TREVECCA NAZARENE UNIVERSITY

GRADUATE STUDIES CATALOG

2018 – 2019
# TABLE OF CONTENTS

University Academic Calendar 2018-2019 .................................................. 8
General Information ......................................................................................... 10
   A Word From the President .............................................................................. 10
   Trevecca Nazarene University ....................................................................... 10
   Mission .............................................................................................................. 10
   Purpose ............................................................................................................ 10
   Vision .............................................................................................................. 11
   History ............................................................................................................ 11
   Who We Are .................................................................................................. 12
   Location .......................................................................................................... 12
   Agreed Statement of Belief ............................................................................. 12
   Accreditation ................................................................................................. 12
   Nondiscrimination Policy .............................................................................. 13
   Misrepresentation Policy .............................................................................. 13
   Student Complaint Policy ............................................................................. 13
   Institutional Operational Goals (Values Statement) ......................................... 14
   Institutional Educational Goals ..................................................................... 14
   Campus Buildings .......................................................................................... 14
      Off-Campus Sites ....................................................................................... 16
   Off-Campus Sites .......................................................................................... 16
   Student Consumer Information Sources ....................................................... 16
   The Nature of Graduate Study ...................................................................... 16
   Graduate Programs of Study ........................................................................ 17
      Business: Skinner School of Business and Technology ............................. 17
      Counseling: Graduate Counseling ............................................................... 17
      Education: School of Education ................................................................. 17
      Physician Assistant: Graduate Physician Assistant .................................... 18
      Religion: Millard Reed School of Theology and Christian Ministry .......... 18
      Leadership: School of Graduate and Continuing Studies ......................... 19
   Admissions ..................................................................................................... 20
      Admissions Policies and Process .................................................................. 20
      Policies ........................................................................................................ 20
      Admissions Process ..................................................................................... 20
      Transcript Evaluation .................................................................................. 20
      Transfer Credit/Transient Work ................................................................... 20
      Second Master’s Degree ............................................................................... 20
      International Students ................................................................................ 20
      Immunization Information .......................................................................... 21
   Financial Services ........................................................................................ 22
      Payment ....................................................................................................... 22
      Books and Materials ................................................................................... 22
      Financial Aid Policy .................................................................................... 22
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refund Policy for 6-week and 12-week Courses</td>
<td>23</td>
</tr>
<tr>
<td>Refund Policy for Graduate Courses Meeting 12 Times/Semester</td>
<td>23</td>
</tr>
<tr>
<td>Refund Policy for the Physician Assistant Program</td>
<td>23</td>
</tr>
<tr>
<td>Satisfactory Academic Progress (SAP) for Financial Aid</td>
<td>23</td>
</tr>
<tr>
<td>Removal from Financial Aid</td>
<td>23</td>
</tr>
<tr>
<td>Benefits for Veterans</td>
<td>23</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>24</td>
</tr>
<tr>
<td>FERPA</td>
<td>24</td>
</tr>
<tr>
<td>Advising</td>
<td>25</td>
</tr>
<tr>
<td>Attendance</td>
<td>25</td>
</tr>
<tr>
<td>Academic Load</td>
<td>25</td>
</tr>
<tr>
<td>Time Limitations</td>
<td>26</td>
</tr>
<tr>
<td>Conditional Admission*</td>
<td>26</td>
</tr>
<tr>
<td>Academic Probation and Suspension*</td>
<td>26</td>
</tr>
<tr>
<td>Academic Reinstatement*</td>
<td>26</td>
</tr>
<tr>
<td>Withdrawal of Courses</td>
<td>26</td>
</tr>
<tr>
<td>Graduation Application</td>
<td>26</td>
</tr>
<tr>
<td>Incompletes</td>
<td>27</td>
</tr>
<tr>
<td>Change of Grade</td>
<td>27</td>
</tr>
<tr>
<td>Academic Grievance Policy for Classes in Process</td>
<td>27</td>
</tr>
<tr>
<td>Final Grade Appeal Policy and Procedures</td>
<td>27</td>
</tr>
<tr>
<td>Rights and Responsibilities</td>
<td>28</td>
</tr>
<tr>
<td>Academic Student Rights</td>
<td>28</td>
</tr>
<tr>
<td>Academic Student Responsibilities</td>
<td>28</td>
</tr>
<tr>
<td>Identity Fraud</td>
<td>28</td>
</tr>
<tr>
<td>Intellectual Property Rights Policy</td>
<td>28</td>
</tr>
<tr>
<td>Policies for Research Involving Human Subjects</td>
<td>30</td>
</tr>
<tr>
<td>Professional Performance</td>
<td>32</td>
</tr>
<tr>
<td>University Standards of Behavior</td>
<td>32</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>32</td>
</tr>
<tr>
<td>Alcohol</td>
<td>32</td>
</tr>
<tr>
<td>Cellular Phone Usage</td>
<td>32</td>
</tr>
<tr>
<td>Dress Code</td>
<td>33</td>
</tr>
<tr>
<td>Drugs</td>
<td>33</td>
</tr>
<tr>
<td>Firearms, Fireworks, Smoke Bombs, Fire Alarms, and Fire Extinguishers</td>
<td>33</td>
</tr>
<tr>
<td>Obscene Language and Literature</td>
<td>33</td>
</tr>
<tr>
<td>Sexual Ethics</td>
<td>33</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>33</td>
</tr>
<tr>
<td>Tobacco</td>
<td>34</td>
</tr>
<tr>
<td>University Services</td>
<td>35</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>35</td>
</tr>
<tr>
<td>Bookstore</td>
<td>35</td>
</tr>
<tr>
<td>Cafeteria/The HUB/The CUBE</td>
<td>35</td>
</tr>
<tr>
<td>Campus Events</td>
<td>35</td>
</tr>
</tbody>
</table>
Graduate Education Program

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Graduate Physician Assistant Program</td>
</tr>
<tr>
<td>61</td>
<td>The School of Education</td>
</tr>
<tr>
<td>62</td>
<td>Program Policies for Master's Degrees</td>
</tr>
<tr>
<td>63</td>
<td>Financial Services</td>
</tr>
<tr>
<td>64</td>
<td>Grading System–Master’s Program</td>
</tr>
<tr>
<td>64</td>
<td>Graduation Requirements</td>
</tr>
<tr>
<td>64</td>
<td>Program Evaluation and Assessment</td>
</tr>
<tr>
<td>65</td>
<td>Master of Arts in Teaching</td>
</tr>
<tr>
<td>65</td>
<td>Master of Arts in Teaching K-5</td>
</tr>
<tr>
<td>65</td>
<td>Program of Study MAT K-5</td>
</tr>
<tr>
<td>66</td>
<td>Master of Arts in Teaching 6-12</td>
</tr>
<tr>
<td>66</td>
<td>Program of Study MAT 6-12</td>
</tr>
<tr>
<td>66</td>
<td>Master of Education: Educational Leadership K-12</td>
</tr>
<tr>
<td>67</td>
<td>Program of Study for Educational Leadership</td>
</tr>
<tr>
<td>67</td>
<td>Licensure-only in Educational Leadership</td>
</tr>
<tr>
<td>67</td>
<td>Instructional Leadership License - Beginning (ILL-B)</td>
</tr>
<tr>
<td>67</td>
<td>Instructional Leadership License - Professional (ILL-P)</td>
</tr>
<tr>
<td>68</td>
<td>Master of Education: Visual Impairments Special Education</td>
</tr>
<tr>
<td>68</td>
<td>Program of Study for Visual Impairments Special Education</td>
</tr>
<tr>
<td>68</td>
<td>Master of Education: English Second Language PreK-12</td>
</tr>
<tr>
<td>68</td>
<td>Program of Study for ESL</td>
</tr>
<tr>
<td>69</td>
<td>Endorsement for English Second Language</td>
</tr>
<tr>
<td>69</td>
<td>Ed.S.: Specialist in Accountability and Instructional Leadership</td>
</tr>
<tr>
<td>71</td>
<td>Program of Study - Ed.S. in Specialist in Accountability and Instructional Leadership</td>
</tr>
</tbody>
</table>

Graduate Leadership Program

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>Master of Organizational Leadership</td>
</tr>
<tr>
<td>73</td>
<td>MOL Program Information</td>
</tr>
<tr>
<td>73</td>
<td>MOL Academic Program</td>
</tr>
<tr>
<td>73</td>
<td>MOL Curriculum</td>
</tr>
<tr>
<td>74</td>
<td>Ed.D.: Leadership and Professional Practice</td>
</tr>
<tr>
<td>74</td>
<td>Ed.D. Program Information</td>
</tr>
<tr>
<td>77</td>
<td>The Ed.D. program takes a research-based, theory-into-practice approach to its standardized curriculum, including</td>
</tr>
<tr>
<td>77</td>
<td>Program of Study – Ed.D.: Leadership and Professional Practice</td>
</tr>
<tr>
<td>77</td>
<td>Program of Study - Ed.D.: Leadership and Professional Practice with specialization in Accountability and Instructional Leadership</td>
</tr>
</tbody>
</table>

Graduate Physician Assistant Program

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>The Physician Assistant Program</td>
</tr>
<tr>
<td>80</td>
<td>Mission Statement of the Graduate Physician Assistant Program MSM-PA</td>
</tr>
<tr>
<td>80</td>
<td>Physician Assistant Program Goals</td>
</tr>
</tbody>
</table>
Statement of Purpose of the Graduate Physician Assistant Program ........................................ 80
Student Learning Outcomes ........................................................................................................ 80
Technical Standards ..................................................................................................................... 80
Applicant Requirements ............................................................................................................... 81
How to Apply ................................................................................................................................ 82
Admission of International Students .......................................................................................... 82
Credentials ..................................................................................................................................... 82
Grading System ............................................................................................................................. 83
Physician Assistant Program Curriculum .................................................................................... 83
Program of Study .......................................................................................................................... 83
Graduate Physician Assistant Program Faculty ............................................................................. 84

Graduate Religion Program 86
Program Information ....................................................................................................................... 87
Mission Statement ......................................................................................................................... 87
Student Learning Outcomes .......................................................................................................... 87
Admission Procedures and Policies ............................................................................................... 87
Admission Status Students will be classified in the following ways ........................................... 87
Master of Arts: Religion Program ................................................................................................ 87
M.A. in Religion Academic Program ............................................................................................ 88
Course Hour Requirements ............................................................................................................ 88

Research Project ........................................................................................................................... 88

Courses 89
ACT - Accounting .......................................................................................................................... 89
BIB - Biblical Theology/Biblical Studies ......................................................................................... 89
BUS - Business .............................................................................................................................. 89
CSE - Christian School Educator .................................................................................................. 90
CSL - Counseling .......................................................................................................................... 91
ECO - Economics .......................................................................................................................... 95
EDD - Leadership and Professional Practice ............................................................................. 95
EDU - Education ........................................................................................................................... 97
ESL - English Second Language .................................................................................................. 103
FIN - Finance ................................................................................................................................ 104
HCL - Health Care Leadership and Innovation ............................................................................... 104
HLT - Healthcare Administration .................................................................................................. 104
IDT - Instructional Design ............................................................................................................. 105
ITI - Information Technology ......................................................................................................... 105
MFC - Marriage and Family Counseling/Therapy ........................................................................ 106
MKT - Marketing ............................................................................................................................ 107
MOL - Organizational Leadership ................................................................................................. 107
PAS - Physician Assistant ............................................................................................................. 108
PCN - Pastoral Counseling ........................................................................................................... 110
PMI - Project Management ........................................................................................................... 111
PRA - Pastoral Arts and Preaching ............................................................................................... 111
PSY - Psychology .......................................................................................................................... 111
<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL</td>
<td>General Religion</td>
<td>112</td>
</tr>
<tr>
<td>THE</td>
<td>Systematic Theology/Historical Theology</td>
<td>112</td>
</tr>
<tr>
<td>TMA</td>
<td>Teaching</td>
<td>112</td>
</tr>
<tr>
<td>VIS</td>
<td>Visual Impairments Special Education</td>
<td>115</td>
</tr>
</tbody>
</table>
University Academic Calendar 2018-2019

Faculty/Administrator Workshops .......................... August 17-22
President's Dinner ................................................. August 16
Beginning of Fall Semester ..................................... August 28*
Graduation Application Deadline- December 2018 Graduates October 31
Fall Board of Trustees Meeting ................................. November 1-3
Homecoming ......................................................... November 2-3
Thanksgiving Break .............................................. November 21-23
End of Fall Semester ............................................. December 13
Graduation Application Deadline- May/August 2019 Graduates December 31
Beginning of Spring Semester .................................. January 9
Spring Board of Trustees Meeting ............................ March 14-16
Top Nazarene Talent (TNT) at TNU .......................... April 4-7
End of Spring Semester .......................................... May 1
Baccalaureate ......................................................... May 3
Commencement ..................................................... May 4
Beginning of Summer Semester ............................... May 6*
End of Summer Semester ....................................... August 15*

*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 2018-2019

FALL SEMESTER 2018
Summer New Student Orientation ............................. June 15-16
Student Teacher Orientation ................................... July 27
New Student Orientation ....................................... August 23
New Student Registration ..................................... August 24
Returning Student Registration ............................... August 27
Classes Begin ...................................................... August 28
Last Day to Register and Add Classes ....................... September 3
Fall Break .......................................................... October 8-9
Class Advising for Spring Semester ......................... October 15-26
Last Day to Drop a Class with a "W" ......................... October 31
Student Teacher Orientation ................................. December 1
Final Exams-Fall Semester .................................... December 11-13

SPRING SEMESTER 2019
New Student Orientation/Registration ..................... January 8
Returning Student Registration .............................. January 8
Classes Begin ....................................................... January 9
Last Day to Register and Add Classes ..................... January 15
Martin Luther King Jr. Day ..................................... January 21
Spring Break ......................................................... March 4-8
Class Advising for Summer and Fall Semesters ........ March 11-22
Last Day to Drop a Class with a "W" .......................... March 22
Easter Break
Final Exams-Spring Semester

SUMMER SESSION 2019
Online Summer Session I
Online Summer Session II
Online Summer Session III
Summer New Student Orientation

April 19-22
April 29-May 1
May 13-June 23
June 3-July 14
June 24-August 4
June 21-22
General Information

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

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

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

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

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

Student Responsibility

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

A WORD 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, President

TREVECCA NAZARENE UNIVERSITY

Trevecca Nazarene University is a comprehensive institution of higher education located in Nashville, Tennessee. The University offers seventy-two baccalaureate and eighteen associate degree majors through ten academic departments and six schools. Master’s degrees are awarded in religion, education, management, business administration, physician assistant, 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 Southern Association of Colleges and Schools Commission on Colleges to add the first doctoral degree, the EdD with a major in Leadership and Professional Practice.

The University is governed by the 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 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 focused primarily on the events that shaped Trevecca from the years 1976 to 2001. Pathways to Success by Dr. Melvin Welch, published in 2016, details the history of the School of Education from 1957 to 2003.

**WHO WE ARE**

Trevecca Nazarene University is a comprehensive institution of higher education located in Nashville, Tennessee. The University offers associate, baccalaureate, master’s, and education specialist degrees. In addition, the School of Education and the Graduate Counseling Program each offer a doctoral degree.

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

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

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

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

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

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

**LOCATION**

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

**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 admissions, 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). 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. The next accreditation visit - using Council for the Accreditation of Educator Preparation (CAEP) Standards - is scheduled for Fall 2022. The School of Education will continue to focus on continuous improvement with a Selected Improvement Plan.

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 degrees in the Department of Music and both the certificate and Associate's degree in Praise and Worship 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 (CSWE) in 2014 and is scheduled for its next reaffirmation in 2018.

The Graduate Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and has a current accreditation status of Continued. The program was initially accredited by ARC-PA in 1978, was last validated in 2013 and is scheduled for the next validation review 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 and will next be reviewed in 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 for Christian Colleges and Universities
- Council for the Advancement of Experiential Learning
- Council of Independent Colleges
- Mid-South Educational Research Association
- National Association of Independent Colleges and Universities
- Tennessee College Association
- Tennessee Independent College and University 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.

**Student Complaint Policy**

A formal student complaint is a written and signed complaint initiated by a student (or a family member on behalf of a student and confirmed by the student). It is a non-trivial, non-routine complaint, related to either academic or non-academic policies or
At Trevecca Nazarene University we are committed to:

1. Providing high quality support services at all program locations, implementing best practices in program delivery, and maintaining all university resources in a responsible manner.

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. Understanding 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.

**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.

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.

**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 almost completely 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 Office of Academic Records, the Graduate Counseling Program, Information Technology Services, and a conference room. During the renovation, the one remaining original stone wall was uncovered in its blackened state. 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 serves as the hub for Student Development, 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 2009 the building was renovated to become the centralized office for student success. Today, Bud Robinson houses the Chaplain's Office, residence life, community life, student success resources, academic services, career services, testing services, disability services, student employment, and international student support. Bud Robinson is also equipped with a traditional classroom, computer lab, and the original NINETEEN/01 coffee shop, which was added in 2011.

MACKNEY 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 was renovated extensively in 2017.

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 and the J.V. Morsch Center for Social Justice.

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, 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. Pulliam Plaza, named in honor of Jim Pulliam of North Carolina, was dedicated at Homecoming 2017.

TARTER STUDENT ACTIVITY BUILDING (1989), built on 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 Express 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.

Off-Campus Sites

Trevecca has a rich history of offering adult degree completion and graduate programs at campus and teaching site locations in Tennessee and other states. To compliment 18 fully online degree programs, Trevecca realizes that some distance education students prefer the learning style opportunities offered by a physical campus. For this reason, Trevecca has partnered with Motlow State Community College, Volunteer State Community College, and has two remote campus locations in the metro Atlanta area. Each of these locations provide evening courses for a variety of undergraduate and graduate program offerings. More information may be found at these respective website locations.

Trevecca Online
www.trevecca.edu/online

Trevecca in Atlanta
www.trevecca.edu/atlanta

Trevecca at Motlow State Community College
www.trevecca.edu/motlow

Trevecca at Volunteer State Community College
www.trevecca.edu/volstate

Trevecca also serves as a unique educational partner with the Southern Territory of the Salvation Army, hosting certificate, bachelor, and master’s degree courses in Nashville and at the Evangeline Booth College in Atlanta, GA.

Student Consumer Information Sources

<table>
<thead>
<tr>
<th>Information</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Programs and Policies</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Graduation and Transfer Out Rates</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>Campus Security and Crime Warnings</td>
<td>Campus Safety and Security</td>
</tr>
<tr>
<td>Drug and Alcohol Abuse Prevention</td>
<td>Student Development</td>
</tr>
<tr>
<td>Protection of Educational Records (FERPA)</td>
<td>Academic Records</td>
</tr>
<tr>
<td>Drug Free Campus</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Equity in Athletics Disclosure Act</td>
<td>Student Development</td>
</tr>
<tr>
<td>GED Availability</td>
<td>Admissions</td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td>Student Development</td>
</tr>
</tbody>
</table>

The Nature of Graduate Study

Graduate study presupposes a broad background of knowledge and preparation at the undergraduate level for the desired graduate program. It is recognized that graduate studies differ both quantitatively and qualitatively from undergraduate studies.

All graduate work should exhibit no less than three of these characteristics. Superior graduate work should exhibit all of these characteristics:
1. Demonstrates freedom from spelling and grammatical errors
2. Reflects a serious engagement with secondary literature
3. Reflects a serious engagement with primary literature

It is expected that graduate work be substantially more advanced than undergraduate work in at least the following ways:
1. Level of complexity
2. Depth of specialization
3. Quality of analysis
4. Capacity to synthesize material
5. Intellectual creativity
6. Breadth and depth of explanation
7. Pursuit of significant questions and issues

Generally, only students with a strong undergraduate record should pursue graduate study.

GRADUATE PROGRAMS OF STUDY

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

Business: Skinner School of Business and Technology

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

Master of Science: Management: The M.S. in Management is an 18-month cohort-based program innovatively designed for educating working professionals as well as recent graduates seeking to further develop their business and management skills in a global and dynamic environment. The program is designed with flexibility to accommodate business degree holders as well as those who have a non-business degree. Key themes of the program include leadership, team-building, communication, marketing management, business ethics, and globalization. Another unique feature of this program is that students tailor their degree to their interest by selecting from one of the tracks or minors available in the program.

Another unique feature of this program is that students tailor their degree to their interest by selecting from one of the tracks or minors available in the program.

Master of Science: Information Technology: The M.S. in Information technology (IT) is an 18-month cohort-based program designed for both professionals and recent graduates who wish to further develop their information technology skills in the design, development, and implementation of robust information technology solutions in a dynamic business environment. The program is designed with flexibility to accommodate those who do not have a computing degree. Key themes of the program include enterprise systems, security and forensics, enterprise databases, storage and virtualization, and advanced Web development.

For additional information, schedule of classes, and application for graduate admissions, write or call: School of Graduate and Continuing Studies, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529 or (844) TNU-GRAD. E-mail: SGCS@trevecca.edu. MBA Website: www.trevecca.edu/mba; MSIT Website: www.trevecca.edu/msit.

Counseling: Graduate Counseling

The Graduate Counseling office is located in the Adams Building.

Master of Arts: Clinical Mental Health Counseling: The major in Clinical Mental Health Counseling is a 60-semester-hour major that prepares a student for licensure as a Professional Counselor (LPC). In the state of Tennessee one can be licensed as an LPC or as an LPC with Mental Health Service Provider (MHSP) designation. This degree meets the academic requirements for LPC with MHSP. The degree equips one to counsel in an agency or private practice setting.

Master of Marriage and Family Counseling/Therapy: The M.M.F.C./T. degree is a 60-semester-hour degree that prepares a student for licensure as a Marital and Family Therapist (LMFT) in the state of Tennessee. The degree equips one to counsel with individuals, couples, or families from a systemic perspective in an agency or private practice setting.

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

For additional information, schedule of classes, and application for graduate admissions, write or call: Graduate Counseling Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1384. E-mail: admissions_gradcounseling@trevecca.edu. Website: www.trevecca.edu/gradcounseling.

Education: School of Education

The School of Education is housed in the Mackey Building.
The Master of Arts in Teaching K-5 provides course work required for licensure as a teacher in grades K-5.

The Master of Arts in Teaching 6-12 provides course work required for licensure as a teacher in grades 6-12.

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

The Master of Education: Curriculum and Instruction K-12 is designed for individuals who wish to continue working as teachers and increase their knowledge and skills regarding curriculum, assessment, and instruction. This major does not lead to licensure. (Temporarily Inactive)

The Master of Education: Curriculum and Instruction for Christian School Educators K-12: The Masters of Education degree (M.Ed.) in Curriculum and Instruction for Christian School Educators is designed for those educators (i.e., teachers, instructional facilitators, and administrators) serving in Christian schools who wish to increase their knowledge and skills to improve student learning. Candidates learn new technology, teaching methods, differentiation strategies, and analyzing results to increase effective instruction. This program is designed to accommodate working adults who want a graduate degree. (Temporarily Inactive)

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

The Master of Education: Visual Impairments Special Education: The major is designed to equip teachers to work as special education teachers who are viewed as the visual impairments expert, as itinerant teachers for students with visual impairments and other disabilities, and in specialized settings such as Tennessee School for the Blind.

The Ed.S.: Specialist in Accountability and Instructional Leadership: The 30-hour major in the Specialist in Accountability and Instructional Leadership program is designed for administrators, instructional facilitators, and teachers in schools and districts who seek to improve school and student performance, be recognized as an expert in research, data, and accountability, and possess the confidence, knowledge, and skills to be a progressive leader in any education environment. The program is non-traditional, extends for four semesters, and is designed to accommodate working adults who have a graduate degree.

For additional information, schedule of classes, and application for graduate admissions, write or call: School of Graduate and Continuing Studies, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529; (844) TNU-GRAD. E-mail: sgcedesadmissions@trevecca.edu.

The Physician Assistant: Graduate Physician Assistant Program is housed in the Greathouse Science Building.

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

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

The Religion: Millard Reed School of Theology and Christian Ministry is housed in the McClurkan Building.

The Master of Arts: Religion: The major in Religion is designed to provide advanced study and training for those who wish to pursue such programs beyond the baccalaureate degree. The goal of the program is to provide the depth of training, the specialized skills, and the sense of creative independence that will allow learners to practice and to contribute to their profession and to develop competence in methods of study appropriate to their areas of interest. Another unique feature of this program is that students tailor their degree to their interest by selecting from one of the tracks or minors available in the program.

For additional information, schedule of classes, and application for graduate admissions, write or call: School of Graduate and Continuing Studies, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529 or (844) TNU-GRAD. E-mail: sgcedesadmissions@trevecca.edu.
Leadership: School of Graduate and Continuing Studies

The graduate leadership programs are offered either online or face to face with administrative offices located in the School of Graduate and Continuing Studies.

Master of Organizational Leadership: The Master of Organizational Leadership (MOL) is a multi-disciplinary online degree designed to give a solid business and theological understanding in the area of organizational leadership within various organizations. In this program, the model of servant leadership is the overarching theme directly aligned with Trevecca’s mission statement. The MOL is an interdisciplinary program that stresses the application of management research to real-world situations. It can also be part of a program that prepares students to enter a Ph.D. program, a theoretical discipline-oriented research degree for students looking to become a tenured faculty or researcher within the university. The 33-credit-hour degree takes two years to complete. The eleven courses are taken one class at a time, most classes being six weeks long.

Ed.D.: Leadership and Professional Practice: The 57-hour major in Leadership and Professional Practice is a non-traditional doctoral program designed for the working practitioner. The program extends for seven semesters and can be taken face to face or online. Research culminating in a dissertation is prepared in concert with the course work. The program is designed around a cohort model and a rigorous, standardized curriculum. For face-to-face students, a nine-day, on-campus residency period is required during the three summers of the student’s program. The instructional delivery system includes extended time beyond actual class meetings for reflections, lectures, group work, technology, presentation, and research reports.

For additional information, schedule of classes, and application for graduate admissions, write or call: School of Graduate and Continuing Studies, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529 or (844) TNU-GRAD. E-mail: sgcsadmissions@trevecca.edu.
Admissions

ADMISSIONS POLICIES AND PROCESS

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

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.

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

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

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

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

Permission to take courses at other institutions while working on a graduate degree at Trevecca must be obtained from the dean of the school offering the program or the dean's designee.

Maximum transfer credits have been established for each degree program:
Skinner School of Business and Technology
- Master of Science: Management – 6 semester hours
- Master of Business Administration: Management – 6 semester hours
- Master of Science: Information Technology – 6 semester hours
- Master of Science: Health Care Leadership and Innovation - 6 semester hours

Graduate Counseling Program
- Master of Arts: Clinical Mental Health Counseling – 9 semester hours
- Master of Marriage and Family Therapy – 9 semester hours
- Ph.D. Clinical Counseling: Teaching and Supervision – 9 semester hours

Graduate Physician Assistant Program
- No advanced placement is given to any student regardless of academic background, and no transfers of students are accepted.

School of Education
- Master of Arts in Teaching – 0 semester hours
- M.Ed.: Educational Leadership – 6 semester hours
- M.Ed.: English Second Language – 6 semester hours
- M.Ed.: Curriculum and Instruction – 6 semester hours
- M.Ed.: Curriculum and Instruction for Christian School Educators – 6 semester hours
- M.Ed: Visual Impairments Special Education – 0 semester hours
- Master of Library and Information Science – 6 semester hours
- Specialist in Accountability and Instructional Leadership – 0 semester hours

Ed.D.: Leadership Programs
- Millard Reed School of Theology and Christian Ministry
- Master of Arts Religion: Biblical & Theological Studies – 9 semester hours
- Master of Arts Religion: Christian Ministry – 9 semester hours

Ed.D.: Leadership and Professional Practice – 0 semester hours
- *Students who complete Trevecca's Ed.S. program may transfer all 30 semester hours into the Ed.D. program.

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

International Students
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 graduate international students must demonstrate English proficiency in one of the following ways:
- Submit a successful official TOEFL score report:
  - A minimum TOEFL score of 550 is required on the paper-based test; or
  - A minimum score of 213 is required on the computer-based test; or
  - A minimum score of 80 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 coursework 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 6.0.

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.

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 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 Customs Enforcement.

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.

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

Trevecca Nazarene University offers the Federal Direct Stafford Loan Program to students enrolled in the graduate programs. A student must be admitted to the University before an award will be made. The academic unit program office (or if so designated the School of Graduate and Continuing Studies) will coordinate academic registration of the students enrolled in unit programs. Completing academic and financial registration is the student’s responsibility. Students are expected to make all necessary arrangements with the Office of Financial Aid. Students assigned to an out-of-town rotation, must make all arrangements before they leave. Students should always check with the Office of Financial Aid in advance, however, to avoid any delays in assignment of financial aid, etc.

Payment

The following financial policies apply to all graduate students. All charges are due and payable at the beginning of the semester. If charges are not paid when due, a late fee of one and a half percent (1.5%) will be added at the end of each month for charges that are over 30 days old. (This includes students who have applied for and not yet received financial aid.) Any student who has become delinquent through failure to make payment will be subject to disenrollment until such matters are satisfactorily resolved with the accounting office. Students will not be allowed to enroll for subsequent semesters unless all obligations from a previous semester have been satisfactorily resolved. If it becomes necessary to refer a student’s account to an outside collection agency, the student will be responsible for all costs of collection, including reasonable attorneys’ fees, if applicable. Diplomas, certificates, and transcripts will not be issued until all financial obligations to the University are paid in full. For immediate release, payment must be in the form of cash, credit card, money order, or cashier’s check. Payment by personal check will necessitate a delay of ten working days before transcripts or diplomas will be released. The University reserves the right to make financial changes for tuition and fees as approved by the Board of Trustees.

Graduate Tuition/Charges per Credit Hour

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education-MAT</td>
<td>$599</td>
</tr>
<tr>
<td>Education-SAIL</td>
<td>$525</td>
</tr>
<tr>
<td>Education-CAI</td>
<td>$395</td>
</tr>
<tr>
<td>Education-CSE</td>
<td>$395</td>
</tr>
<tr>
<td>Education-MSID</td>
<td>$395</td>
</tr>
<tr>
<td>Education-Ed Leadership</td>
<td>$512</td>
</tr>
<tr>
<td>Education-ESL</td>
<td>$395</td>
</tr>
<tr>
<td>Library Science</td>
<td>$614</td>
</tr>
<tr>
<td>Management (MSM, MBA - on campus &amp; online)</td>
<td>$520</td>
</tr>
<tr>
<td>MSIDT</td>
<td>$395</td>
</tr>
<tr>
<td>Instructional Design &amp; Technology (M.S.)</td>
<td>$395</td>
</tr>
<tr>
<td>Physician Assistant (per semester)</td>
<td>$13,185</td>
</tr>
<tr>
<td>Counseling</td>
<td>$636</td>
</tr>
<tr>
<td>Counseling-PhD</td>
<td>$799</td>
</tr>
<tr>
<td>Religion</td>
<td>$350</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>$395</td>
</tr>
<tr>
<td>Leadership-EdD</td>
<td>$699</td>
</tr>
<tr>
<td>Technology Fee (per course)</td>
<td>$50</td>
</tr>
</tbody>
</table>

Additional fees/charges are listed in individual program sections of this catalog supplement or the fees may be combined with other program fees in some programs.

Questions regarding payment or account status may be answered by contacting SGCS Financial Services.

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.

Financial Aid Policy

Graduate students who are taking at least three (3) hours of course work in a degree-seeking program and are in good standing on past federal student loans are eligible to apply for a Federal Direct Unsubsidized Stafford loan. Students are expected to be making satisfactory progress toward a degree. Students receiving federal student loans must be enrolled for at least three (3) hours at the beginning of each semester. Failure to enroll will result in all or a portion of the loan being returned to the lender. To meet federal regulations regarding enrollment status pertaining to loan disbursements and refunds from loan proceeds, the University must delay the disbursement of loan proceeds until at least three weeks into each semester. Students must submit a new application for federal aid (FAFSA) each year they are enrolled and want to receive federal loans. This can be done online at www.fafsa.ed.gov. Students must monitor their funds and call the Office of Financial Aid when additional funds are needed.

Information concerning financial aid is available on TNU4U. You may also call the Office of Financial Aid at 615-248-1242 or email SGCSFinancialServices@trevecca.edu.
REFUND POLICY FOR 6-WEEK AND 12-WEEK COURSES

Refund policy for a 6-week course*:

<table>
<thead>
<tr>
<th>Days in Class</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>100%</td>
</tr>
<tr>
<td>1 - 7 days</td>
<td>75%</td>
</tr>
<tr>
<td>8 - 14 days</td>
<td>50%</td>
</tr>
<tr>
<td>day 15 and after</td>
<td>0%</td>
</tr>
</tbody>
</table>

Refund policy for a 12-week course*:

<table>
<thead>
<tr>
<th>Days in Class</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>100%</td>
</tr>
<tr>
<td>1 - 14 days</td>
<td>75%</td>
</tr>
<tr>
<td>15 - 28 days</td>
<td>50%</td>
</tr>
<tr>
<td>day 29 and after</td>
<td>0%</td>
</tr>
</tbody>
</table>

*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.***

SATISFACTORY ACADEMIC PROGRESS (SAP) FOR FINANCIAL AID

Students must be completing 67% of their attempted hours during their program of study, SAP is reviewed upon the completion of the second semester. Students must also maintain a minimum 2.0 GPA. Failure to meet these policy requirements will result in a suspension of financial aid.

REMOVAL FROM FINANCIAL AID

A student, who fails to meet the standards of progress, as outlined above, 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.

Reasons for removal may include:

- Failure to complete the program of study within the allowable period of time.
- Failure to maintain satisfactory academic progress (SAP) as defined by the institution.

Reasons for suspension may include:

- Failure to meet the minimum grade point average (GPA) requirement.
- Failure to complete a sufficient number of attempted hours.

Reasons for probation may include:

- Failure to meet the minimum GPA requirement for the current semester.
- Failure to meet the minimum hours attempted requirement for the current semester.

Reasons for dismissal may include:

- Failure to meet the minimum GPA requirement for the second semester.
- Failure to complete a sufficient number of attempted hours in the second semester.

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.

REFUND POLICY FOR GRADUATE COURSES MEETING 12 TIMES/SEMESTER

<table>
<thead>
<tr>
<th>Days in Class</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days of participation</td>
<td>100%</td>
</tr>
<tr>
<td>through day 14</td>
<td>75%</td>
</tr>
<tr>
<td>through day 28</td>
<td>50%</td>
</tr>
<tr>
<td>day 29 and after</td>
<td>0%</td>
</tr>
</tbody>
</table>

REFUND POLICY FOR THE PHYSICIAN ASSISTANT PROGRAM

The Refund Policy for the Physician Assistant Program is the same as the Undergraduate Refund Policy — available in the University Catalog.

BENEFITS FOR VETERANS

Veterans may be eligible for educational assistance under Public Law 94-502 and 95-202, 96-342, 96-466, 98-525, 99-576, and 100-48. Application should be made to the Veterans Administration regional office having custody of the veteran’s file.

Public Law 634 and Public Law 90-631 provide educational assistance to (1) widow, sons, and daughters of deceased veterans who died while in service, or after discharge from a service-connected disability; and (2) wives, sons, and daughters of veterans who have service-connected disability considered to be total and permanent in nature. Application should be made to the Veterans Administration regional office having custody of the veteran’s file.

Under the provisions of Public Law 894, veterans who, as a result of a service-connected disability, require re-training or other vocational rehabilitation, may be entitled to educational assistance. Inquiry should be made to the Veterans Administration regional office having custody of the veteran’s file.

Certificates of eligibility to be used at registration will be issued by the appropriate regional office of the Veterans Administration to those who are eligible for educational benefits. Questions regarding veterans’ benefits at Trevecca should be directed to the registrar.
Academic Policies

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

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that sets forth requirements regarding the privacy of student records. FERPA governs the access and disclosure of student education records maintained by an educational institution.

Trevecca Nazarene University ("Trevecca") will notify students annually of their rights under FERPA by publishing such information in the university catalog and student handbook. FERPA rights belong to the student at a postsecondary institution regardless of age. At Trevecca, FERPA rights start for the student on the first day of class that a student is registered with Trevecca and cease at death. Trevecca will decide on an individual basis what records of deceased students can be released and to whom they will be released.

FERPA gives four specific rights to students: right to inspect and review their education records, right to request to amend their education records, right to limit disclosure of personally identifiable information from education records, including directory information, and right to file a complaint with the Department of Education concerning an alleged failure by the institution to comply with FERPA. Education records are defined as records that are directly related to a student and are maintained by the university. Education records are not: records about students made by instructors, professors, and administrators for their own use and not shown to others (sole possession records), law enforcement unit records, employment records, medical records, or post-attendance records.

Students must request permission in writing to inspect their education records. The records will be made available to the student for inspection within 45 days of the day the university receives the written request. A university employee will be present while the student inspects the records.

Students may request copies of available records when failure to provide a copy of the record would effectively prevent the student from inspecting and reviewing the record. A copy may be refused, but only if, in doing so, the institution does not limit the student’s right to inspect and review that record.

Unless otherwise required by law, Trevecca will not issue transcripts of students who have an outstanding financial obligation to the university. Copies will not be provided of education records (e.g., transcripts) that were issued by other educational institutions unless authorized by Trevecca's registrar.

Directory information may be released without the student’s written permission, and does not violate student privacy rights if disclosed. However, the student may opt to keep this information confidential. Educational institutions may designate certain information as directory information. Directory information at Trevecca includes: student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, classification, enrollment status (e.g., undergraduate or graduate; full-time or part-time), dates of attendance, degrees, honors and awards received, previous institution attended, participation in officially recognized sports and activities, weight and height of athletes. Directory information does not include a student’s social security number or student ID number.

Student education records must be released without the written consent of the student to authorized representatives of the following government entities, if the disclosure is in connection with an audit or evaluation of federal or state supported education programs, or for the enforcement of the institution's compliance with federal legal requirements that relate to those programs: Comptroller General of the U.S., Secretary of Education, U.S. Attorney General (for law enforcement purposes only), and state and local authorities.

Student education records may be released without the consent of the student to:

- A Trevecca school official who has a legitimate educational interest. (A school official is any person employed by or otherwise affiliated with Trevecca who is performing institutional services. A Trevecca school official includes, but is not limited to, faculty, staff, administration, clerical staff, consultants, contractors, any person serving on an official committee, including volunteers, or student workers, or any other person to whom Trevecca has outsourced institutional services or functions. A school official has a legitimate educational interest when the official needs to review an education record in order to fulfill his or her responsibility on behalf of the university.)
- Agents acting on behalf of Trevecca (e.g., contractors, consultants)
- Officials of another school in which the student seeks to enroll
- A party, such as the Department of Veteran’s Affairs or an employer, providing financial aid to the student (“financial aid” does not include any payments made by parents)
- Organizations conducting studies for or on behalf of Trevecca
- Accrediting organizations for accreditation purposes
- Parents of dependent students; students who are claimed as dependents on their parents’/guardians’ most recent federal tax return
- To comply with a judicial order or subpoena. Trevecca will notify the student when such a request occurs without the student’s knowledge unless prohibited by law.
- Appropriate persons in a health or safety emergency

Students may contact the Office of Academic Records if they wish to complete the Request to Prevent Disclosure of Student Directory Information form, or if they would like to complete the Release of Information form. The Release of Information form allows the university to discuss the student’s education record with whom they specify.

