

**TREVECCA NAZARENE UNIVERSITY**

**2017-2018 CATALOG**

**ADULT STUDIES CATALOG**

A CHRISTIAN UNIVERSITY

*— in the heart of —*

**NASHVILLE**

[WWW.TREVECCA.EDU](http://WWW.TREVECCA.EDU)

# **TREVECCA NAZARENE UNIVERSITY**

## **ADULT STUDIES CATALOG**

**2017-2018**

2017-2018 Adult Studies Catalog

The University Catalog serves as the master catalog for all policies, procedures, and guidelines relative to all academic programs of the University. The Graduate Programs and Adult Studies Programs provide additional information in their respective supplemental catalogs; however, the program catalogs are viewed only as extensions of the University Catalog. The University reserves the right to make changes in regulations, courses, fees, and matters of policy included in this publication as circumstances may dictate.

Catalog Effective Dates: August 16, 2017-August 15, 2018

## TABLE OF CONTENTS

University Academic Calendar 2017-2018.....	5
School of Graduate and Continuing Studies: Adult Studies Programs.....	6
Greetings .....	6
About this Catalog.....	6
The Adult Studies Concept.....	6
Trevecca Nazarene University.....	6
Mission.....	7
Purpose .....	7
Vision .....	7
History .....	8
Agreed Statement of Belief .....	8
Accreditation.....	9
Nondiscrimination Policy.....	9
Misrepresentation Policy .....	9
Other Institutional Policies .....	10
Institutional Operational Goals (Values Statement).....	11
Institutional Educational Goals.....	12
General Education Core Curriculum Objectives.....	12
Campus Buildings .....	12
Admissions.....	15
Admissions Policies and Procedures .....	15
Academic Policies.....	19
Registration Policies .....	19
General Education Requirements .....	19
Graduation Requirements .....	19
Deadlines for Degree Completion.....	20
Academic Advisor and Faculty.....	21
Prior Learning Credit .....	21
Limitations of Student Load .....	21
Withdrawal from Courses.....	21
Withdrawal from Programs.....	21
Course Repeat Policy.....	22
Academic Probation and Program Suspension .....	22
Academic Grievance Policy for Classes in Process .....	22
Final Grade Appeal Policy and Procedures.....	22
Attendance .....	23
Grading System .....	24
Change of Grade.....	24
Directed Study.....	24
Auditing Courses.....	24
Scholastic Honors and Awards.....	24
Student Rights and Responsibilities in the Academic Area.....	25

FERPA.....	25
Intellectual Property Rights Policy.....	25
Policies for Research Involving Human Subjects .....	28
Financial Information.....	29
Tuition and Fees Schedule .....	29
Books and Materials .....	29
Methods of Payment .....	29
Refund Policy .....	30
Financial Aid .....	30
Free Application for Federal Student Aid (FAFSA).....	31
Deadlines .....	31
Withdrawal from Classes .....	31
Federal Aid for Homeschoolers.....	31
Satisfactory Academic Progress (SAP) for Financial Aid .....	31
Verification.....	32
Endowment Scholarship .....	32
Information on Veterans' Benefits .....	32
Professional Performance.....	33
University Standards of Behavior .....	33
Academic Honesty.....	33
Alcohol.....	33
Cellular Phone Usage .....	34
Class Cancellation .....	34
Dress Code.....	34
Drugs.....	34
Firearms, Fireworks, Smoke Bombs, Fire Alarms, and Fire Extinguishers .....	34
Obscene Language and Literature .....	34
Sexual Ethics .....	34
Sexual Harassment.....	35
Tobacco .....	35
University Services.....	36
Alumni Association .....	36
Bookstore .....	36
Campus Events .....	36
Campus Security and Emergency Alert Systems .....	36
Center for Leadership, Calling, and Service .....	36
Class Representatives .....	37
Dining Options .....	37
Drop Box.....	37
IDs .....	37
Information Technology Services.....	37
Library.....	37
Parking for On-Campus Programs.....	38
Spiritual Life.....	38

Transcripts.....	38
Sources of Information.....	38
Additional University Services.....	41
Minors and Electives.....	67
Administration and Faculty.....	69
Program Administration.....	69
Other University Offices.....	69
Program Faculty.....	69
Courses.....	74
BAM - Business Administration-Management.....	74
BSN - Business Management.....	74
CIT - Computer Information Technology.....	75
CMN - Christian Ministry.....	78
EGL - English.....	80
HIT - Health Information Technology.....	80
HLT - Health Care.....	81
HSR - Human Services.....	82
ITD - Interdepartmental.....	83
LTC - Long Term Care.....	83
MHR - Management and Human Relations.....	83
MTH - Mathematics.....	86
PSC - Psychology.....	86
RLG - Religious.....	88
SCN - Science.....	88

# University Academic Calendar 2017-2018

Faculty/Administrator Workshops	August 14-25	Final Exams-Fall Semester	December 12-14
President's Dinner	August 21		
Beginning of Fall Semester	August 29*	SPRING SEMESTER 2018	
Graduation Application Deadline- December 2017 Graduates	October 31	New Student Orientation/Registration	January 8-9
Fall Board of Trustees Meeting	November 2-4	Returning Student Registration	January 9
Homecoming	November 3-4	Classes Begin	January 10
Thanksgiving Break	November 22-24	Last Day to Register and Add Classes	January 16
End of Fall Semester	December 14	Spring Break	March 5-9
Graduation Application Deadline- May/August 2018 Graduates	December 31	Class Advising for Summer and Fall Semesters	March 12-23
Beginning of Spring Semester	January 10	Last Day to Drop a Class with a "W"	March 22
Spring Board of Trustees Meeting	March 15-17	Easter Break	March 30-April 2
Top Nazarene Talent (TNT) at TNU	April 5-8	Final Exams-Spring Semester	April 30-May 2
End of Spring Semester	May 2	SUMMER SESSION 2018	
Baccalaureate	May 4	Online Summer Session I	May 14-June 22
Commencement	May 5	Online Summer Session II	June 4-July 13
Beginning of Summer Semester	May 7*	Online Summer Session III	June 25-August 3
End of Summer Semester	August 15*	Summer New Student Orientation	June 15-16

*\*Starting and ending dates for classes in undergraduate and all graduate programs vary within the framework of each semester. Dates for adult studies and graduate programs are published on the program websites and are available from the School of Graduate and Continuing Studies.*

## Other Important Dates for Traditional Undergraduate Program 2017-2018

### FALL SEMESTER 2017

Summer New Student Orientation	June 16-17
Student Teachers Orientation	July 28
New Student Orientation	August 24-25
New Student Registration	August 25
Returning Student Registration	August 28
Classes Begin	August 29
Last Day to Register and Add Classes	September 4
Fall Break	October 9-10
Class Advising for Spring Semester	October 16-27
Last Day to Drop a Class with a "W"	October 30
Student Teacher Orientation	December 9

# School of Graduate and Continuing Studies: Adult Studies Programs

## GREETINGS

### From the President

Every great story has pivotal chapters where characters make life-altering choices and the plot line takes a turn. For many of our adults in the School of Graduate and Continuing Studies, their choice to attend Trevecca Nazarene University was that pivotal choice. They took the next steps in their professional development, recalibrated their dreams, and sharpened their skills for a life of profound service. They met new mentors whose fresh voices empowered them to thrive. They restored their self-confidence among peers. They excelled. And they discovered a Christian community whose faith was contagious and whose care for people genuine.

One of my deepest joys is to see adults start here and go wherever their dreams take them. Thanks for trusting us in this pivotal chapter of your life-story.

With profound hopes for you,

**Dan Boone, BA, MDiv, DMin**

*President of the University*

### From the University Provost

I am pleased to be able to welcome you as a student to Trevecca Nazarene University, where our focus is on providing quality academic and professional programs within the context of a Christian community. We value our relationship with adult students and recognize that you have unique educational needs. This attention to your need is reflected in the curricula, the delivery systems, and the manner in which we relate to you as a student in our adult studies programs. Thank you for choosing to be a part of our community and for taking on this new challenge in your life.

**Stephen Pusey, BA, MA, PhD**

*University Provost*

## ABOUT THIS CATALOG

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 general information for the adult studies programs offered by the University as well as for each program specifically; however, the program catalog is viewed only as an extension of the University Catalog document.

Statements in this catalog should be taken as the University's current courses, programs, policies, tuition, and fees. 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.

## School of Graduate and Continuing Studies

The School of Graduate and Continuing Studies (SGCS) is the primary unit at the University providing services to non-traditional students enrolled in adult studies programs, graduate studies, and online courses within the five university schools. The services include marketing, recruitment, admissions, and enrollment help for students in all non-traditional programs. In some cases, the SGCS is involved with student advising, providing student support services, course and faculty scheduling, and improving the instructional use of technology. The goal of the unit is to provide all services necessary and desired by each of the schools to ensure the highest level of effectiveness with the greatest efficiency.

## THE ADULT STUDIES CONCEPT

Traditionally, a college education has been available only to those with time and money to spend several years away from work and usually away from home. People who either choose or need to work often find no practical way of continuing their education. To meet the needs of the working adult, Trevecca Nazarene University has offered the Management and Human Relations Program since September 1987 with these features. Since then, both associate and bachelor level programs have been added.

- Classes are held on Trevecca's campus, off campus, and online at times convenient to adult students' schedules.
- Classes are scheduled sequentially at a time known in advance, allowing students to know when their program will end.
- Course content is focused on practical application to the everyday life and occupation of the student.
- The teaching method is suited to the needs of adults.
- The program assumes that adult students possess experience and skills that may earn academic credit.

## TREVECCA NAZARENE UNIVERSITY

Trevecca Nazarene University is a comprehensive institution of higher education located in Nashville, Tennessee. The University offers eighty-four baccalaureate and fifteen associate degree majors through ten academic departments and six schools. Master's degrees are awarded in religion, education, management, business administration, physician assistant, library and information science, organizational leadership, instructional design and technology, and counseling. An education specialist degree is also awarded as well as doctorates in leadership and clinical counseling. While Trevecca reaffirms its primary goal of educating recent high school graduates, it has also recognized and assumed responsibility for providing innovative undergraduate and graduate programs for adults.

Trevecca's distinctiveness is that of being a holiness institution of higher education which 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 focus is on a strong liberal arts preparation and a viable general education curriculum. Today, most graduate schools and employers are calling for a more general and liberally educated graduate. Trevecca is well-suited for such requests because it has historically included the liberal arts as part of its mission.

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

Fourth, spiritual life development remains at the core of its focus. Chapel attendance, required religion courses, revivals, and the spiritual commitment of the faculty and student body are a vital part of University life.

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

## MISSION

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, comprehensive institution of higher learning that exists to meet the higher educational needs of the Church of the Nazarene by providing educational services to qualified individuals who desire a university education in a Christian environment and from a Christian understanding. 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 for the Church of the Nazarene in the southeastern United States, Trevecca is guided by the *Articles of Faith* and the *Covenant of Christian Conduct* of the denomination. It emphasizes the authority of the Bible, time-honored tradition, reasoned thought, and authentic experience of Christian holiness as interpreted by the Wesleyan doctrine and worldview. The university welcomes students of any religious affiliation who subscribe to its ideals and standards.

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

The university provides a variety of face-to-face and distance education nontraditional and continuing education professional programs at the undergraduate, master's, post-master's, and doctoral levels. 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. While the primary focus of Trevecca faculty is to teach, faculty members are encouraged as reflective practitioners to conduct action research that contributes to the practical wisdom of applied knowledge and enhances the learning experience. All programs strive to prepare students for positions of leadership and service in their chosen careers by clarifying their life calling, developing their intellectual abilities, and engaging them in research, service learning, internships, and/or other opportunities that will allow them to demonstrate practical application of their knowledge and skills.

To achieve its purpose, Trevecca employs faculty, administrators, and staff who model the ideals of the university and, as mentors, seek to foster a supportive and challenging environment in which every student can realize his or her full potential in Christ. Therefore, Trevecca seeks to employ Christians who are competent, professionally qualified, and fully committed to the university's mission and purpose.

## VISION

In founding Trevecca in 1901, J. O. McClurkan exhibited an entrepreneurial spirit aimed at meeting the deepest needs of the people of Nashville. His death was front page news. He was known for his selfless service. The genius of his work was the marriage of a holy passion to serve and practical expertise. His legacy is a school founded to shape Godly servants, true saints.

As this journey begins, we must keep our eyes on why we exist: to be a Christian community providing high quality education for leadership and service. We live in a world of human need, a world that needs us to stay focused on accomplishing our mission. Centuries of education, technology, and religion have not alleviated human need. At times, they have only deepened the pain of our world. As a result, pessimism has become the ruling attitude of our day. The lack of genuinely transforming power has left us with sound bytes, veneer promises, and evaporating idols. The reason we exist is to make a difference in the world through people who participate in the Trevecca experience.

Two things are needed to make the difference—

People who have a God-given, holy passion to serve  
and

People whose practical expertise is transforming.

The marriage of holy passion and practical expertise is a rare commodity. We believe that holy passion is the result of a transforming encounter with God. Such holiness cannot be educated into people, but is the gift of God available to all who encounter the transforming power of the Holy Spirit. Without this, service to our fellow human tends to tire or turn selfish.

At the same time, a holy passion to serve without practical expertise may harm the very person we intend to help. God has given us the capacity for great service through honing our skills to the highest level of expertise.



We are now writing the next chapter in this grand story. Ten years from now,

- Trevecca will be a household word in the city of Nashville, known for the Christ-like character and practical expertise of its graduates.
- The Church of the Nazarene in the southeast will be invigorated by graduates who lead our churches into the trenches of human need.
- Students will come to Trevecca because they hear stories of life-transformation. They will stay and graduate from Trevecca because they want their life to matter here and now for God.
- People will want to work at Trevecca because the culture is infected with spiritual depth, excellent service, highest level of trust, and intellectual rigor. People who just want a paycheck will not bother to apply.
- Teachers will be as committed to their students as they are to their field of study and will define success as Christians prepared to serve with excellence.
- Generous donors will see the difference Trevecca is making in the world and will fund the cause with unprecedented gifts.
- Murfreesboro Road will be changed visibly, socially, and morally.

Should we fail, the Church of the Nazarene will flounder in its mission; the city of Nashville will be less just, less peaceful, less neighborly; and a generation of students will be deprived of the most transforming experience of their life. Those who have gone before us insist that we not let McClurkan's dream die. And we will not.

## HISTORY

Trevecca Nazarene University was founded in Nashville in 1901 by Rev. J. O. McClurkan as the Literary and Bible Training School for Christian Workers. In 1910 the curriculum was enlarged and the name changed to Trevecca College, a name taken from an institution started in Wales in 1768 during the Wesleyan Revival.

In 1914 the College was moved from downtown Nashville to a site on Gallatin Road in East Nashville and in 1935 was established at its present location on Murfreesboro Road in Southeast Nashville. Trevecca became an official college of the Church of the Nazarene in 1917 and graduated its first four-year class approved by the State of Tennessee in 1942. It was first accredited by the Commission on Colleges of the Southern Association of Colleges and Schools in 1969. The first master's degree was added in 1984. In 1995 the name of the institution was changed to Trevecca Nazarene University. In December 1998 Trevecca was approved as a level V institution by the Commission on Colleges of the Southern Association of Colleges and Schools to add the first doctoral degree, the EdD with a major in Leadership and Professional Practice.

The University is governed by a board of trustees elected by the various districts of the Church of the Nazarene that constitute the Southeast Educational Region.

From the very beginning Trevecca has sought to provide Christian education for both ministers and laymen. Today its educational program is reflected in more than one hundred certificate,

associate, baccalaureate and graduate majors. 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.

Chorus:

Fellow students, may we 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. O. Hendricks (1926-1928), 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.

For the 75th Anniversary celebration of Trevecca in 1976, a history of the institution, authored by Dr. Mildred Bangs Wynkoop, was published under the title *The Trevecca Story*. In 2001 *A Vine of God's Own Planting* by Dr. John Chilton, emeritus professor of history, was published as part of the *Trevecca Centennial Series*. This work focuses primarily on the events that shaped Trevecca from the years 1976 to 2001. A later work, *Pathways to Success* by Dr. Melvin Welch, was published in 2016 and details the history of the School of Education from 1957 to 2003.

## AGREED STATEMENT OF BELIEF

The Church of the Nazarene believes:

1. In one God—the Father, Son, and Holy Spirit.
2. That the Old and New Testament scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
3. That man is born with a fallen nature and is, therefore, inclined to evil, and that continually.
4. That the finally impenitent are hopelessly and eternally lost.
5. 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. That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
7. That the Holy Spirit bears witness to the new birth and also to the entire sanctification of believers.
8. That our Lord will return, the dead will be raised, and the final judgment will take place.

## ACCREDITATION

Trevecca Nazarene University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates and associate, baccalaureate, master's, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Trevecca Nazarene University.

Normal inquiries about Trevecca Nazarene University, such as admission requirements, financial aid, and educational programs should be addressed directly to the University and not to the Office of the Commission on Colleges. Interested constituents should contact the Southern Association of Colleges and Schools Commission on Colleges only if there is significant evidence that appears to support non-compliance with a standard or requirement.

The School of Education at Trevecca Nazarene University is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus site. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes. The program was initially accredited by NCATE in 2009 and was last reaffirmed by NCATE in 2016. The teaching majors offered in collaboration with other University departments are approved by the Tennessee State Board of Education and are part of the NCATE unit accreditation.

Trevecca is a member of the Belmont University Partners in Nursing Consortium. Belmont's Nursing Program is approved by the Tennessee Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CCNE).

All of the School of Music and Worship degrees and programs are accredited by the National Association of Schools and Music (NASM). The university was initially accredited by NASM in 1976 and was last reaffirmed in 2013.

The baccalaureate Social Work Program was granted initial accreditation by the Council on Social Work Education (CWSE) in 2014 and is scheduled for its first reaffirmation in 2018.

The Graduate Physician Assistant Program is accredited by the Accreditation Review Commission for Physician Assistants (ARC-PA). The program was initially accredited by ARC-PA in 1978 and was last reaffirmed in 2013 and is scheduled for the next reaffirmation in 2023.

The master's and doctoral level Graduate Counseling Programs were first accredited by the Council for Accreditation of Counseling and Educational Programs (CACREP) in July 2015, was last reviewed in July 2017, and accreditation was extended through October 2023.

Accreditation documents are on file in the Office of Academic Affairs 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
- Council for the Advancement of Experiential Learning
- Council for Christian Colleges and Universities
- Tennessee College Association
- Tennessee Independent College and University Association
- Mid-South Educational Research Association.

## NONDISCRIMINATION POLICY

Trevecca Nazarene University complies with all statutory and regulatory nondiscrimination requirements applicable to the institution in the administration of its educational policies, programs, scholarships, loan programs, athletics, and other school-administered programs.

Trevecca will comply with Title VII of the Civil Rights Act and with the terms of the President's Executive Orders 11246 and 11375 on Equal Employment Opportunity, the Age Discrimination in Employment Act of 1967, Section 503 of the Rehabilitation Act of 1973, as amended, and Section 402 of the Vietnam Veterans Readjustment Act of 1974, as amended. Accordingly, there shall be no discrimination against any employee or applicant because of race, color, sex, national origin, age, disability or veteran status.

To resolve any matter prohibited by Section 504, Title IX, and ADA, a student is to follow the existing grievance procedure that is included in either the student's academic catalog or the *Student Handbook*, depending on the nature of the concern.

The University reserves the right to refuse admission/readmission to any student or applicant based upon a determination that admission/readmission of the applicant would not be consistent with the goals and standards of the University.

## MISREPRESENTATION POLICY

Trevecca Nazarene University strives to be an institution of high integrity and is committed to providing the most accurate information through all mediums to anyone associated with the University. Trevecca Nazarene University will make every effort to not engage in misrepresentation of any form as defined by the U.S. Department Regulatory Citation: 34 CFR § 668.71 (c) which defines misrepresentation as any false, erroneous or misleading statement an eligible institution, one of its representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs, or to provide marketing, advertising, recruiting or admissions services makes directly or indirectly to a student, prospective student or any member of the public, or to an accrediting agency, to a State agency, or to the Secretary. A misleading statement includes any statement that has the likelihood or tendency to deceive. A statement is any communication made in writing, visually, orally, or through other means. Misrepresentation includes the dissemination of a student endorsement or testimonial that a student gives either under duress or because the institution required the student to make such an endorsement or testimonial to participate in a program.

## OTHER INSTITUTIONAL POLICIES

For other consumer information disclosures and institutional policies, please see the University's website (<http://www.trevecca.edu/about/consumer-information-disclosures>).

### Complaint and Grievance Policy and Procedure Guidelines

Trevecca students, faculty members, or other staff who have complaints about their academic program or other matters should follow the complaint procedures as outlined in the appropriate university handbook or catalog. To the extent possible, complainants should seek a resolution of such matters through the university's complaint procedures before involving outside agencies or institutions. In general, the matter should be brought to the attention of the campus office directly responsible for that area of the university, and should be well-documented and move through the appropriate campus supervisory structure prior to appealing to any off-campus authority. The following chart provides guidance on how most complaints should be handled.

#### Complainant: Student

Type of Complaint	Accused Offender	Document/ Information	Person(s) Responsible for the Process
Personal, Student Code of Conduct	Student	Student Handbook/ Community Living Guidelines	Associate Dean of Student for Residential Life; Associate Provost and Dean of Student Development
Academic	Faculty	Faculty and Human Resources Handbook, University Catalog	Academic Chair, School Dean
Non-Academic/ Staff policy	Staff	Staff Handbook	Director of HR
Employment	Faculty or Staff	Faculty and Human Resources Handbook	Director of HR, Director of the Office of Student Employment
Sexual Harassment	Student	Student Handbook, Sexual Harassment Policy, Sexual Violence Policy	Title IX Coordinator; Associate Provost and Dean of Student Development

Harassment/ Discrimination

Faculty or Staff

Faculty and Human Resources Handbook, Sexual Harassment Policy, Sexual Violence Policy

(traditional undergraduate); Associate Provost for Graduate and Continuing Studies (graduate, non-traditional)

Title IX Coordinator; Associate Provost and Dean of Student Development (traditional undergraduate); Associate Provost for Graduate and Continuing Studies (graduate, non-traditional)

Other/Third Party

Vendor, Outside Guest, etc.

Student Handbook, Sexual Harassment Policy, Sexual Violence Policy

Title IX Coordinator (Director of HR)

#### Complainant: Faculty

Type of Complaint	Accused Offender	Document/ Information	Person(s) Responsible for the Process
Harassment/ Discrimination	Student	Student Handbook, Faculty and Human Resources Handbook, Sexual Harassment Policy, Sexual Violence Policy	Title IX Coordinator, Associate Provost and Dean of Student Development (traditional undergraduate); Associate Provost for Graduate and Continuing Studies (graduate, non-traditional)
Harassment/ Discrimination	Faculty/Staff	Faculty and Human Resources	Title IX Coordinator

Academic Policy Violation	Academic Administration	Handbook, Sexual Harassment Policy, Sexual Violence Policy Faculty and Human Resources Handbook, University Catalog	(Director of HR) Provost	Other/Third Party	Vendor, Outside Guest, etc.	Catalog Faculty and Human Resources Handbook, Sexual Harassment Policy, Sexual Violence Policy	Provost Title IX Coordinator (Director of HR)
---------------------------	-------------------------	--	-----------------------------	-------------------	-----------------------------	---	--

Other/Third Party	Vendor, Outside Guest, etc.	Faculty and Human Resources Handbook, Sexual Harassment Policy, Sexual Violence Policy	Title IX Coordinator (Director of HR)
-------------------	-----------------------------	--	---------------------------------------

**Additional Complaint Procedures**

Should the university not be able to resolve a student complaint, the student has the right to contact agencies and authorities outside the university, including the State of Tennessee, in order to determine a proper course of action. Complaints can be filed with the following agencies:

Complaints relating to quality of education or accreditation requirements should be referred to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), (<http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>);

Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for the appropriate division);

For students attending programs in Tennessee, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (<http://www.tn.gov/consumer/>). For out-of-state students using distance learning programs, complaints related to consumer protection laws shall be filed using the Tennessee NC-SARA Portal form: <http://tn.gov/assets/entities/thec/attachments/ComplaintForm.pdf>.

**INSTITUTIONAL OPERATIONAL GOALS (VALUES STATEMENT)**

At Trevecca Nazarene University we are committed to:

1. Being a Christian university that serves its primary stakeholder, the southeastern region of the Church of the Nazarene, through delivering higher education rooted in the Wesleyan-holiness tradition.
2. Serving the Middle Tennessee community and beyond by providing relevant academic programs in a thoroughly Christian atmosphere.
3. Preparing servant-leaders through the holistic development of students.

**Complainant: Staff**

Type of Complaint	Accused Offender	Document/ Information	Person(s) Responsible for the Process
Harassment/ Discrimination	Student	Student Handbook, Sexual Harassment Policy, Sexual Violence Policy	Title IX Coordinator, Associate Provost and Dean of Student Development (traditional undergraduate); Associate Provost for Graduate and Continuing Studies(graduate, non-traditional)
Harassment/ Discrimination	Faculty/Staff	Faculty and Human Resources Handbook, Sexual Harassment Policy, Sexual Violence Policy	Title IX Coordinator (Director of HR)
University Policy/Legal Violation	University	Faculty and Human Resources Handbook, University	Executive Vice-President for Finance and Administration, Director of HR,

4. Mentoring students and developing life-long relationships with them.
5. Offering an attractive campus and classroom environments for students and employees that are healthy, safe, and conducive to good teaching and learning.
6. Growing enrollment while developing new programs in alignment with the mission.
7. Providing high quality support services at all program locations, implementing best practices in program delivery, and maintaining all university resources in a responsible manner.

## 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 which 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.

The student learning outcomes listed in each academic area are derived from or are in harmony with these institutional goals.

## GENERAL EDUCATION CORE CURRICULUM OBJECTIVES

### Purpose of the Core Curriculum

The purpose of the general education core curriculum is to produce graduates who embody the Christian intellectual life thus helping to fulfill Institutional Educational Goals 1-8. Toward this end student will engage the humanities/fine arts, social/behavioral sciences, natural sciences, religion/philosophy, and demonstrate the critical reasoning skills essential to an educated Christian capable of leadership and service. All of this arises from the conviction that the liberal arts are best understood through a

theological situation of life and learning. The basic assumptions of the general education core curriculum reflect the medieval insight that a mature faith seeks understanding. A graduate will demonstrate familiarity with the broad contours of human knowledge within the specific resources and perspectives offered by the Wesleyan-Holiness tradition. The goal of the general education curriculum is for students to develop a truly Christian understanding in vital conversation with the liberal arts.

## CAMPUS BUILDINGS

SMITH HOUSE (1939), originally on the site where the Mackey Building now stands, was formerly the president's home. The house was moved behind McKay Hall in 1960 and named after Donnie Joel Smith, a student killed by lightning the day before his graduation from Trevecca in 1959. Smith House was completely renovated in the summer of 2017 and now serves as The Counseling Center for personal counseling, and is now located behind Georgia Hall.

McCLURKAN HALL (1943) was named after the founder of Trevecca, Rev. J. O. McClurkan. Completely renovated in 1981 and again in 2012, the building houses the Eva Green Benson Auditorium, classrooms, and faculty offices for the Millard Reed School of Theology and Christian Ministry.

ADAMS BUILDING (1944) is on the site of one of the three buildings purchased in 1937. The original structure was destroyed by fire in 1943, and the building was rebuilt one year later. Renovated in 2010-2011, the Adams Building now houses the offices of the University Provost, Associate Provost and Dean of Academic Affairs, the Graduate Counseling Program, Information Technology Services, and a conference room. The Office of Academic Records was relocated to the third floor in the summer of 2017. The building is named in honor of Dr. Homer J. Adams for 30 years of service to the University, twelve (1979-91) as president.

TIDWELL FACULTY CENTER (1947). Tidwell Hall was built for use as a men's residence hall. The building was named in honor of the first student to enroll at Trevecca in 1901-Rev. W. M. Tidwell, a long-time pastor of Chattanooga First Church of the Nazarene. In 1974 Tidwell Hall was remodeled into a faculty center which now houses faculty offices, faculty conference rooms and lounges, and security offices.

WAKEFIELD FINE ARTS BUILDING (1954) in 1975 was named after Mr. A. C. Wakefield, a long-time song evangelist, for his contribution to church music. Fully renovated in the summer of 2017, it houses classrooms, the Wakefield Auditorium, private practice rooms, Trevecca Studios (recording facility), MAC Computer Lab, and music faculty offices.

BUD ROBINSON HALL (1954), which currently houses the Center for Leadership, Calling, and Service, was named after "Uncle Buddy" Robinson who was a pioneer evangelist in the Church of the Nazarene. Originally the building was a cafeteria; a second floor was added in 1965 to house women residents. In 1984 the cafeteria became the snack shop and recreation center. Between 1992 and 1995 it was remodeled to house School of Education and School of Business Management offices, computer labs, and classrooms. In 2001 the Records Office was added after the School of Education was moved to the Mackey Building. In

2007 the School of Business and Management was moved to the Boone Business Building. In 2009 the building was renovated for the Center for Leadership, Calling, and Service and today includes academic services, career services, a classroom, a computer lab, and the original NINETEEN|01 Coffee Shop, which was added in 2011.

MACKEY BUILDING (1961) was named after Dr. and Mrs. A. B. Mackey in recognition of their long years of dedicated service to the University. The former library was renovated in 2001 to house the School of Education offices and classrooms.

