 Counseling Diverse Populations (3)
This course is an overview of counseling strategies useful with varied populations. Counseling skills helpful with clients of different racial, economic, religious, and sexual orientations will also be examined.

PSY 5260 Advanced General Psychology (3)
This course is a review of general psychology including learning, motivation, personality, social, abnormal, developmental, and applied psychology.

PSY 5280 Industrial and Personnel Psychology (3)
This course introduces applications of basic principles of psychology to business and industrial settings. It also examines selection, appraisal, training, leadership motivation, and organizational process.

PSY 5320 Grief Counseling (3)
This course will provide a presentation of practical, theoretical, and social aspects of the dying process. Students will develop skills in counseling the bereaved and in handling grief.

PSY 5330 Counseling in Chemical Use and Abuse (3)
This course includes topics on historical, medical, psychological, and family dynamics of the treatment process for chemical dependency. An understanding of the many classes of drugs and their effects on the dependent person will be developed.

PSY 5350 Marital Therapy (3)
This course is an introduction to the understanding and practice of marital therapy. Students will focus on developing a set of universally accepted basic skills with special attention given to the early phases of treating dyadic problems. Additional attention will be given to recognizing common problem presentations and developing diagnostic and intervention skills based on a various theoretical approaches. *Also offered as MFT 5350.*

PSY 5351 Family Therapy (3)
This course is an introduction to understanding and practicing family therapy. Focus will be on developing both diagnostic and intervention skills in regards to treating problems within the context of the family. Special attention will be given to differentiating between various approaches within the purview of family systems theory. *Also offered as MFT 5351.*

PSY 5355 Advanced Marital Therapy (3)
This course is an advanced seminar in couples therapy. The course will explore the roles of (1) family-of-origin influence and (2) emotion in intimate relationships and clinical practice with couples. Special attention is given to the development and integration of the clinical skills used in (1) Transgenerational and (2) Emotionally Focused couple therapies. *Also offered as MFT 5355.*

PSY 5360 Advanced Intervention Strategies in Counseling (3)
Application of hypnotherapy, neurolinguistic programming, pharmacology, and other current strategies to the counseling process will be examined in this course.

PSY 5370 Consultation Roles in Counseling (3)
This course is designed to be an in-depth exploration of the dimensions of the consultation process. The role of the counselor as an agent of change in agencies, institutions, and organizations will be discussed. This course also includes consulting patterns with fellow professionals.

PSY 5380 Supervision of Counseling (3)
This course is designed to give master's students an opportunity to provide supervision of counselor-candidates in practicum. Students supervise three to four practicum students with instructor.

PSY 5390 Effective Treatments in Therapy (3)
This course provides an overview and discussion of the effective treatments of various psychological disorders. A focus will be placed on treatment planning and evaluating outcomes in therapy.

PSY 5400 Special Problems in Marital Therapy: Crisis Situations and Sexuality (3)
This course is designed to give attention to the special problems presented by 1) crisis situations and (2) sexuality. Regarding crisis presentations, common marital presentations will be studied (abusive relationships, marital separation, infidelity, etc.) with attention given to both recognition and appropriate intervention strategies. Regarding sexuality, healthy and

problematic areas of sexual functioning will be studied with special attention given to assessment and diagnostic skills for identifying sexual dysfunction and correspondingly appropriate treatment regimens. *Also offered as MFT 5400.*

PSY 5410 Diagnosis and Treatment of Personality Disorders
This course is designed to provide an understanding of patterns of abnormal behavior as they relate to the Axis II personality disorders. Diagnosis and treatment will be developed. *Prerequisite PSY 5240.*

PSY 5420 Personality Theory (3)
The psychology of personality cannot be approached from a single theoretical orientation; rather one must discuss theories of personality. Thus, the aim of this course is to discuss some of the leading theories of personality held by those individuals who have pioneered the field.

PSY 5430 Group Therapy and Process (3)
This course will examine group techniques and application to counseling settings. Various ethnic and socioeconomic groups will be emphasized.

PSY 5441 Introduction to Psychological Testing (3)
An overview of test construction, selection, and application will be the focus of this course. Legal and ethical administration of tests for ability, intelligence, attitudes, values and personality will also be examined. Experience in taking and administering sample instruments will be provided.

PSY 5442 Statistical Analysis / Research Design (3)
This course is an introduction to the use of statistics in psychology with emphasis on application to solving research related problems and design of investigations related to areas of student and professional interest.

PSY 5443 Objective Personality Analysis (3)
Experiences will be provided in the area of objective personality analysis. Students will administer, score, and interpret the MMPI-2, CPI, MCMI-III, MBTI, and other currently used instruments in the field. *Prerequiste PSY 5441 Introduction to Psychological Testing.*

PSY 5444 Individual Intelligence Assessment (3)
Experience will be provided in the areas of administering, scoring, and interpreting the Wechsler, Binet and Kaufman instruments. *Prerequiste PSY 5441 Introduction to Psychological Testing.*

PSY 5450 Practicum in Counseling I (3)
The course provides practical supervised experience in beginning counseling skills. It includes the development of relationship building skills, fact-finding, and counseling experiences in a mental health setting. 150 Hours *(practicum fee)* Under certain circumstances practicum may be extended.*

PSY 5451 Practicum in Counseling II (3)
As a continuation of Practicum in Counseling I, the course provides practical supervised experience in a mental health or community agency. It includes the development of relationship

building and exploratory (fact-finding) skills as well as skills in intervention and treatment planning. 150 Hours *(practicum fee)* Under certain circumstances practicum may be extended.*

PSY 5453 Internship in Counseling I (3)
This course provides 200 hours of supervised experience in a mental health or community agency setting. Completion of practicum is a prerequisite.

PSY 5454 Internship in Counseling II (3)
This course provides 200 hours of supervised experience in a mental health or community agency setting. Completion of practicum is a prerequisite.

PSY 5456 Practicum in Counseling Psychology I (3)
The course provides practical supervised experience in beginning psychotherapy skills. It includes therapy, testing, consulting and other site relevant activities pertaining to the field. The student must be supervised by a properly licensed supervisor. 150 Hours. *(practicum fee)* Under certain circumstances practicum may be extended.*

PSY 5457 Practicum in Counseling Psychology II (3)
As a continuation of the Practicum in Counseling Psychology I, the course provides practical psychotherapy skills. It includes therapy, testing, consulting and other site relevant activities pertaining to the field. The student must be supervised by a properly licensed supervisor. 150 Hours. *(practicum fee)* Under certain circumstances practicum may be extended.*

PSY 5472 Professional Standards and Ethics (3)
The course emphasizes the development, understanding and application of ethical standards in the theory and practice of counseling and psychotherapy. The Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA) and the Code of Ethics and Standards of Practice of the American Counseling Association (ACA) will be studied along with other professional standards of practice and credentialing.

PSY 5480 Counseling Techniques and Interventions (3)
This course is a study of counseling theories (classical and contemporary), techniques, philosophy, and history with emphasis on cognitive, affective and behavioral interventions.

PSY 5510 Divorce and Divorce Adjustment (3)
This course is a study of the contemporary family through the avenue of the divorce experience. The primary concern will be an understanding of the cultural influences that fostered a rise in the divorce rate, the changes that this phenomenon has precipitated in American society, the impact of divorce upon the entire family unit, and the adjustments required for healthy family functioning. *Also offered as MFT 5510.*

PSY 5511 Marital Life-cycle (3)
With the marital life-cycle as a structure, this course will examine the marital relationship as an interactive and changing system. Particular attention will be given to the predictable challenges presented to couples in the form of demands for adaptation, the identified characteristics of marital health, and various changes

experienced in both the institution of marriage and spousal roles during the past few decades. *Also offered as MFT 5511.*

PSY 5512 The Child in the Family System (3)
This course is designed to review theories and research in child development by identifying normal and anticipated behavior from birth through adolescence within the family context. The ability to recognize what constitutes deviations from the anticipated behavior will also be identified with practical suggestions for intervention. *Also offered as MFT 5512.*

PSY 5910 Advanced Seminar in Psychotherapy (3)
This course is to insure preparation for student placement in a practicum setting. This course will simulate the practicum experience. The emphasis on role-play and other practical activities will allow students to demonstrate entry-level counseling skills as well as the operational skills required for functioning within an agency setting. As a course marking the consummation of academic and classroom training and the transition to actual practice, each student will demonstrate initial competency in a chosen counseling model consistent with the goals and purposes of this program. *Prerequisite PSY 5480.*

PSY 5920 Master's Thesis (3)
The master's thesis should demonstrate a professional contribution to the practice of counseling psychology. Areas of research should be chosen that are compatible with chosen thesis advisor. There is a $55.00 per credit hour charge in addition to the regular tuition. Students sign up for one hour of thesis for three semesters. Those extending beyond three semesters are charged a THESIS EXTENSION FEE of $233.00 per semester.

* Students who do not complete their practicum within the semester will at the discretion of their advisor be allowed to continue into the next subsequent semester. The student will be required to meet all class assignments with the practicum students in the new practicum class. A new practicum supervisor may be assigned for this extension. A PRACTICUM EXTENSION FEE of $250 will be charged.

DOCTORATE IN CLINICAL COUNSELING (ED.D.)

Program Design

The Ed.D in Clinical Counseling is a 66 credit hour doctoral program designed for the working practitioner. The program extends for eight semesters with the student registering for three courses or nine hours for six semesters and six hours for two semesters in the last year of the program. The program is a rigorous, standardized curriculum that offers cognates in counseling or marriage and family therapy. The program further offers cognates in teaching or supervision. Courses are offered two days a week (Tuesday and Thursday).

Statement of Purpose

The Doctor of Education (Ed.D.) in Clinical Counseling in an advanced professional degree designed for several groups: a) those who wish to enhance their skills as a therapist, b) those who wish to further their career with the mental health delivery system, c) those who wish to take a more active role in supervision and the development of other therapists, and d) those who wish to expand their professional options to include teaching in under-graduate and graduate training programs. The strong theme of the program is to develop clinicians who will themselves positively enhance the professional mental health community.

Learning Outcomes

Students who graduate from the Doctor of Education in Clinical Counseling should be able to:

1. Understand and practice the art of therapy at a more proficient and advanced level:

2. Teach therapy and human relations coursework at a higher education level (community colleges, four-year colleges/universities,   graduate training programs);

3. Supervise the development of less experienced therapists;

4. Offer administrative leadership within agencies and organizations;

5. Procure licensure in a desired area of clinical specialization (as a Licensed Professional Counselor or Licensed Marriage and Family Therapist);

6. Conduct independent research at an advanced level.

Selection Process/Admissions

The Ed. D. program is for individuals holding a master's degree in psychology, counseling, marriage and family therapy, or similar field. To begin the process of admission, the student will be required to submit:

1. Application with $50.00 non-refundable fee.

2. Official transcript of master's degree form a regionally accredited college/university with at least a 3.25 GPA (on a scale of 4.0).

3. Three completed Applicant Recommendation Forms (one from a religious leader/pastor and two from professors/employers/supervisors).

4. A 400-word letter of intent specifying the applicant's purpose and goals for entering the Ed. D. program.

5. Professional vita.

6. TOEFL Score: International Students/Students who speak English as Second language must submit scores from the TOEFL with a minimum score of 600 on paper version of test and 250 on computer version of test.

DEADLINE FOR COMPLETED APPLICATION FILE IS MARCH 15

Admission is based on the evaluation of the following components:

1. GRE Test Score (verbal, quantitative and analytical writing sections).

2. Recommendation Forms (These should attest to potential ability for success in doctoral studies).

3. Interview- An individual interview will be conducted by the Admissions Committee. This will be an opportunity to assess personal goals, oral communication skills, and ability to interact with other professionals.

Admissions Committee

The purpose of the admissions committee is to review the data submitted for entry into the doctoral program. Because selection is based on a composite evaluation, the committee will determine whether the applicant is accepted or denied.

The Admissions Committee decision for acceptance or denial to the program is final is not subject to appeal. The admissions committee is comprised of selected Graduate Psychology faculty.

General Academic Policies

Prerequisite Courses

A course comparable to Advanced Abnormal (one that deals with psychopathology form a diagnostic perspective and includes DSM nomenclature) and Cultural Diversity are a prerequisite to doctoral training. Students who have not taken such courses will be required to do so in addition to doctoral requirements. The students pursuing the marriage and family therapy cognate must have completed an introductory course in Family System Theory.

Transfer Credit

Students may transfer a maximum of nine (9) hours of post degreed academic work at the doctoral level through a regionally accredited university or training facility/institute. Acceptance of transfer credit will be based on the following criteria:

a. The course was completed within the last five years (this is more stringent than the master's program which is within the last ten years).

b. The course is relevant to the degree program.

c. A minimum grade of B was earned.

Additional General Academic Policies

1. Students may elect to pursue coursework instead of the clinical practicum experience if "significant post-degree clinical experience" has already been achieved. Note this is an option for additional coursework and not the elimination of hours. The Doctoral Advisory Committee, made up of all full-time graduate psychology faculty members, the director and assistant director, will be the judge of "significant post-degree clinical experience."

2. Doctoral students are required to remain in continual registration until the program has been completed. In extreme cases a student may apply in writing for a Leave of Absence. Normally a Leave of Absence will be a period no longer than one year. A Leave of Absence fee will be assessed for each semester in which the student is not taking course work or dissertation hours.

3. All requirements for the degree must be completed within six years of being admitted to the program.

4. A student may appeal any decision mad by the Director of Graduate Psychology Program or the Doctoral Advisory Committee to the Associate Provost and Dean of Academic Affairs. If the student is still not satisfied he/she has the right to appeal to the University Provost and then to the University President.

Academic Adviser- Doctoral

Each doctoral student is assigned an academic adviser. All academic advisors are full-time faculty members in the graduate psychology program. The student works directly with the adviser at all times.

Grading System-Doctoral Program

The grading system for doctoral studies includes the letter grades A, B, C, and F for all courses except practicum's and dissertation. The grades of S, U, or I will be assigned to practicum's and dissertation. Courses with grades of C. F, or U must be retaken. Grade point average of 3.0 must be maintained for satisfactory academic progress.

Comprehensive Examination

A student must pass the Comprehensive Doctoral Examination when all course work is completed. No work on the dissertation will be allowed until this requirement has been fulfilled.

The examination will be both written and oral.

Three possible grade may be assigned to the examination: Pass with Distinction, Pass or Fail. If the examination is not passed, a

remediation plan will be developed and enacted before the student is scheduled for a second attempt. If the second attempt is failed, the student will not be allowed to continue in the program.

Admissions Categories

Each student will write and defend a dissertation before his/her doctoral committee and any faculty of the School of Arts and Sciences who chose to attend. The doctoral committee will consist of two members: The first of these will be the dissertation advisor. Following the standards and procedures of the doctoral program, the dissertation advisor will supervise the dissertation, chair the dissertation defense and remain in consultation with the Director of Graduate Psychology Program. The second committee member is considered the second reader. It is the student's responsibility to secure both committee members.

The dissertation must contribute new knowledge or a reinterpretation of existing knowledge to the area being investigated. The dissertation must demonstrate high standards of scholarship and the ability to engage in independent research resulting in a substantial contribution to knowledge or practice in the field.

The dissertation process begins with an approved proposal. The proposal must be approved by the student's dissertation advisor and the Director of Graduate Psychology Program.

The student should be guided by the following principles:

a. The dissertation should reflect an advanced understanding of the disciplines of counseling or marriage and family therapy.

b. The dissertation must engage its topic critically and constructively.

c. The dissertation may engage a problem and reevaluate prior approaches and propose a new approach.

d. The dissertation should illustrate both creativity and originality.

e. Upon successful defense of the dissertation two bound copies must be furnished to the Director of Graduate Psychology Program. All dissertations must be published through UMI.

After the six hours of dissertation have been completed the student must pay a dissertation continuation fee equal to one hour of course credit until the dissertation has been defended and two bound copies have been presented to the Director of Graduate Psychology Program.

The dissertation must be defended before the student's committee and anyone else who chooses to attend the defense. The date and time of the University two weeks prior to the actual defense.

A dissertation abstract must be included with the bound copy.

If the student fails the defense, a second opportunity will be given to the student. A second failure will result in the denial of the degree to the student.

Graduation Requirements

To be eligible for graduation form the doctoral program, students must

1. Submit a graduation application and fee by the required date.

2. Complete all requirements of the curricula.

3. Attain a grade point average of 3.0 and make no less than a B- in all courses.

4. Repeat courses with grades of C, D, F or U.

5. Pass the Comprehensive Doctoral Examination.

6. Successfully defend the dissertation.

7. Make up dissertation hours with a grade of "I".

8. Satisfy all financial obligations to the University.

Programs of Study- Ed. D. in Clinical Counseling

The Doctor of Education in Clinical Counseling program will encompass a 66 hour curriculum as listed below.

I. 30 Hour Core

Common core (7 courses/21 hours)

- Ethical Standard and Legal Issues in the Counseling Profession

- Psychodynamics Psychotherapies

- Cognitive Behavioral Therapies

- Postmodern Psychotherapies

- Group Psychotherapy

- Diagnosis and Treatment of Personality Disorders

- Issues of Integration: Christian Ideology in a Professional World

Blended core (3 courses/9 hours)

- Advanced Child and Adolescent Therapy

- Treating Addictions: A Family Dynamics Approach

- Diagnosis and Treatment of Sexual Disorders

II. Cognates (Two groupings at 9 hours each)

1. Must select one of the following two groupings of specialty courses

MFT cognate
- Preventative Approaches: Premarital Therapy and Enrichment Activities
- Theories of Affect Regulation and Attachment
- Transgenerational and Specialized Family Therapy

OR

Counseling cognate
- Psychological Testing for Counselors

- Professional Challenges for Counselors
- Psychopharmachological Issues in Counseling Settings

2. Must select one of the following two groupings of specialty courses

Supervision cognate
- Supervision Models
- Supervision Group I
- Supervision Group II

OR

Teaching cognate
- The New Millennium Classroom: Technology and Teaching Strategies in Higher Education Settings
- Supervised Hours of Higher Education Classroom Teaching I
- Supervised Hours of Higher Education Classroom Teaching II

III. Practicum in Therapy (6 hours)
- Doctoral Practicum I *
- Doctoral Practicum II*

    * may substitute coursework for practicum experience if suitable post-degree clinical experience has been achieved.

IV. Research/Dissertation (12 hours)
- Doctoral Research Methodology
- Statistical Analysis in Clinical Practice
- Dissertation hours (6 hours)

Doctorial Program of Study Descriptions

PSY 7001 Advanced Group Psychotherapy (3)
In this course the major approaches to group counseling and psychotherpay will be covered with a focus on critical evaluation. The process of group counseling and psychotherapy will be analyzed as well as research in the area. Role-playing and simulations of group therapy situations for the purpose of training will be offered.

PSY 7002 Ethical Standards and Legal Issues in the Counseling Profession (3)
This course emphasizes the development, understanding and application of ethical standards in the theory and practice of counseling and psychotherapy. Of special attention will be legal issues arising from the practice of professional therapy. Attention will be given to understanding and differentiating between the specific articles of professional conduct established by the American Psychological Association, American Counseling Association, and the American Association for Marriage and Family Therapy.

PSY 7003 Psychodynamic Psychotherapies (3)
This course prepares students to conduct time limited psychodynamic psychotherapy drawing upon psychoanalytic clinical theory. Topics covered includes: psychodynamic assumptions about the mechanisms of change in treatment, the

role of the unconscious and mechanisms of change in treatment, the role of the unconscious and mechanisms of change in treatment, the role of the unconscious and mechanisms of defense as well as transference and counter-transference.

PSY 7004 Cognitive Behavioral Therapies (3)
This course prepares students to conduct psychotherapy from a cognitive-behavioral perspective. Theoretical underpinnings of cognitive-behavioral therapy are covered prior to focusing on the case conceptualization and intervention techniques employed by practitioners of the model. Students will become familiar with a variety of behavioral and cognitive interventions designed to change affective states, thought patterns, and problematic behaviors.

PSY 7005 Postmodern Psychotherapies (3)
This course will provide a study of postmodern therapies including solution-focused brief therapy, narrative therapy, and social constructionism. New methods of therapy delivery involve efforts in which therapists comes from a "not knowing" position and allow themselves to enter the dialogue in a more creative way.

PSY 7006 Advanced Child and Adolescent Therapy (3)
This course provides an overview of theory and techniques in child and adolescent psychotherapy. While the overall orientation will view child and adolescent problems within a context of the family system, the course will focus on a range of interventions and approaches including play therapy, solution focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Major childhood and adolescent disorders will be studied with an emphasis on assessment, diagnosis and intervention.

PSY 7007 Treating Addictions: A Family Dynamics Approach (3)
This course will survey the literature on substance abuse, chemical dependency and other addictive behaviors. Emphasis is placed on the assessment and treatment of persons with addictive behaviors especially from a family systems perspective.

PSY 7008 Diagnosis & Treatment of Sexual Disorders (3)
This course reviews theories of sexual development and the diagnosis and treatment of sexual disorders along with the psychosocial and cultural variables associated with these issues.

PSY 7009 Diagnosis & Treatment of Personality Disorders (3)
This course is designed to provide an understanding of patterns of abnormal behavior as they relate to the Axis II personality disorders. Diagnosis and treatment will be developed.

PSY 7010 Issues of Intergration: Christian Ideology in a Professional World (3)
This course provides an overview of the theoretical, conceptual, and practical issues involved in relating one's Christian worldview to psychology, psychopathology, and psychotherapy. Emphasis will be placed on the various philosophical and practical ways in practitioners resolve the tensions of faith and practice from a Christian perspective. Practical implications for

conducting psychotherapy with people who have spiritual and religious concerns will be explored.

PSY 7101 Preventative Approaches: Premarital Therapy and Enrichment Activities (3)
This course focuses on preventative modes of influencing significant relationships. As such, attention will be given to pre and post relationships by developing and implementing models for soundly and thoroughly working with relationships prior to marriage as well as post-marital enrichment programs for those couples who are already married.

PSY 7102 Theories of Affect Regulation and Attachment (Affective Therapy) (3)
This course will investigate the theories and research of affect regulation and attachment from a range of disciplines and how this material might be integrated into the practice of individual, marital and family treatment/intervention. Special attention will be given to the more popular models, like EFT or suitable alternatives.

PSY 7103 Transgenerational and Specialized Family Therapy (3)
This course will investigate the theory, research, and practice of transgenerational and specialized family therapies. Readings will include a wide range of original works of the major theorists as well as current utilizations for the purpose of marriage and family intervention.