Student education records may be released without the written consent of the student to:

- A Trevecca school official who has a legitimate educational interest. (A school official is any person employed by or otherwise affiliated with Trevecca who is performing institutional services. A Trevecca school official includes, but is not limited to, faculty, staff, administration, clerical staff, consultants, contractors, any person serving on an official committee, including volunteers, or student workers, or any other person to whom Trevecca has outsourced institutional services or functions. A school official has a legitimate educational interest when the official needs to review an education record in order to fulfill his or her responsibility on behalf of the university.)
- Agents acting on behalf of Trevecca (e.g., contractors, consultants)
- Officials of another school in which the student seeks to enroll
- A party, such as the Department of Veteran’s Affairs or an employer, providing financial aid to the student (“financial aid” does not include any payments made by parents)
- Organizations conducting studies for or on behalf of Trevecca
- Accrediting organizations for accreditation purposes
- Parents of dependent students; students who are claimed as dependents on their parents’/guardians’ most recent federal tax return
- To comply with a judicial order or subpoena. Trevecca will notify the student when such a request occurs without the student’s knowledge unless prohibited by law.
- Appropriate persons in a health or safety emergency

Students may contact the Office of Academic Records if they wish to complete the Request to Prevent Disclosure of Student Directory Information form, or if they would like to complete the Release of Information form. The Release of Information form allows the university to discuss the student’s education record with whom they specify.
on the form; it does not allow the person(s) specified on the form to act on the student’s behalf.

FERPA permits Trevecca to destroy student records consistent with its records management policy without notice to the student unless there is an outstanding request by an eligible student to inspect and review the records.

Further information concerning FERPA is available at www.ed.gov.

ADVISING

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

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.

ONLINE STUDENTS

Late Instructor

Should an instructor be late for a class session, students are expected to wait a minimum of 30 minutes and contact the Associate Dean of SGCS Academic 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

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 class.

If conditions change after 6:00 PM, the class and faculty member jointly decide appropriate action.

Any variation from the class scheduled outlined in the program calendar must receive prior approval from the Dean of SGCS or the Associate Provost and Vice President for Graduate and Continuing Studies.

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

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.

ACADEMIC LOAD

Academic load policies are specific to each program and are discussed in the program section of this catalog.

• Students in the graduate programs in the Skinner School of Business and Technology are considered full-time and are not allowed to take concurrent course work from Trevecca or any other college or university while enrolled, except by special permission of the program director.

• During the summer semester, it may be appropriate to register for up to 12 hours. Master’s programs for non-teaching professionals may vary in course load per semester. To receive financial aid, students must be enrolled for a minimum of three
semester hours. Six hours is considered a full-time load during the academic calendar year.

• In the Ed.D. program, the maximum class load that may be taken during the fall or spring semester will be four semester hours, plus dissertation project hours. Students will take two courses totaling seven or eight hours during the Intensified Summer Learning Experience.

• In the Clinical Counseling doctoral program, students enroll for nine hours each semester until the third year of the program, which consists of three semesters of four hours each.

• The Master of Organizational Leadership is a two-year program of 33 hours. Learners progress as a cohort one course at a time. Each course is 6 to 8 weeks.

TIME LIMITATIONS

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

• All requirements for master’s degrees and the doctoral program in Counseling must be met within a six-year period of the beginning date of program.

• Due to the cohort model, all requirements for the doctoral program in Education must be completed within five years.

CONDITIONAL ADMISSION*

If the admissions requirements are not fully met, the Program Director for the student’s respective program will review the applicant’s file and may grant admittance to the program on a conditional status. A student receiving conditional admission will be placed on probation their first nine (9) hours in the program. He/she must earn a cumulative GPA of 3.0 at the completion of the probationary period. If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies. If the condition is not met by the end of the probationary period, the student will be placed on academic suspension for three (3) months. After a three-month waiting period, the student may petition to return to the program. Students interested in being reinstated should consult the Reinstatement Policy.

A student withdraws from the program, he/she must submit a letter to the program coordinator/director. The student must meet the degree requirements in effect at the time of re-entry. No grade below C will be counted toward the degree.

ACADEMIC REINSTATEMENT*

After a three-month waiting period, students who are on academic suspension may request permission to be reinstated in the program based on a review of the circumstances and information in the particular student’s case. Students on suspension may request permission to be reinstated in the program from the SGCS Reinstatement Committee. Requests for reinstatement must include a letter addressed to the SGCS Reinstatement Committee that addresses the circumstances that resulted in suspension and a plan of action as to how the student expects to be successful in completing the program.

If the student is granted reinstatement into the program by the SGCS Reinstatement Committee, then the student will once again be placed on probation and be given nine (9) hours to bring their GPA up to a 3.0. The Reinstatement Committee may also provide additional requirements to be met during this probationary period. After the student attains a 3.0 GPA by the end of this probationary period, the student will once again be placed in good standing and may continue the rest of the program. However, if the student does not increase the average to a 3.0 during the probationary period, the student is placed on academic suspension for three (3) months. If the request for reinstatement is denied, then the student is terminated from the program for a minimum of five (5) years.

*All School of Graduate and Continuing Studies academic programs follow these policies unless stated otherwise in the individual program section of this catalog.

WITHDRAWAL OF COURSES

A student may withdraw by the end of the day 21 for most courses or day 35 for a 12-week course and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. If the student was in good standing upon withdrawal, the student needs to apply for readmission with the program coordinator/director. The student must meet the degree requirements in effect at the time of re-entry.

GRADUATION APPLICATION

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

<table>
<thead>
<tr>
<th>Submission Date</th>
<th>Graduation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 31 of each year</td>
<td>December of each year</td>
</tr>
<tr>
<td>December 31 of each year</td>
<td>May and August of each year</td>
</tr>
</tbody>
</table>

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

Students who fail to complete all course requirements on a timely basis due to crisis circumstances may receive the grade of Incomplete (I) at the discretion of the course facilitator. A grade of "I" is given as a result of emergencies and not for unsatisfactory work or failure to submit work. Some reasons incompletes may be granted are hospitalizations, death in the immediate family, or required military service. Students may receive an "I" provided they have demonstrated effort toward meeting the course requirements. In order to receive a temporary grade of "I" and receive an extension of time to complete a course offered through Trevecca, a request for an incomplete must be made in writing as directed by the individual programs. All requests must be made before the last class session. The "I" grade must be removed before the end of the following semester or the grade becomes a permanent "F," unless otherwise indicated by the program grading system. Students expecting to graduate must have all "I" grades removed prior to the conferral date.

CHANGE OF GRADE

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

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 or, if the student is in the Graduate Physician Assistant or Graduate Counseling Program, with his or her program director to help solve the problem. The appeal must be filed within 10 days of the professor's final decision concerning the student's appeal.

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

For the Graduate Physician Assistant and Graduate Counseling Programs only:

4. If the program director's solution is not satisfactory, students may appeal to the University Provost for a final resolution. If a program director is the professor, the line of appeal would be to the University Provost. Face-to-face discussions with professors and program directors 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 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. 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. (See “For the Graduate Physician Assistant and Graduate Counseling Programs only” below for steps 2-3 for those programs.)

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.

For the Graduate Physician Assistant and Graduate Counseling Programs only:

1. If the student is not satisfied with the faculty member’s response or lack of response, the student shall contact the program director within 30 calendar days of the posting of a final grade. The contact needs to be in writing. Upon receipt of the written appeal, the program director will communicate
with the student within 30 calendar days to attempt to resolve the issue.

2. If after communicating with the program director the student is still not satisfied with the decision, the student may choose to file an appeal to the University Provost. This appeal must be in writing within 15 calendar days of the previous contact with the program director. The Provost will contact the student within 15 calendar days of receiving the appeal in an attempt to resolve the issue. The Provost may elect to include or consult with others in evaluating the appeal. The decision of the Provost is final.

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Director</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Counseling</td>
<td>Director of Graduate Counseling</td>
<td>Provost</td>
</tr>
<tr>
<td>Graduate Education</td>
<td>Grade Appeal Committee</td>
<td></td>
</tr>
<tr>
<td>Graduate Leadership</td>
<td>Grade Appeal Committee</td>
<td></td>
</tr>
<tr>
<td>Graduate MSM/MBA/MSIT/MSHCLI</td>
<td>Grade Appeal Committee</td>
<td></td>
</tr>
<tr>
<td>Graduate Physician Assistant</td>
<td>Director of Physician Assistant</td>
<td>Provost</td>
</tr>
<tr>
<td>Graduate Religion</td>
<td>Grade Appeal Committee</td>
<td></td>
</tr>
</tbody>
</table>

**RIGHTS AND RESPONSIBILITIES**

**Academic Student Responsibilities**

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

1. Respect as an individual and to forthright, friendly, tactful, and helpful treatment.
2. Ask sincere questions and receive appropriate answers.
3. The expectation that course material reflects the current state of learning in the field.
4. Information in a printed syllabus as to course student learning outcomes, requirements, evaluation procedures, and attendance policy.
5. Information from instructors at regular intervals regarding his/her progress in courses.
6. Assignments returned within a reasonable period of time, including corrections and criticisms (oral or written) of the work.
7. A personal consultation with instructor and/or advisor.
8. Consideration of issues related to grades or academic matters relating to a course.
9. Make appeals about grades or academic matters relating to a course using the appeals policy given in this catalog.
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

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.

"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 cause the work to constitute an institutional work. Where a work is jointly developed by university faculty or staff and 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 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.

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

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 or by regular mail at the following address:
Institutional Review Board
Office of Academic Affairs
Trevecca Nazarene University
333 Murfreesboro Road
Nashville, TN 37210
Professional Performance

UNIVERSITY STANDARDS OF BEHAVIOR

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

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

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;

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 SGCSAdvising@trevecca.edu for recording in the student’s permanent file. The Director of Academic Advising will receive all email notifications that are sent to the SGCSAdvising@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, the student will receive 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 three months. Reinstated 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, it may be appropriate for a student to take a personal call, but arrangements for those calls should be made in advance with the instructor.
Please keep in mind the following policies:

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

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

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

**DRESS CODE**

The Trevecca Nazarene University community recognizes that there is a positive correlation between the appearance of students and the development of self discipline and self respect. Personal appearance should be appropriate to the occasion, neat, clean and modest. Dress and grooming should be consistent with and contribute to a vital Christian witness. Students not observing the personal appearance policies of the university should expect to be approached by faculty, staff, or administrative personnel. Those refusing to comply with university policies will be referred to the appropriate 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_DAPP_2015.pdf](http://s3.amazonaws.com/trevecca.edu/resources/Trevecca_DAPP_2015.pdf).

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

Firearms are forbidden on campus. The possession, sale, or firing of firewords, 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

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

Alumni Association

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

Through the Office of Alumni 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.

Cafeteria/The Hub/The Cube

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

The Hub is located on the lower level of the Jernigan Student Center, and The Cube is located in the Boone Business Building. They serve sandwiches, drinks, and other fast foods.

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.

Office of Student Development

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 Smith House 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.

Academic Services

Housed on the upper level of the Office of Student Development, the Office of Academic Services provides academic support for students. This support includes workshops on various academic topics, writing assistance at all phases of the writing process, best test preparation strategies, and assistance with the development of study methods. Students who wish to use these services should make an appointment by calling 248-1376 or 248-1346.

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.

HOUSING
Trevecca offers apartments for rent on the campus for married students and other personnel (University Terrace Apartments). Most of them are one-bedroom and two-bedroom unfurnished apartments. The coordinator of these apartments can give more specific details regarding the amount of rent, availability, and regulations. To arrange for apartment housing, contact the coordinator at 615-248-1244. For guest housing, a limited number of rooms are available at a minimal rate. These may be reserved by calling 615-248-1249, Monday through Friday, 8:00 a.m. to 4:00 p.m.

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.

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.

Graduate students, on and off campus, have full access to Waggoner Library and all its services. Research databases are accessible from the Internet 24 hours a day, 7 days a week. The library website 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 website 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 website.

A library orientation, where students receive information and training on how to use the library’s resources, is given early in the first class 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.

Doctoral study rooms are available to doctoral students. Located on the second floor of the library, these rooms provide a quiet place to research or collaborate. To use a doctoral study room, the doctoral student must present his or her ID at the Circulation Desk to check out a key.

Hours (fall and spring semesters) are:
- Monday - Thursday: 8:00 A.M. - midnight
- Friday: 8:00 A.M. - 6:00 P.M.
- Saturday: 10:00 A.M. - 5:00 P.M.
- Sunday: 2:00 P.M. - 8:00 P.M. - midnight

Hours (summer semester) are:
- Monday - Thursday 8:00 A.M. - 8:00 P.M.
- Friday 8:00 A.M. - 6:00 P.M.
- Saturday 10:00 A.M. - 5:00 P.M.
- 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 website (http://library.trevecca.edu) or by phone (615-248-1214). Graduate students are subject to fines and overdue charges. E-mail reminders and overdue notices are sent to the student’s campus e-mail account.

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.

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 Office of Student Development at 615-248-1463 for information concerning the documentation of a disability and the procedure for implementing accommodations.

SPIRITUAL FORMATION

Grounded in the optimism that God’s grace can transform hearts and lives, Trevecca Nazarene University seeks to provide all members of the community with a context for spiritual growth as well as opportunities to participate in various means of grace. Graduate students are encouraged to participate in these opportunities as well as in a local church or Bible study. Central to
Trevcca’s purpose is the integration of faith and learning in all programs. Faculty in the graduate programs usually start a class with a brief devotional and prayer. Students with spiritual needs are encouraged either to talk with a faculty member, the program coordinator, or a member of the University chaplain’s office.

**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
- TNU4U (portal)
- Email (Office 365)
- Blackboard (online learning)
- Computer purchases
- Campus Security/Emergency Alert

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

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

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 or 615-248-1223. The ITS HelpDesk is located in the Waggoner Library.

**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.

**VEHICLES**

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

**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
  - academicaffairs@trevecca.edu

- Academic Records
  - 615-248-1268
  - AcademicRecords@trevecca.edu

- Academic Services
  - 615-248-1376
  - AcademicServices@trevecca.edu

- Admissions
  - Traditional Undergraduate Admissions
    - 615-248-1320 or 888-210-4TNU
    - admissions@trevecca.edu

  - Graduate and Continuing Studies Admissions
    - 844-TNU-GRAD
    - sgsadmissions@trevecca.edu

  - Graduate Counseling Admissions
    - 615-248-1384
    - admissions_gradcouns@trevecca.edu

  - Graduate Religion Admissions
    - 615-248-1529 or 844-TNU-GRAD
    - sgsadmissions@trevecca.edu

  - Graduate Physician Assistant Admissions
    - 615-248-1225
    - admissions_pa@trevecca.edu
<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Numbers</th>
<th>Email Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Leadership Admissions</td>
<td>615-248-1529 or 844-TNU-GRAD</td>
<td><a href="mailto:sgcadmissions@trevecca.edu">sgcadmissions@trevecca.edu</a></td>
</tr>
<tr>
<td>Graduate Business Program Admissions</td>
<td>615-248-1529 or 844-TNU-GRAD</td>
<td><a href="mailto:sgcadmissions@trevecca.edu">sgcadmissions@trevecca.edu</a></td>
</tr>
<tr>
<td>MHR, BAM, CIT, HIT, CMO, and HCA Program Admissions</td>
<td>615-248-1529 or 844-TNU-GRAD</td>
<td><a href="mailto:sgcadmissions@trevecca.edu">sgcadmissions@trevecca.edu</a></td>
</tr>
<tr>
<td>Post-Baccalaureate Admissions</td>
<td>615-248-1390</td>
<td><a href="mailto:admissions_bac@trevecca.edu">admissions_bac@trevecca.edu</a></td>
</tr>
<tr>
<td>Athletics</td>
<td>615-248-1271</td>
<td><a href="http://www.tnutrojans.com/">www.tnutrojans.com/</a></td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>615-248-1350</td>
<td><a href="mailto:alumni@trevecca.edu">alumni@trevecca.edu</a></td>
</tr>
<tr>
<td>Blackboard</td>
<td>615-248-1271</td>
<td><a href="mailto:onlinehelp@trevecca.edu">onlinehelp@trevecca.edu</a></td>
</tr>
<tr>
<td>Campus Visitation</td>
<td>615-248-1320 or 888-210-4TNU</td>
<td><a href="mailto:visits@trevecca.edu">visits@trevecca.edu</a></td>
</tr>
<tr>
<td>Career Services</td>
<td>615-248-1346</td>
<td><a href="mailto:CareerServices@trevecca.edu">CareerServices@trevecca.edu</a></td>
</tr>
<tr>
<td>Counseling Services</td>
<td>615-248-1653</td>
<td><a href="mailto:CounselingServices@trevecca.edu">CounselingServices@trevecca.edu</a></td>
</tr>
<tr>
<td>Disability Services</td>
<td>615-248-1463</td>
<td><a href="mailto:AcademicServices@trevecca.edu">AcademicServices@trevecca.edu</a></td>
</tr>
<tr>
<td>Financial Aid (Traditional Students)</td>
<td>615-248-1242</td>
<td><a href="mailto:financial_aid@trevecca.edu">financial_aid@trevecca.edu</a></td>
</tr>
<tr>
<td>Financial Aid (Graduate and Continuing Studies)</td>
<td>615-248-1427</td>
<td><a href="mailto:sgesfinancialservices@trevecca.edu">sgesfinancialservices@trevecca.edu</a></td>
</tr>
<tr>
<td>ITS (e-mail, TNU4U, or other computer-related issues)</td>
<td>615-248-1223</td>
<td><a href="mailto:helpdesk@trevecca.edu">helpdesk@trevecca.edu</a> or <a href="http://www.trevecca.edu/its">www.trevecca.edu/its</a></td>
</tr>
<tr>
<td>Security and Auto Issues</td>
<td>615-642-3523</td>
<td></td>
</tr>
<tr>
<td>Student Accounts</td>
<td>615-248-1242</td>
<td><a href="mailto:student_accounts@trevecca.edu">student_accounts@trevecca.edu</a></td>
</tr>
<tr>
<td>Student Development</td>
<td>615-248-1245</td>
<td><a href="mailto:stu_development@trevecca.edu">stu_development@trevecca.edu</a></td>
</tr>
<tr>
<td>Testing Services</td>
<td>615-248-1346</td>
<td><a href="mailto:AcademicServices@trevecca.edu">AcademicServices@trevecca.edu</a></td>
</tr>
<tr>
<td>Veteran’s Benefits</td>
<td>615-248-1268</td>
<td><a href="mailto:MilitaryHelp@trevecca.edu">MilitaryHelp@trevecca.edu</a></td>
</tr>
</tbody>
</table>
PROGRAM CONTACTS

Graduate Business and Technology
  Master of Science: Management
  Master of Science: Information Technology
  Master of Business Administration

Graduate Counseling
  Master of Arts: Counseling
  Master of Marriage and Family Therapy
  Ph.D.: Counseling: Teaching and Supervision

Graduate Physician Assistant
  Master of Science: Medicine

Graduate Education
  Master of Arts: Teaching K-5, 6-12
  Master of Education: Educational Leadership K-12
  Master of Education: English Second Language
  Master of Education: Visual Impairments Special Education
  Ed.S.: Specialist in Accountability and Instructional Leadership

Graduate Religion
  Master of Arts: Religion: Biblical and Theological Studies
  Master of Arts: Religion: Christian Ministry

Graduate Leadership
  Master of Organizational Leadership
  Ed.D.: Leadership and Professional Practice

615-248-1529
844-TNU-GRAD
www.trevecca.edu/mba

615-248-1384
www.trevecca.edu/gradcounseling

615-248-1225

615-248-1201
Fax 615-248-1597

615-248-1378
Fax 615-248-7417

615-248-1529
MOL@trevecca.edu
sgcs@trevecca.edu
Graduate Business Program

Master of Business Administration: Management
Master of Science: Management
Master of Science: Instructional Design and Technology
Master of Science: Health Care Leadership and Innovation
THE SKINNER SCHOOL OF BUSINESS AND TECHNOLOGY

The Skinner School of Business and Technology includes the Department of Business Administration and the Department of Information Technology. The Skinner School of Business and Technology (SSBT) offers undergraduate and graduate programs in business and information technology. The Department of Business Administration offers the Bachelor of Business Administration (BBA) degree with concentrations in accounting, community development, information technology, E-commerce, digital multimedia communication, music business, marketing, and management. The Department of Information Technology offers the Bachelor of Science (BS) degree in Information Technology with concentrations in digital graphic design and multimedia, web development, and specialized computing for traditional students. The Skinner School of Business and Technology also offers nontraditional baccalaureate and master's degree programs in management, business administration, and information technology for working adult students. Graduate business programs are offered leading to the following degrees: Master of Business Administration (MBA) and Master of Science in Management (MSM).

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

General Description

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

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

The MBA Program, composed of 36 semester hours, takes approximately 20 months to complete. The MSM Program is composed of 30 semester hours and takes approximately 18 months to complete. Program courses are designed to strategically build on one another. Each cohort group will move through the program one course at a time, in a lock-step fashion. Classes meet one night each week in four-hour sessions.

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

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

Admission Policies and Procedures

Conditional Admission

If the admissions requirements are not fully met, the Skinner School of Business and Technology (SSBT) Graduate Program Director will review the applicant's file and may grant admittance to the program on a conditional status. A student receiving conditional admission must have at least a GPA of 3.0 at the completion of 9 credit hours in the program. If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies. If the condition is not met, the student is placed on academic suspension. After a three-month waiting period, the student may petition to return to the program. The student must submit a written request to the Graduate Program Admissions Committee for consideration of whether the student should be allowed to continue under conditional status or be dismissed from the program. If such determination is made by the committee to allow further work under conditional status, then the student must have a 3.0 average after 18 hours in the program. If the student has less than a 3.0 after 18 hours in the program, the student is again placed on academic suspension. Students interested in being reinstated should consult the academic suspension policy.

Tuition and Fees

Tuition $520 per credit hour
Technology fee $50 per course
Total MBA investment $22,540
Total MSM investment $16,100

Note: Additional fees may apply, such as the purchase of textbooks, supplemental course materials, and assessments.

MBA Admission Requirements

Admission into the MBA program is based on a careful appraisal of the applicant's academic record, performance, and work experience, if any.
To be considered for admission, applicants must:
1. Submit an online application.
2. Have earned a bachelor's degree from an accredited institution, with a cumulative undergraduate grade point average (GPA) of
work and examinations, is as follows:

3. Have prior credit of a college math course (grade "C" or higher), reflected on transcript, or equivalent.

4. Have prior credit of a college English Composition course (grade "C" or higher), reflected on transcript, or equivalent.

For those who do not have a four-year degree that was completed within the United States, a 40-minute, writing assessment at Trevecca is required as a part of the admissions process.

Students not meeting the minimum requirements may request conditional admission from the Skinner School of Business and Technology Graduate Admissions Committee.

Academic Policies

Graduation Requirements

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

1. The required 36 semester hours of graduate credit must be completed with a cumulative graduate grade point average of 3.0 or higher.

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

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

1. The required 30 semester hours of graduate credit must be completed with a cumulative graduate grade point average of 3.0 or higher. Note: grades for all graduate courses, including transfer credits, will be used to calculate the student's cumulative grade point average.

2. No course or credit hours will count toward graduation if the grade earned is a C- or below. Application for graduation must be completed by September 30 for December diplomas and by December 31 for May and August diplomas.

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

There is no qualifying or exit examination. A student achieves candidacy status in the MSM program when he or she has earned at least 18 semester hours of graduate credit with a cumulative GPA of 3.0 or better. A student achieves candidacy status in the MBA program when he or she has earned at least 30 semester hours of graduate credit with a cumulative GPA of 3.0 or better.

Grading System

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Superior</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>0.0</td>
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</tbody>
</table>

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

Incomplete “I” Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The “I” must be removed within six weeks or the grade will be based on points earned for completed work.

Withdrawal “W” Granted to a student who officially withdraws from a class before the end of day 21 for most courses or day 35 for 12-week courses. The grade of “W” may be assigned by the program director or the school dean in extenuating circumstances.

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.

The Master of Business Administration (MBA) Program

MBA Program Mission
The Master of Business Administration (MBA) program exists to provide a quality graduate-level education for working professionals as well as recent graduates seeking to further develop their business, strategic management, and quantitative skills in a global and dynamic environment. The program seeks to equip and empower students to lead in organizations and functions from a Christian worldview.

MBA Academic Program
The Master of Business Administration: Management (MBA) program is 20 months in length. Face-to-face and online courses are 6 to 8 weeks in length. Face-to-face classes are scheduled to meet one night a week. In addition, students will have work and project time outside the classroom.

MBA Student Learning Outcomes
Graduates of the MBA program should be able to:
1. Synthesize and apply the functional areas of business to meet organizational goals.
2. Design and manage the implementation of complex business solutions.
3. Analyze and evaluate organizational related artifacts to make appropriate management decisions.
4. Diagnose organizational situations and evaluate business strategies in a global context.
5. Apply strategic analysis and planning tools.
6. Communicate and present in a way that enhances organizational effectiveness.
7. Interpret and comply with the business legal and regulatory mandates.
8. Assess and develop the human resources of an organization.
9. Apply advanced quantitative tools and techniques to support business and organizational development.

MBA Program Curriculum

General Business Core - 24 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 6000</td>
<td>Introduction to Graduate Business Studies</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5013</td>
<td>Organizational Behavior and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 6073</td>
<td>Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>ITI 5073</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECO 5023</td>
<td>Global and Economic Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 6015</td>
<td>Accounting and Finance for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MKT 5093</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 6013</td>
<td>Business Ethics and Organizational Culture Development</td>
<td>3</td>
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</table>

MBA Core — 6 hours

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ACT 6203</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN 6213</td>
<td>Strategic Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following minors:

Information Technology Track - 9 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITI 6000</td>
<td>IT Legal, Regulatory, and Ethical Environment</td>
<td>3</td>
</tr>
<tr>
<td>ITI 6000</td>
<td>IT Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ITI 6300</td>
<td>IT Project Planning, Management and Financial Control</td>
<td>3</td>
</tr>
</tbody>
</table>

Healthcare Administration Track - 9 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 6200</td>
<td>Legal and Regulatory Issues in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HLT 6400</td>
<td>Quality Healthcare Management</td>
<td>3</td>
</tr>
<tr>
<td>HLT 6600</td>
<td>Healthcare Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

Project Management Track - 9 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMI 6000</td>
<td>Introduction to Project and Program Management</td>
<td>3</td>
</tr>
<tr>
<td>PMI 6200</td>
<td>Project Schedule and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>PMI 6400</td>
<td>Cost, Contract, and Procurement Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Human Resources Management Track - 9 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 6110</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 6130</td>
<td>Staffing and Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS 6140</td>
<td>Compensation and Benefits</td>
<td>3</td>
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</table>

Management and Leadership Track - 9 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 6200</td>
<td>Leadership and Strategic Planning for Servant Leaders</td>
<td>3</td>
</tr>
<tr>
<td>BUS 6100</td>
<td>Human Resource Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 6223</td>
<td>The Legal Environment of Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 39

The Master of Science: Management (MSM) Program

MSM Program Mission
The Master of Science: Management (MSM) program exists to provide a quality graduate-level education for working professionals as well as recent graduates seeking to further develop their business and management skills in a global and dynamic environment. The program seeks to equip and empower students to lead in organizations and functions from a Christian worldview.

MSM Academic Program
The Master of Science: Management (MSM) program is 20 months in length. Face-to-face and online courses are 6 to 8 weeks in length. Face-to-face classes are scheduled to meet one night a week. In addition, students will have work and project time outside the classroom.
MSM Student Learning Outcomes
Graduates of the MSM program should be able to:
1. Synthesize and apply the functional areas of business to meet organizational goals.
2. Design and manage the implementation of complex business solutions.
3. Analyze and evaluate organizational related artifacts to make appropriate management decisions.
4. Diagnose organizational situations and evaluate business strategies in a global context.
5. Apply strategic analysis and planning tools.
6. Communicate and present in a way that enhances organizational effectiveness.
7. Interpret and comply with the business legal and regulatory mandates.
8. Assess and develop the human resources of an organization.
9. Apply advanced quantitative tools and techniques to support business and organizational development.

MSM Program Curriculum

### MSM General Business Core — 24 hours
- **BUS 6000** Introduction to Graduate Business Studies 3
- **BUS 5013** Organizational Behavior and Leadership 3
- **BUS 6073** Business Analytics 3
- **ITI 5073** Management Information Systems 3
- **ECO 5023** Global and Economic Environment 3
- **BUS 6015** Accounting and Finance for Managers 3
- **MKT 5093** Marketing Management 3
- **BUS 6013** Business Ethics and Organizational Culture Development 3

Choose one of the following minors:

#### Information Technology Track - 9 hours
- **ITI 6600** IT Legal, Regulatory, and Ethical Environment 3
- **ITI 6000** IT Architecture 3
- **ITI 6300** IT Project Planning, Management and Financial Control 3

#### Healthcare Administration Track - 9 hours
- **HLT 6200** Legal and Regulatory Issues in Healthcare 3
- **HLT 6400** Quality Healthcare Management 3
- **HLT 6600** Healthcare Strategy 3

#### Project Management Track - 9 hours
- **PMI 6000** Introduction to Project and Program Management 3
- **PMI 6200** Project Schedule and Risk Management 3
- **PMI 6400** Cost, Contract, and Procurement Management 3

### Human Resources Track - 9 hours
- **BUS 6110** Strategic Human Resource Management 3
- **BUS 6130** Staffing and Development 3
- **BUS 6140** Compensation and Benefits 3

### Management and Leadership Track - 9 hours
- **BUS 6223** The Legal Environment of Business 3
- **BUS 6100** Human Resource Development and Management 3
- **BUS 6200** Leadership and Strategic Planning for Servant Leaders 3

Total Credit Hours: 33

The Master of Science in Instructional Design and Technology

Program Mission
The Master of Science: Instructional Design & Technology program allows students to improve the learning environment from classrooms to boardrooms. This 30-hour master’s program teaches key strategy and skills that can be applied immediately in your company or organization. Take the leap today, and start implementing more efficient delivery of training and education in your workplace.

This 10 course, 30-credit hour program can be completed in as little as 15 months. With a master’s degree in Instructional Design & Technology, you’ll learn how to incorporate education/training and technology to better your organization. With Trevecca’s multifaceted program, our team of credentialed and qualified faculty will work directly with you to start building a portfolio from day one, giving you a competitive edge in a growing job market.

Admissions Requirements
- Bachelor’s degree from an accredited institution
- A 2.75 cumulative GPA for all prior coursework
- Completion of a college-level math course with grade of C or better
- Completion of a college-level English course with grade of C or better

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Superior</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>*Passing</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.0</td>
</tr>
</tbody>
</table>
D-  0.7
F  0.0

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

Incomplete "I" Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The "I" must be removed within six weeks or the grade will be based on points earned for completed work.

Withdrawal "W" Granted to a student who officially withdraws from a class before the end of day 21 for most courses or day 35 for 12-week courses. The grade of "W" may be assigned by the

Instructional Design & Technology Program Curriculum

Instructional Design & Technology Courses — 30 hours
IDT 5000  Instructional Design  3
IDT 5010  Copyright Laws for Online Learning and Development  3
IDT 5020  Issues in Instructional Design and Technology Integration  3
IDT 5030  Emerging Trends in Instructional Technology and Simulations  3
IDT 5100  Computer Based Instruction & Design for Learning  3
IDT 5110  Project Management in Instructional Design and Technology Integration  3
IDT 5120  Ethics and Culture Models for Learning Design  3
IDT 5130  Interactive and Digital Tools for Learning  3
IDT 5200  Evaluation and Assessment Strategy  3
IDT 5210  Instructional Design Capstone  3

Total Credit Hours: 30

The Master of Science in Health Care Leadership and Innovation (HCLI)

Program Mission
The purpose of the Master of Science in Health Care Leadership and Innovation Program is to educate and develop innovative leaders to serve as a catalyst to provide premier services for healthcare organizations.

General Description
The Master of Science (MS) degree program in health care leadership and innovation (HCLI) is a non-traditional graduate program that is comprised of 33 credit hours. There are 11 core courses at three (3) credit hours each (totaling 33 hours). Students can complete this program in 18 months. The program will be in a cohort format and each course runs approximately six weeks.

MSHCLI Student Learning Outcomes
Graduates of the MSHCLI program will be able to:

1. Analyze and apply leadership principles and theory specific to healthcare organizations.
2. Comprehend the significance of servant leadership in healthcare environments.
3. Evaluate innovative strategies healthcare leaders might implement to promote a patient-centered culture, influence organizational behavior, and sustain lucrative operations for healthcare entities.
4. Assess the purpose and use of innovative technology in healthcare settings.
5. Comprehend and apply financial data for healthcare organizations.
6. Analyze current health policy and legislation of the U.S. health delivery system.
7. Create innovative pathways to meet value-based standards of care and promote viable operations.
8. Assess social determinants of health and their influence on population management.
9. Analyze the need for information privacy and security management for health care entities and identify patient rights.
10. Apply protective measures to reduce risk and ensure security of digital health information.
11. Synthesize Christian values and innovation to promote excellence in leadership and service for various types of healthcare environments.

HCLI Program Curriculum

HCLI Core - 33 hours
HCL 5100  Principles of Leadership in Health Care  3
HCL 5110  Organizational Behavior and Change in Health Care  3
HCL 5120  Innovating Health Care Through Patient Engagement  3
HCL 5130  Financial Management and Budgeting for Health Care Organizations  3
HCL 6100  Operations Management in Health Care  3
HCL 6110  Value Based Management in Health Administration  3
HCL 6120  Innovative Models for Population Health Management  3
HCL 6130  Health Reform and Alternative Healthcare Delivery Solutions  3
HCL 6140  Technology Innovations in Health Care  3
HCL 6150  Healthcare Privacy and Information Security Management  3
HCL 6200  Special Topics in Health Care Leadership and Innovation  3

Subtotal: 33
Graduate Counseling Program

Master of Arts: Clinical Mental Health Counseling
Master of Marriage and Family Counseling/Therapy
Ph.D. Clinical Counseling: Teaching and Supervision

Graduate Counseling Program
615-248-1384
email: admissions_gradcouns@trevecca.edu
email (PhD): PhDCounseling@trevecca.edu
www.trevecca.edu/mentalhealthcounseling
www.trevecca.edu/mmfct
www.trevecca.edu/counselingphd
**GRADUATE STUDIES**

The Graduate Counseling Program offers master of arts and master of marriage and family counseling/therapy degrees as well as a Ph.D. degree. The Graduate and Continuing Studies Committee is responsible for the approval of all graduate programs and policies.

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

**MISSION STATEMENT OF THE GRADUATE COUNSELING PROGRAM**

The Graduate Counseling Program exists to equip students to become competent mental health professionals who will use their skills in service to others.

**STATEMENT OF PURPOSE OF THE GRADUATE COUNSELING PROGRAM**

The purpose of the Graduate Counseling Program is to:

1. Recruit qualified candidates for admission into the program.
2. Provide a high quality academic program that meets educational requirements for licensure as a professional counselor with mental health service provider designation or a marital and family therapist in the state of Tennessee.
3. Provide adequate learning resources and support systems to assist students in meeting the academic requirements for licensure.
4. Integrate faith and learning in the life and thought of students.
5. Encourage students to develop life-long learning behaviors that prepare them for a career in the professional world of mental health counseling.
6. Engage in ongoing review and evaluation of program effectiveness in preparing competent mental health counselors.

**MASTER’S PROGRAMS**

**Graduate Counseling Academic Program**

Two master’s degrees are offered in the Graduate Counseling Program: Master of Arts in Clinical Mental Health Counseling and Master of Marriage and Family Counseling/Therapy. These degrees provide advanced study beyond the baccalaureate degree and are designed for several groups: (a) those who wish to develop skills as a counselor, (b) those who wish to pursue a career in the mental health delivery system, (c) those who wish to establish a private practice as a mental health provider, and (d) those who desire to pursue licensure as a professional counselor or marriage and family therapist in the state of Tennessee.

**Student Learning Outcomes**

Students who graduate with an M.A. or M.M.F.C./T. degree from the Graduate Counseling Program should:

1. Possess a knowledge of the field of mental health counseling or marriage and family counseling/therapy.
2. Demonstrate competency in utilizing counseling skills in the classroom and in their practicum/internship experience.
3. Demonstrate competency in formulating client diagnosis and appropriate treatment plans.
4. Possess the ability to read and critique research articles and apply the knowledge learned to current problems and issues.
5. Embrace diversity as essential in working with clients.
6. Possess the ability to integrate the principles of mental health counseling with a Christian worldview.

**Admissions (Master’s Degrees)**

**Admissions Categories**

Three broad categories of graduate students are recognized:

- Degree-seeking graduate students are those accepted into a specific graduate program.
- The graduate non-degree category applies to students who are in a graduate degree program (at another educational institution in counseling or a related field) and would like to take coursework with Trevecca Nazarene University for the purpose of transferring courses into their current program. *In no case can more than nine (9) semester hours as a non-degree seeking student be completed.*
- The degreeed licensure-seeking (DLS) category is for students who completed a graduate degree in counseling, marriage and family counseling/therapy, or a closely related program but need additional coursework for licensure purposes. Degreed licensure-seeking students are not eligible for federal financial aid through Free Application for Federal Student Aid (FAFSA). **Admission to take courses as a degreed licensure seeking student does not guarantee/ensure Tennessee state licensure (only the state licensing board can make this determination).**

**Application as a Degree-Seeking Student**

Applicants who submit all the appropriate application forms by the application deadline for the fall, spring, or summer semester will be considered. Following review of these applications, potential candidates for admission will be selected to interview with the Admissions Committee. Immediately following the interview, applicants will be required to complete a writing sample that will be evaluated and considered in review of the applicant. The Admissions Committee makes final determination on whether an applicant is admitted to the program as a degree-seeking student.

Individuals who wish to study in the Graduate Counseling Program must apply online and submit the appropriate forms to the Graduate Counseling Program:

1. Official transcript from a regionally accredited college or university indicating conferral of bachelor’s degree with a minimum cumulative grade point average (GPA) of 2.7 (on a scale of 4.0). Applicants who have completed graduate coursework may be required to submit official transcripts.
indicating this coursework. Official transcripts must be sent directly to and received by the Graduate Counseling Program.