JOHNSON HALL (1963) was named after Sadie Agnew Johnson and serves as a residence hall for 100 women. From 2008-2017 the Office of Academic Records was located on the ground floor of the building. In the summer of 2017, the ground floor was renovated, creating 7 additional women's dorm rooms.

GEORGIA HALL (1966) was built as a residence hall for 120 women and includes the student clinic. Georgia Hall was named for the Georgia District in recognition of its Education Budget being paid in full during 1966. It was renovated extensively in 2015.

WISE HALL (1966) was named in honor of Rev. H. H. Wise, a long-time pastor of Nashville First Church and a strong, loyal supporter of Trevecca. It was fully renovated in the summer of 2017 and houses junior and senior women.

TENNESSEE HALL (1966) was named in recognition of the Tennessee District for its Educational Budget being paid in full in 1966. It serves as a residence hall for 100 women.

GREATHOUSE SCIENCE BUILDING (1969), named in honor of Dr. William Greathouse, Trevecca president, 1963-68, houses the Department of Science and Mathematics and the Graduate Physician Assistant Program and includes laboratories, classrooms and faculty offices. The large auditorium was renovated in 2010, the first and fourth floor labs were completely renovated in 2011 and 2012, and an elevator was added in 2011. The Cadaver Lab, located behind the building and used by the Graduate Physician Assistant Program, was completely renovated in 2013. The third floor classrooms for the Graduate Physician Assistant Program were renovated in 2014.

MOORE PHYSICAL EDUCATION CENTER (1969), named in honor of Dr. Mark R. Moore, Trevecca president, 1968-1978, includes a gymnasium, handball courts, classrooms, locker rooms, athletic offices, and the Wellness Center. In 2014, the Wellness Center was expanded and the Exercise Science Program was moved into a suite of classrooms and lab space where the former batting cage had been located since the origins of the building.

REDFORD AND SHINGLER APARTMENTS (1971) were originally built to house married students. They were named after Rev. and Mrs. M. E. Redford, who gave longtime service on the Trevecca faculty, and Mr. T. J. Shingler, who was the founder of Southeastern Nazarene College in 1912. The college eventually merged with Trevecca in 1919. Since 2000-01 the apartment complex has been used as junior and senior residence halls. All 50 kitchens were renovated across 2012 and 2013, and the 50 restrooms were renovated in 2014 and 2015.

BUSH APARTMENTS (1973) were named after Miss Carrie B. Bush, a loyal friend and benefactress of the University, and are

used as a residence hall for junior and senior women. Bathrooms were completely renovated and dishwashers were added to all apartments in the summer of 2017.

BENSON HALL (1974) was named for John T. Benson, Sr. in recognition of his loyal support of Trevecca. Benson Hall serves as a residence hall for 266 men. Restrooms were completely gutted in 2011 and upgraded. Shower doors were installed in all bathrooms in the summer of 2017.

ARTS ANNEX (1982) In 2011 the Maintenance Building was renovated. The upper floor houses a classroom, radio station equipment and a working studio, offices, and an art studio. The rest of the building is used for drama costume storage, drama set production, and electric guitar and drum class/practice space.

MARKS GUEST HOUSE (1982) includes one room for guests and houses the campus Salvation Army offices.

JERNIGAN STUDENT CENTER (1984), built on the site of McKay Hall, includes dining facilities, a snack shop (the "Hub"), meeting area, bookstore, copy center and post office, student activities offices, the Office of Student Development, and a conference room. It is named for Dr. and Mrs. Don Jernigan, benefactors of the University. The main dining room was renovated in 2010. The Hub was renovated in 2013, and reconfigured in 2017.

TARTER STUDENT ACTIVITY BUILDING (1989), built on to the northeast corner of the Physical Education Center, is named in honor of Rev. R. E. Tarter, founder of the Trevecca Million Dollar Club, which funded the construction of the building. Drama productions, variety shows, concerts, and seminars are a few of the activities held in the building. The main auditorium was renovated in 2013.

MARTIN BUILDING (1990) houses the offices of the Executive Vice President for Finance and Administration, Human Resources, and Financial Services. The Office of Admissions was housed here until 2009. Funds for this structure were provided by gift income. The building was named for Paul Z. and Ethel Martin, benefactors of the University.

UNIVERSITY TERRACE APARTMENTS (1996) The three-building apartment complex was purchased and renovated for married student, faculty, and staff housing. Buildings A and C were renovated in 2015 and now provide housing for junior and senior men.

WAGGONER LIBRARY (2000) was named after Don and Zelma Waggoner who provided funding for the building. It houses the library collections and offices, study rooms, media labs, and Quick Lecture Hall. In 2009 the ground level Academic Support Center was renovated to house the Office of Admissions. A second NINETEEN|01 Coffee Shop was added in 2015 on the main floor, and Quick Lecture Hall enjoyed a complete audio visual HD upgrade. In the summer of 2017, two new study rooms were added and the offices of the Center for Innovative Instruction were relocated to the ground floor.

BOONE BUSINESS BUILDING (2007), formerly used as an endowment property, was renovated in 2007. It houses a 920-seat convocation center, a snack shop - The CUBE, classrooms, and the offices of the Skinner School of Business and Technology and the School of Graduate and Continuing Studies. It is named after

Trevecca president Dan L. Boone at the request of the family who gave the lead gift for the building renovation.

HARDY ALUMNI CENTER (2011) houses the Alumni Hospitality Center, meeting rooms and the offices of Alumni Relations, the University President, External Relations, and Marketing.

MAINTENANCE BUILDING (2014), relocated to 58 Nance Lane in the summer of 2014, houses offices and equipment for maintenance, grounds, and janitorial services.

JACKSON CENTER FOR MUSIC AND WORSHIP ARTS (2017) is located on the former property of the Volunteer Trucking Company and named in honor of Josie P. Jackson and Robbi J. Jackson by Dr. William R. Jackson. It houses the Zelma Waggoner Performance Hall, Timothy Cierpke Choral Hall, Dunn Broadcast Room, the National Praise and Worship Institute, and the DeGarmo Conference Room, in addition to an instrumental rehearsal hall, student lounge - The Loft, offices, classrooms, and practice rooms.

# Admissions

## ADMISSIONS POLICIES AND PROCEDURES

### Admissions Requirements

#### AA and AS Admissions Policy

To be admitted to the AA and AS degree programs offered through the School of Graduate and Continuing Studies, students must:

1. Complete online application.
2. Complete FAFSA or appropriate reimbursement or payment plan agreements.
3. Provide proof of high school graduation or the completion of high school equivalency through GED certification, the HiSET exam, or the TASC (Test Assessing Secondary Completion).
4. All students are expected to have some proficiency with computer technology. Reliable access to technology will be required through the program.
5. Submit confidential Medical Health History and Immunization Forms to Trevecca's Student Health Clinic prior to registration (see Immunization Information entry at the end of this section). Applies only for students enrolled in face-to-face courses.
6. Provide photocopy of government-issued identification (e.g., driver's license, state ID, military ID, passport). This requirement ensures that Trevecca complies with the U.S. Department of Education expectations for student verification.

#### BA and BS Admissions Policy

To be admitted to the BA program in Management and Human Relations, BS program in Computer Information Technology,\* BS program in Health Information Technology,\* BS program in Health Care Administration, or BA program in Christian Ministry the student must:

1. Complete online application.
2. Complete FAFSA or appropriate reimbursement or payment plan agreements.
3. Submit official transcripts from previously attended institutions, sent directly from granting institution to TNU.
4. Have earned a grade point average of 2.0 for all academic work completed.
5. Have successfully completed a minimum of 40 hours of semester credit from an accredited institution.
6. All students are expected to have some proficiency with computer technology. Reliable access to technology will be required through the program.
7. Submit confidential Medical Health History and Immunization Forms to Trevecca's Student Health Clinic prior to registration (see Immunization Information entry at the end of this section). Applies only for students enrolled in face-to-face courses.

8. Provide photocopy of government-issued identification (e.g., driver's license, state ID, military ID, passport). This requirement ensures that Trevecca complies with the U.S. Department of Education expectations for student verification. (This is only required for students enrolled in an online program.)

\*Additionally, for the BS programs in Computer Information Technology and Health Information Technology the student must demonstrate computer technology proficiency by one of the following:

1. Have prior (transfer) credit of a college math course (grade "C" or higher), OR CLEP test, OR the student must pass a math skills assessment in the School of Graduate and Continuing Studies office.
2. Complete an introductory IT course at Trevecca or elsewhere; OR
3. Pass an IT assessment exam offered at the Trevecca Center for Leadership, Calling, and Service; OR
4. Pass an online training course approved by the Department of Information Technology; OR
5. Currently be employed as an IT professional.

### Admission of International Students

Trevecca welcomes students from other countries. International students who wish to enter the University must file their applications and complete certified copies of official transcripts, certificates, diplomas, and degrees translated to English well in advance of the semester for which they seek admission.

International students must show evidence of ability to understand and use English sufficiently well to succeed in their work at Trevecca. All international students must demonstrate English proficiency in one of the following ways:

Submit a successful official TOEFL report.

- A minimum TOEFL score of 500 is required on the paper-based test; or
- A minimum score of 173 is required on the computer-based test; or
- A minimum score of 61 is required on the Internet-based test.

The TOEFL requirement can be waived if:

- A student has attended a school for at least two years whose medium of instruction is English and successfully passed English. The student must be able to provide verification that the school did teach in English and that the student was not enrolled in any English support courses, such as ESL classes, during that time; or
- A student submits an official college-level transcript showing completion of course work at a "C" level (2.0 GPA) or better equivalent to Trevecca's English Composition (ENG 1020) from an accredited college or university; or



- A student submits a successful official IELTS (International English Language Testing System) score report with a minimum score of 5.5.

The TOEFL examination is administered in many overseas testing centers. Students who wish to take the test should contact TOEFL, Educational Testing Service, Box 6151, Princeton, New Jersey 08541-6151 or [www.toefl.org](http://www.toefl.org).

All regular admission requirements must be completed before official acceptance will be granted, including evidence of financial resources sufficient to pay expenses while a student is at the University. Trevecca's Certification of Financial Support must be on file at the time an I-20 is issued. International students will have the same financial policy applied to them as any other student. Unless there is documented proof of reading, writing, and math skills, international students will be required to register for developmental courses.

All students residing in the United States on an F-1 Student Visa and taking courses from Trevecca Nazarene University may take only one online class per semester during the period of their study. This is a requirement of the SEVIS program of the Immigration and Naturalization Service.

### Transfer from Other Colleges

Applicants from other institutions seeking admission to the University must present evidence of good standing from the institution last attended and official transcripts of all college work taken. The institution must be a college or university accredited by a Commission on Colleges of a regional accrediting association. Any applicant who has not received an honorable dismissal from the previous institution will not be considered for enrollment at Trevecca until a minimum of one semester of suspension has elapsed.

A grade of D on transfer work will be accepted with the following qualifications: (1) A transfer course in which a D has been earned will not be allowed to count toward a major or minor; (2) Applicants who transfer a D grade in a course equivalent to EGL 1100 English Composition I will be subject to the requirement of repeating EGL 1100 unless they have also completed the equivalent of EGL 2100 English Composition II; (3) Policy will apply only to work transferred from regionally accredited institutions of higher learning. Transfer students with grade point averages below minimum standards will be entered on probation. (Refer to the system of academic probation and suspension located in the Academic Policies section of the Catalog.)

Applicants should request that their official academic transcript(s) be mailed to the Office of SGCS Admissions. Transcripts must arrive prior to registration in ample time for an official evaluation of course credit to be completed. A credit evaluation of transfer credit is given to the student for advising purposes. The University is not responsible for accommodating duplicate course work that is discovered with the arrival of transcripts after the advising dates have passed.

### Associate of Arts/Associate of Science Transfer\*

Any student who has completed an Associate of Arts, Associate of

Science, or Associate of Fine Arts degree from a regionally accredited post-secondary institution will be considered to have met all requirements for graduation from Trevecca Nazarene University, with the following exceptions:

1. Students will be required to take one religion course.
2. Students will be required to complete any prerequisites for upper-division courses.
3. Students will be required to complete additional elective courses beyond the 3 hours of general education religion courses and required core and supporting courses in their major to satisfy the 120-credit-hour requirement for graduation from Trevecca.

Trevecca Nazarene University is a participant in the Tennessee Transfer Pathway. Tennessee Transfer Pathways (TTPs) are designed to help community college students plan for transferring to a Tennessee public university or select regionally accredited, nonprofit, Tennessee private colleges and universities to complete their baccalaureate degree. The TTPs also constitute an agreement between community colleges and four-year colleges/universities confirming that community college courses meet major preparation requirements. A student who completes all of the courses listed on a particular Transfer Pathway will earn an AA or AS degree at the community college. The student is responsible for following the TTP exactly to ensure transfer of hours. A minimum grade of "C" is required for courses to transfer. Admission into Trevecca does not guarantee admission into a specific program.

*\*This policy does not apply to students who have been awarded the Associate of Applied Science (AAS) degree.*

### Transfer from Nationally- or Programmatically-Accredited Colleges

After one full-time semester of satisfactory work at Trevecca, a student may have credits earned at a college which has accreditation through a CHEA-recognized national or programmatic accreditor reviewed for acceptance as a basis for academic standing. See table for details.

### Transfer from Bible Colleges

Trevecca Nazarene University will accept from Bible colleges accredited by the Association for Biblical Higher Education (ABHE). See table for details.

After one full-time semester of satisfactory work at Trevecca, a student may have credits earned at a college which has accreditation through a CHEA-recognized faith-related accreditor reviewed for acceptance as a basis for academic standing. See table for details.

### Transfer from Non-Accredited Colleges

A student may have credits earned at a college without accreditation reviewed for credit by demonstration of competency through the prior learning assessment process, a departmental exam, or nationally recognized testing agency (e.g., CLEP). See table for details.

Accreditation of previous institution	Timeline for acceptance	Must be degree-granting institution	Max accepted toward degree	Credits hours	Grade	GPA	What is transferred?			Credits count toward?
							Lowest grade accepted	Electives	General education requirements	
Regional	Immediate	Yes	75%	Yes	Yes	Yes	D	Yes	Yes	Major requirements (at least 12 must be from Trevecca)
ABHE	Immediate	Yes	75%	Yes	No	No	C	Yes	Yes	Yes
National (CHEA recognized)	After 1 semester of satisfactory completion	Yes	49%	Yes	No	No	C	Yes	Yes	Yes
Faith-based (CHEA recognized)	After 1 semester of satisfactory completion	Yes	49%	Yes	No	No	C	Yes	No	No
Programmatic (CHEA recognized)	After 1 semester of satisfactory completion	Yes	49%	Yes	No	No	C	Yes	No	Yes
Other (not CHEA recognized)	After satisfactory completion of 1 course	No	See PLA	No	No	No	N/A	See PLA	See PLA	See PLA
None	After satisfactory completion of 1 course	No	See PLA	No	No	No	N/A	See PLA	See PLA	See PLA

### Professional Student Status

Courses at Trevecca are available to non-degree seeking students who are preparing for admission to one of Trevecca’s adult studies programs, or for students interested in professional development or personal enrichment. Prospective students may apply to the University as a professional student in order to take accelerated electives and/or traditional coursework. To be accepted as professional student status, the student must:\*

- submit an online application and
- submit evidence of the right to do college work by presenting one of the following:
  1. high school diploma or equivalent
  2. official transcripts from all regionally accredited institutions previously attended.

In order to retain professional student status, a student must earn and maintain a 2.0 GPA.

Acceptance into Trevecca as a professional student does not ensure admission into one of Trevecca’s adult studies programs.

*\*Any exceptions to the above admissions standards must be approved by the Adult Studies Admissions Committee.*

### Assessment of Prior Learning

Students who wish to earn credit through the prior learning assessment course should meet with their advisor to discuss possible options before submitting any prior-learning documentation for evaluation. The student, in cooperation with the academic advisor, will create his/her academic plan after being presented with these options. All documentation submitted during the prior-learning assessment process will become the property of the university.

A maximum of 50% of credit hours toward the program can be earned through the above-mentioned prior learning methods. All documentation for evaluation should be submitted to the academic advisor prior to the completion of 12 hours. Prior learning credit will be awarded once a student has completed 12 hours within their chosen major.

### **Immunization Information**

Tennessee state law requires all colleges and universities to obtain immunization information from students.\* The required information is dependent upon a student's date of birth and academic classification as a student. Prior to registration, students born after January 1, 1957, but before January 1, 1980, need to verify MMR immunization and, if born after January 1, 1980, need to additionally verify chickenpox (varicella) immunization or evidence of chickenpox disease. All verification should be submitted to Trevecca's Student Health Clinic. For more information, please see [www.trevecca.edu/health](http://www.trevecca.edu/health).

*\*Students in online-only programs are not required to submit immunization information.*

# Academic Policies

## REGISTRATION POLICIES

Registration will be completed by the School of Graduate and Continuing Studies. Course materials will be provided to the student prior to the beginning of each course.

For students enrolled in face-to-face programs, convocation, held one week before the first class, is an orientation session. At Convocation students in the group will become acquainted with one another, will register for the program, and will pay the first semester tuition.

Additionally, students must be in good standing to be registered for all subsequent semesters.

## GENERAL EDUCATION REQUIREMENTS

The following general education requirements must be met by all adult studies students:

- Communications—6 semester hours (of which one course must be in English Composition)
- Humanities/Fine Arts—3 semester hours (at least one course must be from the following: literature, philosophy, art or music appreciation, art or music history, fine arts, or history)
- Natural Science and Math—6 semester hours
- Social and Behavioral Sciences—9 semester hours
- Six additional semester hours must be earned in any of the above areas
- Adult studies students are required to earn 6 hours in religion.

## GRADUATION REQUIREMENTS

### Associate of Arts or Associate of Science

In order for a student to receive the associate of arts or science, the following requirements must be met:

1. A total of 60 semester hours must be earned with a 2.0 grade point average and all general education core requirements met. No student may graduate with less than 25% of the required degree hours (exclusive of testing, prior learning, and military credit) earned at Trevecca.
2. Of these 60 hours, a minimum of 30 college credit hours must be earned. A maximum of 30 hours can be earned through prior learning methods.

### MHR

In order for a student to receive the bachelor of arts degree in management and human relations, the following requirements must be met:

1. A total of 120 semester hours must be earned with a 2.0 grade point average and all general core education requirements met. No student may graduate with less than 25% of the required degree hours (exclusive of testing, prior learning, and military credit) earned at Trevecca.

2. The 36 semester hours of the major must be taken at Trevecca with a minimum grade of C- in each module. No minor or second major is required.
3. In addition to the 36 hours earned through the MHR program, 84 additional semester hours must be earned to meet the degree-completion requirements of 120 total semester hours. Of these 120 hours, a minimum of 60 college credit hours must be earned. A maximum of 60 hours can be earned through prior learning methods.

### BAM

In order for a student to receive the bachelor of science degree in business administration with a concentration in management, the following requirements must be met:

1. A total of 120 semester hours must be earned with a 2.0 grade point average and all general core education requirements met. No student may graduate with less than 25% of the required degree hours (exclusive of testing, prior learning, and military credit) earned at Trevecca.
2. Based on a review of a student's transcripts, transfer credit may be awarded for courses in the core program. A minimum of 36 credit hours of the degree must be from BAM related coursework taken at Trevecca. The core BAM courses and any courses that count toward the minimum 36 credit hour requirement for courses taken at Trevecca must result in a minimum grade of a C-. No minor or second major is required.
3. In addition to the 48 hours earned through the BAM program, 72 additional semester hours must be earned to meet the degree-completion requirements of 120 total semester hours. Of these 120 hours, a minimum of 60 college credit hours must be earned. A maximum of 60 hours can be earned through prior learning methods.

### CIT

In order for a student to receive the bachelor of science degree in computer information technology, the following requirements must be met:

1. A total of 120 semester hours must be earned with a 2.0 grade point average and all general core education requirements met. No student may graduate with less than 25% of the required degree hours (exclusive of testing, prior learning, and military credit) earned at Trevecca.
2. Based on a review of a student's transcripts, transfer credit may be awarded for IT courses in the core program. A minimum of 36 credit hours of the degree must be from CIT related coursework taken at Trevecca. The core CIT courses and any courses that count toward the minimum 36 credit hour requirement for IT courses taken at Trevecca must result in a minimum grade of a C-. Additionally, no courses may be waived after Semester I.
3. In addition to the 48 hours earned through the CIT program, 72 additional semester hours must be earned to meet the

degree-completion requirements of 120 total semester hours. Of these 120 hours, a minimum of 60 college credit hours must be earned. A maximum of 60 hours can be earned through prior learning methods.

### **HIT**

In order for a student to receive the bachelor of science degree in health information technology, the following requirements must be met:

1. A total of 120 semester hours must be earned with a 2.0 grade point average and all general core education requirements met. No student may graduate with less than 25% of the required degree hours (exclusive of testing, prior learning, and military credit) earned at Trevecca.
2. Based on a review of the student's transcripts, transfer credit may be awarded for health care or IT courses in the core program. A minimum of 30 credit hours must be from HIT related course work taken at Trevecca. The core HIT courses and any courses that count toward the minimum 30 hour credit hour requirement for HIT courses taken at Trevecca must result in a minimum grade of a C-. No academic minors are currently required for HIT students.
3. In addition to the 40 hours earned through the HIT program, 80 additional semester hours must be earned to meet the degree-completion requirements of 120 total semester hours. Of these 120 hours, a minimum of 60 college credit hours must be earned. A maximum of 60 hours can be earned through prior learning methods.

### **HCA**

In order for a student to receive the bachelor of science degree in health care administration, the following requirements must be met:

1. A total of 120 semester hours must be earned with a 2.0 grade point average and all general core education requirements met. No student may graduate with less than 25% of the required degree hours (exclusive of testing, prior learning, and military credit) earned at Trevecca.
2. Based on a review of the student's transcripts, transfer credit may be awarded for health care courses in the core program. A minimum of 30 credit hours must be from HCA related course work taken at Trevecca. The core HCA courses and any courses that count toward the minimum 30 hour credit hour requirement for HCA courses taken at Trevecca must result in a minimum grade of a C-. No academic minors are currently required for HCA students.
3. In addition to the 40 hours earned through the HCA program, 80 additional semester hours must be earned to meet the degree-completion requirements of 120 total semester hours. Of these 120 hours, a minimum of 60 college credit hours must be earned. A maximum of 60 hours can be earned through prior learning methods.

### **CMO**

In order for a student to receive the bachelor of arts degree in Christian Ministry, the following requirements must be met:

1. A total of 120 semester hours must be earned with a 2.0 grade point average and all general core education requirements met. No student may graduate with less than 25% of the required degree hours (exclusive of testing, prior learning, and military credit) earned at Trevecca.
2. The 30 semester hours of the major must be taken at Trevecca with a minimum grade of C- in each class. No minor or second major is required.
3. In addition to the 30 hours earned through the CMO program, 90 additional semester hours must be earned to meet the degree-completion requirements of 120 total semester hours.

### **Requirements for All Programs**

The following requirements must be met by all students in the Associate of Arts or Science, Management and Human Relations, Business Administration-Management, Computer Information Technology, Health Information Technology, Health Care Administration, and Christian Ministry Programs:

1. A student is to graduate under the terms of the academic catalog in effect at the time of his/her graduation or the one immediately preceding.
2. Students lacking no more than 6 semester hours by April 15 may participate in the formal commencement in May of that year. For the granting of a diploma, a student must have a plan to complete all degree requirements by the August graduation. The meeting of all degree requirements will be entered on the student's transcript and diplomas issued in December, May, or August.
3. March 15 is the deadline for submission of all prior learning documentation for which earned college credit may be used to qualify for participation in commencement. Evaluation of any work submitted after this deadline cannot be guaranteed.
4. Each student must submit an educational plan which indicates how he or she will meet all graduation requirements. The form must be completed by December 31 for May and August graduates. December graduates will submit an educational plan by June 30.
5. Application for graduation must be submitted according to the application deadline set forth by the university registrar.
6. Payment of all tuition and fees.

### **DEADLINES FOR DEGREE COMPLETION**

Trevecca Nazarene University holds one commencement program in the spring of each academic year. 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.

For a December diploma, an application for graduation must be completed and sent to the Office of Academic Records by September 30. For a May or August diploma and regalia, the Office of Academic Records must receive the application for graduation by December 15.

Students must submit documentation of prior learning to their academic advisor by the appointed deadlines:

- For a December diploma, the submission deadline is November 1.
- For a May diploma, the submission deadline is March 15.
- For an August diploma, the submission deadline is July 1.

The Office of Academic Records will add approved credit to the student's transcript.

## ACADEMIC ADVISOR AND FACULTY

Each cohort will be assigned an academic advisor who will maintain contact with the class. The academic advisor is an advisor to the group and to individual students. Students should contact their academic advisor regarding any problem related to their education. Course instruction will be assigned to either a Trevecca faculty member or an adjunct professor. Every professor will be qualified to teach that particular course based upon credentials and experience. The faculty of each adult studies program are also available to students for assistance as needed.

## PRIOR LEARNING CREDIT

During the admissions process, the applicant meets with an academic advisor who, on the basis of transcripts and a completed Prior Learning Plan Sheet, provides an estimate of the number of credits which might be earned by assessment of prior learning. There is no guarantee as to the number of credits to be eventually received. It is intended for guidance purposes only.

A maximum of 30 hours for an Associates Degree and 60 hours for a Bachelors Degree can be earned through prior learning methods. The following processes are used to document prior learning:

### Testing: CLEP and DSST

College credit in specified areas may be received through the CLEP and DSST standardized testing programs. Official score reports from CLEP and DSST must be sent to Trevecca in order for credit to be awarded.

### Portfolio

Trevecca offers prior learning credits through an online six-week course during which students write about and document their learning that has occurred through prior life experiences and professional training for faculty evaluation.

### Life Learning Papers (LLP)

Students write a paper for each subject area for which they are attempting to receive credit. Each paper is reviewed by a professor for evaluation and determination of credit. Credit will be granted only for college-level learning in pre-approved academic areas. Through these papers students attempt to receive credit for college-level learning from life experience, not for the experience itself.

### Professional Schools and Training (PST)

Professional schools and training credit may be earned for courses taken in the professional environment. Credit is awarded based on guidelines set forth by the Council for Adult & Experiential Learning (CAEL), American Council on Education (ACE), and the National College Credit Recommendation Service (NCCRS).

## Military Service

Credit may be awarded for military education. On presentation of a military transcript, credit is determined in accordance with the guidelines set forth by the Council for Adult & Experiential Learning (CAEL), American Council on Education (ACE), and the National College Credit Recommendation Service (NCCRS).

## LIMITATIONS OF STUDENT LOAD

Students are not permitted to take any additional course work from Trevecca or other colleges while enrolled in the program, except by permission of the academic advisor. Students may request permission to take additional course work when the adult studies program course work is completed by completing the transient course work form prior to registration.

Students may take additional adult studies courses during the program with the approval of their academic advisor. It is the students' responsibility to acquire approval from their academic advisor before taking any course or completing any additional hours that may be applied toward the Trevecca Nazarene University degree. The University reserves the right to reject any course for a degree that has not been approved by the student's academic advisor.

The normal course load is 12-15 credit hours per semester, taken one course at a time. After successful completion of the first semester, the Assistant Director of Student Success may approve the following:

- Overlapping of courses provided the student's cumulative GPA is 2.70 or higher.
- A course load of 17-18 hours provided the student's cumulative GPA is 2.70 or higher.
- A course load of 19-21 hours provided the student's cumulative GPA is 3.00 or higher.

## WITHDRAWAL FROM COURSES

The last day to drop out of a course in progress with a grade of W is by the end of day 21 for most courses or day 35 for a 12-week course during regular business hours. If the student attends/participates after that time, a letter grade must be assigned.

Any student who wishes to withdraw must contact his/her academic advisor immediately to report that decision. Failure to do so will result in the student's earning Fs in the classes for which he/she is registered and not receiving reimbursement.

Withdrawing from a class will result in a graduated refund and may affect financial aid, so the student should contact his/her financial aid counselor. Failure to attend class does not constitute a withdrawal, and students will receive an F if not properly withdrawn.

## WITHDRAWAL FROM PROGRAMS

Students who drop out of a group due to an academic issue may continue in a later group with the approval of their academic advisor. The student must be in good standing and the group he/she selects must have space available. Any student withdrawing from a program for the second time must seek reinstatement through the Admissions Committee if a third or subsequent re-

enrollment is desired. A fee of \$100 is charged for changing groups. The \$100 fee will officially hold a place in the group requested but is not applied towards tuition.

Any student withdrawing from an entire program will be governed by the above regulation for the grade in any module in progress and be given a grade of W for any subsequent modules for which registration has been completed. Any refund of tuition or fees will be governed by the Refund Policy which appears in the financial information section of this catalog.

Any student who wishes to withdraw must contact his/her academic advisor immediately to report that decision. Failure to do so will result in the student's earning Fs in the classes for which he/she is registered and not receiving reimbursement.

## **COURSE REPEAT POLICY**

Students may repeat courses by joining a later group, provided the group they select has space available. The repeat grade is the grade recorded as part of the GPA. A failed course may not be repeated by directed study. Students who repeat courses will be charged tuition and fees according to the financial schedule in the most current catalog.

## **ACADEMIC PROBATION AND PROGRAM SUSPENSION**

A student receiving a grade of F or D in any course will be placed on academic probation until the course work is repeated with at least a grade of C-.