PSY 7152 Professional Challenges for Counselors (3)
This course will focus on practical issues that face practitioners in the 21st century: starting a practice, guidelines and procedures for referral and inter-professional collaboration, legal, ethical, and professional issues involved in working in a multidisciplinary managed care context, managing time, keeping abreast with the literature and avoiding burnout.

PSY 7152 Professional Challenges for Counselors (3)
This course will provide a general overview of current research on the use and effectiveness of psychotropic medication in the treatment of psychological disorders as well as ethical and professional implications.

PSY 7202 Supervision Group I (3)
Students in the doctoral program are responsible for supervising the professional activities of the less advanced students in the master's practicum. Focus will be on supervisee development and execution of basic skills in the counseling process.

FACULTY

WILLIAM ANDERSON, B.A., Trevecca Nazarene College, 1952; M.Div., Nazarene Theological Seminary, 1955; M.A., Peabody College, 1967; Ed.D., University of Tennessee, 1972.

RANDY L. CARDEN, B.S., Trevecca Nazarene College, 1978; M.A., Middle Tennessee State University, 1979; Ed.D., Tennessee State University, 1990.

SCOTT ERICSON, B.S., Grace College, 1983; M.A., Grace Theological Seminary, 1987; Ed.D., Tennessee State University, 1995.

BRYCE E. FOX, B.A., Olivet Nazarene University, 1986; M.A., Asbury Theological Seminary, 1995; Ph.D., Indiana University, 2001.

ALAN GODWIN, B.S. Mississippi State University, 1974; M.A. Dallas Theological Seminary, 1985; Psy.D., Western Seminary, 1989.

PARIS GOODYEAR-BROWN, B.A., Duke University, 1994; M.S.S.W., University of Tennessee, 1997.

DONALD R. HARVEY, B.A., Bethany Nazarene College, 1970; M.A., University of Alabama, 1975; Ph.D., Virginia Polytechnic Institute and State University, 1983.

JAMES C. JACKSON, B.S., Liberty University, 1991; M.A., Biola University, 1998; PSY.D., Biola University, 2001.

REBECCA JOSLIN, B.S., David Lipscomb College, 1986; M.S., Tennessee State University, 1991; Ed.D., Tennessee State University, 1994.

DON KINTNER, B.S., Trevecca Nazarene University, 1975; M.S., Tennessee State University, 1985; Ed.D., Tennessee State University, 1998.

SUSAN LAHEY, B.S. Middle Tennessee State University, 1999; M.M.F.T., Trevecca Nazarene University, 2004.

BRUCE A. McCURDY, B.A., Tennessee Temple University, 1978; M.A., Middle Tennessee State University, 1990; Ed.D., Tennessee State University, 1995

LARRY PALMER, A.A., Freed-Hardeman College, 1968; B.A., Western Kentucky University, 1978; M.A., Western Kentucky, 1981; Ph.D., Tennessee State University, 2000.

ANGELA PERRY, B.S., Trevecca Nazarene University, 1990; M.S.S.W., University of Tennessee, 2001

JULEE POOLE, Ph. D., B. S. Austin Peay State University, 1978; M.S., Austin Peay State University, 1998; Ph.D., Capella University, 2006.

TERRY T. PRUITT, B.A., David Lipscomb College, 1968; M.A., Middle Tennessee State University, 1974; Ed.D., Vanderbilt University, 1984.

STEVE STRIDE, B.A., California State University, 1995; M.A. Azusa Pacific University, 1997; Ph. D., Alliant International University, 2003.

DEBORAH TYSON, B.A., Oklahoma Baptist University, 1987; M.A., Fuller Seminary, 1993; Ph.D., Fuller School of Psychology, 1994.

LINDSAY VAUGHN, B.S., Middle Tennessee State University, 1999; M.S. Nova Southeastern University, 2002; Psy. D. Nova Southeastern University, 2005.

CAROLE WEBB, B.A., Drew University, 1968; M.S., Virginia Tech, 1990.

PETER F. WILSON, B.A., Free Will Baptist Bible College, 1973; M.A., Middle Tennessee State University, 1976; Ed.D., Tennessee State University, 1992.

Graduate Physician Assistant Program

This Catalog and Program Calendar
Applies to the Graduate Physician Assistant Program Class

MATRICULATING IN MAY 2008

THE PHYSICIAN ASSISTANT PROGRAM

Mission Statement of the Graduate Physician Assistant Program

The Graduate Physician Assistant Program exists to prepare professionally competent physician assistants who will use their skills to serve their communities in compassionate ministry.

Statement of Purpose of the Graduate Physician Assistant Program

To fulfill the mission statement the physician assistant program commits itself to:

Recruit qualified candidates for admission into the program.
Provide a high quality educational program, which meets Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) accreditation standards.
Provide adequate learning resources and support systems that assist students in meeting the academic requirements of the physician assistant program.
Integrate faith in learning in the life and thought of students.
Encourage students to develop life-long learning behaviors that prepare them for a career in medicine.
Engage in on-going review and evaluation of program effectiveness in preparing competent physician assistant graduates.

Physician Assistant Program Objectives

The chief aim of the Physician Assistant Program is to create an environment in which an individual can develop the professional skills of a physician assistant and demonstrate competency by successful completion of the national certifying examination for physician assistants. Specific operational objectives include:

Developing student skills required to obtain a comprehensive medical history and perform a complete physical examination for all patient populations in any setting.
Preparing students to recognize, by the presenting clinical picture, common diseases.
Developing student cognitive and problem solving skills allowing them to systematically move through the diagnostic process.
Preparing students to develop and implement management plans for common acute and chronic illnesses.
Preparing students to order and interpret common diagnostic studies.
Preparing students to perform routine diagnostic and therapeutic procedures.
Preparing students to assist at surgery.
Preparing students to counsel and educate patients.
Developing attitudes and behaviors in students consistent with life-long learning required for medical practice.

Assisting the student in his/her intellectual, social, and spiritual development.
Preparing students to successfully complete the NCCPA national certifying examination.

ADMISSIONS

General Admission Requirements for Master's Degree Programs
  • Submission of a program application
  • Evidence of a bachelor's degree from a regionally-accredited institution
  • Submission of official transcript documenting a bachelor's degree
  • Submission of references/letters of recommendation

Entrance Requirements for the Graduate Physician Assistant Program

(The entrance requirements and application procedure of the Graduate Physician Assistant Program **supersedes** the General Admission Requirements for Master's Degree Programs. Please follow the Graduate Physician Assistant Program Application Procedure specifically.)

Applicants must have earned a bachelor's degree from any regionally accredited institution at the time of matriculation into the graduate program. While any undergraduate major is acceptable, however, historically science majors have been the best prepared.

Applicants must successfully complete all of the following program prerequisites, regardless of the undergraduate degree or graduate degree.

Anatomy and Physiology	8 semester hours
Chemistry	8 semester hours
Microbiology with Lab	4 semester hours
General Psychology	3 semester hours
Human Growth & Development*	3 semester hours

*(Developmental Psychology—Birth through Adolescence)

Applicants are expected to have a cumulative grade point average (GPA) of 3.25 on all undergraduate coursework. A GPA of 3.25 is felt to indicate sufficient academic ability to successfully complete the program.

Applicants must submit three (3) letters of recommendation. Acceptable sources include:

1. A physician or physician assistant who is acquainted with the applicant's abilities and potential.

2. A college professor, preferably from the applicant's major, who is acquainted with the applicant's abilities and potential.

3. An employer who is acquainted with the applicant's abilities and potential.

Applicants are required to complete the Graduate Record Exam (GRE).

While evidence of clinical experience is not required for admission, it is highly recommended. In the opinion of the

program faculty, past medical experience provides a framework for students to build upon and can facilitate the expansion of their fund of medical knowledge. Candidates are expected to be able to articulate to the Admissions Committee the role of a physician assistant. Information from the American Academy of Physician Assistants (AAPA), the AAPA Web site, and practicing physician assistants are all excellent resources.

Technical Standards of Medical Education at Trevecca Nazarene University Physician Assistant Program: Admission and Retention Requirements

Physician Assistant education is a broad-based process requiring the acquisition of general knowledge in all fields of medicine and basic skills requisite for the practice of medicine regardless of specialty. The education of a PA also requires the development of judgment through patient care experiences that prepare individuals for appropriate decision-making in clinical practice.

It is the intent and practice of the Trevecca Nazarene University Physician Assistant Program to select applicants who have the ability to become highly competent PAs. As an accredited PA program, by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), Trevecca adheres to the "Standards" promulgated by the ARC-PA. Within these guidelines, Trevecca's PA Program has the freedom and ultimate responsibility for the selection of students, the design, implementation, and evaluation of curriculum, evaluation of students, and determination of who should be awarded a degree. Admission and retention decisions are based not only on satisfactory academic achievement but also on non-academic factors, which serve to ensure that the candidate can complete the essential functions of the academic program required for graduation.

The PA Program has the responsibility to the public to assure that its graduates are fully competent PAs capable of fulfilling the Hippocratic duty "to benefit and do no harm." Thus, it is important that persons admitted to the PA Program possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice medicine.

As a private Christian university affiliated with the Church of the Nazarene, Trevecca is open to any qualified student without regard of race, color, sex, age, creed, national or ethnic origin, or physical disability. Trevecca Nazarene University complies with all statutory and regulatory nondiscrimination requirements applicable to this institution in the administration of its educational policies and programs, scholarships and loan programs, equal opportunity employment practices, and athletic and other school-administered programs.

Technical standards as distinguished from academic standards refers to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the PA curriculum and the development of professional attributes required of all students at graduation. The essential abilities required by the curriculum are in the following areas: motor, sensory, communication, intellectual (conceptual, integrative, and qualitative abilities for problem solving and diagnosis), and the behavioral and social aspects of the performance of a PA.

The student will be required to master relevant content in basic science and clinical courses at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. The student will be required to discern and comprehend dimensional and spatial relationships of structures and demonstrate reasoning and decision-making skills appropriate to the practice of medicine.

The student will be required to take medical histories, perform physical exams, and assess the health status of organ systems (for example, liver and spleen). The student will also be required to accurately assess laboratory and diagnostic studies (EKGs, x-rays, ultrasounds, etc.).

The student will be required to communicate effectively with patients, families, physicians and other members of the health care team. Students will need to assess all information, including verbal and non-verbal responses and to allow for appropriate, well-focused follow-up inquiry. This includes responding with empathetic listening to establish rapport with patients in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.

The student will be required to accurately process and communicate information on the patient's status in a timely manner to the physician and other members of the health care team. The student will be required to present this information in a succinct yet comprehensive manner, and in settings in which time available is limited. Written or dictated patient assessments, prescriptions, etc., must be complete and accurate. Appropriate communication may also rely on the student's making a correct judgment in seeking consultation in a timely manner.

The student will be required to understand the basis and content of medical ethics. The student will be required to possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance. The student will be required to have emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.

These technical standards of medical education identify the Trevecca University PA Program requirements for admission and retention of applicants and students, respectively.

Application Procedure

The Trevecca Nazarene University Physician Assistant program participates in the Centralized Applications for Physician Assistant (CASPA). Students who wish to apply to the graduate physician assistant program must submit the following to CASPA

- Application (obtained online at www.caspaonline.org)
- Official transcripts for all schools attended
- Official transcript indicating baccalaureate degree
- Three (3) recommendation forms (obtained at www.caspaonline.org)
- Application materials sent directing to Trevecca Nazarene University include:
- GRE score - Trevecca Nazarene University GRE Number is 1809

CASPA accepts applications beginning **April 1st** of each year. Applications must be received by CASPA **no later** than **November 1st.**

Applicants may communicate with the Program Secretary by any of the following methods:
- Calling (615) 248-1225
- Sending an e-mail to admissions_pa@trevecca.edu
- Visiting the PA Program Office in person

Selection Process

Applicants who meet all of the admissions requirements are invited for a personal interview with the PA Admissions Committee. Interviews are conducted in January. All applicants will receive written notification of their application/interview status no later than February. The Admissions Committee will not pursue applications of individuals who do not meet admission requirements. The committee is composed of the full-time PA graduate faculty, and may include representatives from the Department of Science and Mathematics and a member from the community who is a practicing physician or physician assistant. Applicants are evaluated for their potential for high-level performance. Specific areas of interest to the committee include the applicant's knowledge of the PA role, moral and ethical integrity, motivation for pursuing PA education, adequacy of career and financial planning and coping strategies.

Interviewed applicants invited for personal interview will be notified of the Admission Committee's final decision by late February. Applicants selected for admission to the PA Program must verify their acceptance in writing to the PA program director and submit a $500.00 (non-refundable) deposit to the PA Program Office within ten (10) days of being notified of admission in order to hold their seat in class. This deposit will be applied towards the first semester's tuition.

Background Checks – All matriculants must submit to a background check by an outside agency.

Advanced Placement Policy

Only students requesting transfer from another physician assistant program, accredited by The Accreditation Review Commission on Education for the Physician Assistant, Inc.

(ARC-PA) and offering a graduate degree will be considered (space available basis).

Students requesting transfer and advanced placement from other accredited Physician Assistant Programs:
- Will be considered on a case-by-case basis.
- Must meet all entrance requirements of the program.
- Must have a minimum cumulative GPA of 3.5.
- Must be in good academic/social standing with the PA Program from which they are transferring.

Credentials

Students successfully completing the PA curriculum receive the master of science-medicine degree from Trevecca Nazarene University. Graduates subsequently qualify to make application and sit for the National Commission on Certification of Physician Assistants (NCCPA) national certifying examination.

Professional Behavior

Trevecca Nazarene University PA Students are expected to demonstrate professional behavior at all times while on clinical assignments. Unprofessional behavior may result in the following actions: A written letter of reprimand; the changing of a final rotation grade either by reduction in points, or the failure of a rotation; professional and/or academic probation; dismissal from the Program. These actions will be decided on a case by case basis by the Promotions Committee after careful study and review of any and all documentation provided to the Program.

The following affective objectives are provided as a guide for student professional behavior:

Affective Objectives

The affective objectives listed below are guidelines for student behavior in academic and clinical settings. Success in meeting these objectives will be assessed on a regular basis as the student proceeds through the curriculum.

The Physician Assistant student:

a. listens attentively and maintains appropriate and direct eye contact when communicating with faculty, staff, and peers.

b. initiates communication which is appropriate and timely.

c. asks relevant and understandable questions.

d. uses discretion regarding questions asked and/or statements made during class.

e. responds to faculty, staff and peers readily and tactfully.

f. uses body posture and gestures that suggest attentiveness, approachability and acceptance.

g. refrains from revealing negative feelings through tone of voice or body language.

h. recognizes effects of own non-verbal communication upon others.

i. adjusts verbal and non-verbal communication to others.

j. reacts in a positive manner to questions, suggestions, and/or constructive criticism.

k. recognizes that once a negotiated decision (group or individual) has been reached, further discussion or actions may be non-productive.

l. demonstrates a positive attitude towards learning.

m. is on time for all scheduled classes and labs, including timely return from breaks.

n. relies on personal resources before approaching others for help.

demonstrates cooperation with and mutual respect for peers.

Grading System

Scholastic performance in the didactic and clinical phases will be reported by using the letters A, A-, B+, B, B-, C+, C, C-, D, D- and F.

A = Consistently Outstanding

The student has demonstrated mastery of the course objectives. The student is well qualified for subsequent courses in the subject area and may be expected to perform well in such courses.

B = Exceeds Expectations for Satisfactory Performance— Occasionally Outstanding

The student has demonstrated a clear understanding of the course objectives. The student is prepared to take subsequent courses in this subject area and may be expected to perform adequately in such courses.

C = Satisfactory

The student has demonstrated a basic comprehension of the course objectives. The student is qualified to take subsequent courses in the subject area but may be expected to perform only at a minimally adequate level in such courses.

D = Marginal

The student has demonstrated only an elementary familiarity with the course objectives. The student is not technically qualified to take the next course in the subject area and is not expected to perform well in such a course.

F = Failure

The student has not demonstrated knowledge or understanding of any meaningful portion of the course objectives. The student is not qualified to take subsequent courses in this subject area.

Scholastic performance in the **didactic phase** is evaluated on a grading scale that is published in each course syllabus.

Scholastic performance in the **didactic phase** is evaluated on the following scale:

95-100	= A
92-94	= A-
89-91	= B+
86-88	= B
83-85	= B-
80-82	= C+
75-79	= C
74	= C-
70-73	= D
67-69	= D-
<67	= F

A grade below 75 will require a corrective action plan for a failing grade.

Determination of Grade for Clinical Rotation

Preceptor evaluation of 40 points is converted to a percentage and is weighted at 45% of the course grade. The following table gives the corresponding letter grade assigned from the 40 point preceptor evaluation:

Evaluation	Percentage	Grade
40	100	A
39	97.5	A
38	95	A
37	92.5	A-
36	90	B+
35	87.5	B
34	85	B-
33	82.5	B-
32	80	C+
31	77.5	C
30	75	C
29	72.5	D
28	70	D
27	67.5	F

In the first three weeks of each rotation schedule, students complete a DXR patient simulation exercise and the grade assigned is weighted at 20% of the course grade.

During each six week rotation, students also complete 34 hours of continuing medical education using MedChallenger and the cumulative grade for these hours is weighted at 25% of the course grade.

Finally, 10% of the course grade involves meeting deadlines and completing all assignments and course requirements in a timely manner for each rotation.

Evaluation	37
DxR	82
MedChallenger	98.2
Professionalism	100
Course Grade	92.6
Letter Grade	A-

Academic Requirements

Student success or failure in each course/rotation is determined by successful completion of the course/rotation objectives and/or subjective evaluations as determined by the program faculty.

Health Records

Each student will provide evidence of the following immunizations and titers (required by our affiliated institutions) and a physical exam upon matriculation to the program. A second physical exam will be required before the clinical year. Records of the following will be maintained in the program office in locked files and available to the clinical coordinator/designee for communication to the clinical sites as requested.

1. DPT series and current DT booster
2. Polio series and appropriate booster
3. MMR with titer
4. Varicella titer
5. HBV with titer
6. TB skin test with annual tests during the program or chest x-ray when necessary
7. Copies of physical exams, admission and clinical phase

Health Insurance

Students and faculty are strongly encouraged to maintain health insurance. Many clinical sites will not accept a student for a clinical rotation if they do not have coverage. The medical environment is hazardous. Please protect yourself.

Medical Liability Insurance

The Physician Assistant Program has assumed the cost of providing students with blanket medical liability insurance coverage through the Insurance Company of Pennsylvania. Through this policy, PA students are covered for liability related to their normal curriculum studies and assignments. This policy coverage is effective only during the scheduled time period for each assigned clinical rotation. Limits of professional liability are $1,000,000/$3,000,000. Overseas rotations necessitate that students procure their own personal medical liability insurance coverage if required by the preceptor and/or hospital. Final approval of an overseas rotation is contingent upon receipt of documentation by the program office verifying medical liability insurance coverage or release of liability by the preceptor and/or hospital.

PROMOTIONS COMMITTEE

Composition of the Promotions Committee

The Promotions Committee consists of the following members: program director (chair), medical director, director of didactic education, director of clinical education, PA department faculty members, and any individual(s) deemed appropriate by the program director.

Role of the Promotions Committee

The Promotions Committee is charged with ensuring that each individual graduating from the Physician Assistant Program at Trevecca Nazarene University has the skills, knowledge, and judgment to assume the responsibilities of a physician assistant. It is the prerogative of the Promotions Committee to prohibit any student from continuing or from further enrollment in the PA Program if, in the collective judgment of the Promotions Committee, the student has not demonstrated adequate academic performance, clinical competence, or expected professional and behavioral standards.

Students who are experiencing academic difficulty should discuss any problems with their instructor or PA Program faculty.

Continuous Professional Assessment

The Promotions Committee reserves the right to use its professional judgments to assess a student's overall suitability to practice as a physician assistant. Areas the committee is interested in include the following:

Compliance with University/PA Program policy and procedure; Professional behavior (adherence to the AAPA "Code of Ethics for Physician Assistants"); Attitude; Personal integrity; Academic honesty, and support of University and PA Program mission and goals. To perform its duties, the Promotions Committee will depend on the cooperation, advice, and judgment of the faculty, students, and administration.

Promotions Policy

All required courses or clinical rotations must be completed with a final course grade of "C" or better.

Any student earning a final course or clinical rotation grade of "C minus" or less will have his/her academic progress reviewed by the Promotions Committee.

The Promotions Committee may place any student earning a final course or clinical rotation grade of "C minus" or less on academic probation.

Any student earning a final course or clinical rotation grade of "C minus" or less in any subsequent course or clinical rotation while on academic probation is subject to dismissal from the PA Program.

Any student who does not satisfactorily complete their corrective action plan is subject to dismissal from the PA Program.

Students will be limited to <u>two</u> corrective action plans over the entire course of the program. Any student exceeding these restrictions is subject to dismissal from the PA Program.

Candidate Status

Students will be eligible for Candidacy status upon completion of 67 of the 116 hours (completion of the didactic phase of the program). The student must be in good academic standing (not on academic probation) and demonstrate appropriate professional behavior to be recommended by the promotions committee for candidacy status.

Academic and Financial Registration

The Program Office will coordinate academic registration of PA students.

Completing academic and financial registration is the student's responsibility. Students are expected to make all necessary arrangements with the Financial Aid office. Students assigned to an out-of-town rotation, must make all arrangements before they leave. Students should always check with the Financial Aid Office in advance, however, to avoid any delays in assignment of financial aid, etc.

Receipt of Program/University - Related Correspondence

Student mailboxes have been installed in the PA classrooms to facilitate communication between the Program Office and students. Communication from the Program Office will be deposited in each student's box. The Program Office must be kept informed of a student's current mailing and e-mail addresses. Students are also expected to check their e-mail daily for communication from the Program Office.

During each academic semester correspondence from other departments on campus (Academic Affairs Office, Business Office, Financial Aid, and Academic Records) is sent directly to students. It will not come through the Program Office. It is critical that students keep these offices notified of their current mailing address.

The clinical phase can present special problems. Students must have a mailing address where they can receive mail during the clinical phase. It is recommended that students have a permanent address that they can use regardless of where they are on rotations. It is the student's responsibility to keep the Program Office, and all other offices on campus notified of their current mailing address and any changes. Students must also have a phone number where they can be reached at all times. This requirement is especially critical during the clinical phase.

Part-time Work

Students are discouraged from employment while in the program. Working often interferes with learning opportunities. Asking for time off or for adjustments to the Program schedule demonstrates a lack of motivation and interest to everyone and may jeopardize the quality of your educational experience.

The Program Director or his/her designee must approve any adjustment of student schedules and hours.