2. Official test score report for either the Miller Analogies Test (MAT) with a minimum score of 380 or for the Graduate Record Examination (GRE) with a minimum score of 290 (combined verbal and quantitative).

3. Two (2) completed reference assessment forms.

4. English Proficiency for international applicants: Applicants who did not receive a high school diploma or university bachelor's degree with English as the medium of instruction must submit either:
   • TOEFL score of 100iBT/600pBT/250cBT, OR
   • IELTS score of 6.5, OR
   • Transcript from International English Institute showing successful completion of level six in ALL course areas offered at IEI with a letter or recommendation from the IEI Academic Director.

**Admission on Academic Restriction**

Admission to the master's programs is based, in part, on a cumulative GPA of 2.7, a score of 380 on the MAT, or a score of 290 on the GRE. Applicants who do not meet all program admission guidelines may be admitted on academic restriction upon recommendation of the director of the Graduate Counseling Program. In some cases, students may be admitted on academic restriction based on the writing assessment; in this case, students will be required to work with academic services.

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

**Application as a Non-Degree Seeking Student**

Following review of the application items listed below, potential candidates for non-degree seeking admission may be required to interview with the program director in order to determine the admission decision. The program director makes final determination on whether an applicant is admitted to the program as a non-degree seeking student.

Individuals who wish to enroll as non-degree seeking students in the Graduate Counseling Program must apply online and submit the appropriate forms to the Graduate Counseling Program:

- Official transcript from a regionally accredited college or university indicating good academic standing and conferral of a graduate degree in counseling, marriage and family counseling/therapy, or a closely related program. Official transcripts must be sent directly to and received by the Graduate Counseling Program.
- Two (2) completed reference assessment forms.

Practicum/internships are reserved for degree-seeking students or graduates of the program. While individuals admitted as degree-licensure-seeking students may request enrollment in practicum/internship, these requests are rarely granted; if a degree-licensure-seeking student/applicant is being considered for enrollment in practicum/internships, additional application materials or application steps may be required in order to determine if the request is approved or denied.

**General Academic Requirements (Master's Degrees)**

**Program Design**

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

**Academic Load**

The Graduate Counseling Program considers a course load of twelve semester credits hours as full-time and a course load of six semester credit hours part-time. Please contact the Office of Financial Aid directly for criteria of full-time and part-time status as related to financial aid. Eligibility for student loans at the graduate level requires a student be enrolled in at least 3 credit hours each semester.

**Advising and Admission to Candidacy**

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

Students are encouraged to maintain contact with their advisors. There are three structured times in which students meet with their advisors and/or progress in the program will be evaluated.

1. In the letters they receive designating their advisors, students are encouraged to contact their advisors to set up a meeting to discuss their program of study and/or any other concerns they have about the program. This meeting is to occur during the student's first semester of the program. It is at this meeting that any transfer credit hours are evaluated. This is also the time for students and advisors to jointly prepare a schedule of course work depending on the program of study and whether or not students are taking a full-time load of twelve hours or a part-time load of six hours.
2. By the end of the semester in which students complete twelve (12) hours in the program (not counting transfer hours), the admission to candidacy form must be submitted. This is a critical point in the program. Students may take up to six additional hours while going through the candidacy process. Failure to submit an admission to candidacy form or failure to receive approval for candidacy will delay or terminate a student’s completion of the program. No degree seeking student will be permitted to take more than eighteen hours without a completed and approved admission to candidacy form. There are two levels of approval: Continuation of Program and Continuation with Remedial Action. In the latter case, specific recommendations for remedial action must be successfully completed by a designated timeline set by the advisor. Remedial action may involve but not be limited to professional therapy, testing, taking a break from the program, or engaging in specific activities that will encourage growth. Students failing to remediate within the designated timeline will be placed on probation and a notice given for dismissal from the program if remediation is not forthcoming or successfully completed by a newly established timeline set by the program director.

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

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

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

In cases of remediation, probation, or dismissal, students may appeal decisions of academic advisors and/or the director of the graduate counseling program to the University Provost.

Students receiving a grade below B- are also counseled prior to the next course or courses. This counsel may take the form of a letter from the director or assistant director of the graduate counseling program.

Grading

The grading system for this program is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
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</tr>
<tr>
<td>F</td>
<td>0.0</td>
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**NOTE:** Exceptions to this scale will be noted in course syllabi.

Probation/Suspension Policy

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

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

Any student making a grade of D+ or below in any course will be automatically placed on academic suspension. After a three month waiting period, the student may petition to return to the program. If reinstated by the Admissions Committee, the student must repeat the course and achieve a grade of C or better. A maximum of two course grades of C+ or C are permitted.

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

Remediation Procedure

1. A student can be placed on a remediation plan for reasons including but not limited to the following concerns: academic performance, academic honesty (i.e., plagiarism), unethical
and/or unprofessional behavior, emotional well-being, pattern of inflexibility/rigidity, suitability for the profession, tardiness/absences (class or practicum/internship), writing skills, interactions with cohort/faculty, or insufficient progress (including missed deadlines) completing degree requirements/dissertation. While this list is not exhaustive of all issues that could necessitate a remediation plan, it reflects some scenarios. In some cases, the severity of an issue may not allow for remediation and may necessitate immediate academic probation or dismissal from the program.

2. Concerns regarding a student that could lead to a remediation plan will be communicated to the program director either through the candidacy application/review process or at any point during the program via the Professor/Supervisor Concern Regarding Student Preparation form made accessible to faculty. Faculty may also communicate concerns to the program director at any point and are not limited to the candidacy process or Professor/Supervisor Concern Regarding Student Preparation form.

3. Student is notified by the program director and/or academic advisor through either a face-to-face meeting, phone call, or in writing (email or mailed letter) of concern(s) that have necessitated the development of a remediation plan. The purpose of the remediation plan is to support the student’s progress in the program.

4. Regardless of how the student is notified of the remediation plan (verbal or written), the plan will ultimately be communicated in writing and provided to the student with a copy maintained in the student’s academic file.

5. A written remediation plan will include a time limit for completion.

6. When the time limit for completion of the remediation plan has been reached, the student’s success in fulfilling the requirements of the remediation plan will be reviewed and noted by the program director and/or academic advisor.

7. If the student successfully fulfills the remediation plan, the student will continue in the program, but future concerns may result in immediate dismissal from the program without a degree.

8. If the student fails to fulfill the remediation plan, the student will be considered for dismissal from the program without a degree.

Program Dismissal
While failure to fulfill a remediation plan could result in dismissal from the program, a student can be dismissed from the program without a prior remediation plan for reasons including but not limited to the following concerns: academic performance, academic honesty (i.e., plagiarism), unethical and/or unprofessional behavior, emotional well-being, pattern of inflexibility/rigidity, suitability for the profession, tardiness/absences (class or practicum/internship), writing skills, interactions with cohort/faculty, or insufficient progress (including missed deadlines) completing degree requirements/dissertation. This stated list of concerns is not exhaustive of all issues that could necessitate dismissal from the program.

In cases of dismissal from the program, students may appeal a dismissal decision to the University Provost. Appeals must be made in writing and received by the University Provost within 15 days of the dismissal decision date. The decision of the Provost is final.

Course Evaluation and Assessment
A Course and Instructor Evaluation is completed by students at the end of each course. The Graduate Counseling Program administrative assistant receives and compiles these evaluations into an anonymous summary report. In order to maintain high quality instruction in all classes, instructors receive the results of the evaluations after all grades have been submitted. Evaluation of the program takes place at the Comprehensive Exam.

Student Professionalism

Membership in Professional Organizations
To promote students’ professional development, the Graduate Counseling Program identifies specific professional organizations of which students will become members. Students are required to maintain these memberships while in the program.

Professional Classroom Environment
A professional classroom environment is necessary for the growth and development of counselors-in-training. In an effort to encourage a healthy teaching and learning environment, students are to exemplify the professionalism expected of future mental health counselors. Characteristics such as attentiveness, curiosity, humility, approachability, flexibility, and mutual respect among peers and instructors are expected. In an effort to encourage such teaching environments, all students are expected to:

- listen attentively, ask relevant questions, and demonstrate a positive attitude toward learning
- respond in a positive manner to questions, suggestions, and/or constructive feedback
- deal with classroom concerns directly/private with the professor
- be on time for all scheduled classes, including timely return from breaks
- demonstrate cooperation with and mutual respect for peers
- appropriately use computers and any other mobile devices for classroom purposes only and in a manner that would not distract from any activity such as devotionals, lecture, or other class presentations.

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

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

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

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

3. Successful completion of a two-part comprehensive exam. Part I, a specialty exam in the student’s program area (clinical mental health counseling/marriage & family) and, Part II, the Counselor Preparation Comprehensive Examination (CPCE),
which is prepared by the Center for Credentialing & Education, an affiliate of the National Board for Certified Counselors (NBCC). A passing score is required on both portions of the comprehensive exam. The student is responsible for paying a fee each time the CPCE is taken.

Part I: The specialty exam will be successfully completed prior to a student taking the CPCE exam. The specialty exam will typically be taken during the practicum semester. If a student is unsuccessful in passing the specialty exam on the first attempt, he or she is required to contact his or her academic advisor, who will suggest preparation options for retaking the exam. A student who has not successfully completed the specialty exam after two attempts has the option of requesting a meeting with the program director, who will work with the student to establish a remediation plan. Remediation may involve (but not be limited to) a detailed study program, auditing a completed course in the area of weakness, or taking additional courses. Upon completing the remediation plan, the student may retake the specialty exam following semester during the regularly scheduled exam time. A student who fails the specialty exam a third time will be terminated from the program without a degree. The specialty exam must be passed before the student is permitted to take the CPCE exam.

Part II: After successful completion of the specialty exam, the CPCE exam can be taken during any of the three semesters of internship. A fee is due each time the student registers to take the CPCE exam. If a student is unsuccessful in passing the CPCE exam on the first attempt, he or she is required to contact his or her academic advisor who will suggest preparation options for retaking the exam. A student who has not successfully completed the CPCE exam after two attempts has the option of requesting a meeting with the program director who will work with the student to establish a remediation plan. Remediation may involve (but not be limited to) a detailed study program, auditing a completed course in the area of weakness, or taking additional courses.

The CPCE exam is offered one time each semester. A student who fails the CPCE exam a third time will be terminated from the program without a degree.

**Special Note: Students who began the graduate counseling program prior to fall 2013 are required to successfully complete a one-part comprehensive exam (in place of the two-part comprehensive exam described above, which is required of students beginning the program as of fall 2013).** For students taking the one-part comprehensive exam, typically the exam will be taken during the student’s first semester of practicum. If a student is unsuccessful in passing the exam on the first attempt, he or she is required to contact his or her academic advisor who will suggest preparation options for retaking the exam.

A student who has not successfully completed the comprehensive exam after two attempts has the option of requesting a meeting with the program director, who will work collaboratively with the student to draw up a remediation plan. Remediation may involve (but not be limited to) a detailed study program, auditing a completed course in the area of weakness or taking additional courses. Upon completing the remediation plan, the student may retake the comprehensive examination.

Retakes are scheduled individually with each student. A student who fails the comprehensive exam a third time will be terminated from the program without a degree.

4. All requirements for the M.A. and M.M.F.C./T degrees must be met within a six-year period after the student enters the graduate program. Any exceptions to the policy are granted by the director of the graduate counseling program.

5. Submit an application for graduation.

6. The residency requirement for the M.A. and the M.M.F.C./T degree is 51 hours (60 hours - 9 potential transfer hours).

**Summary of Steps toward the Master's Degree**

- Admission to master's degree program
- Student membership required in two professional organizations
- Appointment of faculty advisor
- Initial meeting with advisor during first semester of program
- Maintenance of good academic standing
- Admission to candidacy submitted upon completion of 12 semester hours
- Approval to pursue practicum placement
- Application for graduation
- Successful participation of the comprehensive exam.

**Clinical Mental Health Counseling Master of Arts**

**Curriculum**

**General Clinical Counseling Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CSL 5220</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>CSL 5260</td>
<td>Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>CSL 5430</td>
<td>Group Therapy and Process</td>
<td>3</td>
</tr>
<tr>
<td>CSL 5240</td>
<td>Advanced Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CSL 5250</td>
<td>Counseling Diverse Populations</td>
<td>3</td>
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<tr>
<td>CSL 5472</td>
<td>Ethical Standards and Legal Issues</td>
<td>3</td>
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<tr>
<td>CSL 5100</td>
<td>Introduction to Psychological Research</td>
<td>3</td>
</tr>
<tr>
<td>CSL 5441</td>
<td>Introduction to Psychological Testing</td>
<td>3</td>
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<tr>
<td>CSL 5230</td>
<td>Career Counseling and Professional Development</td>
<td>3</td>
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<tr>
<td>CSL 5482</td>
<td>Techniques and Interventions I</td>
<td>3</td>
</tr>
<tr>
<td>CSL 5483</td>
<td>Techniques and Interventions II</td>
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**Clinical Mental Health Counseling Core**

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<tr>
<td>CSL 5231</td>
<td>Theories of Counseling and Psychotherapy</td>
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<tr>
<td>CSL 5530</td>
<td>Trauma Focused Counseling</td>
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<td>CSL 5330</td>
<td>Chemical Use and Abuse</td>
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<tr>
<td>CSL 5531</td>
<td>Child and Adolescent Techniques and Interventions</td>
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<td>CSL 5390</td>
<td>Effective Treatments in Therapy</td>
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<td>CSL 5532</td>
<td>Crisis Theory and Interventions</td>
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<tr>
<td>CSL 5447</td>
<td>Internship in Counseling I</td>
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CSL 5448 Internship in Counseling II 3
CSL 5449 Internship in Counseling III 3

Nine (9) hours of transfer credit is allowed.

This program is typically taken by those interested in pursuing licensure as a licensed professional counselor (LPC-MHSP) in the state of Tennessee.

Master of Marriage and Family Counseling/Therapy

Curriculum

General Clinical Counseling Core

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<td>CSL 5230</td>
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<td>Marital Therapy I</td>
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<td>MFC 5710</td>
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Marriage and Family Counseling/Therapy Core:

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<td>Marital LifeCycle</td>
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<tr>
<td>MFC 5200/CSL 5200</td>
<td>Systems Theory and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFC 5510/CSL 5510</td>
<td>Divorce and Divorce Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>MFC 5400</td>
<td>Marital Therapy: Crisis Situations and Sexuality</td>
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<tr>
<td>MFC 5512/CSL 5512</td>
<td>The Child in the Family System</td>
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<tr>
<td>MFC 5351</td>
<td>Family Therapy</td>
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<td>MFC 5457</td>
<td>Internship in Marriage and Family Therapy I</td>
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</tr>
<tr>
<td>MFC 5458</td>
<td>Internship in Marriage and Family Therapy II</td>
<td>3</td>
</tr>
<tr>
<td>MFC 5600</td>
<td>Internship in Marriage and Family Therapy III</td>
<td>3</td>
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</table>

Nine (9) hours of transfer credit is allowed.

This program is typically taken by those interested in pursuing licensure as a marital and family therapist (LMFT) in the state of Tennessee.

PH.D. CLINICAL COUNSELING: TEACHING AND SUPERVISION

Mission Statement of the Doctoral Program

The doctoral program exists to equip students to become competent mental health professionals, counselor educators, supervisors, researchers, and leaders in the field who will use their skills in service to others.

Doctoral Program

The Ph.D. is a 66-credit hour doctoral program designed for those who desire to become counselor educators and supervisors. The program extends for a minimum of nine semesters with the student registering for three courses or nine hours for six semesters and four hours for three semesters in the last year of the program. At this rate the student can complete the degree in three years. The program is a rigorous, standardized curriculum that offers cognates in counseling or marriage and family counseling/therapy. Courses are offered two days a week (Tuesday and Thursday).

The Ph.D. is an advanced professional degree designed for several groups: a) those who wish to enhance their skills as a counselor, b) clinicians who wish to develop leadership skills that will positively enhance the professional mental health community, c) those who wish to take a more active role in supervision and the development of other counselors, d) those who wish to expand their professional options to include teaching in counselor education, and e) those who wish to participate in academic research with the potential for professional presentations and peer-reviewed publications.

Statement of Purpose

The purpose of the doctoral program is to:

1. Recruit qualified candidates for admission into the program.
2. Provide adequate learning resources and support systems to assist students in becoming counselor educators and supervisors.
3. Integrate faith and learning in the life and thought of students.
4. Encourage students to develop life-long learning behaviors that prepare them for a career in the professional world of counselor education.
5. Engage in on-going review and evaluation of program effectiveness in preparing competent counselor educators and supervisors.

Student Learning Outcomes

Students who graduate from the Ph.D. program should be able to:

1. Understand and practice the art of counseling at a more proficient and advanced level.
2. Teach counselor educator coursework at a higher education level.
3. Supervise the development of less experienced counselors.
4. Offer administrative leadership within agencies and organizations.
5. Conduct independent research at an advanced level.
6. Embrace diversity as essential in working with clients and students.
7. Possess the ability to integrate the principles of counselor education within a Christian worldview.

Application Process
The Ph.D. program is for individuals holding a master's degree in counseling or marriage and family counseling/therapy. The following items are required for application to the Ph.D. program:

1. Official transcript of master's degree from a regionally accredited college/university with at least a 3.25 GPA (on a scale of 4.0) and undergraduate degree where final degree is posted.
2. Three completed Applicant Recommendation Forms (one from a character/moral reference and two from professors, employers or supervisors in the counseling field).
3. A 400-word letter of intent specifying the applicant's purpose and goals for entering the Ph.D. program.
4. Professional vita (including a description of all masters-level practicum and internship experiences).
5. Submission of official Graduate Record Examination (GRE) test score (minimum combined verbal and quantitative score of 300 and analytical writing score of 3.5; writing score of 4 or higher is recommended). The analytical writing portion will be used to assess writing ability. The GRE must have been taken within 5 years of applying to the program.
6. English Proficiency for international applicants. Applicants who did not receive a high school diploma or university bachelor's degree with English as the medium of instruction must submit either:
   - TOEFL score of 100iBT/600pBT/250cBT,
   - IELTS score of 6.5, OR
   - Transcript from International English Institute showing successful completion of level six in ALL course areas offered at IEI with a letter or recommendation from the IEI Academic Director.

DEADLINE FOR COMPLETED APPLICATION FILE IS DECEMBER 1st.

Candidates will participate in a formal individual and group interview with the Interview Committee. This will be an opportunity to assess personal goals, oral communication skills, and ability to interact with other professionals.

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

The Interview Committee decision for acceptance or denial to the program is final and is not subject to appeal. The Interview Committee is comprised of selected graduate counseling program faculty.

General Academic Policies
Prerequisite Courses
A course comparable to Advanced Abnormal (one that deals with psychopathology from a diagnostic perspective and includes DSM nomenclature), Social & Cultural Diversity, Professional Identity (Ethics), Human Growth and Development, Career Counseling, Helping Relationships, Group Counseling, Testing/Assessment, Research, and a minimum of two semesters of practicum/internship (with at least 240 hours of face-to-face counseling experience) are prerequisites to doctoral training.

Students who have not completed such courses will be required to do so in addition to doctoral requirements. With the exception of practicum/internship, individuals applying to the Ph.D. program who have completed application files but are lacking prerequisite courses for this program may request to complete these prerequisites under the degree, licensure seeking category (description of this category is outlined in the Graduate Counseling section, under Admissions Categories). While it is preferred that prerequisites be completed prior to beginning the program, candidates lacking prerequisites who are admitted to the program may begin with a pre-approved, limited number of unmet prerequisites; however, students must complete all prerequisites courses within the first year of the program.

Additional General Academic Policies
1. Doctoral students are required to remain in continual registration until the program has been completed. In extreme cases a student may apply in writing for a Leave of Absence. Normally a Leave of Absence will be a period no longer than one year. Students must submit formally, in writing, to the doctoral program coordinator a request to take any time off from the program. This request should be made within the semester prior to the requested break. After the request is received, the doctoral program coordinator will determine whether the Leave of Absence/break is approved or denied.
2. All requirements for the degree must be completed within six years of being admitted to the program. Any approved time off from the program will continue to count toward the six-year program limit.
3. After two semesters with no contact from a student, the student will be moved to inactive status during which time the six-year time limit still applies. It is the responsibility of the student to formally request to resume coursework after being moved to inactive status. This request must be submitted in writing to the doctoral program coordinator. After the request is received, the doctoral program coordinator will determine whether returning to active status (resuming the program) is approved or denied.
4. All doctoral students must seek the prior approval of the doctoral program coordinator prior to changing the program of study as designed at the beginning of the program during their initial advising session. This request must be submitted in writing to the doctoral program coordinator. After receiving the request, the doctoral program coordinator will determine whether the requested change of program is approved or denied.
5. Any student submission at any phase of the program is subject to review using originality software.

Academic Advisor
Each doctoral student is assigned an academic advisor and a research advisor. All advisors are full-time faculty members in the graduate counseling program. The student works directly with the advisor at all times. All doctoral students must meet with their academic advisor to complete a program of study within the first semester of the program. Any changes to the program of study
must be approved by the advisor. The student will also meet directly with the research advisor throughout the program. The research advisor will facilitate the student with development of independent research ideas both related to the dissertation as well as other research interests beyond the required dissertation. Each student will receive notification of these advisor assignments within the first semester of the program.

**Grading System**

The grading system for doctoral studies includes the letter grades A, B, C, D, and F for all courses except dissertation. The grades of S, U, or I will be assigned to dissertation. Courses with grades of C-, D, F, or U must be repeated. If the student is maintaining a cumulative grade point average of 3.0, two course grades of C+ or C will be allowed for the degree purpose.

**Doctoral Candidacy**

All doctoral students will be formally evaluated yearly by the doctoral committee. The committee will review grades, student concern forms, writing ability, and general experiences in the program. A letter will be sent to each student that will indicate continuation with the program, continuation with remediation (in which a remediation plan will be given to the student), or denial of continuation. The annual review does not limit the doctoral committee to communicating with students at any point throughout the program due to concerns.

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

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

In cases of remediation, probation, or dismissal, students may appeal decisions of the doctoral program coordinator and/or director of the graduate counseling program to the University Provost.

In addition to these formally structured points of contact that are experienced by all students, those who enter the program on academic restriction are counseled by the program coordinator after completing three semesters in the program. Students receiving a grade below B- are also counseled prior to the next course or courses. This counsel may take the form of a letter from the doctoral program coordinator.

**Doctoral Comprehensive Examination**

The comprehensive examination evaluates the student’s ability to integrate knowledge of counseling or marriage and family counseling/therapy, display critical and independent thinking and research skills, leadership skills, and demonstrate mastery of the field (teaching and supervision). The results of the examination provide evidence of independent thinking, appropriate organization, writing competency, critical analysis, and accuracy of documentation. The purpose of the comprehensive exam is to encourage students who are nearing the dissertation phase of the program to engage in a systematic review of their coursework. The exam also provides faculty with one form of evidence to make determinations regarding the student’s readiness for graduation.

The comprehensive exam will be given in two parts: written and oral (formal student presentation). The written portion of the exam will be composed of four questions and will be completed at two different points of the program: prior to the summer semester of year one (two questions completed) and prior to the summer semester of year two (two questions completed). During each of the two examination periods, both questions will be scheduled for completion on the same day.

**Special Note: Students beginning with the fall 2016 cohort or prior will follow the former comprehensive exam format.** The comprehensive exam will be given in two parts: written and oral (formal student presentation). Only those students in the last semester of their coursework will be allowed to attempt the comprehensive exam. The written portion of the exam will be composed of four questions and will be completed in four segments of time (all four segments typically scheduled to take place on the same day). The comprehensive exam will be offered every summer semester and on a case-by-case basis during the fall or spring semesters, based upon the discretion of the program director/doctoral program coordinator.

The oral portion of the comprehensive exam will be in the format of a formal student presentation that occurs at the end of the semester in which the written exam is passed. During the Dissertation Proposal Development I course, each student will submit a research topic that will be the focus of his/her oral presentation. The presentation will be delivered after the written comprehensive exam has been passed and prior to the completion of the Dissertation Proposal II course. Any exception to this established schedule for the comprehensive exam process will be made based upon the discretion of the program director/doctoral program coordinator. Presentations will be delivered to a committee of faculty members from the doctoral program and will be evaluated based on breadth of knowledge (quantity and quality of the research) and depth of understanding (degree to which the student comprehends and understands the research topic). Furthermore, oral presentation skills and the ability to engage and respond to questions from the committee will be a part of the evaluation.

Three possible grades may be assigned to the written and oral portions of the examination: pass with distinction, pass, or fail. Students who do not successfully complete the comprehensive exam will have a remediation plan developed and enacted before scheduling a second attempt. In some cases, a student will not be
permitted to register for further courses until successful completion of the remediation plan and comprehensive exam. If the second attempt is failed, the student will be dismissed from the program. Regarding the written portion, in some cases the retake may include all questions; in other cases, the retake may be limited to select questions.

**Doctoral Internship**

The doctoral internship is designed to complement the coursework of the Ph.D. program. Students are required to complete six academic hours of internship. The doctoral internship is to be completed in three semesters (two academic hours each semester). There is a minimum requirement of 600 hours of internship (200 hours each semester completed over three semesters). Of the 600 hours of internship, 240 hours must be direct service hours. The Doctoral Internship must be taken at the same time as Dissertation Research.

Doctoral students will choose one of the following three options for the doctoral internship experience: 1) All three semesters will be a counseling internship, 2) One semester will be a counseling internship and two semesters will be in a teaching assistantship, or 3) One semester will be a counseling internship and two semesters will be in a supervision assistantship. The doctoral program coordinator will consult with the student to choose the best option for the internship.

The doctoral internship will provide a practical experience and supervision in areas consistent with academic and professional goals of the doctoral student working toward a professional counselor identity. In addition, the internship can provide direct experiences in counselor education and supervision. Specifically, the internship experience provides for advanced experience with delivery of counseling services, supervision of counselors-in-training, or counselor education, depending on licensure status and internship site determination.

Within the counseling internship option, direct counseling service hours involve any face-to-face contact with a client or clients that involves counseling individuals, couples, families, or groups. It also includes reviewing a treatment plan with a client or administering a test/assessment to a client. One must be providing services directly to the client to be considered direct service hours. Indirect service hours involve writing case notes, reading case records, participating in a client case/team conference, reading articles or listening to CDs/DVDs related to the client population, attending a seminar or workshop, writing a report based on a test or assessment of a client, staff or clinical meetings, and supervision hours.

The counseling option of the doctoral internship may be completed at agencies and organizations where students are employed and receive remuneration for their labor. This also includes those students who are already licensed and working in a private practice. Students who are not licensed and/or practicing under a temporary license as they pursue the hours of experience required by the state must be supervised (preferably, weekly supervision) by a properly licensed or credentialed supervisor depending upon the student’s licensure interest. In addition, a Trevecca supervisor will be assigned to each internship student. The “on-site” supervisor provides case supervision. The Trevecca supervisor provides skill supervision. Students who are already licensed (regardless of the number of years of licensure) are also required to secure an “on-site” supervisor for case supervision.

This supervision should involve a minimum of two hours of supervision per month.

Both the teaching internship and supervision internship requirements must be fulfilled at Trevecca Nazarene University within the Graduate Counseling Program. This experience will allow the doctoral intern to work directly with program faculty (teaching) and practicum/internship students at the master’s level (supervision). Students participating in the supervision and teaching doctoral internships will work with a mentor. The mentor will provide weekly supervision and guidance. Formal evaluation will be given throughout the mentoring process. Those students doing the teaching internship will need to secure a teaching mentor for this experience.

The students in all three doctoral internship experiences will participate in individual as well as group supervision experiences with a faculty supervisor. Individual supervision will occur on a biweekly basis. Group supervision will occur five times over the course of the semester. These supervision experiences will provide the students with an opportunity to develop their own professional counselor identity, as well as have the experience presenting multicultural, ethical, and case-related situations.

At least one of the three semesters of internship must be in counseling. Academic advisors will determine the organization of a student's internship.

**Dissertation**

Each student will write and defend a dissertation before his/her doctoral committee and any faculty of the Graduate Counseling program who choose to attend. The doctoral committee will consist of three members: The first of these will be the dissertation chair. Following the standards and procedures of the doctoral program, the dissertation chair will supervise the dissertation and chair the dissertation defense. The other committee members are considered the second reader and the third reader. One of the committee members may be from an institution other than Trevecca Nazarene University but must hold a doctoral level degree and be pre-approved. It is the student’s responsibility to secure the committee members. Dissertation will occur over 4 semesters (three credit hours each semester).

**Special Note: Under the former program of study, for students beginning with the fall 2016 cohort or prior, dissertation will occur over 3 semesters (two credit hours each semester).**

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

Students may not begin the dissertation research course until all coursework (with the exception of internship) is completed and all portions of the doctoral comprehensive examination have been passed. The dissertation process begins with an approved proposal. The proposal must be approved by the student’s dissertation chair and the student’s dissertation committee members.

The student should be guided by the following principles:
1. The dissertation should reflect an advanced understanding of the disciplines of counseling, counselor education and supervision, or marriage and family counseling/therapy.

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

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

4. The dissertation must illustrate both creativity and originality.

5. The dissertation must demonstrate writing that is both professionally and academically appropriate to the field. For students who require further assistance with APA formatting and/or a writing style, it is their responsibility to secure and pay for any assistance.

6. Upon successful defense of the dissertation, three professionally bound copies must be furnished to the graduate counseling office paid for by the student. The student may also request his or her own bound copy or copies as well. The student will procure appropriate photocopies of each bound document prior to professional binding. All dissertations must then be published through UMI. Students are required to contact the doctoral program coordinator for information related to the final steps of the dissertation process.

After the twelve hours of dissertation have been completed, the student must continually work on the dissertation project. Students who have not completed the dissertation at the end of the fourth semester of dissertation research may be enrolled in a one-semester credit hour dissertation research continuation course.

**Special Note: Under the former program of study, for students beginning with the fall 2016 cohort or prior, dissertation will occur over 3 semesters (two credit hours each semester).**

The doctoral program coordinator will register students eligible for dissertation research continuation on a semester-by-semester basis. Continual enrollment in this one-credit hour semester course will allow students to continue progress on the dissertation including engagement with the dissertation chair and committee. All requirements for the degree, including the dissertation process, must be completed within the six-year time limit. The student may be required to provide evidence of active progress on the dissertation in order to be enrolled in the dissertation research continuation course.

Only those students in the Ph.D. Clinical Counseling program will be eligible to register for the one-credit hour CSL 7399 Dissertation Research Continuation course. Students enrolled in this one-credit hour course, Dissertation Research Continuation, will be considered half-time for enrollment purposes, allowing students continued access to University services (ITS & library) as well as eligibility for financial aid. The Ph.D. Clinical Counseling program is the only University graduate-level program at Trevecca that offers a one-credit hour continuation course as sufficient to maintain part-time student status.

*Note: If a student is not eligible to be registered for the one credit course, that student must seek approval for time off from the program. In summary, a student must be actively working on his/her project (as determined by his/her chair) to be eligible for the CSL 7399 Dissertation Research Continuation course. If a student is not approved to be registered for this course, that student must request time off from the program. It is important that students remember that time off from the program may not be approved depending on the reason for the request.*

The student will either be enrolled in the one credit dissertation research continuation course or have approved time off each semester until the dissertation has been defended and the final document has been sent to the bindery.

A dissertation abstract must be included with the bound copy. The dissertation must be defended before the student's committee; with the exception of program faculty, the defense is not open for other guests to attend. The date and time should be communicated to the doctoral program coordinator at least three weeks prior to the actual defense. In order to defend the proposal or final document, the final draft of the required chapters must be approved by the student's chair, then sent to and approved by the student's dissertation committee at least 3 weeks prior to the proposed defense date. Any committee member can delay the defense process if they determine the document is not ready for an official defense.

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

*Note: In order for a student to proceed into the final year of the six-year time limit, the initial proposal (Chapters 1 and 2) must have been successfully defended by at least one year prior to timing out of the program.*

**Graduation Requirements**

To be eligible for graduation from the doctoral program, students must:

1. Submit a graduation application and fee by the required date.
2. Complete all requirements of the curricula.
3. Maintain a grade point average of 3.0. Complete the required number of semester hours of credit with a minimum cumulative grade point average of 3.0. Students earning a C- or below on any course will be required to repeat that particular course.
4. Make no more than two C+ or C grades in the program.
5. Repeat courses with grades of C-, D, F or U.
6. Pass the Comprehensive Doctoral Examination.
7. Successfully defend the dissertation.

*Doctoral degree candidates must successfully defend their final dissertation by April 1st of the year they intend to participate in the May commencement activities. Students must defend their final dissertation by July 1 in order to be considered for August degree conferral and by November 1 in order to be considered for December degree conferral.*

Note: A complete version of a proposal or final draft must be submitted and approved by the chair at least three months prior to a proposed defense date. The student may not rush or expedite the process by bypassing required turnaround times, needed draft revisions, etc. in an attempt to finish the process more quickly.
8. Once the student has successfully defended the dissertation he/she will:
   - obtain APA editing of the final dissertation document
   - obtain three photocopies of the dissertation document
   - obtain professional binding for three copies, and
   - submit the three bound dissertation documents to the graduate counseling office.

   The above steps are described in detail in the dissertation handbook, which is available to all doctoral students.

9. Make up dissertation hours with a grade of "I".
10. Satisfy all financial obligations to the University.

Probation/Suspension Policy

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

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

Any student making a grade of D+ or below in any course will be automatically placed on academic suspension. A maximum of two course grades of C+ or C are permitted.

If reinstated by the Admissions Committee, the student waiting period, the student may petition to return to the program.

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

If reinstated by the Admissions Committee, the student waiting period, the student may petition to return to the program.

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

Remediation Procedure

1. A student can be placed on a remediation plan for reasons including but not limited to the following concerns: academic performance, academic honesty (i.e., plagiarism), unethical and/or unprofessional behavior, emotional well-being, pattern of inflexibility/rigidity, suitability for the profession, tardiness/absences (class or practicum/internship), writing skills, interactions with cohort/faculty, or insufficient progress (including missed deadlines) completing degree requirements/dissertation. While this list is not exhaustive of all issues that could necessitate a remediation plan, it reflects some scenarios. In some cases, the severity of an issue may not allow for remediation and may necessitate immediate academic probation or dismissal from the program.

2. Concerns regarding a student that could lead to a remediation plan will be communicated to the program director either through the candidacy application/review process or at any point during the program via the Professor/Supervisor Concern Regarding Student Preparation form.

3. Student is notified by the program director and/or academic advisor through either a face-to-face meeting, phone call, or in writing (email or mailed letter) of concern(s) that have necessitated the development of a remediation plan. The purpose of the remediation plan is to support the student’s progress in the program.

4. Regardless of how the student is notified of the remediation plan (verbal or written), the plan will ultimately be communicated in writing and provided to the student with a copy maintained in the student’s academic file.

5. A written remediation plan will include a time limit for completion.

6. When the time limit for completion of the remediation plan has been reached, the student’s success in fulfilling the requirements of the remediation plan will be reviewed and noted by the program director and/or academic advisor.

7. If the student successfully fulfills the remediation plan, the student will continue in the program, but future concerns may result in immediate dismissal from the program without a degree.

8. If the student fails to fulfill the remediation plan, the student will be considered for dismissal from the program without a degree.

Program Dismissal

While failure to fulfill a remediation plan could result in dismissal from the program, a student can be dismissed from the program without a prior remediation plan for reasons including but not limited to the following concerns: academic performance, academic honesty (i.e., plagiarism), unethical and/or unprofessional behavior, emotional well-being, pattern of inflexibility/rigidity, suitability for the profession, tardiness/absences (class or practicum/internship), writing skills, interactions with cohort/faculty, or insufficient progress (including missed deadlines) completing degree requirements/dissertation. This stated list of concerns is not exhaustive of all issues that could necessitate dismissal from the program.

In cases of dismissal from the program, students may appeal a dismissal decision to the University Provost. Appeals must be made in writing and received by the University Provost within 15 days of the dismissal decision date. The decision of the Provost is final.

Course Evaluation and Assessment

A Course and Instructor Evaluation is completed by students at the end of each course. The Graduate Counseling Program administrative assistant receives and compiles these evaluations into an anonymous summary report. In order to maintain high quality instruction in all classes, instructors receive the results of the evaluations after all grades have been submitted. Evaluation of the program takes place at the Comprehensive Exam
Doctoral Student Professionalism

Membership in Professional Organizations

To promote students’ professional development, the Graduate Counseling Program identifies specific professional organizations of which students will become active members. Doctoral students are required to become members of the American Counseling Association (ACA) and the American Association of Counselor Educators and Supervisors (ACES) through ACA and maintain these memberships while in the program. In an effort to further develop leadership skills that will enhance the mental health community, it is expected that students will not only join ACA and ACES but that they will also actively participate and pursue leadership opportunities within these professional organizations.

Professional Classroom Environment

A professional classroom environment is necessary for the growth and development of counselors. In an effort to encourage a healthy teaching and learning environment, students are to exemplify the professionalism expected of counselors. Characteristics such as attentiveness, curiosity, humility, approachability, flexibility, and mutual respect among peers and instructors are expected. In an effort to encourage such teaching environments, all students are expected to:

- listen attentively, ask relevant questions, and demonstrate a positive attitude toward learning
- respond in a positive manner to questions, suggestions, and/or constructive feedback
- deal with classroom concerns directly/privately with the professor
- be on time for all scheduled classes, including timely return from breaks
- demonstrate cooperation with and mutual respect for peers
- appropriately use computers and any other mobile devices for classroom purposes only and in a manner that would not distract from any activity such as devotionals, lecture, or other class presentations.

Special note: These standards of professionalism are not limited to the classroom environment; students are expected to maintain this professionalism while in the dissertation process as well.