Students who receive a D or F in any course may continue in the program but must repeat the course with another group.

A student who receives two Fs, two Ds, or a combination of the two grades will be suspended from the adult studies program or pre-program coursework (regardless if the two Fs, two Ds, or the combination of the two grades have been repeated). A student may apply to the Adult Studies Admissions Committee for readmission after three (3) months from the date of suspension. Any subsequent Fs or Ds will result in program suspension. Readmission is not guaranteed.

A student who is suspended from an adult studies program will be allowed to complete the course in which he/she is currently enrolled.

## **ACADEMIC GRIEVANCE POLICY FOR CLASSES IN PROCESS**

1. Students with grievances or problems with the way a particular course is conducted and how their grades are being assigned should submit their concerns in writing to the professor of the course within 10 days of receiving the grade report.
2. If a satisfactory solution is not reached, the student should file a written appeal with his or her academic advisor to help solve the problem. The appeal to the academic advisor must be filed within 10 days of the professor's final decision concerning the student's appeal.

3. The advisor then has 10 days to consult with appropriate parties, including the program administrator or director, and respond to the student.

Face to face discussions with professors and department chairs about concerns are appropriate, but grievances and outcomes need to be in writing to ensure that all decisions are made with a mutual understanding of the issues.

If a final grade for the course has already been submitted to the Office of Academic Records, the guidelines outlined in the Final Grade Appeal Policy and Procedures (p. 22) section of this catalog should be followed.

## **FINAL 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. Every student will have the right to have his/her appeal heard by the professor and two other academic administrators who serve on the Grade Appeal Committee. 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 student may elect to discontinue the appeal process at any level. The grade appealed shall remain in effect until the appeal process is completed, or the problem is 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 will submit a grade appeal form to his or her academic advisor within 30 days of the final grade posting.
3. The Grade Appeal Committee will review the grade appeal form and all supporting documents and render a decision within 15 days of receipt.

4. The decision of the Grade Appeal Committee is final and cannot be appealed.

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

#### **Associate Degree Programs**

Professor                      Grade Appeal Committee

#### **Management and Human Relations**

Professor                      Grade Appeal Committee

#### **Business Administration-Management**

Professor                      Grade Appeal Committee

#### **Computer Information Technology**

Professor                      Grade Appeal Committee

#### **Health Information Technology**

## **ATTENDANCE**

Trevecca's adult studies and graduate programs are highly concentrated. Regular class attendance is expected of all students. Attendance is a prerequisite for student success in the course work and the personal and small group relationships facilitated in the class sessions. Professors record attendance at each class. Attendance records are essential to comply with federal regulations and accrediting agencies.

### **ONSITE STUDENTS**

#### **Tardy**

Students are expected to be present when class begins and remain the entire class session. Students will be considered tardy if they arrive more than 30 minutes late for a class session or leave earlier than 30 minutes before the end of a class session. Two tardies will equal an absence. Even if a tardy is for a legitimate reason, participation points will still be deducted. Students exceeding the allowed tardies/absences will receive a failing grade.

#### **Absence**

Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or more in length. Students are not allowed an absence for any course that has four class sessions or fewer in length. Even if an absence is for a legitimate reason or approved by appeal, participation points will still be deducted. Homework assignments for the class of absence are still due as scheduled. Students exceeding the allowed tardies/absences will receive a failing grade.

#### **Absence Appeal**

An absence appeal may be filed for *emergency circumstances* that arise leading to more than allowed absences. Emergency circumstances considered are: hospitalization of self or immediate family member; death in immediate family; and military deployment. Please contact your academic advisor to obtain and

particular appeal will cease at that point. Under unusual circumstances, deadlines may be extended.

The following table illustrates the specific person or entity to whom an appeal is directed. The levels of appeal must be followed sequentially.

Professor	Grade Appeal Committee
-----------	------------------------

#### **Health Care Administration**

Professor	Grade Appeal Committee
-----------	------------------------

#### **Christian Ministry**

Professor	Grade Appeal Committee
-----------	------------------------

#### **Professional Student**

Professor	Grade Appeal Committee
-----------	------------------------

#### **Psychology Program**

Professor	Grade Appeal Committee
-----------	------------------------

complete the appropriate form in such situations. Contact must be made and the appeal form submitted within 7 days of the absence.

#### **Late Instructor**

Should an instructor be late for a class session, students are expected to wait a minimum of 30 minutes and contact the site coordinator or Assistant Director of Student Services before leaving. If the instructor arrives within that 30 minute period and any student has left, the student will be counted as absent for the class session. If the instructor does not arrive within the 30 minute period, the students may leave and arrangements will be made to make up those class hours sometime during the time frame of the course or additional assignments will be given.

#### **Cancellation of Onsite Classes**

Trevecca Nazarene University offers classes at several locations. Weather and driving conditions can vary a great deal. Each location will constitute a separate evaluation and decision process, and therefore, class cancellations due to weather issues may apply to some but not all face-to-face students. As possible, school closing will be determined by 3:00 p.m. the day for which classes are scheduled or by Friday evening in relationship to Saturday morning classes.

Students and professors will be notified through their Trevecca email account and telephone (as possible) if classes at their specific location are canceled. Students may also call the toll free line at 844-TNU-GRAD after 3 p.m. for the most up-to-date information.

If classes are canceled, professors and staffing will contact students regarding make-up assignments and plans.

If classes are not canceled, students must make decisions related to their own attendance based on the attendance policy.

### **ONLINE STUDENTS**

#### **Absence**

Attendance is determined by participation in weekly learning activities. A student is reported absent for a week if there is no



participation in course discussions or submission of assignments during that week. Under emergency circumstances, a student may be allowed one absence in courses that are five weeks or more in length and must file an absence appeal. No absences are allowed in courses that are four weeks or shorter in length. Students exceeding the allowed tardies/absences may receive a failing grade.

### Absence Appeal

## GRADING SYSTEM

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

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

\*NOTE: A grade of lower than C- in a course must be repeated.

Incomplete	I	Given for sickness or emergency reasons near end of course and must be approved by the teacher and the program director. The "I" must be removed within five weeks or the grade becomes an "F."
Withdrawal	W	Granted to students who officially withdraw from a class by the end of day 21. This grade may be assigned by the program director or school dean in the case of extenuating circumstances. This grade is not used in computing students' GPAs but does affect completion date.
Satisfactory	S	Credit toward graduation, but no quality points.
Unsatisfactory	U	No credit.
Audit	N	No credit.

## CHANGE OF GRADE

After a professor has assigned a grade in a course, changes may be made only for clerical error. All completed grade change forms must be initially filed in the School of Graduate and Continuing

An absence appeal may be filed for *emergency circumstances* that arise leading to more than allowed absences. Emergency circumstances considered are: hospitalization of self or immediate family member; death in immediate family; and military deployment. Please contact your academic advisor to obtain and complete the appropriate form in such situations. Contact must be made and the appeal form submitted within 7 days of the absence.

Studies and approved by the Associate Provost for Graduate and Continuing Studies.

## DIRECTED STUDY

A limited number of credit hours can be achieved by directed study in which students engage in individual research and further study in a particular subject area. Regular courses are not to be taken by directed study except in cases regarding unavoidable schedule conflicts with graduation requirements. When regular courses are taught by directed study, they must have essentially the same requirements as those taught in the classroom including exams. A student is limited to 12 semester hours of credit by directed study in any one program.

Students on academic probation are not permitted to take courses by directed study. Additionally, MHR course work may not be taken by directed study.

## AUDITING COURSES

With special permission from the program director, eligible students may audit course work. Auditing students must submit an admission application and pay all tuition and fees in advance. Auditing students are admitted on a space-available basis.

## SCHOLASTIC HONORS AND AWARDS

### Graduating Honors

Students of high scholastic standing will graduate with honors according to the following criteria for each honor rank:

<b>WITH DISTINCTION</b>	representing a cumulative standing of at least 3.5 for AA or AS degree candidates only
<b>CUM LAUDE</b>	representing a cumulative standing of at least 3.5
<b>MAGNA CUM LAUDE</b>	representing a cumulative standing of at least 3.7
<b>SUMMA CUM LAUDE</b>	representing a cumulative standing of 3.9 or above

Phi Delta Lambda is the national honor society of the colleges of the Church of the Nazarene. Each college maintains a chapter; the one at Trevecca Nazarene University is the Zeta Chapter. Honors graduates are eligible for election to membership in this chapter. Elections are held each year by the faculty during the commencement season. Membership each year may not exceed 15 percent of the total undergraduate enrollment.

Who's Who Among Students in American Universities and Colleges recognizes students who are selected by classmates and faculty for their scholastic, leadership, and community service achievements.

## STUDENT RIGHTS AND RESPONSIBILITIES IN THE ACADEMIC AREA

Every student at Trevecca Nazarene University has the right to:

1. Respect as an individual and to forthright, friendly, tactful, and helpful treatment;
2. Positive answers to sincere questions;
3. The expectation that the course material reflects the current state of learning in the field;
4. Information in a printed syllabus as to student learning outcomes, requirements, evaluation procedures, and attendance policy;
5. Information from the teacher at regular intervals regarding individual progress in courses.
6. Assignments returned within a reasonable period of time, including corrections and criticisms of student work either orally or in writing.
7. Personal consultation with the teachers and academic advisor during regular posted office hours.
8. Due process for appeals about grades or academic matters relating to a course through the professor, academic advisor, and academic administrators.
9. Employ Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act if it applies to him/her.

Every student at Trevecca Nazarene University also has the responsibility to:

1. Attend classes regularly and participate in class discussions.
2. Be on time for classes and registrations.
3. Complete all assignments on time to the best of his/her ability.
4. Know the academic policies of the University as stated in the program catalog, including requirements for graduation.
5. Maintain honesty and integrity in all academic work.
6. Take proper care of equipment and materials used in academic work, such as in the library.
7. Maintain appropriate conduct in the classroom setting, on campus and in off-site locations, and online.
8. Self-identify as an individual with a disability and follow published procedures for obtaining information, services, and reasonable accommodations if such conditions apply and accommodations are desired.
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.trevecca.edu/about/research](http://www.trevecca.edu/about/research).

### Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type

of academic exercise will be permanently suspended from Trevecca Nazarene University.

## 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 Office of Academic Records 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.

## INTELLECTUAL PROPERTY RIGHTS POLICY

This policy is meant to encourage and support faculty, staff, and student research; to protect the rights and interests of university constituents as well as the university itself; and to provide university constituents with information that will guide understanding of intellectual property and its application at Trevecca Nazarene University. All full-time or part-time faculty, administrators, and staff, student employees, and students, as well as non-employees who participate or intend to participate in

teaching and/or research or scholarship projects at Trevecca Nazarene University are bound by this policy.

Trevecca Nazarene University is committed to complying with all applicable laws regarding copyright and other forms of intellectual property. Furthermore, this policy shall not be interpreted to limit the university's ability to meet its obligations for deliverables under any contract, grant, or other arrangement with third parties, including sponsored research agreements, license agreements, and the like.

Questions of ownership, compensation, or other materials covered by this policy shall be resolved by the Executive Vice President (or his/her designee) in consultation with the University Provost and others, as appropriate.

## **COPYRIGHT, PATENTS, AND TRADEMARKS**

### **A. COPYRIGHT**

#### **General Copyright Policy**

Trevecca Nazarene University's policy is that all rights in copyright remain with the creator unless the work is a "work for hire," is commissioned by the university, or is otherwise subject to contractual obligations.

#### **Definition and Scope of Copyright Protection**

Under the federal copyright law, copyright subsists in "original works of authorship" that have been fixed in any tangible medium of expression from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. These works include:

1. literary works such as books, journal articles, poems, manuals, memoranda, tests, computer programs, instructional material, databases, and bibliographies;
2. musical works, including any accompanying words;
3. dramatic works, including any accompanying music;
4. pantomimes and choreographic works (if fixed, as in notation or videotape);
5. pictorial, graphic and sculptural works, including photographs, diagrams, and sketches;
6. motion pictures and other audiovisual works, such as videotapes;
7. sound recordings; and
8. architectural works.

#### **Scope of Copyright Protection**

##### **"Work for Hire"**

"Work for hire" is a legal term defined in the Copyright Act as "a work prepared by an employee within the scope of his or her employment." For instance, work assigned to programmers is "work for hire" as defined by law, as is software developed for university purposes by students and staff working collaboratively. This definition includes works prepared by employees in satisfaction of sponsored agreements between the university and outside agencies. Certain commissioned works also are works for hire if the parties so agree in writing. The mere fact that multiple individuals have contributed to the creation of a work shall not

Subject to various exceptions and limitations provided for in the copyright law, the copyright owner has the exclusive right to reproduce the work, prepare derivative works, distribute copies by sale or otherwise, and display or perform the work publicly. Ownership of copyright is distinct from the ownership of any material object in which the work may be embodied.

#### **Books, Articles, and Similar Works, Including Unpatentable Software**

In accord with academic tradition, except to the extent required by the terms of funding agreements, Trevecca Nazarene University does not claim ownership to pedagogical, scholarly, or artistic works, regardless of their form of expression. Such works include those of students created in the course of their education, such as papers, theses, and articles. The university claims no ownership of popular nonfiction, novels, poems, musical compositions, unpatentable software, or other works of artistic imagination that are not institutional works (see below under "Work for Hire"). Copyright in pedagogical, scholarly, or artistic works to which the university disclaims ownership under this policy shall be held by the creators regardless of whether the work constitutes a "work for hire" under copyright law.

#### **Ownership and Use of Course Materials (including class technology and videotapes of classroom activities)**

All course materials, such as syllabi, videotapes of classroom activities, websites, and such, developed by a Trevecca Nazarene faculty member belong to the faculty member unless grant or other outside funding sources dictate otherwise. Faculty ownership of such course materials does not, however, entitle the faculty member to any additional compensation from the university as a result of appropriately enrolled students' use of such materials. Faculty ownership of such course materials also does not preclude the university from using such materials for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions. Materials brought to Trevecca from other institutions are bound by any ownership constraints from the institution at which they were developed; barring none, they belong to the faculty member.

The use of images or materials of students for use outside of a currently enrolled class is not permitted without a signed release from students. This includes videotaping, website images, and class materials where the expectation of a student is that their purpose is for that particular course. If the purpose of the class is to create a website, video or other materials for future courses, this permission is not needed.

cause the work to constitute an institutional work. Where a work is jointly developed by university faculty or staff or student employees and a non-university third-party, the copyright in the resulting work typically will be owned jointly by the university and the third party. In such instances, both the university and the other party would have nonexclusive rights to the work, subject to the duty to account to each other.

The university shall retain ownership of works created as institutional rather than personal efforts—that is, works created by administrators and staff for university purposes in the course of the creators' employment, university-commissioned faculty work, or works resulting from simultaneous or sequential contributions

over time by numerous faculty, staff, and/or students. The employer (i.e., the university) by law is the "author," and hence the owner, of works for hire for copyright purposes; therefore, Trevecca Nazarene University owns all rights, intellectual and financial, in such works. Administrators, faculty, and staff who gain professional expertise through such work, however, may engage in professional activities (conferences, consulting, and such) that may result in compensation.

### **Works of Non-employees**

Under the Copyright Act, works of non-employees such as consultants, independent contractors, and such generally are owned by the creator and not by the university, unless there is a written agreement to the contrary. As it is the university's policy that the university shall retain ownership of such works (created as institutional rather than personal efforts, as described in "Work for Hire"), Trevecca will generally require a written agreement from non-employees that ownership of such works will be assigned to the university. Examples of works that the university may retain from non-employees are reports by consultants or subcontractors, computer software, architectural or engineering drawings, illustrations or designs, and artistic works.

### **Use of Copyrighted Material**

Trevecca Nazarene University is committed to complying with all applicable copyright laws; consequently, students and employees are expected to comply with these laws. Distribution of materials protected by copyright without permission of the copyright owner may be a violation of federal or state law. It is the responsibility of those reproducing materials to make sure the reproduction is consistent with U.S. Copyright Law (<http://www.copyright.gov/>).

Trevecca Nazarene University does not permit the unlawful reproduction or distribution of commercially copyrighted music, movies, and software. The university is committed to taking reasonable steps to avoid misuse of its computer network. If violations are discovered or suspected, university personnel may report infringement to appropriate authorities or take other action, including, but not limited to warning the user, removing the material, or terminating access to the material.

### **Use of the University Name in Copyright Notices**

The following notice should be placed on university-owned materials:

Copyright © [year] Trevecca Nazarene University. All Rights Reserved.

No other institutional or departmental name is to be used in the copyright notice, although the name and address of the department to which readers can direct inquiries may be listed. The date in the notice should be the year in which the work is first published, i.e. distributed to the public or any sizable audience.

Additionally, works may be registered with the United States Copyright Office using its official forms (<http://www.copyright.gov/forms/>).

### **Reconveyance of Copyright to Creator**

When copyright is assigned to Trevecca Nazarene University because of the provisions of this policy, the creator of the copyrighted material may make a request to the executive vice president that ownership be reconveyed back to the creator. Such a

request can, at the discretion of the executive vice president, be granted if it does not: (1) violate any legal obligations of or to the university, (2) limit appropriate university uses of the materials, (3) create a real or potential conflict of interest for the creator, or (4) otherwise conflict with university goals or principles.

### **B. PATENTS**

Trevecca Nazarene University is an educational institution whose fundamental mission is to provide outstanding higher educational programs. The university recognizes that research, particularly that involving collaborative investigations with students and faculty, is a significant component of the educational process.

All potentially patentable ideas and inventions developed in whole or in part by university personnel in the course of their employment, or with more than incidental use of Trevecca Nazarene University resources, shall be disclosed in writing to the executive vice president. Written disclosure should include the (1) name of the inventor, (2) what was invented, (3) circumstances that led to the invention, and (4) the information as to what might be subsequent activities surrounding the invention. The Executive Team will then review the invention disclosure information submitted to decide if the university should seek a patent using university funds or to decline further action. If the university refuses to pursue application of the idea/invention, the inventor may then seek other aid outside the university to assess the patentability of the invention. If no action is taken, all patent rights revert to the inventor.

If there is positive action on an application, the university may wish to pursue evaluation of the invention from technical development consultants to ascertain whether there is sufficient interest and financial return that would make the acquisition of a patent feasible.

The remaining steps in the process are:

1. A patent is obtained or institutional steps are put into place to protect the invention as a trade secret. These steps may ensure that, in the event of not immediately applying for a patent, proper protection is maintained and limited disclosure and publication are delayed to a later date.
2. A patent, if any, is licensed and royalties are earned.
3. Legal enforcement of patent rights begins.

### **Sharing of Royalties**

Royalty distribution will be as follows. First, 100 % will accrue to the university for recovery of costs associated with the patent/license development. This would include all fees for preparing and prosecuting patents. All marketing and licensing fees would also be included. Second, the remaining income would be distributed between the university (60% of gross royalties) and the inventor(s) or their heirs (40% of gross royalties). Under certain conditions, the university may agree to accept a negotiated percentage of equity in place of all or some portion of the license or royalty fee(s).

### **C. TRADEMARKS**

Trade and service marks are distinctive words or graphic symbols identifying the original source of goods or services. Trade or service marks relating to goods or services distributed by the university shall be owned by the university. Examples include

names and symbols used in conjunction with the university wordmark and logo and those names or symbols associated with university athletics, events, programs, software, or activities.

## **POLICIES FOR RESEARCH INVOLVING HUMAN SUBJECTS**

### **Institutional Review Board**

Trevecca Nazarene University's Institutional Review Board (IRB) is responsible for ensuring compliance with established federal and university procedural and ethical guidelines for research.

The mission of the Institutional Review Board is to:

1. Guard and protect the rights and well-being of human subjects,
2. Promote the integrity of researchers in demonstrating leadership and compassion in dealing with their research subjects,
3. Foster community respect for Trevecca's process in carrying out quality research while ensuring the dignity of research participants,
4. Ensure compliance with established federal and university procedural and ethical guidelines.

### **Responsibilities**

The Institutional Review Board will review all research involving human subjects. The IRB may approve, modify, or disapprove any research project not meeting the principles and ethical constraints

### **Training**

Any research involving humans or human tissues conducted under the auspices of Trevecca Nazarene University must be reviewed by the Trevecca Nazarene University Institutional Review Board (IRB). Research with minimal involvement of human participants, such as surveys or questionnaires, require some procedural IRB review. Anyone whose research project requires IRB review must submit a completed certificate indicating that he or she has completed the training.

The following people may require training, depending on their research:

- Doctoral students
- Doctoral advisors
- Students whose thesis research involves human subjects
- Thesis advisors of students whose thesis research involves human subjects
- Students conducting non-class-related research under the guidance of a faculty member
- Researchers applying to use Trevecca Nazarene University's students, faculty, staff or administrators in their research

of governmental or university guidelines concerning treatment of human subjects. The board will be responsible to review initial projects, projects continuing past a 12-month time frame, and any project where the methodology changes substantively.

### **Researchers under the auspices of the Institutional Review Board**

Everyone whose research involves human subjects should submit an application for approval:

1. All Trevecca faculty, staff, and administrators
2. All doctoral candidates
3. All students doing non-class related research (must be under the supervision of a faculty mentor)
4. All non-Trevecca persons applying to use Trevecca's students, faculty, staff, or administrators in their research
5. All faculty members requiring class-related research must submit a general outline of their students' projects to ensure the safety of human subjects and to establish accountability.

For further details and training instructions check Research on the Trevecca Web site: <http://www.trevecca.edu/academics/research/>

### **Contact Information**

For questions about the Institutional Review Board, human subjects research, or other research-related issues, contact the Chair in the Institutional Review Board via email at [IRB@trevecca.edu](mailto:IRB@trevecca.edu) or by regular mail at the following address:

Institutional Review Board  
Office of Academic Affairs  
Trevecca Nazarene University  
333 Murfreesboro Road  
Nashville, TN 37210

# Financial Information

## TUITION AND FEES SCHEDULE

### Tuition and fees

Undergraduate Business Management (AS)	\$325
Undergraduate General Studies (AA)	\$325
Undergraduate Human Services (AA)	\$325
Undergraduate Business Administration - Management (BA)	\$395
Undergraduate Computer Information Technology	\$395
Undergraduate Health Information Technology	\$395
Undergraduate Health Care Administration (on campus & online)	\$395
Undergraduate Management and Human Relations (on campus & online)	\$395
Undergraduate Christian Ministry Online (BA)	\$395
Certificate Courses Offered through SGCS	\$300
Adult Degree-Completion Electives	\$325

### ALL PROGRAMS

*Some additional fees may apply, such as the purchase of textbooks, supplemental course materials, and assessments.*

#### Fees

CLEP/DSST testing fee	\$80
Technology fee per course	\$50
Prior Learning Evaluation fee (per submission, after successful completion of Prior Learning Assessment course)	\$75
Computer elective lab fee	\$45
Group change fee	\$100
Reinstatement fee	\$100
Audit fee per credit hour	\$54

## BOOKS AND MATERIALS

- All students attending non-traditional programs are required to receive books as part of their Trevecca program.\* Books are to be purchased through the Tree of Life Bookstore only. This service prevents the inadvertent purchase of a wrong edition

and also saves time and money shopping around buying books from several sources.

- Students have the option to make their default new, used, or rental books; some books are consumable and will be available as new only. The precise books students need are delivered to their doorstep.
- Books are shipped one to three weeks prior to the class start date so students will have them in plenty of time. Therefore, if students have an address change or need to withdraw from the course, they must notify Trevecca at least 21 days before the class is scheduled to begin.
- A resource fee is assessed for each course and added to the student bill. If a student qualifies for financial aid, the fees will be paid with whatever financial aid that has been awarded, after tuition. If a student does not qualify for financial aid, the book fee may be paid with tuition.

*\*Exception: Students in the Graduate Counseling, Christian Ministry Program - Salvation Army, and P.A Programs should consult program administrators for specific details regarding books and materials.*

## 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 SGCS for information regarding the tuition payment plan.

If a student chooses not to participate in the Tuition Management Systems payment plan, then all charges are due and payable on or before the semester start date. A late fee of 1.5% per month (18% annually) 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. 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 SGCS Financial Services.

## REFUND POLICY

The following refund policy applies to the refund of tuition and fees for students dropping a course or dropping out of the program.

### Refund policy for a 6-week course\*:

<u>Days in Class</u>	<u>Refund Percentage</u>
0 days	100%
1 - 7 days	75%
8 - 14 days	50%
day 15 and after	0%

### Refund policy for a 12-week course\*:

<u>Days in Class</u>	<u>Refund Percentage</u>
0 days	100%
1 - 14 days	75%
15 - 28 days	50%
day 29 and after	0%

\*courses lasting longer than 65 days will use the 12 week refund formula.

**It is the student's responsibility to withdraw from class.**

**\*\*\*Failure to attend class DOES NOT CANCEL ENROLLMENT.\*\*\***

Notes:

- There is no refund of the prior learning evaluation fees.
- Group transfer is contingent on availability of space. There is a \$100 group change fee.
- The ability to retain financial aid disbursements with the University is governed by current financial aid regulations. Students must check with the Financial Aid Office concerning the fiscal ramifications of withdrawing from a course and/or changing groups.

## FINANCIAL AID

Financial Aid is available for students in the adult studies programs at Trevecca Nazarene University. Students must complete the Free Application for Federal Student Aid (FAFSA) to qualify for federal assistance. The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Make sure to include Trevecca's federal school code (003526) on your application.

Federal Pell Grants are awarded by the federal government to those students who are determined to be eligible after completing the FAFSA. A Federal Pell Grant is applied directly to your student account and does not have to be repaid. The amount is determined according to eligibility and the number of hours in which you enroll. Federal Pell Grants are not available to students who have already completed a bachelor's degree.

The Tennessee State Grant (TSAA) is a state grant awarded to eligible students who are Tennessee residents. This grant does not have to be repaid. Eligibility is determined by the FAFSA. Funds are usually limited and you must apply as early as possible after January 1.

There are two Federal Direct Programs available for student borrowers, subsidized and unsubsidized. All students who wish to borrow through either of these programs must complete the FAFSA each year.

A Federal Direct Subsidized Stafford Loan is a federal loan that must be repaid. Ability to participate in the Federal Direct Subsidized Stafford Loan Program is based on calculated need as determined by the FAFSA. The interest rate is determined by the Federal Government. "Subsidized" means that the interest on this loan is not paid by the student while he or she is enrolled in school.

A Federal Direct Unsubsidized Stafford Loan is also a federal loan that must be repaid. If a student is not eligible for the Federal Direct Subsidized Stafford Loan, as determined by the results of the FAFSA, a Federal Direct Unsubsidized Stafford Loan can be an alternative. "Unsubsidized" means that interest will accrue while the student is in school. The student can choose to pay the interest while in school or defer the interest and have it added to the principal balance.

Federal Direct loan repayment begins six months after the student is no longer enrolled on a half-time basis.

Students who remain eligible for financial aid must make satisfactory progress toward a degree according to the academic probation and termination policies of the program. Students who withdraw from coursework in order to change groups should contact the Financial Aid Office concerning their eligibility for current and future financial aid.

A student must be admitted to the program and be taking at least six hours of course work before an award will be made. For additional information, please contact SGCS Financial Aid at 615-248-1427.

## FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

To determine need, the University utilizes the FAFSA. All students (first time filers or returning students filing the renewal) seeking financial assistance are required to file the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) designating Trevecca Nazarene University as one of the recipients.

## DEADLINES

The FAFSA should be completed in the early spring for the following fall. Aid is awarded on a rolling basis, first come-first served, with February 1st serving as a priority date. Late filers have fewer chances of getting aid. Only one application is required to determine eligibility. For Tennessee residents, the FAFSA will also determine eligibility for a Tennessee Student Assistance Award and the Tennessee HOPE Scholarship. Applications should be filed in January or February, whenever possible.

A family's ability to contribute may fluctuate from year to year. Therefore, awards are made for one academic year only. Each applicant must apply annually. The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

## WITHDRAWAL FROM CLASSES

Any student who has received federal financial aid and is considering withdrawing from all classes should review the Federal Return of Title IV Funds policy. An example of this policy is available in the Office of Financial Aid. Any student wishing to withdraw should begin the process in the Office of Academic Records.

## FEDERAL AID FOR HOMESCHOOLERS

Federal law states that, in lieu of an accredited high school diploma or GED, a student is eligible for federal financial aid if "the student has completed a secondary school education in a homeschool setting that is treated as a homeschool or a private school under state law." Homeschoolers are not required to produce a GED or take an ability to benefit test.

## SATISFACTORY ACADEMIC PROGRESS (SAP) FOR FINANCIAL AID

All students who receive federal financial aid must be making Satisfactory Academic Progress (SAP). In order to insure that the student makes progress both in number of hours completed each academic year and cumulative GPA, Trevecca will utilize the following satisfactory academic progress policy. SAP is reviewed upon the completion of the second semester.

### Minimum Standards for Undergraduate Students

Trevecca's institutional requirements for minimum SAP for undergraduate financial aid recipients are defined as follows:

#### Associate Programs:

1. Minimum cumulative grade point average (GPA):  
The student must maintain a minimum cumulative GPA:

Hours	GPA Required	Minimum Pass Rate %
1-16	1.5	50%
17-32	1.8	55%
33-48	1.9	62%
49 and above	2.0	67%

2. Maximum time frame to complete the program/degree:

The student must complete his or her educational program within a time frame no longer than 150 percent of published length of the educational program, as measured by credits attempted and including transfer credits. (For example, the student must complete his or her program after attempting a maximum of 90 credits for a 60 credit program.)