Academic Appeals
Graduation Requirements

To earn the Master of Science-Medicine degree from Trevecca Nazarene University, PA students must accomplish all of the following:

Successfully complete all 116 hours of the professional curriculum earning a GPA of 2.50 or better.
Demonstrate competence in evaluating diagnostic studies through successful completion of a ten (10) station clinical skills examination. Studies include but are not limited to diagnostic imaging, laboratory data and ECG. A score of 75% or better is required to pass.
Demonstrate competence in patient evaluation skills through successful completion of an Objective Structured Clinical Examination (OSCE). A score of 75% or better is required to pass.
Demonstrate a minimum fund of medical knowledge through successful completion of the clinical year ePackRat examination. A score within 10% of the national mean is required to pass.
Receive a satisfactory evaluation from the Promotions Committee that provides a professional assessment of the student's overall suitability to practice as a physician assistant.
Comply with the mission and policies of Trevecca Nazarene University and the Physician Assistant Graduate Program.

Time to Complete Degree

Students who are unable to complete the degree requirements in the regular 27 months of the program will have twelve (12) months after the program's regular graduation date to complete the requirements. Any exceptions to this will be reviewed on an individual basis by the Program Director, Chair of the Division of Natural and Applied Science and Dean of the School of Arts & Sciences.

Curriculum
Curriculum Committee

The Curriculum Committee consists of the core Program faculty as appointed by the Program Director. It is the responsibility of this committee to develop, review and approve all course outcomes and learning objectives. This committee will work with Course Instructors in syllabi development. The Curriculum Committee will evaluate course content to assure that it meets the stated learning outcomes and objectives.

Professional Curriculum

The curriculum is 27 months in duration, is completed in seven semesters and requires full-time student participation. The curriculum is divided into two phases: Didactic and Clinical.

Didactic Phase consists of 15 months of basic medical science and clinical medicine courses.

Clinical Phase: Consist of 12 months of required and elective rotations of six weeks duration each and completed in private physician offices, hospitals, and clinics. It is expected that

students accepting admission to the PA Program will accept rotation assignments where and when they are available. Reliable transportation is required. All expenses related to travel; meals, and lodging during rotations are the responsibility of the student. Financial planning in this area is important.

Didactic Phase Requirements

Summer Semester I

PAS	5010	Medical Ethics	(2)
PAS	5020	Research Methods and Designs in Medicine	(4)
PAS	5030	Introduction to the Profession	(2)
PAS	5040	Clinical Human Physiology	(4)
PAS	5070	Applied Anatomy	(4)
Total			**16**

Fall Semester

PAS	5080	Clinical Medicine I	(4)
PAS	5090	Introduction to Psychiatry	(3)
PAS	5100	Medical Communications	(2)
PAS	5120	Laboratory Medicine	(4)
PAS	5180	Physical Assessment	(4)
Total			**17**

Spring Semester

PAS	5050	Clinical Procedures	(2)
PAS	5110	Introduction to ECG and X-ray Interpretation	(2)
PAS	5130	Medical Spanish	(1)
PAS	5140	Clinical Medicine II	(4)
PAS	5150	Clinical Pharmacotherapeutics I	(4)
PAS	5170	Introduction to Surgery	(3)
Total			**16**

Summer Semester II

PAS	5155	Clinical Pharmacotherapeutics II	(4)
PAS	5200	Introduction to Pediatrics	(3)
PAS	5230	Introduction to Obstetrics and Gynecology	(3)
PAS	5240	Clinical Medicine III	(4)
PAS	5250	Introduction to Emergency Medicine	(3)
PAS	5260	Clinical Practicum II	(1)
Total			**18**

Clinical Phase

All clinical rotations are six weeks in duration with a forty-hour per week minimum.

PAS	5280	Research Seminar	(1)
PAS	6000	Clinical Rotations (block registration)	(x)
PAS	6010	Primary Care I	(6)
PAS	6020	Primary Care II	(6)
PAS	6030	Emergency Medicine	(6)
PAS	6050	Internal Medicine	(6)
PAS	6070	Pediatrics	(6)
PAS	6090	Surgery	(6)
PAS	6110	Psychiatry	(6)
PAS	6xxx	Elective	(6)
Total			**49**

Elective rotations are six weeks in duration and are available in a variety of medical and surgical disciplines.

Remediation

Didactic Phase

Students who do not earn a passing grade on a course exam are eligible to remediate that exam. Remediation is limited to 50% of the total number of exams for the course. Exclusions from remediation are the final exam, quizzes, cases, projects reports, etc. Only one attempt at remediation is allowed for any given exam. The remediation exercise is intended to provide the student an opportunity to re-evaluate their approach and thought processes related to a given question and/or material. The Promotions Committee in consultation with the course instructor will develop corrective action. A grade of (S)atisfactory or (U)nsatisfactory will be earned for the remediation work. In the event of an (S) grade, the grade for that exam will be raised to the "C" cutoff. In the event of a (U) grade is earned, the original exam grade will stand.

Clinical Phase

Students who do not earn a passing grade on the end of the rotation exam must remediate that exam to progress. Students required to do remediation will be awarded a grade of (I)ncomplete pending successful completion of their remediation. The Promotions Committee in consultation with the Director of Clinical Education will develop remediation plans. Acceptable remediation MUST be submitted within 4 weeks or the final grade becomes an "F" (per University policy). The Director of Clinical Education or his/her designee will review the remediation submitted for content, interpretation of the medical literature and completeness. If the remediation is acceptable, the grade of "C" will be awarded and averaged with the other components of the grading system and a final grade will be awarded. If it is not acceptable, the student will have failed the remediation. The original grade will be assigned resulting in failure of the rotation. In this event, the Promotions Committee will develop a corrective action plan. Students may remediate no more than three end-of-rotation exams. After failing the third exam, the student will be placed on academic probation. Failing another exam while on academic probation may result in dismissal from the PA Program.

Students who are experiencing academic difficulty should discuss any problems with their instructor or PA Program faculty.

In compliance with the US Department of Veterans Affairs:

"Students receiving US Department of Veterans Affairs education benefits who fail to complete the corrective action plan

will result in termination of veterans benefits and are subject to dismissal from the PA Program. Veterans benefits will not be re-certified until the student returns to satisfactory academic status."

Student Rights and Responsibilities in the Academic Area

Every graduate student at Trevecca Nazarene University has the right to:

Respect as an individual and to forthright, friendly, tactful, and helpful treatment; the right to ask sincere questions and receive appropriate answers.

Expect that the course materials reflect the current state of learning in the field.

Information printed in a syllabus as to course objectives, requirements, evaluation procedures, and attendance policy.

Be informed by the instructor at regular intervals as to individual progress in courses.

Expect assignments back within a reasonable period of time, including corrections and criticisms of student work either orally or in writing.

Personal consultation with instructor or advisor.

COURSE DESCRIPTIONS

MASTER OF SCIENCE-MEDICINE

PAS 5010 Medical Ethics (2)
Designed to prepare the student entering a health care field to utilize personal, social, moral and spiritual values in the conduct of his/her future professional life.

PAS 5020 Research Methods and Design in Medicine (4)
This course introduces physician assistant students to the basic principles of experimental design in medicine. Development of a research design is required.

PAS 5030 Introduction to the Physician Assistant (PA) Profession (2)
 This course introduces physician assistant students to the historical perspectives of the profession as well as the PA role in health care delivery, political and legal factors affecting PA practice, and inter-professional issues.

PAS 5040 Clinical Human Physiology (4)
This advanced course in human physiology is designed for physician assistants. It details the principles that are necessary for understanding the overall, integrated physiologic functions of the human. Each organ system organization under normal conditions will be addressed using the cellular knowledge of function and control mechanisms. Requires a prior course in human physiology. Courses in animal physiology are considered on an individual basis.

PAS 5050 Clinical Procedures (2)
This Course develops skills in performing diagnostic and therapeutic procedures that a physician assistant will use in clinical practice. Emphasis is placed on the indications, contra-indications, and risks/side-effects as well as technical proficiency.

PAS 5070 Applied Anatomy (4)
This advanced course in human anatomy is designed to relate anatomical structures to function and clinical application. Lab sessions with prospected cadavers are included.

PAS 5080, 5140, 5240 Clinical Medicine I & II & III (12)
Designed to acquaint the student with the diagnostic process, this course presents the etiology, pathophysiology, clinical findings, laboratory findings, diagnostic criteria and current treatment of the more common diseases affecting the human organism.

PAS 5090 Introduction to Psychiatry (3)
Designed to provide students a basic understanding of human growth and development as it relates to psychosocial aspects of the life span. Emphasis is given to common psychiatric disorders, their diagnosis, treatment, and influence on the care of clients during other medical disorders.

PAS 5100 Medical Communications (2)
This course introduces physician assistant students to the techniques of medical interviewing and recording and presentation of clinical information. Aspects of patient education and counseling are covered.

PAS 5110 Introduction to ECG and X-ray Interpretation (2)
This course introduces physician assistant students to the fundamentals of electrocardiography and clinical radiology and prepares them to discriminate between normal, variations of normal, and abnormal ECG and radiographic studies.

PAS 5120 Laboratory Medicine I (4)
This course prepares physician assistant students to obtain specimens for and interpret results of selected clinical chemistry and microbiology studies. Emphasis is placed on learning normal values as well as understanding the implications of abnormal results.

PAS 5130 Medical Spanish (1)
This course introduces physician assistant students to medical Spanish and to Hispanic culture. By providing instruction in taking a health history, conducting a physical exam, and educating the Spanish speaking patients in their language and their cultural context, the student also learns how this improves their access to health care.

PAS 5150, 5155 Clinical Pharmacotherapeutics I & II (8)
This course is designed to introduce PA students to concepts related to Pharmacology, i.e., the properties, mechanisms of action and effects of drugs. Content areas include the mechanisms of basic chemical reactions in the body, external chemical regulation of physiologic pathways and clinical interventions with biological systems at the cellular level.

PAS 5170 Introduction to Surgery (3)
This course is designed to acquaint physician assistant students with the knowledge and skills required to manage surgical diseases. Emphasis is placed on differentiating between surgical and non-surgical conditions.

PAS 5180 Physical Assessment (4)
This course is designed to develop physical examination skills. Techniques are presented for performing physical assessment of all organ systems. Physical exams are performed on a variety of patients under faculty supervision.

PAS 5200 Introduction to Pediatrics (3)
This course prepares the physician assistant student to recognize and manage common clinical problems associated with the pediatric patient.

PAS 5230 Introduction to Obstetrics and Gynecology (3)
This course prepares the physician assistant student to assess normal and abnormal clinical situations involving the female genital tract, including pregnancy and delivery.

PAS 5250 Introduction to Emergency Medicine (3)
This course prepares the physician assistant student to diagnose and manage medical and surgical emergencies due to illness or trauma. Advanced Cardiac Life Support (ACLS) training and certification are included.

PAS 5260 Clinical Practicum II (1)
To integrate knowledge and newly acquired skills related to interviewing and physical assessment with practical application and documentation

CLINICAL ROTATIONS

PAS 5280 Seminar: Research Methods and Design (1)
This seminar is designed for physician assistant students to develop their ability to formulate relevant clinical questions and to use the medical literature to elucidate an answer to those questions. The student will prepare a written review of the medical literature that will emphasize how clinical research has influenced new directives in patient care. The project will culminate in an oral presentation to the students and faculty of the physician assistant program.

PAS 6000, 6020 Primary Care I & II (12)
This clinical practicum is designed for physician assistant students to develop the ability to link basic medical science knowledge to clinical medicine, improve data collection, refine interpretive and communication skills, and gain confidence in the performance of essential examination techniques within the clinical setting.

PAS 6030 Emergency Medicine (6)
This clinical practicum based in a hospital emergency room provides physician assistant students the opportunity to link basic medical science knowledge to clinical medicine and develop the skills necessary to recognize and manage patients presenting with trauma and or other life threatening/emergent problems.

PAS 6050 Internal Medicine (6)
This clinical practicum provides physician assistant students an opportunity to link basic medical science knowledge to clinical medicine and develop the skills necessary to evaluate and manage patients with internal medicine problems.

PAS 6070 Pediatrics (6)
This clinical practicum based in a pediatric office or clinic setting provides the physician assistant student an opportunity to link basic medical science knowledge to clinical medicine and develop the skills necessary to evaluate and manage clinical problems associated with pediatric patients.

PAS 6090 Surgery (6)
This clinical practicum provides the physician assistant student an opportunity to link basic medical science knowledge to clinical medicine and develop skills necessary to differentiate surgical from non-surgical problems and appropriately manage or refer patients presenting with surgical problems.

PAS 6110 Psychiatry (6)
This clinical practicum provides the physician assistant student an opportunity to link basic medical science knowledge to clinical medicine and develop the skills necessary to recognize and manage common mental health disorders.

Elective Rotations (6)

Primary Care	Cardiovascular Surgery
Surgery	Geriatrics
Obstetrics & Gynecology	Sports Medicine
Emergency Medicine	Dermatology
Otorhinolaryngology	Psychiatry
Pediatrics	Orthopedics
Internal Medicine	Cardiology
Ophthalmology	Radiology
Academic Medicine	Oncology

FACULTY

Core Faculty

G. MICHAEL MOREDOCK, Chair, Division of Natural and Applied Sciences, Director, Physician Assistant Program, Professor, Physician Assistant Program—
B.S., Indiana University, 1970; M.D., Indiana University, 1974.

LOIS E. WOLFGANG, Director of Didactic Education, Associate Professor, Physician Assistant Program,—
B.S.N., Roberts Wesleyan College, 1963; M.H.S., Governor's State University, 1978.

LARRY E. GERDOM, Associate Professor, Physician Assistant Program—
B.S., Bob Jones University, 1976; M.S., Miami University, 1979; Ph.D., University of Iowa, 1983; MSPAS, University of South Alabama, 1998.

R. DENNIS ANDERSON, Clinical Coordinator, Assistant Professor, Physician Assistant Program—
BME., Sam Houston State University, 1971; MA Sam Houston State University, 1978; BS in PA Studies, Baylor College of Medicine, 1983: MS in Advanced PA Studies, Arizona School of Health Sciences, 2005.

ILIANA J. CARPENTER, Instructor, Physician Assistant Program—

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B.S., University of Texas Medical Branch 1994; MPAS, University of Nebraska, 1999

WAYNE WELLS, Medical Director, Physician Assistant Program—
B.S. University of Florida, 1972; M.D. Autonomous University of Guadalajara, 1977; Board Certified in Family Practice, 1985-2005.

KATRINA GILL, Instructor, Physician Assistant Program—
B.S. University of Tennessee, 1995; MSM, Trevecca Nazarene University, 20001

Adjunct Faculty

JOSEPH GIGANTE, Instructor, Physician Assistant Program—
B.A., Brooklyn College, 1984; M.D. State University of New York at Stony Brook, 1988.

CAROLYN C. THOMPSON, Instructor, Physician Assistant Program—
BA, University of Tennessee, 1988; MD, University of Tennessee, 1993

DONNA LYNCH, Instructor, Physician Assistant Program—
PA-C/BS, Trevecca Nazarene University, 1997; MPAS, University of Nebraska, 2003

PAUL E. TURNER, Instructor, Physician Assistant Program—
B.S., Auburn University; 1975; M.A., University of Southern Mississippi, 1978; Ph.D., University of Southern Mississippi, 1980.

Graduate Education Program

Master of Arts in Teaching K-6

Master of Arts in Teaching 7-12

Master of Education in Educational Leadership K-12

Master of Education in English Language Learners PreK-12

Master of Education in Instructional Effectiveness K-12

Master of Education in Instructional Technology PreK-12

Master of Education in Reading PreK-12

Master of Library and Information Science K-12

Ed.D. in Professional Leadership and Practice

School of Education
Mackey Building (Corner of Lester and Hart)
615-248-1201 or 1-800-284-1594
Fax 615-248-1597

THE SCHOOL OF EDUCATION

It is the mission of the School of Education to model competence, character, and compassion so that our students emulate and embrace these qualities in service and leadership.

Conceptual Framework of the School of Education

Being, Knowing, and Doing – Educators: Shaping the Future. This underlying structure of the conceptual framework for the School of Education informs and frames the entire unit.

Knowing

Understands Content
Understands Intellectual,
Social and Personal Development
Understands Diversity

Doing

Designs Instructional Strategies
Manages and Motivates
Communicates and Collaborates
Plans and Integrates
Evaluates

Being

Reflects on Practice
Participates in the Professional Community
Pursues Spiritual Development

Inherent in Trevecca's heritage, mission, and program is the assumption that because of who we are (Being), we seek to learn (Knowing), and to teach (Doing).

The School of Education, administered by the dean of the School of Education, offers master's degrees that lead to licensure, master's degrees for which the state does not offer licensure, and one doctoral degree which is non-licensure.

Students in the master's level programs begin and continue as a group. The curriculum requires a minimum of four semesters for completion. Courses are offered in sequence at each location. On/off campus programs use the same textbooks, syllabi and course evaluations. The majority of off-campus courses are taught by full time faculty. Students in the Ed.D. Program are in cohort groups for the three-year duration of the program.

The University is not responsible for any changes or delays in graduation for students who change groups or begin late. The University may combine groups as needed.

Purpose and Objectives of the Graduate Programs

The purpose of the graduate programs is to provide advanced study beyond the Baccalaureate degree.

Specific objectives are as follows:
- To enhance the knowledge, skills and dispositions of educators and other professionals through use of research and technology
- To assist graduate students in showing evidence of Christian commitment and love resulting in service to mankind
- To prepare students for leadership roles and service in their communities
- To provide selected graduate programs that enable students to meet licensure requirements
- To prepare educational practitioners for a life of meaningful service to their particular professions

Degrees Offered

Trevecca Nazarene University offers the following graduate degrees in the School of Education:

Master of Arts in Teaching K-6
Master of Arts in Teaching 7-12
Master of Education / Educational Leadership K-12
    Non-degree – Licensure in Educational Leadership also available
Master of Education / English Language Learners PreK-12
Master of Education / Instructional Effectiveness K-12
Master of Education / Reading PreK-12
Master of Education / Instructional Technology PreK-12
Master of Library and Information Science K-12
Doctorate of Education / Leadership and Professional Practice

MASTER'S DEGREES

General Admission Requirements

General requirements for admission to master of education degree programs are required of all applicants. These requirements are:
- Evidence of a bachelor's degree from a regionally accredited college or university with minimum GPA of 2.7 (on a 4.0 scale) on all credit earned
- A minimum score of 380 on Miller Analogies Test, or 800 on Graduate Record Examination (verbal and quantitative combined.) Individuals desiring to enroll in the MAT K-6 or 7-12 take the Pre-Professional Skills Test (PPST) required for teachers by the Tennessee State Department of Education - please see the testing requirements in those specific programs.

Note: TOEFL score (500 paper version; 173 computer version) is required of international students.

A student's file must be complete prior to initial enrollment. A completed file consists of the following documents:
- Completed application with the appropriate fee
- Two copies of an official transcript indicating a bachelor's degree – This must be from a regionally accredited institution. *Transcripts should be mailed to* Trevecca Nazarene University School of Education *directly from the granting institution. Transcripts marked "Issued to Student" are not acceptable. .*
- ***Test score***
- ***Two reference forms***
- ***A successful interview and writing sample***

Additional requirements may be identified in the program specific sections of this catalog supplement or in assessment system information provided when beginning the program.

Master's Level Academic Requirements

- Complete the program hours with a minimum cumulative grade point average of 3.0. No credits earned with a grade below C- will be accepted for meeting graduation requirements; however, grades of D or F will be computed into the grade point average. Students must retake courses in which less than a C- is earned. A maximum of six hours of C level work earned at Trevecca will be allowed for meeting degree requirements.
- Submit candidacy form upon completion of 12 semester hours.
- Coursework must be completed within a six-year period following a student's beginning date in the program.
- Application for graduation must be filed with the School of Education office.

PROGRAM POLICIES WITHIN THE SCHOOL OF EDUCATION

Academic Load

Graduate students at the master's level who are employed full time in the teaching profession may not enroll for more than six hours during the fall and spring semesters. During the summer semester, it may be appropriate to register for up to 12 hours. Master's programs for non-teaching professionals may vary in course load per semester. To receive financial aid, students must be enrolled for a minimum of three (3) semester hours. Six hours is considered a full-time load during the academic calendar year.

In the doctoral program, the maximum class load that may be taken during the fall or spring semester will be four semester hours, plus dissertation project hours (see Matrix). Students will take two courses totaling 7 or 9 hours during the Intensified Summer Learning Experience.

Academic Requirements for Completion of Master's Degree

To receive a Master's degree, the student must meet the following academic requirements:

- Complete the required number of semester hours of credit with a minimum cumulative grade point average of 3.0. No credits earned with a grade below C- will be accepted for meeting graduation degree requirements; however, grades of D or F are computed into the grade point average. A maximum of six hours of C level work earned at Trevecca will be allowed for graduate degree purposes. In the MLIS Program, no grade lower than B- will be accepted for graduation requirements.
- Submit candidacy form upon completion of 12 semester hours
- Participate in an *Exit Assessment Seminar* over one's major field of study. This is required during the final semester of the student's program and is held only on campus.
- Educational Leadership candidates must complete a two semester practicum.
- The residency requirement (the number of hours required to be taken at Trevecca) for each program follows:

Instructional Effectiveness	24 hrs
Educational Leadership	27 hrs
English Language Learners	30 hrs
Instructional Technology	30 hrs
Library and Information Science	33 hrs
Reading	30 hrs
Teaching K-6	30 or 36 hrs (dependent upon student teaching)
Teaching 7-12	30 or 36 hrs (dependent upon student teaching)

- Master's level coursework must be completed within a six-year period of the beginning date of program.
- Submit an application for graduation to the School of Education Office.

Academic Standing and Probation/Suspension

Regardless of the load carried per semester, each student must maintain a cumulative grade point average of 3.0 (B) to remain in good standing. If the cumulative GPA falls below 3.0, the student will be declared on academic probation for the following semester. Upon regaining the required cumulative average, 3.0, the student will be in good standing. However, if the student does not meet the cumulative average of 3.0 during the probationary semester, he/she will be declared on academic suspension for the subsequent semester and until reinstated by the admissions committee.

Admission with Restrictions

Restrictive admission to master's level courses may be considered for students who do not have both a 2.7 GPA and a minimum score of 378 on the MAT or 800 GRE. Students not meeting all program admission guidelines may be admitted with restrictions upon recommendation of the dean of the School of Education.

The restrictive admission status will be removed when the enrollee has completed the first three courses with a minimum grade of B in each of those courses. Failure to meet this stipulation during any of the first three consecutive courses will result in disenrollment.