Ph.D. Curriculum

Program of Study

The Ph.D. program will encompass a 66-hour curriculum as listed below:

<table>
<thead>
<tr>
<th>Core Courses - 27 hours</th>
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<tbody>
<tr>
<td>CSL 7003</td>
<td>Psychodynamic Psychotherapies</td>
</tr>
<tr>
<td>CSL 7008</td>
<td>Diagnosis and Treatment of Sexual Disorders</td>
</tr>
<tr>
<td>CSL 7009</td>
<td>Advanced Multicultural Counseling</td>
</tr>
<tr>
<td>CSL 7010</td>
<td>Issues of Integration: Christian Ideology in a Professional World</td>
</tr>
<tr>
<td>CSL 7020</td>
<td>Special Topics in Counseling</td>
</tr>
<tr>
<td>CSL 7104</td>
<td>Specialized Systemic Family Therapy</td>
</tr>
<tr>
<td>CSL 7151</td>
<td>Psychological Testing for Counselors</td>
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<tr>
<th>Teaching and Supervision — 6 hours</th>
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<tbody>
<tr>
<td>CSL 7201</td>
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<tr>
<td>CSL 7251</td>
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<tr>
<th>Cognates — 6 hours</th>
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<tbody>
<tr>
<td>CSL 7102</td>
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<tr>
<th>MFC/T Cognate</th>
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<tbody>
<tr>
<td>CSL 7101</td>
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<tr>
<th>Counseling Cognate</th>
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<tr>
<td>CSL 7152</td>
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<tr>
<td>CSL 7153</td>
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<tr>
<th>Internship — 6 hours</th>
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<tbody>
<tr>
<td>CSL 7360</td>
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<tr>
<td>CSL 7361</td>
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<tr>
<td>CSL 7362</td>
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<tr>
<th>Research/Dissertation - 27 hours</th>
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<tbody>
<tr>
<td>CSL 7300</td>
</tr>
<tr>
<td>CSL 7301</td>
</tr>
<tr>
<td>CSL 7300/PSY</td>
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<tr>
<td>CSL 7305</td>
</tr>
<tr>
<td>CSL 7302/PSY</td>
</tr>
<tr>
<td>CSL 7303/PSY</td>
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</tbody>
</table>

Note: If a student is unable to finish the dissertation during the required six semester hours of CSL 7303, the student may be registered for a one credit hour dissertation continuation course.

CSL 7399 Dissertation Research Continuation 1
Subtotal: 66

FACULTY

Full-time Faculty

**JAMES E. AGEE, III**

**MELINDA BURCH**
B.S., Trevecca Nazarene University, 1994; M.A., Austin Peay State University, 1998; Ph.D., Vanderbilt University, 2002.

**MICHAEL CHRISTIAN**
B.A., Union University, 1978; M.Div., The Southern Baptist Theological Seminary, 2001; M.A., Trevecca Nazarene University, 2004; Ph.D., Trevecca Nazarene University, 2011.
AMANDA GRIEME-BRADLEY
B.A., Greenville College, 2002; M.M.F.T., Trevecca Nazarene University, 2004; Ph.D., Trevecca Nazarene University, 2011.

DONALD R. HARVEY

SARA HOPKINS
B.A., Arkansas Tech University, 2001; M.M.F.T., Trevecca Nazarene University, 2005; Ph.D., Trevecca Nazarene University, 2011.

SUSAN LAHEY
B.S., Middle Tennessee State University, 2002; M.M.F.T., Trevecca Nazarene University, 2004; Ph.D., Regent University, 2008.

TERI MURPHY
B.A., Huntingdon College, 1997; M.B.A., Webster University, 2004; M.M.F.T., Trevecca Nazarene University, 2012; Ph.D., Trevecca Nazarene University, 2018.

JAMES SCHUT
B.A., Hope College, 1992; M.S., Vanderbilt University, 1996; M.M.F.T., Trevecca Nazarene University, 2014; Ph.D., Vanderbilt University, 2000.

PETER F. WILSON

Part-time Faculty

JULIE BARNES
B.A., Cumberland University, 1993; M.A., Trevecca Nazarene University, 1998; Ph.D., Trevecca Nazarene University, 2012.

TAMMY BEEMAN

DIANNE C. BRADLEY
B.A., Argosy University, 2006; M.M.F.T., Trevecca Nazarene University, 2008; Ph.D., Trevecca Nazarene University, 2011.

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

TRENT HUGHES
B.S., University of Phoenix, 2009; M.A., Trevecca Nazarene University, 2011.

AIMEE ISENBERG
B.A., Trevecca Nazarene University, 2005; M.A., Middle Tennessee State University, 2007; Ph.D., Trevecca Nazarene University, 2015.

DONALD L. JACKSON, JR.
B.A., Warner University, 1990; M.M.F.T., Trevecca Nazarene University, 2005; Ph.D., Trevecca Nazarene University, 2012.

KENNETH SANDERFER
B.S., Sam Houston State University, 1974; M.M.F.T., Trevecca Nazarene University, 2001.

JOYCE SLOAN
B.S., Middle Tennessee State University, 1998; M.A., Trevecca Nazarene University, 2003; Ph.D., Trevecca Nazarene University, 2011.

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

DAVID MARK THOMAS
B.A., Campbell University, 1994; M.A., Trevecca Nazarene University, 2003; Ed.D., Argosy University, 2013.

DEANDREA N. WITHERSPOON
B.S., Tennessee State University, 2003; M.S., Tennessee State University, 2007; Ph.D., Trevecca Nazarene University, 2011.

BRUCE A. McCURDY
Graduate Education Program

Master of Arts in Teaching K-5
Master of Arts in Teaching 6-12
Master of Education: Educational Leadership K-12
Master of Education: English Second Language PreK-12
Master of Education: Visual Impairments Special Education
Education Specialist: Accountability and Instructional Leadership

School of Education
Mackey Building (Corner of Lester and Hart)
p: 615-248-1201 • f: 615-248-1597
www.trevecca.edu/mat
www.trevecca.edu/edleadership
www.trevecca.edu/eds
www.trevecca.edu/esl
www.trevecca.edu/vision
THE SCHOOL OF EDUCATION

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

Programs

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

- Master of Arts in Teaching K-5
- Master of Arts in Teaching 6-12
- Master of Education: Curriculum and Instruction K-12 (Temporarily Inactive)
- Master of Education: Curriculum and Instruction for Christian School Educators K-12 (Temporarily Inactive)
- Master of Education: Educational Leadership K-12
- Non-degree – Licensure in Educational Leadership also available
- Master of Education: English Second Language PreK-12
- Non-degree - Licensure in English Second Language also available
- Master of Library and Information Science PreK-12 (Temporarily Inactive)
- Non-degree - Licensure in Library and Information Science also available (Temporarily Inactive)
- Master of Education: Visual Impairments Special Education
- Education Specialist: Accountability and Instructional Leadership

*Changes in programs made after catalog publication will be identified on the School of Education Web pages.

The School of Education also provides professional and personal development for educators and administrators. These courses for license renewal, plus 30, and additional learning are available for both undergraduate and graduate credit.

Conceptual Framework of the School of Education

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

Knowing

- Understands Content
- Understands Intellectual, Social, and Personal Development
- Understands Diversity

Doing

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

Being

- Reflects on Practice
- Participates in the Professional Community
- Pursues Spiritual Development

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

The School of Education, administered by the Dean of the School of Education, offers undergraduate degrees, post-baccalaureate programs, master’s degrees that lead to licensure, master’s degrees for which the state does not offer licensure, and one education specialist degree that does not lead to licensure.

Candidates in the master’s level programs begin and continue as a cohort. The same courses are offered at each location. On/off campus programs use the same textbooks, syllabi, and course evaluations. The majority of off-campus courses are taught by full-time faculty.

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

Purpose, Objectives, and Student Learning Outcomes of the Graduate Programs

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

Specific objectives are as follows:

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

Specific student learning outcomes are as follows (adapted from INTASC, ISLE, and NBTS):

Knowing:

- Understands content: Demonstrates content knowledge as delineated in standards;
- Understands intellectual, social, and personal development: Demonstrates knowledge of human development; and
- Understands diversity: Demonstrates knowledge of the impact of culture on one's own and others' perceptions, learning styles, needs, and expectations.

Doing:

- Designs instructional strategies: Able to create learning environments/experiences conducive to the success of all learners based on standards and best practices;
• Manages and motivates: Able to create a safe, efficient, and effective learning environment that fosters active learning;  
• Communicates and/or collaborates: Able to effectively communicate and/or collaborate;  
• Plans and integrates: Able to plan. Integrates standards-based practices and strategies to foster academic achievement and lifelong learning; and  
• Evaluates: Able to use formal and informal assessment strategies and to analyze results to shape instructional decisions, monitor learning, encourage self-assessment, and report to stakeholders.

Being:  
• Reflects on practice: Able to reflect and improve practices;  
• Reflects on practice: Engages in personal and professional development as a life-long learner;  
• Participates in the professional community: Able to work with colleagues, peers, and community;  
• Participates in the professional community: Punctual, attends class, and turns in assignments on time; and  
• Pursues Spiritual development: Acts with integrity, fairness, and in an ethical manner. Demonstrates an ideal of fairness and belief that all students can learn.

Program Policies for Master's Degrees

Admissions
Two classifications of graduate candidates are recognized:

1. Degree-seeking graduate candidates are those accepted into a specific graduate program. Based on the determination of suitability made by graduate program directors/coordinators, up to six approved graduate credit hours (maximum) may be transferred from another accredited institution. No course with a grade below a "B" will be considered for transfer.

2. Endorsement seeking or licensure only candidates are those who do not wish to pursue a graduate degree at Trevecca.

General requirements for admission to master of education degree programs are required of all applicants. These requirements are:

• Evidence of a baccalaureate degree from a regionally accredited college or university with minimum GPA of 3.0 (on a 4.0 scale) on all credit earned. Submit two copies of official transcripts; transcripts marked "Issued to Student" are not recognized as official transcripts. Official transcripts must be mailed directly from the University granting the baccalaureate degree. Transcripts should be mailed to: Trevecca Nazarene University, School of Graduate and Continuing Studies, 333 Murfreesboro Road, Nashville, TN 37210.

• Evidence of passing scores on required exams:
  • Miller Analogies Test or Graduate Record Examination
  • International Candidates: TOEFL scores (550 paper version, 213 computer version) in addition to those listed above
  • Acceptable references
  • Record of immunizations as described in the general section of this graduate supplement

• A successful interview and writing sample
• Teaching Experience:
  • Educational Leadership: must have verification of at least three years of successful teaching experience at the time of admission
  • Some programs may require a technology pre-assessment, additional written requirements, and verification of a current teaching license.
  • The official degree conferral dates for the University are: August 15, December 31, and the May graduation date.

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

The number of transfer credits that will be accepted is in the Admission section in the general section of this catalog.

Appeal Procedure
Candidates who have questions concerning action taken by the School of Education and faculty have the right to appeal through the established due process procedure. An appeal must be in writing and follow the protocol listed below. If a decision is not acceptable to the candidate at any point, the appeal must be made in writing within 15 days to the next level. All appeals originate with the Dean of the School of Education.

• Dean of the School of Education
• Director's Council. The decision of the Director's Council is final.

Academic Load
Typically, graduate candidates at the master's level take six hours during the fall and spring semesters. During the summer semester, it may be appropriate for students to reduce their course load to four hours. Due to the full-time nature of graduate programs, students may only register for up to 12 hours. Master's programs must be completed within three years of finishing the academic calendar year.

Academic Standing and Probation/Suspension
Regardless of the load carried per semester, each candidate must maintain a cumulative grade point average of 3.0 (B) to remain in good standing. If the cumulative GPA falls below 3.0, the candidate will be declared on academic probation for the following semester. Upon regaining the required cumulative average (3.0), the candidate will be in good standing. However, if the candidate does not meet the cumulative average of 3.0 during the probationary semester, he/she will be declared on academic suspension for the subsequent semester and until reinstated by the School of Education: Licensure Committee or Directors' Council.

Advising
Because Trevecca’s graduate programs are non-traditional and have standardized curricula, advising, though significant, does not follow the traditional pattern. All candidates begin with a group that takes the same classes on the same schedule. The only exceptions are non-degree seeking candidates, candidates who have earned transfer credit, or the occasional candidate whose program is interrupted.

The University maintains communication with candidates through their Trevecca email account.
The primary responsibilities of the advisor(s) are to:

- Evaluate transfer credit (official transcripts must be on file at the University).
- Answer questions related to the Program of Study, a standardized set of courses for each degree program.
- Counsel candidates regarding any grade below B.
- Encourage candidates throughout the program.

Background Checks and Liability Insurance

In order to participate in field experiences and clinical practice (student teaching), candidates will be directed to contact (at their own expense) the appropriate vendor to undergo a background check which includes fingerprinting. A disruption in participation in any program requires an additional background check. Candidates must notify the University representative prior to registering for additional classes.

Initial licensure candidates are required to show proof of current professional liability insurance. This may be obtained by joining a professional educational organization or through another insurance carrier of the candidate's choice.

Candidacy for the Master's Degree

To be admitted to candidacy for the master's degree, the candidate must have successfully completed the first 12 semester hours of the program, have submitted a candidacy form, and be recommended by the Dean after faculty review of candidate's file including dispositions, class attendance, and successful completion of key assessments. The candidacy forms are provided by the Office of the School of Education.

Program Completers

To be considered graduate program completers, candidates who are in graduate programs leading to endorsement, licensure, or non-licensure must meet all of the following criteria:

- Completion of all coursework and key assessments:
  - No credits earned with a grade below a B- will be accepted for graduation requirements.
  - Any credits earned with a grade of C+, C, or C- must be retaken during the regular schedule of courses resulting in a delay of graduation.
  - Any credits earned with a grade of D or F in any class will result in immediate disenrollment from the University regardless of the cumulative GPA.
- Completion of clinical practice (student teaching) or Alternative Licensure Seminar requirements (including required time as a teacher of record);
- Completion of all required state assessments and scores sent to Trevecca; and
- Completion of the final e-portfolio assessment and other exit requirements (program assessment, etc.).

Licensure Requirements

In order to be recommended for licensure, candidates must complete all requirements to become a program completer and submit the required licensure paperwork.

Financial Services

Federal Financial Aid is available to those seeking endorsements in programs which equip candidates to teach in the classroom.

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

Tuition and Fees

The tuition for each graduate degree in the School of Education is a fixed rate divided among the semesters identified for program completion for a specific cohort. Candidates who do not finish with the cohort with which they began or who change programs will be assigned to a new cohort and must pay the tuition rate and fees paid by the new cohort to which they are assigned. All fees are non-refundable. Tuition refunds are per university policy.

Master of Arts in Teaching K-5 / 6-12

- Tuition and Fees (30 semester hours) $530/hr
- Transitional Mentoring Fee for 2 semesters (plus 3 semester hours) $2,400
- Student Teaching Fee (plus 6 semester hours) $1,200
- Live Text Fee - for TMA 6604 - Curriculum & Technological Design I $120

Total Program Cost Transitional Mentoring ($530 X 36) + $2,480
Total Program Cost Student Teaching ($530 X 36) + $1,200

Master of Education: English Second Language (ESL)*

(30 semester hours)** $435/hr
- Technology fee for each course $50
- Live Text Fee - for ESL 6050 - Technology & Language Learning $120

Total Program Cost ($435 X 30) + ($50 X 13) $13,700

*Applicants interested in the endorsement only program should contact program admissions for pricing information.
**Texts not included

The design of the M.Ed. Program in Curriculum, Assessment, and Instruction includes 30 semester hours during four semesters of coursework. Delivery system is online.

Master of Education: Educational Leadership (EL)

- Tuition and Fees (30 semester hours) $530/hr
- Technology fee for each course $50

Tuition and Fees (30 semester hours) $530/hr
Technology fee for each course $50
Live Text Fee - for EDU 6010 - Leadership for Instructional Effectiveness  
$120

**Total Program Cost ($530 X 30) + ($50 X 13) + 120**  
$16,550

Licensure only (20 semester hours)  
$10,600

*Texts not included

**Master of Library and Information Science (MLIS) (Temporarily Inactive)**

Tuition and Fees (30 semester hours)*  
$495/hr

Technology fee for each course  
$50

**Total Program Cost ($495 X 30) + ($50 X 9)**  
$15,300

Endorsement only (21 semester hours)  
$10,395

*Texts not included

To add initial licensure, additional courses/tuition and fees determined by transcript analysis.

**Master of Education: Curriculum and Instruction (CAI) (Temporarily Inactive)**

Tuition and Fees (30 semester hours)*  
$395/hr

Technology fee for each course  
$50

**Total Program Cost ($395 X 30) + ($50 X 9)**  
$12,300

*Texts not included

To add initial licensure, additional courses/tuition and fees determined by transcript analysis.

**Master of Education: Curriculum and Instruction for Christian School Educators (CAICSE) (Temporarily Inactive)**

Tuition and Fees (30 semester hours)*  
$395/hr

Technology fee for each course  
$50

**Total Program Cost ($395 X 30) + ($50 X 9)**  
$12,300

*Texts not included

To add initial licensure, additional courses/tuition and fees determined by transcript analysis.

**Master of Education: Visual Impairments Special Education**

Tuition and Fees (30 semester hours)  
$599/hr

for those not selected for the grant

**Total Program Cost for the above mentioned persons**  
$17,970

**Education Specialist: Accountability and Instructional Leadership**

(See Ed.S. section of this catalog.)

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### Grading System—Master's Program

The master's program grading scale is as follows:

<table>
<thead>
<tr>
<th>Quality Points Per Semester Hour</th>
<th>Exceptional</th>
<th>A</th>
<th>4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>C</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>Unacceptable</td>
<td>D</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>Failing</td>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Incomplete</td>
<td>I</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Withdrawal</td>
<td>W</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*Note: Exceptions to grading scales will be noted in course syllabus.*

Incompletes are permitted only in the event of extenuating circumstances and with approval from the Dean.

### Graduation Requirements

To receive a master's degree, the candidate must meet the following academic requirements:

- Completion of all coursework and key assessments:
  - No credits earned with a grade below a B- will be accepted for graduation requirements.
  - Any credits earned with a grade of C+ or C- must be retaken during the regular schedule of courses resulting in a delay of graduation.
  - Any credits earned with a grade of D or F in any class will result in the immediate disenrollment from the University regardless of the cumulative GPA.
- Submit candidacy form upon completion of 12 semester hours (see further requirements under "Candidacy for the Master's").
- Successfully participate in an Exit Summative or Assessment/E-Portfolio over one’s major field of study. This is required during the final semester of the candidate’s program. Exit Assessment/Summative Assessment/E-Portfolio or any portion thereof may be repeated only once.
- Apply for graduation with the School of Education office.
- Successfully complete ALL required field experiences.
- Complete master’s level coursework within a five-year period of the beginning date of program.

### Program Evaluation and Assessment

A Course and Instructor Evaluation is administered at the end of courses. Forms are distributed electronically by the institutional effectiveness department. The evaluation is considered a personal
assessment; therefore, discussion of any kind during the process should not occur. In order to maintain high quality instruction in all the classes, instructors receive the results of the evaluations after all grades have been submitted. Courses include several types of evaluative and assessment measures related to student progress. An evaluation of the program takes place at the Exit Assessment.

Master of Arts in Teaching

The Master of Arts in Teaching (approved by the Tennessee Department of Education and the National Council for Accreditation of Teacher Education) is a non-traditional program designed to accommodate working adults who have an undergraduate degree. No graduate credit may be transferred to the MAT programs.

The MAT K-5 is designed for individuals who have an undergraduate degree in a field other than elementary education and who desire a degree and/or licensure at the K-5 level.

The MAT 6-12 is designed for individuals who have an undergraduate degree in one of the following content areas of study:

- Biology
- Business
- Chemistry
- English
- History
- Economics
- Government
- Mathematics
- Music
  *Instrumental/General
  *Vocal/General
- Physical Education
- Health
- Physics
- Speech Communication
- Theatre

The GRE or MAT test is required for admission. Additionally, passing scores on the Praxis I Core Academic Skills Exam (reading, writing, and math) are required by the completion of six hours in the program and a passing score on the Praxis II Content Knowledge test must be submitted to the School of Education before the completion of 12 semester hours of coursework. If a test is not passed by the required deadline, the candidate must sit out of coursework until tests are successfully completed. After successful completion, the candidate may resume coursework. Other required Praxis II tests must be passed prior to clinical practice (student teaching).

Master of Arts in Teaching K-5

This five to six semester program (approved by the Tennessee Department of Education and the National Council for Accreditation of Teacher Education) is composed of 30 hours of course work and six hours of clinical practice (student teaching). A 30-hour, non-licensure option without clinical practice (student teaching) is available; however, this option does not qualify as full completion of the teacher education program. All candidates must complete and present the Electronic Portfolio prior to graduation.

Job-Embedded Practitioners License: Candidates who accept employment for full-time teaching on a job-embedded practitioner license while enrolled in the MAT program are achieving teacher licensure through an alternative process and must participate in a mentoring plan as required by the Tennessee State Department of Education. To meet this requirement, 10 months of successful teaching coupled with mentoring is required in lieu of the traditional one semester of clinical practice (student teaching). As stated in the Nashville Area Alternative Licensure Consortium plan, mentoring is to be jointly provided by the employing school district and by the respective university during the time that the candidate is enrolled. Trevecca will assign a mentor to work with the candidate. The role of the mentor is to coach and assist the candidate; the mentor does not serve as an evaluator of the candidate’s progress. The candidate will attend seminars and other professional development provided by the School of Education as part of the alternative license process. To be eligible, candidates must pass the Praxis I CORE exam and pass his or her Praxis II: Content Knowledge exam for his or her respective content area.

Aspiring Teachers: Candidates who accept employment as an Aspiring Teacher while enrolled in the MAT program are achieving teacher licensure through an experimental year-long clinical residency. Candidates who plan to achieve licensure through this process must participate in a mentoring plan. To meet this requirement, one year of successful teaching in an Aspiring Teacher role coupled with mentoring is required in lieu of the traditional one semester of clinical practice (student teaching). Trevecca will assign a mentor to work with the Aspiring Teacher. The role of the mentor is to coach, assist, and evaluate the Aspiring Teacher’s progress. As required, the aspiring teacher will attend seminars and other professional development opportunities provided by the university and assigned school. To be eligible, candidates must pass the Praxis I CORE exam and pass his or her Praxis II: Content Knowledge exam for his or her respective content area.

The MAT summer class sessions are accelerated and intensive. Candidates can earn three credit hours over the course of a three-week period. Therefore, it is imperative that all candidates be present for the entirety of each class. There will be a reduction of one letter grade for any candidate who is absent for three hours. Any absence from a summer class that exceeds three hours may result in disenrollment from the course.

Program of Study MAT K-5

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TMA 6604</td>
<td>Curriculum and Technological Design I</td>
<td>3</td>
</tr>
<tr>
<td>TMA 6606</td>
<td>Curriculum and Technological Design II</td>
<td>3</td>
</tr>
<tr>
<td>TMA 5510</td>
<td>Psychological Foundations of Learning</td>
<td>3</td>
</tr>
<tr>
<td>TMA 5520</td>
<td>Assessment for Excellence</td>
<td>3</td>
</tr>
</tbody>
</table>
Candidates who accept employment for full-time teaching on a job-embedded practitioner's license while enrolled in the MAT program are achieving teacher licensure through an alternative licensure process and must participate in a mentoring plan as required by the Tennessee Department of Education. To meet this requirement, 10 months of successful teaching coupled with mentoring is required in lieu of the traditional one semester of clinical practice (student teaching). Trevecca will assign a mentor to work with the Aspiring Teacher. The role of the mentor is to coach, assist, and evaluate the aspiring teacher's progress. As required, the Aspiring Teacher will attend seminars and other professional development opportunities provided by the School of Education and assigned school. To be eligible, candidate must achieve passing scores on the Praxis I CORE exam and the Praxis II: Content Knowledge exam for his or her content area.

The MAT summer class sessions are accelerated and intensive. Candidates can earn three credit hours over the course of a three-week period. Therefore, it is imperative that all candidates be present for the entirety of each class. There will be a reduction of one letter grade for any candidate who is absent for three hours. Any absence from a summer class that exceeds three hours may result in disenrollment from the course.

**Program of Study MAT 6-12**

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TMA 6604</td>
<td>Curriculum and Technological Design I</td>
<td>3</td>
</tr>
<tr>
<td>TMA 6606</td>
<td>Curriculum and Technological Design II</td>
<td>3</td>
</tr>
<tr>
<td>TMA 5510</td>
<td>Psychological Foundations of Learning</td>
<td>3</td>
</tr>
<tr>
<td>TMA 5520</td>
<td>Assessment for Excellence</td>
<td>3</td>
</tr>
<tr>
<td>TMA 6511</td>
<td>Classroom Organization and Management for Educators in Diverse Settings (6-12)</td>
<td>3</td>
</tr>
<tr>
<td>TMA 6680</td>
<td>Teaching the Exceptional Learner</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TMA 6400</td>
<td>Secondary Course Design</td>
<td>3</td>
</tr>
<tr>
<td>TMA 6625</td>
<td>Reading and Writing in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>TMA 6635</td>
<td>Methods and Tools for Secondary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>TMA 6695</td>
<td>Excellence in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>TMA 6665</td>
<td>Student Teaching and Seminar 6-12</td>
<td>6</td>
</tr>
<tr>
<td>OR</td>
<td>Job Embedded edTPA Seminar I and</td>
<td></td>
</tr>
<tr>
<td>TMA 6741</td>
<td>Job Embedded edTPA Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Advanced Job Embedded Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TMA 6742</td>
<td>Advanced Job Embedded Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 36**

### Master of Education: Educational Leadership K-12

The Master of Education in the Educational Leadership program (approved by the Tennessee Department of Education and the National Council for Accreditation of Teacher Education) is specifically designed to prepare school leaders. The program...
courses and experiences correlate with the School Leader Licensure Assessment (SLLA). Prior to being awarded the Educational Leadership K-12 master's degree, candidates must pass the SLLA exam as required by the Tennessee Department of Education.

The design of the M.Ed. program in educational leadership for on-campus classes includes 30 semester hours over a 15-month period. The delivery system format includes a variety of instructional strategies including lecture, group projects, small group discussions, technology presentations, guest speakers, field trips, and instructor-student interactions. To meet the requirements of the Tennessee State Board of Education, Trevecca must have an agreement with the Tennessee school districts from which applicants are selected.

In addition to the general admissions requirements, the specific admission requirements for applicants for the Master of Education in Educational Leadership degree are as follows:

1. Submit verification of three years of successful teaching experience through references by school administrator.
2. Complete during interview a Writing on Demand in essay format responses to questions regarding (a) applicant's leadership background and goals, (b) applicant's methods for assessing student learning, and (c) applicant's perception of her/his integrity, persistence, assertiveness, work ethic, and disposition.
3. Submit school administrator recommendation form which can be obtained through the School of Graduate and Continuing Studies.
4. Submit mentor and County Recommendation Forms, which can be obtained through the School of Graduate and Continuing Studies.

See also the general admission requirements for this program. Graduates from this program may qualify for the Instructional Leadership License (ILL-B).

Program of Study for Educational Leadership

Core courses in the Preferred Sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6001</td>
<td>Field Experience I for School Leaders</td>
<td>1</td>
</tr>
<tr>
<td>EDU 6010</td>
<td>Leadership for Instructional Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6020</td>
<td>Decision Making for Instructional Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6002</td>
<td>Field Experience II for School Leaders</td>
<td>1</td>
</tr>
<tr>
<td>EDU 6030</td>
<td>Curriculum for Instructional Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6035</td>
<td>Law, Ethics, and Diversity for School Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6003</td>
<td>Field Experience III for School Leaders</td>
<td>1</td>
</tr>
<tr>
<td>EDU 6040</td>
<td>Valuing Diversity for School Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6045</td>
<td>Assessing Learning for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6004</td>
<td>Field Experience IV for School Leaders</td>
<td>1</td>
</tr>
<tr>
<td>EDU 6015</td>
<td>Technology for Instructional Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6025</td>
<td>Using Research and Data for Improved Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6050</td>
<td>Summative Assessment Seminar for School Leaders</td>
<td>2</td>
</tr>
</tbody>
</table>

Subtotal: 20

EDU 6001, EDU 6002, EDU 6003, and EDU 6004: Includes a field experience. Field experiences and clinical practice provide evidence that students are learning when being taught by candidates.

In order to demonstrate leadership practices that facilitate student achievement, candidates are required to complete field experience courses.

Licensure-only in Educational Leadership

This non-degree offering is available to individuals who hold an education-related master's degree.

The program consists of 20 hours as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6001</td>
<td>Field Experience I for School Leaders</td>
<td>1</td>
</tr>
<tr>
<td>EDU 6010</td>
<td>Leadership for Instructional Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6020</td>
<td>Decision Making for Instructional Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6002</td>
<td>Field Experience II for School Leaders</td>
<td>1</td>
</tr>
<tr>
<td>EDU 6030</td>
<td>Curriculum for Instructional Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6035</td>
<td>Law, Ethics, and Diversity for School Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6003</td>
<td>Field Experience III for School Leaders</td>
<td>1</td>
</tr>
<tr>
<td>EDU 6045</td>
<td>Assessing Learning for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6050</td>
<td>Summative Assessment Seminar for School Leaders</td>
<td>2</td>
</tr>
</tbody>
</table>

Subtotal: 30

EDU 6001, EDU 6002, EDU 6003, and EDU 6004: Includes a required field experience. Field experiences provide evidence that students are learning when being taught by candidates. In order to participate in mandatory experiences, all candidates will be required to undergo a background check and be fingerprinted, at their own expense, prior to beginning the first class.

Prior to licensure recommendation, a passing score on the School Leaders Licensure Assessment (SLLA) exam (160 or above) is required. Candidates must choose Trevecca Nazarene University as a recipient to receive their SLLA score.

Instructional Leadership License - Beginning (ILL-B)

Requirements for the Instructional Leadership License - Beginning for the state of Tennessee include:

1. Complete required coursework in Educational Leadership.
2. Pass State required test (School Leaders Licensure Assessment – PRAXIS 6071) with a minimum score of 160.
3. Submit a copy of test score to School of Education.

Instructional Leadership License - Professional (ILL-P)

Candidates for licensure from the State of Tennessee must meet specific requirements to obtain ILL-P:
1. The ILL-P must hold the ILL-B and have completed three years as an instructional leader according to State of Tennessee Guidelines.

2. The ILL-B (graduate of Trevecca) is responsible for contacting the Director of Advanced Graduate Programs to set up a professional plan for moving from ILL-B to ILL-P.

3. ILL-B must submit appropriate forms to the State Department of Education to verify ILL-P.

**Master of Education: Visual Impairments Special Education**

The Vision Institute is a master's degree program (approved by the Tennessee Department of Education and the National Council for Accreditation of Teacher Education) at Trevecca Nazarene University designed to equip teachers to work as special education teachers who are viewed as visual impairments experts. These teachers may serve as itinerant teachers for students with visual impairments and other disabilities, and in specialized settings such as Tennessee School for the Blind.

In addition to coursework, candidates will complete field experience hours with an itinerant TVI teacher (Fall) and at the Tennessee School for the Blind in Nashville (Spring).

Qualified candidates of Trevecca's Vision Institute are funded through a grant from the State of Tennessee's Department of Education. Candidates must possess a valid and current Tennessee teacher license in an approved endorsement area. To receive this scholarship in the master's program, individuals are required to agree to a service commitment upon completion of licensure requirements. This service agreement will be two years in Tennessee public schools as one of the following: a teacher at Tennessee School for the Blind; an itinerant teacher serving students with visual impairment, blindness, or other disabilities; a special education teacher; or a general education teacher in an inclusion classroom.

Upon completion of the Vision Institute program, individuals will have a grace period of six months to secure employment and will have four years to fulfill the two-year service requirement. The program is also available to individuals who do not wish to commit to the two-year service agreement but do want the degree. Tuition for such individuals will be at the regular graduate education tuition rate/fees.

**Program of Study for Visual Impairments Special Education**

**Required Courses**

- VIS 6010 Special Education and Visual Impairments 3
- EDU 6075 Diversity in Classrooms and Schools 2
- VIS 6030 Advanced Braille 3
- EDU 6080 Interdisciplinary Teaching 3
- VIS 6040 Field Experience I 3
- EDU 6085 Differentiated Teaching 3
- VIS 6060 Expanded Core Curriculum 3
- VIS 6065 Nemeth Code 3
- VIS 6070 Assessment for Visual Impairments 3
- VIS 6090 Exit Assessment 3
- VIS 6015 Braille Reading and Writing 3
- VIS 6025 Braille Basics 1

EDU 6085 and VIS 6030: Includes a required field experience. Field experiences and clinical practice provide evidence that students are learning when being taught by candidates. In order to participate in mandatory experiences, all candidates will be required to undergo a background check and be fingerprinted, at their own expense, prior to beginning the first class.

**Total Credit Hours: 30**

**Master of Education: English Second Language PreK-12**

The Master of Education in English Second Language program (approved by the Tennessee Department of Education and the National Council for Accreditation of Teacher Education) is designed to provide currently licensed teachers who desire to become teachers of English Second Language with sequential and integrated experiences. The ESL master's program will enable teachers to develop expertise in language acquisition, appropriate instructional models, curriculum design, culture, assessment, technology, and linguistics.

The Master of Education English Second Language degree consists of a total of 30 hours. Six hours are core courses in education, and 24 hours are in the major. For candidates wishing a recommendation from Trevecca Nazarene University for an add-on-endorsement in English Second Language (ESL), thirteen (13) hours of coursework and a passing score on the Praxis II, English to Speakers of Other Languages (5362) are required.

**Program of Study for ESL**

**Core Courses - 6 hours**

- TMA 6680 Teaching the Exceptional Learner 3
- TMA 5510 Psychological Foundations of Learning 3

**Major Courses - 24 hours**

In addition to 6 hours of core courses, the following 24 hours in ESL Instruction (K-6) are required:

- ESL 6000 Language Acquisition and Learning 3
- ESL 6010 Trends, Models, and Methods in Instruction 3
- ESL 6020 Authentic Language Curriculum Design 3
- ESL 6030 Culture 3
- ESL 6040 Methods of Assessment and Evaluation for ESL 3
- ESL 6050 Technology and Language Learning 3
- ESL 6055 Linguistics for Teachers of English Secondary Language 3
- ESL 6600 E-Portfolio 2
- ESL 6060 ESL Field Experience 1

**Subtotal: 30**
Endorsement for English Second Language

**Required Courses**

- ESL 6000  Language Acquisition and Learning  3
- ESL 6010  Trends, Models, and Methods in Instruction  3
- ESL 6040  Methods of Assessment and Evaluation for ESL  3
- ESL 6055  Linguistics for Teachers of English Secondary Language  3
- ESL 6060  ESL Field Experience  1

**Subtotal: 13**

ESL 6060: Includes a required field experience. Field experiences and clinical practice provide evidence that students are learning when being taught by candidates. In order to participate in mandatory experiences, all candidates will be required to undergo a background check and be fingerprinted, at their own expense, prior to beginning the first class.

**Ed.S.: Specialist in Accountability and Instructional Leadership**

The 30-hour major in the Specialist in Accountability and Instructional Leadership program (approved by the Tennessee Department of Education and the National Council for Accreditation of Teacher Education) is designed for administrators, instructional facilitators, and teachers in schools and districts who seek to improve school and student performance, be recognized as an expert in research, data, and accountability, and possess the confidence, knowledge, and skills to be a progressive leader in any education environment. The program is non-traditional, extends for four semesters, and is designed to accommodate working adults who have a graduate degree.

Graduates from this program may qualify for the Instructional Leadership License (ILL-B). See requirements for the ILL-B under the Master of Education: Educational Leadership K-12 section.

**Admission**

General requirements for admission into the Ed.S. program are required of all applicants. The requirements are:

- Completed application
- Acceptable references
- Evidence of a master's degree from a regionally accredited college or university with a minimum GPA of 3.0 (on a 4.0 scale) on all credit earned. Submit two copies of official transcripts; transcripts marked "Issued to Student" are not recognized as official transcripts. Official transcripts must be mailed directly from the university granting the master's degree. Transcripts must be mailed to: Trevecca Nazarene University, School of Graduate and Continuing Studies, 333 Murfreesboro Road, Nashville, TN 37210.
- Official results of Miller Analogies Test or Graduate Record Examination (verbal and quantitative combined)
- Record of immunizations as described in the general section of this graduate supplement
- A successful interview
- Proof of a current background and fingerprinting check

- Submit verification form showing proof of three years of successful teaching experience through references by school administrator
- Complete during interview a Writing on Demand in essay format responses to questions regarding (a) applicant’s leadership background and goals, (b) applicant’s methods for assessing student learning, and (c) applicant’s perception of her/his integrity, persistence, assertiveness, work ethic, and disposition
- Submit school administrator recommendation form which can be obtained through the School of Graduate and Continuing Studies
- Submit mentor and County Recommendation Forms, which can be obtained through the School of Graduate and Continuing Studies

**Appeal Procedure**

Candidates who have questions concerning action taken by the School of Education and faculty have the right to appeal through the established due process procedure. An appeal must be in writing and follow the protocol listed below. If a decision is not acceptable to the candidate at any point, the appeal must be made in writing within 15 days to the next level. All appeals originate with the Dean of the School of Education.

- Dean of the School of Education
- Director’s Council

The decision of the Director’s Council is final.

**Academic Load**

Typically graduate candidates at the Ed.S. level take six to eight hours during the fall and spring semesters. During the summer semester, it may be appropriate to register for up to 12 hours. Graduate programs for non-teaching professionals may vary in course load per semester. To receive financial aid, candidates must be enrolled for a minimum of three (3) semester hours. Six hours is considered a full-time load during the academic calendar year.

**Advising**

Because Trevecca’s graduate programs are non-traditional and have standardized curricula, advising, though significant, does not follow the traditional pattern. All candidates begin with a group that takes the same classes on the same schedule.

The University maintains communication with candidates through their Trevecca email.

The primary responsibilities of the advisor(s) are to:

- Evaluate transfer credit (official transcripts must be on file at the University).
- Answer questions related to the Program of Study, a standardized set of courses for each degree program.
- Counsel candidates regarding any grade below B.
- Encourage candidates throughout the program.

**Background Checks**

In order to participate in field experiences, candidates will be directed to contact (at their own expense) the appropriate vendor to undergo a background check which includes fingerprinting. A disruption in participation in any program requires an additional
background check. Candidates must notify the University representative prior to registering for additional classes.

Candidacy for the Specialist Degree
To be admitted to candidacy for the specialist's degree, the candidate must have successfully completed the first 12 semester hours of the program, have submitted a candidacy form, and be recommended by the Dean after faculty review of candidate's file including dispositions, class attendance, and key assessments. The candidacy forms are provided by the Office of the School of Education.

Program Completers
To be considered program completers, candidates must meet all of the following criteria:

• Completion of all coursework and key assessments:
  • With a minimum cumulative grade point average of 3.0 with no D or F grades.
  • No credits earned with a grade lower than B- will be accepted for meeting graduation requirements and may result in disenrollment.
  • Any grade of D or F will result in immediate disenrollment regardless of cumulative GPA.
  • All courses with grades lower than B- must be retaken.
• Completion of action research project; and
• Completion of Capstone/Colloquium and program assessment.