Federal regulations require that TNU track the academic progress of financial aid recipients from the first date of enrollment at TNU, whether or not financial aid was received.

Academic work done at other institutions (if accepted by TNU toward a degree) will count for the progress standard. Remedial work will be considered as part of the satisfactory progress. Federal funds can be used to pay for one repeated course.

#### Bachelor Programs:

1. Minimum cumulative grade point average (GPA):

The student must maintain a minimum cumulative GPA:

Hours	GPA Required	Minimum Pass Rate %
0-29	1.6	67%
30-59	2.0	67%
60-89	2.0	67%
90-completion	2.0	67%

2. Maximum time frame to complete the program/degree:

The student must complete his or her educational program within a time frame no longer than 150 percent of published length of the educational program, as measured by credits attempted and including transfer credits. (For example, the student must complete his or her program after attempting a maximum of 180 credits for a 120 credit program.)

Federal regulations require that TNU track the academic progress of financial aid recipients from the first date of enrollment at TNU, whether or not financial aid was received.

Academic work done at other institutions (if accepted by TNU toward a degree) will count for the progress standard. Remedial work will be considered as part of the satisfactory progress. Federal funds can be used to pay for one repeated course.

#### Removal from Financial Aid

A student, who fails to meet the standards of progress, as outlined under the minimum cumulative completion rate and/or the minimum cumulative GPA, will be removed from federal financial aid.



Note: Removal from financial aid does not prevent a student from enrolling in Trevecca with his/her own finances if he/she is eligible to re-enroll.

### Appeals

Students removed from financial aid can appeal that decision to the SGCS SAP Appeals Committee. The appeal must be prepared in writing and be accompanied by appropriate supporting documents.

Reasons that may be acceptable for the appeal are:

1. Serious illness or accident on the part of the student. An appeal of this type will normally require a supporting statement from the doctor.
2. Death or serious illness in the immediate family.

Appeals must be received by the Director of Financial Aid for SGCS no later than 14 days following the receipt of the SAP Suspension notice. If the appeal is approved the student is required to complete one term on probation with a full-time load of coursework and maintain the minimum grade level GPA in the following term. In circumstances where a student may not be able to meet the SAP requirements in the one term probationary period, the university may provide an academic plan under the guidance of the Financial Aid Office. The academic plan would be individualized to the student and be reviewed over multiple terms of enrollment. The goal of the academic plan would be to bring the student into compliance with the institution's SAP standards. Students are limited to a total of two appeals while enrolled at Trevecca.

### Eligibility to Have Financial Aid Reinstated

A student may be eligible to have his/her federal financial aid eligibility reinstated when he/she enrolls without federal financial aid and successfully completes enough hours to satisfy the minimum Completion rate and GPA.

Trevecca offers counseling and an advising system to assist students in their efforts to achieve educational goals. All students are encouraged to use these services to help make their progress toward a degree more successful.

Students who receive federal financial aid have always been required to meet SAP standards at their institutions to receive federal financial aid. That has not changed. However, effective July 1, 2011, the Financial Aid Office has greater restrictions in its ability to approve appeals for students who find that they are not able to meet these standards.

**The changes that affect students are as follows:**

1. There can no longer be an automatic semester of probation given to student the first time they do not meet the university's SAP standards as has been done in the past. Beginning with the Fall 2011 semester, students who do not meet SAP standards must be put on Financial Aid Denied status and **no federal financial aid will be paid.**
2. The Financial Aid Office may continue to grant appeals but only under the following two conditions:
  - a. The student has an extreme personal circumstance such as hospitalization or the death of an immediate family member that can be substantiated with documentation.

### AND

- b. The student will be able to regain SAP standing at the conclusion of the next semester of enrollment.
3. Students whose appeals are denied must pay their own way until they have improved their GPA and earned sufficient credits to meet the requirement of the policy.
4. Students that excessively repeat courses or take courses not related to their degree will not be considered to be making satisfactory academic progress.

### VERIFICATION

This is the process of checking the accuracy of the information supplied by students when they apply for federal student aid. Not all students are chosen for verification. Tax transcripts and/or additional information will be requested from those who are chosen by the U.S. Department of Education.

### ENDOWMENT SCHOLARSHIP

The MHR endowment scholarship fund was established with a contribution from one MHR cohort to show appreciation for their gratifying educational experience. The purpose of the MHR endowment scholarship is to help ease the financial burden for adult degree-seeking students. Awards are made once a year to select MHR students who demonstrate academic excellence, social responsibility, and financial need.

To be considered for university scholarships, students should complete a Free Application for Federal Student Aid as early as possible. The FAFSA is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) (Trevecca's code is 003526).

### INFORMATION ON VETERANS' BENEFITS

Veterans who have served on active duty since January 31, 1955, may be eligible for educational assistance. 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 Veteran's Administration to those who are eligible for educational benefits. Further information is available from the University registrar.

# Professional Performance

## UNIVERSITY STANDARDS OF BEHAVIOR

As a Christian liberal arts university, Trevecca Nazarene University encourages each student to fully develop his or her God-given abilities. Developing these abilities in a Christian environment allows for supportive relationships with others that encourage students to achieve these positive ends. A standard of behavior 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. Students who manifest behavior disruptive to the learning process will be dismissed from class. Future occurrences will result in program termination. This behavior includes non-professional conduct toward University personnel or students, violent conduct, harassment, or any type of threat to personal well being. A student who behaves in a manner that detracts from the mission of the University will be dismissed from the adult studies programs and prohibited from taking any adult studies classes.

Bringing children to class is prohibited regardless of the circumstances. Students who violate this policy will be asked to leave by their professor.

## 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 are types of infractions that may result in course failure and/or program termination. These include, but are not limited to:

1. Plagiarism, using another's statements or thoughts without giving the source appropriate credit; this includes patchwork plagiarism; generally, no more than 20% of any paper should be direct quotes;
2. Cheating on an exam; this not only encompasses copying from another student but includes receiving help in completing an exam from any unauthorized source or in any unauthorized manner;
3. Resubmitting graded assignments; self-plagiarism;
4. Submitting for credit a borrowed or purchased paper (e.g., life learning paper, prior-learning documentation worksheet, summary paper, etc.);
5. Defacing or unauthorized removal of course materials either from the classroom or library;

6. Falsifying documentation in regard to the reporting of course reading;
7. Signing the roll for someone who is not present in class;
8. Falsifying documentation;
9. Submitting and using instructional materials, instructor resources, and faculty guides as your own work;
10. Identity Fraud (<http://trevecca.smartcatalogiq.com/en/2016-2017/Adult-Studies-Catalog/Academic-Policies/Student-Rights-and-Responsibilities-in-the-Academic-Area>). **Penalties**  
All instances of academic dishonesty should be reported first by the faculty member to their respective program director and then to the student involved. The faculty member should then follow-up by submitting the Report-Violation of Academic Honesty Form to the Student Success and Advising Office by completing and submitting to the SGCSAdvising1@trevecca.edu email for recording in the student's permanent file. The Director of Academic Advising will receive all email notifications that are sent to the SGCSAdvising1@trevecca.edu email and will submit to the proper Advisor.

Please note that these procedures will be followed based on the actions of academic dishonesty regardless of the intentions of the student. This policy is not intended to address discrepancies in APA formatting or writing errors. Additionally, penalties accrue throughout a student's academic program. If the second offense occurs in another course, the student will receive a failing grade for that particular course. If a third offense should occur, the student will be immediately suspended from the program.

The following will serve as penalties and accrue during a student's matriculation at Trevecca:

1. For the first offense, he/she will earn a zero grade on the assignment. Please be reminded that many times failing a final assignment will result in the failure of the entire course.
2. For the second offense, the student will fail the course and be placed on academic probation.
3. For the third offense, the student will fail the course and be suspended from the program. A student who has been suspended for academic reasons may petition for readmission after six months. Returned students receiving another academic dishonesty offense will receive permanent expulsion.

## 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.

## 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 taking a personal call may be appropriate, but arrangements for those calls should be made in advance with the instructor. Students are asked to keep in mind the following:

1. Cell phones can be turned to vibrate. If a student receives a call, that person should leave the room and close the door before answering the call.
2. During break times students may make calls or respond to messages if accomplished within the time allotted for breaks. Students are expected to be present for class once breaks are completed.

## CLASS CANCELLATION

A decision to cancel class due to inclement weather, faculty illness, or other reasons is made by the School of Graduate and Continuing Studies. Announcement of cancellation will be posted on the TNU website by 3:00 PM for evening classes. If class has not been cancelled by 3:00 PM, students should report to class at 6:00 PM for evening classes.

If conditions change after 6:00 PM, the class and faculty member 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 School of Graduate and Continuing Studies.

Class cancellations at off-site locations are governed by the cancellation decision for evening classes of the host community college or host institution. Students at off-site locations should contact their site administrator for specific information.

Any variation from the class schedule outlined in the program calendar must receive prior approval from the Associate Provost for Graduate and Continuing Studies.

## 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 program director. If students are uncertain about the dress code, they should ask the appropriate 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 adult studies 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 the appropriate program director.

## DRUGS

Trevecca Nazarene University forbids the use, possession, and or/distribution of marijuana, narcotics, or other illicit drugs. The medical use of drugs may be permitted when prescribed by a licensed health care provider. The complete policy can be found at [http://s3.amazonaws.com/trevecca.edu/resources/Trevecca\\_D AAPP\\_2015.pdf](http://s3.amazonaws.com/trevecca.edu/resources/Trevecca_D AAPP_2015.pdf).

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

Firearms are forbidden on campus. 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 fine and/or suspension by the University as deemed necessary, and may be fined by the Metropolitan Government of Nashville and Davidson County.

## OBSCENE LANGUAGE AND LITERATURE

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

## 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.

Sexual relationships outside marriage are inconsistent with Trevecca's Wesleyan values. Any employee or student found to have engaged in such conduct is subject to disciplinary action, up to and including termination and/or expulsion.

## **SEXUAL HARASSMENT**

Trevecca Nazarene University is committed to providing and maintaining a healthy learning and working environment for all students, staff, faculty and other members of the University's community, free of discrimination and all forms of sexual and gender harassment, which diminish the dignity or impede the academic freedom of any member of the University community. In accordance with Trevecca Nazarene University's Wesleyan values, its role as an educational institution, and both federal and state law, the University condemns any form of sexual [or gender] harassment [or assault] and is committed to taking action to prevent and eliminate all forms of them, including coercive sexual behavior. Further, the University condemns any acts in violation of this policy involving any third parties, including visitors, guests and

agents, representatives and employees of suppliers or contractors, and will take violations of this policy by such parties into consideration in the awarding of contracts and the future conduct of business.

Sexual and gender harassment are not only repugnant to the Trevecca community and a violation of this policy, but may be criminal offenses according to Tennessee or federal law. Members of the University's community who have been found in violation of statutes related to sexual harassment and/or assault may be subject to additional University disciplinary action. Trevecca's full policy regarding sexual harassment, including procedures for filing a complaint, can be accessed in the Student Handbook found on the Intranet TNU4U page.

## **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.

# University Services

## 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 and Church Engagement various activities are conducted to encourage strong alumni support. These activities include homecoming weekend, commencement functions, special interest alumni group meetings, and alumni fund raising activities.

The *Treveccan*, issued quarterly, is the official magazine of the University and serves as a major information channel for alumni and friends. It contains a section titled “Alumni News,” which highlights alumni activities and achievements.

*News from the Hill* is an electronic newsletter produced monthly with campus information.

## BOOKSTORE

The Trevecca Bookstore is located in the lower level of the Jernigan Student Center. Paper, pencils, pens, and other necessary stationery supplies may be purchased there, as well as a limited supply of personal items. The bookstore also has Trevecca logo clothing, giftware, and snacks. The bookstore website is [www.tnubookstore.com](http://www.tnubookstore.com).

## CAMPUS EVENTS

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

## CAMPUS SECURITY AND EMERGENCY ALERT SYSTEMS

The Trevecca Security Department operates 24 hours a day, 7 days a week. All students are permitted to bring cars to campus. However, all cars must be registered with campus security and are subject to traffic control regulations of the University and Metro Nashville. Any student who desires to be accompanied to his/her vehicle at any time may call the Office of Campus Security at 615.642.3523. Students should report any disturbances and or suspicious activity to the Office of Campus Security.

- The University is very serious about protecting the lives and property of all our students and employees. We have invested in two (2) separate Emergency systems. The TNU Emergency Alert System will be used by the University to send emergency messages via telephone (voice & text) and e-mail to students and employees. It will not be used for any other purpose, such as general notifications, SPAM, advertising, etc. In order to receive these emergency messages, you must first register your

contact information. Go to <http://emergency.trevecca.edu>, provide the necessary information and click submit. **Please take advantage of this potentially life-saving service and register immediately!**

- The TNU Emergency Siren System consists of externally mounted sirens at two locations on campus which are programmed to deliver audible messages followed by specific siren tones in case of an emergency. Please visit <http://www.trevecca.edu/offices-services/emergency-alert-systems> for more information.

## CENTER FOR LEADERSHIP, CALLING, AND SERVICE

The Center for Leadership, Calling, and Service offers a variety of educational services for adult studies students:

### Academic Services

The Office of Academic Services provides individual writing, math, and study skills assistance by appointment. In addition to the individual assistance, Academic Services offers workshops ranging from such topics as time management and prioritizing tasks to APA formatting, academic dishonesty, and plagiarism. To arrange for an individual appointment, find out the process for having a paper reviewed, or know the workshop schedule, please contact Donna Gray, Associate Director of Academic Services, at 248-1376 or [dgray@trevecca.edu](mailto:dgray@trevecca.edu).

### Career Services

Through the Office of Career Services, the University offers a variety of career-based services to its students and alumni. 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.

### Counseling Services

Counseling services are free of charge for currently enrolled students. Such services as individual therapy, couples therapy, or pre-marital therapy are available. The Counseling Center is located in the Center for Leadership, Calling, and Service and is available for all currently enrolled undergraduate and graduate students. The center is open from 8 a.m. to 4:30 p.m., Monday through Friday. Call 615-248-1653 for an appointment.

### 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 Center for Leadership, Calling, and Service at 615-248-1463 for information concerning the documentation of a disability and the procedure for implementing accommodations.

## Testing Services

DSST and CLEP testing is also a service provided by the Center for Leadership, Calling, and Service. Students who need information about testing hours and test scheduling should contact the testing office at 248-1346.

## CLASS REPRESENTATIVES

Class representatives from each group will be selected to:

1. Serve as a liaison between the group and the SGCS office;
2. Meet with the academic advisor to discuss class interests, concerns, etc.;
3. Coordinate the student group social activities within the class organization;
4. Perform other duties as needed;
5. Encourage students to provide feedback with the student curriculum evaluation form;
6. Call class members regarding class cancellation.

## DINING OPTIONS

The cafeteria and The Hub are located in the Jernigan Student Center and are operated by Pioneer College Caterers, Inc. The Cube is located in the Boone Business Building and is also operated by Pioneer College Caterers, Inc. Continuous meals are served from 7 AM to 7 PM in the main dining hall. Hot food is available at times designated by an \*. During hot meal times, a Cook-to-Order station is available during lunch and dinner, Monday through Friday, and made to order omelets are available during breakfast Monday through Friday and Sunday lunch.

### Cafeteria Hours (fall and spring semesters)

Monday–Friday	*Breakfast	7:00 AM–	9:00 AM
	*Lunch	11:00 AM–	1:15 PM
	*Dinner	5:00 PM–	7:00 PM
Saturday	*Brunch	11:00 AM–	12:30 PM
Saturday	*Dinner	5:00 PM–	6:00 PM
Sunday	Cont Breakfast	8:00 AM–	9:00 AM
	*Lunch	12:00 PM–	1:30 PM
	*Dinner	5:00 PM–	6:00 PM

### The Hub Hours (fall and spring semesters)

Monday through Friday	10:30 AM–	11:00 PM
Saturday & Sunday	4:00 PM–	11:00 PM

NOTE: Times are subject to change.

### The Cube Hours (fall and spring semesters)

Monday–Friday	10:30 AM–	2:00 PM
---------------	-----------	---------

## DROP BOX

The drop box is a receptacle located next to the School of Graduate and Continuing Studies in the Boone Business Building.

Interoffice campus mail may be deposited in this container. Please allow three-day delivery for most late work items. Use of the SGCS drop box does not guarantee acceptance of late work.

## IDs

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

## INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) is located on the lower level of the Adams Administration Building. ITS provides all computer, printer, network, and telecommunications support for our campus community. Some services provided by the ITS department are as follows:

Network Account	Citrix
TNU4U (portal)	Computer Labs
Email (Office 365)	Self-Service Access
Blackboard (online learning)	Wired & Wireless
Computer purchases	Helpdesk
Campus Security/Emergency Alert	

The Acceptable Use Policies are located at <http://trevecca.edu/its>. By using the technology provided by Trevecca Nazarene University, you agree to abide by the Acceptable Use Policies. Please read the Acceptable Use Policies in their entirety to ensure that you understand all the terms and conditions contained therein:

- Network Acceptable Use Policy
- E-Mail Acceptable Use Policy
- Intranet Acceptable Use Policy
- Internet Acceptable Use Policy
- Wireless Acceptable Use Policy

**Any violation of these or other University policies may result in disciplinary action, including the termination of your network, e-mail, and/or internet access.**

For more information about the services provided by the ITS Department, visit <http://trevecca.edu/its> and click the Student Technology Info link or any other link that may be more specific to your interest.

For 24-hour assistance, please contact the ITS HelpDesk: [helpdesk@trevecca.edu](mailto:helpdesk@trevecca.edu) or 615-248-1223. The ITS HelpDesk is located in the Waggoner Library.

## LIBRARY

Waggoner Library provides an attractive and inviting place for learning through research and study. Group study rooms are available to students to help them complete small group assignments. Books may be checked out for several weeks. Items on reserve and media materials are also available for a limited-time checkout.

Adult studies 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. The full texts of journal articles are available through the databases on the Electronic Resources page. Full text journal databases available include ATLA Serials (Religion), Business Source Premier, Digital Dissertations Full Text, ERIC Plus Text, Library Literature & Information Science, PsycARTICLES, and others. See the library Web site for a complete list of electronic resources.

Inter Library Loan services are available for items not in Trevecca's collection and can be requested online from the library Web site.

A library orientation, where students receive information and training in how to use the library's resources, is given in the first semester for new student groups both on and off campus. On-campus students will come to Waggoner library; a librarian will visit each off-campus site for orientation.

**Hours (fall and spring semesters) are:**

Monday – Thursday: 8:00 AM – midnight

Friday: 8:00 AM – 6:00 PM

Saturday: 10:00 AM – 5:00 PM

Sunday: 2:00 PM – 5:00 PM, 8:00 PM – midnight

**Hours (summer semester) are:**

Monday – Thursday 8:00 AM – 8:00 PM

Friday 8:00 AM – 6:00 PM

Saturday 10:00 AM – 5:00 PM

Sunday CLOSED

Library materials 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 through the library's Web page (<http://library.trevecca.edu>) or phone (248-1214). Adult studies students are subject to fines and overdue charges. E-mail reminders and overdue notices are sent to the student's campus e-mail account.

## SOURCES OF INFORMATION

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	<a href="mailto:academicaffairs@trevecca.edu">academicaffairs@trevecca.edu</a>
Academic Records	615-248-1268	<a href="mailto:AcademicRecords@trevecca.edu">AcademicRecords@trevecca.edu</a>
Center for Leadership, Calling, and Service	615-248-1346	<a href="mailto:CLCS@trevecca.edu">CLCS@trevecca.edu</a>
Academic Services	615-248-1376	<a href="mailto:AcademicServices@trevecca.edu">AcademicServices@trevecca.edu</a>

## PARKING FOR ON-CAMPUS PROGRAMS

All students are required to register their vehicles and obtain a parking permit. Vehicle registration can be completed online at: <https://www.thepermitstore.com/>.

Follow the vehicle registration instructions, and a “C” parking permit will be mailed to you. Multiple vehicles can be registered. A “C” parking permit will allow parking in any of the three designated commuter parking areas, which are located in the Hart Street Tidwell “A/C” parking area, the North Drive “A/C” parking area, and the Trevecca Community Church parking area. Further parking policies/instructions can be found in the Student Handbook, available online. Any questions regarding vehicle registration can be answered by calling the Office of Campus Security at 615-642-3523.

## SPIRITUAL LIFE

Trevecca places special emphasis on the development of the spiritual life. Classes regularly open with prayer. Chapel services are held throughout the week: Tuesdays and Thursdays at 9:30 AM; Wednesday communion services at 10:00 AM; and announced spiritual life forums or special studies on Monday evenings at 6:30 PM. Special prayer exercises and gatherings, a 40-day campus-wide intensive discipleship study, small-group accountability meetings, and regularly-scheduled spiritual-deepening weeks provide significant spiritual direction in the lives of students. Persons with spiritual needs are encouraged to contact the Office of the Chaplain.

## TRANSCRIPTS

The transcript of a student's academic record will be released by the registrar 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.

Career Services	615-248-1346	CareerServices@treveca.edu
Counseling Services	615-248-1653	CounselingServices@trevecca.edu
Disability Services	615-248-1463	AcademicServices@trevecca.edu
Testing Services	615-248-1346	CLCS@trevecca.edu
Admissions		
Traditional Undergraduate Admissions	615-248-1320 or 888-210-4TNU	admissions@trevecca.edu
Graduate and Continuing Studies Admissions	844-TNU-GRAD	sgcsadmissions@trevecca.edu
Graduate Education Admissions	615-248-1529 or 844-TNU-GRAD	sgcsadmissions@trevecca.edu
Graduate Counseling Admissions	615-248-1384	admissions_gradcouns@trevecca.edu
Graduate Religion Admissions	615-248-1529 or 844-TNU-GRAD	sgcsadmissions@trevecca.edu
Graduate Physician Assistant Admissions	615-248-1225	admissions_pa@trevecca.edu
Graduate Leadership Admissions	615-248-1529 or 844-TNU-GRAD	sgcsadmissions@trevecca.edu
Graduate Business Program Admissions	615-248-1529 or 844-TNU-GRAD	sgcsadmissions@trevecca.edu
MHR, BAM ,CIT, HIT, CMO, and HCA Program Admissions	615-248-1529 or 844-TNU-GRAD	sgcsadmissions@trevecca.edu
Post-Baccalaureate Admissions	615-248-1390	admissions_bac@trevecca.edu
Athletics	615-248-1271	www.tnutrojans.com/
Alumni Relations	615-248-1350	alumni@trevecca.edu
Blackboard		onlinehelp@trevecca.edu
Campus Visitation	615-248-1320 or 888-210-4TNU	visits@trevecca.edu
Financial Aid (Traditional Students)	615-248-1242	financial_aid@trevecca.edu



Financial Aid (Graduate and Continuing Studies)	615-248-1427	<a href="mailto:sgcsfinancialservices@trevecca.edu">sgcsfinancialservices@trevecca.edu</a>
ITS (e-mail, TNU4U, or other computer-related issues)	615-248-1223	<a href="mailto:helpdesk@trevecca.edu">helpdesk@trevecca.edu</a> or <a href="http://www.trevecca.edu/its">www.trevecca.edu/its</a>
Library Services	615-248-1223	<a href="http://library.trevecca.edu/">library.trevecca.edu/</a>
Security and Auto Issues	615-642-3523	
Student Accounts	615-248-1242	<a href="mailto:student_accounts@trevecca.edu">student_accounts@trevecca.edu</a>
Student Development	615-248-1245	<a href="mailto:stu_development@trevecca.edu">stu_development@trevecca.edu</a>
Veteran's Benefits	615-248-1268	<a href="mailto:AcademicRecords@trevecca.edu">AcademicRecords@trevecca.edu</a>

## ADDITIONAL UNIVERSITY SERVICES

The following information also may be helpful for students who encounter questions related to university life.

<b>SUBJECT</b>	<b>CONTACT</b>	<b>PHONE</b>
Academic Advising	Academic Advisor	615-248-1529
Activities (University)	Student Development	615-248-1245
Academic Appeals	Instructor/Academic Advisor	615-248-1529
Athletics (Intramurals/Games)	Fran Parham	615-248-1271
Attendance	Academic Advisor	615-248-1529
Billing	Student Accounts	615-248-1242
Books/Materials	Tree of Life	888-392-2930
Change of Address	School of Graduate and Continuing Studies	615-248-1529
Chaplain (SGCS)	Brent Tallman	615-248-1217
Class Registration	School of Graduate and Continuing Studies	615-248-1529
CLEP and DSST Testing	Center for Leadership, Calling, and Service	615-248-1346
Degree Completion Deadlines	Academic Advisor	615-248-1529
Grades	Instructor/Academic Advisor	615-248-1529
Health Services	Clinic	615-248-1261
ITS Help Desk (Computers)	ITS Help Desk	615-248-1223
Library Services	Waggoner Library	615-248-1214
Department E-mail Address	sgcs@trevecca.edu	
Department Web Page	www.trevecca.edu <a href="http://online.trevecca.edu/">http://online.trevecca.edu/</a>	
Department Fax Number		615-248-1700
Phone Numbers	Trevecca Switchboard	615-248-1200
Supplies	TNU Bookstore	615-248-1218
Tickets/Citations	Trevecca Security	615-642-3523
Transient Coursework	Academic Advisor	615-248-1529
Tuition Reimbursement	Student Accounts	615-248-1242

## **Adult Studies Christian Ministry Program**

**Associate of Arts: Christian Ministry**

Christian Ministry Program

615-248-1529

## Christian Ministry AA Program

### AACM General Description

The Associate of Arts in Christian Ministry is designed to prepare persons for various areas of Christian service by developing a holistic mindset, a missional vision, servant-leadership skills, and ministry competence. The AA in Christian Ministry allows you to develop strong competencies for ministry success and for making a positive contribution in your profession and to society.

### Student Learning Outcomes

Upon completion of this program, students should be able to:

1. Demonstrate awareness of learning and critical thinking strategies.
2. Examine the teachings of Scripture and a Christian worldview and their relationships to business management.
3. Demonstrate competency in core general education subjects.
4. Exhibit effective writing and presentation skills.
5. Apply practical principles and strategies for effective ministry.

### Program of Study

#### Semester 1

ITD 1060	College Study Skills	3
ITD 1300	Communication and Technology for College	3
EGL 1100	English Composition 1	3
CMN 3020	Introduction to Christian Ministry	3

#### Semester 2

EGL 2100	English Composition 2	3
CMN 3000	Biblical Literature and Interpretation	3
CMN 4250	Personal and Spiritual Development	3
MTH 1240	Fundamentals of Mathematics	3

#### Semester 3

PSC 2300	Introduction to Psychology	3
CMN 3010	Introduction to Christian Theology	3
CMN 4600	Worship	3
EGL 2200	World Literature	3

### AACM Coursework

The AA in Christian Ministry is a structured curriculum that includes the general core education requirements and Christian Ministry requirements for the associate degree. Sixty (60) semesters hours are earned by completing the courses online one at a time. Students will be part of a cohort who will participate in all courses together, forming a support group for success.

#### Semester 4

BSN 2050	Organizational Management	3
CMN 4300	Congregational Discipleship	3
CMN 4560	Compassionate Ministry	3
CMN 4510	Shepherding the Congregation	3

#### Semester 5

SCN 1600	Physical Science	3
MHR 2800	Personal Finance	3
CMN 4460	Leadership in the Christian Organization	3
CMN 4900	Special Topics in Ministry Skills	3

**Total Credit Hours: 60**

## **Adult Studies Human Services Program**

**Associate of Arts: Human Services**

## Human Services AA Program

### AAHS General Description

The Associate of Arts in Human Services program is designed to connect faith and service and their function within modern culture as seen through the lens of a Biblical perspective. In this program, you will learn more about communication skills, the role of non-government organizations in service, and building interpersonal relationships. Upon completion of the program, you will be prepared to enter the helping industry as an effective servant leader.

### Student Learning Outcomes

Upon completion of this program, students should be able to:

1. Demonstrate awareness of learning and critical thinking strategies.
2. Examine a Christian worldview and its relationship to serving in helping professions.
3. Demonstrate competency in core general education subjects.
4. Exhibit effective writing and presentation skills.
5. Apply helping profession concepts and skills to real-world human services circumstances.

### AAHS Coursework

The AA in Human Services is a structured curriculum that includes the general core education requirements and human services requirements for the associate degree. Sixty (60) semesters hours are earned by completing the courses online one at a time. Students will be part of a cohort who will participate in all courses together, forming a support group for success.