Admissions Classifications

Two classifications of graduate students are recognized:

1. Degree-seeking graduate students are those accepted into a specific graduate program.
2. The non-degree seeking option serves students who do not wish to pursue a graduate degree at Trevecca, as well as those who may wish to begin graduate study before being admitted to a degree program. (In no case can more than 9 semester hours earned as a nondegree graduate student be applied toward a degree. Only grades A or B are acceptable.)

Advising

Because Trevecca's graduate programs are non-traditional and have standardized curricula, advising, though significant, does not follow the traditional pattern. All students begin with a group that takes the same classes on the same schedule. The only exceptions are non-degree seeking students, students who have earned transfer credit, or the occasional student whose program is interrupted. Students receive the schedule of classes for their entire program when a new group begins.

The University maintains communication with the student in at least three ways. First, through the instructors, both full time and part time, the students know the procedures for their program. Second, information on a range of topics is communicated through the student representative, chosen by each group, and through e-mail. Third, students are assigned to an adviser who is a full-time faculty member.

The primary responsibilities of the adviser are these:
- Evaluate transfer credit. (Official transcripts must be on file at the University.)
- Answer questions related to the Program of Study, a standardized set of courses for each degree program.
- Counsel students regarding any grade below B.
- Encourage students throughout the program.

Because of the unique design of the doctoral program, the traditional concept of advising is not applicable. The doctoral student will be assigned a cohort group. The cohort group begins the program together, takes all classes together, and follows a prescribed standardized curriculum of 57 semester hours in a minimum of three years. Consequently, no student needs to locate courses, determine the sequence of a course, or become concerned with the hindrances of traditional graduate students. Students receive the course sequence and calendar for the complete program.

Communication with each doctoral student is maintained via a variety of avenues. The dean of the School of Education and instructors keep students informed of the processes of the program. Students are kept up-to-date on a wide range of topics through newsletters and electronic media. The dean of the School of Education, the dissertation adviser, and the course instructors provide academic advising to Ed.D. students that includes:
- Answering queries regarding the program of study, a predetermined standardized set of courses
- Counseling students concerning any grade below B
- Encouraging students throughout the program.

Appeal Procedure - Admissions

Applicants for the M.Ed. programs who are denied admission and wish to appeal that denial must complete the following:
1. A request in writing to the dean of the School of Education for a review of their admission file
2. All appropriate documents related to admission

3. A personal interview with the dean of the School of Education and appropriate faculty (*Admissions Committee)* if requested

For the MLIS and Ed.D. Programs, the decision of the admissions committee is final and is not subject to appeal. Applicants may reactivate their admissions file for consideration in a subsequent year.

Candidacy for Master's Degree

Admission to candidacy is a formal step approved by the dean of the School of Education, acknowledging that the student has been performing well and is likely to complete the degree. Students must be in good academic standing to be eligible for admission to candidacy, and admission must take place upon completion of 12 hours in the program. Admission to Candidacy Forms are available in the School of Education.

Critical Points Toward the Master's Degree
- Admission to master's degree program
- Appointment of faculty adviser
- Maintenance of good academic standing
- Admission to candidacy submitted upon completion of 12 semester hours
- Application for graduation
- Participation in on-campus *Exit Assessment Seminar*

Grading System–Master's Program

The master's program grading scale is as follows:

Quality Points Per Semester Hour

Exceptional	A	4.0
	A–	3.7
Superior	B+	3.3
	B	3.0
	B–	2.7
Average	C+	2.3
	C	2.0
	C–	1.7
Passing	D+	1.3
	D	1.0
	D–	0.7
Failing	F	0.0
Incomplete	I	0.0
Withdrawal	W	0.0
Note:		*Exceptions to grading scales will be noted in course syllabus.*

Program Evaluation and Assessment

A Course and Instructor Evaluation is administered at the end of courses. Forms are distributed by student representatives, collected, placed in a sealed envelope, and returned to the School of Education by the student representative. The evaluation is considered a personal assessment; therefore, discussion of any kind during the process should not occur. In order to maintain

high quality instruction in all the classes, instructors receive the results of the evaluations after all grades have been submitted. Courses include several types of evaluative and assessment measures related to student progress. An evaluation of the program takes place at the Exit Assessment Seminar.

Program Extension

When an individual who has graduated from a Trevecca School of Education master's degree program desires to add a master's degree in another program, s/he will take all courses in the major and enough electives from other program areas (other than the core courses that are common to most M.Ed. programs) to complete 30 hours of course work. If the program desired is Educational Leadership, the student may choose three electives to replace three courses (Research, Technology, and Educational Issues) if they were taken previously in another program.

Financial Services

Satisfactory Progress

Any student who drops below half-time status (3 credit hours for masters, 3 credit hours for doctoral) for two consecutive semesters will be suspended from financial aid. This suspension will require the student to pay for at least three hours with his/her own resources before he/she can regain eligibility for aid. A student may appeal the suspension to the review committee.

Students must submit a new Free Application for Federal Student Aid for each academic year they are enrolled and want to receive federal loans. All students must contact the Financial Aid Office if they want subsequent loans. Financial aid packets and additional information concerning financial aid may be obtained by calling the Office of Financial Aid at (615) 248-1242.

Program Specific Charges:

Master's level courses

Educational Leadership, English Language Learners K-12, Instructional Effectiveness, Instructional Technology, Library and Information Science, Reading K-12, Teaching K-6, Teaching 7-12

	Tuition per credit hour
Instructional Materials Fee per Course (non refundable)	110.00
Exit Assessment Seminar, if applicable	35.00
EL Administrative Portfolio Fee	25.00
Portfolio CD	79.00
MLI 5090 & ETM 5060 Professional Practice	75.00
Enhanced Student Teaching	325.00
Methods courses for MAT Teaching K-6 and 7-12	25.00

Ed.D. - Leadership and Professional Practice

Tuition per Semester Credit Hour	$369.00
Instructional Materials Fee per Course	160.00
Dissertation project Fee per hour	60.00
Intensified Summer Learning Experiences	*

*The Intensified Summer Learning Experience requires separate fees for service, lodging, and meals.

(Note: All fees and charges are subject to approval and change annually by the Board of Trustees.)

MASTER OF ARTS IN TEACHING K-6

The Master of Arts in Teaching K-6 is a 30 - 36 hour program and takes four or five semesters to complete.

Program Design

The MAT K-6 is a non-traditional program designed to accommodate working adults who have an undergraduate degree in a field other than elementary education and who desire a degree and/or licensure at the K-6 level. This five semester program is comprised of thirty hours of course work and six hours of student teaching. A 30-hour, non-licensure option without student teaching is available.

Candidates who accept employment for full-time teaching while enrolled in the MAT are achieving teacher licensure through an alternative licensure process and must participate in a mentoring plan as required by the Tennessee State Department of Education. To meet this requirement, two years of successful teaching coupled with mentoring is required in lieu of the traditional one semester of student teaching. As stated in the Nashville Area Alternative Licensure Consortium plan, mentoring is to be jointly provided by the employing school district and by the respective university during the time that the student is enrolled.

Trevecca will assign a mentor to work with the candidate. The role of the mentor is to coach and assist the candidate; the mentor does not serve as an evaluator of the candidate's progress. As required, the candidate will attend seminars and other professional development provided by the university. Each semester of the program, the candidate seeking to be alternatively licensed will pay a mentoring fee to the university to cover the expenses of the mentoring. (See fees in graduate catalog.)

CORE COURSES: 15 hours

EDU 550C	Curriculum Design and Practice	3
EDU 551C	Psychological Foundations of Learning	+ 3
EDU 552C	Assessment for Excellence	3
EDU 563C	Legal, Ethical, and Political Issues	3
EDU 6500	Classroom Organization and Management	3

MAJOR COURSES: 21 hours

TMA 6610	K-6 Reading and Literacy Education	+ 3
TMA 6620	K-6 Science Education	3
TMA 6630	K-6 Math Education	+ 3
TMA 6640	K-6 Social Studies Education	3
TMA 6650	Student Teaching and Seminar	++ 6
TMA 6670	Urban Perspectives in Teaching and Learning	+ 3
TMA 6660	E-Portfolio Seminar	0

TOTAL HOURS: **36**

+ These courses will require field experience. In order to show that when you teach, students learn, candidates are required to complete clinical experiences. In order to participate in the mandatory field experiences, all MAT students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning their first class. Students will be notified of the specific vendor that will supply this service in their program acceptance letter.

A total of 40 clock hours of field experience in addition to student teaching will be required in the program. The total number of field experience hours will be divided among various courses.

++ A fee will be assessed for student teaching. An additional fee will also be assessed for those students who request a placement outside of Davidson County. Placements will be made in only seven other counties: Dickson, Montgomery, Rutherford, Sumner, Williamson, Wilson, and Maury.

The Praxis II test, Elementary Education: Content Knowledge, is the required Admissions' test. A passing score on the Praxis II Content Knowledge test must be submitted to the School of Education before the completion of nine semester hours of coursework. Other required tests: (1) Principles of Learning and Teaching (PLT) K-6; (2) Elementary Education: Curriculum, Instruction and Assessment; (3) Reading Across the Curriculum: Elementary.

MASTER OF ARTS IN TEACHING 7-12

Program Design:

A non-traditional program designed to accommodate working adults who have an undergraduate degree in one of the following content areas of study which are available at Trevecca:

- Biology
- Physical Education
- History
- Theatre
- Speech
- Music
- Chemistry
- English
- Mathematics
- Business

This five-semester program is comprised of thirty hours of course work and six hours of student teaching.

The MAT summer class sessions are accelerated and intensive. Students can earn a total of three credit hours over the course of a three week period. Therefore, it is imperative that all students be present for the entirety of each class. Beginning with the summer 2008 class sessions, there will be a reduction of one letter grade for any student who is absent up to three hours. Any absence from a summer class that

exceeds three hours may result in disenrollment from the course.

Candidates who accept employment for full-time teaching while enrolled in the MAT are achieving teacher licensure through an alternative licensure process and must participate in a mentoring plan as required by the Tennessee State Department of Education. To meet this requirement, two years of successful teaching coupled with mentoring is required in lieu of the traditional one semester of student teaching. As stated in the Nashville Area Alternative Licensure Consortium plan, mentoring is to be jointly provided by the employing school district and by the respective university during the time that the student is enrolled.

Trevecca will assign a mentor to work with the candidate. The role of the mentor is to coach and assist the candidate; the mentor does not serve as an evaluator of the candidate's progress. As required, the candidate will attend seminars and other professional development provided by the university. Each semester of the program, the candidate seeking to be alternatively licensed will pay a mentoring fee to the university to cover the expenses of the mentoring. (See fees in graduate catalog.)

CORE COURSES: 15 hours

EDU 550C	Curriculum Design and Practice	3
EDU 551C	Psychological Foundations of Learning	+ 3
EDU 552C	Assessment for Excellence	3
EDU 555C	Issues and Trends in Teaching and Learning	3
EDU 563C	Legal, Ethical, and Political Issues	3

MAJOR COURSES: 21 hours

EDU 6500	Classroom Organization and Management	3
TMA 6615	Secondary Instructional Design 7-12	+ 3
TMA 6625	Reading & Writing in the Content Areas: Middle & Secondary	+ 3
TMA 6635	Methods and Tools for Secondary Teachers	3
TMA 6665	Student Teaching and Seminar 7-12	++ 6
TMA 6670	Urban Perspectives in Teaching and Learning	+ 3
TMA 6660	E-Portfolio Seminar	0

TOTAL HOURS: 36

+ This course will require field experience. In order to show that when you teach students learn, candidates are required to complete clinical experiences. A total of 40 clock hours of field experience in addition to student teaching will be required in the program. The total number of field experience hours will be divided among various courses.

A passing score on the content knowledge test in the major field of study is required for admission to the MAT 7-12 program. In addition, all other required Praxis II tests in the major or minor field of study and the PLT 7-12 must be submitted before the student is admitted to student teaching or the e-portfolio seminar.

++ A fee will be assessed for student teaching. An additional fee will also be assessed for those students who request a placement outside of Davidson County. Placements will be made in only seven other counties: Dickson, Montgomery, Rutherford, Sumner, Williamson, Wilson, and Maury.

For licensure requirements, see section under Master of Arts in Teaching 7-12. For all students who have passed all required Praxis tests and met ALL other program requirements for graduation, an exit interview between the student and the MAT coordinator will be held to review the total program, collect data, and prepare forms for completion of the licensure application. Students will also participate in an e-Portfolio seminar and symposium.

Additional Academic Requirements Specific to the MAT 7-12

For all students who have passed all required Praxis tests and met ALL other program requirements for graduation, an exit interview between the student and the MAT coordinator will be held to review the total program, collect data, and prepare forms for completion of the licensure application. Students will also participate in an E-Portfolio seminar and symposium.

Steps Required for Graduation and Teacher Licensure

- Completion of course work required for the degree
- Completion of the 36 hour MAT program (including successful completion of student teaching, the student teaching seminar, and e-portfolio seminar) with a minimum cumulative grade point average of 3.0 with no D or F grades. No credits earned with a grade below C- will be accepted for meeting graduation requirements. Any grade in any class of "D" or "F" will result in immediate disenrollment from the Master of Arts in Teaching program regardless of the cumulative GPA. A maximum of six hours of "C" level work earned at Trevecca will be allowed for meeting degree requirements.
- Completion of all required Praxis II specialty tests with passing scores as set by the Tennessee State Department of Education
- Submission of official transcripts
- Completion of licensure paperwork in the exit interview

Steps Required for Graduation Non-licensure*

- Completion of the 30 hour MAT program (excluding student teaching and the student teaching seminar) with a minimum cumulative grade point average of 3.0 with no D or F grades. No credits earned with a grade below C- will be accepted for meeting graduation requirements. Any grade in any class of "D" or "F" will result in immediate disenrollment from the Master of Arts in Teaching program regardless of the cumulative GPA. A maximum of six hours of "C" level work earned at Trevecca will be allowed for meeting degree requirements.
- Submission of official transcripts
- Completion of licensure paperwork in the exit interview

Successful completion of the E-Portfolio Seminar and participation in the E_portfolio symposium.

*At such time as the graduate completes student teaching or two years as "teacher of record" in a Tennessee state approved school and submits a passing score on all required PRAXIS tests, the university will work with the graduate to file the paperwork required for licensure.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

The licensure program for principals enables candidates to develop knowledge and skills specified for the Beginning Administrator License and Professional Administrator License in the State of Tennessee. The Educational Leadership Program curriculum satisfies the requirements of Interstate School Leader Licensure Consortium.

Program Design

The design of the M.Ed. program in educational leadership for on campus and off-campus classes includes 30 semester hours over a 15-month period. Classes meet 8:00 A.M. to 4:00 P.M. on Saturdays. Each course takes five Saturdays to complete. The summer semester times and days vary. The delivery system format includes a variety of instructional strategies including lecture, group projects, small group discussions, technology presentations, guest speakers, field trips, and instructor-student interactions. Students enrolled in off-campus programs must attend on campus sessions in research, practicums, educational issues, and exit assessment seminar.

Additional Program Specific Admissions Requirements

In addition to the general admissions requirements, the specific admission requirements for applicants for the master of education in educational leadership degree are as follows: Leadership Profile Forms, required of each applicant, are available for a written description of his/her potential for success as a school administrator.

Program of Study for M.Ed. in Educational Leadership

CORE COURSES:

EDU 560A	Power Through Research	3
EDU 561A	21st Century Technology	3
EDU 562A	Legal and Political Implications	3
EDU 564A	Organizational Decision-Making	3
EDU 565A	Perspectives on Leadership	3
EDU 566A	School Innovation	3
EDU 567A	Diversity: Management and Change	3
EDU 589A	Administrative Portfolio Practicum II	3
EDU 590A	Administrative Portfolio Practicum I	3
*EDU 591A	Exit Assessment Seminar	P/F

**NON-CORE COURSES:

EDU 610A	Educational Issues	1–3
EDU 515A	Culture, Ideas and Values	1–4
EDU 6400	Financial Planning for the Educator	3

TOTAL REQUIRED: 30

See also the general admission requirements for this program. This program allows one course (3 hours) transfer credit. Graduates from

this program may *qualify for the Tennessee Beginning Administrator (BAL) License.*

> *$35 fee in lieu of instructional/materials fee applies to this course.
> ** Non-CORE COURSES are offered at the discretion of the administration.

Licensure-only in Educational Leadership

This non-degree offering is available to individuals who hold an education-related master's degree. The standardized test that is required for admission to a master's program does not apply for licensure only. The program consists of 21 hours as follows:

EDU 562A	Legal and Political Implications	3
EDU 564A	Organizational Decision-making	3
EDU 565A	Perspectives on Leadership	3
EDU 566A	School Innovation	3
EDU 567A	Diversity: Management and Change	3
EDU 589A	Administrative Practicum II	3
EDU 590A	Administrative Practicum I	3
TOTAL		**21**

Beginning Administrator Licensure for State of Tennessee

Requirements for the beginning administrator licensure for the state of Tennessee include:

1. Complete required coursework in Educational Leadership
2. Pass State required test (*School Leaders Licensure Assessment – PRAXIS Series 11010*) with a minimum score of 156.
3. Submit a copy of test score to School of Education

Professional Administrator Licensure for State of Tennessee

Candidates for the professional administrator licensure from the State of Tennessee must meet specific requirements to obtain PAL:

- The beginning administrator must be in his or her third year or have completed three years as a principal according to State of Tennessee Guidelines.
- The administrator (graduate of Trevecca) is responsible for contacting the dean of the School of Education to set up professional plan for moving from BAL to PAL.
- Student must submit appropriate forms to State Department of Education.

MASTER OF EDUCATION IN ENGLISH LANGUAGE LEARNERS PreK-12

Program Design

The Master of Education in English Language Learners program is designed to provide prospective teachers of English language learners with sequential and integrated experiences. The degree consists of a total of 33 hours. Twelve hours are CORE COURSES in education, and 21 hours are in the major. The ELL major will enable teachers to develop expertise in language acquisition, appropriate instructional models, curriculum design, culture, assessment, technology, and bilingualism.

Program of Study for M.Ed. in English Language Learners (ELL) K-12

CORE COURSES 12 hours

EDU 555C	Issues and Trends in Teaching and Learning	3
EDU 550C	Curriculum Design and Practice	3
EDU 551C	Psychological Foundations of Learning	3
EDU 563C	Legal, Ethical, and Political Issues	3

MAJOR COURSES: In addition to 12 hours of CORE COURSES, the following 21 hours in ELL Instruction (K-6) are required:

ELL 6000	Language Acquisition and Learning	3
ELL 6010	Trends, Models and Methods in ELL Instruction	3
ELL 6020	Authentic Language Curriculum Design	3
ELL 6030	Language and Culture	3
ELL 6040	Methods of Assessment and Evaluation for ELL	3
ELL 6050	Technology and Language Learning	3
ELL 6060	Bilingual Language Learning	3
ELL 6070	Exit Assessment Seminar	0
TOTAL		**33**

Additional Option:

If a student is seeking initial endorsement in ELL, s/he must complete an enhanced student teaching semester (ELL 6075 Student Teaching and Seminar of 6 hours credit at the graduate level) at both the PreK-6 and 7-12 grade levels AND must have had the experience of learning a second language equivalent to at least six semester hours of college level study. (This experience may include, but is not limited to, completion of intensive language training by the Peace Corps, passing the Praxis II subject assessment in a second language, or a foreign language teaching credential from Tennessee or another state.)

Individuals who have completed previously an education-related master's degree may take 21 hours to add an endorsement in teaching English Language Learners. The courses to be taken are the courses identified for the major in the English Language Learners degree.

MASTER OF ARTS IN TEACHING: K-6 AND ENGLISH LANGUAGE LEARNERS (DUAL MAJORS)

The Master of Education in Teaching MAT K-6 and English Language Learners (ELL) provides prospective teachers with the required course work for licensure as a teacher of K-6 students **and** as a teacher of students for whom English is not their first language. This program is designed for individuals who seek initial licensure in both K-6 and ELL. In addition to the 15 hours of core courses in professional education, 15 hours in the K-6 major and 12 hours in the ELL major will be required.

Core courses:	15 hours from the MAT K-6 master's degree core	
EDU 555C	Issues and Trends in Teaching and Learning	3
EDU 551C	Psychological Foundations of Learning	+3
EDU 563C	Legal, Ethical, and Political Issues	3
ELL 6040	Methods of Assessment and Evaluation for ELL	3
ELL 6030	Language and Culture	3
Major K-6	In addition to the 15 hours of the core courses, the following 15 hours in K-6 are required:	
TMA 6610	K-6 Reading and Literacy Education	+3
TMA 6620	K-6 Science Education	3
TMA 6630	K-6 Math Education	+3
TMA 6640	K-6 Social Studies Education	3
ELL 6020	Authentic Language Curriculum Design	3
Major ELL	In addition to 12 hours of core courses, the following 12 hours in ELL Instruction (PreK-12) are required:	
ELL 6000	Language Acquisition and Learning	3
ELL 6010	Trends and Models in ELL Instruction	3
ELL 6050	Technology and Language Learning	3
ELL 6060	Bilingual Language Learning	3
TMA 6650	Student Teaching and Seminar	6
	Hours	**48**

Student Teaching	Students seeking initial licensure in MAT K-6 and ELL must complete an enhanced student teaching semester (6 hours credit at the graduate level) that includes experience at both the PreK-6 and 7-12 grade levels in the regular classroom and the ELL classroom.
ELL	Experience learning a second language equivalent to at least six semester hours of college level study is required. (This experience may include (but is not limited to): completion of intensive language training by the Peace Corps, passing the Praxis II subject assessment in a second language, or a foreign language teaching credential from TN or another state.)

Test requirements:	Praxis Principles of Teaching and Learning K-6 (Test #522)
	Praxis Elementary Education: Curriculum, Instruction and Assessment (Test #011)
	Praxis Reading Across Curriculum: Elementary (Test #201)
	Praxis Elementary School: Content Knowledge (Test #014)
	Praxis English to Speakers of Other Languages (Test #0360)

Practicum (0 Credit)
At least 30 hours of practicum will be completed in English as a second language settings; the practicum will include experiences in both the PreK-6 and 7-12 grade levels. The practicum hours will be divided among the requirements of various courses and will include using applied technology to enhance academic proficiency as well as communicative proficiency in English.

E-portfolio Presentation (0 Credit)
The student will maintain an E-portfolio throughout the program that will be evaluated as a part of the exit assessment or as part of the student teaching seminar.