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

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

Tuition and Fees
Education Specialist: Accountability and Instructional Leadership

| Tuition and Fees (30 semester hours)* | $530/hr |
| Technology fee for each course | $50 |
| Live Text Fee - EDU 7302 - Instructional Leadership, Culture, & Climate | $120 |
| **Total Program Cost ($530 x 30) + ($50 x 10)** | **$16,520** |

*Texts not included

Grading System – Specialist Degree
The specialist program grading scale is as follows:

<table>
<thead>
<tr>
<th>Quality Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
</tr>
<tr>
<td>A–</td>
</tr>
<tr>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B–</td>
</tr>
<tr>
<td>Average</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>C–</td>
</tr>
<tr>
<td>Unacceptable</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>D–</td>
</tr>
<tr>
<td>Failing</td>
</tr>
<tr>
<td>Incomplete</td>
</tr>
<tr>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

Incompletes are permitted only in the event of extenuating circumstances and with approval from the dean.

Graduation Requirements
To receive a specialist's degree, the candidate must meet the following academic requirements:

• Complete the required number of semester hours of credit with a minimum cumulative grade point average of 3.0.
• No credits earned with a grade below B- will be accepted for meeting graduation requirements.
• Any credits earned with a grade of C+, C, or C- must be retaken during the regular schedule of courses resulting in delay of graduation.
• Any credits earned with a grade of D or F in any class will result in immediate disenrollment from the University regardless of the cumulative GPA.
• Submit candidacy form upon completion of 12 semester hours (see further requirements under "Candidacy for the Specialist Degree").
• Successfully participate in the Colloquium experience. This is required during the final semester of the candidate’s program. Colloquium experience may be repeated only once.
• Apply for graduation with the School of Education office.
• Successfully complete research project.
• Complete Ed.S. level coursework within a five-year period of the beginning date of program.

Course Instructor Evaluation and Assessment
A Course and Instructor Evaluation is administered at the end of courses. Forms are distributed electronically by the institutional effectiveness department. The evaluation is considered a personal assessment; therefore, discussion of any kind during the process should not occur. In order to maintain high quality instruction in all the classes, instructors receive the results of the evaluations after all grades have been submitted. Courses include several types of
evaluative and assessment measures related to candidate progress. An evaluation of the program takes place at the Exit Assessment.

**Program of Study - Ed.S. in Specialist in Accountability and Instructional Leadership**

EDU 7420, EDU 7425, EDU 7430, and EDU 7435: Includes a field experience. Field experiences and clinical practice provide evidence that students are learning when being taught by candidates.

In order to demonstrate leadership practices that facilitate student achievement, candidates are required to complete field experience courses.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 7302</td>
<td>Instructional Leadership, Culture, and Climate</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7401</td>
<td>Current Research in Action</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7420</td>
<td>Field Experience I for Accountable Leaders</td>
<td>1</td>
</tr>
<tr>
<td>EDU 7305</td>
<td>Toolkit for Low Performing Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7304</td>
<td>Navigating and Mapping Change through Data Analysis: Beyond Data (What Now?)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7425</td>
<td>Field Experience II for Accountable Leaders</td>
<td>1</td>
</tr>
<tr>
<td>EDU 7306</td>
<td>Instructional Strategies for Closing the Achievement Gap</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7303</td>
<td>Human Capital and Efficacy Building</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7402</td>
<td>Educational Research Development I</td>
<td>2</td>
</tr>
<tr>
<td>EDU 7430</td>
<td>Field Experience III for Accountable Leaders</td>
<td>1</td>
</tr>
<tr>
<td>EDU 7307</td>
<td>Distributive Leadership for Building Capacity and Program Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>EDU 7404</td>
<td>Educational Research Development II</td>
<td>1</td>
</tr>
<tr>
<td>EDU 7403</td>
<td>Capstone Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>EDU 7435</td>
<td>Field Experience IV for Accountable Leaders</td>
<td>1</td>
</tr>
</tbody>
</table>

**Subtotal: 30**

After successful completion of the Ed.S., candidates desiring to continue into the Ed.D. program will be required to complete the Ed.D. interview process successfully.
Graduate Leadership Program

Master of Organizational Leadership
Doctor of Education: Leadership and Professional Practice

School of Graduate and Continuing Studies
615-248-1529
www.trevecca.edu/mol
www.trevecca.edu/edd
**MASTER OF ORGANIZATIONAL LEADERSHIP**

**Organizational Leadership Program Design**

The theme of servant leadership is the backdrop for the Master of Organizational Leadership degree. By offering a graduate degree with a focus on leadership and service, Trevecca endeavors to send out professionals who will not simply manage organizations but who will transform those institutions through the power of the Holy Spirit at work in them to effect positive change.

Professionals working in nonprofit organizations, government agencies, or community-based institutions will further enhance their leadership competencies through this interdisciplinary degree designed to apply leadership principles to real-world situations. Learners in this program will examine the art and skill of strategic decision making and problem solving within the political and cultural context of an organization. Working in smaller 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. Students will be provided an opportunity to participate in an orientation to the learning management system or course augmentation when they begin the program.

The format and schedule of the Master of Organizational Leadership is 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.

**MOL Program Information**

**Admission**

Trevecca Nazarene University assesses the Master of Organizational Leadership applicants on the basis of evidence submitted via application documentation. Applications will be processed upon receipt of all required materials. To be admitted into the MOL program, an applicant must meet these requirements:

1. Submit an online application.
2. Have earned a bachelor’s degree from a regionally accredited institution, with a cumulative undergraduate grade point average (GPA) of 2.5 or higher on a 4.0 scale. All hours from regionally accredited institutions will be considered in calculating the cumulative GPA. Applicants must submit one official transcript from the college or university where the bachelor’s degree was conferred. Transcripts should be sent by mail or fax to the School of Graduate and Continuing Studies Admissions, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, TN 37210.

**Grading System**

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Superior</td>
<td>B+</td>
<td>3.3</td>
</tr>
</tbody>
</table>

**Withdrawal “W”** Granted to a student who officially withdraws from a class before the end of day 21 for most courses or day 35 for 12-week courses. The grade of “W” may be assigned by the program director or the school dean in extenuating circumstances.

**Graduation Requirements**

1. Successful completion of the approved MOL curriculum with a minimum of 33 graduate semester hours of coursework.
2. A minimum cumulative grade point average of 3.0 or higher in the program. Any course receiving a grade of lower than a C- must be repeated.
3. Successful completion of the capstone course with a minimum grade of B-.
4. Candidates for a master's degree must signify their intent to complete the requirements by submitting a completed application for graduation form. The form must be received by the date specified under Graduate Academic Policies.
5. Payment of all tuition and fees.

**MOL Academic Program**

The Master of Organizational Leadership (MOL) program can be completed in less than two years. The MOL program requires 33 hours (11 courses). Courses are offered in an online or face to face format. Classes are designed as collaborative learning experiences where students are engaged in dialogue throughout the week.
Mission Statement
The mission of the Master of Organizational Leadership program is to develop servant leaders who will transform organizations using biblical principles.

Organizational Leadership Student Learning Outcomes
The Trevecca Nazarene University MOL graduate is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Recognize how personal leadership style, strengths, and skills interact with and impact others in an organization.
2. Demonstrate Christian values in the role of servant leader.
3. Connect theories from multiple disciplines to the practice of leadership.
4. Assess and manage organizational culture, diagnose problems, and lead implementation of change.
5. Identify and attend to the relationships between leaders and systemic process such as organizational, cultural, behavioral, and political influences on policy change.
6. Apply knowledge of organizational planning, management of change, oversight of human resources, and leadership consistent with ethical, legal, and regulatory expectations.
7. Develop constructive means for leaders to communicate, negotiate, and manage conflict in organizational and community settings.
8. Demonstrate an individual philosophy of ethics, both personal and professional, in leadership situations.
9. Embrace diversity and tolerance as essential to organizational success, effective leadership, team building, and community partnerships.
10. Apply theoretical concepts to real-life organizational situations.

MOL Curriculum

MOL Core Courses — 33 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOL 5010</td>
<td>Personal Leadership Development</td>
<td>3</td>
</tr>
<tr>
<td>MOL 5020</td>
<td>Concepts of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MOL 5105</td>
<td>Organizational Culture and Change</td>
<td>3</td>
</tr>
<tr>
<td>MOL 5130</td>
<td>Strategic Thinking</td>
<td>3</td>
</tr>
<tr>
<td>MOL 5150</td>
<td>Conflict Management and Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>MOL 5160</td>
<td>Human Resources, Ethics, and the Law</td>
<td>3</td>
</tr>
<tr>
<td>MOL 5180</td>
<td>Cultivating Networks and Fundraising</td>
<td>3</td>
</tr>
<tr>
<td>MOL 5300</td>
<td>Leading and Building Teams</td>
<td>3</td>
</tr>
<tr>
<td>MOL 5310</td>
<td>Leading in Diverse Communities</td>
<td>3</td>
</tr>
<tr>
<td>MOL 5800</td>
<td>Special Topics in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MOL 5900</td>
<td>Strategic Planning for Servant Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 33

ED.D.: LEADERSHIP AND PROFESSIONAL PRACTICE

The Ed.D. in Leadership and Professional Practice is a nontraditional doctoral program designed for professionals in various fields such as medicine, religion, business, non-profit, and education. The program extends for 27 months. A major scientifically-based research dissertation is completed in concert with the coursework. The program is designed utilizing a cohort model and a rigorous, standardized curriculum. For face-to-face cohorts, a weekend residency period is required during each summer of the student’s program. The instructional delivery system includes extended time beyond actual class meetings for research, lectures, group work, technology, presentations, and research reports. For online cohorts, no residency is required. The doctoral program does not lead to teaching or administrative licensure.

Ed.D. Program Information

Admission
Selection into the Ed.D. program requires the following:

1. Holding an earned master’s degree from a regionally accredited educational institution
2. Completing the application which is available online
3. Submitting official transcripts of all graduate credits from previously attended colleges/universities
4. Earning at least a 3.4 minimum GPA at the graduate level.
   Applicants with less than a cumulative 3.4 GPA may be considered for restrictive admission. Individuals whose master's programs gave "pass" or "fail" in lieu of grades will submit a description of the admission requirements to the master's program, and a letter from an official of the institution regarding the likelihood of the applicant's success in a doctoral program.
5. Arranging for two professional and/or academic references from individuals who know the applicant's abilities and can attest the potential ability for success in doctoral studies
6. Submitting a resume or curriculum vita which describes professional experiences reflecting readiness to enter a doctoral program in leadership and professional practice
7. Completing a writing sample, the details of which will be described to you by your enrollment counselor

Doctoral Admissions Committee
The purpose of the Doctoral Admissions Committee is to review the data submitted for entry into the doctoral program. Because selection is based on a comprehensive evaluation, the committee will determine whether the applicant is selected, deferred, or denied.

The Doctoral Admissions Committee decision for selection or denial to the program is final and is not subject to appeal. If the decision is made to deny admission, the individual must wait at least 12 months before applying again. If the decision is made to deny a second request for admission, the individual’s application will not be considered in the future.

Student Appeal Procedure
All appeals in the doctoral program will follow the process below:
1. Submit the issue of concern, in writing, to the teaching or advising faculty involved within 15 calendar days of the incident. The faculty member will provide a written response within 15 calendar days of receiving the written notification from the student.

2. If the student is not satisfied with the faculty member's response or lack of response, the student can submit, in writing, the issue of concern to the Program Director within seven calendar days of the faculty's response. The Program Director will respond within seven calendar days.

3. If the student is not satisfied with the Program Director's response or lack of response, the student can submit, in writing, the issue of concern to the Dean within seven calendar days of the Program Director's response.

4. Once the concern is submitted to the Dean, the appeal will be heard by the Doctoral Council. The student will be notified of the decision within 15 calendar days. The Doctoral Council's decision is final.

**Academic Load**

For students in the face-to-face delivery, the class loads per semester during fall or spring semester will range from five to ten semester hours in addition to dissertation credits. Students will take two courses totaling seven to nine semester hours during the Intensified Summer Learning Experience (ISLE).

For students in the online delivery, the class loads per semester will range from five to eight semester hours in addition to dissertation credits.

Students who have completed content courses but have not completed dissertation will be required to take one semester hour of dissertation continuation until the dissertation is finalized.

**Academic Standing and Probation/Suspension**

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

Failure to maintain the dissertation completion schedule may result in suspension or academic disenrollment from the program (see Grading System – Doctoral Program).

**Attendance and Schedule Changes**

Students receive the tentative schedule of classes for the entire program when a new cohort begins. Students must maintain flexibility in schedules to allow for possible changes in dates of courses including but not limited to University schedule changes and inclement weather closures. An absence due to schedule changes is still considered an absence as explained in the attendance policy.

Class attendance/participation is an important student obligation, and each student is responsible for all work conducted in class sessions. Making up missed class time is impossible; therefore, maintaining the integrity of the course dictates the necessity of the following attendance policy for face-to-face delivery:

- Excused absences are approved for only three conditions: Active military duty, personal illness of student other than elective surgery, death in the immediate family.
- An unexcused absence from a class session results in a penalty of one letter grade; two absences from a course for any reason result in disenrollment from that course. Work-related activities, weddings, vacations, and family reunions are examples of unexcused absences.
- In the event of an emergency and the student cannot physically attend class but has access to be in class remotely (i.e., Skype, FaceTime), the student may use a remote device for one absence only. A second absence would result in disenrollment of the course. If a student elects to use the remote option, it is the student's responsibility to make arrangements with a fellow cohort member to coordinate the remote attendance. It is also the student's responsibility to notify the instructor, in advance, of using the remote option.
- In the event of any absence, the student must submit a Class Absence Form to the Student Success Advisor. Additionally, the student is responsible for notifying the instructor and for making up the work according to the instructor's directions.

The Class Absence Form is required for any absence, excused or unexcused.

For online delivery, attendance and absences are defined as follows:

- 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.
- 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 seven days of the absence.

**Dissertation Advising**

The Ed.D. Directors, in concert with the Doctoral Council, seek advising faculty who may have an interest or expertise in the areas in which the doctoral students conduct research. The Ed.D. Directors carefully screen all potential advisers. Advisers must hold an earned doctorate.

Each doctoral student will be assigned a dissertation team. The dissertation team consists of the adviser and one additional member who serves as a reader for the dissertation. The adviser is the primary member of the dissertation team. Individuals selected to serve as readers hold terminal degrees and/or have exceptional expertise or experience.

If a student desires the assigned adviser or reader be changed, the request must be made in writing to the Dissertation Coordinator.
The Doctoral Council will determine if the request should be granted. If the change is granted, the fees to be charged to the student are as follows: $350 for change in adviser; $150 for change in reader. Students are expected to keep in touch with their adviser throughout each semester.

Candidacy for the Doctoral Degree

To be admitted to candidacy for the doctoral degree, the student must have successfully completed the first 18 semester hours of the program, have an unconditional approval of the dissertation proposal, and be recommended by the Ed.D. Director.

Grading System–Doctoral Program

The grading system for doctoral studies includes the letter grades A, B, C, D, and F for all courses except Dissertation. The grades of S or U will be assigned to the Dissertation. Courses with grades below B- or U must be retaken. Research and statistics courses with an earned grade of C+ or below must be retaken before proceeding forward in the doctoral program. The third grade below a B- (i.e., C+ or below) in the same attempted course leads to permanent termination from the program.

A grade point average of 3.0 must be maintained for satisfactory academic progress. Grades of F or D will result in permanent termination, unless an emergency circumstance arises. Emergency circumstances are: hospitalization of self or immediate family member; death in immediate family; and military deployment. Students are welcome to appeal to the Doctoral Council.

For content courses, incompletes are permitted only in the event of sickness or emergency reasons near end of course and must be approved by the professor and the program director. Incompletes are not permitted for simply not completing work. The “I” must be removed by the end of the subsequent semester.

For dissertation credits, incompletes may be permitted provided all of the following circumstances are met: the student has not previously earned a U or I in dissertation; there is a timeline issue outside the student’s control; student makes a written request for the incomplete no later than the eighth week of the current semester; the Doctoral Council approves the request for incomplete. The “I” must be removed by the end of the subsequent semester.

Research and statistics courses are gate-keeping benchmarks within the EdD program. For these courses to be completed successfully, students must earn a final grade of B- or higher. Students will not be allowed to proceed in the doctoral program until these courses are successfully completed.

Program Completion and Extensions

The program is to be completed in 27 months. No student is to take longer than five years (registered for courses) to complete the program. Approved time extensions granted as outlined below, where the student is not currently registered for courses, is not considered against the time requirement for completion.

1. A reasonable extension of time may be considered for completing course requirements because of military service, illness involving hospitalization, or loss of research site. The student must present official evidence for consideration of an extension.

2. A student making satisfactory progress who drops out of the program may re-enter the program within two years at the point in the program sequence at which s/he departed.

3. A student's decision to leave the program will result in assignment to a different cohort and in delayed graduation. The institution is not responsible for any inconvenience this may cause the student.

4. If a student has been gone for more than two years and requests to return, the EdD Director will determine if the individual may return, which courses must be repeated in order for the person to be assimilated back into the program, the cohort to which s/he will be assigned, and the point in the program when it is appropriate for the return.

5. If a student requests or requires extended enrollment in dissertation hours, the student is responsible for additional charges including 1 credit hour per semester and any additional fees.

Tuition and Fees

Any student who drops below half-time status (three semester hours) for two consecutive semesters will be suspended from financial aid. This suspension will require the student to pay for at least three hours with his or her own resources before he or she can regain eligibility for aid. A student may appeal the suspension to the Nontraditional Student Financial Aid Appeal Committee.

In the unlikely event a student has to take a course for the third time, financial aid is not available.

Students must submit a new Free Application for Federal Student Aid for each academic year they are enrolled and want to receive federal loans. All students must contact the Office of Financial Aid if they want subsequent loans. Financial aid packets and additional information concerning financial aid may be obtained by emailing SGCSTreasurer@trevecca.edu.

Tuition (57 semester hours, $699 per hour) $39,843
Technology fee (per course) $50
Each dissertation hour beyond 12 (per semester hour) $699

Course and Instructor Evaluation and Assessment

A Course and Instructor Evaluation is administered at the end of courses. Students are sent an online link to their Trevecca e-mail account. The evaluation period begins 14 days before the course concludes and closes the day of the last class session. The evaluation is considered a personal assessment. In order to maintain high quality instruction in all the classes, instructors receive the results of the evaluations after all grades have been submitted. Courses include several types of evaluative and assessment measures related to student progress.

Graduation Requirements

To be eligible for graduation from the doctoral program, students must:

1. Submit a graduation application by the required date.
2. Complete all requirements of the curricula.
3. Maintain a grade point average of 3.0 or better.
4. Repeat courses with grades below B-.
5. Make up dissertation hours with a grade of "U."
6. Successfully complete the dissertation defense and all other requirements pertaining to the dissertation within the stated maximum time frame.

7. Satisfy all financial obligations to the University.

To participate in commencement, Ed.D. students must have completed ALL requirements by designated due dates. Full payment for uploading of all dissertations must be paid in order to participate in commencement.

Ed.D. Academic Program

The Ed.D. program takes a research-based, theory-into-practice approach to its standardized curriculum, including

- Leadership (self, team, and organizations)
- Research (applied research and statistics)
- Professional Practice (transformational change, cultural influences, strategic policy and planning, ethics, applicable theory, and technology)

Program of Study – Ed.D.: Leadership and Professional Practice

The Program of Study is a list of required courses offered. Course substitutions or transfer hours are not allowed. The 57-semester hour program requires a minimum of 27 months for completion. No transfer credit is accepted in the Ed.D. Program. The University is not obligated to any student who becomes disenrolled for any reason. Failure to follow course sequence will result in delayed graduation date and significant financial penalty. The program must be completed in a maximum of six years. The Ed.D. courses are taught in face-to-face and online delivery formats.

Academic Focus Face-to-Face

During the first summer of the Ed.D. program, each student will complete a form identifying an area of interest relating to the topic chosen for the dissertation. Examples include: administrative leadership, professoriate, business administration, corporate development, curriculum and instruction, higher education, mental health, non-profit organizations, nursing education, religious leadership, teacher leadership, technology, teaching and learning, or another area submitted and approved by the Ed.D. Director. The areas of interest chosen will be the student’s area of focus in course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDD 8002</td>
<td>Scientifically Based Practice: Research I</td>
<td>4</td>
</tr>
<tr>
<td>EDD 8003</td>
<td>Strategic Policy and Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8004</td>
<td>Scientifically Based Practice: Research II</td>
<td>4</td>
</tr>
<tr>
<td>EDD 8005</td>
<td>Transformational Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8006</td>
<td>Cultural Influences</td>
<td>3</td>
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<tr>
<td>EDD 8008</td>
<td>Applied Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8010</td>
<td>Professional Practice and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8051</td>
<td>Intrapersonal Effectiveness</td>
<td>5</td>
</tr>
<tr>
<td>EDD 8052</td>
<td>Collaborative Teamwork and Team Development</td>
<td>5</td>
</tr>
<tr>
<td>EDD 8053</td>
<td>Creating Effective Organizations</td>
<td>5</td>
</tr>
<tr>
<td>EDD 8150</td>
<td>Research-Based Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8160</td>
<td>Applied Statistics</td>
<td>4</td>
</tr>
<tr>
<td>EDD 8211-8217</td>
<td>Dissertation</td>
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Subtotal: 57

Academic Focus - Online

<table>
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</tr>
<tr>
<td>EDD 8211-8217</td>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</table>

Subtotal: 57

Program of Study - Ed.D.: Leadership and Professional Practice with specialization in Accountability and Instructional Leadership

The Program of Study is a unique Trevecca-based Ed.S. to Ed.D. opportunity allowing students to complete two degrees. This list outlines the courses required in addition to the 30 hours required within the Ed.S. Course substitutions or transfer hours are not allowed. The University is not obligated to any student who becomes disenrolled for any reason. Failure to follow course sequence will result in delayed graduation date and significant financial penalty. The Ed.D. courses are taught in face-to-face and online delivery formats.

Academic Focus

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>EDD 8012</td>
<td>Planning Strategically for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8004</td>
<td>Scientifically Based Practice: Research II</td>
<td>4</td>
</tr>
<tr>
<td>EDD 8051</td>
<td>Intrapersonal Effectiveness</td>
<td>5</td>
</tr>
<tr>
<td>EDD 8013</td>
<td>Building Collaborative Teams in Struggling Schools</td>
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<tr>
<td>EDD 8152</td>
<td>TechnologyBased Statistics I</td>
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<tr>
<td>EDD 8154</td>
<td>TechnologyBased Statistics II</td>
<td>2</td>
</tr>
<tr>
<td>EDD 8160</td>
<td>Applied Statistics</td>
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<tr>
<td>EDD 8201-8209</td>
<td>Dissertation</td>
<td>1 - 18</td>
</tr>
</tbody>
</table>

Subtotal: 57
EDD 8220  Dissertation Continuation  1

Total Credit Hours: 57

The Ed.D. program is built on specific competencies:

EDD 8002: Participants demonstrate an understanding and application of the elements required to present an academic rationale for a quality research project.

EDD 8003: Participants understand and demonstrate the various components in planning and developing a strategic policy.

EDD 8004: Participants demonstrate an understanding and application of research design including qualitative and quantitative.

EDD 8005: Participants conceptualize quality instructional environments.

EDD 8006: Participants reflect on one's own frame or lens through which we view diversity and develop a training manual applicable to leadership in various types of organizations.

EDD 8008: Participants demonstrate the ability to think with leadership and organizational theory in order to understand practical situations and make better decisions.

EDD 8010: Participants conduct a meta-analysis on ethical, power, and future issues related to their dissertation topic and develop an understanding of how these issues relate to their personal leadership.

EDD 8051: Participants demonstrate self-awareness and the desire and ability to continually improve in the defined areas of personal management.

EDD 8052: Participants demonstrate the skill of facilitating a team-based organization or learning culture.

EDD 8053: Participants demonstrate the ability to design, implement, and evaluate total system optimization.

EDD 8151: Participants successfully acquire skills to use technology to support academic pursuits.

EDD 8152, 8154, 8160: Participants understand the tests appropriate for their dissertations and successfully use SPSS to input and analyze their data, correctly reporting the results and drawing scholarly conclusions.

EDD 8211 - 8217: Participants demonstrate the ability to conceive, plan, execute, and report a quality research study.

*EDD 8152 and 8154 are offered online; EDD 8160 is offered face-to-face.

**Intensified Summer Learning Experience (ISLE)**

Face-to-face students are required to participate in an Intensified Summer Learning Experience (ISLE) each summer with peers and faculty members in scholarly and innovative activities. These learning experiences include both day and evening sessions.

All face-to-face doctoral students may reside in University residence halls during the summer sessions. Attendance in classes and all other scheduled activities is mandatory. Failure to comply with ISLE attendance requirements will result in grade penalties for coursework.

**Dissertation**

The dissertation is a major research endeavor of a significant issue related to professional practice. The dissertation involves identification of a problem, development of appropriate protocol, implementation and analysis of data, and dissertation defense. The dissertation is designed to equip the student to engage in scientifically-based inquiry and practice to effect problem identification and solutions in the environment of practice.

The dissertation experience begins in the first semester of the doctoral program and ends with a culminating experience that includes a defense with the student's dissertation team.

Students must earn a grade of "S" to identify them as making satisfactory progress on the dissertation project each semester. A grade of "U" identifies the student as not making satisfactory progress. Any dissertation course with an earned grade of "U" must be retaken the following semester. A student will not be allowed to take content courses until an "S" is earned for the dissertation course. A student who earns a grade of "U" in two consecutive dissertation courses is permanently terminated from the program. Additional details regarding the dissertation may be found in the Dissertation Research Manual. A grade of Incomplete may be given for extenuating circumstances and must be cleared within a brief, specified period of time as determined by the Ed.D. Director. See Grading System for more details.
Graduate Physician Assistant Program

Master of Science: Medicine
PHYSICIAN ASSISTANT

This catalog section and program calendar apply to the Graduate Physician Assistant Program

Matriculating in May 2018

www.trevecca.edu/pa
THE PHYSICIAN ASSISTANT PROGRAM

Mission Statement of the Graduate Physician Assistant Program MSM-PA

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

Physician Assistant Program Goals

1. Prepare professionally competent physician assistants for entry into clinical practice.
2. Maintain a level of first-time PANCE pass rates above the national average.
3. Prepare physician assistants who will use their skills in compassionate ministry/service.
4. Prepare physician assistant students to provide patient-centered health care to patients from diverse populations with a commitment to the ethical, legal and regulatory standards as part of an inter-professional collaborative team.

Statement of Purpose of the Graduate Physician Assistant Program

To fulfill the mission statement the Physician Assistant Program commits itself to:

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

Student Learning Outcomes

Graduates of the Physician Assistant Program will be able to:

- Evaluate the patient using a comprehensive history, physical exam, and appropriate laboratory tests
- Interpret laboratory and diagnostic tests
- Formulate diagnosis and appropriate treatment plan
- Educate the patient about their medical condition
- Instruct the patient in healthy lifestyles
- Assist in surgery and perform such procedures as suturing, skin tag or nail removal, and established IV line

TECHNICAL STANDARDS

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

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

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

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

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

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

The PA Program curriculum requires information acquisition. The student will be required to master relevant content in basic science and clinical courses at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. The student will be required to discern and comprehend dimensional and spatial relationships of structures and demonstrate reasoning and decision-making skills appropriate to the practice of medicine.
The student will be required to take medical histories, perform physical exams and assess the health status of organ systems. The student will also be required to accurately assess laboratory and diagnostic studies.

The student will be required to communicate effectively with patients and family, physicians and other members of the health care team. The communication skills require students to assess all information, including the recognition and assessment of non-verbal responses and immediate assessment of information provided to allow for appropriate, well-focused follow-up inquiry. The student will be required to respond with empathetic listening to establish rapport with patients in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.

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

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

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

**APPLICANT REQUIREMENTS**

1. ** Academics**

   Physician Assistant program applicants must have earned a bachelor’s degree from a regionally accredited institution at the time of matriculation into the graduate program. While any undergraduate major is acceptable, biology or chemistry majors will be the best prepared for the rigorous demands of the program. Applicants must successfully complete all of the following program prerequisites, regardless of the undergraduate degree or major. No online or hybrid science prerequisites will be accepted. Science courses labeled as “Survey” will not be accepted. You may use online course options to complete psychology requirements and/or medical terminology.

   - Human Anatomy and Physiology with lab – 8 semester hours
   - General Chemistry I and II with lab – 8 semester hours
   - General Psychology – 3 semester hours
   - Microbiology with lab – 4 semester hours
   - Developmental Psychology (Growth and Development or Lifespan) – 3 semester hours
   - Medical Terminology – minimum 1 semester hour/certificate

   Applicants are required to have a cumulative undergraduate grade point average (GPA) of 3.25 or greater and a science GPA of 3.25 or greater on all undergraduate coursework. Applicants are required to complete the Graduate Record Exam (GRE) and achieve a minimum score of 300 (“Superscore”). An official score must be submitted directly to CASPA (use code #0532) prior to October 1. Without an officially posted score, the application will not be reviewed. These scores are believed to indicate sufficient academic ability for successful completion of the program. Due to large numbers of applicants, not all students meeting the minimum requirements will receive an interview. Candidates should endeavor to obtain the highest GPA and GRE scores possible. With grades lower than a B, the applicant should retake courses that would reflect a grasp of the material and a capability of rigorous coursework. Entering students of the last three years have significantly exceeded the minimum requirements. The statistics for the cohort of 2018 are:

   - General GPA 3.67
   - Science GPA 3.59
   - GRE combined score of 307
   - 5 additional upper level science courses were successfully completed

   Due to the competitiveness of the selection process, all applicants are encouraged to take as many additional upper-level science courses as possible. Not only do the courses provide information on academic performance but they also assist in preparation for the rigorous program. The successful completion of these additional courses will assist in your competitiveness.

   - Immunology
   - Pathophysiology
   - Genetics
   - Molecular or Cellular Biology
   - Biochemistry

   We strongly recommend taking Organic Chemistry to display your ability to perform in a highly demanding course.

   **Course Expiration:** All science courses must be taken within 7 years of matriculation (May of your start year). If a course was completed greater than 7 years prior to the time of matriculation, a refresher course must be successfully completed. A refresher course is qualified by repeating the course, or in the case of a 2-semester course, repeating one half of the course. An applicant may be exempt from taking a refresher course if they have practiced consistently in a clinical setting in which the material covered in the course was utilized. When in question, repeating the course is recommended. Please contact the program for clarification on specific courses if needed.

   **Pending Courses:** For an applicant to present themselves most competitively, it is mandatory that 2 or less required courses be pending for the spring semester prior to matriculation. This allows the Admissions committee the ability to accurately assess the applicant’s academic performance at the time of an interview.

2. **Patient Care**

   All applicants must log at least 250 hours of Direct Patient Care. *Beginning in the 2017-2018 admission cycle, all Direct Patient Care hours must be logged at the time of submitting your*
application. This allows the admissions committee to process your application at first review and schedule earlier interviews. In the opinion of the PA program faculty, past medical experience provides a framework upon which students can build and facilitate the expansion of the fund of medical knowledge. We do not accept updates sent directly to the program.

Positions that qualify for Direct Patient Care hours include: Medical Assistant, Patient Care Technician, Surgical Technician, First Assistant, Scribe, CNA, LPN, RN, EMT/Paramedic, OT/PT or OT asst./PT asst., AT-C, Phlebotomist, RT, ER Technician, Lab Technician, Clinical Pharmacy Technician -with high percentage of patient exposure, and Clinical Dietician. Positions that do NOT qualify are Personal Care Assistant, Pharmacy Technician-without clinical exposure, Unit Clerk, Camp Counselor, Counselor, and Social Worker. Clinical hours obtained while working towards a prior degree are not to be submitted in the application as Direct Patient Care. Direct Patient Care hours should be obtained while an employee in one of the above accepted clinical positions. In addition, we will accept hours accrued under “volunteer” status in any of the above, accepted position titles.

3. Shadowing
Shadowing of physician assistants is required for admission. Applicants should log a minimum of 10 hours at the time of application. This provides a sufficient insight as to the role and duties of practicing physician assistants, and is believed to be an accurate indicator of an individual’s desire and commitment to the profession. Shadowing may be logged from multiple physician assistants. All hours logged should be obtained via direct clinical observation and not on the basis of a personal relationship. Mission field shadowing can be utilized as long as you were working alongside a PA in a medical setting. Please do not duplicate shadowing hours as Direct Patient Care hours. The program does not accept updates via email.

4. References
A total of 3 recommendations are required. One recommendation must be by a physician assistant. This PA should be one whom the applicant has worked alongside in a clinical setting through observation, shadowing or prior work experience.

5. Background Statement
Through the CASPA portal, an applicant must self-report any misdemeanor, felony, and/or dismissals. If at a later time an incident is discovered that was not reported, the applicant is subject to possible revoking of an offer or acceptance into Trevecca’s PA Program. A certified background check will also be performed prior to matriculation and any positive report is also subject for revoke of an offer or acceptance.

How to Apply
The Trevecca Nazarene University Physician Assistant Program utilizes the Centralized Application Service for Physician Assistants (CASPA). Students who wish to apply to the Graduate Physician Assistant Program must submit the application and documentation to CASPA.

The CASPA application must be completed online at www.caspaonline.org. Early applicants should apply upon opening of the application cycle in April. Remember that all shadowing and direct patient care hours must be logged at the time of submitting your application.

Applications must be submitted to CASPA no later than October 1st and must include the following documentation:

• Official transcripts for all schools attended. DO NOT send any to the program.
• Applicants must have three (3) letters of recommendation. One recommendation must be completed by a Physician Assistant.
• An official score of the Graduate Record Exam (GRE) must be logged on the CASPA application prior to October 1. The Designated Institution code for Trevecca Nazarene University is 0532.
• Applicants must submit all transcripts and scores directly to CASPA. If you are offered a seat in the program, an official transcript will be requested in the spring prior to matriculation. Additionally, a health history, physical exam, immunizations, and background check will need to be submitted before orientation in May.

No advanced placement is given to any student regardless of academic background, and no transfers of PA students are considered.

If any questions, contact the PA Admissions Office:
• 615-248-1225
• admissions_pa@trevecca.edu

For questions concerning the CASPA application process, please contact CASPA directly at 240-497-1985 or e-mail apply@caspaonline.org.

Admission of International Students
Trevecca welcomes students from other countries. Applicants whose native language is not English are required to take an examination of their English language ability before official acceptance will be granted. The test required is the Test of English as a Foreign Language (TOEFL), and a minimum score of 550 is required on the paper based test and a 213 on the computer based test. On the internet based TOEFL, we require a total score of 80 with 20 on each section (listening, speaking, reading, and writing).

All regular admission requirements must be completed. Fifteen (15) semesters hours must be completed in a United States accredited institution. Nine (9) of the 15 hours must be prerequisite courses. 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. Only international students with a valid immigration student status of F-1 will be permitted to register.

Credentials
Students successfully completing the PA curriculum receive the Master of Science-Medicine (MSM) degree from Trevecca Nazarene University. Graduates subsequently qualify to make application and sit for the National Commission on Certification of Physician Assistants (NCCPA) national certifying examination.
GRADING SYSTEM

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

A = Consistently Outstanding Performance
B = Exceeds Expectations for Satisfactory Performance
C = Satisfactory Performance
D = Unsatisfactory Performance
F = Failure

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

- 95-100 = A
- 90-94 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 75-76 = C
- 70-74 = C-
- 65-69 = D
- <64 = F

A final course grade below 75 is a failure.

- If a student has a failing grade in the course prior to the final exam, and it is mathematically impossible to earn a passing grade for the course, the student will be required to meet with the Promotions, Retention, and Disciplinary Committee to discuss their future in the Program.

- If a student fails to earn a final course grade of 75 after the final course exam, they may be offered a comprehensive reassessment exam. The purpose of the comprehensive reassessment exam is to provide the student an opportunity to demonstrate proficiency in the course material and correction of any deficiencies in knowledge and skills.

- There is no guarantee that a comprehensive reassessment exam will be offered to the student. It will be at the discretion of the Promotions, Retention, and Disciplinary Committee to offer a comprehensive reassessment exam to a student after reviewing the student’s overall academic and professional performance in the program.

- If a comprehensive course reassessment is offered by the Promotions, Retention, and Disciplinary Committee, the student must earn a 75 or above on the comprehensive course reassessment exam in order to successfully complete the course. The course grade will then be changed to a 75 or C.

- The highest final course grade possible for a student who successfully completes a comprehensive reassessment exam is a C (75).

Program of Study

Didactic Phase

Summer Semester I
- PAS 5010 Medical Ethics 2
- PAS 5025 Research Methods and Designs in Medicine 3
- PAS 5030 Introduction to the Physician Assistant (PA) Profession 2
- PAS 5070 Applied Anatomy 4
- PAS 5310 Medical Physiology and Pathophysiology I 4

Subtotal: 15

Fall Semester
- PAS 5080 Clinical Medicine I 8
- PAS 5090 Introduction to Psychiatry 3
- PAS 5100 Medical Communications 2
- PAS 5125 Laboratory Medicine I 2
- PAS 5180 Physical Assessment 4
- PAS 5315 Medical Physiology and Pathophysiology II 4
- PAS 5340 Clinical Pharmacotherapeutics I 3
- PAS 5400 Introduction to EKG 1

Subtotal: 27

Spring Semester
- PAS 5050 Clinical Procedures 2
- PAS 5126 Laboratory Medicine II 2
- PAS 5140 Clinical Medicine II 8
- PAS 5170 Introduction to Surgery 3
- PAS 5290 Clinical Integration Skills I 2
- PAS 5320 Medical Physiology and Pathophysiology III 4
- PAS 5345 Clinical Pharmacotherapeutics II 4
- PAS 5410 Clinical Radiology 2

Subtotal: 27

Physician Assistant Program Curriculum

Professional Curriculum

The curriculum is 27 months in duration, is completed in seven semesters, and requires full-time student participation. The curriculum is divided into two phases: Didactic and Clinical. The PA Program academic calendar may not always match the University calendar.

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

Clinical Phase: Consists of 12 months of required and elective rotations, each six week's duration, and completed in private physician offices, hospitals, and clinics. It is expected that students accepting admission to the PA Program will accept rotation assignments where and when they are available. Reliable transportation is required. All expenses related to travel, meals, and lodging during rotations are the responsibility of the student.