## **Adult Studies Psychology Program**

**Bachelor of Arts: Psychology**

**Program of Study****Semester 1**

ITD 1060	College Study Skills	3
ITD 1300	Communication and Technology for College	3
EGL 1100	English Composition 1	3
HSR 1000	Fundamentals of Human Services	3

**Semester 2**

EGL 2100	English Composition 2	3
MTH 1240	Fundamentals of Mathematics	3
RLG 2100	Christian Worldview	3
HSR 1100	Applied Skills in Individual Assessment	3

**Semester 3**

PSC 2300	Introduction to Psychology	3
EGL 2200	World Literature	3
BSN 2050	Organizational Management	3
ITD 3010	Leadership and Service	3

**Semester 4**

HSR 1200	Serving Within US Diversity	3
MHR 2700	Career Success	3-4
HSR 2000	Partnering with Nongovernment Organizations	3
HSR 2100	Partnering with Public Entities	3

**Semester 5**

SCN 1600	Physical Science	3
MHR 2800	Personal Finance	3
HSR 2200	Trends and Opportunities for Service	3
HSR 2500	Human Services Capstone Project	3

**Program of Study****Semester 1**

PSC 2300	Introduction to Psychology	3
PSC 3060	Cross Cultural Psychology	3
PSC 3010	Lifespan Development	3
PSC 3020	Psychology of Cognitive Processes	3

**Semester 2**

PSC 3030	Psychology of Personality	3
PSC 3040	Psychology of Abnormal Behavior	3
PSC 3050	Psychology of Social Behavior	3
PSC 4040	Current Perspectives in Psychology	3

**Semester 3**

PSC 4050	Research for Behavioral Sciences	3
PSC 4010	Psychology in Organizations	3
PSC 4020	Psychology of Relationships	3
PSC 4030	Psychology and the Christian Faith	3

**Semester 4**

PSC 4960	Psychology Capstone	3
----------	---------------------	---



## **Adult Studies General Studies Program**

**Associate of Arts: General Studies**  
**Bachelor of Arts: General Studies**

General Studies Program  
615-248-1529  
[sgscadmissions@trevecca.edu](mailto:sgscadmissions@trevecca.edu)

## General Studies AA Program

### AAGS General Description

The Associate of Arts in General Studies is designed for the student who does not desire to concentrate in one major field of study. The program provides the student with a general exposure to the major fields of knowledge. This degree is a wonderful option for transfer students who have a significant number of earned credits and want to complete their degree. Students in this program are not eligible to graduate with additional designations on their transcript (e.g., double major, minor, concentration).

### Student Learning Outcomes

Upon completion of this program, students should be able to:

1. Demonstrate competency in oral and written communication.
2. Articulate the foundation themes of the Holy Bible as well as the intellectual strategies for further study of scripture.
3. Articulate the parameters of Wesleyan-Holiness tradition, doctrinal and moral convictions of the Church of the Nazarene and the connection with intellectual, emotional, spiritual, and physical life, individually and collectively.
4. Demonstrate an understanding of global civilization, human behavior, and religion through historical, literary, and aesthetic records.
5. Demonstrate an understanding and practice of various intellectual modes of thinking.
6. Integrate the fundamental doctrinal/moral tenets of the Christian faith with the basic liberal arts and academic major, forming students for Christian leadership and service in the global community.
7. Demonstrate an understating of cultural diversity with a capacity to positively engage others.

### AAGS Coursework

The AA in General Studies is a program that includes includes the general core education requirements and electives for the associate degree. Sixty (60) semesters hours are earned by completing the courses online one at a time. Students will choose courses from various programs to create a program of study suitable for their own schedule and plans for the future.

### Program of Study

General Education — 36 hours

Religion — 6 hours

Electives — 18 hours

**Total Credit Hours: 60**

## General Studies BA Program

### BAGS General Description

The Bachelor of Arts in General Studies degree is a wonderful option for transfer students who have a significant number of earned credits and want to complete their degree. Students in this program are not eligible to graduate with additional designations on their transcript (e.g., double major, minor, concentration)..

### Student Learning Outcomes

Upon completion of this program, students should be able to:

1. Demonstrate competency in oral and written communication.
2. Articulate the foundation themes of the Holy Bible as well as the intellectual strategies for further study of scripture.
3. Articulate the parameters of Wesleyan-Holiness tradition, doctrinal and moral convictions of the Church of the Nazarene and the connection with intellectual, emotional, spiritual, and physical life, individually and collectively.
4. Demonstrate an understanding of global civilization, human behavior, and religion through historical, literary, and aesthetic records.
5. Demonstrate an understanding and practice of various intellectual modes of thinking.
6. Integrate the fundamental doctrinal/moral tenets of the Christian faith with the basic liberal arts and academic major, forming students for Christian leadership and service in the global community.
7. Demonstrate an understating of cultural diversity with a capacity to positively engage others.

### BAGS Coursework

The Bachelor of Arts in General Studies includes the general core education requirements and electives for the bachelor degree. 120 semester hours are earned by completing additional courses needed. Students will choose courses from various programs to create a program of study suitable for their own schedule and plans for the future.

### Program of Study

General Education: 36 hours

Religion: 6 hours

Any one general discipline: at least 21 hours at the upper-level

Capstone: 3 hours

Electives: up to 54 hours

**Total Credit Hours: 120**

### Note:

At least 30 of the 120 hours must be upper-level.

Up to 90 hours may be transferred in.

At least 30 of the 120 hours must be earned at Trevecca.

**Total Credit Hours: 120**

## **Adult Studies Business Management Program**

**Associate of Science: Business Management**

## Business Management AS Program

### ASBM General Description

The Associate of Science in Business Management is designed to prepare students for servant leadership in the modern business world. Students will approach all academic materials via a Biblical perspective and gain knowledge and understanding in critical business areas of business fundamentals, economics, accounting, business law, organizational management, and global business. The AS in Business Management culminates with an opportunity for the student to apply his or her learning in a business case study.

### Student Learning Outcomes

Upon completion of this program, students should be able to:

1. Demonstrate awareness of learning and critical thinking strategies.

2. Examine the teachings of Scripture and a Christian worldview and their relationships to business management.
3. Demonstrate competency in core general education subjects.
4. Exhibit effective writing and presentation skills.
5. Apply business and management concepts and skills to real-world business circumstances.

### ASBM Coursework

The AS in business management is a structured curriculum that includes the general core education requirements and business management requirements for the associate degree. Sixty (60) semesters hours are earned by completing the courses online one at a time. Students will be part of a cohort who will participate in all courses together, forming a support group for success.

## Program of Study

### Semester 1

ITD 1060	College Study Skills	3
ITD 1300	Communication and Technology for College	3
EGL 1100	English Composition 1	3
BSN 1200	Fundamentals of Business	3

### Semester 2

EGL 2100	English Composition 2	3
MTH 1240	Fundamentals of Mathematics	3
RLG 2100	Christian Worldview	3
BSN 2140	Introduction to Economics	3

### Semester 3

PSC 2300	Introduction to Psychology	3
EGL 2200	World Literature	3
BSN 2050	Organizational Management	3
ITD 3010	Leadership and Service	3

### Semester 4

BSN 2200	Accounting Methods	3
MHR 2700	Career Success	3-4
BSN 2400	Introduction to Finance	3
BSN 2420	Fundamentals of Marketing	3

### Semester 5

SCN 1600	Physical Science	3
MHR 2800	Personal Finance	3
MHR 3050	Business Speech	3
BSN 2850	Business Case Study	3

**Total Credit Hours: 60**

## **Adult Studies Management and Human Relations Program**

**Bachelor of Arts: Management and Human Relations**  
**Specializations in: Health Care Administration, Information**  
**Technology, and Christian Ministry**  
**Academic Minors: Management and Human Relations**

Management and Human Relations Program

615-248-1529

[scgsadmissions@trevecca.edu](mailto:scgsadmissions@trevecca.edu)

[www.trevecca.edu/mhr](http://www.trevecca.edu/mhr)

## Management and Human Relations BA Program

### MHR General Description

The BA in management and human relations at Trevecca is designed to help adults who have at least 40 semester hours of credit to complete their bachelor's degree.

### Mission

The bachelor of arts degree program in management and human relations exists to provide working adult students the opportunity to complete a college degree in a schedule and format particularly designed to meet their unique needs. The curriculum is interdisciplinary and liberal arts in nature, with the major emphasis on general management and human relations skills building. The program integrates a Christian worldview and is committed to continual improvement.

### Student Learning Outcomes

All MHR graduates will be able to:

1. Examine the major teachings of the Scripture from a Christian perspective and how they relate to management and personal relationships. (Analysis)
2. Construct a personal value system within the context of career, social, and educational experiences. (Synthesis)
3. Demonstrate problem-solving and decision-making skills. (Application)
4. Develop writing skills utilized in research and business. (Synthesis)

### Program of Study

#### Semester 1

MHR 3110	Personal Leadership Development	3
MHR 3250	Organizational Behavior	3
MHR 3055	Conflict and Change Management	3
MHR 3005	Biblical Perspectives and the Christian Worldview	3

#### Semester 2

MHR 3010	Effective Interpersonal Relations	3
MHR 4420	Human Resources Management	3
MHR 4510	Ethics: Personal and Professional	3
MHR 4430	Principles of Management and Leadership	3

### MHR Specialty Options

Students are required to complete the standard three semesters (36 credit hours) of the MHR Program. Once those three semesters (36 credits) have been completed, students are eligible to choose one of three specialty options for elective courses.

5. Understand and utilize the process of the scientific method, its consequent research design, and applied research design. (Application)
6. Utilize knowledge of information and communication technologies, including their efficient use in transmitting information and communicating ideas. (Application)
7. Identify the components of effective interpersonal relationships. (Analysis)
8. Describe the role, development, and organization of the personnel function. (Application)
9. Explain the influence of management theory on organizational systems and behavior. (Evaluation)
10. Demonstrate effective written and spoken presentation skills. (Application)

### MHR Core Coursework

The BA in management and human relations is structured as an interdisciplinary, liberal arts, social science-based curriculum. Thirty-six (36) semester hours are earned by completing the modular coursework in the major. The courses take place one night each week or asynchronously online. Courses are sequential so that only one is taken at a time. The knowledge and experience builds from the beginning to two finishing courses—one in how to manage a profit or nonprofit organization and the other in personal and social ethics. Students will be part of a cohort who will attend all the courses together, forming an adult support group. An emphasis upon effective interpersonal communication permeates the approach.

#### Semester 3

MHR 3090	Marketing for Managers	3
MHR 4410	Systems Management	3
MHR 4450	Leadership in the 21st Century	3
MHR 4440	Strategic Management	3

**Health Care Administration Specialization***Delivery format: online only*

HLT 2100	Introduction to the Healthcare Industry	3	CIT 2000	IT Business Foundations	3
HLT 2200	The Culture and Ethics of Health Care	3	CIT 2500	IT Networking and Security	3
HLT 2310	Legal Aspects of Health Care Management	3	CIT 2200	IT Project Management	3
HLT 3020	Quality Initiatives and Health Administration	3			

**Information Technology Specialization***Delivery format: online only*

MHR 3065	Business Application of Computing Technologies	3			
----------	--	---	--	--	--

**Christian Ministry Specialization***Delivery format: online only*

CMN 3020	Introduction to Christian Ministry	3
CMN 3010	Introduction to Christian Theology	3
CMN 4250	Personal and Spiritual Development	3
CMN 3000	Biblical Literature and Interpretation	3

**MHR Academic Minors**

Students may earn a minor by taking approved Trevecca coursework or by transferring approved coursework from a regionally accredited institution of higher education. An academic minor may be designated, following the student's successful completion of the management and human relations major. The quality and credibility of coursework for an academic minor must be verified by a Trevecca faculty member. The application to receive a minor must be submitted to the student's advisor no later than the student's first semester of the MHR program.

# **Adult Studies Business Administration Management Program**

**Bachelor of Arts: Business Administration Management**



## Business Administration-Management BA Program

### Mission

The purpose of the business administration program is to prepare each student for excellence in business to glorify God through stewardship, leadership, and service.

### Student Learning Outcomes

All BAM graduates will be able to:

1. Demonstrate competency in the core business areas.
2. Make ethical decisions based on Christian values.
3. Work in groups and teams and interact successfully in an organizational setting.
4. Clearly and effectively communicate business information.
5. Demonstrate advanced knowledge in at least one business discipline.
6. Prepare for employment and/or admission to graduate/professional programs.
7. Demonstrate their knowledge of management principles.
8. Demonstrate theoretical preparation for their careers.
9. Demonstrate the ability to work effectively with others.

### Program of Study

#### Semester 1

BAM 3030	Principles of Management and Organizational Behavior	3
BAM 3040	Human Resources Management	3
BAM 3100	Principles of Marketing	3
BAM 4040	Business Law I	3

#### Semester 2

CIT 2020	Computer Applications Using Spreadsheets and Databases	3
MHR 3005	Biblical Perspectives and the Christian Worldview	3
BAM 2250	Business Communication	3
BAM 2300	Introduction to Entrepreneurship and Small Business Management	3

### BAM General Description

The BS in business administration with a concentration in management at Trevecca is designed to help working adults who have at least an associate degree in a business-related area or equivalent content prerequisites to complete their bachelor's degree. The 20-month, 48-semester-hour program is composed of 16 courses in a variety of business and management areas. Students can also use documentation of prior learning through life experience as part of the program.

### BAM Coursework

The BS in business administration is structured as an accelerated business-based curriculum. Forty-eight semester hours are earned by completing coursework in the major. The courses take place one night a week for 20 months. There are four semesters of four courses each. Each semester is 5 months in length. Students will be part of a cohort group who will attend all the courses together forming an adult support group. Students holding an A.A.S. instead of an A.S. degree will use the first semester to take missing general education requirements instead of the scheduled business courses since they already will have been completed as part of the A.A.S. degree. Students will need to consult with an advisor to make sure all need requirements are met.

Although each course is scheduled for seven weeks, the first week is set aside for individual work in preparation for the first face-to-face class session. The seventh week is set aside for completion of the final project/assignment.

#### Semester 3

BAM 2500	Leadership in the 21st Century	3
BAM 3050	Quality Management Methods	3
CIT 3100	Management Information Systems	3
BAM 3070	The Global Economy	3

#### Semester 4

BAM 3500	Production and Operations Management	3
BAM 4030	Business Finance	3
BAM 4050	Business Law II	3
BAM 4110	Business Policies	3

# **Adult Studies Computer Information Technology Program**

**Bachelor of Science: Computer Information Technology**

Computer Information Technology Program

615-248-1529

[scgsadmissions@trevecca.edu](mailto:scgsadmissions@trevecca.edu)

[www.trevecca.edu/bsit](http://www.trevecca.edu/bsit)

## Computer Information Technology BS Program (CIT)

### Mission

The bachelor's degree in Computer Information Technology with a specialization or concentration in Web Development prepares students to implement innovative technical solutions for challenging business problems.

### CIT Student Learning Outcomes

Graduates of the CIT program will be able to:

- Define the role of each of the core pillars of the fundamentals of programming.
- Demonstrate mastery of programming fundamentals including memory allocation, variables, loops, functions, objects, and conditional logic.
- Analyze problems to diagnose and extrapolate a problem-solving strategy that leads to programming strategies.
- Propose, develop, and execute a unique creative approach to solve challenging problems and differentiate between software development methodologies in order to implement the proper technical solution.
- Develop process books that demonstrate not only the final work product but the steps taken from ideation to execution and develop portfolio artifacts for each course project that demonstrates an understanding of programming fundamentals.

### Academic Program

#### CIT General Description

The BS in Computer Information Technology at Trevecca is designed to help students be prepared to be exceptional communicators, collaborators, and business partners through a hands-on curriculum. Students work on stimulating business projects in order to prepare them for work in the industry. They develop collaboration and leadership skills through their work in the design, project management, software development, and business domains. At the culmination of their studies students are immersed in a capstone experience where they complete the development of their portfolio to present to a panel of industry professionals. This experience will help them refine and finalize their portfolio for use in pursuing their career of choice.

The degree program consists of 120 credit hours and will result in a B.S. degree in Computer Information Technology with a specialization or concentration in Web Development

### Program of Study

Course sequence within each semester may change to better accommodate student or faculty schedules

#### Semester 1

CIT 2000	IT Business Foundations	3
CIT 2640	Hardware and Operating Systems	3
CIT 2500	IT Networking and Security	3
CIT 2200	IT Project Management	3

#### Semester 2

CIT 3800	Graphic Design and Imaging	3
CIT 2800	Web Design and Scripting I	3
CIT 2830	Web Design and Scripting II	3
CIT 4600	IT and Biblical Ethics	3

#### Semester 3

CIT 3540	Web Programming with PHP/MySQL	3
CIT 2700	Database Design and Programming I	6
CIT 3710	Database Design and Programming II	
CIT 3700	Database Administration	3

#### Semester 4

CIT 2100	Business Programming I	3
CIT 2110	Business Programming II	3
CIT 3400	Office Systems Programming	3
CIT 4890	IT Capstone Project	3

# **Adult Studies Health Information Technology Program**

## **Bachelor of Science: Health Information Technology**

Health Information Technology Program

615-248-1529

[sgcsadmissions@trevecca.edu](mailto:sgcsadmissions@trevecca.edu)

[www.trevecca.edu/hit](http://www.trevecca.edu/hit)

## Health Information Technology BS Program (HIT)

### Mission

The Department of Information Technology provides education in information technology to prepare students for careers of excellence that glorify and honor God through stewardship, leadership, and service.

### HIT Student Learning Outcomes

Graduates of the HIT program will be able to:

1. Comprehend and apply governmental standards/regulations regarding health information technology.
2. Display knowledge of quality improvement initiatives to ensure security of health information and patient privacy.
3. Demonstrate the ability to implement information systems and provide administrative oversight of deployment within a healthcare setting.
4. Analyze and interpret healthcare data through application of mathematical formulas and other statistical measures such as ratios, proportions, and rates.
5. Define and differentiate between various clinical and technical terms.
6. Evaluate and comprehend meaningful use of EHR and other health information systems.
7. Apply factual concepts to real world situations.
8. Demonstrate the ability to resolve problems through application of critical analysis, technical assessments, and faith-based values.
9. Examine clinical vocabularies and classification systems.

### Academic Program

#### Program Overview

The Health Information Technology (HIT) accelerated degree-completion program culminates in a Bachelor of Science degree when all criteria are met. The program focuses on essential components of health informatics. Students are exposed to various topics that include, but not limited to, medical terminology, ethics in IT, electronic medical records, healthcare and project management, data integrity and security, HIPAA security and privacy, and health information system implementations.

To align with demands of the industry, Trevecca's HIT program also offers students an opportunity to take online coding courses. This optional track is for students interested in seeking a coding certification along with a bachelor's degree in HIT. If interested in seeking a basic coding certification (certified professional coder (CPC) or certified coder associate (CCA)), please see your student success advisor to discuss additional training requirements.\*\*

Each course in the HIT curriculum is designed to address specialized areas of study and prepare students to implement information technology solutions successfully within healthcare settings. To enhance students' learning experience, the HIT program offers simulations to promote use of hands-on

applications that are found within the health IT profession. This accelerated bachelor's program also includes a practicum in which students acquire real-world experience in a health IT environment at a local company.

*\*\*As a prerequisite for taking the coding courses, the student must have taken anatomy and physiology, either at Trevecca or another regionally accredited academic institution.*

### HIT General Description

The BS in health information technology at Trevecca is designed to help adults who have at least 40 semester hours of credit and an interest in pursuing a career in the growing IT field to complete a bachelor's degree in the IT discipline. The program can be of help to:

- Those who desire to enter the growing health IT industry or seek promotion in the field but are having difficulty because of a lack of qualified education.
- Those in another discipline who desire to make a career change into healthcare IT.
- Those who may be in healthcare or IT but now wish to complete a degree in that area.
- Those in related areas who have some college credit earned but have never completed their degree.
- Those who have completed an associate's degree in IT and now wish to complete their bachelor's degree.
- Those who are unable, due to scheduling, to attend a standard undergraduate degree program.
- Those who desire to complete a degree as part of their life goals but as of yet have not been able to.

The 15-month, 40-semester-hour program is an accelerated program requiring minimal on-campus time and the use of distance education technologies. The program is composed of two parts: coursework and the documentation of prior learning.

### HIT Coursework

The BS in health information technology is structured as an accelerated technical and business-based curriculum. Forty semester hours are earned by completing the modular coursework in the major. There are three semesters consisting of four courses each. Each course is scheduled for seven weeks. The first week is set aside for individual work in preparation for the first face-to-face class session. The seventh week is set aside for completion of the final project/assignment. The third semester includes a practicum. The students complete twelve courses during the three semesters by taking two courses at a time. The coursework is composed of three parts: in-class coursework, online coursework, and project time. The in-class coursework is completed by attending classes once per week for 15 months. The online and project components are completed outside of in-class instruction. In using distance education for these two parts, students can be anywhere while completing the components. Students will be part of a cohort group who will attend all the courses together, forming an adult support group.

**Program of Study****Semester 1**

HLT 2100	Introduction to the Healthcare Industry	3
HIT 2200	Clinical Classification Systems and Health Care Terminology	3
HIT 2500	Health Ethics: Information Security and Privacy	3
HIT 3000	Fundamentals of Health Workflow Process Analysis, Redesign, and Quality	3

**Semester 2**

HIT 3100	Management of Coding Services	3
HIT 3300	Introduction to Health Management Information Systems and Informatics	3
HIT 3400	Working with Health IT Systems	3
HIT 3500	Electronic Health Records	3

**Semester 3**

CIT 2200	IT Project Management	3
HIT 3600	Networking, Security, and Health Information Exchange	3
HIT 4000	Installation and Maintenance of Health IT Systems	3
HIT 4300	Vendor-Based Clinical and Health Systems	3
HIT 4900	Professional Health IT Practicum	4

# **Adult Studies Health Care Administration Program**

## **Bachelor of Science: Health Care Administration**

Health Care Administration Program

615-248-1529

[scgsadmissions@trevecca.edu](mailto:scgsadmissions@trevecca.edu)

## Health Care Administration BS Program (HCA)

### HCA General Description

The BS in Health Care Administration is a degree-completion program designed for those students who have at least 40 semester hours of college credit and are seeking to expand their expertise in the health care field.

### Student Learning Outcomes

HCA graduates will be able to:

1. Apply critical thinking to analyze legal, ethical, and regulatory issues health care organizations encounter on a consistent basis.
2. Comprehend the use of information technology and its influence on patient privacy, patient safety, clinical outcomes, and the use of big data within a health care environment.
3. Analyze and interpret health care data to guide decision-making, improve delivery of health care services, and reduce health expenditures.

### Program of Study

#### HCA Core Courses - 36 hours

HLT 2100	Introduction to the Healthcare Industry	3
HLT 2200	The Culture and Ethics of Health Care	3
HLT 2310	Legal Aspects of Health Care Management	3
HLT 3010	Health Regulations and Policy	3
HLT 3020	Quality Initiatives and Health Administration	3
HLT 3030	Financial Management in Health Care	3
HLT 4010	Strategic Management in Health Care	3
MHR 3005	Biblical Perspectives and the Christian Worldview	3
HIT 3300	Introduction to Health Management Information Systems and Informatics	3
HIT 3500	Electronic Health Records	3
LTC 2010	Introduction to Long Term Care Management	3
LTC 3020	Palliative Care and Hospice Care	3

4. Identify and apply various quality initiatives to eliminate waste, enhance utilization, reduce health care expenditures, and improve clinical outcomes.
5. Evaluate and synthesize the use of business strategies that may improve overall quality, costs, reimbursements, and other challenges that influence daily operational flow and the landscape of health care delivery in the U.S.
6. Examine leadership theories and synthesize theoretical concepts with daily decision-making to optimize internal and external operations and organizational productivity.
7. Identify metrics that are essential for health care leaders.
8. Integrate knowledge of various disciplines in health care administration.
9. Assess problems, identify and apply effective analytical techniques (e.g. Porter's five forces, value chain analysis, the resource base-view model) to address internal and external issues.

### HCA Coursework

The program is a cross-disciplinary major consisting of twelve (12) 3-hour core courses for a total of 36 credit hours.

#### Minor Courses — 12 hours

##### Health Informatics

HIT 3300	Introduction to Health Management Information Systems and Informatics	3
HIT 3500	Electronic Health Records	3
HIT 3600	Networking, Security, and Health Information Exchange	3
HIT 4000	Installation and Maintenance of Health IT Systems	3

##### General Health Management

HLT 3710	Healthcare Research, Analysis, and Planning	3
MHR 4450	Leadership in the 21st Century	3
MHR 3055	Conflict and Change Management	3
MHR 4420	Human Resources Management	3

##### Long Term Care Administration

LTC 2010	Introduction to Long Term Care Management	3
LTC 3010	Gerontology and the Continuum of Care	3
LTC 3020	Palliative Care and Hospice Care	3
LTC 4010	Long Term Care in America	3



## **Adult Studies Christian Ministry Program**

**Bachelor of Arts: Christian Ministry**  
**Christian Ministry – Salvation Army**

Christian Ministry Program

615-248-1529

[www.Trevecca.edu/cmo](http://www.Trevecca.edu/cmo)

Salvation Army Christian Ministry Program

615-248-7766

[www.trevecca.edu/cmp](http://www.trevecca.edu/cmp)

## Christian Ministry BA Program (CMO)

### General Information

Trevecca Nazarene University's BA in Christian Ministry is a fully online program providing adult students the opportunity to complete a college degree in a schedule and format particularly designed to meet their unique needs.

The curriculum's major emphasis is to prepare persons for various areas of Christian service by developing

- a holistic mindset,
- a missional vision,
- servant-leadership skills, and
- ministry competence.

Special attention is given to helping individuals adapt their study to their personal calling and how it fits into the world where ministry takes place. Faculty members are well-equipped and eager to help develop strong competencies for ministry success and for making positive contributions in their profession and to society.

Course content is focused on practical application to the everyday life and occupation of the student. The program assumes that adult students possess experience and skills which may earn academic credit.

### Program Design

The format and schedule of the Christian Ministry Online program (CMO) are designed for working professionals or lifelong learners who may not have access to a local university or who desire to further their education via a Christian institution of higher education.

- Thirty (30) semester hours are earned by completing the ten (10) 6-week courses in the major
- The CMO program can be completed in approximately 20 months
- Offered entirely online, the program can be completed by anyone living anywhere who has internet access

### Program of Study

#### Required Courses

CMN 3020	Introduction to Christian Ministry	3
CMN 3000	Biblical Literature and Interpretation	3
CMN 3010	Introduction to Christian Theology	3
CMN 4250	Personal and Spiritual Development	3
CMN 4600	Worship	3
CMN 4300	Congregational Discipleship	3
CMN 4560	Compassionate Ministry	3
CMN 4510	Shepherding the Congregation	3
CMN 4460	Leadership in the Christian Organization	3
CMN 4950	Christian Ministry Capstone	3

*All regular classes are 3 hours credit, 6 weeks in length.*

- Online classes are designed as collaborative learning experiences where students are engaged in asynchronous dialog throughout the week
- Working in online collaborative learning teams will provide learners the opportunity to utilize technology to test team building and communication skills, a dynamic that mirrors today's real-world meetings, conferences, and project management
- Knowledge and experience build from the beginning class to the last, capstone course.
- An emphasis upon effective interpersonal communication permeates the approach.

### Mission

Trevecca's bachelor of arts degree in Christian Ministry prepares persons for Christian service by cultivating in them a holistic missional outlook and servant-leadership and ministry skills.

### Student Learning Outcomes

All CMO graduates will be able to:

1. **Construct** a personal philosophy for ministry that is consistent with Scripture and recognized leadership principles.
2. **Apply** practical principles and strategies for effective ministry.
3. **Utilize** pastoral care that effectively ministers to the body of Christ.
4. **Interpret** the disciplines of the Christian faith for personal and ministerial growth.
5. **Value** the meaning and significance of biblical authority for theological reflection and Christian practice.
6. **Examine** the need for theological reflection and intellectual thought in ministry.

### Additional Information

For more information, visit [www.trevecca.edu/cmo](http://www.trevecca.edu/cmo)

## Christian Ministry Program – Salvation Army

### Mission Statement

**The Christian Ministry Program is a cooperative degree-completion program developed with The Salvation Army Southern Territory for the sake of officer and cadet continuing education and academic advancement. In this sense, the Christian Ministry Program seeks to partner with The Salvation Army's mission, ". . . To encourage life-long learning by providing the Southern Territory with educational support for its officers, cadets, employees and volunteers." In addition, the program desires to model a collaborative spirit between Trevecca Nazarene University and The Salvation Army in providing an academic strategy that serves officers and cadets by addressing their ongoing educational goals in dialog with their current professional setting.**

Currently 30 hrs must be taken and passed at TNU and SFOT in course work under the Christian Ministry Program; this constitutes the "major" and includes both the five required courses and five elective CMP courses.

90 credit hours can come from both transfer credits from regionally accredited colleges and alternative credit. A student is limited to 60 hours "alternative" credit which includes (but is not limited to), credit for military training and experience, testing (CLEP, DSST, etc.), professional schools and training, and life learning papers.

### Christian Ministry Program (CMP) Degree Requirements

- A total of 120 semester hours must be earned with a 2.0 cumulative grade point average.
- 30 hours general education requirements
- The 30 semester hours of the major must be taken through Trevecca with a minimum C- in each class. Five of the courses (15 hours) are required "core" classes and five (15 hours) elective CMP courses.
- In addition to the 30 Christian Ministry Program hours and the 30 general education hours, 60 elective hours must be earned.