ELL 6070 Exit Assessment (0 Credit)
The culminating experience of the M.Ed. ELL is an exit assessment during which the student will demonstrate learning and present the E-portfolio. For those seeking initial licensure, Student Teaching and Seminar will be required in lieu of the exit assessment.

MASTER OF EDUCATION IN INSTRUCTIONAL EFFECTIVENESS K-12 (CURRICULUM & INSTRUCTION)

The M.Ed. in Instructional Effectiveness Program is appropriate for individuals who wish to continue working as teachers and to increase their knowledge and skills regarding curriculum and instruction. This degree does not lead to licensure.

Program Design

The design of the M.Ed. Program in Instructional Effectiveness includes 30 semester hours during a 15-month period. The classes meet 8:00 A.M. to 4:00 P.M. on Saturdays. Each course requires five Saturdays to complete. The summer semester times and days vary. The delivery system format includes a variety of instructional strategies including lecture, group projects, small group discussions, technology presentations, guest speakers, field trips, and instructor-student interactions.

Program of Study for M.Ed. in Instructional Effectiveness

CORE COURSES:

EDU 550C	Curriculum: Design and Practice	3
EDU 551C	Psychological Foundations of Learning	3
EDU 552C	Assessment for Excellence	3
EDU 553C	Technology for Learning	3
EDU 554C	Instructional Design	3
EDU 555C	Issues and Trends in Teaching and Learning	3
EDU 556C	Research into Practice	3
*EDU 560C	Exit Assessment Seminar	P/F
EDU 563C	Legal, Ethical, and Political Issues	3

Non-CORE COURSES

EDU 515C	Culture, Ideas, and Values	1-4
EDU 610C	Educational Issues	1-3
EDU 6400	Financial Planning for Educators	3

TOTAL REQUIRED **30**

*$35.00 fee in lieu of instructional/materials fee applies to this course.

**Non-CORE COURSES are offered at the discretion of the administration.

MASTER OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY PreK-12

The Master of Education in Technology PreK-12 Program provides prospective technology specialists with a concentrated focus appropriate to grades pre-kindergarten through

twelve. However, it is appropriate for higher education or other venues which provide training in technology. This program is designed as an additional field of expertise for individuals who are already licensed as teachers although teaching licensure is not a prerequisite. In addition to the 15 hours of CORE COURSES, 18 hours in the major will be required. Courses meet on Saturdays to accommodate the full-time working adult.

Program Design

A non-traditional program designed to accommodate working adults desiring a master of education with an emphasis in Technology (PreK-12). The five semester program is comprised of thirty hours of course work and three hours of practicum. This program addresses Tennessee Teacher Licensure Standards, Professional Education, International Standards for Technology in Education (ISTE); and standards of the Tennessee Educational Technology Association (TETA).

All technology courses are laboratory-based and provide hands-on computer experience in class and require extensive computer work outside of class. Students must have access to Microsoft Office Suite, Internet, and email. A complete listing of the technology requirements is located at the end of this document.

CORE COURSES

EDU 550C	Curriculum: Design and Practice	3
EDU 551C	Psychological Foundations of Learning	3
EDU 552C	Assessment for Excellence	3
EDU 555C	Issues and Trends in Teaching and Learning	3
EDU 563C	Legal, Ethical, and Political Issues	3

TOTAL **15**

MAJOR COURSES 18 hours

ETM 5010	Introduction to Educational Technology	3
ETM 5020	Integrating Technology into the Curriculum	3
ETM 5030	Application Software for Educational Settings	3
ETM 5040	Instructional Design & Multimedia Authoring	3
ETM 5050	Technology Planning & Administration	3
ETM 5060	Practicum	3
ETM 5070	Exit Assessment	0

TOTAL **33**

Technology Requirements

Students *must* meet the following current hardware and software requirements to properly complete technology coursework

1. **Computer**
   - 500MHz processor or better
   - 128 MB RAM (256 preferred)
   - 40-200 MB free space on the hard drive
   - Audio card with microphone port
   - Color monitor (1024x768 resolution recommended and at least 16 bit color)

2. **Operating System and Web Browser**
   - Windows 2000 or XP (XP preferred); Apple OS 9.2 or higher
   - Internet Explorer 5.x or 6.x (we recommend you keep up-to-date with service packs and bug fixes)

3. **Internet Connection**
   - 56kbps modem connection – DSL and cable connections are recommended but not required. However, if you are attending a program that will span many semesters or years, you might consider high-speed Internet to decrease your time waiting on downloads in e-mail and Blackboard®.

4. **Network Account**
   - Each student is assigned a username and password, which is required to log onto the University network, including e-mail. This information is necessary in order to use any computer on campus. Off-campus access is available through Citrix (http://lester.trevecca.edu).

5. **Email**
   - Each currently enrolled student will have a Trevecca e-mail address. This e-mail address will be used for all official correspondence from the School of Education (including login information).

6. **Software**
   - Access to Microsoft Office Suite, including Word, PowerPoint, Explorer. Other Office applications may be necessary for specific classes.

Licensure

Currently the State Department of Education does not provide licensure in technology.

MASTER OF EDUCATION IN READING K-12

The Master of Education in Reading provides prospective reading teachers with a concentrated focus appropriate to grades pre-kindergarten through twelve. This program is not designed for individuals seeking initial certification. Candidates for the reading master's degree must have three years of successful experience as a licensed teacher. Twelve hours of CORE COURSES are in education. In addition to the 12 hours of CORE COURSES, 21 hours in the major are required.

Program Design

The master's program in reading is designed to provide prospective reading teachers sequential and integrated experiences in the areas of the reading curriculum ranging from

grades pre-kindergarten through 12. The core will address broader content that is applicable across grade levels and disciplines. The reading major will enable teachers to develop expertise in design, delivery, diagnosis, and assessment of reading domains. Students can meet course requirements for Tennessee licensure standards in reading, pre-kindergarten through grade 12. Classes meet on Saturdays to accommodate the full-time working adult.

CORE COURSES: 12 hours

EDU 550C	Curriculum: Design and Practice	3
EDU 551C	Psychological Foundations of Learning	3
EDU 555C	Issues and Trends in Teaching and Learning	3
EDU 563C	Legal, Ethical, and Political Issues	3

MAJOR COURSES: 21 hours

RDG 6000	Advanced Literacy/Reading Instruction: Theory and Practice*	3
RDG 6010	Reading and Writing in the Content Areas: Middle and Secondary Schools	3
RDG 6020	Literature and Book Selection for Children and Adolescents**	3
RDG 6030	Analysis and Correction of Reading Problems	3
RDG 6040	Diverse Learners and Literacy Instruction	3
RDG 6050	Reading: Supervision and Leadership	3
RDG 6060	Seminar in Reading	3
RDG 6070	Action Research in Reading	3
TOTAL HOURS		**33**
		(36)**

*Pre-requisite: Literacy/Reading Instruction and Development (bachelor level)

**Required if not taken for initial certification

Individuals who have completed previously an education-related master's degree may take 21 hours to add an endorsement in Reading. The courses to be taken are the courses identified for the major in the Reading degree.

MASTER OF LIBRARY AND INFORMATION SCIENCE K-12

The MLIS degree consists of 33 semester hours that will be completed in a 15-month period. Courses on campus are scheduled to meet for four weekends on Friday evenings and Saturdays. Evening classes meet from 6:00 P.M. – 9:00 P.M. During the day, classes meet from 8:00 A.M. to 3:00 P.M. Some weekends may meet online. An e-portfolio is maintained throughout the program and is presented as part of the Exit Seminar. Off-site hours may vary to meet local needs.

Program Design

The MLIS program is organized as a standardized, peer-group program which means that all students in a group will take all courses together. No transfer credit is permitted. All students are assigned for program advising.

For individuals who hold a Tennessee teaching certificate, the MLIS program provides the coursework and degree required for licensure as a school library information specialist. In addition, individuals seeking licensure as school library information specialists must pass the PRAXIS Specialty Test for Library Media Specialists. This test should be taken after all course work is completed. Test Code: 310 Minimum Score Required: 600

Additional Program Specific Admission Requirements

Specific admission requirements for applicants for Master of Library and Information Science degree are as follows:

1. Each applicant will need an email account which will be used regularly for the purpose of communicating with instructors.

2. Upon notification of acceptance, selected applicants will complete a technology pre-assessment via e-mail prior to first class session.

The admission process must be completed prior to attending the first class session.

Each peer group begins the program with the summer semester. The deadline for application file completion is February 15.

Program of Study - MLIS

CORE COURSES:

MLI 5000	Professional and Ethical Issues	3
MLI 5010	Information Technologies I	3
MLI 5020	Information Technologies II	3
MLI 5030	Knowledge Environment	3
MLI 5040	Fiction/Non-Fiction Resources	3
MLI 5050	Research Tools and Strategies	3
MLI 5060	Knowledge Management	3
MLI 5070	Knowledge Leadership	3
MLI 5080	Collection Development & Organization	3
MLI 5090	Professional Practice	6
*MLI 5200	Or Enhanced Student Teaching	6
**MLI 5100	Exit Assessment Seminar	0

TOTAL REQUIRED: 33

No transfer credit is permitted.

* $325 fee in lieu of instructional/materials fee applies to this course.

** $35 fee in lieu of instructional/materials fee applies to this course.

Initial Licensure as School Library Media Specialist

Individuals who do not hold a teaching certificate and who are seeking initial licensure as a school library information specialist only (not as a classroom teacher) must complete the following requirements in addition to the 33 hours required in the master's of library and information science program. The following 22 hours of professional education core classes at the post-baccalaureate level:

EDU 1500	Foundations of Education	3
EDU 1010	Foundations Practicum in Education	1
EDU 2600	Learning and Cognition	3
EDU 2556	Methods for Effective Classroom Climates	3
EDU 2250	Teaching in the Elementary Grades K-6	
	or	
EDU 2200	Teaching in the Middle and Secondary Schools (7-12	3
EDU 3510	Teaching Reading and Writing in the Content Area	
	or	
EDU 4130	Reading and Writing K-6	3
PSY 3411	Introduction to Exceptional Learner	3
PSY 4020	Educational Tests and Measurements	2
MLI 5200	Enhanced Student Teaching	6
	First Aid and CPR Certification	

1. Provide evidence of CPR/First Aid certification in lieu of taking Public School Health, and

2. Experience Enhanced Student Teaching in two library settings full-time for fifteen weeks in lieu of the 200-hour professional practice required by the MLIS degree coursework. Student teaching will occur in the spring semester prior to completion of MLIS course-work during the summer semester or in the fall semester following completion of the MLIS course-work. Application for student teaching should be made through the undergraduate teacher education process.

Specific MLIS Requirements

- Because the MLIS degree is considered a terminal degree for this area of study, no grade lower than B- will be accepted for graduation. A student who makes less than a B- must repeat the course.
- Submit candidacy form upon completion of 12 semester hours
- Participate in an Exit Assessment Seminar as the culminating evaluation of the MLIS program.

DOCTORATE IN EDUCATION – ED.D. IN LEADERSHIP AND PROFESSIONAL PRACTICE

Program Design

The Ed.D. in Leadership and Professional Practice is a non-traditional doctoral program designed for the working practitioner. The program extends for nine semesters over 36 months. A major scientifically based research dissertation is completed in concert with the coursework. The program is designed around a cohort model and a rigorous, standardized curriculum. A nine-day, on-campus residency period is required during the three summers of the student's program. The instructional delivery system includes extended time beyond actual class meetings for reflections, lectures, group work, technology, presentations, and research reports.

Selection Process/Admissions

Selection into the Ed.D. program is for educational practitioners holding a master's degree from a regionally accredited educational institution. To begin the process of admission, the student will be required to submit:

1. Application with $50.00 non refundable fee

2. Official transcript of master's degree from a regionally accredited college/university with at least a 3.4 GPA. Individuals whose master's programs gave "pass" or "fail" in lieu of grades will submit a description of the admission requirements to the master's program, a letter from an official of the institution regarding the likelihood of the applicant's success in a doctoral program, and undergraduate transcripts.

3. Two recommendations from individuals who know the applicant's abilities.

DEADLINE FOR COMPLETED APPLICATION FILE IS FEBRUARY 15

Admission is based on the evaluation of the following components:

1. Test Score (submit one test score) – MAT, GRE, GMAT, NTE Specialty in Educational Leadership, National Board Certification, or (SLLA) School Leaders Licensure Assessment.

2. Professional Experiences
   - Resume *(follow the specified format)*; it may show documentation of professional administrative or successful experiences.
   - Reference Forms *(These should attest to potential ability for success in doctoral studies, and be completed by employer, professor, or supervisor.)*

1. Interview - An individual interview will be conducted by the Admissions Committee. This will be an opportunity to assess personal goals, oral communication skills, and ability to interact with other professionals.

2. Writing sample - A critique on a specific topic will be required at the time of the personal interview. Guidelines will be provided regarding the expectations of the critique. The critique must be submitted on a diskette. Hand written copy is not accepted. The Trevecca computer lab will be available for this writing sample.

Each new cohort group is selected in April and begins the program with the summer semester. The deadline for application file completion is February 15.

Admissions Committee

The purpose of the admissions committee is to review the data submitted for entry into the doctoral program. Because selection is based on a composite evaluation, the committee will determine whether the applicant is accepted or denied.

The University Admissions Committee decision for acceptance or denial to the program is final and is not subject to appeal. The admissions committee is comprised of selected School of Education faculty.

Program of Study – Ed.D. in Leadership and Professional Practice

The Program of Study is a list of required courses which will be offered. Course substitutions or transfer hours are not allowed. The 57-semester hour program requires a minimum of three years (36 months) for completion.

EDU 7001	Applying Quality Education Trends	4
EDU 7002	Scientifically Based Practice: Research I	4
EDU 7003	Strategic Policy and Planning	3
EDU 7004	Scientifically Based Practice: Research II	4
EDU 7005	Instructional Environments	4
EDU 7006	Cultural Influences	4
EDU 7051	Leadership & Organizational Behavior I Intrapersonal Effectiveness	5
EDU 7052	Leadership & Organizational Behavior II Team Building	5
EDU 7053	Leadership & Organizational Behavior III Action Learning	5
EDU 7151	Technology I: Learning and Instructional Technologies	2
EDU 7152	Technology II: Technology-Based Statistics	3
EDU 7153	Technology III: Advanced Learning & Instructional Technologies	2
EDU 7201	Dissertation Project	12
through EDU 7253		
TOTAL		**57**

No transfer credit is accepted in the Ed.D. program.

The University is not obligated to any student who becomes disenrolled for any reason. Failure to follow course sequence will result in delayed graduation date and significant financial penalty.

Advisers - Doctoral

Each doctoral student is assigned an adviser and a reader for the dissertation. The student works directly with the adviser at all times. Expectations for advisers are as follows:
- Hold an earned doctorate
- Be a full-time faculty member of Trevecca or have served as an adjunct instructor for at least two years
- Participate in training sessions for dissertation advisers
- Engage in action research or other scholarly activity

A reader is also assigned to work with each doctoral adviser in a supporting role. The student and the reader do not communicate directly regarding the dissertation project. All communication from the reader is provided to the adviser who determines whether or not to forward the information to the student.

Students are expected to keep in touch with their adviser. Advisers may be reached at 615-248-1201 or 1-800-284-1594, e-mail or voice mail. Regular office hours are weekdays from 7:30 A.M. to 5:00 P.M. central standard time.

Candidacy for the Doctoral Degree

To be admitted to candidacy for the doctoral degree, the student must have successfully completed the first 18 semester hours of the program and have an unconditional approval of the dissertation proposal. The candidacy forms are provided by the School of Education office.

Grading System–Doctoral Program

The grading system for doctoral studies includes the letter grades A, B, C, and F for all courses except dissertation. The grades of S, U, or I will be assigned to the dissertation. Courses with grades of C, F or U must be retaken. Grade point average of 3.0 must be maintained for satisfactory academic progress.

Dissertation

The dissertation is a major research study of a significant issue related to practice within the inquiry-based environment of education. The dissertation must engage a field of specialization and involves identification of a problem, development of appropriate protocol, implementation and analysis of both qualitative and quantitative research, production of deliverables, dissertation defense, and a capstone presentation of the candidate's work and findings. The dissertation is designed to equip the candidate to engage in scientifically based inquiry and practice to effect problem identification and solutions in the environment of educational practice.

The dissertation experience begins in the first semester of the doctoral program and ends with a culminating experience that includes a defense with the student's dissertation team and a symposium presentation.

Students must earn a grade of "S" to identify them as making satisfactory progress on the dissertation project each semester. A grade of "U" identifies the student as not making satisfactory progress. Any dissertation course with an earned grade of "U" must be made up the following semester along with the normal course load already expected to be taken. A student who earns a grade of "U" in two consecutive dissertation courses is automatically terminated from the program. A student who earns a grade of "U" in three dissertation courses is automatically terminated from the program. Additional details regarding the dissertation may be found in the Dissertation Manual.

Doctoral Council

The graduate department of the School of Education includes a doctoral council comprised of experienced faculty and administrators in the University who work collaboratively to be creative and to promote intellectual stimulation through the field-based experience format and design. The overall goal of the research study is to integrate theoretical learning into practical application. Studies may be predominantly qualitative or quantitative or may be a combination of both.

A primary responsibility of the doctoral council is to consider recommendations for advisers and readers as presented by the dean of the School of Education and to approve the dissertation team for each doctoral student. The Council also may approve topics, review and modify procedures, and provide training for dissertation teams. The doctoral council will meet at least once per semester.

Advisers to Doctoral Students

The dean of the School of Education seeks out University faculty who may have an interest or expertise in the areas in which doctoral students conduct research. The dean of the School of Education and the dissertation coordinator carefully screen all potential advisers prior to submission to the doctoral council. The majority of advisers are full-time professors within the University academic units; however, part-time faculty who

hold the doctorate and who have enjoyed a successful tenure of at least two years with the University are potential advisers.

Each doctoral participant will be assigned a dissertation team. The dissertation team consists of the adviser and one additional member who serves as a reader for the dissertation. The adviser is the primary member of the dissertation team. Individuals selected to serve as readers hold the terminal degree.

If a student requests that the assigned adviser or reader be changed, the dean of the School of Education will determine if the request should be granted. If the change is granted, the fees to be charged to the student are as follows: $350 for change in adviser; $150 for change in reader.

Intensified Summer Learning Experience (ISLE)

During the three summer sessions of intensified learning experiences, students are required to participate with peers and faculty members in scholarly and innovative activities. These learning experiences include both day and evening sessions.

All doctoral students will be required to reside in University residence halls during the summer sessions. There are no exceptions to this residence requirement. Attendance in classes and all other scheduled activities are mandatory. Failure to comply with ISLE requirements will likely result in dismissal from the program.

In addition to tuition for courses, other fees are assessed for participation in ISLE.

Program Completion

Guidelines for program completion are as follows:

1. The program is to be completed in three years. No individual is to take longer than five years (registered for courses) to complete the program. Approved time extensions granted as outlined below, where the student is not currently registered for courses, is not considered against the time requirement for completion.

2. A reasonable extension of time may be considered for completing course requirements because of military service or illness involving hospitalization. The student must present official evidence for consideration of an extension.

3. A student making satisfactory progress who drops out of the program may re-enter the program within two years at the point in the program sequence at which s/he departed.

4. A student's decision to leave the program will result in assignment to a different cohort and in delayed graduation. The institution is not responsible for any inconvenience this may cause the student.

5. If an individual who has left the program has been gone for more than two years and requests to return, the dean of the School of Education will determine if the individual may return, which courses must be repeated in order for the person to be assimilated back into the program, the cohort to which s/he will be assigned, and the point in the program when it is appropriate for the return.

Graduation Requirements

To be eligible for graduation from the doctoral program, students must

1. Submit a graduation application and fee by the required date.
2. Be admitted to candidacy upon completion of 18 semester hours.
3. Complete all requirements of the curricula.
4. Attain a grade point average of 3.0.
5. Repeat courses with grades of F.
6. Make up dissertation hours with a grade of "U"
7. Complete successfully a symposium presentation.
8. Satisfy all financial obligations to the University.

MASTER OF EDUCATION COURSES

Educational Leadership/Administration K-12

EDU 515A Culture, Ideas and Values (1–4)
An investigation of significant research related to reading with emphasis on school administration, management, decision-making, leadership, and change, the course involves critiquing and oral presentation of materials.

EDU 560A Power Through Research (3)
This course is designed to enable school leaders to use current research from multiple sources to analyze and improve the learning community. Areas of interest include: student learning, effective teaching, connecting students and community resources, analyzing problems, and understanding student growth and development.

EDU 561A 21st Century Technology (3)
The focus of this course is the improvement of administrators' abilities to more efficiently and effectively manage school programs with the aid of technology. Effective communication, through the use of newsletters, electronic mail, and audio and video presentations, help administrators deal more capably with teachers and parents. Participants learn to use large amounts of data in school fiscal operations, inventories, student data, and plant facilities and equipment records.

EDU 562A Legal and Political Implications (3)
This course examines the legal and regulatory mandates as outlined by the local school district, the state, the federal government, and the courts. Emphasis is on the legal rights and liabilities of school personnel and the responsibilities in maintaining an orderly school climate. Additional emphasis is on understanding the following: political influences in decision-making, moral and ethical responsibilities of schools, diverse cultural values, and the ability to communicate properly with the community and the media regarding relevant school matters.

EDU 564A Organizational Decision-Making (3)
Designed to create a theory into practice by using concepts of organizational theory to explain the functioning of an educational organization, this course emphasizes communication with individuals and groups involving faculty, staff, parents, and community members in meaningful decision-making, delegating responsibilities, and managing change through effective school programs.

EDU 565A Perspectives on Leadership (3)
This foundation course for educational leadership includes theory and research along with practical applications to allow administrators to lead in the face of challenging and changing climates in schools and society, nationally and locally. Specific paradigms of leadership include the leader as visionary, change agent, instructional supervisor, financial officer, and chief executive officer.

EDU 566A School Innovation (3)
Emphasizing a supportive environment committed to personal and organizational growth, the course deals creatively with the vision that supports the total learning community. It investigates the Deming Model as it relates to continuous improvement and other integrated delivery systems that utilize comprehensive professional development at all levels of the organization.

EDU 567A Diversity: Management, and Change (3)
This course reflects the social, political, and cultural diversity that characterize national and global life. Discussion centers on the politics of race and sexism within the total learning community and alternative ways of working with diverse and pluralistic communities for the improvement of society.