Financial planning in this area is important.
Summer Semester II

PAS 5200  Introduction to Pediatrics 3
PAS 5230  Introduction to Obstetrics and Gynecology 3
PAS 5240  Clinical Medicine III 8
PAS 5250  Introduction to Emergency Medicine 3
PAS 5260  Clinical Practicum 1
PAS 5291  Clinical Integration Skills II 2
PAS 5350  Clinical Pharmacotherapeutics III 4

Subtotal: 24

Clinical Phase

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

PAS 5280  Seminar: Research Methods and Design 1
PAS 6010  Family Medicine I 6
PAS 6020  Family Medicine II 6
PAS 6030  Emergency Medicine 6
PAS 6050  Internal Medicine 6
PAS 6070  Pediatrics 6
PAS 6090  Surgery 6
PAS 6110  Behavioral and Mental Health 6
PAS 6xxx  Elective 6

Subtotal: 49

Elective Rotations

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

PAS 6120  Pain Management 6
PAS 6200  Family Medicine 6
PAS 6210  Emergency Medicine 6
PAS 6220  Internal Medicine 6
PAS 6230  Cardiology 6
PAS 6240  Dermatology 6
PAS 6250  Cardiovascular Surgery 6
PAS 6260  Surgery 6
PAS 6260  Pediatrics 6
PAS 6280  Orthopedics 6
PAS 6290  Sports Medicine 6
PAS 6300  Obstetrics & Gynecology 6
PAS 6320  Radiology 6
PAS 6330  Otorhinolaryngology 6
PAS 6340  Geriatrics 6
PAS 6350  Medical Education 6
PAS 6390  Neurology 6
PAS 6460  Behavioral and Mental Health 6
PAS 6470  Neurosurgery 6
PAS 6480  Urology 6
PAS 6500  Oncology 6

Total Credit Hours: 142

GRADUATE PHYSICIAN ASSISTANT PROGRAM

FACULTY

Core Faculty

BRET REEVES, Program Director, Physician Assistant Program—
BS, University of Nebraska, 2001; MPAS, University of Nebraska Medical Center, 2005.

CLARK RAY, Medical Director, Physician Assistant Program—
BS, University of Alabama, Huntsville 1984; MD, University of Tennessee, Memphis, 1988; Board Certified in Internal Medicine.

TASHA ADAMS, Assistant Professor, Physician Assistant Program—
BS, Valdosta State University, 2001; MS, Middle Tennessee State University, 2003; MSM, Trevecca Nazarene University, 2005.

KAREN E. FRYE, Associate Professor, Physician Assistant Program—
BA, Point Loma Nazarene University, 1972; MD, The University of Arizona, Tucson, 1978.

KATRINA GILL, Admissions Director, Physician Assistant Program—
BSN, University of Tennessee, 1995; MSM Trevecca Nazarene University, 2001.

KARI HAMMER, Clinical Director, Physician Assistant Program—
BA, Seattle Pacific University, 2000; MSM, Trevecca Nazarene University, 2005.

COURTNEY HARRIS, Instructor, Physician Assistant Program—
BS, Harding University, 2011; PharmD, Lipscomb University, 2014.

ERIN MARTINEZ, Assistant Professor, Curriculum Coordinator, Physician Assistant Program—
BS, Grove City College, 2006; PhD, Vanderbilt University, 2013.

MEGA PURINO, Instructor, Physician Assistant Program—
BS, Houghton College, 1995; BS, Physician Assistant, Trevecca Nazarene University, 1998; MPAS, University of Nebraska Medical Center, 2005.

MARY SMITH, Assistant Professor, Physician Assistant Program—

JOY V. TWILLIE, Associate Professor, Academic Director, Physician Assistant Program—

Administrative Personnel

MICHELLE LAMB, Data Analyst, Physician Assistant Program—
BS, Bethel University, 2011; MBA/HCA, Bethel University, 2014.
MARSHA OVERSTREET, Administrative Assistant/Admissions Coordinator, Physician Assistant Program—
BS, Trevecca Nazarene University, 1978.

SHELLI RUSSELL, Clinical Coordinator, Physician Assistant Program—
AA, Trevecca Nazarene University, 1989; BS, Trevecca Nazarene University, 1991.

KAREN ULMET, Academic Coordinator Assistant, Physician Assistant Program—
BS, Trevecca Nazarene University, 1981; MAE Georgetown College, 1990.

TERESA VINES, Program Coordinator, Physician Assistant Program—
BS, Trevecca Nazarene University, 2000.
Graduate Religion Program

Master of Arts: Religion
Biblical and Theological Studies
Christian Ministry

Millard Reed School of Theology and Christian Ministry
McClurkan Building
615-248-1378 or Fax 615-248-7418
www.trevecca.edu/mar
**Program Information**

**Mission Statement**

The Graduate Program in Religion at Trevecca Nazarene University seeks to provide women and men the opportunity to pursue graduate work in Bible and theology and pastoral counseling for service to the world through the church.

**Student Learning Outcomes**

The graduate of the Master of Arts in Religion (MAR) program should be able to:

1. Discuss the nature and purpose of graduate study in light of the student’s present context, the student’s perception of divine calling, and the student’s educational goals;
2. Formulate a theologically-grounded and contextually-applied description of the nature and mission of the church;
3. Interpret biblical texts and Christian doctrine in a contextually appropriate manner;
4. Design a spiritual formation plan that is theologically consistent and contextually suitable;
5. Apply significant topics in the student’s area of concentration to the student’s ministry context;
6. Develop a well-researched and documented written and oral presentation on a specific topic emerging from the student’s concentration of study.

**Admission Procedures and Policies**

**Admission**

When applying for admission, each applicant must submit:

- Undergraduate transcripts — Transcripts should be sent by mail or fax to the School of Graduate and Continuing Studies Admissions, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, TN 37210.
- TOEFL scores (International students/students who speak English as a second language)
- 1 letter of recommendation
- Application

Admission decisions are based on the total picture prescribed by the applicants. No one item will necessarily lead to a denial of admission.

**(1) Undergraduate Degree**

Applicants must have completed an undergraduate bachelor’s degree from a regionally accredited institution evidenced by an official transcript. Any student who does not meet this requirement may be granted admission with “academic restriction” to the program by the graduate religion faculty if all other criteria have been met. A minimum cumulative GPA of 2.7 is required for regular admission. If an applicant does not have the required GPA, the applicant may petition the director of the Graduate Religion Program to consider alternative evidence of scholastic ability, including graduate work from other schools or acceptable test scores. According to the recommendations of the graduate religion faculty, an applicant may be conditionally admitted, or denied admission. Applicants admitted with academic restriction may be granted regular admission upon completion of his or her file and 9 semester hours with a GPA of 3.0 or better.

**(2) Letter of Recommendation**

One recommendation must be provided by each applicant. This letter should be from a former teacher, preferably a teacher in the field of religious studies, if possible. A reference form will be provided to the applicant.

**(3) International Students**

All international students are required to take the TOEFL. Any student for whom English is a second language may also be required to take the TOEFL before regular admission. (International students, see the Admissions section (p. 20) of this Catalog for TOEFL requirements.)

**Admission Status**

Students will be classified in the following ways:

1. **Candidacy Status**
   Students who have earned 24 hours of credit with a 3.0 GPA or better will be considered as candidates for the M.A. degree.

2. **Graduate Transfer Students**
   An applicant who has earned graduate credit from another regionally accredited institution may transfer a maximum of 9 semester hours into the student’s approved degree program. Transfer credits must carry a grade of B or higher in order to apply directly to the M.A. in religion program at Trevecca.

3. **Dual Admission**
   Undergraduate students may begin their graduate work if they are within twelve hours of receiving their B.A. and are currently enrolled in an undergraduate program in religion. Students in this category will be admitted with “academic restriction.”

**MASTER OF ARTS: RELIGION PROGRAM**

The M.A. program at Trevecca Nazarene University is designed to provide advanced study and training for those who wish to pursue graduate education in the area of Bible and Theology or pastoral counseling. Its goal is to provide the depth of training, the specialized skills, and the sense of creative independence that will allow students both to practice and to contribute to their profession and to develop competence in methods of study appropriate to their areas of interest.

**Graduate Religion Program Grading System**

Points Per Credit Hour

- A+ 4.0
- A 4.0
- A- 3.7
- B+ 3.3
- B 3.0
- B- 2.7
- C+ 2.3
- C 2.0
- C- 1.7
- D+ 1.3
- D 0.7
Incomplete (see Incomplete Policy)
Withdrawn granted to students who officially withdraw from a course by the end of day 21 for most courses or day 35 for 12-week courses.

Major
Two areas of study are available for students to choose from for their concentration.
- Biblical and Theology
- Pastoral Counseling

Academic Load
Six (6) semester hours is considered a full load per term with a recommended maximum of twelve (12) semester hours.

Student Progress
In order for a student to remain in good standing he/she must accumulate at least six hours toward a degree each year. Students must apply for a leave of absence for any semester in which they are not registered. Failure to notify the director of the Graduate Religion Program may result in dismissal from the program.

M.A. in Religion Academic Program
The Master of Arts in Religion (MAR) program can be completed in less than two years. The MAR program requires 33 hours (11 courses). Courses are offered in an online or face to face format. Classes are designed as collaborative learning experiences where students are engaged in dialogue throughout the week.

Course Hour Requirements
The requirements for completing the M.A. in Religion are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 5025</td>
<td>Method and Research in Religion</td>
<td>3</td>
</tr>
<tr>
<td>BIB 5600</td>
<td>Biblical Methods &amp; Contextualization</td>
<td>3</td>
</tr>
<tr>
<td>THE 5900</td>
<td>Theological and Historical Methods and Contextualization</td>
<td>3</td>
</tr>
<tr>
<td>PRA 5201</td>
<td>Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>THE 5700</td>
<td>Christian Doctrine and the 21st Century Church</td>
<td>3</td>
</tr>
<tr>
<td>THE 5818</td>
<td>Ecclesiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Concentration Courses (Biblical and Theological Studies or Pastoral Counseling)</td>
<td>12</td>
</tr>
<tr>
<td>REL 6100</td>
<td>Research Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 33

Every degree candidate must complete all requirements within a seven-year period. Any student who exceeds the seven year period will be subject to dismissal from the program or additional course work to be determined by the director of the program. Any exceptions must be approved by the director of Graduate Religion Program and the student's committee.

Research Project
All students will complete a three-hour research project in relationship to their concentrated area of study (i.e., Biblical and Theological Studies or Pastoral Counseling). Generally, students will complete the research project in her/his concentration in direct relationship to a ministry setting in which the student is actively engaged.

In the event that the research project has not been completed by the end of the 3-hour Research Project course, the student will be required to register for the extension course for 0 credit hours and will pay an extension fee of $200. A maximum of two extension courses is permitted.

Students must choose one of the two concentration areas outlined below.

Bible and Theology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 5840</td>
<td>The Theology of John Wesley and His Theological Forbearers</td>
<td>3</td>
</tr>
<tr>
<td>BIB 5820</td>
<td>The Gospel and the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>BIB 5830</td>
<td>The Old Testament and the Christian Church</td>
<td>3</td>
</tr>
<tr>
<td>THE 5890</td>
<td>Church, Society, and Christian Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Pastoral Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCN 5400</td>
<td>Pastoral Counseling and Process Addictions</td>
<td>3</td>
</tr>
<tr>
<td>PCN 5300</td>
<td>Human Sexuality and Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PCN 5200</td>
<td>Pastoral Intervention in Crisis</td>
<td>3</td>
</tr>
<tr>
<td>PCN 5100</td>
<td>Marriage and Family Counseling in Pastoral Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
Courses

ACT - ACCOUNTING

ACT 3080 - Foundations of Financial Accounting (3)
An introduction to financial accounting that teaches students how
to use financial statements in the business decision-making
process. Topics covered include, but are not limited to: Assets,
liabilities, investments by owners, debt and equity instruments,
income statements, distributions to owners, cash and accrual
accounting, depreciation, inventory systems, cash flow, ratio
analysis and annual reports. The course will also provide an
introduction to fixed and variable costs as well as break-even
analysis. This course will focus on what accounting information is,
why it is important, and how it should be used.

ACT 6203 - Managerial Accounting (3)
A review of managerial accounting concepts and techniques used
by managers in planning, performance evaluation, and decision-
making. Topics include, but are not limited to, the following:
classification of costs, determining costs of products, the study of
cost behavior and its application in making business decisions,
introduction to capital budgeting, operating budgets, standard
costing, and the use of management accounting in evaluating
business performance.

BIB - BIBLICAL THEOLOGY/BIBLICAL STUDIES

BIB 5600 - Biblical Methods & Contextualization (3)
A study of the nature and interpretation of the worlds behind, in,
and in front of the biblical text. Special attention will be given to
theological interpretation, reading biblical texts with the vulnerable,
and interpreting difficult issues within the biblical text.

BIB 5820 - The Gospel and the New Testament (3)
An examination of the Good News of Jesus Christ as presented in
the Gospels and the Epistles and the manner in which that Good
News might both interface with contemporary realities and be
proclaimed through preaching and teaching in diverse contexts.

BIB 5830 - The Old Testament and the Christian Church (3)
A study of the relationship of the Old Testament to the broader
Christian canon, the difficult issues raised by Old Testament texts
and themes, and the diverse ways in which the Old Testament
might continue to speak in various contexts today.

BUS - BUSINESS

BUS 5013 - Organizational Behavior and Leadership (3)
Serves as the foundation for the program by providing a survey of
key management theories and terminology. Both classical
approaches and contemporary conceptualizations of management
are studied. Special emphasis is placed on leadership, motivation,
culture, team building, and organizational communication.

BUS 6000 - Introduction to Graduate Business Studies (3)
This course will introduce students to the fundamentals of
business. Students will cover all the areas addressed in the
Trevecca MBA program including: leadership, organizational
behavior, statistics, economics, ethics, organizational culture, IT
management, accounting, finance, and marketing. Additionally,
this course will cover topics needed for success in a graduate business
program including critical thinking, oral and written
communication, research, and analysis skills. This course is six
weeks in duration.

BUS 6013 - Business Ethics and Organizational Culture
Development (3)
Analyzes and develops models for business culture development.
Key components of ethics, vision, mission, and institutionalization
of culture are addressed from a Christian world view. The use of
the case-study method where real-life business situations,
organizations, and cultures are examined for their foundation, and
decision-making basis will play an important role. A key goal is to
improve student’s clarity and consistency in judging organizational
models and developing plans for institutionalization of
organizational ethical and cultural change.

BUS 6015 - Accounting and Finance for Managers (3)
Students are introduced to basic concepts of financial and
managerial accounting and business finance. The first half of the
course focuses on accounting, while the second portion covers
finance. Accrual accounting, the accounting equation and the
financial statements required by generally accepted accounting
principles comprise the financial accounting portion. Managerial
accounting topics include manufacturing/product costs such as
direct labor, direct material and overhead as well as fixed and
variable costs. Business finance includes an introduction to
financial statement ratio analysis, time value of money concepts
and basic capital budgeting techniques.

BUS 6073 - Business Analytics (3)
Provides participants with tools and techniques to perform data
analysis and hypothesis testing in order to make data-based
management decisions. Data collected from students' organizations
is used throughout this course to answer practical, "real-world"
research questions. Topics include basic statistics, control charts,
one-sided mean tests, two-sided mean tests, variance comparison,
correlation analysis, and introduction to experimental design.

BUS 6100 - Human Resource Development and Management
(3)
Analyzes the strategic role of the human resource function in
relation to the company's overall objectives. The focus is how the
company builds and maintains a work environment conducive to
business performance excellence while enabling employees to
develop and utilize their full potential. Key topics include
employment law, the labor market, human resource planning and
costing, HRIS, workforce diversity and EEOC,
union/management and compensation systems,
health/safety/security, employee rights and discipline, training and
development.
BUS 6110 - Strategic Human Resource Management (3)
This course analyzes the strategic role of the human resource management function. The following topics will be examined: the environment of HR, job analysis, HR planning, labor relations, and health and safety considerations.

BUS 6130 - Staffing and Development (3)
This course analyzes the steps necessary for recruiting and selecting the employees needed to effectively execute an organization’s strategy. Topics related to successful performance appraisal, training, and development are also explored.

BUS 6140 - Compensation and Benefits (3)
This course examines theoretical and practical issues of compensation and benefits including legally mandated benefits (social security, worker compensation, unemployment, health insurance, family and medical leave, etc.) as well as voluntary programs (retirement, disability, life insurance, time off, etc).

BUS 6200 - Leadership and Strategic Planning for Servant Leaders (3)
Surveys models and best practices for organizational strategic planning, including leaders' roles in the planning process and in implementing the plan at various operational levels. Various methods for analyzing and solving problems, as well as decision-making strategies, are examined for utilization as change in organizations' operations becomes necessary. Using the servant-leadership model, learners will discern how to serve others while staying focused on achieving results in line with the organization's values and integrity.

BUS 6223 - The Legal Environment of Business (3)
Provides fundamental knowledge of legal concepts and principles important to business decision-making. Topics include the legal system, torts and product liability, contracts, agency, forms of business organization, employment law, and government regulation.

CSE - CHRISTIAN SCHOOL EDUCATOR

CSE 6000 - Reading Across the Curriculum
Focuses on the teaching of reading in the various content areas of grades K-12. Emphasis is placed on the integration of reading instruction across all subject matter areas and appropriate accommodations for students who are experiencing difficulties in reading. The course stresses skills of content specific vocabulary building, comprehension, and writing as well as skills and methods of motivating students to read in the content areas.

CSE 6040 - Methods of Assessment and Evaluation
Models of assessment are examined to determine measures of student performance. These include authentic assessment, competency-based assessment, assessment instruments, and assessment reports. Emphasis is given to accountability, data-driven instruction, and current trends in assessment.

CSE 6710 - Technology Integration in Teaching and Learning (3)
Focuses on integrating technology into instructional content. Candidates will experience emerging technologies, Web 2.0, and classroom hardware/software. They will also develop instructional technology and technology presentation skills. Candidates will use technologies for instructional improvement that will include consideration of candidate achievement data, research, technology plans, and community relations.

CSE 6720 - Action Research for Christian School Improvement (3)
The candidate will identify an area for instructional improvement, refine strategies for Investigating a defined issue, initiate effective instructional decision making, and work towards a project that will effect a positive change in the classroom. Assessment philosophies and methodologies inform the overarching framework for this course. The course will be in conjunction with CSE 6725.

CSE 6725 - Data Analysis for Improvement in Christian Schools (1)
The candidate will collect and analyze data from multiple sources for development of an Action Research Project. The emphasis will be on making data driven decisions for improving student achievement through instructional practices. This course is taken in conjunction with CSE 6720.

CSE 6730 - Field Experience: Planning for Improvement (1)
Provides hands-on learning experiences in conducting action research. Assessment feedback will be included from both course instructors of CSE 6725 and CSE 6720. An emphasis is placed on a candidate developed action research project.

CSE 6740 - Inclusive Practices for Teaching and Learning
Designed to provide an overview and an awareness of issues related to educating diverse learners who are included within the regular classroom. General characteristics and the educational impact of various disabilities, learning styles, and multiple intelligences across age and grade levels will be explored. This course will focus on a variety of methods, strategies, and tools that will help Christian school teachers acquire the instructional skills to identify, create interventions, and make classroom accommodations and/or modifications for students that may have disabilities. Content to build cultural competency including, but not limited to, English learners, race and ethnicity, and gender will be studied and applied.

CSE 6770 - Leading Curricular Change
Focuses on research and best practices that facilitate curriculum development. Standards will be analyzed regarding their impact on curriculum development. Candidates will investigate curriculum change, network and make learning links with diverse colleagues, investigate how to develop high quality curriculum, and learn about the impact that transforming a curriculum can have in raising the quality of teaching and learning and in improving outcomes for students. The candidate will focus on leading educational change through the use of distributive leadership.

CSE 6800 - Exit Assessment and Portfolio
Beginning with the first course of CSE, the e-portfolio will be a work in progress for the duration of the program. This collection of work will include artifacts from each course in the program. The e-portfolio will serve as the culminating activity and is required for completion of the CSE program. A Pass-Fail grading system will be used.
CSE 6830 - Curriculum Planning and Instructional Practice (3)
Focuses on the assessment of quality curriculum and instructional practices. Candidates will demonstrate instructional strategies, inquiry based learning, organizational skills, and the integration of technology. They will also engage in using methodologies for monitoring, assessing, and supporting quality instruction.

CSE 6835 - Field Experience: Staff Development (1)
Provides hands-on learning experiences in environments in collaboration with practicing school educators. Assessment feedback will be included from course instructors in CSE 6830 and CSE 6710. Emphasis is placed on instructional strategies and the integration of technology.

CSE 6840 - Creating Effective Classroom Environments for Instruction (3)
Focuses on planning, organizing, and managing an effective classroom environment. Candidates will research and investigate collaborative opportunities in time, classroom, and instructional management. Emphasis will be placed on the effective use of strategies for developing a safe but invigorating classroom climate. The creation of a classroom management plan and its implementation in a classroom will be examined within this course.

CSE 6845 - Field Experience: Content Area Methods
Explores strategies, resources, and best practices in all content areas. Focuses on materials, methods, and skills needed to effectively teach at various grade levels in the Christian school. Candidates will leave with a collection of instructional tools ready to use in their own classrooms.

CSL - COUNSELING

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

CSL 5200 - Systems Theory and Family Therapy (3)
Introduces the theory and basic underlying assumptions of a systems framework to marriage and family therapy. The emphasis is on identifying the characteristics of healthy family functioning and conceptualizing human problems as they are related to the functioning of systems. Crosslisted as: MFC 5200.

CSL 5220 - Lifespan Development (3)
Looks at the survey of research throughout the entire lifespan including findings in the areas of physical, emotional, cognitive, and interpersonal growth and development.

CSL 5230 - Career Counseling and Professional Development (3)
An examination of the current trends in career development and life choices. The students will develop a knowledge base concerning career theories, techniques, and assessments for exploring the interests, aptitudes, and values of clients in order to assist them in making reasoned career and lifestyle decisions. The course will also focus on the student's personal career choice in the mental health field, career options, professional opportunities and identity development including a culminating paper on the student's preferred model of therapy. Characteristics that lead to success in the field, the developmental journey of a counselor, and self care are topics covered in this course.

CSL 5231 - Theories of Counseling and Psychotherapy (3)
Integration and study of the traditional and currently developing theories of counseling and psychotherapy and their application.

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

CSL 5250 - Counseling Diverse Populations (3)
An overview of counseling strategies useful with varied populations. Counseling skills helpful with clients of different racial, economic, religious, and sexual orientations will also be examined.

CSL 5260 - Helping Relationships (3)
Provides an orientation to the counseling profession. Characteristics of effective counselors, nature of the therapeutic relationship, and the process of counseling will be addressed. Students will learn and demonstrate the essential skills involved in building an effective helping relationship. Students will be introduced to practicum/internship guidelines and expectations, interview and resume writing skills, client record keeping, and other aspects of the practicum/internship experience.

CSL 5280 - Grief Counseling (3)
Provides a presentation of practical, theoretical, and social aspects of the dying process. Students will develop skills in counseling the bereaved and in handling grief.

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

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

CSL 5430 - Group Therapy and Process (3)
Examines group techniques and application to counseling settings. Various ethnic and socioeconomic groups will be emphasized.

CSL 5441 - Introduction to Psychological Testing (3)
An overview of test construction, selection, and application will be the focus of this course. Legal and ethical administration of tests for ability, intelligence, attitudes, values and personality will also be examined. Experience in taking and administering sample instruments will be provided.
CSL 5447 - Internship in Counseling I (3)
Provides practical supervised experience in beginning counseling skills. It includes the development of relationship building and exploratory (fact-finding) skills as well as skills in intervention and treatment planning in a mental health/community agency setting. Students will spend a minimum of 200 hours on site under appropriate supervision of which 80 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances internship may be extended.*

CSL 5448 - Internship in Counseling II (3)
As a continuation of Internship in Counseling I, the course provides practical supervised experience in a mental health or community agency. It includes the development of relationship building and exploratory (fact-finding) skills as well as skills in intervention and treatment planning. Students will spend a minimum of 200 hours on site under appropriate supervision of which 80 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances internship may be extended.*

CSL 5449 - Internship in Counseling III (3)
As a continuation of Internship in Counseling I and II, the course provides practical supervised experience in a mental health or community agency. It includes the development of relationship building and exploratory (fact-finding) skills as well as skills in intervention and treatment planning. Students will spend a minimum of 200 hours on site under appropriate supervision of which 80 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances internship may be extended.*

CSL 5472 - Ethical Standards and Legal Issues (3)
Emphasizes the development, understanding, and application of ethical standards in the theory and practice of counseling and psychotherapy. The Code of Ethics and Standards of Practice of the American Counseling Association (ACA) and the American Association of Marriage and Family Therapy (AAMFT) will be studied along with other professional standards of practice and credentialing. There will also be a focus on state rules and regulations and licensure requirements for LPC-MHSPs and LMFTs.

CSL 5482 - Techniques and Interventions I (3)
A study of counseling paradigms with a special emphasis on the beginning stage of therapy is the focus of this course. Counseling techniques and cognitive, affective, and behavioral interventions will be shared, evaluated, demonstrated, and practiced both in the classroom and in a practicum setting. Students will be expected to initiate a practicum experience that will continue into the next course, CSL 5483 Techniques and Interventions II. All totaled the practicum will total 100 hours with 40 of the 100 hours being in direct client contact (group therapy, co-therapy, client intakes, individual therapy, etc.).

CSL 5483 - Techniques and Interventions II (3)
Designed to prepare, equip, and direct the student in his/her practicum experience and assist in the internship placement process. This course will simulate the skills needed to have a successful practicum and internship experience. With emphasis on role-play and other practical activities, students will demonstrate entry level counseling skills as well as the operational skills required for functioning within an agency setting. As a course marking the consummation of academic and classroom training and the transition to actual practice, each student will demonstrate initial competency in a chosen counseling model consistent with the goals and purposes of this program. By the end of this course the student will have completed a 100 hour practicum of which 40 of the 100 hours will have been in direct client contact (group therapy, co-therapy, client intakes, individual therapy, etc.).
Prerequisite: Prerequisite CSL 5482.

CSL 5510 - Divorce and Divorce Adjustment (3)
A study of the contemporary family through the avenue of the divorce experience. The primary concern will be an understanding of the cultural influences that fostered a rise in the divorce rate, the changes that this phenomenon has precipitated in American society, the impact of divorce upon the entire family unit, and the adjustments required for healthy family functioning.
Crosslisted as: MFC 5510.

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

CSL 5512 - The Child in the Family System (3)
Designed to review theories and research in child development by identifying normal and anticipated behavior from birth through adolescence within the family context. The ability to recognize what constitutes deviations from the anticipated behavior will also be identified with practical suggestions for intervention.
Crosslisted as: MFC 5512.

CSL 5520 - Introduction to Sex Therapy (3)
An examination of both healthy and problematic areas of sexual functioning. Special attention will be given to the development of assessment and diagnostic skills for identifying sexual dysfunction and correspondingly appropriate treatment regimens.

CSL 5530 - Trauma Focused Counseling (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 5531</td>
<td>Child and Adolescent Techniques and Interventions (3)</td>
<td>This course will focus on the treatment of child and adolescent mental and emotional disorders. The course will also provide specific treatment interventions and knowledge of referral sources. The course will also focus on the dynamics of family and community systems including life cycle changes, divorce, community networks, and school systems.</td>
</tr>
<tr>
<td>CSL 5532</td>
<td>Crisis Theory and Interventions (3)</td>
<td>This course will provide a theory-informed overview of client crisis intervention. The course will focus on the impact of various crisis situations, assessment, and interventions. Students will learn to assess for crisis, disaster, and other trauma-causing events in a developmentally appropriate manner. Crisis-specific ethical concerns will be addressed.</td>
</tr>
<tr>
<td>CSL 5580</td>
<td>Special Topics in Counseling (3)</td>
<td>Topics of current relevance in counseling will be offered from time to time. Possible topics include but are not limited to EMDR, Mindfulness, Psychodrama and Neuropsychology. Topics and instructors will be announced prior to registration.</td>
</tr>
<tr>
<td>CSL 7003</td>
<td>Psychodynamic Psychotherapies (3)</td>
<td>Prepares students to conduct time limited psychodynamic psychotherapy drawing upon psychoanalytic clinical theory. Topics covered include: psychodynamic assumptions about the mechanisms of change in treatment, the role of the unconscious and mechanisms of change in treatment, the role of the unconscious and mechanisms of defense as well as transference and counter-transference.</td>
</tr>
<tr>
<td>CSL 7004</td>
<td>Cognitive Behavioral Therapies (3)</td>
<td>Prepares students to conduct psychotherapy from a cognitive-behavioral perspective. Theoretical underpinnings of cognitive-behavioral therapy are covered prior to focusing on the case conceptualization and intervention techniques employed by practitioners of the model. Students will become familiar with a variety of behavioral and cognitive interventions designed to change affective states, thought patterns, and problematic behaviors.</td>
</tr>
<tr>
<td>CSL 7005</td>
<td>Postmodern Psychotherapies (3)</td>
<td>Provides a study of postmodern therapies including solution-focused brief therapy, narrative therapy, and social constructionism. New methods of therapy delivery involve efforts in which therapists come from a &quot;not knowing&quot; position and allow themselves to enter the dialogue in a more creative way.</td>
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<tr>
<td>CSL 7007</td>
<td>Treating Addictions: A Family Dynamics Approach (3)</td>
<td>Surveys the literature on substance abuse, chemical dependency, and other addictive behaviors. Emphasis is placed on the assessment and treatment of persons with addictive behaviors especially from a family systems perspective.</td>
</tr>
<tr>
<td>CSL 7008</td>
<td>Diagnosis and Treatment of Sexual Disorders (3)</td>
<td>Reviews theories of sexual development and the diagnosis and treatment of sexual disorders along with the psychosocial and cultural variables associated with these issues.</td>
</tr>
<tr>
<td>CSL 7009</td>
<td>Advanced Multicultural Counseling (3)</td>
<td>An advanced overview of counseling strategies and advocacy planning useful with varied populations, including counseling skills helpful with clients with different racial, economic, religious, and sexual orientations. An emphasis will be placed upon specific multicultural counseling skills needed in doctoral-level leadership positions.</td>
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<tr>
<td>CSL 7010</td>
<td>Issues of Integration: Christian Ideology in a Professional World (3)</td>
<td>Provides an overview of the theoretical, conceptual, and practical issues involved in relating one's Christian worldview to psychology, psychopathology, and psychotherapy. Emphasis will be placed on the various philosophical and practical ways practitioners resolve the tensions of faith and practice from a Christian perspective. Practical implications for conducting psychotherapy with people who have spiritual and religious concerns will be explored.</td>
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<tr>
<td>CSL 7020</td>
<td>Special Topics in Counseling (3)</td>
<td>This doctoral level special topics course facilitates professional development through evaluation and utilization of ethical standards, group work theories and career counseling theories. Students will develop a greater understanding and capacity to distill and articulate various perspectives that are current trends in group work, career counseling, and ethical dilemmas. As developing counselor educators, it is expected that students will attain a level of expertise in the above mentioned areas to dialogue with counselors as colleagues in general and present at professional conferences.</td>
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<tr>
<td>CSL 7030</td>
<td>Qualitative Research and Program Evaluation (3)</td>
<td>Focuses on qualitative research and evaluation methods, frameworks for quantitative and qualitative inquiry in program evaluation, qualitative data analysis, and technical writing. Students will design a qualitative program evaluation project, including data collection, coding, analysis, and write-up. Students will also develop grant writing skills.</td>
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<tr>
<td>CSL 7041</td>
<td>Preventative Approaches: Premarital Therapy and Enrichment Activities (3)</td>
<td>Focuses on preventative modes of influencing significant relationships. As such, attention will be given to pre and post relationships by developing and implementing models for soundly and thoroughly working with relationships prior to marriage as well as post-marital enrichment programs for those couples who are already married.</td>
</tr>
<tr>
<td>CSL 7102</td>
<td>Theories of Affect Regulation and Attachment (Affective Therapy) (3)</td>
<td>Investigates the theories and research of affect regulation and attachment from a range of disciplines and how this material might be integrated into the practice of individual, marital and family treatment/intervention. Special attention will be given to the more popular models, such as EFT or suitable alternatives.</td>
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<tr>
<td>CSL 7104</td>
<td>Specialized Systemic Family Therapy (3)</td>
<td>Provides an advanced overview of systemic theory with a specific focus upon application with families. The students' learning will be enhanced with a specialized focus upon diverse groups, ethical dilemmas, and specialized family case presentations. Theoretical emphasis will be placed upon general systems theory including</td>
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transgenerational, structural/strategic, and collaborative theories. The students will participate in a practicum experience in this course with direct face-to-face client contact. This course will serve as a Practicum (100 hours indirect/40 hours direct client contact).

**CSL 7151 - Psychological Testing for Counselors (3)**

Studies the administration, scoring, interpretation, and reporting of the most common assessment instruments used by professional counselors. The focus will be on assessment instruments such as the MBTI, FIRO-B, Beck Scales, SASSI-3, etc. Review of ethical principles and practice issues relevant to testing will be covered.

**CSL 7152 - Professional Challenges for Counselors (3)**

Focuses on practical issues that face practitioners in the 21st century: starting a practice, guidelines and procedures for referral and inter-professional collaboration, legal, ethical, and professional issues involved in working in a multidisciplinary managed care context, managing time, keeping abreast with the literature, and avoiding burnout.

**CSL 7153 - Psychopharmacological Issues in Counseling Settings (3)**

Provides a general overview of current research on the use and effectiveness of psychotropic medication in the treatment of psychological disorders as well as ethical and professional implications.

**CSL 7201 - Supervision Models (3)**

Designed to give students training and practice in supervisory and consultant roles. Various supervision models will be evaluated.

**CSL 7251 - Technology and Teaching Strategies in Counselor Education (3)**

Provides an overview of counselor education including the development of professional identity. Specifically, this course focuses upon effective teaching approaches, course delivery systems (technology), as well as methods of classroom management, testing, and lecture development. This course provides the information, theory, and training necessary to teach undergraduate and graduate courses in counselor education.

**CSL 7300 - Dissertation Proposal Development I (3)**

Focuses on the development and facilitation of the initial stages of the dissertation process. However, a focus will be maintained throughout this course on the entire dissertation project. Specific emphasis will be placed on the logistics of the dissertation project, including formulating a topic, the introduction, the review of literature, problem definition, hypothesis formation, design, implementation of research project, data analysis, and report writing. The final step requires the student to successfully defend the dissertation.

Crosslisted as: PSY 7303.

**CSL 7305 - Dissertation Proposal Development II (3)**

Focuses on the development and facilitation of the initial stages of the dissertation process. However, a focus will be maintained throughout this course on the entire dissertation project. Specific emphasis will be placed on the logistics of the dissertation project, including formulating a topic, the introduction, the review of literature, and methodology including appropriate statistical analysis, as well as securing a dissertation chair and committee, and preparation of the formal proposal defense. The students will be introduced to a variety of dissertation options as well as strategies for successful completion. The students will complete a draft of the first chapters of their dissertation project. This course is a continuation of CSL 7300 Dissertation Proposal Development I.

Crosslisted as: PSY 7303.

**CSL 7360 - Doctoral Internship I (2)**

Provides practical experience and supervision in areas consistent with academic and professional goals of the doctoral student working toward a professional counselor identity. In addition, the internship can provide direct experience in counselor education and supervision. Specifically, the internship experience provides for advanced experience with delivery of counseling services, supervision of counselors-in-training, counselor education, or consultation, depending on licensure status and internship site determination. Each semester of internship consists of a minimum of 200 hours onsite of which 80 of the 200 hours must be in direct client contact.

**CSL 7361 - Doctoral Internship II (2)**

Provides practical experience and supervision in areas consistent with academic and professional goals of the doctoral student working toward a professional counselor identity. In addition, the internship can provide direct experience in counselor education and supervision. Specifically, the internship experience provides for advanced experience with delivery of counseling services, supervision of counselors-in-training, counselor education, or consultation, depending on licensure status and internship site determination. Each semester of internship consists of a minimum of 200 hours onsite of which 80 of the 200 hours must be in direct client contact.

**CSL 7362 - Doctoral Internship III (2)**

Provides practical experience and supervision in areas consistent with academic and professional goals of the doctoral student working toward a professional counselor identity. In addition, the internship can provide direct experience in counselor education...
and supervision. Specifically, the internship experience provides for advanced experience with delivery of counseling services, supervision of counselors-in-training, counselor education, or consultation, depending on licensure status and internship site determination. Each semester of internship consists of a minimum of 200 hours onsite of which 80 of the 200 hours must be in direct client contact.

**CSL 7399 - Dissertation Research Continuation (1)**

Students who have not completed the dissertation at the end of the third semester of dissertation research may be enrolled in a one semester credit hour dissertation research continuation course. The doctoral program coordinator will register students eligible for dissertation research continuation on a semester-by-semester basis. Continual enrollment in this one credit hour semester course will allow students to continue progress on the dissertation including engagement with the dissertation chair and committee. All requirements for the degree, including the dissertation process, must be completed within the six-year time limit. The student may be required to provide evidence of active progress on the dissertation in order to be enrolled in the dissertation research continuation course. Only those students in the Ph.D. Clinical Counseling program will be eligible to register for the one credit hour CSL 7399 Dissertation Research Continuation course. Students enrolled in this one-credit hour course, Dissertation Research Continuation, will be considered half-time for enrollment purposes, allowing students continued access to University services (ITS & library) as well as eligibility for financial aid. The Ph.D. Clinical Counseling program is the only University graduate-level program at Trevecca that offers a one-credit hour continuation course as sufficient to maintain part-time student status.

**ECO - ECONOMICS**

**ECO 5023 - Global and Economic Environment (3)**

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

**EDD - LEADERSHIP AND PROFESSIONAL PRACTICE**

**EDD 8002 - Scientifically Based Practice: Research I (4)**

Introduces the doctoral candidate to the principles of both qualitative and quantitative research and the paradigm of an evidence-based approach to academic research as well as consumer-based problem solving. Research design, ethics, data analysis, and techniques such as survey, issue and trend analysis, case study, historical research, pre- and post-testing, literature review, meta-analysis, psychographic methods, and quantitative data collection and statistical analysis are emphasized. This course establishes the candidate's basic understanding of academic research while fostering comfort with the utilization of scientifically based practice to approach problem-solving needs within the professional environment.

**EDD 8003 - Strategic Policy and Planning (3)**

Studies the roles of churches, organizations, institutions, and teams in planning and implementation strategies. An evidence-based foundation encourages the candidate to use scientifically based practice to improve efficiency. Holistic and integrated strategies are implemented to guide candidates in investigating policy and planning to achieve visions and high organizational performance.

**EDD 8004 - Scientifically Based Practice: Research II (4)**

Extends the depth of study in research established in Scientifically Based Practice: Research I. An emphasis is placed on methodology, research design, statistical analysis, and data reporting. An efficient use of technology for all phases of the dissertation is employed by the candidate in the completion of this course.

**EDD 8005 - Transformational Learning (3)**

Examines the multiple facets associated with both andragogical and pedagogical change from the fundamental conceptualization of the design phase through the implementation phase. A meaningful learning experience is emphasized along with the capture of teachable moments and the culmination phase of evaluation and revision. The candidate is expected to use evidence-based practice to form the pillars of a learning experience, evaluation, and revision for improvement.