30 hr Christian Ministry Major

30 hr Gen Ed Component

60 hr Electives

120 hours total

# Minors and Electives

The Adult Studies programs offer several minors and elective courses for students who need additional traditional credit. Approved minors and elective courses are the following:

## Health Care Administration Minor

### Requirements

#### Total Credit Hours — 15

HLT 2100	Introduction to the Healthcare Industry	3
HLT 2200	The Culture and Ethics of Health Care	3
HLT 2310	Legal Aspects of Health Care Management	3
HLT 3010	Health Regulations and Policy	3
HLT 3020	Quality Initiatives and Health Administration	3

## Leadership Studies Minor

### Requirements

#### Total Credit Hours — 15

COM 4560/CED 4560	Leadership in the Christian Organization	3
LDR 3100	Destructive Leaders and Dysfunctional Culture	3
BUS 2600	Case Studies in Leadership	3

#### Choose **TWO** of the following — 6 hours

LDR 2100	Leadership Paradigms	3
LDR 2200	Adventure Based Leadership	3
BUS 2250	Business Communication	3
BUS 2500	Leadership in the 21st Century	3
COM 2010	Interpersonal Communication	3
COM 2750	Human Relations in Organizations	3
COM 4060	Social Influence	3
PSY 3120	Social Psychology	3

## Behavioral Science Minor

### Requirements

#### Total Credit Hours — 18

SOC 2010	General Sociology	3
PSY 2010	General Psychology	3
	Electives from Sociology, Psychology, or Anthropology (with advisor approval)	12

## Management Minor

### Requirements

#### Total Credit Hours — 15

MHR 2710	Strategic Management	3
MHR 3055	Conflict and Change Management	3
MHR 3250	Organizational Behavior	3
MHR 4420	Human Resources Management	3
MHR 4430	Principles of Management and Leadership	3

## Business Administration Minor

### Requirements

#### Total Credit Hours — 18

MHR 2710	Strategic Management	3
MHR 3065	Business Application of Computing Technologies	3
MHR 3080	Accounting for Managers	3
MHR 3085	Finance for Managers	3
MHR 3090	Marketing for Managers	3
MHR 3095	Economics for Managers	3

## Christian Ministry Minor

### Requirements

#### Total Credit Hours — 15

Choose FIVE of the following:

CMN 3000	Biblical Literature and Interpretation	3
CMN 3010	Introduction to Christian Theology	3
CMN 3020	Introduction to Christian Ministry	3
CMN 4250	Personal and Spiritual Development	3
CMN 4300	Congregational Discipleship	3
CMN 4460	Leadership in the Christian Organization	3
CMN 4510	Shepherding the Congregation	3
CMN 4560	Compassionate Ministry	3
CMN 4600	Worship	3

## Electives

### Elective Options

#### Courses

CIT 2150	Introduction to Information Technology	3	MHR 3025	Media Ethics	3
CIT 2820	JavaScript Programming	3	MHR 3050	Business Speech	3
CIT 2850	Visual Website Design for Business Applications	3	MHR 3065	Business Application of Computing Technologies	3
CIT 2950	Digital Literacy and Social Networking for Competitive Businesses	3	MHR 3070	Psychology of Personal Adjustment	3
CIT 3000	Human-Computer Interaction	3	MHR 3080	Accounting for Managers	3
CIT 3520	ASP Programming	3	MHR 3085	Finance for Managers	3
CIT 3530	Introduction to C# Programming	3	MHR 3090	Marketing for Managers	3
CIT 3630	Introduction to Computer Forensics	3	MHR 3095	Economics for Managers	3
CIT 3810	Advanced Graphic Design	3	MHR 3100	Public Relations and Organizational Journalism	3
CIT 3820	Introduction to Multimedia	3	MHR 3105	Entrepreneurial Studies	3
CIT 3900	Healthcare Information Systems	3	MHR 3300	Principles of Social Persuasion	3
CIT 4110	Servlets and JSP Programming	3	MHR 3350	Introduction to Music	3
CIT 4320	Animation and Motion Graphics	3	MHR 3700	Introduction to the Healthcare Industry	3
CIT 4630	Advanced Computer Forensics	3	MHR 3800	Individual Federal Income Taxes	3
CIT 4810	Introduction to E-Commerce	3			
CIT 4840	Advanced Multimedia	3			
CIT 4900	IT Internship	1-6			
CIT 4990	Special Topics in IT	3			
HIT 3700	International Classification of Disease (ICD) Part I	3			
HIT 4200	International Classification of Disease (ICD) Part II	3			
HIT 4990	Special Topics in Health Information Technology	3			
HLT 3710	Healthcare Research, Analysis, and Planning	3			
MHR 1800	Introduction to Business Computing Technologies	3			
MHR 2200	Language and Cultural Strategies for the Workplace	3			
MHR 2300	Health and Wellness	3			
MHR 2400	Spreadsheet Applications	3			
MHR 2500	Discovering Mathematics	4			
MHR 2520	Business Math	3			
MHR 2700	Career Success	3-4			
MHR 2710	Strategic Management	3			
MHR 2800	Personal Finance	3			
MHR 4450	Leadership in the 21st Century	3			
MHR 2910	Case Studies in Leadership	3			
MHR 2950	Special Topics in Liberal Arts	3-4			
MHR 3000	Quality Improvement Methods	3			

# Administration and Faculty

## PROGRAM ADMINISTRATION

**TIMOTHY W. EADES**, Associate Provost for Graduate and Continuing Studies, 2014  
BA, Trevecca Nazarene University, 1987; MMin, Mount Vernon Nazarene University, 2007; EdD, Olivet Nazarene University, 2011.

**RICKY A. CHRISTMAN**, Associate Vice President and Dean for Graduate and Continuing Studies, 2017  
BRE, God's Bible College, 1990; MA, Indiana Wesleyan University, 2004; MA, Indiana Wesleyan University, 2009; EdD, Indiana Wesleyan University, 2012.

**HEIDI R. FREDERICK**, Associate Dean for Doctoral Programs, 2015  
BM, Palm Beach Atlantic University, 2003; MBA, Palm Beach Atlantic University, 2006; PhD, Regent University, 2014.

**JAMES T. HIATT**, Associate Vice President for Academic Programs; Dean, Skinner School of Business and Technology; Professor of Business, 1983  
BS, Trevecca Nazarene University, 1976; JD, University of Tennessee, 1979; MBA, Middle Tennessee State University, 1991.

**RICK MANN**, Director, Graduate and Professional Studies; Professor of Leadership and Strategy, 2013  
BS, Western Michigan University, 1979; MDiv, Canadian Theological Seminary 1983; MA, Ohio State University, 1986; PhD, Ohio State University 1986; MBA, University of Minnesota, 2009.

## OTHER UNIVERSITY OFFICES

### PRESIDENT

Dan Boone, DMin

### PROVOST

Stephen M. Pusey, PhD

### ASSOCIATE PROVOST AND DEAN OF ACADEMICS

Tom Middendorf, EdD

### DEAN, MILLARD REED SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY

Tim Green, PhD

### DEAN, SKINNER SCHOOL OF BUSINESS AND TECHNOLOGY

Jim Hiatt, JD

### DEAN, SCHOOL OF ARTS AND SCIENCES

Lena Welch, EdD

### CHAIR, DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

Amanda Grieme, PhD

### DIRECTOR OF LIBRARY SERVICES

Ruth Kinnersley, EdD

### SGCS DEPARTMENTAL LIBRARIAN

Priscilla F. Speer, MLS

### REGISTRAR

Katrina Chapman, MA

### DEAN OF STUDENT DEVELOPMENT

Stephen A. Harris, MS

### EXECUTIVE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

David Caldwell, MBA, CPA

### DIRECTOR OF FINANCIAL SERVICES

Chuck Seaman, MBA

### DIRECTOR OF FINANCIAL AID

Eddie White, MPA

## PROGRAM FACULTY

### Business Administration-Management (BAM) Faculty (Full-time)

**JAMES E. AGEE, III**, Associate Professor of Business, 2000  
BBA, Eastern Nazarene College, 1994; PhD, University at Albany, 2000.

**JONATHAN B. BURCH**, Associate Professor of Management and Leadership, 2000  
BA, Trevecca Nazarene University, 1997; MBA, Trevecca Nazarene University, 1999; EdD, Trevecca Nazarene University, 2003.

**JAMES T. HIATT**, Associate Vice President for Academic Programs; Dean, Skinner School of Business and Technology; Professor of Business, 1983  
BS, Trevecca Nazarene University, 1976; JD, University of Tennessee, 1979; MBA, Middle Tennessee State University, 1991.

**MICHAEL J. LEIH**, Chair, Department of Information Technology; Associate Professor of Information Technology, 2009–  
BA, Point Loma Nazarene College, 1988; MS, California State University at Fullerton, 1994; PhD, Claremont Graduate University, 2009.

**MARY ANN MEINERS**, Professor of Economics, 1990  
BSFS, Georgetown University, 1975; PhD, Vanderbilt University, 1988.

**TIMOTHY S. MYATT**, Associate Professor of Information Technology, 2012  
BA, Mount Vernon Nazarene University, 1981; MS, The Ohio State University, 1983; MBA, Mount Vernon Nazarene University, 2010.

**ROY PHILIP**, Associate Professor of Marketing, 2005  
BCom, Bishop Heber College, 1990; MBA, Bishop Heber College, 1994; DBA, Anderson University, 2009.

**GREG RUNYAN**, Chair, Department of Business Administration; Associate Professor of Business, 1987

BS, Trevecca Nazarene University, 1979; CMA, CFM, CPA, Tennessee; MBA, Tennessee State University, 1989.

**TY J. TABERNIK**, Director of Health Information Technology Program and Associate Professor of Information Technology, 2006

BA, Trevecca Nazarene University, 2000; MS, Purdue University, 2002; MBA, Trevecca Nazarene University, 2005; PhD, Capella University, 2008.

**SCOTT D. WARD**, Professor of Finance, 2006

BS, University of Southern California, 1980; MBA, Indiana University, 1982; MA, University of Rochester, 1988; PhD, University of Rochester, 1992.

### **Business Administration-Management (BAM) Faculty (Part-time)**

**MARVIN BUNDE**, BS, Trevecca Nazarene University, 1990; MA, Trevecca Nazarene University, 1992; EdD, Trevecca Nazarene University, 2005.

**DANIEL R. HENDERSON**, BS, Park University, 1994; MBA, Webster University, 1996.

### **Christian Ministry (CMO) Faculty (Full-time)**

**RICKY CHRISTMAN**, Associate Vice President and Dean for the School of Graduate and Continuing Studies; Associate Professor of Leadership Studies; B.R.E., God's Bible School and College; M.A. in Advanced Leadership Studies, Indiana Wesleyan University; M.A. in Ministry, Indiana Wesleyan University; Ed.D., Indiana Wesleyan University.

**TIMOTHY M. GREEN**, Dean, Millard Reed School of Theology and Christian Ministry; Chair, Department of Religion and Philosophy; Director, Graduate Religion Program; Professor of Old Testament Theology and Literature, 1991

BA, Olivet Nazarene University, 1983; MA, PhD, Vanderbilt University, 1997.

**TIMOTHY W. EADES**, Associate Provost for Graduate and Continuing Studies, 2014

BA, Trevecca Nazarene University, 1987; MMin, Mount Vernon Nazarene University, 2007; EdD, Olivet Nazarene University, 2011.

**BRYCE FOX**, Professor of Christian Education and Youth Ministry, 2002

BA, Olivet Nazarene University, 1986; MA, Asbury Theological Seminary, 1995; PhD, Indiana University, 2001.

**TIMOTHY R. GAINES**, Assistant Professor of Religion, 2015  
BA, Point Loma Nazarene University, 2003; MA, Point Loma Nazarene University, 2006; MDiv, Nazarene Theological Seminary, 2008; PhD, Garrett-Evangelical Theological Seminary, 2014.

**SAMUEL D. GREEN**, Professor of Music

BS, Trevecca Nazarene University, 1987; MMEd, Belmont University, 1989; EdD, Tennessee State University, 1998.

**STEVE T. HOSKINS**, Associate Professor of Religion, 1995

BA, Trevecca Nazarene University, 1986; MDiv, Nazarene Theological Seminary, 1990; MA, St. Louis University, 2004; PhD, Middle Tennessee State University, 2009.

**MICHAEL D. JACKSON**, Associate Professor of Religion, 2010

MDiv, Nazarene Theological Seminary, 1978; DMin, McCormick Theological Seminary, 2003.

**J. DOUGLAS LEPTER**, Professor of Communication, 1991  
BA, Eastern Nazarene College, 1972; MA, Eastern Nazarene College, 1973; ThM, Asbury Theological Seminary, 1990; PhD, University of Kentucky, 1996.

**KATHY MOWRY**, J.B. Elizer Chair of Christian Ministry; Professor of Mission and Christian Education, 2007

BA, Trevecca Nazarene University, 1985; MA, Wheaton Graduate School, 1987; MA, Fuller Theological Seminary, 1992, PhD, Fuller Theological Seminary, 2011.

**RICHARD L. PARROTT**, Associate Professor of Leadership, 2008

B.A., Eastern Nazarene College, 1974; M.A., University of Missouri, 1975; M.Div., Nazarene Theological Seminary, 1980; Ph.D., Oregon State University, 1983.

### **Christian Ministry (CMO) Faculty (Part-time)**

**BEN ANDERSON**,

**MARK D. BERRY**, BS, United Wesleyan College, 1982; MA, Olivet Nazarene University, 1998; EdD, NOVA Southeastern University, 2008.

**RODGER D. DEVORE**, BA, Trevecca Nazarene University, 2004; MTS, Vanderbilt University, 2007.

**DON DUNNINGTON**, BA, Olivet Nazarene University, 1970; MDiv, Nazarene Theological Seminary, 1974; DMin, Trinity Evangelical Divinity School, 1981.

ERIK GERNAND,

**DWIGHT GUNTER**, BA, Trevecca Nazarene University, 1982; MA, Nazarene Theological Seminary, 1984; DMin, Nazarene Theological Seminary, 2000.

**JOSHUA C. HAUN**, BA, Trevecca Nazarene University, 2011; MDiv, Nazarene Theological Seminary, 2015.

**GARY HENECKE**, BA, Olivet Nazarene College, 1968; MTS, Western Evangelical Seminary.

**JEFF R. HIATT**, BA, Trevecca Nazarene University, 1985; MDiv, Nazarene Theological Seminary, 1991; MTh, Asbury Theological Seminary, 1997; DMiss, Asbury Theological Seminary, 2008.

**JOANNE HOLZ**, BA, Liberty University, 2000; MA, Richmond University, 2007; DMin, George Fox Seminary, 2016.

**VERNON JEWETT**, BA, East Carolina University, 1973; MA, Asbury Theological Seminary, 1976.

**KENNETH L. MILLS**, BA, Eastern Nazarene University, 1965; MDiv, Nazarene Theological Seminary, 1969; DMin, Boston University, 1979.

JOHN NEEDHAM

PHILIP NEEDHAM

**RICK UNDERWOOD**, Director of Center for Pastoral Health.

**LINDI WELLS MARTSOLF**, BA, Eastern Nazarene University, 2002; MDiv, Nazarene Theological Seminary, 2007.

### Computer Information Technology (CIT) Faculty (Full-time)

**TIMOTHY S. MYATT**, Chair, Department of Technology and Design; Associate Professor of Information Technology, 2012-BA, Mount Vernon Nazarene University, 1981; MS, The Ohio State University, 1983; MBA, Mount Vernon Nazarene University, 2010; DBA, Anderson University, 2017.

**EDWARD C. ANTHONY**, Professor of Information Technology, 2002-2013; 2016-BS, Southern Connecticut State University, 1979; MS, Southern Connecticut State University, 1982; MBA, University of New Haven, 1991; ScD, University of New Haven, 1996.

**JOSHUA T. LOMELINO**, Associate Professor of Information Technology and Digital Design, 2005-2008; 2017-BS, Illinois State University, 2003; MA, Savannah College of Art and Design, 2006; MFA, Savannah College of Art and Design, 2010.

**TY J. TABERNIK**, Professor of Information Technology, 2006-BA, Trevecca Nazarene University, 2000; MS, Purdue University, 2002; MBA, Trevecca Nazarene University, 2005; PhD, Capella University, 2008; MHIIM, University of Tennessee Health Science Center, 2015.

**ANDREW M. BERRY**, Assistant Professor of Information Technology, 2009-BS, Trevecca Nazarene University, 2005; MS, Trevecca Nazarene University, 2007; PhD, Nova Southeastern University, 2017.

### Computer Information Technology (CIT) Faculty (Part-time)

**EDWARD C. ANTHONY**, BS, Southern Connecticut State University, 1979; MS, Southern Connecticut State University, 1982; MBA, University of New Haven, 1991; ScD, University of New Haven, 1996.

**SHANE CALLAHAN**, BS, Park University, 2000; MS, Trevecca Nazarene University, 2004.

### Health Information Technology (HIT) Faculty (Full-time)

**MICHAEL J. LEIH**, Chair, Department of Information Technology; Associate Professor of Information Technology, 2009 BA, Point Loma Nazarene College, 1988; MS, California State University at Fullerton, 1994; PhD, Claremont Graduate University, 2009.

**BRANDEE NORRIS**, Director of Health Care Administration Programs and Assistant Professor of Health Care Programs and Management, 2013 BA, University of Alabama, 1996; MS, Barry University, 2002; PhD, Capella University, 2014.

**TY J. TABERNIK**, Director of Health Information Technology Program and Associate Professor of Information Technology, 2006 BA, Trevecca Nazarene University, 2000; MS, Purdue University, 2002; MBA, Trevecca Nazarene University, 2005; PhD, Capella University, 2008.

### Health Information Technology (HIT) Faculty (Part-time)

**PHILLIP BEST**, BA, University of North Carolina, 1994; MBA, Trevecca Nazarene University, 2011.

**KATHLEEN MANDATO**, BA University of the South, 1993; MBA, Trevecca Nazarene University, 2005; PhD, Capella University, 2010.

**ANCA POP**, AS, Technical University of Cluj-Napoca, 2000; AD, Washtenaw Community College, 2003; BBA, Eastern Michigan University, 2006; MBA, Owen, Vanderbilt, 2012.

**LEONARD THARPE**, BS, Austin Peay State University, 1982; MS, University of Southern California, 1988; MS, U.S. Naval Postgraduate School, 1992.

**TARA VERBLE**, AS, Richard Bland College, 1986; BS, East Tennessee State University/Vanderbilt University, 1989; MBA, Lipscomb University, 2014.

### Health Care Administration (HCA) Faculty (Full-time)

**BRANDEE NORRIS**, Director of Health Care Administration Programs and Associate Professor of Health Care Programs and Management, 2013 BA, University of Alabama at Birmingham, 1996; MS, Barry University, 2002; PhD, Capella University, 2014.

**JAMES E. AGEE, III**, Associate Professor of Business, 2000 BBA, Eastern Nazarene College, 1994; PhD, University at Albany, 2000.

**TY TABERNIK**, Professor of Business and Technology, 2015; MS University of Tennessee, Memphis, 2005, MBA, Trevecca Nazarene University, 2008; MS Purdue University, 2002; 2008; PhD, Capella University.

### Health Care Administration (HCA) Faculty (Part-time)

**TAMMY CURTIS**, AGS, Bossier Parish Community College, 1999; BS, Northwestern State University, 1999; MS, Midwestern State University, 2003.

**JEFF HIATT**, BA, Trevecca Nazarene University, 1985; MDiv, Nazarene Theological Seminary, 1991; MTh, Asbury Theological Seminary, 1997; DMiss, Asbury Theological Seminary, 2008.

**VANESSA HICKMAN**, BA

**BRANDEE HOGAN**, BS, University of St. Francis, 1998; MBA, Trevecca Nazarene University, 2013.

**ROBERT HOLDER**, BS, Trevecca Nazarene University, 1983.

**ALEINE LINWOOD**, BSN, Prairie View A&M University, 1962; MPA, University of Southern California, 1974; DPA, University of La Verne, 1989.

**LESLI LOVE**, BS, Middle Tennessee State, University, 1998; MAE, Lesley University, 2008.

**KATHLEEN MANDATO**, BA University of the South, 1993; MBA, Trevecca Nazarene University, 2005; PhD, Capella University, 2010.



**LINDI WELLS MARTSOLF**, BA, Eastern Nazarene University, 2002; MDiv, Nazarene Theological Seminary, 2007.

**DAN MULLINS**, BA, Trevecca Nazarene University, 1972; MBA, Trevecca Nazarene University, 2008.

**NATHAN MILLER**, BS, University of Tennessee at Martin, 1998; MS, University of Tennessee at Memphis, 2001; Masters Health Care Management, Owen School (Vanderbilt), 2013.

**KEILEIGH NEUGUBAUER**, BA, Southern Nazarene University, 2006; MBA, Southern Nazarene University, 2008.

**JONAS NGUH**, BS

**JEFF PRICE**, AAS, Gadsden Community College, 1994; BA, Trevecca Nazarene University, 2008; MBA, Trevecca Nazarene University, 2011.

**JACQUELINE RENA SMITH**, AAS, Columbia State Community College, 1986; BSN, University of North Alabama, 1993; MSN, University of Alabama in Huntsville, 1999; DNP, University of Alabama in Huntsville, 2009.

**TODD STALEY**, BS, Austin Peay State University, 2003; MBA, University of Tennessee, 2013; JD, Nashville School of Law, 2004.

**LEONARD THARPE**, BS, Austin Peay State University, 1982; MS, University of Southern California, 1988; MS, U.S. Naval Postgraduate School, 1992.

**TARA C. VERBLE**, BS, East Tennessee State University/Vanderbilt University, 1989; MBA, Lipscomb University, 2014.

**JERRY VAUGHAN**, BS

### **Management and Human Relations (MHR) Faculty (Full-time)**

**CATHY HENDON**, Program Director, MHR, Associate Professor of Leadership Studies, School of Graduate and Continuing Studies, 2017, BS, Middle Tennessee State University, 1997, MAE, Western Kentucky University, 2003, EdD, Union University, 2015.

**JAMES E. AGEE, III**, Associate Professor of Business, 2000 BBA, Eastern Nazarene College, 1994; PhD, University at Albany, 2000.

**ANDREW M. BERRY**, Assistant Professor of Information Technology, 2009  
BS, Trevecca Nazarene University, 2005; MS, Trevecca Nazarene University, 2007.

**T. ROBINSON BLANN**, Professor of English, 1981  
BA, Vanderbilt University, 1971; MA, Emory University, 1973; DA, Middle Tennessee State University, 1987.

**JONATHAN B. BURCH**, Associate Professor of Management and Leadership, 2000

BA, Trevecca Nazarene University, 1997; MBA, Trevecca Nazarene University, 1999; EdD, Trevecca Nazarene University, 2003.

**KENNETH J. BURGER**, Professor of Marketing and Management, 2003  
BS, North Dakota State University, 1967; MBA, Kent State University; DBA, University of Kentucky, 1981.

**PAM COSTA**, Administration Manager, School of Graduate and Continuing Studies, 2002

BA, Trevecca Nazarene University, 1992; MA, Trevecca Nazarene University, 2008.

**TIMOTHY W. EADES**, Associate Provost for Graduate and Continuing Studies, 2014

BA, Trevecca Nazarene University, 1987; MMin, Mount Vernon Nazarene University, 2007; EdD, Olivet Nazarene University, 2011.

**BRYCE E. FOX**, Professor of Christian Education and Youth Ministry, 2002

BA, Olivet Nazarene University, 1986; MA, Asbury Theological Seminary, 1995; PhD, Indiana University, 2001.

**JEFFREY D. FRAME**, Professor of Drama and Communication, 1990

BA, Eastern Nazarene College, 1985; MA, Emerson College, 1988; PhD, Middle Tennessee State University, 2012.

**HEIDI R. FREDERICK**, Associate Dean for Doctoral Programs, 2015

BM, Palm Beach Atlantic University, 2003; MBA, Palm Beach Atlantic University, 2006; PhD, Regent University, 2014.

**DONNA-JEANNE GRAY**, Associate Director of Academic Services for the Center for Leadership, Calling, and Service, 1988  
BS, Trevecca Nazarene University, 1982; MA, Middle Tennessee State University, 1986; EdD, Trevecca Nazarene University, 2005.

**GRAHAM HILLARD**, Assistant Professor of English, 2007  
BA, Union University, 2002; MFA, New York University, 2005.

**TIMOTHY L. JACKSON**, Director of Registration, School of Graduate and Continuing Studies, 2010

BA, Trevecca Nazarene University, 2003; MS, Indiana Wesleyan University, 2006.

**J. ALLEN JINETTE**, Associate Professor of Accounting, 2004

BBA, Middle Tennessee State University, 1992; MS, Middle Tennessee State University, 1993; MPA, Georgia State University, 2000; PhD, The University of Mississippi, 2010; CPA Tennessee.

**DON E. KINTNER**, Professor of Psychology, 1989

BS, Trevecca Nazarene University, 1975; MS, Tennessee State University, 1985; EdD, Tennessee State University, 1998.

**MARCUS LACKEY**, Director of Financial Aid and Operations, School of Graduate and Continuing Studies, 2000  
BA, Olivet Nazarene University, 2002; MBA Trevecca Nazarene University, 2011.

**ROY PHILIP**, Associate Professor of Marketing, 2005

BCom, Bishop Heber College, 1990; MBA, Bishop Heber College, 1994; DBA, Anderson University, 2009.

**JULIE RIGSBY**, Assistant Professor of Leadership, School of Graduate and Continuing Studies, 2001

BA, Trevecca Nazarene University, 1998; MEd, Trevecca Nazarene University, 2000; EdD, Trevecca Nazarene University, 2016..

**PRISCILLA M. SPEER**, Assistant Professor of Library and Information Science, 1978  
BA, Trevecca Nazarene University, 1978; MLS, George Peabody College of Vanderbilt University, 1979.

**SAMUEL K. STUECKLE**, Professor of Mathematics, 1996  
BS, Northwest Nazarene University, 1980; PhD, Clemson University, 1985.

**TY J. TABERNIK**, Director of Health Information Technology Program and Associate Professor of Information Technology, 2006  
BA, Trevecca Nazarene University, 2000; MS, Purdue University, 2002; MBA, Trevecca Nazarene University, 2005; PhD, Capella University, 2008.

**Angela Talley**, Assistant Professor of Leadership, School of Graduate and Continuing Studies, 2014  
BS, Middle Tennessee State University, 2006; MEd, Middle Tennessee University, 2011; EdD, Trevecca Nazarene University, 2016.

### **Management and Human Relations (MHR) Faculty (Part-time)**

**ERIN ANDERSON**, BS, Wayne State College, 2000; MBA, Middle Tennessee State University, 2002.

**RONALD ASTA**, BA, Columbia College, 1982; MA, Webster University, 1987.

**LARRY BUESS**, BA, Olivet Nazarene University, 1963; MAT, Purdue University, 1968; MS, George Peabody College of Vanderbilt University, 1976; MS, University of Evansville, 1987.

**MARVIN BUNDE**, BS, Trevecca Nazarene University, 1990; MA, Trevecca Nazarene University, 1992; EdD, Trevecca Nazarene University, 2005.

**MELINDA BURCH**, BS, Trevecca Nazarene University, 1994; MAE, Austin Peay State University, 1998; PhD, Vanderbilt University, 2002.

**DON DUNLAP**, BA, Trevecca Nazarene University, 1969; MDiv, Nazarene Theological Seminary, 1973.

**DENNIS FARRELL**, BS, Michigan State University, 1982; MEd, Vanderbilt University, 1991.

**STUART GARBER**, BS, Trevecca Nazarene University, 1988; MBA, Vanderbilt University, 1994.

**MARILIA GERGES**, BS, Campinas State University, 1980; MS, Michigan State University, 1984; PhD, Michigan State University, 1991.

**LYNN GOODMAN**, BS, State University of West Georgia, 1972; MS, University of Tennessee Knoxville, 1972; EdD, East Tennessee State University, 1999.

**JAN GREATHOUSE**, BA, Trevecca Nazarene University, 1967; MA, Vanderbilt University, 1973.

**JOHN GUNN**, BA, Trevecca Nazarene University, 1985; MEd, Tennessee State University, 1987; MDiv, Nazarene Theological Seminary, 1995; EdD, Trevecca Nazarene University, 2005.

**MATTHEW B. HASTINGS**, BS, Trevecca Nazarene University, 1998; MA, Trevecca Nazarene University, 2007.

**SARAH JOHNSON**, BA, Asbury College, 1999; MA, Trevecca Nazarene University, 2003.

**BRENT LAWRENCE**, BA, Trevecca Nazarene University, 2000; MDiv, Vanderbilt University, 2005.

**JEFF LILIENTHAL**, BS, Olivet Nazarene University, 1980; MS, Tennessee State University, 1991.

**ROBIN ROSE**, BA, Vanderbilt University, 1980; MBA, Vanderbilt University, 1982.

**JIM SHULL**, BS, United States Naval Academy, 1963.

**ROBERT SNODGRASS**, BA, Trevecca Nazarene University, 1968; MEd, Millersville University, 1994.

**RAY WHITEAKER**, BS, Southern Illinois University at Carbondale, 1984; MA, Webster University, 1995.

**CHERIE WILLIAMS**, BS, Middle Tennessee State University, 1974; MEd, Middle Tennessee State University, 1982; EdD, Trevecca Nazarene University, 2004.

# Courses

## **BAM - BUSINESS ADMINISTRATION-MANAGEMENT**

### **BAM 2250 - Business Communication (3)**

Focuses on the development of the communication skills necessary for effective management. Interpersonal, small group, and organizational communications are considered. Both written and oral communication skills are emphasized.

### **BAM 2300 - Introduction to Entrepreneurship and Small Business Management (3)**

Designed to teach the student concepts and skills needed to succeed in an entrepreneurial venture. It will include understanding unique characteristics an entrepreneur should possess, and it will view marketing, economics, finance, accounting, management, communication and legal issues from a small business perspective.

### **BAM 2500 - Leadership in the 21st Century (3)**

Focuses on foundational leadership theories with an emphasis on the roles of leader, follower, and situation. Content concentrates on leadership development, leadership traits and behaviors, followership, and situational factors that impact leadership. Leadership theory will provide a solid foundation for informing future leadership practice.