EDU 589A Administrative Portfolio Practicum I, II (6)
EDU 590A
The administrative portfolio is a practicum for enriching assessment of educators who are candidates for administration. The portfolio is a capstone course that serves as a valuable tool for encouraging reflective, analytical thought about the administrative profession. An in-depth analysis of educational leadership is researched by collaboration with administrators at the public school and higher education levels.
During this practicum, the student engages in dialogue and field experiences that include perspective leadership, organizational decision-making, diversity, school innovation, and 21st century technology. The full semester course is determined by the school calendar where the practicum takes place rather than the University semester. Students may take up to twelve months to complete the practicum. A grade of "I" will be assigned until the time limit expires. To avoid changing the "I" to "F", the student must complete the practicum within twelve months.

EDU 591A Exit Assessment Seminar
The Exit Assessment Seminar is required of ALL students pursuing the Master of Education in Educational Leadership degree. Taken during the last semester of the program, the purpose is to assess the progress of the student through group work on major issues, critiquing of speakers, writing experience, and program evaluation.

EDU 610A Educational Issues (1–3)
A survey of current issues in education, this course is designed for the advanced graduate student. A seminar format may be utilized as the instructional technique.

Instructional Effectiveness/Curriculum K-12

EDU 515C Culture, Ideas, and Values (1-3)
Requiring considerable independent work, students investigate significant research with emphasis on instructional leadership, the educational change process, and other current educational influences. Students critique materials selected and orally present their synthesizing of research findings.

EDU 550C Curriculum: Design and Practice (3)
An exploration of the content that revolves around the development of the curriculum, this course includes curriculum analyses, models, alignment, and evaluation.

EDU 551C Psychological Foundations of Learning (3)
Formerly Instructional Vision – This course addresses developmental stages within the context of major learning theories. The psychology of learning includes motivation, humor, strategic learning, anchored instruction, mediated learning, metacognition, brain research, classroom organization, management, climate, and communication for effective teaching.

EDU 552C Assessment for Excellence (3)
Models of assessment are examined to determine measures of student performance. These include authentic assessment, competency-based assessment, assessment instruments, and assessment reports. Emphasis is given to accountability, data-driven instruction, and current trends in assessment.

EDU 553C Technology for Learning (3)
Formerly Technology: Today and Tomorrow –This course focuses on using e-mail, word processing, data bases, and spreadsheets to support instruction. Internet resources, interactive media, and webpage design are also examined. Hands-on laboratory experiences develop an understanding of the power of technology to assist in the teaching and learning process.

EDU 554C Instructional Design (3)
Formerly Paradigms of Planning –Emphasizing the decision-making process, this course is a survey of instructional models for teaching including planning, delivery, strategies, grouping, themes, and resources. Differentiated learning, including learning domains, teaching and learning styles, and multiple intelligences as well as evaluation of student performance and parental involvement are essential components of this course.

EDU 555C Issues and Trends in Teaching and Learning (3)
Formerly Empowerment for Life-Long Learning –This course addresses issues of philosophical importance including historical influences, diversity, educational theorists, family and society, health, and physical and emotional safety in schools. The correlates of effective schools will be emphasized.

EDU 556C Research Into Practice (3)
Participants study conceptualization of research problems, development of hypotheses and strategies, using quantitative and qualitative research, research into practice, problem-solving, and applied educational research.

EDU 560C Exit Assessment Seminar
The Exit Assessment Seminar is required of ALL students pursuing the Master of Education in Instructional Effectiveness degree. Taken during the last semester of the program, the purpose is to assess the progress of the student through group work on major issues, critiquing of speakers, writing experience, and program evaluation.

EDU 563C Legal, Ethical, and Political Issues (3)
Formerly Visionary Leadership—Legal and ethical responsibilities of teachers toward their students are central to this course. The legal rights and liabilities of teachers and the responsibilities in maintaining an orderly classroom climate will be discussed. Political influences are juxtaposed against moral and ethical responsibilities in decision making. Strategies for interacting with media are included.

EDU 610C Educational Issues (1–3)
This course is an exploration of specific issues in education. Alternative instructional delivery requires students to possess a high level of personal discipline and responsibility and technological skills.

Master of Education/English Language Learners

ELL 6000 Language Acquisition and Learning (3)
This course explores the accepted theories of language learning and acquisition. The distinction is made between learning and acquisition as it relates to efficient language application and use. Distinctions are also made between communicative language learning and academic language learning and the instructional supports required for each. This is an applied theory course with significant reading and which provides a theoretical framework for the remainder of the course work in this major. Understanding how language is learned and acquired is fundamental to language instruction. The importance of socialization in the target language with transitional supports in the mother tongue is also explored. Course addresses state standards IA, IIC, IIIA, IIIB, IIIC.

ELL 6010 Trends, Models, and Methods in ELL Instruction (3)
This course examines the currently used models of ELL instruction from a variety of school boards and regions. These models are examined in light of language learning theory. Models of integration, mainstreaming, "push out" and "pull in" are examined and students are expected to not only understand the differences but to also understand the implications for effective language learning. Course addresses state standards IC, IE, II, IIIC.

ELL 6020 Authentic Language Curriculum Design (3)
This course looks at the principles of curriculum design as they relate to language learning within an authentic learning environment. Rather than creating inaccurate learning environments with controlled language input, this course explores the efficiency of maximizing comprehensible input in order to produce comprehensible output. Contextualization of language application and use are central to this course and students will be expected to design actual curriculum units within an authentic language context. Integrated approaches to grammar, vocabulary, pronunciation, and writing are examined and used by students to design their own authentic language course. Course addresses state standards IA, IB, IC, IG, IIA, IIIA.

ELL 6030 Language and Culture (3)
This course focuses on the relationship between language and culture and proposes methods of ELL instruction that are both linguistically effective and culturally inclusive. Language and culture are inseparable and this course examines the effects of monolingual and monocultural language learning methods for students. Affirmation of home language and culture are critical in negotiation of new language and culture learning. Multicultural approaches such as integration, acculturation, and assimilation are examined in light of ELL teaching and learning. This is a research course. Course addresses state standards ID, IH, II, IIB, IIIA, IIIB, IIIC.

ELL 6040 Methods of Assessment and Evaluation for ELL (3)
Language proficiency assessment for placing is not the same as evaluation of language demonstration and use. This course examines the differences between the two and combines methods with outcomes evaluation. Assessment for "placement" is compared with evaluation of outcomes. Placement is also examined in light of authentic language learning within a school setting. Students are expected to understand the various methods as well as produce samples of assessment and evaluation strategies. Course addresses state standards IE, IF, IG, II, IIIC.

ELL 6050 Technology and Language Learning (3)
This course examines the importance of instructional scaffolding for ELL learners and looks at how new technology can facilitate this approach. Students experience various methods using new technology such as the Internet for instruction and various forms of distance education for language learners. This course provides access to new software, online resources, and synchronous and asynchronous methods in technology mediation. Language practice through mixed media input is demonstrated as well as the role of rote practice for pronunciation. Course addresses state standards IA, IB.

ELL 6060 Bilingual Language Learning (3)
Most ELL learners are already bilingual and bicultural. This course explores various kinds of bilingualism and the importance of maintaining bilingualism as a framework for more efficient language acquisition. This course applies bilingual theory to everyday teaching and learning and students are required to

design course plans with appropriate teaching strategies for bilingual and bicultural inclusion. Course addresses state standards ID, IIA, IIB, IIC, IIIC.

ELL 6075 Student Teaching and Seminar (6)
Student teaching that includes experience at both the PreK-6 and 7-12 grade levels and seminar is required for individuals seeking initial licensure as ELL teachers.

ELL 6070 Exit Assessment Seminar (0 Credit)
The culminating experience of the M.Ed. ELL PreK-12 is an exit assessment during which the student will demonstrate learning and present the E-portfolio. For those seeking initial licensure, Student Teaching and Seminar will be required in lieu of the exit assessment.

Master of Education/Instructional Technology

ETM 5010 Introduction to Educational Technology (3)
This course focuses on developing proficiency in the foundational skills necessary for the master of education in technology PreK-12. Working in face-to-face, synchronous, and asynchronous environments, students develop skills necessary for competency in word processing, database, spreadsheet, presentation, and Internet applications. The course includes an overview of the use and management of technology in the educational setting and exploration of emerging resources. Elements such as Word, Excel, PowerPoint, Outlook, Internet Explorer, hardware, and troubleshooting are included. Course addresses the following standards: ISTE 1, ISTE 2, State Standard 11.b.

ETM 5020 Integrating Technology into the Curriculum (3)
This course examines applications of traditional and emerging technology to the curriculum with an emphasis on the use of technology as an instructional tool to enhance the quality of classroom instruction and facilitate the work of the teacher. This course includes lesson planning as well as hands-on experience with a variety of technologies as well as discussions of the place of technology in dynamic school paradigms. Course addresses the following standards: ISTE 2, ISTE 3, State Standard 11.a.

ETM 5030 Application Software for Educational Settings (3)
This course studies applications of technology to the curriculum in a variety of disciplines and reviews software and technology projects to enhance science, mathematics, social studies, language arts, and other pertinent curriculum areas. Criteria for evaluating software and technology projects are discussed, and technological resources in each curricular area are presented. The course includes using software such as *KidPix, School House Rock, Inspiration, Kidspiration.* The course addresses the following standards: ISTE 2, ISTE 3, ISTE 5, State Standard 11.a.

ETM 5040 Instructional Design and Multimedia Authoring (3)
This course focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared for the classroom, school/district, and professional development use. Students learn how to use multimedia

authoring tools to produce courseware for classroom use and how to incorporate multimedia design projects into their curricula. The course includes such elements as *Web page design, I-Movie, enhanced PowerPoint,* and *Windows MovieMaker*. The course addresses the following standards: ISTE 2, ISTE 3, ISTE 5, State Standard 11.a, State Standard 11.b.

ETM 5050 Technology Planning and Administration (3)
This course prepares technology leaders for technology planning and administration, including staff development, management programs, legal issues, and grant writing. The course includes creating technology plans; reviewing acceptable use policies; working with IT department in school and district; previewing school management software, grade programs, counseling programs, special education programs, and library programs; managing change processes; and considering the ethical and societal impact of technology. Elements such as *technology planning &* administration, *creating a technology plan, acceptable use policy, working with IT department in school, school management software, grade programs, counseling programs, legal issues, ethics,* and *societal impact* will be addressed. The course addresses the following standards: ISTE 2, ISTE 4, ISTE 5, ISTE 6, State Standard 11.b, State Standard 11.c.

ETM 5060 Practicum (3)
100 hours of professional practice are required. Students may intern or conduct a project in a school, business, or other appropriate setting. Approval by program adviser is required. Some additional field experience hours may be required in conjunction with coursework.

ETM 5070 Exit Assessment (0 Credit)
The Exit Assessment is the culminating activity of the program. The student demonstrates learning and presents the E-portfolio for evaluation.

Master of Library and Information Science

MLI 5000 Professional and Ethical Issues (3)
This course emphasizes the importance of commitment to personal and professional growth and knowledge of a variety of cultural and philosophical viewpoints and provision of information and materials to reflect this variety. Issues of censorship, standards for information programs, and purposes for libraries are discussed. The course addresses the state competencies IC and ID in the category of professionalism and communication.

MLI 5010 Information Technologies I (3)
Development of technological literacy. This course focuses on understanding and use of basic computer applications. Use of on-line databases, Internet, PowerPoint, and CU See Me Web design are included. The course addresses the state competencies IA, IID, IIE, IIF, IIIG, IVC, IVD in the category of administration.

MLI 5020 Information Technologies II (3)
This course studies advanced understanding of technological applications including desk top publishing, media production,

Boolean searching and other library-related applications. The course addresses state competencies IA, IID, IIE, IIF, IIIG, IVC, IVD in the category of administration.

MLI 5030 Knowledge Environment (3)
Effective communication with library users to provide guidance in selection and use of materials and electronic media is emphasized in this course. Strategies for providing ideas and training to a variety of library media users of library and media resources are suggested. Create an organized, accessible environment that facilitates access and stimulates use of library resources and is conducive to learning. This course addresses state competencies IA, IB, IIIB in the category of professionalism and communication.

MLI 5040 Fiction/Non-Fiction Resources (3)
Knowledge of books, media, instructional materials and electronic resources appropriate for children, young adults, and adults are important aspects of this course. This course addresses state competency IIIA in the category of collection management and organization.

MLI 5050 Research Tools and Strategies (3)
This course focuses on research skills and strategies, including evaluation and analysis of information with ability to convey to users. Understanding of traditional and non-traditional research tools and the ability to use technology for research and information retrieval and to instruct users in the use of electronic resources will be emphasized. Knowledge of books, media and instructional materials appropriate for children, young adults, and adults are explored. This course addresses state competencies IID, IIE, and IIIA in category of instructional leadership.

MLI 5060 Knowledge Management (3)
Students develop and implement short and long range goals for a library information program. Personnel management procedures, development and administration of library information programs and processes, and management of instructional and administrative computer applications are studied. This course addresses state competencies IVA, IVB, IVC in the category of administration.

MLI 5070 Knowledge Leadership (3)
Collaboration with users on curriculum and instructional design is emphasized. Understanding of learning styles, student development and strategies to meet the needs of diverse learners are discussed. Students identify and select resources appropriate to curriculum areas and to various client groups. The importance of preparing one's self to become a life-long learner is included. This course addresses state competencies IIA, IIB, IIC, IIF in the category of instructional leadership.

MLI 5080 Collection Development and Organization (3)
The focus of this course is on books, media, and instructional material appropriate for children, young adults, and adults. Students plan collection development to accommodate the needs of users, evaluate both internal holdings and external resources to select appropriate resources, explore library classification systems and cataloging resources, evaluate automation resources and

systems, and gain knowledge of community and global resources. This course addresses state competencies IIA, IIIB, IIIC, IIIIE, IIIF, IIIG in the category of collection management and organization.

MLI 5090 Professional Practice (6)
This course consists of work experience in library environments under the guidance of practicing professional library information specialists. The course is to be taken by students who are licensed as teachers or who do not seek licensure.

MLI 5100 Exit Assessment Seminar (0 Credit)
This course is the culminating seminar for students to demonstrate learning. It will include discussion, reflection, and writing about library and information related issues.

MLI 5200 Enhanced Student Teaching (6)
This course is a full semester of student teaching with placement in two libraries of differing grade levels. It is taken by students seeking initial licensure as school library information specialist.

Master of Education/Reading PreK-12

RDG 6000 Advanced Literacy/Reading Instruction: Theory and Practice (3)
Literacy acquisition as a developmental process is emphasized in this course. Activities are designed to create an appreciation for the complex process of reading. Lecture and discussion topics include an historical perspective on learning to read, what it means to be a reader and writer, the emergent reader, developmental stages of reading, assessment strategies for reading and writing, organizing and managing a balanced reading program, selecting appropriate materials for instruction. Using technology to support language learning is explored. Practicum experiences at various grade levels will be required. Course addresses state standards 1, 2, 5, 6, 8, 9, 10.

RDG 6010 Reading and Writing in the Content Areas: Middle and Secondary Schools (3)
The relationship between learning strategies and the subject areas normally taught in grades 4-12 is the focus for this course. Current theory and use of reading and writing in content areas is discussed. Reading comprehension as a process and skills such as fluency, attention, working memory, content specific vocabulary and motivation as each relates to constructing meaning from text will be examined. Using technology as a tool to support language learning in the content area will be explored. Assessment that mirrors instruction is embedded within the topics. Course addresses state standards 1, 2, 5, 6, 7, 8, 9, 10.

RDG 6020 Literature and Book Selection for Children and Adolescents (3)
The various genres of literature for children and adolescents, and approaches to building a quality literature program are highlighted. Criteria for selecting quality literature through consideration of developmental needs, reading levels, and relevancy for today's children and youth are investigated. A bibliography of selected children's books or adolescent books is required. Course addresses state standards 3, 4, 5.

RDG 6030 Analysis and Correction of Reading Problems (3)
Emphasis in this course is placed on theory and practice in the diagnosis and treatment of reading difficulties. Students are introduced to formal diagnostic tools for identifying struggling readers. Students examine research-based strategies, practices and intervention programs and criteria for selecting appropriate materials for instruction. Guidelines for communicating with parents and community regarding students' reading difficulties and progress will be discussed. Application of assessment and intervention techniques are required through a diagnostic case study in which the student tutors a child, identifies the reading problem, implements intervention strategies to correct the problem, and makes recommendations for parents and teachers. Students will connect research, theory, and practice as they share tutoring experiences and receive feedback from their peers. Course addresses state standards 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13.

RDG 6040 Diverse Learners and Literacy Instruction (3)
Differentiation of instruction for English language learners, special needs children and culturally diverse learners are emphasized in this course. Learning styles and learning models are explored and integrated into curriculum, instruction and assessment. Various strategies, methods of reading instruction used in settings with special populations will be examined as well as the research that has evaluated different models. A literacy practicum with special populations is required. Course addresses state standards 2, 3, 5, 6, 7, 8, 10, 11, 13.

RDG 6050 Reading: Supervision and Leadership (3)
Principles and procedures for planning, implementing, evaluating and supervising reading programs at the school, district, and state levels are studied. Included are theoretical foundations of planning and supervision as well as practical application of theory. A focused shadowing field experience is designed and carried out by the student. Course addresses state standards 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16.

RDG 6060 Seminar in Reading (3)
Current trends in research and issues in literacy are studied by critically examining selected qualitative and quantitative investigations that have shaped the field of reading. Students must complete an in-depth review of literacy research on a focused topic. As a part of this course, an action research project proposal is required. The instructor must approve the action research problem. Course addresses state standards 1, 2, 3, 4, 10, 11, 12, 14, 16.

RDG 6070 Action Research in Reading (3)
The action research proposed in Seminar in Reading is implemented. A paper including the proposal, the literature review (work from Seminar in Reading), the methodology, and results will be prepared. A multimedia presentation of the findings of the action research will be presented in class. Course addresses state standards 1, 2, 3, 4, 10, 11, 12, 14, 16.

Master of Arts in Teaching K-6, 7-12

TMA 6610 K-6 Reading and Literacy Education (3)
This course is a survey of research and theory in reading education with a focus on research-based instructional practice. Diagnostic, corrective methods are included. Alternative strategies for special needs students in the regular classroom are examined. Writing skills are also addressed. Hands-on experiences are a part of this course. Meeting the reading/literacy needs of students with special needs, including English language learners, is addressed.

TMA 6615 Secondary Instructional Design 7-12 (3)
This course explores the climate and culture of effective secondary learning environments, programming, and instructional and curricular models within the 7-12 school setting. Teaching strategies that facilitate learning in the secondary grades are also examined. Students review developmentally appropriate practices in the 7-12 learning environment. A second component of this course explores ways to prevent misbehaviors from occurring, support students when misbehaviors occur, and correct students when problems persist. Emphasis is placed on holding high expectations, encouraging and motivating the heart, and modeling the way for students in a firm and caring learning environment. Addressing the needs of students with special needs, including English language learners, is included. A field experience is included.

TMA 6620 K-6 Science Education (3)
Methods of science instruction are examined, including inquiry-based learning and guided discovery. Scientific principles and instructional strategies will be emphasized and applied. Methods to assist the learning of science by students with special needs, including English language learners, are included. Participants will apply concepts covered in class through a micro-teaching experience.

TMA 6625 Reading & Writing in the Content Areas: Middle and Secondary (3)
This course addresses teaching reading and writing in the various subject areas at the secondary level. It stresses skills of vocabulary building, comprehension and writing as well as skills and methods of motivating students to read and write. Classroom observation and analysis in a secondary school is required.

TMA 6630 K-6 Math Education (3)
Foundations of elementary and middle school mathematics, pedagogy, and materials of math instruction will be examined. Participants are challenged to construct new understandings of K-6 math and to look beyond rote procedures of math to the underlying principles. Methods to assist the learning of mathematics by students with special needs, including English language learners, are included. Participants apply concepts covered in class through a microteaching experience.

TMA 6635 Methods and Tools for Secondary Teachers (3)
This focus of this course is on materials, methods, and skills needed to effectively teach at the secondary level. A variety of instructional tools, including significant use of technology, is included.

TMA 6640 K-6 Social Studies Education (3)
An interdisciplinary approach to social studies instruction is presented identifying the contributions of the six social science areas; integrating the various elementary subjects; and aligning the national, state, and local curriculum standards in lesson planning and instructional formation. The course analyzes current trends in instructional strategies to accommodate differing learning styles, abilities, and interests and apply learning theories and principles of child development to instructional planning that includes long and sort-range goals appropriate for students. Methods to assist the learning of social studies by students with special needs, including English language learners, are included. An emphasis is placed on student participation in lessons, higher-order thinking, visual and performing arts, technology, language arts, inquiry based models, authentic assessment, and project based learning. The course also requires involvement with the professional community through various experiences.

TMA 6645 Perspectives in Diversity (3)
This course provides an overview of the many facets of diversity encountered in the school setting. The challenges of effectively teaching a culturally diverse population are introduced. Instructional strategies for meeting the needs of ELL, at-risk, and special needs populations are emphasized.

TMA 6650 Student Teaching and Seminar (6)
The student must have taken and passed all specialty area tests required by the State Department of Education for licensure prior to enrolling in student teaching. Student teaching includes a 15-week, semester long professional practice experience in two diverse elementary public school settings at different grade levels, an opening of school experience, and a seminar component for processing the application of knowledge and the analysis of teaching skills, lesson and unit planning, classroom management, and other professional issues. The culminating activity is the review of the portfolio by School of Education faculty. Successful completion of the seminar and the portfolio is required in order for the student to receive a pass in student teaching. This requirement may be waived upon acceptable documentation of two years of successful teaching experience.

TMA 6655 Research Seminar (3)
This course introduces the student to research methods for investigating an instructional problem related to his/her content area. Based on his/her research, an effective strategy for addressing the problem is developed. An in-class presentation, using appropriate technology, is required.

TMA 6660 E-Portfolio Seminar (0)
Beginning with the first MAT course, the e-portfolio will be a work in progress for the duration of the program. The E-Portfolio Seminar is designed for a student who has successfully completed thirty hours of course work. This e-portfolio will serve as the culminating activity and is required for graduation in the

Master of Arts in Teaching program. ***All required Praxis II tests must be passed before students will be permitted to enroll in the E-Portfolio Seminar.*** A fee will be imposed to cover the cost of Live Text web access and space. A Pass-Fail grading system will be used.

TMA 6665 Student Teaching and Seminar 7-12 (6)

The student must have taken and passed all specialty area tests required by the State Department of Education for licensure prior to enrolling in student teaching. Student teaching includes a 15-week, semester long professional practice experience in two diverse secondary public school settings at different grade levels, an opening of school experience, and a seminar component for processing the application of knowledge and the analysis of teaching skills, lesson and unit planning, classroom management, and other professional issues. The culminating activity is the review of the portfolio by School of Education faculty. Successful completion of the seminar and the portfolio is required in order for the student to receive a pass in student teaching. This requirement may be waived upon acceptable documentation of two years of successful teaching experience.