**EDD 8006 - Cultural Influences (3)**

Engages a thorough study of the multiple elements that impact learning: conflict, cultural groupings, discrimination, ethnicity, ethnocentrism, fragmentation, prejudice, bias, stereotyping, the role of culture in people's lives, and other elements that influence beliefs, values, and decisions are investigated. The candidate is given an opportunity to expand personally and professionally through an evidence-based examination of how culture influences the workplace.

**EDD 8007 - Applied Leadership (3)**

Within the context of a candidate's professional practices, s/he will focus on an issue of interest. Candidates will conduct a meta-analysis of research, and explore the future of the field and the ethical issues in his/her area of interest. Candidates will reflect on the research and explorations and delineate the knowledge and abilities critical for a changing world.

**EDD 8008 - Applied Leadership (3)**

Within the context of a candidate's professional practices, s/he will focus on an issue of interest. Candidates will conduct a meta-analysis of research, and explore the future of the field and the ethical issues in his/her area of interest. Candidates will reflect on the research and explorations and delineate the knowledge and abilities critical for a changing world.

**EDD 8010 - Professional Practice and Research (3)**

Within the context of a candidate's professional practices, s/he will focus on an issue of interest. Candidates will conduct a meta-analysis of research, and explore the future of the field and the ethical issues in his/her area of interest. Candidates will reflect on the research and explorations and delineate the knowledge and abilities critical for a changing world.
EDD 8012 - Planning Strategically for School Improvement (3)
This course studies the strategic planning and implementation strategies required for school improvement. An evidence-based foundation encourages the candidate to use scientifically-based practice to improve efficiency. Holistic and integrated strategies are implemented to guide students in investigating policy and planning to achieve visions and high organizational performance for school improvement especially in struggling school environments. This course substitutes for EDD 8003.

EDD 8013 - Building Collaborative Teams in Struggling Schools (5)
This course is designed to focus on the skills leaders need to effectively build collaboratively teams specifically in struggling schools. A collaborative team-based learning culture is utilized to simulate real-life problems and team-building processes. Course topics include: leadership dimensions, team learning, development and management, diversity, and organizational analysis and development. An evidence-based foundation is employed to support student learning and exposure to best practices expressed by recognized leaders in team building concepts. This course is a substitute for EDD 8052.

EDD 8051 - Intrapersonal Effectiveness (5)
The first in a three-part series, this course examines the four levels of leadership: personal, interpersonal, managerial, and organizational. The focus of part one is to apply an evidence-based approach to examine the theories of individual motivation and behavior. Candidates analyze their personal character and competence as leaders, with the goal of maximizing their personal effectiveness. Candidates are encouraged to develop a habit of scientifically based practice of continual examination of their own effectiveness and use of their evidence-based learning to effect personal improvement.

EDD 8052 - Collaborative Teamwork and Team Development (5)
Building on the foundation laid in EDU 8051, this course is an extension from study of individual behavior and effectiveness to analysis of group or team behavior and leadership effectiveness. A collaborative team-based learning culture is utilized to simulate real-life problems and team-building processes. Course topics include: leadership dimensions, team learning, development and management, diversity, and organizational analysis and development. An evidence-based foundation is employed to support student learning and exposure to best practices expressed by recognized leaders in team building concepts.

EDD 8053 - Creating Effective Organizations (5)
The culmination of individual behavior/effectiveness and team behavior / effectiveness, this course provides the candidate a comprehensive understanding of the way in which total organizational effectiveness is conceptualized, measured, and realized in practice. The course also explores the ways change associated with organizational improvement is effectively managed. It assists practitioners in understanding how quality improvement can be initialized, managed, and sustained at all levels within the organization to achieve total value-added improvement. An evidence-based foundation is employed through exposure to best practices and the concepts of recognized leaders in organizational leadership and improvement.

EDD 8150 - Research-Based Technology (3)
Assists the student in learning the uses of technology that facilitate the completion of the doctoral dissertation. Elements may include word processing, library databases, spreadsheets, internet, project management software, web pages, and other appropriate applications. It is additionally used as a platform for the student to begin exploring the information available so as to begin a habit of seeking evidence-based data in the employment of scientifically based practice within the professional environment.

EDD 8152 – Technology Based Statistics I (2)
Designed to equip candidates to incorporate statistical analysis into educational research. The different types of data and the tests appropriate for each are discussed and practiced. Successful completion of this course enables candidates to analyze their data gathered for dissertations and to draw definite conclusions from their data. Additionally, candidates in the evidence-based educational environment are equipped to review the methodology and data generated by scientifically based research and draw useful and reliable conclusions from that data.

EDD 8154 – Technology Based Statistics II (2)
Designed to equip candidates to incorporate statistical analysis into educational research. The different types of data and the tests appropriate for each are discussed and practiced. Successful completion of this course enables candidates to analyze their data gathered for dissertations and to draw definite conclusions from their data. Additionally, candidates in the evidence-based educational environment are equipped to review the methodology and data generated by scientifically based research and draw useful and reliable conclusions from that data.

EDD 8160 - Applied Statistics (4)
Designed to equip candidates to incorporate statistical analysis into educational research. The different types of data and the tests appropriate for each are discussed and practiced. Successful completion of this course enables candidates to analyze their data gathered for dissertations and to draw definite conclusions from their data. Additionally, candidates in the evidence-based educational environment are equipped to review the methodology and data generated by scientifically based research and draw useful and reliable conclusions from that data.

EDD 8201 - 8209 - Dissertation (1 - 18)
The dissertation is a major research study based on a significant issue within the workplace. The dissertation must engage a field of interest and involves identification of a problem, development of appropriate protocol, implementation and analysis of both qualitative and quantitative research, dissertation defense, and a capstone presentation of the candidate's work and findings. The dissertation is designed to equip the candidate to engage scientifically based inquiry and practice to effect problem identification and solutions in the environment of workplace. EDU 8201, 8202, 8203, 8204, 8207, 8208 1 credit each. EDU 8205, 8206 2 credits each. If candidates do not make Satisfactory grades in the courses, they will have to retake the dissertation courses until the dissertation has been successfully completed and defended.
EDD 8211-8217 - Dissertation (12)

EDD 8220 - Dissertation Continuation (1)

Students who have not successfully completed the dissertation at the end of the seventh semester of the Ed.D. program will be enrolled in a one-semester credit hour course to continue the completion of the dissertation. The student will be enrolled in this course each semester until the dissertation is completed successfully. Continuation of the completion of the dissertation allows students to proceed with the steps lacking to complete the requirements lacking for the dissertation to be complete including working with the designated dissertation team. All requirements for the dissertation must be completed within a 6-year time frame. Students must submit an action plan delineating the processes and timeline to bring the dissertation to fruition prior to enrollment in dissertation continuation course.

Ed.D. students enrolled in this one-semester hour credit course will be considered to be part-time for enrollment purposes. This status will allow students to have continued access to University services (i.e., ITS & the library) as well as eligibility for financial aid.

EDU - EDUCATION

EDU 515 - Culture, Ideas, and Values (3)

Requiring considerable independent work, candidates investigate significant research with emphasis on instructional leadership, the educational change process, and other current educational influences. Candidates critique materials selected and orally present their synthesizing of research findings.

EDU 553 - Technology for Learning (3)

Formerly Technology: Today and Tomorrow - This course focuses on using e-mail, word processing, databases, and spreadsheets to support instruction. Internet resources, interactive media, and Web page design are also examined. Hands-on laboratory experiences develop an understanding of the power of technology to assist in the teaching and learning process.

EDU 554 - Instructional Design (3)

Formerly Paradigms of Planning - Emphasizing the decision-making process, this course is a survey of instructional models for teaching including planning, delivery, strategies, grouping, themes, and resources. Differentiated learning, including learning domains, teaching and learning styles, and multiple intelligences as well as evaluation of student performance and parental involvement are essential components of this course.

EDU 555 - Issues and Trends in Teaching and Learning (3)

Addresses issues of philosophical importance including historical influences, diversity, educational theorists, family and society, health, and physical and emotional safety in schools. The correlates of effective schools will be emphasized.

EDU 556 - Research into Practice (3)

Participants study conceptualization of research problems, development of hypotheses and strategies, and the use of quantitative and qualitative research, research into practice, problem-solving, and applied educational research.

EDU 5005 - Introduction to Online Teaching (3)

A course that examines the role of the online instructor in a highly interactive, fully online, e-learning program. Emphasis is placed on developing the online learning community, building the skills to effectively employ online learning strategies, managing the online class, and implementing new or modifying existing curricula.

EDU 610A - Educational Issues (1-3)

A survey of current issues in education, this course is designed for the advanced graduate student. A seminar format may be utilized as the instructional technique.

EDU 6001 - Field Experience I for School Leaders (1)

This field experience is conducted during the first semester of the program. Specifically, candidates are expected to develop a resume, write a personal mission statement and autobiography, and familiarize themselves with various aspects of school governance and the duties of school officials. Candidates are expected to focus on employment processes/practices in their school system/school, sound decision-making practices, the delivery of professional development, and organizational climate. Creation and implementation of Professional Learning Communities is discussed.

EDU 6002 - Field Experience II for School Leaders (1)

This second field experience is conducted during the second semester of the program. Candidates are expected to develop an understanding of Common Core standards, curriculum, assessment, and best teaching practices. Furthermore, candidates are expected to explore issues related to the legal, ethical, financial and political contexts of schools or matters associated with the growing pluralism and diversity of American schools. Observation and interaction with school leader(s), along with community and/or person(s) of ethnic and social diversity are expected.

EDU 6003 - Field Experience III for School Leaders (1)

This field experience is conducted during the third semester of the program. Specifically, candidates are expected to develop a thorough understanding of the change process, analysis of data, implications from data analysis, instructional improvement and the involvement of all stakeholders in the school improvement planning process. Furthermore, the course includes responding to diversity for the improvement of instruction, for increased student learning, and for a positive school climate, specifically in these areas: ethnicity/race, socioeconomic, gender exceptionalities, language, and religion, in urban/suburban/rural settings.

EDU 6004 - Field Experience IV for School Leaders (1)

This field experience is conducted during the fourth semester of the program. Candidates will use technology to maximize student learning, increase efficiency of school operations, and learn to access school data effectively. The use of technological multimedia products for enhancing the curriculum will be explored. Candidates will focus on the principles, strategies, and techniques utilized to increase student learning and close achievement gaps through in-depth data analysis and interpretation. Multiple data sources will be utilized. Best practices in instructional strategies will be explored to determine which strategies should be used to reinforce each specific identified area of need. Areas of interest will include: student learning, effective teaching, connecting students and community resources, analyzing problems, interpreting data and
understanding student growth and development. Observation of
and interaction with school leader(s) are required. In addition,
guidelines and procedures for conducting action research are
explored.

EDU 6005 - Field Experience V for School Leaders (1)
Candidates will engage in activities that will enable them to
maximize student learning, design a professional growth plan,
improve parental/stakeholder involvement, consider cases dealing
with ethical and political issues which face administrators and the
importance of data-driven decision making. This field experience
draws the candidate’s attention to the point that a healthy, safe
culture and climate in their school is vital to the growth of students
and the work environment.

EDU 6010 - Leadership for Instructional Effectiveness (3)
Candidates differentiate between administration, management, and
leadership within the school setting. The roles of the local, state,
and federal levels of government are considered and the duties of
school superintendents (directors), school boards, principals, and
assistant principals are delineated. Current issues facing schools,
including performance-based standards and student achievement,
are presented. Attention is given to the historical context of
American education. Candidates are expected to reflect on their
professional goals and mission.

EDU 6015 - Technology for Instructional Leaders (3)
Candidates examine the role of school leaders in managing and
supporting technology to maximize student learning and to
increase the efficiency of school operations; various models of
technology are explored. Candidates learn to access data
effectively, using various models of technology to support teams of
teachers, students, and parents to lead to academic success for
students.

EDU 6020 - Decision Making for Instructional Improvement
(3)
Candidates examine organizational mission, strategic planning, and
core beliefs as key elements within the school framework. The role
of the school leaders in establishing a vision, a sense of
community, and a positive learning culture that facilitates student
achievement is explored; models used by effective school leaders
are presented. Attention is also focused on teacher recruitment,
induction, professional development, and personnel evaluation
systems - both formative and summative. The use of data in
assessing student learning is emphasized.

EDU 6025 - Using Research and Data for Improved Student
Learning (3)
Candidates use current research from multiple sources to analyze
and improve the learning community. Areas of interest include
student learning, effective teaching, connecting student and
community resources, analyzing problems, interpreting data, and
understanding student growth and academic development. The
role of educators, especially school leaders, as the consumers of
research data is emphasized.

EDU 6030 - Curriculum for Instructional Leaders (3)
Candidates integrate information gathered from research, reports,
assessments, standards, surveys, and best practices into effective
leadership of the instructional program. Within the structure of
local and state requirements, the methods and processes for
understanding and implementing this information into an effective
instructional program at the school level are explored and defined.

EDU 6035 - Law, Ethics, and Diversity for School Leaders (3)
Candidates examine the legal and regulatory mandates as outlined
by the local school district, the state, the federal government, and
the courts. Emphasis is on the legal rights and responsibilities of
teachers, administrators, and students. Additional emphasis is
placed on the following: responding to diversity for the
improvement of instruction, political influences and implications,
moral and ethical responsibilities of schools, special education laws,
and school finance procedures.

EDU 6040 - Valuing Diversity for School Effectiveness (3)
Candidates address the diversity that affects education locally,
nationally, and globally. The course includes responding to
diversity for the improvement of instruction, for increased student
learning, and for a positive school climate, specifically in these
areas: ethnicity/race, socioeconomic, gender, exceptionalities,
language, religion, and urban/suburban/rural. The social context
of the school within the broader community is emphasized.

EDU 6045 - Assessing Learning for School Improvement (3)
Candidates focus on the principles, strategies, and techniques
utilized to enhance both organizational effectiveness and student
learning. Through an in-depth study of the characteristics of an
effective learning organization, candidates will acquire the
knowledge, skills, attitudes, and dispositions to lead successfully a
school to achieve increased student learning.

EDU 6050 - Summative Assessment Seminar for School
Leaders (2)
Candidates for the master’s degree and those candidates who are
seeking Administrative Endorsement are required to participate in
this culminating activity for their program. Candidates will utilize
the knowledge gained in all classes in their program and their
experience as effective educators to successfully complete this
assignment. This course is the candidate’s opportunity to exhibit
his/her highly effective creation, presentation and discussion of the
designated school, its data, and school improvement plan based
upon his/her data analysis. Candidates are provided a set of data
elementary, middle, or high school data) for a fictitious school
which will be studied, analyzed and used to formulate a school
improvement plan. This set of data includes information
concerning the school’s instructional strategies, curriculum,
demographical data, TCAP and TVAAS data, culture, climate,
instructional leadership, team structure, professional development
and parental involvement. Each candidate will present a summary
of his/her data analysis and school improvement plan to a panel
composed of faculty and/or building-level school leaders from the
LEA. Candidates will present individually. This culminating
presentation is conducted as a simulation of an interview for the
position of principal at this fictitious school. Successful completion
is determined by the panel of faculty/school leaders.

EDU 6075 - Diversity in Classrooms and Schools (2)
Provides an overview of the diverse educational needs, challenges,
opportunities, and rewards that teachers encounter as they seek to
effectively meet the needs of learners in diverse classrooms and
schools. Candidates will examine diversity research on topics such
as socioeconomics, exceptionalities, race and ethnicity, linguistics, learning styles, and genders. A focus will be on the at-risk student and equipping students with tools to make choices. Candidates will be equipped with tools and instructional strategies to effectively create learning opportunities and a positive classroom environment that fosters student achievement.

EDU 6080 - Interdisciplinary Teaching (3)
Examines strategies to effectively support interdisciplinary instruction and assessment to address the complex challenges of providing quality instruction to a class of diverse learners. Candidates will explore interdisciplinary curriculum and learn effective strategies integrating all content areas for enhanced instruction. The focus will be on individuals with visual impairments both in a specialized classroom and in a full inclusion environment.

EDU 6085 - Differentiated Teaching (3)
Examines strategies to effectively support differentiated instruction and assessment to address the complex challenges of providing quality instruction to a class of diverse learners. Focuses on providing students with multiple options for learning, applying information, and expressing what they learn. Candidates will explore the research on differentiated instruction and learn effective strategies for managing flexible groups, providing students with a variety of options to maximize learning, and planning strategically for classroom management issues. The focus will be on individuals with visual impairments both in a specialized classroom and in a full inclusion environment. Provides a supervised experience working with individuals who are visually impaired, PreK-age 21. Candidates will complete a total of 30 hours to include classroom experience in mathematics, reading, and Braille classes at Tennessee School for the Blind; 6 hours with an Itinerant teacher; and an overnight experience at the Tennessee School for the Blind.

EDU 6125 - Evaluation and Training of Educators (3)
Based on current, historical evaluation, the course includes analysis of techniques, review of diagnostic and prescriptive measures, differentiated salaries, and higher education/teacher training.

EDU 6300 - Cultural Educational Experience (1-3)
Participants travel abroad to engage in educational and varied cultural experiences for assessing and enhancing educational programs.

EDU 6310 - Research I: Thesis Development (2)
Exploration and development of the thesis and literature review for an action research project focusing on a current topic in education.

EDU 6315 - Research II: Implementation (1)
Finalize research design and implementation of the action research project.

EDU 6320 - Research III: Data Collection and Analysis (1)
The teacher candidate will complete the research project, prepare a final document, and give an oral presentation of the research.

EDU 6370 - Instructional Technologies (3)
Examines how technology can facilitate 7-12 instructional practices. Candidates will explore instructional software, online resources, and synchronous and asynchronous methods in technology mediation. Mixed media input will be demonstrated and practiced as well as various instructional methods using technology such as the Internet for instruction and various forms of distance education.

EDU 6400 - Financial Planning for Educators (3)
Investment strategies and retirement vehicles are explored, such as company retirement plans, stock market, mutual funds, certificates of deposit, annuities, trusts, income tax, social security, personal business, and real estate. This course is designed to prepare the educator to make decisions that will allow financial independence.

EDU 6410 - Residency I (6)
As an emerging elementary teacher, the candidate will be placed in an internship with a community public school partner. The candidate will be engaged in planning, teaching, and assessing students for optimal learning.

EDU 6415 - Residency II (6)
As an emerging teacher, the candidate will be placed in an internship with a community public school partner. The candidate will be engaged in planning, teaching, and assessing students for optimal learning.

EDU 6450 - Social Justice in the Community (2)
Investigating student development and learning in a non-school community program. Candidates will explore the unique social challenges in urban environments other than the typical public school setting. Embedded field experience.

EDU 6455 - Transformational Learning Environments (2)
Creating an invitational and supportive classroom for optimal learning in the urban setting. The candidate will develop a proactive program of classroom management that demonstrates increased student engagement and achievement.

EDU 6460 - Intensive Literacy and Assessment (3)
Explores the diagnostic and subsequent remediation of common literacy challenges. The candidate will develop a research based understanding of the design, delivery, diagnosis, and assessment of reading domain. Emphasis will be in the areas of Special Education and English Learners.

EDU 6465 - Current Diversity Issues (3)
Explores the impact of diversities on school communities. Candidates will develop knowledge and awareness, and seek to answer questions related to diversity. The teacher candidate will identify and match instructional plans to the cognitive, social, linguistic, cultural, emotional, and physical needs.

EDU 6506 - Effective Leadership (3)
Designed to assist the participant in understanding the problems faced by leaders in schools and communities. Topics include accepted theories, principles and techniques of effective leadership, the role of personal values, and the role of the leader in current reform and restructuring.
EDU 6507 - Research and Practices in School Administration (3)
Includes topics: bureaucracy and the school, the role of professionals, schools and their external environments, character of work groups, dimensions of leadership, and methods for making decisions.

EDU 6710 - Technology Integration in Teaching and Learning (3)
Focuses on integrating technology into instructional content. Candidates will experience emerging technologies, Web 2.0, and classroom hardware/software. They will also develop instructional technology and technology presentation skills. Candidates will use technologies for instructional improvement that will include consideration of candidate achievement data, research, technology plans, and community relations.

EDU 6720 - Action Research for School Improvement (3)
The candidate will identify an area for instructional improvement, refine strategies for investigating a defined issue, initiate effective instructional decision making, and work towards a project that will effect a positive change in the classroom. Assessment philosophies and methodologies inform the overarching framework for this course. The course will be in conjunction with EDU 6725.

EDU 6725 - Data Analysis for School Improvement (3)
The candidate will collect and analyze data from multiple sources for development of an Action Research Project. The emphasis will be on making data driven decisions for improving student achievement through instructional practices. This course is taken in conjunction with EDU 6720.

EDU 6730 - Field Experience Focusing on School Improvement Planning (1)
Provides hands-on learning experiences in conducting action research. Assessment feedback will be included from both course instructors of EDU 6725 and EDU 6720. An emphasis is placed on a candidate developed action research project.

EDU 6740 - Inclusive Practices in Teaching and Learning (3)
Focuses on the impact of economic disparities within neighborhoods and predicts the impact on local schools. Areas of emphasis will include: differentiated instruction, special education, inclusive practices, legal and ethical issues, and community relations. The goal is to identify instructional and assessment practices that promote equity in the classroom.

EDU 6760 - Exit Assessment/E-Portfolio (0)
Candidates will maintain a working portfolio throughout their program. Included in the portfolio will be the Action Research Project from EDU 6720 and 6725 and assigned exhibits from other courses. Portfolios will be presented at the conclusion of the program of study.

EDU 6770 - Leading Curricular Change (3)
Focuses on research and best practices that facilitate curriculum development. Standards will be analyzed regarding their impact on curriculum development. Candidates will investigate curriculum change, network and make learning links with diverse colleagues, investigate how to develop high quality curriculum, and learn about the impact that transforming a curriculum can have in raising the quality of teaching and learning and in improving outcomes for students. The candidate will focus on leading educational change through the use of distributive leadership.

EDU 6775 - Field Experience Best Practices in Curriculum and Instruction (1)
Provides hands on learning experience in environments under the guidance of practicing school educators. Candidates will maintain several activities and submit a reflection paper for each field experience course. Assessment feedback will be included from both cooperating teachers and course instructors.

EDU 6800 - Exit Assessment/E-Portfolio (0)
Beginning with the first course of CAI, the e-portfolio will be a work in progress for the duration of the program. This collection of work will include the results of the Action Research Project. The e-portfolio will serve as the culminating activity and is required for completion of the CAI program. A Pass-Fail grading system will be used.

EDU 6805 - Exemplary Leader Residency (0)
During the fall semesters, grant candidates - mentors in training - will be residents in MNPS schools and serve as collaborators to improve student achievement and increase teacher efficacy. Candidates will work daily during the regular school calendar year within their assigned high priority elementary schools as part of a collaborative team. Candidates will provide mentoring, assistance, and direction in the creation and establishment of Professional Learning Communities within the school, focused on the specific needs of the schools. Based on these specific needs, the candidate team will identify and implement an action research project. To build the learning community, program candidates and University faculty will participate in reflective seminars. Candidates will maintain journals of their work with teachers and principals and will share their residency experiences in these sessions. The purpose of this professional discourse will be to identify problems and collaboratively seek solutions.

EDU 6810 - Exemplary Leader Residency (0)
During the fall and spring semesters, grant candidates - mentors in training - will be residents in MNPS schools and serve as collaborators to improve student achievement and increase teacher efficacy. Candidates will work daily during the regular school calendar year within their assigned high priority elementary schools as part of a collaborative team. Candidates will provide mentoring, assistance, and direction in the creation and establishment of Professional Learning Communities within the school, focused on the specific needs of the schools. Based on these specific needs, the candidate team will identify and implement an action research project. To build the learning community, program candidates and University faculty will participate in reflective seminars. Candidates will maintain journals of their work with teachers and principals and will share their residency experiences in these sessions. The purpose of this professional discourse will be to identify problems and collaboratively seek solutions.

EDU 6830 - Curriculum Planning and Instructional Practice (3)
Focuses on the assessment of quality curriculum and instructional practices. Candidates will demonstrate instructional strategies, inquiry based learning, organizational skills, and the integration of
technology. They will also engage in using methodologies for monitoring, assessing, and supporting quality instruction.

EDU 6835 - Field Experience Focusing on Educational Collaboration and Staff Development (1)
Provides hands-on learning experiences in environments in collaboration with practicing school educators. Assessment feedback will be included from course instructors in EDU 6830 and EDU 6710. Emphasis is placed on instructional strategies and the integration of technology.

EDU 6840 - Creating Effective Classroom Environments for Instruction (3)
Focuses on planning, organizing, and managing an effective classroom environment. Candidates will research and investigate collaborative opportunities in time, classroom, and instructional management.

EDU 6845 - Field Experience Best Practices in Curriculum, Assessment and Instruction (1)
Provides hands-on learning experiences in effective classroom environments, inclusive practices, and leading curricular change. Assessment feedback will be included from all course instructors from EDU 6840, EDU 6740, and EDU 6770.

EDU 6900 - Numeracy Specialists K8 (3)
Designed for coaches of K-8 teachers to build those skills, understandings, and dispositions required to be numeracy leaders in K-8 schools. The focus is to provide numeracy leaders with research, resources, strategies, and practice to equip them to work with adult learners in deepening their understanding of mathematics content pedagogy and strengthening their skills to improve instruction so all students can learn.

EDU 6905 - Numeracy Specialists 6 12 (3)
Designed for coaches of 6-12 teachers to build those skills, understandings, and dispositions required to be numeracy leaders in 6-12 schools. The focus is to provide numeracy leaders with research, resources, strategies, and practice to equip them to work with adult learners in deepening their understanding of mathematics content pedagogy and strengthening their skills to improve instruction so all students can learn.

EDU 6910 - Coaching Algebra and Geometry Teachers (3)
Focuses on developing understandings, dispositions, and skills needed by coaches to help elementary, middle, and secondary teachers develop the concepts and skills of teaching algebra and geometry. The intent is to provide research, resources, and practice to equip numeracy leaders to work with adult learners in deepening their understanding of algebraic and geometric concepts and pedagogy and strengthening their skills to teach concepts so all students can learn. It is planned for this course to be co-taught by two faculty members, one with background teaching at the elementary level and the other with secondary experience.

EDU 6915 - Analysis and Correction of Math Learning Problems (3)
Develops expertise in analyzing student work, diagnosing the problem, understanding student thinking, and using that understanding to guide subsequent interactions and interventions with the student. Participants will analyze student learning through formal and informal assessments, and learn how to use research and current resources to diagnose mathematical learning problems, and how to choose and implement the best interventions to increase student learning.

EDU 7302 - Instructional Leadership, Culture, and Climate (3)
Candidates will explore the role of School Leader as they differentiate between administration, management, and instructional leadership styles within the school setting to improve student achievement with an emphasis on creating a school culture and climate that establishes high expectations for all stakeholders. The financial and legislative roles of local, state, and federal levels of government will be considered. Candidates will examine and unpack the TEAM Administrator Evaluator Rubric for a deep understanding of what an effective administrator needs to know and be able to do. Professional Learning Communities (PLCs) will provide the foundation in creating models for leveraging transformational change within the school culture for urgent change. Practical knowledge and tools will be examined to create and sustain collaborative PLC work that actively engages stakeholders in creating a shared vision and culture of supporting learning for all. Each candidate will analyze provided school data and build an effective School Improvement Plan upon the provided data.

EDU 7303 - Human Capital and Efficacy Building (3)
Human Capital and Efficacy Building is designed to enable educational leaders develop an effective management strategy through examination of the process and procedures necessary to recruit, hire, place, induct, professionally develop, evaluate, and retain excellent teachers and administrators to increase student outcomes. One aspect of the course is the analysis of performance problems and recommendations needed to assist the employee and organization to achieve organizational goals and to manage change. An integral part of managing human capital is to ensure all stakeholders have positive, highly functional self-efficacy.

EDU 7304 - Navigating and Mapping Change through Data Analysis: Beyond Data (What Now?) (3)
This course will provide candidates the tools necessary to analyze and build upon the influences and influencers that make a difference for students and their learning. The focus will identify ways to build school cultures focused on using data collaboratively to drive decisions, to implement strategic plans, to monitor progress and to facilitate and sustain change.

EDU 7305 - Toolkit for Low Performing Schools (3)
Since there is no set of strategies that when applied will lead each school from low performing to excellence, the candidates in this course will develop and exhibit the skills, structures, and leadership strategies needed to create and sustain effective leadership environments and enhance instructional excellence. Each candidate will become adept in the selection and implementation of research-based tools to determine the appropriate strategies for their particular school situation.

EDU 7306 - Instructional Strategies for Closing the Achievement Gap (3)
This course prepares specialists to provide training for all teachers in models for teaching and learning, formative assessment tools
and data processes to determine remediation and accelerated learning strategies for all learners. Candidates ensure that instructional strategies are fully aligned both vertically and horizontally with the adopted standards. The budgeting process is explored at the local school level. Candidates communicate a compelling case and a sense of urgency to address chronic achievement deficits. The TEAM teacher evaluation model will be taught and practiced. This course will focus on research to increase instructional time in core areas, quick and intensive support for struggling students, and instructional strategy choices appropriate to the students being served.

EDU 7307 - Distributive Leadership for Building Capacity and Program Sustainability (3)

This course combines the tenets of transformational leadership, situational and servant leadership, and capacity building within an organization with a focus on program sustainability. Research has shown that any sustainable change must be implemented in an organization’s culture and must be owned by members of that organization in order to be maintained after the funds are depleted and the change agent has left the building. Therefore, this course will explore in detail the three Cs: Communication, Collaboration, and Change with effective methods for implementation. Case studies with essential tools for potential specialists in organizations will be a focal point of the course. Strategic planning, policy development, understanding of existing policies, procedures, and legal requirements are competencies essential for any specialist. Knowledge of existing governing bodies with political implications and an ability to quickly assess situations in failing organizations will also be examined in this course.

EDU 7401 - Current Research in Action (3)

This course introduces the educational specialist candidate to the principles of educational and applied research. Empirical research, both qualitative and quantitative, will be explored. Emphasis will be placed on establishing a researched-based project applicable to a specific school setting. Processes will include identification of an area of need through data analysis, development of major research questions, and identification of appropriate strategies, methods and design for an inquiry-based study. This course establishes the student’s basic understanding of educational and applied research while creating a broad based skillset of best practices in problem-solving within the environment.

EDU 7402 - Educational Research Development I (2)

This second research course is designed to assist and support Ed.S. candidates at Trevecca Nazarene University as they move toward implementation and completion of their selected action research project, the capstone of the Ed.S. experience. This educational research project is the conclusion of their research endeavor focused on results-driven school improvement. Candidates will complete the analysis of qualitative and quantitative research and achieving individual and group competencies. Candidates will present their research project findings to a juried panel.

EDU 7404 - Educational Research Development II (1)

This third research course is designed to assist and support Ed.S. candidates at Trevecca Nazarene University as they move toward implementation and completion of their selected action research project, the capstone of the Ed.S. experience. This educational research project is a substantial research endeavor focused on results-driven school improvement. Educational Research Development II continues the final phase of implementation of the action research project started in Current Research in Action and continued in Educational Research Development I with a systematic in-depth review of the literature for their identified project. Candidates will implement the appropriate methodology and continue the implementation phase of their plan as well as begin analysis of qualitative and quantitative research and achieving individual and group competencies.

EDU 7420 - Field Experience I for Accountable Leaders (1)

This field experience is conducted during the first semester of the Specialist in Accountability and Instructional Leadership (SAIL) program. Specifically, candidates are expected to clearly demonstrate an understanding of leadership styles and facilitation skills for meeting the needs of all student groups, and be able to advocate, nurture, and sustain a school culture and instructional program conductive to student learning and staff professional growth. They will master skills and attributes that can be used to develop the kinds of relationships that must exist between and among individuals functioning in a social system. Candidates will develop a plan to involve a diverse population of parents and community members in the education of Pre K-12 children. The analysis of case studies will inform approaches which can be used to set high expectations for all students and lead to school improvement/effectiveness. Candidates will analyze a set of data provided to them at the elementary, middle, or high school level and build a school improvement plan from this analysis of data. Candidates will begin their research for their major school project while developing a knowledge concerning both qualitative and quantitative research designs.

EDU 7425 - Field Experience II for Accountable Leaders (1)

This second field experience is conducted during the second semester of the SAIL program. Candidates will develop and exhibit the skills, structures, and leadership strategies needed to create and sustain effective leadership environments and enhance instructional excellence. Furthermore, candidates are expected to identify ways to build school cultures focused on using data collaboratively to drive decisions, to implement strategic plans, to monitor progress and to facilitate and sustain change. Skills will be taught to enable candidates to analyze data from all aspects of the school (i.e. culture, climate, instructional practices, learning strategies, demographics, test scores).

EDU 7430 - Field Experience III for Accountable Leaders (1)

This field experience is conducted during the third semester of the program. Specifically, candidates are expected to develop a
thorough understanding of the change process, analysis of data, implications from data analysis, instructional improvement, and the involvement of all stakeholders in the school improvement planning process. Furthermore, the course includes responding to diversity for the improvement of instruction, for increased student learning, and for a positive school climate, specifically in these areas: ethnicity/race, socioeconomic, gender exceptionalities, language, and religion, in urban/suburban/rural settings. Effective use of human resources is examined in the areas of recruitment, hiring, induction, and retention. Individualized, well-executed professional development is viewed as a necessary component of retention and growth for exceptional teachers.

**EDU 7435 - Field Experience IV for Accountable Leaders (1)**

Field Experience IV is conducted during the fourth and final semester of the program. Distributed leadership will be studied as a necessary component of building a strong culture of shared decision making and accountability for the academic, social, and emotional development of all children. Candidates will focus on the principles, strategies, and techniques utilized to enhance student learning and close achievement gaps through in-depth data analysis and interpretation for all aspects of the school organization. Professional Learning Communities (PLCs) will be explored as a tool to encourage teacher leaders and for the advancement of academic achievement for all students. Parental involvement in the decision making process will be encouraged. Areas of interest will include: student learning, effective teaching, connecting students and community resources, and analyzing problems other than academic related. Observation of and interaction with school leader(s) are required. The Capstone Colloquium featuring each candidate's action research project conducted over the preceding three semesters will be presented to a juried panel. This project involves material learned and assignments experienced throughout the coursework and the guided action research completed in LEA schools.

**ESL - ENGLISH SECOND LANGUAGE**

**ESL 6000 - Language Acquisition and Learning (3)**

Explores the accepted theories of language learning and acquisition. The distinction is made between learning and acquisition as it relates to efficient language application and use. Distinctions are also made between communicative language learning and academic language learning and the instructional supports required for each. This is an applied theory course with significant reading and which provides a theoretical framework for the remainder of the coursework in this major. Understanding how language is learned and acquired is fundamental to language instruction. The importance of socialization in the target language with transitional supports in the mother tongue is also explored.

**ESL 6010 - Trends, Models, and Methods in Instruction (3)**

Examines the currently used models of ESL instruction from a variety of school boards and regions. These models are examined in light of language learning theory. Models of integration, inclusion, and other models of differentiated instruction are examined and students are expected to not only understand the differences but to also understand the implications for effective language learning. Cross listed as EDU 4215.

**ESL 6020 - Authentic Language Curriculum Design (3)**

Considers the principles of curriculum design as they relate to language learning within an authentic learning environment. Rather than creating inaccurate learning environments with controlled language input, this course explores the efficiency of maximizing comprehensible input in order to produce comprehensible output. Contextualization of language application and use are central to this course and candidates will be expected to design actual curriculum units within an authentic language context. Integrated approaches to grammar, vocabulary, pronunciation, and writing are examined and used by candidates to design their own authentic language course.

**ESL 6030 - Culture (3)**

Focuses on the relationship between culture and language, both oral and written, and examines the importance of identifying key cultural traits of ESL students' home culture for instructional scaffolding. Affirmation of home culture as well as multicultural issues such as integration, acculturation, and assimilation are examined as they pertain to ESL teaching and learning. This is a research course.

**ESL 6040 - Methods of Assessment and Evaluation for ESL (3)**

Language proficiency assessment for placing is not the same as evaluation of language demonstration and use. This course examines the differences between the two and combines methods with outcomes evaluation. Assessment for "placement" is compared with evaluation of outcomes. Placement is also examined in light of authentic language learning within a school setting. Candidates are expected to understand the various methods as well as produce samples of assessment and evaluation strategies. Cross listed as EDU 4225.

**ESL 6050 - Technology and Language Learning (3)**

Examines the importance of instructional scaffolding for ESL students and looks at how new technology can facilitate this approach. Candidates experience various methods using new technology such as the Internet for instruction and various forms of distance education for language learners. This course provides access to new software, online resources, and synchronous and asynchronous methods in technology mediation. Language practice through mixed media input is demonstrated as well as the role of rote practice for pronunciation.

**ESL 6055 - Linguistics for Teachers of English Secondary Language (3)**

A descriptive linguistics course which focuses on understanding phonological, syntactic, semantic, and pragmatic aspects of language as they apply to an understanding of any ESL student's native language. Language transfer issues for ESL students are examined in both the oral and written domains to provide appropriate instructional scaffolding. The course also considers the significance of sociolinguistic and psycholinguistic aspects of language learning. This is a research course.

**ESL 6060 - ESL Field Experience (1)**

Candidates will complete at least 30 clock hours in ESL classrooms. The field experience will include both PreK-5 and 6-12 settings. Candidates will observe, assist, tutor, teach, and apply what they have learned from relevant courses. Appropriately
supervised teaching experience of at least one semester in a PreK-12 ESL classroom may be substituted for the field experience.

**ESL 6600 - E-Portfolio (2)**

The e-portfolio, a web-based electronic tool provided to candidates at the beginning of the program, is considered a work in progress throughout the graduate program. This web-based electronic tool provides the candidate powerful resources for reflecting, synthesizing, and evaluating course experiences during the duration of the program. Candidates are provided a course syllabus and framework for completing the e-portfolio. This e-portfolio will be presented during the final semester of the program and is required for graduation.

**FIN - FINANCE**

**FIN 6213 - Strategic Finance (3)**

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

**HCL - HEALTH CARE LEADERSHIP AND INNOVATION**

**HCL 5100 - Principles of Leadership in Health Care (3)**

This course assesses and applies innovative strategies of leading people in healthcare organizations. Emphasis is placed on industry specific competencies that promote awareness of how to efficiently care for patients in the health delivery system while attaining optimal treatment outcomes and enhancing both patient and employee experiences.

**HCL 5110 - Organizational Behavior and Change in Health Care (3)**

This course evaluates dynamics of health care organizations and suggests ways health care leaders might influence organizational behavior among personnel to attain desirable outcomes and meet organizational goals.