### **BAM 3030 - Principles of Management and Organizational Behavior (3)**

A study of generally accepted management principles emphasizing the four primary management functions of planning, organizing, influencing, and controlling. Special emphasis is placed on leadership, motivational theories, culture, values, teams and groups, organizational communication, and organizational change.

### **BAM 3040 - Human Resources Management (3)**

Emphasizes the role of human resources management in an effective organization. Topics include personnel planning, recruitment, selection, training, and performance appraisal, among others.

### **BAM 3050 - Quality Management Methods (3)**

A study of the foundational principles of the Total Quality Management movement teaching the basic concepts of process management, customer/supplier relationships, systems thinking, and basic tools for statistical process control. Works of the leading thinkers in the area will be considered.

### **BAM 3070 - The Global Economy (3)**

Compares contemporary economies. Explores the institutions, organizations and policies that shape the global economic environment. Includes an evaluation of current policy concerns.

### **BAM 3100 - Principles of Marketing (3)**

Business activities in moving goods from production to final consumption.

### **BAM 3500 - Production and Operations Management (3)**

Management of production systems with emphasis on the production process system inputs, transformations, system outputs, and techniques for decision making.

### **BAM 4030 - Business Finance (3)**

An introduction to the principles of financial management including the time value of money, risk and return, capital budgeting, sources and costs of capital, financial instruments, and financial statement analysis.

### **BAM 4040 - Business Law I (3)**

Basic principles of law covering the development and nature of the legal system, constitutional authority to regulate business, torts and product liability, business crimes, contracts, sales, and negotiable instruments.

### **BAM 4050 - Business Law II (3)**

Basic principles of law covering secured transactions and other creditor's rights, bankruptcy, agency, employment and labor relations, business organizations, antitrust and other government regulation, personal property, bailments, real property, insurance, wills, trusts, and estates.

### **BAM 4110 - Business Policies (3)**

A systematic approach to company-wide problems; the structure of deciding integrated policies and the administrative processes that are necessary to carry out policies.

## **BSN - BUSINESS MANAGEMENT**

### **BSN 1200 - Fundamentals of Business (3)**

This course provides an overview of the fundamental practices and issues involved in managing and operating a business in today's marketplace. Areas of business explored in this course include various management theories, economic concepts, management and organization, human resources, sales and marketing, and operations. The course also examines the challenges of operating in both domestic and global markets, business ethics and business strategy.

### **BSN 2050 - Organizational Management (3)**

This course will involve the study and application of the science and theory behind particular cognitions, attitudes, and techniques that are used to predict and manage human behavior within an organizational setting. The core methodologies covered include theories of motivation, cognitive psychology, leadership theories, ethics, performance management, team management, and organizational development.

### **BSN 2140 - Introduction to Economics (3)**

This course is an introduction to the study of economics and its impact upon society. Key historical economic theories are introduced along with fundamental economic concepts. Key microeconomic topics covered include the concept of scarcity,

supply and demand function, production, monopoly, oligopoly, monopolistic competition, and perfect competition market structures. Macroeconomic topics include classical macroeconomic theories, basic fiscal and monetary policy and the instruments used to implement them, the economic cycle, inflation, and unemployment.

### **BSN 2200 - Accounting Methods (3)**

Accounting Methods will provide learners the opportunity to learn basic managerial accounting processes such as product and service costing, profit planning, capital investment analysis, flexible budgeting and financial statement analysis. Special attention will be given to the use of computer applications to perform analysis and make decisions.

### **BSN 2400 - Introduction to Finance (3)**

This course will provide opportunity to learn basic finance principles linking financial markets, institutions and investors. An overview of the flow of capital will be explored from the corporate perspective, including topics such as interest rates, stocks, bonds, risk and return, the time value of money, and the cost of capital.

### **BSN 2410 - Fundamentals of Business Law (3)**

This course provides an overview of the law as it pertains to business organizations. It will introduce the student to the legal system in its various forms and its impact on the legal environment of business. Topics include the Constitution and its historical foundation, ethics, business decision-making, alternative dispute resolution, torts, intellectual property, criminal law and cybercrimes, contracts, sales and lease, and employment law.

### **BSN 2420 - Fundamentals of Marketing (3)**

This course is designed to provide students with a general background in marketing concepts using business. Concepts include identifying consumer needs and positioning the right marketing mix to address them.

### **BSN 2460 - Global Issues in Business (3)**

This course familiarizes students with important considerations in conducting business in an increasingly global economy. It will help prepare students for positions in organizations engaged in global business. Students will be exposed to some of the issues encountered in global business. Key topics will include cultural issues, ethical issues, and political and economic issues.

### **BSN 2850 - Business Case Study (3)**

This course requires the student to utilize much of what he or she has already learned in previous courses and gives them the opportunity to apply that knowledge to the solution of an actual business issue in an organization of his or her choice. The student will identify a significant business problem or issue in an organization that they know well. The student will examine the issue using the knowledge they gained in previous courses and examine the related business literature to identify and make appropriate recommendations to address the problem or issue. This course will culminate in a written case study exploring the identified problem, the relevant literature, and the proposed recommendations.

## **CIT - COMPUTER INFORMATION TECHNOLOGY**

### **CIT 2000 - IT Business Foundations (3)**

Prepares the student for work in the information technology domain and major. Key topics include project management, analysis and design, human factors, interface design, modeling, and technical communication skills.

### **CIT 2020 - Computer Applications Using Spreadsheets and Databases (3)**

Designed to review the basics and give the student an in-depth understanding with hands-on experience in using electronic spreadsheets to support business needs. In addition, this course will introduce the student to relational databases and require practical, hands-on application of many of the functions available with database technology. A study of Scripture as the basis for personal faith in Jesus Christ; which informs one's practice at home, at work, and in the community at large. It is designed to foster a knowledge and understanding of the Bible in relation to management and servant leadership in organizational settings. This is a reflection of TNU's commitment, as a Christian liberal arts college, to nurturing an appreciation for Scripture.

### **CIT 2100 - Business Programming I (3)**

An IT core course designed to provide an in-depth, hands-on introduction to designing and developing software using business programming languages including Java and Visual Studio technologies. Design methodologies, object modeling with UML, structured programming, and data structures are also reviewed. Extensive lab time will help to develop skills needed when developing software in the business environment.

### **CIT 2110 - Business Programming II (3)**

An IT core course designed as a follow on to part one to provide further in-depth, hands-on instruction in designing and developing software using the business programming languages. This course is advanced in nature and includes such topics as threads, database access, and GUI development. Extensive lab time for programming will help to develop skills needed when developing software in the business environment.

Prerequisite: CIT 2100 or ITI 2100.

### **CIT 2150 - Introduction to Information Technology (3)**

Provides a basic overview of computer architecture; data organization, representation and structure; structure of programming languages; networking and data communication. Includes basic terminology of computing.

### **CIT 2200 - IT Project Management (3)**

Provides an opportunity for students to develop a working knowledge of project management in the IT environment. The course will introduce the student to accepted techniques in both project management and business analysis.

### **CIT 2500 - IT Networking and Security (3)**

Designed to introduce students to issues related to system and network security. Topics covered include access control, authentication, authorization, data security and integrity,

encryption, recovery, computer forensics, and business continuance. Students will learn about and work with firewalls, network security, application security, e-mail security, and tools for security, monitoring, and auditing the IT environment.

### **CIT 2640 - Hardware and Operating Systems (3)**

Designed to provide an opportunity for students to develop and enhance their knowledge of the hardware, networking, and operating systems necessary for the execution of an effective infrastructure to support information technology in any size business. An emphasis on small- to medium-sized businesses will prepare students for entry level positions in these types of organizations

### **CIT 2700 - Database Design and Programming I**

An IT course designed to provide an in-depth, hands-on introduction to designing and implementing databases that use relational technologies with a significant market presence. Oracle, DB2, and/or MS SQL Server will receive significant coverage in the course. SQL and the various vendor extensions to the language will be covered. Extensive lab time will help to develop skills needed when designing and implementing databases in the business environment.

### **CIT 2800 - Web Design and Scripting I (3)**

Designed to teach the creation of Web sites using HTML/XHTML. Through case projects and individual projects, students will learn Web design and scripting with a practical hands-on approach. From rudimentary concepts of Web scripting to advanced tasks such as Cascading Style Sheets, students learn the ins and outs of XHTML Web development while learning speed and efficiency.

### **CIT 2820 - JavaScript Programming (3)**

Designed for those interested in Web development. Students will learn how to augment static Web pages by using the JavaScript language to create dynamic content and animations. Students will learn the JavaScript language including programming constructs, objects, using the document object model (DOM), form validation, and other dynamic effects. In addition, students will learn to perform event handling, and how to create and call functions. This course will involve students in hands-on learning and development of Web pages and sites containing JavaScript.

Prerequisite: CIT 2800.

### **CIT 2830 - Web Design and Scripting II (3)**

Builds upon the knowledge and skills acquired in Web Design I. With its project-centric approach, students learn advanced techniques of Web site production/administration as well as demonstrating their working knowledge of HTML, XHTML, XML, and CSS. The focus of this course revolves around the creation of Web sites from the ground up. Concepts of prototyping, flow-charting, and information architecture are instilled while students build fully functional Web sites in both individual and team environments.

Prerequisite: CIT 2800 or IIT 2800.

### **CIT 2850 - Visual Website Design for Business Applications (3)**

Students taking this elective course will be exposed to the industry's leading visual Web site design tools that will enable them to visually build usable Web sites and publish them to the Internet for business purposes such as e-commerce, brand awareness, information about a company or product, and numerous other potential applications. Students will learn how to appropriately evaluate the desires of a company and gather the necessary information to design a Web site that will meet the needs of its customers. Basic graphic design is also briefly covered as a valuable tool to enhance a company's Web site. The course is designed for students interested in learning effective Web site design without the need to learn additional programming languages or coding skills. No prior technical ability is necessary, other than having basic computer skills such as those that are commonly used in any workplace environment.

### **CIT 2950 - Digital Literacy and Social Networking for Competitive Businesses (3)**

The 21st century has brought about new challenges for businesses looking to succeed in the age of the Internet. This course is designed to help businesses turn today's new challenges into a competitive advantage. Business owners, managers, IT staff, and even motivated individuals will find this elective course invaluable in discovering the digital potential that exists right before them within their own organizations. Social networking tools will be a core component of this course to assist students in finding ways to gain an audience for their business among the hundreds of millions of online users. Digital skills will also be cultivated in a hands-on learning approach that will equip students with the proficiency they need to enhance the Internet presence of their organization.

### **CIT 3000 - Human-Computer Interaction (3)**

Designed to teach how humans interact with hardware and software interfaces. Students will be introduced to the design, evaluation, and implementation of interactive systems and the human factors that influence them. The students will learn analysis and design techniques that will help them to evaluate users, styles, tasks, and other factors of the human-computer interface. How human behavior and cognition influence the human-computer interaction and information processing is a focus of the course. The course provides a foundation for students to be able to build effective computer interfaces that support human needs and improved productivity. Students are also introduced to HCI history and current research.

Prerequisite: CIT 2000 or permission of instructor.

### **CIT 3100 - Management Information Systems (3)**

Introduces students to management information systems and how they are designed, developed, and employed to support the operations and decision-making activities of an organization.

### **CIT 3400 - Office Systems Programming (3)**

Designed to provide an opportunity for students to discover and learn various programming tools and techniques that are incorporated in the Microsoft office systems and Visual Studio suites as well as other office system suites.

### **CIT 3520 - ASP Programming (3)**

Designed to enhance student skills in the development of Web-based applications. The emphasis of this course will be on active

server pages (ASP) using the .NET framework that is part of .NET Visual Studio. Students will create and integrate functionality into ASP Web forms. Extensive lab work in the Visual Studio .NET product in developing ASP .NET applications using HTML, CSS, and ASP objects is covered. The configuration and deployment of ASP applications is also introduced.

Prerequisite: CIT 2800.

### **CIT 3530 - Introduction to C# Programming (3)**

Designed to provide an introduction to the Microsoft Visual Studio environment for designing and developing software using Microsoft's Visual C# programming language. Desktop and basic Web-based solutions are discussed to provide the basics of the Microsoft Visual environment. Extensive lab time will help develop the skills necessary to design software solutions in a broad business environment.

### **CIT 3540 - Web Programming with PHP/MySQL (3)**

Designed to supply students with a practical approach to PHP Web Development. This course teaches the core language and implementation of PHP/mySQL scripting. Students will learn the PHP language and practices through the building of Content Management Systems for Web applications. The integration of mySQL databases and outputting database information to XML via PHP is also covered in this course.

Prerequisite: CIT 2800 or ITI 2800.

### **CIT 3630 - Introduction to Computer Forensics (3)**

Introduces students to the activities necessary to properly collect, preserve, present and prepare computer-based evidence for the purpose of criminal law enforcement or civil litigation. Organizational aspects of computer forensics will be discussed with an emphasis on the preparation of policies, procedures and governance pertinent to the criminal investigation of the ethical breach of information security in the business environment.

### **CIT 3700 - Database Administration (3)**

An IT course designed to provide in-depth, hands-on instruction in administering relational technologies with a significant market presence. Oracle, DB2, and/or MS SQL Server will receive significant coverage in the course. Advanced topics such as backup, recovery, replication, and security will be covered in addition to basic administration topics. Extensive lab time will help to develop skills needed when administering databases in the business environment.

Prerequisite: CIT 2700 or ITI 2700.

### **CIT 3710 - Database Design and Programming II**

An IT course designed to provide in-depth, hands-on instruction in server-based relational technologies with a significant market presence. Oracle, DB2, and/or MS SQL Server will receive significant coverage in the course. Emphasis will be on procedure languages such as PL/SQL, stored procedures, triggers, and other programmed database objects. Extensive lab time will help to develop skills needed when programming databases in the business environment.

Prerequisite: CIT 2700 or ITI 2700.

### **CIT 3800 - Graphic Design and Imaging (3)**

Aims to teach methodologies of modern art-making processes using Adobe Photoshop and Illustrator as creative tools of visual expression. Topics covered include visual thinking, rapid idea generation, creative problem solving, abstract visual thinking, and experience with dynamic group creative sessions. Technical Photoshop and Illustrator skills are learned through the involved processes of developing real-world and conceptual artwork for the field of visual communications. Aims to teach methodologies of modern art-making processes using Adobe Photoshop and Illustrator as creative tools of visual expression. Topics covered include visual thinking, rapid idea generation, creative problem solving, abstract visual thinking, and experience with dynamic group creative sessions. Technical Photoshop and Illustrator skills are learned through the involved processes of developing real-world and conceptual artwork for the field of visual communications.

### **CIT 3810 - Advanced Graphic Design (3)**

A continuation of CIT 3800, Graphic Design and Imaging. In this advanced studio-based class, students implement creative solutions for the fields of advertising and marketing. Students further their knowledge of corporate identity, trademarks, and visual presence while gaining an understanding of the cultural impact of their work. Emphasis is given to typographic implementation for challenging projects.

Prerequisite: CIT 3800.

### **CIT 3820 - Introduction to Multimedia (3)**

An IT course designed to provide in-depth, hands-on instruction in designing and developing multimedia applications for Web-based use. Emphasis will be on video and sound. Students will gain experience with industry software used for designing multimedia such as Flash, Director and Dreamweaver. Extensive lab time will help to develop skills needed when designing and developing multimedia applications for the Web in the business environment.

### **CIT 3900 - Healthcare Information Systems (3)**

Introduces the student to the concepts necessary to understand the application of information technology in the healthcare environment. The student will be exposed to technical, organizational and management issues confronted by healthcare professionals in the selection, implementation, and management of healthcare information systems.

### **CIT 4110 - Servlets and JSP Programming (3)**

An IT core course designed to provide in-depth, hands-on instruction in integrating client and server-side programming with Web pages. Substantial coverage of applets, Java beans, servlets, and JavaServer Pages will be covered. A brief coverage of Enterprise Java Beans will be included. Extensive programming and lab time will help to develop skills needed when developing Web sites in a business environment.

Prerequisite: CIT 2100.

### **CIT 4320 - Animation and Motion Graphics (3)**

Designed to teach students the necessary skills to effectively create and use digital animation and motion graphics. In addition to animation history and theories, students will learn all the major

aspects of creating three dimensional animation and motion graphics for business and entertainment. Hands-on lab work with industry leading tools is a significant part of this course.

### **CIT 4600 - IT and Biblical Ethics (3)**

Designed to provide an opportunity for students to critically think about issues related to IT business ethics, privacy, piracy, software copyright, system corporate responsibility, auditing, and other IT-related issues within a biblical context. Significant interaction with case studies will be undertaken in this course.

### **CIT 4630 - Advanced Computer Forensics (3)**

Builds on the material presented in CIT 3630. This course will present methods for responding to reported computer intrusions, conducting initial interviews with the victims of computer crime, and deciphering Microsoft Windows file systems, registries, and more. The course will cover techniques for examining suspects' computers and the presentation of technically complicated material to juries.

Prerequisite: CIT 3630.

### **CIT 4810 - Introduction to E-Commerce (3)**

An IT course designed to provide in-depth, hands-on instruction in designing and developing e-commerce Web sites. Students will integrate the skills gained from other Web technology and programming courses to build effective e-commerce sites. Extensive lab time will help to develop skills needed when developing e-commerce Web sites in the business environment. Prerequisites: CIT 2800.

### **CIT 4840 - Advanced Multimedia (3)**

Designed to teach students the necessary skills to integrate much of what has been learned and developed in other IT digital graphic and multimedia courses. The focus will include extensive work in the advanced uses of products such as Macromedia Flash. Action scripting, visual programming, and human centered interface design are also explored and developed. On completing this course students will be prepared to communicate effectively using advanced multimedia techniques and knowledge of ActionScript programming, infused with purpose with their toolset of analytical and conceptual thinking techniques. Students will be skilled in making critical decisions to create innovative designs and programming of human-centered interfaces.

Prerequisite: CIT 3800 and CIT 3820.

### **CIT 4890 - IT Capstone Project (3)**

Designed to provide an opportunity for students to apply the critical thinking and project management procedures in the development of a project that will incorporate the skills learned during the BSCIT Program. The project should be directed to resolve a real or perceived issue through the application of Information Technology. The aspects of the project that will be evaluated include the incorporation of the various tools and techniques learned during the CIT courses including project management, database design, Web design, graphics design, ethics, and business programming.

Prerequisite: Accelerated BSCIT or traditional undergraduate BSCIT Core.

### **CIT 4900 - IT Internship (1-6)**

Students must partner with an organization of their choosing to work hands-on in the information technology industry. A partner should be selected with the help of the placement office that will provide a substantial learning experience in the area of the student's interest. A minimum of 55 hours of work in the information technology domain is expected per credit hour (maximum of 6 total hours for credit).

### **CIT 4990 - Special Topics in IT (3)**

An IT course designed to provide an opportunity to present specialized topics in information technology that may not be covered in other courses due to the speed of change in the field. Additionally, the course provides a mechanism by which students may pursue an area of research or independent study in the field of information technology.

## **CMN - CHRISTIAN MINISTRY**

### **CMN 2010 - Introduction to Social Justice (3)**

As the foundational course for the Social Justice Major, this course will introduce students to a basic biblical theology of justice and acquaint them with the leading secular theories of justice. It will examine historical social justice movements such as abolition and child labor reform and will explore contemporary social justice issues, including poverty, racism, environmentalism, and the criminal justice system, thus giving to students an overview of subjects which will be addressed in depth in other courses of the major.

### **CMN 3000 - Biblical Literature and Interpretation (3)**

An overview of the various forms of Biblical Literature, their place in the canon, and the interpretive frameworks used for understanding and utilizing these forms in preaching and teaching.

### **CMN 3010 - Introduction to Christian Theology (3)**

A survey of the primary Christian doctrines and the manner in which they have developed in the church.

### **CMN 3020 - Introduction to Christian Ministry (3)**

An introduction to ministry; in particular the vocational ministry of those called by God (both lay and clergy) to serve the church and community. Topics will include understandings of vocational ministry, the call, functions and roles in ministry, self-assessments, challenges and contexts for ministry today and in the future, leadership and authority, and spiritual practices.

### **CMN 3050 - Themes in Biblical Theology (3)**

An overview of the theological themes that emerge from the Old Testament and New Testament and their implication for ministry.

### **CMN 3100 - Biblical Exegesis and Exposition from the Pentateuch (3)**

An examination of the Pentateuch, with special attention given to one book from that section of scripture, for both a clearer understanding of the text and its application for preaching/teaching in the local church. This course may be repeated if focus is on a different book of the Bible.

**CMN 3150 - Biblical Exegesis and Exposition from Old Testament History (3)**

An examination of Old Testament History, with special attention given to one book from that section of scripture, for both a clearer understanding of the text and its application for preaching/teaching in the local church. This course may be repeated if focus is on a different book of the Bible.

**CMN 3200 - Biblical Exegesis and Exposition from the Prophets (3)**

An examination of the prophets, with special attention given to one book from that section of scripture, for both a clearer understanding of the text and its application for preaching/teaching in the local church. This course may be repeated if focus is on a different book of the Bible.

**CMN 3250 - Biblical Exegesis and Exposition from Psalms and Wisdom Literature (3)**

An examination of the Psalms and wisdom literature, with special attention given to one book from that section of scripture, for both a clearer understanding of the text and its application for preaching/teaching in the local church.

**CMN 3300 - Biblical Exegesis and Exposition from the Synoptic Gospels (3)**

An examination of the synoptic Gospels, with special attention given to one book from that section of scripture, for both a clearer understanding of the text and its application for preaching/teaching in the local church. This course may be repeated if focus is on a different book of the Bible.

**CMN 3350 - Biblical Exegesis and Exposition from Paul's Letters (3)**

An examination of Paul's letters, with special attention given to one book from that section of scripture for both a clearer understanding of the text and its application for preaching/teaching in the local church. This course may be repeated if focus is on a different book of the Bible.

**CMN 3400 - Biblical Exegesis and Exposition from the Johannine Writings (3)**

An examination of the John's writings, with special attention given to one book from that section of scripture for both a clearer understanding of the text and its application for preaching/teaching in the local church. This course may be repeated if focus is on a different book of the Bible.

**CMN 3450 - Biblical Exegesis and Exposition from New Testament History and Writings (3)**

An examination of the Book of Acts and NT writings (particularly the general epistles), with special attention given to one book from that section of scripture, for both a clearer understanding of the text and its application for preaching/teaching in the local church. This course may be repeated if focus is on a different book of the Bible.

**CMN 3500 - Biblical Exegesis and Exposition Special Studies in the Bible (3)**

A special study of an aspect of biblical literature, with particular attention given to one book from that section of scripture, for

both a clearer understanding of the text and its application for preaching/teaching in the local church. This course may be repeated if focus is on a different book of the Bible.

**CMN 3800 - Survey of Christian History (3)**

A survey of movements and issues in the history of Christianity and their implication for contemporary ministry.

**CMN 3850 - Theology of the Church (3)**

An exploration of the key theological themes that influence a definition of the Church and its ministry.

**CMN 4000 - Critical and Constructive Thinking (3)**

A review of key principles in reasoning, argument and constructive thinking for the sake of ministry in a complex social setting.

**CMN 4050 - Wesleyan Holiness Theology (3)**

An exploration of the biblical, historical, and doctrinal sources for articulating a Wesleyan holiness theology for the local congregation.

**CMN 4100 - Contemporary Theology (3)**

A survey of contemporary issues and themes in theology and their implication for ministry.

**CMN 4120 - Christian Ethics (3)**

An exploration of the basis of Christian ethical decision making through the study of the major thinkers, practices, and sources and methods of moral inquiry that inform Christian living, service, and discipleship. Special attention will be given to issues that call for a Christian ethical response.

**CMN 4200 - Principles of Management and Supervision (3)**

An examination of the basic issues of leadership and administration associated with Salvation Army ministry. Special attention will be given to basic principles of management and supervision of a local ministry.

**CMN 4250 - Personal and Spiritual Development (3)**

A course examining personal and spiritual issues in the local ministry with suggestions for ongoing growth and development. This course examines both traditional challenges and contemporary issues facing ministers in their ongoing journey as pastors and as persons.

**CMN 4300 - Congregational Discipleship (3)**

An examination of issues that ministers face in guiding the formative processes of the local church; particularly in developing and empowering lay leadership for the sake of church and society.

**CMN 4460 - Leadership in the Christian Organization (3)**

A course designed to enable students to integrate leadership theory and biblical principles into a workable philosophy of leadership. Because secular leadership theory is not always applicable in Christian organizations, careful attention is given to worldview, motivation, leadership style, team building, power, decision making, organizational culture, and conflict resolution.

**CMN 4510 - Shepherding the Congregation (3)**

Basic issues and strategies that inform the overall care of the local church as well as specific counseling issues faced by ministers.



**CMN 4560 - Compassionate Ministry (3)**

A survey of the various approaches to social ministry including strategies for engaging the social setting in light of current issues, networking for ministry, and assessing ministry impact.

**CMN 4600 - Worship (3)**

A review of the various aspects of worship, musical and non-musical, in dialog with historic and contemporary expressions.

**CMN 4650 - Christian Education (3)**

A review of the design and dynamics of faithful educational ministry including basic issues of curriculum development, teaching/learning, and program development.

**CMN 4700 - Urban Ministry (3)**

A review of ministerial approaches that take the city as their primary ministry context. Particular attention given to understanding urban settings, developing a theology for engaging the city, and developing faithful ministry practices for transformation.

**CMN 4750 - Perspectives in Preaching (3)**

Overview of contemporary approaches to preaching including theoretical and practical application in sermon design and delivery.

**CMN 4800 - Special Topics in Theology and Philosophy (3)**

A special study of key theological and/or philosophical issues that influence ministry. This course may be repeated if focus is on a different theological/philosophical theme.

**CMN 4825 - Evangelism for Emerging Cultures (3)**

An examination of the salvation mission in light of the biblical mandate. Particular attention will be given to methods, styles, and resources of evangelism as well as to the issues of cultural diversity and world religions.

**CMN 4850 - Special Topics in Leadership and Personal Development (3)**

A special study of key ministerial leadership and/or development issues that influence ministry. This course may be repeated if focus is on a different topic.

**CMN 4900 - Special Topics in Ministry Skills (3)**

A special study of key ministry skills that influence ministry. This course may be repeated if focus is on a different topic.

**CMN 4950 - Christian Ministry Capstone (3)**

This course integrates biblical and theological concepts, leadership principles, spiritual development and methods of ministry gained by the students in the program and culminates in a final integrative project in which the students will apply these insights to the ministry setting.

**EGL - ENGLISH****EGL 1100 - English Composition 1 (3)**

Emphasizes the tasks and skills involved in writing formal essays. The essay writing process is deconstructed into achievable milestones in order to increase writing proficiency. Grammar mechanics will be consistently practiced based on each student's

identified strengths and weaknesses. The course will conclude with an examination of types of writing found in the Bible.

**EGL 2100 - English Composition 2 (3)**

This course builds upon existing knowledge of basic constructs and research skills for academic writing. Intellectual and analytical reasoning will be emphasized in continual research practices and writing throughout this course. Grammar mechanics will be consistently practiced through peer review methods. The course will conclude with strategies for research and reasoning applied to the Bible. (Prerequisite: EGL-1100 or equivalent)

Prerequisite: EGL 1100 or an equivalent course.

**EGL 2100 - English Composition 2 (3)**

Builds upon existing knowledge of basic constructs and research skills for academic writing. Intellectual and analytical reasoning will be emphasized in continual research practices and writing throughout this course. Grammar mechanics will be consistently practiced through peer review methods. The course will conclude with strategies for research and reasoning applied to the Bible.

Prerequisite: EGL 1100 or an equivalent course.

**EGL 2200 - World Literature (3)**

Designed to engage students in dialogue with a variety of Western and Non-Western world literature, past and present.

Prerequisite: EGL 1100 or an equivalent course.

**HIT - HEALTH INFORMATION TECHNOLOGY****HIT 2200 - Clinical Classification Systems and Health Care Terminology (3)**

This course will provide a thorough assessment of clinical terminology used by health care professionals for purposes of medical coding, billing, and diagnostic procedures. Students will examine the use of classification systems in the U.S. health care delivery system for purposes of grouping similar diagnoses and procedures, statistical analysis, and reporting.

**HIT 2500 - Health Ethics: Information Security and Privacy (3)**

The lack of security of health information is among the leading cause of health breaches and other unethical behavior within today's healthcare industry. This course is designed to help healthcare organizations and health professionals implement strategies to better secure health data while maintaining HIPPA compliance. Topics of discussion will include privacy and security of health information, HIPPA security risk assessment in health information technology (HIT), HIPPA Security Rule, HIPPA violations in HIT, HITTECH requirements, and ethical dilemmas encountered by HIT/HIM professionals.

**HIT 3000 - Fundamentals of Health Workflow Process Analysis, Redesign, and Quality (3)**

Fundamentals of health workflow process analysis and redesign as a necessary component of complete practice automation. Includes topics of process validation and change management.

**HIT 3100 - Management of Coding Services (3)**

An effective manager in the coding arena must be capable of relating to the variations in system and process requirements, as well as the disruptive nature of regulations and compliance requirements. This course will review the key aspects of various coding systems including an overview of ICD-9, ICD-10 and Current Procedural Terminology (CPT) at all levels.

**HIT 3300 - Introduction to Health Management Information Systems and Informatics (3)**

Introduction to health IT standards, health-related data structures, data collection and analysis, software applications and enterprise architecture in health care. Includes a consideration of telemedicine, cloud computing, and other technologies that impact the storage and analysis of healthcare information.