TMA 6670 Urban Perspectives in Teaching and Learning (3)

This course is designed to provide an overview of the diverse educational needs, challenges, opportunities and rewards that teachers encounter as they seek to effectively meet the needs of learners in urban schools. Students will explore the historical perspectives of public urban education, the characteristics of the urban child as well as culturally relevant issues that impact the progress of teaching and learning in an urban setting. Students will examine the impact of poverty on children who may be deemed "at risk." This course will focus on equipping students with the competencies, principles, tools, and instructional strategies to effectively create a positive classroom environment that fosters student achievement. Students will be required to complete ten hours of observation in an urban Title 1 school. Students who are presently employed as "teacher of record" in an urban setting (or an Alternative License) will complete a case study.

Field Experience (0 Credit)

For programs leading to licensure professional practice in school settings will be required and will be scheduled in conjunction with the course work.

E-Portfolio Presentation (0 Credit)

The student maintains an E-portfolio throughout the program that is evaluated at the time of the culminating activity of the student teaching seminar. A special session for this purpose is arranged for the students who do not take the seminar as a result of having two years of successful teaching in lieu of student teaching.

Doctoral Courses

EDU 6125 Evaluation and Training of Educators (3)

Based on current, historical evaluation, the course includes analysis of techniques, review of diagnostic and prescriptive measures, differentiated salaries, and higher education/teacher training.

EDU 6300 Cultural-Educational Experience (1-3)

Participants travel abroad to engage in educational and varied cultural experiences for assessing and enhancing educational programs.

EDU 6400 Financial Planning for Educators (3)

Investment strategies and retirement vehicles are explored, such as company retirement plans, stock market, mutual funds, certificates of deposit, annuities, trusts, income tax, social security, personal business, and real estate. This course is designed to prepare the educator to make decisions that will allow financial independence.

EDU 6500 Classroom Organization and Management Program (3)

A proactive program of classroom management that has demonstrated increases in student appropriate and on-task behavior and in student achievement, the primary goal is to help teachers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices for both experienced and beginning teachers.

EDU 6506 Effective Leadership (3)

This course is designed to assist the participant in understanding the problems faced by leaders in schools and communities. Topics include accepted theories, principles and techniques of effective leadership, the role of personal values, and the role of the leader in current reform and restructuring.

EDU 6507 Research and Practices in School Administration (3)

Topics included in this session are bureaucracy and the school, the role of professionals, schools and their external environments, character of work groups, dimensions of leadership, and methods for making decisions.

EDU 7001 Applying Quality Education Trends (4)

This course explores best practices having been identified to assist in the establishment of learning environments. Evidenced-based foundations are used to focus on those best practices that foster continuous quality improvement in schooling, and rethinking the connections in the relationships of education's stakeholders through the formulation of problem-solving teams that can approach quality through collaboration and scientifically-based practice. An enhanced linkage among students, teachers, administrator's, support staff, parents, businesses, and community is encouraged and emphasized as a result of evidence-based exploration of best practices.

EDU 7002 Scientifically Based Practice: Research I (4)
This course introduces the doctoral candidate to the principles of both qualitative and quantitative educational research and the paradigm of an evidence-based approach to academic research as well as consumer-based problem solving. Research design, ethics, data analysis, and techniques such as survey, issue and trend analysis, case study, historical research, pre-and post-testing, literature review, meta-analysis, psychographic methods, and quantitative data collection and statistical analysis are emphasized. This course establishes the candidate's basic understanding of academic research while fostering comfort with the utilization of scientifically based practice ot approach problem-solving needs within the professional environment.

EDU 7003 Strategic Policy and Planning (3)
This course studies the roles of institutions, departments, and teams in planning and implementation strategies. An evidence-based foundation encourages the candidate to use scientifically based practice to improve efficiency. Holistic and integrated strategies are implemented to guide candidates in investigating policy and planning to achieve visions and high organizational performance.

EDU 7004 Scientifically Based Practice: Research II (4)
This course extends the depth of study in educational research established in Scientifically Based Practice: Research I. An emphasis is placed on methodology, research design, statistical analysis, and data reporting. An efficient use of technology for all phases of the dissertation is employed by the candidate in the completion of this course.

EDU 7005 Instructional Environments (4)
This course examines the multiple facets associated with both andragogical and pedagogical change from the fundamental conceptualization of the design phase through the implementation phase. A meaningful learning experience is emphasized along with the capture of teachable moment and the culmination phase of evaluation and revision. The candidate is expected to use evidence-based practice to form the pillars of a learning experience, evaluation, and revision for improvement. emphasizing meaningful learning experiences and teachable moments, to the culmination phase emphasizing evaluation and revision.

EDU 7006 Cultural Influences (4)
This course engages a thorough study of the multiple elements that impact learning: Conflict, cultural groupings, discrimination, ethnicity, ethnocentrism, fragmentation, prejudice, bias, stereo-typing, the role of culture in people's lives, and other elements that influence beliefs, values, and decisions are investigated. The candidate is given an opportunity to expand personally and professionally through an evidence-based examination of how culture influences the educational environment.

EDU 7051 Leadership and Organizational Behavior I: Intrapersonal Effectiveness (5)
The first in a three-part series, this course examines the four levels of leadership: personal, interpersonal, managerial, and organizational. The focus of part one is to deeply implies an evidence-based approach to examine the theories of individual motivation and behavior. Candidates analyze their personal character and competence as leaders, with the goal of maximizing their personal effectiveness. Candidates are encouraged to develop a habit of scientifically based practice of continual examination of their own effectiveness and use of their evidence-based learning to effect personal improvement.

EDU 7052 Leadership and Organizational Behavior II: Team Building (5)
Building on the foundation laid in EDU 7051, this course is an extension from Study of individual behavior and effectiveness to analysis of group or team behavior and leadership effectiveness. A collaborative team-based learning culture is utilized to simulate real-life problems and team-building processes. Course topics include: leadership dimensions, team learning, development and management, diversity, and organizational analysis and development. An evidence-based foundation is employed to support the candidate learning and exposure to best practices expressed by recognized leaders in team building concepts.

EDU 7053 Leadership and Organizational Behavior III: Action Learning (5)
The culmination of individual behavior/effectiveness and team behavior / effectiveness, this course provides the candidate a comprehensive understanding of the way in which total organizational effectiveness is conceptualized, measured, and realized in practice. The course also explores the ways change associated with organizational improvement is effectively managed. It assists educational practitioners in understanding how quality improvement can be initialized, managed, and sustained at all levels within the organization to achieve total value-added improvement. An evidence-based foundation is employed to support the candidate learning through exposure to best practices and the concepts of recognized leaders in organizational leadership and improvement.

EDU 7151 Technology I: Learning & Instructional Technologies (2)
This course assists the candidate in learning the uses of technology that facilitate the completion of the doctoral project (dissertation). Elements may include word processing, databases, spreadsheets, internet, project management software, web pages, and other appropriate applications. It is additionally used as a platform for the candidate to begin exploring the information available so as to begin a habit of seeking evidence-based data in the employment scientifically based practice within their professional environment.

EDU 7152 Technology II: Technology-Based Statistics (3)
This course is designed to equip candidates to incorporate statistical analyses into educational research. The different types of data and the tests appropriate for each are discussed and

practiced. Successful completion of this course enables students to analyze their data gathered for dissertations and to draw definite conclusions from their data. Additionally, candidates in the evidence-based educational environment are equipped to review the methodology and data generated by scientifically based research and draw useful and reliable conclusions from that data.

EDU 7153 Technology III: Advanced Learning & Instructional Technologies (2)

This course examines the application of computing technologies as tools for developing and conveying domains of knowledge effectively. Candidates learn how to use diverse computing technologies to gather, process, and present knowledge and information to enhance the teaching and learning process. It is a performance-based learning experience using a variety of hands-on computer-based technologies and techniques. This course requires both collaborative and individual demonstrations of their mastery of instructional technologies.

EDU 7201 Dissertation (1 - 18)

Through 7253 The dissertation is a major research study based on a significant issue related to practice within the inquiry-based environment of education. The dissertation must engage a field of specialization and involves identification of a problem, development of appropriate protocol, implementation and analysis of both qualitative and quantitative research, production of deliverables, dissertation defense, and a capstone presentation of the candidate's work and findings. The dissertation is designed to equip the candidate to engage scientifically based inquiry and practice to effect problem identification and solutions in the environment of educational practice.

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B.S., Trevecca Nazarene University, 1969; M.L.S., George Peabody College for Teachers, 1976; Ed.D., Peabody College of Vanderbilt University, 1987.

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B.A., Belmont College, 1977; M.Ed., Tennessee State University, 1982; Ed.D., Tennessee State University, 1988.

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B.S., Tennessee State University, 1993; M.S.T., Middle Tennessee State University, 1995; Ed.D., Tennessee State University, 2000.

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B.A., Trevecca Nazarene University, 1961; M.Ed., Middle Tennessee State University, 1965; Ph.D., Peabody College of Vanderbilt University, 1980.

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B.A., Peabody College for Teachers, 1972; M.A., Peabody College for Teachers, 1975; Ed.D., Vanderbilt University, 1994.

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B.S., Middle Tennessee State University, 1974; M.Ed., Middle Tennessee State University, 1982; Ed.D., Trevecca Nazarene University, 2004.

RICHIE WOOD
B.S., Belmont University, 1981; M.Ed., Trevecca Nazarene University, 1989; Ed.D., Trevecca Nazarene University, 2004.

DONNA YOUREE
B.S., University of Missouri, 1969; M.Ed., Middle Tennessee State University, 1985; Ed.D., Tennessee State University, 1998.

Academic Administration

Dr. Dan Boone, University President

Dr. Stephen Pusey, Provost

Dr. Esther Swink, Dean, School of Education and Director of Graduate Studies

Dr. Ruth Cox, Director of UndergraduateTeacher Education

Dr. Stella Simpson Director of Graduate Teacher Education (MAT)

Dr. Alice Patterson, Dissertation Project Coordinator

Dr. Mary Frances Hand, Post-Baccalaureate

Mrs. Jo Ann Poole, Assistant to the Dean of the School of Education

Mrs. Ruth Kinnersley, Director of Library Services

Coordinators of Degree Programs in Education

MAT in Teaching K-6 – **Dr. Stella Simpson**

MAT in Teaching 7-12 – **Dr. Stella Simpson**

M.Ed. Educational Leadership – **Dr. George Kersey**

M.Ed. English Language Learners K-12 – **Dr. Alice Patterson**

M.Ed. Instructional Effectiveness K-12 – **Dr. Alice Patterson**

M.Ed. Reading PreK-12 – **Dr. Alice Patterson**

MLIS in Library and Information Science K-12 – **Mrs. Judy Bivens**

M.Ed. in Instructional Technology K-12 – **Mrs. Judy Bivens**

Ed.D. in Leadership and Professional Practice – **Dr. Esther Swink**

Graduate Religion Program

School of Religion
McClurkan Building
615-248-1378 or Fax 615-248-7417

MISSION STATEMENT

The mission of the Graduate Program in Religion at Trevecca Nazarene University is to engender a Christian construal of the world through offering men and women the opportunity to pursue graduate work in theology, Bible, and the pastoral arts.

GOALS FOR THE GRADUATE OF THIS PROGRAM

The Graduate Program in Religion offers the master of arts degree. The graduate of this program should be able to

1. Define the most significant issues arising from his/her major.
2. Identify the most significant contributions to his/her major.
3. Define and value the role of the Church for theological reflection.
4. Define and appropriate the practices of the Christian faith.
5. Define the meaning and significance of Biblical authority for theological reflection and Christian practice.
6. Engage in disciplined and independent research.
7. Frame and critique arguments.
8. Use research skills appropriate to the field of religious studies.

THE NATURE OF GRADUATE STUDY

Graduate study presupposes a broad background of knowledge and preparation at the undergraduate level for the desired graduate program. It is recognized that graduate studies differ both quantitatively and qualitatively from undergraduate studies.

All graduate work should exhibit no less than three of these characteristics. Superior graduate work should exhibit all of these characteristics:

1. Demonstrates freedom from spelling and grammatical errors
2. Reflects a serious engagement with secondary literature
3. Reflects a serious engagement with primary literature
4. Makes a sustained argument.

It is expected that graduate work be substantially more advanced than undergraduate work in at least the following ways:

1. Level of complexity
2. Depth of specialization
3. Quality of analysis
4. Capacity to synthesize material
5. Intellectual creativity
6. Breadth and depth of explanation
7. Pursuit of significant questions and issues
8. Reconsideration of the history of the discipline.

Generally, only students with a strong undergraduate record should pursue graduate study.

ADMISSION PROCEDURES AND POLICIES

Admission

When applying for admission, each applicant must submit
- Undergraduate transcripts
- MAT/GRE scores
- TOEFL scores (International students/students who speak English as a second language)
- 2 letters of recommendations
- Application
    - $25 non-refundable application fee
    - Philosophy of Ministry Statement

Admission decisions are based on the total picture prescribed by the applicants. No one item will necessarily lead to a denial of admission.

(1) Undergraduate Degree

Applicants must have completed an undergraduate bachelor's degree from a regionally accredited institution evidenced by an official transcript. The undergraduate degree should include at least 18 semester hours in religious studies. Any student who does not meet this requirement may be granted admission with "academic restriction" to the program by the Graduate Religion Faculty if all other criteria have been met. A minimum cumulative GPA of 2.7 is required for regular admission. If an applicant does not have the required GPA, the applicant may petition the Director of the Graduate Religion Program to consider alternative evidence of scholastic ability, including graduate work from other schools or acceptable test scores. According to the recommendations of the Graduate Religion Faculty, an applicant may be admitted with restrictions, or denied admission. Applicants admitted with academic restriction may be granted regular admission upon completion of his or her file and 9 semester hours with a GPA of 3.0 or better.

(2) Nationally Recognized Aptitude Measurement

All applicants are required to complete the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). The MAT is offered on Trevecca's campus at regular intervals. Scores will be accepted from tests taken within the previous five years. All International Students are required to take the TOEFL. Any student for whom English is a second language may also be required to take the TOEFL before regular admission. (International students, see the University Catalog for TOEFL requirements.)

Miller Analogies Test TNU Policies & Procedures (Effective July 1, 2000)

Purpose

The Miller Analogies Test (MAT) is required for admission to the Graduate Religion Programs.

Call for Registration Information

Academic Support Center
Trevecca Nazarene University
333 Murfreesboro Road
Nashville, TN 37210
615-248-1346

Test Dates and Times

Monday through Friday by appointment

Test Fee

$65.00

Registration Procedure

Mail or bring the following information to the address noted on page 6:
- Name, phone number
- Social Security number and picture ID
- $65.00 (VISA, MasterCard, personal check, money order made to TNU) no cash please
- Desired date of test

Note: Institution will receive scores in approximately 3 weeks. For any further questions please call Peggy Carpenter, Academic Support Center, TNU at 615-248-1346. The Psychological Corporation may be contacted at 1-800-622-3231 for the nearest testing site.

(3) Letters of Recommendation

Two recommendations must be provided by each applicant. These should be from former teachers, with one being from a teacher in the field of religious studies, if possible. Forms will be provided to the applicant.

(4) Acceptance of Application

All credentials must be accepted by the director of the Graduate Religion Program. A review of the application, transcripts, letters of recommendation, and other relevant data will be conducted. Final approval for admission or denial is determined by the Graduate Advisory Committee, and applicants will be notified in writing at least two weeks prior to the beginning of classes. Students may not take courses beyond the first semester until all admission requirements have been met.

Admission Status

Students will be classified in the following ways:

1. Regular Admission

Admission file is complete and acceptable with no restrictions.

2. Admission with Academic Restriction

Prospective students who do not meet all requirements for Regular Admission may be granted Admission with Academic Restriction. The Admission with Academic Restriction status may become Regular Admission when the applicant completes nine (9) semester hours in the M.A. graduate program at Trevecca Nazarene University with a GPA of 3.0 or better. Failure to meet all requirements for regular admission during the first nine (9) consecutive semester hours may result in disenrollment. Appeals may be made to the Graduate Religion Advisory Committee.

3. Candidacy Status

Students who have earned 24 hours of credit with a 3.0 GPA or better will be considered as candidates for the M.A. degree.

4. Graduate Transfer Students

An applicant who has earned graduate credit from another accredited institution may transfer a maximum of 9 semester hours into the student's approved degree program. Transfer credits must carry a grade of B or higher in order to apply directly to the M.A. in religion program at Trevecca.

5. Dual Admission

Undergraduate students may begin their graduate work if they are within twelve hours of receiving their B.A. and are currently enrolled in an undergraduate program in religion. Students in this category will be admitted with "academic restriction."

6. Academic Probation

Any graduate student in religion will be placed on academic probation when his or her cumulative GPA falls below 3.0. The student will be informed in writing of the probation by the director and given no more than two semesters to raise the cumulative GPA to at least a 3.0. If the student does not raise the GPA within two semesters, he or she will be dismissed from the program.

Academic Counseling

Each student admitted to the program may select a member of the graduate faculty in religion for academic advising. The advisor will assist the student in planning his/her course of study.

MASTER'S OF ARTS IN RELIGION PROGRAM

The M.A. program at Trevecca Nazarene University is designed to provide advanced study and training for those who wish to pursue such programs beyond the baccalaureate degree. Its goal is to provide the depth of training, the specialized skills, and the sense of creative independence that will allow students both to practice and to contribute to their profession and to develop competence in methods of study appropriate to their areas of interest.

Two types of instruction are available in the M.A. program.

First, the primary course structure for the M.A. program is offered in the form of a concentrated seminar consisting of three days per session with at least two sessions required per semester. These sessions will be preceded and followed by extensive

preparation and research on the part of the students in order to maximize the time with the instructor. This special course structure is provided to allow ministers as well as others who are actively engaged in their professions to be involved in the program without seriously interfering with their normal responsibilities.

Second, certain courses in the undergraduate curriculum are designated as available to graduate students. A clear distinction will be made between undergraduate and graduate work in these classes, and provision will be made to provide personal guidance to the graduate student who will normally be involved in a research project related to the subject area of the class, one which will go significantly beyond the normal undergraduate requirements. No more than 9 hours may be taken from the undergraduate curriculum to apply towards the M.A. degree.

Typical Master of Arts Seminar Schedule

Monday	2:00– 5:00 Class Session I
Tuesday	8:00– 12:00 Class Session I
	1:00– 5:00 Class Session I
Wednesday	8:00– 11:00 Class Session I
	2:00– 5:00 Class Session II
Thursday	8:00– 12:00 Class Session II
	1:00– 5:00 Class Session II
Friday	8:00– 11:00 Class Session II

Graduate Religion Program Grading System

Points Per Credit Hour

A+	4.0
A	4.0
A -	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D-	0.7
F	0.0
I	Incomplete (see Incomplete Policy)
W	Withdrawn granted to students who officially withdraw from a class during the first five weeks or by approval of the director of the Graduate Program in Religion.

Major

Three areas of study are available for students to choose from for their major. Certain courses in the undergraduate curriculum are designated as available to graduate students. A clear distinction will be made between undergraduate and graduate

work in these classes, and provision will be made to provide personal guidance to the graduate student who will normally be involved in a research project related to the subject area of the class, one which will go significantly beyond the normal undergraduate requirements. No more than 9 hours may be taken from the undergraduate curriculum to apply towards the M.A. degree.

- Biblical Studies
- Theological Studies
- Preaching

Academic Load

Six (6) semester hours is considered a full load per term with a recommended maximum of twelve (12) semester hours.

Student Progress

In order for a student to remain in good standing he/she must accumulate at least six hours toward a degree each year. A student must apply for a leave of absence for any semester in which they are not registered. Failure to notify the Director of Graduate Studies may result in dismissal from the program.

Class Attendance

Regular class attendance is an important obligation, and each student is responsible for all work conducted in class meetings. Graduate faculty members should state clearly on each course syllabus the attendance policy that will govern the class. Faculty are required to accept the decision of the Graduate Religion Faculty on all attendance policy appeals.

M.A. in Religion Degree Requirements

To receive the master of arts degree in religious studies a student must earn thirty-six semester hours of credit with a cumulative GPA of 3.0 or better on a four-point scale in total work attempted while he or she is registered in the program, including any work transferred into the program. No more than three (3) grades below a B will be counted towards the degree (but will be counted towards the GPA). No grade below C- will count toward the degree.

Course Hour Requirements

The requirements for completing the M.A. in Religion are as follows:

	Hours
Major:	
Either Biblical Studies,	
Theological Studies, or Preaching	18*
Electives:	18
Total	**36**

*Students majoring in Preaching will be required to take 6 hours in theology and 6 hours in Bible.

Every degree candidate must complete all requirements within a seven-year period. Any student who exceeds the seven year period will be subject to dismissal from the program or additional course work to be determined by the director of the program. Any exceptions must be approved by the director of Graduate Religion Programs and the student's committee.

Thesis Research/Project Option

While most students will typically meet all requirements by successfully completing 12 courses, it is possible for students to opt for the thesis or research project in their major field study for 6 hours of credit. Students having successfully completed 21 hours but not more than 24 hours toward their degree may request Thesis or the Research Project Option for completion of the final 6 hours of their major.

This request must be submitted in writing to the director of the Graduate Religion Program, outlining the proposed topic or area of study and including a tentative plan of completion of all work for the degree. A brief interview will be scheduled with the student to discuss the request, and upon approval of the request, the student must submit a detailed thesis prospectus or research project prospectus to the Graduate Religion Advisory Committee. Upon approval of the prospectus by the committee, a primary secondary faculty reader will be appointed as the thesis/research project committee for the student, and the student will be permitted to register for the course REL 5500 Thesis Research.

The student will be required to register for REL 5501 Thesis Research in the following semester, and it is assumed that the thesis/research project will be completed at the end of that semester. In the event that the thesis/research project has not been completed, the student will be required to register for REL 5503 Research Extension and pay an extension fee of $200. A maximum of 2 semesters of REL 5503 can be taken. Failure to satisfactorily complete the thesis/research project within the 24 months following the initial registration for REL 5500 Thesis Research will result in termination of the option.