**HIT 3400 - Working with Health IT Systems (3)**

Students will work with simulated systems or real systems with simulated data. As they play the role of practitioners using these systems, they will learn what is happening inside. They will experience threats to security and appreciate the need for standards, high levels of usability, and how errors can occur. Provides an opportunity for students to develop a working knowledge of project management in the IT environment. The course will introduce the student to accepted techniques in both project management and business analysis.

**HIT 3500 - Electronic Health Records (3)**

A practical experience with a laboratory component, addressing approaches to assessing, selecting, and configuring EHRs to meet the specific needs of customers and end-users.

**HIT 3600 - Networking, Security, and Health Information Exchange (3)**

In-depth analysis of data mobility including the hardware infrastructure (wires, wireless, and devices supporting them), the ISO stack, standards, Internet protocols, federations and grids, the NHIN and other nationwide approaches. Also takes a significant look at system interfaces and messaging including the use of HL7.

**HIT 3700 - International Classification of Disease (ICD) Part I (3)**

This course will introduce students to the fundamentals of coding and disease classification. Students will learn how to assign ICD-9 and ICD-10 codes for purposes of billing and reimbursement. Completion of this course meets eligibility requirements to sit for the basic coding exam (CPC) offered by the American Academy of Professional Coders (AAPC) and Certified Coder Associate (CCA) offered by the American Health Information Management Association (AHIMA).

**HIT 4000 - Installation and Maintenance of Health IT Systems (3)**

Instruction in installation and maintenance of health IT systems, including testing prior to implementation. Introduction to principles underlying system configuration. Hands-on experiences in computer labs and on-site in health organizations. Includes a thorough review of the entire process from analysis and development of a RFP/RFI to implementation.

**HIT 4200 - International Classification of Disease (ICD) Part II (3)**

This course is an extension of ICD I. The student will build from the basic principles of ICD-9/ICD-10 coding and system classifications and apply to intermediate coding levels for purposes of billing and reimbursements. Successful completion of this course meets eligibility requirements to sit for the basic coding exam (CPC) offered by the American Academy of Professional Coders (AAPC) and the Certified Coding Associate (CCA) exam offered by the American Health Information Management Association (AHIMA).

**HIT 4300 - Vendor-Based Clinical and Health Systems (3)**

Provides an overview of the most popular vendor systems highlighting the features of each as they would relate to practical deployments, and noting differences between the systems.

**HIT 4900 - Professional Health IT Practicum (4)**

An opportunity to apply learned skills in a hands-on health care information technology environment. A minimum of 150 hours are required. (This practicum may be waived with Director's approval).

**HIT 4990 - Special Topics in Health Information Technology (3)**

Designed to provide an opportunity to present specialized topics in health information technology that may not be covered in other courses due to the speed of change in the field. Additionally, the course provides a mechanism by which students may pursue an area of research or independent study in the field of health information technology.

**HLT - HEALTH CARE****HLT 2100 - Introduction to the Healthcare Industry (3)**

Introduces students to the history and fundamentals of the healthcare industry including: an overview of various healthcare entities with an emphasis on hospitals, healthcare financing, HR issues in healthcare, disease management, the pharmaceutical industry, the healthcare regulatory environment, accreditation and governing bodies, reimbursement and payment systems, public health and threats facing the U.S., as well as professional roles and job opportunities in healthcare.

**HLT 2200 - The Culture and Ethics of Health Care (3)**

Addresses job expectations in health care settings. It will discuss how care is organized inside a practice setting, privacy laws, and professional and ethical issues encountered in the workplace.

**HLT 2310 - Legal Aspects of Health Care Management (3)**

Students will gain knowledge of health care contracts and other legal documents that are critical to successful business partnerships and operations of health care entities. Discussions of patient's rights, medical professional liability, tort law and reform, and other health policy (e.g., Health Information Technology for Economic and Clinical Health Act (HITECH), American Recovery and Reinvestment Act of 2009 (ARRA), Health Insurance Portability and Accountability Act of 1996 (HIPAA), Sarbanes-Oxley Act of 2002 (SOX), and the Emergency Medical Treatment and Active Labor Act (EMTALA)) will be reviewed.

**HLT 3010 - Health Regulations and Policy (3)**

The emphasis of this course is the role health reform and governmental regulations influence the delivery of healthcare in the United States. Students will explore the evolution of healthcare services in America and conduct a comparative analysis of today's healthcare system from both macro and micro levels. Further discussions include current challenges today's healthcare industry encounters (e.g. healthcare cost, access, financing of health services, etc.) and how various stakeholders of health services adjust to such challenges.

**HLT 3020 - Quality Initiatives and Health Administration (3)**

Value-based health care has taken the forefront in how providers and other health care professionals are reimbursed and deliver health care services. This strategic approach places emphasis on quality versus quantity of services administered. Students will conduct an analysis of various quality initiatives such as Six Sigma, Lean Six Sigma, Donabedian Model, Malcolm Baldrige Quality Award, the Shewhart Cycle (PDCA), and Total Quality Management (TQM) to explore efficient means of medical utilization and cost containment without compromising quality of health care services.

**HLT 3030 - Financial Management in Health Care (3)**

Students will conduct analyses of financial statements and develop operational budgets. The course also will expose students to financial reporting and forecasting, financial risks and returns, and other key financial concepts that assist leaders with decision-making and planning to sustain operability of health care organizations.

**HLT 3710 - Healthcare Research, Analysis, and Planning (3)**

Concentrates on the use of market research and planning data in the healthcare industry which are used extensively for measuring clinical outcomes, monitoring quality and satisfaction, and making strategic business decisions in such areas as product planning and market development. This class will provide students with an overview of how information is collected and applied. Students will gain an understanding of how public health data is gathered and monitored to ensure public safety, how healthcare providers are routinely collecting satisfaction and quality data that is publicly reported by the government to the general public, and how healthcare providers conduct their proprietary research to guide their business decision-making.

Prerequisite: Junior standing (55 semester hours earned) or above.

**HLT 4010 - Strategic Management in Health Care (3)**

Health reform has a significant impact on the healthcare delivery system in the U.S. The emphasis of this course is on strategic approaches healthcare leaders may implement to accommodate changes and ensure compliance with new health policy/regulations. An integration of basic marketing principles and market research of the healthcare industry will also be explored. Using Porter's five forces as a framework, students will analyze numerous medical case studies, perform market and SWOT analyses, to address problems healthcare leaders encounter in today's healthcare system and develop solutions that are practical and measurable.

**HSR - HUMAN SERVICES****HSR 1000 - Fundamentals of Human Services (3)**

This course provides an overview of the fundamental practices and issues involved in the helping professions. Areas explored in this course include biblical theology and various professional theories of service and how these are impacted by complex issues. Students will develop their own personalized view of the helping professions as well as gaining an overview of subjects which will be addressed in depth in other courses of the major.

**HSR 1100 - Applied Skills in Individual Assessment (3)**

This course allows students to gain skills in communication for helping professions, including rapport building, interviewing, active listening, and documenting. Areas explored in this course include self-awareness, reflection, professional development, problem solving, diversity, and ethics. Prerequisite: Fundamentals of Human Services

**HSR 1200 - Serving Within US Diversity (3)**

This course provides students to engage in concepts of the helping professions within the diversity of the US. Some of these include urban and rural settings, ethnic majority-minority interpersonal relationships, socioeconomic, and religious backgrounds. Particular cultures will be studied for their backgrounds, acculturation processes, and personal perspectives on human services. Prerequisite: Fundamentals of Human Services

**HSR 2000 - Partnering with Nongovernment Organizations (3)**

The course examines the history and structure of nongovernment organizations (NGOs), including churches, businesses, community and international relief agencies, to serve. Students will gain knowledge in how these can be best utilized to serve general, at-risk, and vulnerable populations. Prerequisite: HS1000 Introduction to Human Services

**HSR 2100 - Partnering with Public Entities (3)**

The course examines the history and structure of public entities. Areas that will be examined include public service, public policy, and social welfare institutions. The student will gain an understanding of the change process on micro, mezzo, and macro levels and how these can be best utilized to serve general, at-risk, and vulnerable populations. Prerequisite: HS1000 Introduction to Human Services

**HSR 2200 - Trends and Opportunities for Service (3)**

This course allows students to describe and analyze contemporary social trends and opportunities. Students to discuss problems in positive terms with an emphasis on their roles in bring complex and ethical solutions to society through their professions. Prerequisite: HS1000 Introduction to Human Services

**HSR 2500 - Human Services Capstone Project (3)**

This course requires the student to utilize much of what he or she has already learned in previous courses and gives them the opportunity to apply that knowledge to the solution of an actual human services issue in the helping profession of his or her choice. The student will identify a significant social problem that they know well. The student will examine the issue using the knowledge

they gained in previous courses and examine the related theories to identify and make appropriate recommendations.

## **ITD - INTERDEPARTMENTAL**

### **ITD 1060 - College Study Skills (3)**

This course empowers adult learners to make the transition back into education in the college environment. Learners will be introduced to communication, self-motivation, and critical thinking skills necessary for academic success at Trevecca Nazarene University.

### **ITD 1300 - Communication and Technology for College (3)**

This course encourages adult learners to use technology as an effective communication avenue to research and present information for life and learning. Learners will gain experience with technology tools, including Microsoft Word and PowerPoint, that can be used throughout the student's coursework to create documents and presentations and communicate those appropriately to academic and professional audiences.

### **ITD 3010 - Leadership and Service (3)**

Examines principles of leadership and service as a basis for living a meaningful life. Students will focus on evaluating their opportunities and responsibilities to influence and serve in personal, professional, and community situations and developing the foundational skills to enact change for good within their sphere of life.

## **LTC - LONG TERM CARE**

### **LTC 2010 - Introduction to Long Term Care Management (3)**

In this course, students will explore the governance and management of long-term care facilities. In-depth review of federal, state, and local regulations and legislations will be discussed. Students will also become knowledgeable of various licensure and certification requirements specific to the discipline of long-term care. This course also explores required clinical reporting for long-term care reimbursements, resident's rights, and other populations who receive long-term care services and the challenges each population faces in attaining such services.

### **LTC 3010 - Gerontology and the Continuum of Care (3)**

This course focuses on the aging process and how consumers of health care integrate multiple forms of health care services to maintain a quality level of care that meets their needs and desires. Students will explore the use of multidisciplinary teams and the development of various treatment alternatives available to consumers that ensure efficient care is provided along a continuum.

### **LTC 3020 - Palliative Care and Hospice Care (3)**

Students will learn the distinction between palliative and hospice care. This course consists of analyses of medical ethics in hospice, pain management, and the origin of hospice and how it was integrated into the health care delivery system, and local coverage determination (LCD), which explores criteria that allow patients to become eligible for hospice care. Discussions will also address the integration of faith and individual spirituality in regards to how

hospice care is administered to patients of different cultures and ethnicities who possess different beliefs and values.

### **LTC 4010 - Long Term Care in America (3)**

Whether in a health care facility or home-based service, a significant number of American consumers require some form of long-term care. This course examines the U.S. health care delivery system and the complexities stakeholders encounter on a daily basis. Students will take an in-depth look at health reform and its influence on today's health care system to make projections of future health care in America.

## **MHR - MANAGEMENT AND HUMAN RELATIONS**

### **MHR 1800 - Introduction to Business Computing Technologies (3)**

Designed to provide hands-on learning using the Internet and major office software technologies. The purpose is to provide experience with computer tools that can be used throughout the student's career to create well researched, informative, and professional documents. Credit by exam is available in lieu of this course.

### **MHR 2200 - Language and Cultural Strategies for the Workplace (3)**

Provides basic communication skills and strategies in the areas of bilingual communication, cultural definitions, employee relations, cross-cultural negotiation, and cultural sensitivity for English- and Hispanic-speaking managers and staff personnel.

### **MHR 2300 - Health and Wellness (3)**

Examines and applies all aspects of fitness such as jogging, aerobic movement, nutrition, flexibility, strength, sports injuries, and weight control. Exercises will be developed for cardio-respiratory, muscular, and flexibility fitness. The course utilizes the exploration of critical health and wellness factors to guide the development of a wellness audit and personal fitness plan.

### **MHR 2400 - Spreadsheet Applications (3)**

Designed so that students can master the basics of Excel as well as many of the advanced features of this industry's leading spreadsheet software in a hands-on learning environment.

### **MHR 2500 - Discovering Mathematics (4)**

The realm of mathematics contains some of the greatest ideas of humankind-ideas comparable to the works of Shakespeare, Plato, and Michelangelo. This course will introduce students to several of these ideas, selected from topics in numerical patterns, infinity, geometry, topology, chaos, probability, and statistics. Study of these topics not only demonstrates the beauty of mathematics but also develops critical thinking skills. This course is designed to be a study of mathematics as one of the liberal arts.

### **MHR 2520 - Business Math (3)**

Will assist students by increasing their competence in mathematics and expanding their understanding of the applications of mathematical concepts in business activities. Emphasis is placed upon learning mathematical concepts through practical application to common business problems. The course will include a review of

fundamental operations such as fractions, decimals, and percents. In addition, students will examine common business problems involving discounts, interest, markup, depreciation, and inventory.

### **MHR 2700 - Career Success (3-4)**

Designed for students who seek to develop their personal career development for the purpose of job seeking and advancement. Students will work on resumes, mock interviewing, social media, networking and professionalism as it relates to their personal and professional goals.

### **MHR 2710 - Strategic Management (3)**

Designed to integrate and apply concepts from all areas of the business curriculum. Examines the operations and tactics of firms within industries from a macro perspective. Strategy has three major subdivisions: Strategy Formulation, Strategy Implementation, and Strategy Evaluation and Control.

### **MHR 2800 - Personal Finance (3)**

An introductory course to basic personal financial principles. Topics to be covered include, but are not limited to, the following: budgeting, managing personal debt, insurance, taxes, and investments.

### **MHR 2910 - Case Studies in Leadership (3)**

Integrates major leadership theories with case study analyses of notable military, political, religious, civil-rights and business leaders. Debate and discussion of the case studies will also be used to enhance the understanding of leadership theory and application. The analysis of cases and theories from the biblical worldview are also designed into the curriculum where appropriate.

### **MHR 2950 - Special Topics in Liberal Arts (3-4)**

Designed for students pursuing the MHR major and who seek to expand their knowledge of liberal arts disciplines and university-level content and skills, supportive of their personal and professional development.

### **MHR 3000 - Quality Improvement Methods (3)**

A study of the foundational principles of quality improvement methods, with emphasis placed on team-based approaches. It teaches the basic concepts of systems thinking, customer/supplier relationships, work process management, and basic tools and techniques for consensus building and fact-based decision making. The works of the leading thinkers in this area, such as Deming and Juran, are considered. Numerous interactive exercises and the course project enable the transition from theory to practical application.

### **MHR 3005 - Biblical Perspectives and the Christian Worldview (3)**

A study of Scripture as the basis for personal faith in Jesus Christ; which informs one's practice at home, at work, and in the community at large. It is designed to foster a knowledge and understanding of the Bible in relation to management and servant leadership in organizational settings. This is a reflection of TNU's commitment, as a Christian liberal arts college, to nurturing an appreciation for Scripture.

### **MHR 3010 - Effective Interpersonal Relations (3)**

An investigation of communication and relationships in a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises reviewing nonverbal communication, constructive feedback, dealing with anger and resolving conflict. Students develop a model for effective relationships. Students are also given instruction in public speaking in preparation for their first Project Thesis oral presentation.

### **MHR 3025 - Media Ethics (3)**

Explores the media's powerful influence on our society and what we can do to respond to and perhaps even reshape the media. Specifically, we look at the different ways that television, the movies, radio, magazines, newspapers, and the Internet each play a part in manipulating our news, advertising, entertainment, and the delivery of other kinds of information. Other issues such as censorship, invasion of privacy, truth in reporting, ethics in cyberspace (e.g. hate websites, online social networks, erotica, etc.), and illusion versus reality in the media are also discussed. We ask questions like, "What are some of the various public roles and responsibilities we have as consumers of the media?" "How do we train ourselves to view and to use responsibly (rather than abuse) the media?" "What are the artistic, educational, moral, and spiritual values of the media which should matter to us most?" "How do we better protect our children from the abuses and manipulations of the media?" "Using our own moral values, how do we make sense of the media ('media literacy'), and how can we begin to bring change to media products from the position of a consumer?" This course will begin to prepare one to analyze critically the ethical challenges involved in the process of media production and consumption.

### **MHR 3030 - Group and Organizational Behavior (3)**

A study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and productive group management in order for students to determine which tasks are best handled by groups or individuals.

### **MHR 3050 - Business Speech (3)**

Designed to help the student develop and strengthen skills in public speaking. Public speaking theory and principles will be covered so that the student not only will be a more effective speaker but will be able to appreciate effective communication skills in others.

### **MHR 3055 - Conflict and Change Management (3)**

Students will understand the challenges, techniques, and problems associated with initiating and implementing changes within organizations. Specifically, students will understand the roles and stakes of all entities involved. Given that conflict often accompanies change, the course will also examine sources of conflict and identify effective resolution and negotiation techniques.

### **MHR 3065 - Business Application of Computing Technologies (3)**

Designed to provide hands-on, in-depth learning using computing technologies to solve business problems. The purpose is to provide experience with computer tools that can be used to support

various aspects of business such as marketing, sales, and accounting as well as business decision making. Some technologies that may be explored include advanced word processing, advanced spreadsheets, and computer concepts relating to computer operating systems, network security and information technology ethics.

Prerequisite: MHR 1800 or equivalent.

### **MHR 3070 - Psychology of Personal Adjustment (3)**

Allows students to examine various influences on personal adjustment and growth in order to enhance individual coping in today's world.

### **MHR 3080 - Accounting for Managers (3)**

Designed to help students interpret and apply accounting data in planning and controlling business activities. Analysis of financial statements is emphasized.

### **MHR 3085 - Finance for Managers (3)**

Provides an introduction to financial management. Major areas of study include evaluation of risk and returns, evaluation of business projects, and financing sources. The primary viewpoint will be that of financial management in a corporation, but the course is also very useful for a future manager of a small business, as well as a future investment adviser. Furthermore, this course is important for future nonfinancial business managers because few important business decisions are made without consideration of financial implications.

### **MHR 3090 - Marketing for Managers (3)**

Designed to help students deal with major decisions that management and marketing executives face in their efforts to harmonize the objectives and resources of the organization with the needs and opportunities of the marketplace.

### **MHR 3095 - Economics for Managers (3)**

Designed to help managers apply basic economic concepts and terms to better understand the environments in which their organizations operate. Topics to be covered include demand and supply, market structures, and macroeconomic measures, institutions and policies.

### **MHR 3100 - Public Relations and Organizational Journalism (3)**

A workshop-style module designed to equip managers and/or volunteers in nonprofit organizations with practical public relations writing and design techniques. Topics include writing news releases and employee dossiers, interesting the media in stories on an organization or special event, planning and conducting press conferences, designing and implementing promotional campaigns, and writing and arranging the production of public service announcements and/or advertisements for radio or television.

### **MHR 3105 - Entrepreneurial Studies (3)**

Designed to guide students through the process of developing an executable business plan that can then be utilized to implement or launch a product- or service-based business. The course will educate students on the risks and advantages associated with initiating, running, and growing a real enterprise as well as walking

them through the process of determining the feasibility of their business.

### **MHR 3110 - Personal Leadership Development (3)**

Adult learners are provided with an opportunity to develop intrapersonal leadership, a necessary prerequisite to leading and serving others. The Myers-Briggs Type Indicator (MBTI) is used to help learners understand personality differences, leadership styles, and learning styles and how to use that information in their new role as a student and in their personal and professional lives. Learners will recognize how to connect their styles and strengths to key leadership practices that personify servant leadership, an outcome that will facilitate a personal sense of calling and vocation in their lives.

### **MHR 3250 - Organizational Behavior (3)**

Designed to provide theoretical foundations, models for design, and analysis for organizational effectiveness, research, and practice related to the human factor of organizations, including basic managerial functions and concepts influencing communication, decision-making, group management, and productivity.

### **MHR 3300 - Principles of Social Persuasion (3)**

Provides an introduction to the behavioral and social aspects of persuasion. It examines principles and theories that address attitude change and development within individuals, groups, community organizations, and other cultures. Emphasis is placed on theories of persuasion, diffusion of innovations, media influences, message construction, and the development of working relationships.

### **MHR 3350 - Introduction to Music (3)**

Based on the premise that music is an aural art, learning to listen to various master works is the primary objective of this introductory course, including repertoire from the Baroque, Classical, Romantic and 20th Century periods as well as a look at the musical concepts and history during these eras.

### **MHR 3700 - Introduction to the Healthcare Industry (3)**

Introduces students to the history and fundamentals of the healthcare industry including: an overview of various healthcare entities with an emphasis on hospitals, healthcare financing, HR issues in healthcare, disease management, the pharmaceutical industry, the healthcare regulatory environment, accreditation and governing bodies, reimbursement and payment systems, public health and threats facing the U.S., as well as professional roles and job opportunities in healthcare.

### **MHR 3800 - Individual Federal Income Taxes (3)**

Covers Federal Income Tax for individuals. In addition to covering the basic concepts, students will be required to prepare several tax returns using tax preparation software. The purpose of this course is to educate students on the many variables that impact the amount of federal income taxes paid.

### **MHR 4410 - Systems Management (3)**

Designed to create innovative system thinkers and system managers. Students will analyze the basic managerial functions of setting objectives, planning, organizing, directing and controlling; while also making connections regarding how the individual roles

of management affect the entire system. Theoretical foundations, models for design, and the analysis of organizational processes and human behavior in organizations are examined. The process of innovation and the introduction of quality tools are also explored in this course.

### **MHR 4420 - Human Resources Management (3)**

An analysis of the policies and procedures of business regarding the recruitment, selection, training, evaluation, development, and compensation of employees. Special attention is given to Equal Employment Opportunity.

### **MHR 4430 - Principles of Management and Leadership (3)**

In this comprehensive capstone course students will examine research-based management and leadership principles. Students are asked to analyze and synthesize concepts and skills to which they have been exposed throughout the MHR program. Students examine motivational theories, the situational leadership theory, and servant leadership principles in relation to their application in organizational settings and in light of a Christian worldview. The course concludes with students articulating their personal philosophy of management and leadership through a comprehensive final assessment.

### **MHR 4440 - Strategic Management (3)**

Designed to integrate and apply concepts from all areas of the business curriculum. Examines the operations and tactics of firms within industries from a macro perspective. Strategy has three major subdivisions: Strategy Formulation, Strategy Implementation, and Strategy Evaluation and Control.

### **MHR 4450 - Leadership in the 21st Century (3)**

Focuses upon foundational leadership theories with an emphasis on the roles of leader, follower, and situation. The course content concentrates on leadership development, leadership traits and behaviors, followership, and situational factors that impact leadership. Leadership theory will provide a solid foundation for informing future leadership practice.

### **MHR 4510 - Ethics: Personal and Professional (3)**

Students will formulate a philosophy of life, providing a foundation for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible lifestyle in the contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, international relations, and classroom discussion.

## **MTH - MATHEMATICS**

### **MTH 1240 - Fundamentals of Mathematics (3)**

## **PSC - PSYCHOLOGY**

### **PSC 2300 - Introduction to Psychology (3)**

This course serves as an overview of the fundamental concepts of psychology. The perspective will be a biblical worldview in the areas of human development, intelligence, consciousness, and personality. Upon completion of this course, the student should be able to:

1. Understand the basic history of psychology

2. Know the basics of the research process and how psychology is studied
3. Evaluate conflicting ideas in psychology and accepted “truths” in our society, as well as personal beliefs.
4. Describe and apply primary psychological theories to your own life and the world in general

### **PSC 3010 - Lifespan Development (3)**

This course provides an overview of psychological development across a lifetime. Upon completion of this course, the student should be able to:

1. Identify the domains and periods of development throughout life (conception to death)
2. Compare and contrast different theories of development and explain changes related to physical, cognitive, social, and emotional on these same areas of development.
3. Describe variables underlying socio-economic status, racial, ethnic, and gender differences in lifespan development
4. Apply developmental theories and research findings to current social and educational policies and events

### **PSC 3020 - Psychology of Cognitive Processes (3)**

This course presents concepts of mind and mental function, including learning, memory, and cognition. Upon completion of this course, the student should be able to:

1. Demonstrate an understanding of methodologies, research findings, and theories from the field of cognitive psychology.
2. Understand research methodology in cognitive psychology.
3. Demonstrate critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems relating to mental processes.
4. Evaluate evidence, evaluate scientific arguments, and understand the relation of brain, mind, and behavior.

### **PSC 3030 - Psychology of Personality (3)**

This course introduces major theories of personality. Variations in these patterns of thinking, feeling, and behaving provide unique insights into individuals. Upon completion of this course, the student should be able to:

1. Understand a comprehensive review of major theories and assessment instruments used in personality psychology.
2. Demonstrate knowledge in critical thinking regarding an assessment of subjective areas of human psychology.
3. Evaluate different perspectives in personality development
4. Critique learning environments where diverse issues can be discussed thoroughly and where all views can be expressed freely.

### **PSC 3040 - Psychology of Abnormal Behavior (3)**

This course provides insight into abnormal behavior. Students will become familiar with these as defined by the current Diagnostic and Statistical Manual of Mental Disorders. Upon completion of this course, the student should be able to:

1. Identify the categories and descriptions of the leading mental disorders.
2. Distinguish the different theoretical models explaining the causes of disorders, and the evidence linking biological, cognitive, emotional, behavioral, and social/cultural factors with each disorder.
3. Analyze how mental disorders are assessed and the leading evidence-based methods of treatment.
4. Develop critical reasoning skills to apply theoretical concepts and empirical evidence to the understanding of mental health issues, including hypothetical clinical cases.

### **PSC 3050 - Psychology of Social Behavior (3)**

This course provides perspective on how social groups influence individual thought, feeling, and behavior. Upon completion of this course, the student should be able to:

1. Demonstrate an understanding of basic scientific method underlying social psychological research.
2. Illustrate a general knowledge of major theories and current findings within current research
3. Appreciate the methodological strategies common to social psychology
4. Compare how basic theory and experimental findings apply to everyday situations.

### **PSC 3060 - Cross Cultural Psychology (3)**

### **PSC 4010 - Psychology in Organizations (3)**

This course provides insight into workplace issues that impact the individuals, teams, and organizations in various industries. Upon completion of this course, the student should be able to:

1. Develop an awareness of the history and major perspectives regarding the field of I/O Psychology.
2. Describe models, theories, and technical information appropriate to I/O psychology.
3. Apply theory and research in I/O Psychology to practical work settings.
4. Explain the potential I/O Psychology has for society and organizations now and in the future.

### **PSC 4020 - Psychology of Relationships (3)**

This course investigates the dynamics of interpersonal relationships, including communication and conflict resolution. Upon completion of this course, the student should be able to:

1. Identify classic theories, current research, and common methods in the field of relationship science.
2. Identify relationship science in pop culture and evaluate it according to accepted principles.
3. Assess a body of empirical findings and apply conclusions to issues relevant to everyday life.
4. Reflect on your own relationships and assess when it is (and is not) appropriate to apply findings from relationship science to your own relationships.

### **PSC 4030 - Psychology and the Christian Faith (3)**

This course explores the relationship of psychology and the Christian faith. Students delve into the dynamics of spiritual formation of individuals and Christian faith communities. Upon completion of this course, the student should be able to:

1. Identify ways in which religious beliefs and practices influence psychological functioning and the ways in which psychological functioning influences religious beliefs and practices.
2. Describe the importance of epistemological issues to the relationship between faith and psychology.
3. Analyze the various approaches of the relationship between faith and psychology.
4. Apply theoretical approaches to integration to real life situations.

### **PSC 4040 - Current Perspectives in Psychology (3)**

This course provides context for psychology through examination of current events and applications. Upon completion of this course, the student should be able to:

1. Understand connections with other disciplines, e.g., computer science, health sciences, leadership studies, organizational management, etc..
2. Exhibit an ability to apply psychological theory to understanding and explaining human behavior in everyday life.
3. Interpret current events in psychology through the lens of major theorists and theories.

### **PSC 4050 - Research for Behavioral Sciences (3)**

This course provides an opportunity for students to learn psychological research techniques and methodology. Statistical reasoning is explored, including fundamental concepts and statistical methods used in psychological research. Upon completion of this course, the student should be able to:

1. Identify the basic principles and concepts dealing with sampling and measurement.
2. Understanding of the major research strategies in the behavioral sciences.
3. Assess various methods to effectively investigate research questions.
4. Evaluate the appropriateness of conclusions and identify limitations of published research given the methodologies used.

### **PSC 4960 - Psychology Capstone (3)**

This course provides students with the opportunity to synthesize their learning throughout the program by conducting research in psychological studies. Upon completion of this course, the student should be able to:

1. Demonstrate a basic of knowledge of the different domains of psychology as well as the content and methods specific to those areas.
2. Use ethical decision making as a means of problem-solving in personal and professional situations
3. Synthesize information from primary and secondary sources using print and electronic media.



4. Understand psychological phenomena both systematically and empirically.

## **RLG - RELIGIOUS**

### **RLG 2100 - Christian Worldview (3)**

Examines a Christ-centered biblical worldview as the basis for living a distinctly Christian life. Students will focus on evaluating ideas, values, and processes in personal and professional situations and developing the belief structure to orient themselves within their time and place in history and eternity.

## **SCN - SCIENCE**

### **SCN 1600 - Physical Science (3)**





333 MURFREESBORO ROAD • NASHVILLE, TN 37210