Comprehensive Examination

Each student must successfully pass a Comprehensive Examination in order to receive the M.A. in Religion. A student must have a GPA of 3.0 before being approved to take the Comprehensive Exam. The examination is intended to demonstrate the student's understanding of his/her major, the issues and resources available in the major, and the ability to connect the resources of the students major to the life of the Church. The examination should also demonstrate that the student is capable of framing an appropriate Christian response to a contemporary issue. The examination must be completed in either the fall or spring semester. The earliest that the examination can be taken is in the student's last semester of coursework, but it can be taken after all coursework is complete.

The Comprehensive Examination is composed of three parts: a) a substantive essay that reflects on the student's major with particular interest given to the historic and contemporary issues, b) two integrative questions proposed by the student and augmented by the director connected to coursework in the major, and c) a synthetic essay drawing on the resources of the Christian faith and especially the student's program of study which responds to a contemporary problem confronting the Christian/Church.

The Comprehensive Examination will have the form of four essays composed by the student using classroom notes, primary and secondary sources. Proper notation is required. The examination should reflect theological understanding, clear thinking and argumentation, awareness of current resources, and the ability to write.

When a student is ready to take the Comprehensive Examination an "Intent to Take Comprehensive Examination" form should be requested from the director of the Graduate Religion Program. This form must be turned into the director the semester before the student intends to take the examination. The entire examination must be turned into the director by the published date in the graduate religion catalog.

The Comprehensive Examination will be evaluated by no less than three members of the graduate religion faculty. Each part of the examination and the entire examination will be given one of the following levels of distinction: Pass with Distinction, Pass, or Fail. If the examination is failed the student will be given one chance to correct the problem. If the problem is not corrected to the satisfaction of the director, the student will be dismissed from the program. The decision of the graduate faculty may be appealed to the dean of the School of Religion in writing.

The timeline for the Comprehensive Examination is as follows:

the "Intent to Take the Comprehensive Examination" is turned in the semester prior to the actual examination;

a. the student proposes three integrative questions based on major work and turns these in with the Intent from;

b. the director returns the actual examination to the students by the published date;

c. the student composes and returns the examination to the director by the published date; and

d. the results for the examination are communicated to the student by the director.

When all coursework is complete with at least a 3.0 GPA and the Comprehensive Examination is judged to be either a Pass with Distinction or Pass, the student will be recommended for the Master of Arts in Religion by the director.

MASTER OF ARTS COURSE DESCRIPTIONS

GENERAL RELIGION

REL 5500-01 Thesis Research (3-6)
For those students who choose to write a thesis/research project in lieu of 2 courses within their major field. Both sections must be taken at regular tuition charges.

REL 5503 Thesis Research Extension (0)
Must be taken by students who have registered for REL 5500-01 and have not completed their thesis/research project within one year. A $200 extension fee will be charged for the course, and a student may only resister for REL 5503 twice.

REL 5505 Interdisciplinary Seminar in Religion (3)
A course designed to facilitate a topic, theme, or issue that requires an interdisciplinary scope.

BIBLICAL THEOLOGY/ BIBLICAL STUDIES

BIB 5711 Genesis (3)
A study of the first book in the Bible, with particular emphasis on major sections, themes, or theological issues.

BIB 5713 Deuteronomy (3)
A study of the "second law," with major consideration of the biblical and theological theme of law in the Old Testament.

BIB 5716 Psalms (3)
A study of the varieties of form, function, genre, and settings in life of the Psalms, with intensive study of representative examples.

BIB 5717 Eighth-Century Prophets (3)
A study of the golden age of prophecy including the works of Amos, Hosea, Micah, and the early Isaiah.

BIB 5722 Pentateuch (3)
A historical and theological study of the first five books of the Old Testament.

BIB 5723 Deuteronomistic History (3)
A historical, literary, and theological study of the kingdoms of Israel and Judah as presented in Joshua, Judges, I and 2 Samuel, and I and 2 Kings.

BIB 5724 Old Testament Prophets: Pre-Exilic and Exilic (3)
A study of the phenomenon of prophecy in the Old Testament. Specific attention will be given to historical and exegetical analysis of those prophets preaching prior to and during the exile.

BIB 5725 Post-Exilic Literature and Faith (3)
A historical, literary, and theological survey of the post-exilic period through the study of the post-exilic prophets, the Megilloth, and the chronicler's history. Selected apocryphal materials of the era will also be examined.

BIB 5726 Psalms and Wisdom Literature (3)
A study of the devotional literature compiled in the Psalms and those books in the third division of the Hebrew canon commonly called wisdom literature

BIB 5727 Apocalyptic Literature (3)
A study of the literary genre known as apocalyptic that flourished in the 2nd and 1st centuries B.C. and A.D., including the canonical books of Daniel and Revelation.

BIB 5728 Wisdom Literature (3)
A historical, literary, and theological survey of portions of the Hebrew canon commonly called the wisdom literature, with a particular focus on the development of a wisdom theology in a post-prophetic era.

BIB 5731 Intermediate Hebrew (3)
Further study of Hebrew language with emphasis on translation from the original text.

BIB 5732 Advanced Hebrew (3)
Emphasis on translation of selected passages from the Hebrew Bible, stressing grammatical and textual matters.

BIB 5733 Readings in Hebrew Bible (1-3)
Primary emphasis on rapid reading the language; may be taken in conjunction with another Hebrew Bible course.

BIB 5734 Directed Study in Hebrew (1 -3)
A particular study in a selected portion of the Hebrew Bible under the direction of a qualified professor.

BIB 5740 Old Testament Theology (3)
A historical and methodological examination of the discipline of Old Testament Theology, with a survey of the various theological genres within the Old Testament and the major theological themes developed therein.

BIB 5741 Deuteronomic Theology (3)
A biblical-theological study of the major theological themes that tie together the works of the Deuteronomist.

BIB 5742 Theology of Exile (3)
A study of the theological impact of the devastating reality of exile with in the life and faith of Israel in the 6th century.

BIB 5744 Theology of Wisdom (3)
A study of the major theological themes and motifs that are characteristic of Old Testament wisdom literature.

BIB 5760 New Testament Theology (3)
A study of the historical, methodological, and conceptual development of the discipline of New Testament Theology, with particular focus on the unique contributions of major New Testament authors to the holistic theology developed in the early Christian Church and implications of such study for the contemporary Church.

BIB 5761 Pauline Theology (3)
A study of the major theological themes and issues dealt with in Paul's epistles, with a focus on Paul's influence on the theology of the early Christian Church as a whole.

BIB 5762 Lukan Theology (3)
A study of the major theological issues found in Luke-Acts, with particular emphasis on their relationship to Pauline theology and the theology of the Synoptic Gospels.

BIB 5763 Intermediate Greek (3)
More detailed study of the grammar and syntax of New Testament Greek accompanied by sight translation of selected readings in the Gospels and epistles.

BIB 5764 Johannine Theology (3)
A study of the dominant theological emphasis of the Gospel of John, the Epistles of John, and the Apocalypse in relation to the rest of the New Testament.

BIB 5766 Resurrection in the New Testament (3)
A Biblical and theological investigation of the key New Testament texts that deal with resurrection, with special emphasis on the Pauline Epistles and the Gospels, as well as attention to significant secondary literature on resurrection.

BIB 5771 Synoptic Gospels (3)
A study in the books of Matthew, Mark, and Luke with special emphasis upon the Synoptic problem, the issue of the priority of Mark, and the essential structure of all three Gospels.

BIB 5772 Mark/Matthew (3)
A study of the life and teaching of Jesus as presented in the Gospel of Mark and the Gospel of Matthew, with special attention to their literary relationship and the uniqueness of each.

BIB 5773 Luke-Acts (3)
A study of the Lukan as a literary unit embracing the life and ministry of Jesus and the development of the early Christian Church around the confession of the resurrected Messiah, with attention also given to the relationship of Luke-Acts to the other Gospels.

BIB 5774 Johannine Literature (3)
An investigation of the characteristics, purposes, and central themes of the gospel and Epistles of John, with attention also given to their relationship with the Synoptic Gospels.

BIB 5775 Hebrews and General Epistles (3)
A study the major themes and motifs of Hebrews, James, I & II Peter, and Jude.

BIB 5776 Readings in the Greek New Testament (1-3)
A specialized study in the Greek text of selected portions of the New Testament designed to facilitate a more rapid and thorough ability to read the Greek text.

BIB 5777 Advanced Greek (3)
A specialized study of selected portions of the Greek text that provides the opportunity to translate with enhanced grammatical and syntactical facility, providing greater understanding of the text.

BIB 5780 Pauline Epistles (3)
A study of the life, teaching, and theology of the Apostle Paul based on a thorough analysis of the Pauline Epistles and consideration of pertinent secondary sources including Luke-Acts.

BIB 5781 Romans (3)
A study of the major literary and theological themes explicated in Paul's epistle to the church at Rome.

BIB 5782 Corinthian Correspondence (3)
A thorough study of the books of I and II Corinthians, with a focus on major theological themes and significant literary problems within the books.

BIB 5783 Galatians (3)
A study of the major themes and issues addressed in Paul's Epistle to the Galatians, with emphasis on the theological relationship of Galatians to the rest of Paul's epistles and the remainder of the New Testament.

BIB 5784 Christological Epistles (3)
A study in the books of Ephesians, Philippians, and Colossians, with a primary emphasis on the development of the understanding of Christology within each book.

BIB 5785 The Thessalonian Epistles (3)
A thorough study of I & II Thessalonians with special emphasis on the major themes of sanctification and eschatology developed therein.

BIB 5786 The Pastoral Epistles (3)
A study in I & II Timothy and Titus, with special emphasis on the relationship of these works to the other Pauline Epistles.

BIB 6000 Seminar in Old Testament (3)
Designed to provide the opportunity for thorough study of selected portions of the Old Testament canon or special issues in Old Testament studies.

BIB 6100 Seminar in New Testament (3)
A specialized course designed to provide thorough study in an area of special interest within New Testament studies.

BIB 6200 Seminar in Biblical Theology (3)
A study of a significant biblical theme, concept, or motif, with special emphasis on the development of that idea throughout the entire Christian canon.

BIB 6300 Seminar in Old Testament Theology (3)
A specialized study in one of the major theological themes or motifs in the Old Testament.

BIB 6400 Seminar in New Testament Theology (3)
A specialized study of one or more major theological themes as developed within the entire New Testament.

SYSTEMATIC THEOLOGY/HISTORICAL THEOLOGY

THE 5800 Theological Method (3)
A study of the variety of approaches taken to create a systematic theology, with particular emphasis on the implications of various presuppositions to the outcomes of the task of doing theology.

THE 5801 Systematic Theology I (3)
A study of the nature, scope, and sources of theology; revelation; the doctrine of God; Christology.

THE 5802 Systematic Theology II (3)
A continuing study of Christology, anthropology, sin, salvation, the Holy Spirit, the Church, and eschatology.

THE 5812 Doctrine of the Trinity (3)
A study of the fundamental Christian affirmation that God is triune. Attention will be given to historical development of the doctrine of God, especially in its Latin and Greek formulations. The course will look at various systematic intersections. (i.e., ecclesiology, soteriology, selfhood, worship, etc.). Particular attention will be given to recent discussions of the Trinity—Moltmann, Pannenburg, Jenson, Jungel, Milbank, and LaCugna.

THE 5813 Christology (3)
A study of the person, work, and nature of Jesus as the Christ, with emphasis on the historical development of the doctrine and the implications for the rest of the theological enterprise.

THE 5814 Pneumatology (3)
A study of the person, nature, and work of the Holy Spirit, with particular emphasis on that doctrine within the holiness movement.

THE 5818 Ecclesiology (3)
 A theological study of the doctrine of the Church.

THE 5820 Theology of Holiness (3)
 A study of the biblical, historical, theological, and practical implications and applications of the doctrine of holiness.

THE 5821 Theology of Atonement (3)
A study of the biblical and historical understandings of the atoning work of Christ, with special emphasis on developing an understanding of atonement that is consistent with a Wesleyan theology.

THE 5822 Suffering and Evil: Theodicy (3)
A study of the problem of evil and suffering within the predicament, with special emphasis on the biblical, historical, and theological dimensions of the issue.

THE 5823 Theology of Worship (3)
A biblical and historical examination of the nature and meaning of worship as it has developed through the centuries, with special emphasis on developing a contemporary theology of worship.

THE 5830 The Theology of John Wesley (3)
A study of the life, thought, and doctrinal commitments of John Wesley with special attention to the doctrine of perfection.

THE 5871 History of the Ancient and Medieval Church (3)
A survey of the major movements of the Christian Church from the New Testament through the end of the 15th Century A.D. Doctrine, polity, church life and worship in each period will be covered.

THE 5872 History of the Reformation and Modern Church (3)
A survey of the major movements and figures of the Christian Church from the Reformation of the 16th Century A.D. to the present. Doctrine, polity, church life and worship in each period will be covered.

THE 5873 History of the Church in North America (3)
A survey of the major movements and figures of the Christian Church in North America. Doctrine, polity, church life and worship in each period will be covered.

THE 5874 History of Holiness Theology (3)
A study of the historical development of the doctrine of holiness from biblical times to the present, with special emphasis upon the Wesleyan understanding of Christian perfection and its subsequent development within the American Holiness Movement.

THE 5875 History and Polity of the Church of the Nazarene (3)
The history of the Church of the Nazarene with special attention given to its organization and distinctive mission. The place of the Church of the Nazarene in the history of the Christian Church in North America and its relation to the holiness movement and other holiness churches will be covered. Non-Nazarenes may petition for a special study in their own denominational history and polity.

THE 5880 Philosophical Theology (3)
A study of the relationship of the field of philosophy with theology, including an examination of the interplay between the disciplines in their respective developments.

THE 5881 Moral Theology (3)
This course intends to reflect on the meaning of Christian character through a disciplined reflection on scripture, tradition, reason, and experience. A significant part of the course will examine the philosophies of Plato, Aristotle, and Kant as they have helped to shape moral reflection in the Christian tradition. Careful attention will be given to the theological work of Augustine, Aquinas, Luther, and Wesley as these works relate to the formation of character. Some attention will be given to the recent influence of Barth, Tillich, Yoder, Gustafson, Hauerwas, MacIntyre, and Milbank.

THE 6000 Seminar in Theology (3)
 Designed to provide the opportunity for thorough study of selected topics in theology or particular theologians.

THE 6100 Seminar in Philosophical Theology (3)
A study of a special topic or an influential philosopher.

THE 6200 Seminar in Historical Theology (3)
Designed to provide opportunity to study selected movements or developments within a selected era or area.

THE 6202 The Life and Theology of Jacob Arminius (3)
s This course will investigate the theology of Jacob Arminius with special emphasis given to his ideas concerning free will and salvation. Through readings and a series of papers, the student will explore the historical and theological context of Arminius' thought as well as some of the ways in which his ideas have shaped and continue to shape our current theological discourse.

THE 6203 Christian Humanism in the Age of Reformation (3)
This course will investigate the contributions of several key thinkers who developed the early forms of modern humanism.

THE 6204 Crusades (3)
This course will examine historically and theologically the Crusades. Emphasis will be placed on the impact of the Crusades on European culture then and now.

PREACHING AND PRACTICAL THEOLOGY

PRA 5201 Spiritual Formation (3)
Graduate study in the heritage, theology, and practices of Christian spiritual formation, including a Wesleyan perspective articulated through the means of grace.

PRA 5709 Preaching the Old Testament (3)
A study of the most effective ways to preach specific genres, forms, and types of Old Testament texts to contemporary Christian audiences.

PRA 5799 Preaching the New Testament (3)
A study of the most effective ways to preach the various genres, forms, and types of New Testament literature to contemporary Christian audiences.

PRA 5916 Youth, Culture, Ministry (3)
An exploration of the various cultural influences that influence contemporary youth (including adolescence) and youth ministry.

PRA 5932 Leadership Skills and Conflict Management (3)
A study of leadership styles, personal leadership skills, and concepts of conflict management.

PRA 5940 Homiletics (3)
 A study of the varieties of effective homiletical styles and methods, including the theoretical basis, the theological underpinnings, and an evaluation of working models of various kinds of sermons.

PRA 5941 Principles of Communication in Ministry (3)
This course examines the relationship of principles of communication to the practice of leadership and service in Christian ministry contexts. This course will equip the student to analyze, interpret, critique, and influence human communication in diverse forms: intrapersonal communication, small group transactions, organizational communication, and mass communication.

PRA 5945 Transformational Preaching (3)
A careful examination of the basic paradigms for effective preaching of the gospel in a post-modern culture with special emphasis on transformational models and the varieties of homiletical methods that can be utilized as means of change.

PRA 5949 Biblical Preaching (3)
An intensive study of a particular biblical book as a preaching resource, with emphasis on the historical and theological background of the book. The student will be exposed to a variety of types of sermons that can be developed from selected passages within the book.

PRA 5952 Youth Ministry (3)
Preliminary course addressing the practice of youth ministry; includes both a theoretical introduction to youth and youth ministry as well as a practical overview of the practice of educational ministry with youth.

PRA 5953 Issues in Associate Ministry (3)
An integrative course designed to interact with various contemporary issues within the discipline of associate and Christian education ministries, including youth ministry, worship, and compassionate ministry. Attention will be given to the study of practical theology, issues in multiple staff, and the development of individual research with the student's particular area of interest within Christian education.

PRA 5970 Preaching: A Contemporary Introduction (3)
This course is designed to acquaint the student with homiletical theory especially as it has been framed over the last decade. Attention will be given to the moves, framework, images, and language of contemporary homiletical theory and how that relates to preaching in the twenty-first century.

PRA 5971 A History of Preaching (3)
 This course surveys the history of preaching in the Christian tradition from the early church to the present. Special attention will be given to the noteable preachers, characteristic rhetorical styles, and general themes of preaching in the Early, Medieval, Reformation, Modern, and Contemporary eras of Church history.

PRA 5972 Preaching as an Interpretative Act (3)
 This course will encourage participants to become aware of and acquire a fresh perspective upon their own interpretive strategies, both in terms of the biblical text and the community, and to sharpen their practices of interpretation in dialogue with recent critical thought.

PRA 5973 Preaching in the Postmodern World (3)
This course will examine our postmodern milieu and its implications for preaching. We will think together about what demands postmodernity makes upon us as preachers, and what opportunities it affords us.

PRA 5974 Preaching as a Social Act (3)
This course encourages a deeper look at the way preaching can attend to the social realities in which it is embedded. We will consider how preaching arises from social settings and yet stands

apart from them, able thus to reflect as well as affect. We will examine how preaching does things with words (i.e., is active) uttered in and through the assembly (i.e., is social).

PRA 5975 Preaching and the Imagination (3)
This course will focus on the ways the preacher can utilize the imagination in the service of proclaiming the gospel. Together we will discover how to approach the text with an imaginative eye (and ear) and how the use of imagery can assist in the formation of both interesting and compelling sermons.

PRA 5980 Testimonial Preaching (3)
 This course will examine an emerging field of homiletics called "testimonial homiletics." The benefits, effects, and distinctiveness of this model will be evaluated with attention given to its usefulness as a paradigm for preaching in a postmodern, Wesleyan, evangelical context.

PRA 5981 Preaching in Church Crisis (3)
This course links the reality that some preaching will become actual in crisis situations in the church. The nature of church crisis and how biblical preaching from the heart of a pastor can become a healing grace will be the major focus of this class.

PRA 5990 Preaching as Moral Theology (3)
This course will treat the role of preaching in the moral formation of a congregation. Attention will be drawn to the frequent mention of behavior in the biblical witness as well as the role of preaching in calling attention to moral transformation.

PRA 6101 Narrative Preaching (3)
This course examines the narrative form of scripture and seeks to train preachers in the art of creating narrative-shaped sermons. Specific skills to be taught include storytelling, narrative plot, and congregational exegesis.

PRA 6300 Seminar in Practical Theology (3)
Designed to provide the opportunity for thorough study of selected areas or topics of practical theology.

PRA 6400 Seminar in Preaching (3)
This course is designed to offer opportunity for special areas of interest in the field of preaching to be treated.

PRA 6401 Preaching as Pastoral Care (3)
This course is designed to link preaching ministry with pastoral care. Attention will be given to how preaching renders the grace of God to a congregation such that pastoral care is accomplished. Some attention will be given to how preaching joins other pastoral care practices in order to provide a larger ministry to a congregation.

PRA 6402 Preaching and Old Testament Narratives (3)
This course will define, discuss, and practice the resources found in the Old Testament narratives for preaching.

PRA 6405 Preaching the Message of Holiness from Old Testament Texts (3)
An examination of both the priestly and prophetic calls to holiness and the manner in which these voices might be preached in light of contemporary homiletical theory and recent studies in imagination and preaching.

PRA 6406 Preaching to Exiles (3)
 An examination of the significance of Babylonian exile and the diverse texts written in the midst of this time, including Deuteronomy, Jeremiah, Ezekiel, Isaiah 40-55, and Lamentations, in light of the enduring significance that these texts have for preaching in the contemporary setting.

PRA 6407 Preaching Gospel Narratives (3)
 This course will define, discuss, and practice the resources found in the gospel narratives for preaching.

PRA 6408 Preaching the Epistles (3)
This course will define, discuss, and practice the resources found in the New Testament for preaching.

PRA 6425 Preaching and the Christian Year (3)
This course will focus on the utilization of the revised common lectionary for preaching through a three-year cycle. Preaching the overarching themes of Advent, Christmas, Lent, Easter, and Pentecost will be explored. The sermonic possibilities for "ordinary time" will also be examined.

FACULTY OF THE GRADUATE RELIGION PROGRAM

TIMOTHY M. GREEN, Director of Graduate Religion Program, Dean of School of Religion, Professor of Old Testament Theology and Literature, 1991- B.A., Olivet Nazarene University, 1983; Ph.D., Vanderbilt University, 1997.

DAN BOONE, Professor of Pastoral Theology and Preaching, 2005 - B.A., Trevecca Nazarene University, 1974; M.Div., Nazarene Theological Seminary, 1977; D.Min., McCormick Theological Seminary, 1996.

H. RAY DUNNING, Professor Emeritus of Theology and Philosophy, 1964 - B.A., Trevecca Nazarene University, 1948; B.D., Nazarene Theological Seminary, 1951; M.A., Vanderbilt University, 1952; Ph.D., Vanderbilt University 1969.

BRYCE FOX, Associate Professor of Christian Education and Youth Ministry, 2001- B.A., Olivet Nazarene University, 1986; M.A., Asbury Theological Seminary, 1995; Ph.D., Indiana University, 2001.

DANIEL B. SPROSS, Professor of Bible and Theology, 1988 - B.A., Point Loma Nazarene University, 1971; M.A. Mennonite Brethren Bible Seminary, 1979; M.Div., Nazarene Theological Seminary, 1981; Ph.D., Southern Baptist Theological Seminary, 1988.