**HCL 5120 - Innovating Health Care Through Patient Engagement (3)**

This course will evaluate the changing landscape of patient engagement approaches and models in order to synthesize innovative solutions to helping patients play an effective role in their health care.

**HCL 5130 - Financial Management and Budgeting for Health Care Organizations (3)**

This course analyzes various financial functions and the use of financial information in healthcare organizations. An overview of numerous factors that influence healthcare leader’s decision making are also assessed.

**HCL 6100 - Operations Management in Health Care (3)**

This course illustrates innovative step-by-step strategies on how to effectively manage healthcare operations in complex healthcare delivery systems. Emphasis is placed on the four essential components of achieving excellence in healthcare delivery - quality, cost, flexibility, and efficiency.

**HCL 6110 - Value Based Management in Health Administration (3)**

This course provides a comprehensive look at the evolving solution of value-based care and how to implement and manage it to produce quality care in a cost-effective manner while improving health outcomes among the population.

**HCL 6120 - Innovative Models for Population Health Management (3)**

This course examines various determinants of wellness and healthy outcomes for specified populations. Students will assess the impact of global health issues and analyze policy and its influence to eradicate diseases, reduce disparities, and other factors that affect population health management.

**HCL 6130 - Health Reform and Alternative Healthcare Delivery Solutions (3)**

Access, quality, and cost of healthcare services remain a continuous challenge in the U.S. health delivery system. This course takes an in-depth look at current and proposed governmental policy and its influence on the provision of health care within the United States.

**HCL 6140 - Technology Innovations in Health Care (3)**

This course examines the role of disruptive innovation in healthcare through the use of technology. Emphasis is on how healthcare innovation is utilized to enhance patient care, increase patient access to health services, reduce costs of health expenditures, and improve operational efficiency for health care organizations and integrated health delivery systems.

**HCL 6150 - Healthcare Privacy and Information Security Management (3)**

This course evaluates various privacy and security controls health care entities implement to protect the integrity of patient information, reduce risks of data breaches, and increase cyber security. Compliance with national, state, and local security rules and regulations is also addressed.

**HCL 6200 - Special Topics in Health Care Leadership and Innovation (3)**

This course will provide students the foundation to identify and respond to industry trends using current literature, student experience and or guest speaker information. Current issues confronting healthcare organizations and impacting leaders will be highlighted. Specific emphasis will be placed on innovative strategies to address challenges in healthcare. As part of the course design, students will complete a mini thesis. The mini thesis must have theoretical/academic and applied components.

**HLT - HEALTHCARE ADMINISTRATION**

**HLT 6200 - Legal and Regulatory Issues in Healthcare (3)**

The delivery of healthcare has been influenced by the legal issues surrounding the delivery, security, and research associated with the patient / provider relationship. The legal influences on the corporate healthcare environment will be presented. Discussions of the influences on the delivery process and policy will be reviewed, including, but not limited to, the Emergency Medical Treatment
and Active Labor Act (EMTALA), Health Insurance Portability and Accountability Act of 1996 (HIPAA), and the Sarbanes-Oxley Act of 2002 (SOX).

**HLT 6400 - Quality Healthcare Management (3)**
Outcome based healthcare delivery and case management have been topics of discussion for some time, and the influence on delivery and reimbursement will continue to impact the healthcare environment. Topics include the quality of care and the influences, such as staff shortages, educational shortcomings and technology velocity, and their influence on healthcare delivery. Patient safety and patient satisfaction will be presented through current data on the topic and the results of quality initiatives such as the Healthcare-focused Baldrige award and audit process. The influences of the organizational efficiencies on healthcare delivery and the opposing healthcare delivery process on organizational efficiencies will be reviewed and discussed.

**HLT 6600 - Healthcare Strategy (3)**
The delivery of healthcare in the U.S. has been influenced and changed significantly through the legislative process at the federal, state and local levels. The strategic planning of healthcare delivery has been significantly altered by these changes. This course will present and discuss the strategies available to address the changing landscape of healthcare delivery through the use and study of healthcare issues and how they will influence the future of healthcare delivery. Case studies will be a major portion of this course to determine how others have approached the policies in the past and how they have been impacted by the choices made.

**IDT - INSTRUCTIONAL DESIGN**

**IDT 5000 - Instructional Design (3)**
Course is an introduction to the instructional design process with a focus on developing instructional goals, objectives and assessment outcomes. Learners will investigate the various elements that should be considered in the design process such as: needs assessment, common instructional problems, learner characteristics, task analysis, content sequencing, instructional strategies, instructional delivery, evaluation instruments, instructional resources (media selection), formative evaluation, and summative evaluation.

**IDT 5010 - Copyright Laws for Online Learning and Development (3)**
Course will teach the basics of copyright laws, fair use guidelines, and ADA compliance regulations relevant to the design process. Learners will investigate the idea of intellectual property as it applies to businesses and organizations. The goal is to provide learners with a practical framework for analyzing copyright issues that they encounter in their professional work. This course will use real life examples—some of them quite complex—to help learners get used to the systematic analysis of copyright problems in course design. This course is intentionally a step toward bridging the gulf that is often perceived between desirable educational practice and legal permissible activities.

**IDT 5020 - Issues in Instructional Design and Technology Integration (3)**
Course is designed to examine how technology can facilitate instructional practices. Students will explore instructional software, online resources, and synchronous and asynchronous methods in technology mediation. Learners will study variables that affect adult learning, techniques for stimulating and sustaining student motivation, and how to reinforce learning to a global audience.

**IDT 5030 - Emerging Trends in Instructional Technology and Simulations (3)**
Course involves the exploration of games and simulations. This includes the evaluation, design, and infusion of games and simulations in instructional settings. Students will create a process for using multimedia and visual basic applications for developing instructional materials, presentations, and games.

**IDT 5100 - Computer Based Instruction & Design for Learning (3)**
Course provides an application of instructional design principles for the creation of computer-based instruction; emphasis on use of authoring and scripting systems to create instructional software.

**IDT 5110 - Project Management in Instructional Design and Technology Integration (3)**
Course examines the project management phase of the instructional design process. Learners will develop a plan and work in teams to complete “real world” projects that will include a template for design of a specific environment.

**IDT 5120 - Ethics and Culture Models for Learning Design (3)**
Course provides an opportunity to apply various learning principles into practice in online design. Students have an opportunity to investigate their faith in which learning design takes place, considering the interplay between content experts or subject matter experts and design methodology.

**IDT 5130 - Interactive and Digital Tools for Learning (3)**
Course focuses on the design and development of various forms of interactive instructional media to support learning. This course will provide experiences in investigating, designing, developing and integrating a variety of interactive instructional media and mobile devices.

**IDT 5200 - Evaluation and Assessment Strategy (3)**
Course will focus on the effective course/program evaluation and assessment methods, theories, and applications in instructional design and technology.

**IDT 5210 - Instructional Design Capstone (3)**
Course will demonstrate the mastery of content through a practicum or significant project adapted to the professional requirements of instructional design. After a thorough process of feedback and revision, students are required to present their final ePortfolios or build a course to showcase their work and demonstrate achievement of program competencies.

**ITI - INFORMATION TECHNOLOGY**

**ITI 5073 - Management Information Systems (3)**
Emphasizes computer systems technology and is designed to enable the learner to understand the field from a managerial perspective. Existing and emerging technologies will be reviewed to provide an awareness of technology capabilities from the
managerial perspective. Topics to be covered include information systems planning, systems management, the systems development life cycle (SDLC), project management (P.M.), change management, networking and telecommunication concepts. Other topics to be discussed are transaction processing systems (TPS), decision support systems (DSS), executive information systems (EIS), enterprise resource planning (ERP), and artificial intelligence/expert systems AI/ES. Cases will be used to supplement the learning experience and to apply course principles and concepts. Project management and systems analysis methods will be thoroughly explored and applied in a learner-selected project where the learner carries out the project planning and implementation strategies/techniques to see the project to fruition.

ITI 6000 - IT Architecture (3)
Explores the discipline related to IT architecture and its basis. The key components of IT architecture are examined and considered in light of the organization needs and processes, which include application, security, data, and technology architectures.

ITI 6300 - IT Project Planning, Management and Financial Control (3)
Examines the key components of IT projects and it introduces the student to a variety of project planning, management, and financial control techniques that can be applied in an IT project context. Within this context students will explore the management of scope, time, cost and quality. The unique issues related to IT project management will also be discussed.

ITI 6330 - Enterprise Storage and Virtualization (3)
Explores Enterprise storage solutions, including network based and cloud storage techniques. In addition, students will explore practical enterprise virtualization options with an exploration of different tools and approaches to virtualization. Students will learn what security consideration should be reviewed in both virtualization and enterprise storage as well as what information is appropriate to store in various storage options.

ITI 6600 - IT Legal, Regulatory, and Ethical Environment (3)
Explores the many legal, ethical and regulatory issues that come with using information technology. Key topics will include technology licensing and contracts, privacy, piracy, security, confidentiality, intellectual property rights, and internet regulation.

MFC - MARRIAGE AND FAMILY COUNSELING/ThERAPY

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

MFC 5351 - Family Therapy (3)
Introduces the understanding and practicing of family therapy. Focus will be on developing both diagnostic and intervention skills in regards to treating problems within the context of the family. Special attention will be given to differentiating between various approaches within the purview of family systems theory.

MFC 5400 - Marital Therapy: Crisis Situations and Sexuality (3)
Designed to give attention to the special problems presented by (1) crisis situations and (2) sexuality. Regarding crisis presentations, common marital presentations will be studied (abusive relationships, marital separation, infidelity, etc.) with attention given to both recognition and appropriate intervention strategies. Regarding sexuality, healthy and problematic areas of sexual functioning will be studied with special attention given to assessment and diagnostic skills for identifying sexual dysfunction and corresponding appropriate treatment regimens.

MFC 5457 - Internship in Marriage and Family Therapy I (3)
Provides supervised experience in the practice of marriage and family therapy in an appropriate clinical setting (usually a mental health center or community agency). Activities will include face-to-face contact with individuals, couples, and families for the purpose of assessment, diagnosis, and treatment. Students will spend a minimum of 200 hours on site under appropriate supervision of which 80 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances internship may be extended.*

MFC 5458 - Internship in Marriage and Family Therapy II (3)
To be taken in consecutive sequence with MFC 5457 "Internship in Marriage and Family Therapy I" and preferably at the same site, the course provides a continued supervised experience in the practice of marriage and family therapy in an appropriate clinical setting (usually a mental health center or community agency). Activities will include face-to-face contact with individuals, couples, and families for the purpose of assessment, diagnosis, and treatment. Student will spend a minimum of 200 hours on site under appropriate supervision of which 80 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances internship may be extended.*

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

Crosslisted as: CSL 5510.

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

Crosslisted as: CSL 5511.

MFC 5512 - The Child in the Family System (3)
Designed to review theories and research in child development by identifying normal and anticipated behavior from birth through adolescence within the family context. The ability to recognize
what constitutes deviations from the anticipated behavior will also be identified with practical suggestions for intervention.

Crosslisted as: CSL 5512.

MFC 5530 - Professional Seminar: Ethical Standards (1)
A professional seminar with emphasis upon an examination of both the ethical guidelines and the legal responsibilities and liabilities (family law) which are related to the practice of marriage and family therapy.

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

MFC 5532 - Professional Seminar: Professional Context (1)
A professional seminar with emphasis upon developing a familiarization with clinical practice settings. The necessity of establishing and maintaining cooperative relationships with other professionals will be explored, whether these professionals are marriage and family therapists or from other helping professions.

MFC 5600 - Internship in Marriage and Family Therapy III (3)
Provides a supervised experience in the practice of marriage and family therapy in an appropriate clinical setting (usually a mental health center or community agency). Activities will include face-to-face contact with individuals, couples, and families for the purpose of assessment, diagnosis, and treatment. Students will spend a minimum of 200 hours on site under appropriate supervision of which 80 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances internship may be extended.*

MFC 5700 - Marital Therapy I (3)
Students will be presented with a variety of systems therapy models specifically applied to the marital relationship. Students will demonstrate the ability to conceptualize issues, develop treatment plans, and intervene in couple relationships based on both an understanding of diverse theoretical orientations and equally diverse couple problem presentations. This conceptualization will flow from an understanding of theories including but not limited to structural, trans-generational, attachment, and affect regulation models. Skill demonstration, in both classroom and practicum activities, will continue culminating with each student demonstrating competency in a chosen therapy model consistent with the goals and purposes of this program. By the end of this course the students will have completed a 100 hour practicum (in association with the previous course, MFC 5700 Marital Therapy I) of which 40 of the 100 hours will have been in direct client contact (group therapy, co-therapy, client intakes, marital couple therapy, etc.).

MKT - MARKETING

MKT 5093 - Marketing Management (3)
Focuses on the importance of modern organizations being market driven and globally competitive. It examines the role of the marketing function and fundamentals, such as market segmentation, targeting, product life cycle, new product planning, distribution strategies, pricing, promotion, forecasting, market analysis, and competitor analysis. Students conduct marketing audits of actual organizations.

MOL - ORGANIZATIONAL LEADERSHIP

MOL 5010 - Personal Leadership Development (3)
Leadership begins with self-leadership. Learners will examine the process of leading from the inside-out (their core). Helpful assessments and interactions such as the Myers-Briggs Type Indicator, leadership lectures and presentations, and professional leadership consulting will guide students through the vital process of core leadership development, which follows this ongoing formula: Self-examination leads to self-awareness which leads to self-regulation. The insights developed in this area serve as the foundation for leading self and others.

MOL 5020 - Concepts of Organizational Leadership (3)
Provides an analysis of foundational theories and practices of organizational leadership. The focus of the course is fourfold: 1) creating a clear path of professional leadership competency development, 2) applying a theoretical and practical introduction to organizations, 3) evaluating and applying a personal study of great leaders, and 4) producing a synthesis of organizational leadership through the lens of Servant Leadership. The student will experience personal assessment, professional reflection, and project/team learning.

MOL 5105 - Organizational Culture and Change (3)
Examines the various factors that influence the culture of an organization and focuses on the importance of utilizing an understanding of culture to build a well-performing organization. The course also explores effective means by which to implement change within organizations, both strategic and incremental.

MOL 5130 - Strategic Thinking (3)
Focuses on developing the capacity of organizational leaders for strategic thinking. Topics include the conceptual frameworks of strategic thinking as well as practical applications to personal, professional, and organizational leadership. Strategic thinking will
be integrated with the broader fields of strategy, strategy making, and strategic planning.

**MOL 5150 - Conflict Management and Negotiation (3)**
Assists learners in integrating the experiential and intellectual learning components of negotiation and conflict resolution. Learners examine sources of conflict between supervisors and subordinates, as well as between/among peers, with a focus on methods of resolving such conflicts for the betterment of individual, team, and organizational performance. Considerable emphasis will be placed on simulations, role-playing, and cases.

**MOL 5160 - Human Resources, Ethics, and the Law (3)**
Provides an overview of the strategic importance of effective human resource management within organizations. Key functions such as HR planning, job analysis, recruitment, selection, training/development, performance appraisal, compensation, and labor relations are examined. Learners acquire a greater understanding of and appreciation for the impact of values, ethical behavior, and diverse legal and regulatory requirements on the shaping of leadership style, HR practice, and organizational performance.

**MOL 5180 - Cultivating Networks and Fundraising (3)**
Invites learners to identify the role of the local, state, federal as well as international social service and mental health organizations and agencies. Learners evaluate or create a communication medium for corporate and community leaders and the appropriate audiences. The elements of fundraising are examined, particularly for nonprofit organizations.

**MOL 5300 - Leading and Building Teams (3)**
Explores research, theories, and models of team performance, including the design and implementation of high-performance leadership in organizations. Assessments, simulations, and case studies are utilized by learners to gain further insight into personality styles, power and influence, trust-building, risk-taking, communication styles, motivational strategies, and team dynamics.

**MOL 5310 - Leading in Diverse Communities (3)**
Examines the interactive impact of leaders on diverse communities. This course asks learners to identify the Christian leadership needed in communities (local, regional, national and international) and to explore the institutional influences of family, religion, education, government, and commerce.

**MOL 5400 - The Leader as Change Agent (3)**
Covers the context of change and potential barriers to organizational change efforts. Learners are introduced to a variety of change interventions and best leadership practices to promote employees’ acceptance of and enthusiasm for change. As servant leaders, learners recognize the need to consider the human side of institutional change. The leader as change agent is emphasized with attention given to techniques for human resources, process, and techno-structural and strategic interventions to facilitate organizational transformations.

**MOL 5800 - Special Topics in Leadership (3)**
Learners will have an opportunity to explore a topic of particular interest and develop a project or paper on the topic. The instructor must approve the topic and will monitor the learner’s progress toward the completion of the topic.

**MOL 5900 - Strategic Planning for Servant Leaders (3)**
A capstone course that surveys models and best practices for organizational strategic planning, including leaders' roles in the planning process and in implementing the plan at various operational levels. Various methods for analyzing and solving problems, as well as decision-making strategies, are examined for utilization as change in organizations' operations becomes necessary. Using the servant-leadership model, learners will discern how to serve others while staying focused on achieving results in line with the organization's values and integrity.

**PAS - Physician Assistant**

**PAS 5010 - Medical Ethics (2)**
This course is designed to help students develop a commitment to the implementation of ethical principles in their daily clinical practice and clinical decision making.

**PAS 5025 - Research Methods and Designs in Medicine (3)**
This course provides an introduction to the basic principles of clinical study design and the application of statistical methods in medical research. Students learn to critically analyze clinical data and evaluate medical literature based on the principles of evidence based medicine.

**PAS 5030 - Introduction to the Physician Assistant (PA) Profession (2)**
In this course, students develop a historical perspective of the PA profession. Students are introduced to PA professional organizations and examine current social, state and national regulatory factors impacting PA medical practice. Foundational knowledge of the PA's role in health care delivery systems, public health, and interprofessional practice are explored. Students are engaged in the self-reflection process as it relates to course topics.

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

**PAS 5070 - Applied Anatomy (4)**
This advanced course in human anatomy is designed to relate anatomical structures to function and clinical application. Clinical case studies and 3-D virtual anatomy online resources correlate with each anatomical region studied. Students gain practical skills and in-depth spatial knowledge in small group cadaver dissection labs.

**PAS 5080 - Clinical Medicine I (8)**
This comprehensive course series uses an organ-based systems approach to teach students foundational knowledge of the etiology, epidemiology, clinical presentation, laboratory findings, differential diagnoses, management, and prevention of medical diseases. Patient care in the primary care setting is emphasized.
PAS 5090 - Introduction to Psychiatry (3)
This course introduces students to the etiology, clinical presentation and treatment of major psychiatric disorders with an emphasis on systematic approach to psychiatric evaluation. Normal and abnormal psychosocial development across the lifespan are examined as they relate to psychiatric conditions. Students develop psychiatric interview skills by performing mental status examinations.

PAS 5100 - Medical Communications (2)
This course introduces students to the techniques of effective medical interviewing across the lifespan, documentation, and presentation of clinical information. Students will develop interpersonal communication skills to facilitate patient and family education as well as basic counseling for behavioral change. Students will build their cultural competence in the medical interview in order to care for diverse patient populations.

PAS 5125 - Laboratory Medicine I (2)
This course series teaches students the fundamentals of appropriate use of clinical laboratory studies. Emphasis is placed on determining the clinical presentation indicating a need for laboratory studies, interpreting the results of laboratory studies, and understanding the underlying pathology of abnormal results.

PAS 5126 - Laboratory Medicine II (2)
This course series teaches students the fundamentals of appropriate use of clinical laboratory studies. Emphasis is placed on determining the clinical presentation indicating a need for laboratory studies, interpreting the results of laboratory studies, and understanding the underlying pathology of abnormal results.

PAS 5140 - Clinical Medicine II (8)
This comprehensive course series uses an organ-based systems approach to teach students foundational knowledge of the etiology, epidemiology, clinical presentation, laboratory findings, differential diagnoses, management, and prevention of medical diseases. Patient care in the primary care setting is emphasized.

PAS 5170 - Introduction to Surgery (3)
This course is designed to equip students with the knowledge and skills required to diagnose and manage surgical diseases. Emphasis is placed on differentiating between surgical and non-surgical conditions. The laboratory component of this course introduces students to performing biopsies, suture techniques, basic surgical instruments, surgical drain placement, and preparing a sterile field for minor procedures.

PAS 5180 - Physical Assessment (4)
This course is designed to develop techniques used in the proper performance of physical examinations. Classroom instruction and physical exam skills labs cover all organ systems in pediatric, adult, and geriatric patient populations.

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

PAS 5230 - Introduction to Obstetrics and Gynecology (3)
This course provides comprehensive instruction on all aspects of women’s health including prenatal care, labor and delivery, and postnatal care. Students are instructed on disorders unique to the female reproductive system across the lifespan and commonly encountered in primary care practice.

PAS 5240 - Clinical Medicine III (8)
This comprehensive course series uses an organ-based systems approach to teach students foundational knowledge of the etiology, epidemiology, clinical presentation, laboratory findings, differential diagnoses, management, and prevention of medical diseases. Patient care in the primary care setting is emphasized.

PAS 5250 - Introduction to Emergency Medicine (3)
This course prepares students to diagnose and manage medical and surgical emergencies due to illness or trauma as encountered in the emergency department.

PAS 5260 - Clinical Practicum (1)
Clinical Practicum is a longitudinal course designed to reinforce clinical competencies through the performance of focused history and physical exams, computer-based patient simulation, and collaborative interprofessional education. Students develop cultural competency and patient education skills by working with vulnerable populations in the local community.

PAS 5280 - Seminar: Research Methods and Design (1)
This course is designed to help physician assistant students develop their ability to formulate relevant clinical questions and to use the medical literature to elucidate answers to those questions. Students will improve their skill in making decisions about diagnostic and therapeutic interventions based on evaluation of scientific evidence. Students will reflect upon conclusions from clinical studies and appropriately discuss their application to patient care.

PAS 5290 - Clinical Integration Skills I (2)
In this course series, students integrate and apply knowledge from didactic courses to patient cases via team-based learning. Clinical reasoning skills and decision making, interpersonal communication, and effective collaboration are developed by student teams progressing through clinical cases with faculty facilitation.

PAS 5291 - Clinical Integration Skills II (2)
In this course series, students integrate and apply knowledge from didactic courses to patient cases via team-based learning. Clinical reasoning skills and decision making, interpersonal communication, and effective collaboration are developed by student teams progressing through clinical cases with faculty facilitation.

PAS 5310 - Medical Physiology and Pathophysiology I (4)
This course series in advanced human physiology and pathophysiology is designed to promote the understanding of the complex medical sciences necessary for application to clinical practice. Normal functioning and alterations in disease states will be discussed for each organ system on the genetic, molecular, cellular, organ, and system levels.

PAS 5315 - Medical Physiology and Pathophysiology II (4)
This course series in advanced human physiology and pathophysiology is designed to promote the understanding of the complex medical sciences necessary for application to clinical
practice. Normal functioning and alterations in disease states will be discussed for each organ system on the genetic, molecular, cellular, organ, and system levels.

PAS 5320 - Medical Physiology and Pathophysiology III (4)
This course series in advanced human physiology and pathophysiology is designed to promote the understanding of the complex medical sciences necessary for application to clinical practice. Normal functioning and alterations in disease states will be discussed for each organ system on the genetic, molecular, cellular, organ, and system levels.

PAS 5340 - Clinical Pharmacotherapeutics I (3)
This course series teaches students the proper management of general medical and surgical conditions utilizing pharmacologic treatments. Students will learn to formulate individualized treatment plans based upon current evidence-based guidelines, pharmacology, and unique patient information and preferences.

PAS 5345 - Clinical Pharmacotherapeutics II (4)
This course series teaches students the proper management of general medical and surgical conditions utilizing pharmacologic treatments. Students will learn to formulate individualized treatment plans based upon current evidence-based guidelines, pharmacology, and unique patient information and preferences.

PAS 5350 - Clinical Pharmacotherapeutics III (4)
This course series teaches students the proper management of general medical and surgical conditions utilizing pharmacologic treatments. Students will learn to formulate individualized treatment plans based upon current evidence-based guidelines, pharmacology, and unique patient information and preferences.

PAS 5400 - Introduction to EKG (1)
This course introduces the fundamentals of electrocardiography, teaching students how to discriminate between normal, variations of normal, and abnormal EKG studies. Emphasis is placed on formulating a systematic-analytical approach to the interpretation of 12-lead EKG tracings.

PAS 5410 - Clinical Radiology (2)
This course introduces students to the fundamentals of clinical radiology, preparing them to discriminate between normal, variations of normal, and abnormal radiographic studies. Discussion includes utilization of various diagnostic imaging modalities and their application to patient clinical presentations.

PAS 6010 - Family Medicine I (6)
This clinical practicum is designed for physician assistant students to develop the ability to link basic medical science knowledge to clinical medicine, improve data collection, refine interpretive and communication skills, and gain confidence in the performance of essential examination techniques within the clinical setting.

PAS 6020 - Family Medicine II (6)
This clinical practicum is designed for physician assistant students to develop the ability to link basic medical science knowledge to clinical medicine, improve data collection, refine interpretive and communication skills, and gain confidence in the performance of essential examination techniques within the clinical setting.

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

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

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

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

PAS 6110 - Behavioral and Mental Health (6)
This clinical practicum provides physician assistant students the opportunity to link basic medical science knowledge to clinical medicine and develop the skills necessary to recognize and manage common mental health disorders.

PCN - PASTORAL COUNSELING

PCN 5100 - Marriage and Family Counseling in Pastoral Counseling (3)
An analysis of marriage and the family as a system and the various contexts in which pastoral care and counseling might be provided, including pre-marital counseling, marriage counseling, and family counseling. Emphasis will be placed upon appropriate responses of pastoral counseling and referral.

PCN 5200 - Pastoral Intervention in Crisis (3)
An examination and application of the dynamics and practice of pastoral intervention and care skills in common human crises such as death, dying, terminal illness, divorce, loss and grief, and family and other relational conflicts.

PCN 5300 - Human Sexuality and Pastoral Counseling (3)
A study of various issues emerging from human sexuality and sexual behavior such as sexual trauma, compulsive sexual behavior and other sexual disorders, marital sexual intimacy, and single sexuality. Attention given to appropriate responses to such issues through pastoral counseling provided to couples, families, and individuals and the appropriate role of the pastor-counselor in such issues.

PCN 5400 - Pastoral Counseling and Process Addictions (3)
An examination of the nature, recognition, and evaluation of various addictive disorders such as compulsive behavior, chemical
dependency, eating disorders, addictive sexual behavior and other compulsive activities. Emphasis will be given to the role and practice of pastoral counseling and to essential elements necessary for recovery.

**PMI - PROJECT MANAGEMENT**

**PMI 6000 - Introduction to Project and Program Management (3)**

Development of project scope, work breakdown structures, project planning and project budgets will be discussed and presented. Project Management tools and techniques will also be introduced to support the project development process. The Project Manager must maintain a knowledge of the current systems and solutions available to ensure successful project/product delivery. In addition to the waterfall techniques, the tools and processes that support Agile, Lean and Six Sigma will be reviewed and presented. Detailed discussions regarding the benefits and limitations of each technique and the supporting tools will be of value to the participant when presented with making choices regarding the selection, development and delivery of projects.

**PMI 6200 - Project Schedule and Risk Management (3)**

The development of the sequencing and timing of project components and the risks associated at every point within the project must be understood and addressed. Recognition of the risk and the influence of the costs associated with risk, the scope challenges presented by the risk, and the schedule complexity that adds to and is influenced by risk must be understood by the successful Project Manager. Quantitative and qualitative techniques for risk management are components of Project Management, but the ability to recognize the threat is perhaps more critical. Threats can take the form of human, operational, procedural and technical threats or they may be political in nature. In any case, addressing threats and risks associated with these threats must be a tool in the Project Management arsenal.

**PMI 6400 - Cost, Contract, and Procurement Management (3)**

Many Project Managers are confused or sidetracked by the legalities of the cost management issues when utilizing contract or outsourced providers for portions of project delivery. The procurement process is often subjugated to the purchasing group(s) within the organization. The responsibility for the project cannot, however, be transferred to others. Therefore, the process must be understood and managed by the successful Project Manager. Most projects have some contract and procurement component that will influence the overall success of the project. With competitive bidding, technology advancements, and federal and state legal issues that influence the process of procurement, it is important that the Project Manager be aware of and knowledgeable in this aspect of the project process.

**PRA - PASTORAL ARTS AND PREACHING**

**PRA 5201 - Spiritual Formation (3)**

A study of the heritage, theology, and practices of Christian spiritual formation as means of grace from a Wesleyan perspective.

**PRA 5230 - The Congregation in Multicultural Context (3)**

An examination of multicultural ministry in all its complexity which explores cultural dynamics, change theory, principles of intercultural leadership and contextualization, and the strengths and weaknesses of various multicultural models for the congregation.

**PRA 5300 - Lifespan Development: The Foundation for Pastoral Care and Counseling (3)**

Examination of the process of human development and that which occurs both within the person and in response to the environment in which they are living. Emphasis upon pastoral guidance for healthy lives and practical intervention in seasons of crisis.

**PRA 5800 - Theology and Practice of Worship (3)**

An exploration of the content, structures, and styles of worship from biblical, historical, theological, and cultural perspectives in relationship to local contexts. Emphasis will be placed upon the incorporation of the Christian calendar, worship practices, congregational and contextual assessment, and community formation.

**PRA 5932 - Leadership Skills and Conflict Management (3)**

A study of leadership styles, personal leadership skills, and concepts of conflict management.

**PRA 5973 - Preaching in the Postmodern World (3)**

An examination of the postmodern milieu, considering the demands postmodernity makes upon preachers, the opportunities that it affords the preacher, and the practices that enable the preacher to speak faithfully into this context.

**PSY - PSYCHOLOGY**

**PSY 5450 - Practicum in Counseling I (3)**

Provides practical supervised experience in beginning counseling skills. It includes the development of relationship building skills, fact-finding, and counseling experiences in a mental health setting. 150 hours. (practicum fee). Under certain circumstances practicum may be extended.*

**PSY 5451 - Practicum in Counseling II (3)**

As a continuation of Practicum in Counseling I, the course provides practical supervised experience in a mental health or community agency. It includes the development of relationship building and exploratory (fact-finding) skills as well as skills in intervention and treatment planning. 150 hours. (practicum fee). Under certain circumstances practicum may be extended.*

**PSY 5453 - Internship in Counseling I (3)**

Provides 200 hours of supervised experience in a mental health or community agency setting. Completion of practicum is a prerequisite. (internship fee).

**PSY 5454 - Internship in Counseling II (3)**

Provides 200 hours of supervised experience in a mental health or community agency setting. Completion of practicum is a prerequisite. (internship fee).
**PSY 7300 - Dissertation Proposal Development I (3)**
Focuses on the development and facilitation of the initial stages of the dissertation process. However, a focus will be maintained throughout this course on the entire dissertation project. Specific emphasis will be placed on the logistics of the dissertation project, including formulating a topic, the introduction, the review of literature, and methodology including appropriate statistical analysis, as well as securing a dissertation chair and committee, and preparation of the formal proposal defense. The students will be introduced to a variety of dissertation options as well as strategies for successful completion. The students will complete a draft of the first chapters of their dissertation project.
Crosslisted as: CSL 7300.

**PSY 7302 - Statistical Analysis in Clinical Practice (3)**
An introduction to the use of statistics in psychology with emphasis on application to solving research related problems and design of investigations related to areas of student and professional interest.
Crosslisted as: CSL 7302.

**PSY 7303 - Dissertation Research (6)**
Planning and implementation of a doctoral dissertation including literature review, problem definition, hypothesis formation, design, implementation of research project, data analysis, and report writing. The final step requires the student to successfully defend the dissertation.
Crosslisted as: CSL 7303.

**REL - GENERAL RELIGION**

**REL 5025 - Method and Research in Religion (3)**
An introductory course to the graduate program in Religion focused upon the nature of graduate study and of this specific program, the student’s calling, and the methodology and research that will be employed by the student throughout the program.

**REL 6100 - Research Project (3)**
As the capstone course of the graduate program, under the direction of the research project instructor, independent research of the student’s local ministry context or community in relationship to a specific subject within the student’s area of concentration (Biblical and Theological Studies or Christian Ministry).

**THE - SYSTEMATIC THEOLOGY/HISTORICAL THEOLOGY**

**THE 5700 - Christian Doctrine and the 21st Century Church (3)**
An engagement of significant theological themes and doctrinal emphases in relationship to the 21st century context of the Christian church. Special emphasis will be placed upon developing the theological life of the minister and the theological literacy of congregations and communities within diverse contexts.

**THE 5818 - Ecclesiology (3)**
A theological study of the doctrine, nature, and mission of the Church.

**THE 5840 - The Theology of John Wesley and His Theological Forbearers (3)**
A study of the life, thought, and doctrinal commitments of John Wesley as well as the original source writings that informed John Wesley’s theology. Special attention will be given to the doctrine of Christian perfection.

**THE 5875 - History and Polity of the Church of the Nazarene (3)**
The history of the Church of the Nazarene with special attention given to its organization and distinctive mission. The place of the Church of the Nazarene in the history of the Christian Church in North America and its relation to the holiness movement and other holiness churches will be covered. Non-Nazarenes may petition for a special study in their own denominational history and polity.

**THE 5890 - Church, Society, and Christian Ethics (3)**
Designed to provide the opportunity for thorough study of selected topics in theology or particular theologians. An examination of the primary sources, methods, and practices contributing to the ethical formation of congregations and leaders. Special attention will be given to developing Christian ethics in the midst of diverse context within a global society. Students will explore specific issues pertaining to their local context and community (e.g., economics, immigration, poverty, environment, health care, etc.).

**THE 5900 - Theological and Historical Methods and Contextualization (3)**
A study of theological and historical methods within the context of a local ministry assignment. Emphasis will be placed upon exploring and writing local history, creating a ministry map of the local ministry context, and carrying out architectural assessments in the ministry setting.

**TMA - TEACHING**

**TMA 5510 - Psychological Foundations of Learning (3)**
Addresses developmental stages within the context of major learning theories. The psychology of learning includes motivation, humor, strategic learning, anchored instruction, mediated learning, metacognition, brain research, classroom organization, management, climate, and communication for effective teaching.

**TMA 5520 - Assessment for Excellence (3)**
Models of assessment are examined to determine measures of student performance. These include authentic assessment, competency-based assessment, assessment instruments, and assessment reports. Emphasis is given to accountability, data-driven instruction, and current trends in assessment.

**TMA 6400 - Secondary Course Design (3)**
This course explores methods for designing courses for secondary students through non-traditional methods. Students learn and practice how to design a course online, which includes setting up the course in an online platform, creating lessons and assignments, providing feedback in a variety of modalities, assessing, and setting up a gradebook. How to flip a classroom to get middle and high school students more involved in their own learning is another
method that is examined. Emphasis is placed on students’ chosen content areas as they create lessons, assignments for each course design.

TMA 6410 - Math Lab (1)
This lab is designed to assist students in increasing their competence in elementary mathematics. The lab is an online experience that students can work through at their own pace to achieve mastery of each skill. All mathematical topics taught in elementary schools are included, from place value and whole number operations to data analysis, geometry, and integers. $90 fee charged.

TMA 6500 - K6 Interdisciplinary Methods: Science and Social Studies (3)
Analyzes current trends in instructional strategies for K-6 students pertaining to Social Studies and Science. The constructivist approach to teaching is emphasized, along with inquiry-based learning and the guided discovery method. During the course, students will identify the contributions of the six social science areas; integrate the various elementary subjects; and align the national, state, and local curriculum standards in lesson planning and instructional formation within the two subject areas. An emphasis is placed on student participation in lessons, higher-order thinking, visual and performing arts, technology, language arts, inquiry-based models, authentic assessment, and project based learning. The course also requires involvement with the professional community through various experiences.

TMA 6510 - Classroom Organization and Management for Educators in Diverse Settings (K-5) (3)
Provides a proactive program of classroom management that has demonstrated increases in student appropriate and on-task behavior and in student achievement. The primary goal is to help teachers improve their overall instructional and behavioral management skills through planning, implementing, modeling, and maintaining effective classroom practices for both experienced and beginning teachers.

TMA 6511 - Classroom Organization and Management for Educators in Diverse Settings (6-12) (3)
Provides a proactive program of classroom management that has demonstrated increases in student appropriate and on-task behavior and in student achievement. The primary goal is to help teachers improve their overall instructional and behavioral management skills through planning, implementing, modeling, and maintaining effective classroom practices for both experienced and beginning teachers.

TMA 6603 - Curriculum and Technological Design I (3)
This introductory course examines national, state, and local curriculum standards. Through the use of technology, candidates will create standard-based lesson plans. Candidates will also be introduced to LiveText and various organizational technological methods to facilitate organizational and planning skills.

TMA 6606 - Curriculum and Technological Design II (3)
This course examines national, state, and local curriculum standards. Through the use of technology, students will create standard-based lesson plans. Students will also use LiveText and various organizational technological methods to facilitate organizational and planning skills.

TMA 6610 - K-5 Reading (3)
This course is a survey of research and theory in reading education with a focus on research-based instructional practice. Diagnostic, corrective methods are included. Alternative strategies for special needs students in the regular classroom are examined. Writing skills are also addressed. Hands-on experiences will be a part of this course. Meeting the reading/literacy needs of students with special needs, including English language learners, will be addressed. This course is also designed to acquaint the prospective teacher with various approaches to the teaching of reading in grades kindergarten through six. Included is an overview of areas pertaining to research and theory in reading education with a focus on research-based instructional practice. Emphasis is placed on best practices in reading including strategies relating to methods and techniques, alternative strategies, resources, use of technology, special learners, and evaluation of reading.

TMA 6620 - K-5 Science Education (3)
Focuses on current trends, strategies, and materials for teaching science in grades K-5. The constructivist approach to teaching science is emphasized, along with inquiry-based learning and the guided discovery method.

TMA 6625 - Reading and Writing in the Content Area (3)
Addresses teaching reading and writing in the various subject areas at the secondary level. It stresses skills of vocabulary building, comprehension, and writing as well as skills and methods of motivating students to read and write. Classroom observation and analysis in a secondary school is required.

TMA 6630 - K-5 Math (3)
Focuses on current trends, strategies, and materials for teaching mathematics in grades K-5. This constructivist approach to teaching math is emphasized, along with hands-on learning and conceptual understanding of math concepts. A field experience in a K-5 setting is required.

TMA 6635 - Methods and Tools for Secondary Teachers (3)
Focuses on materials, methods, and skills needed to effectively teach at the secondary level. A variety of instructional tools, including significant use of technology, is included.

TMA 6640 - K-5 Social Studies Education (2)
An interdisciplinary approach to social studies instruction is presented identifying the contributions of the six social science areas; integrating the various elementary subjects; and aligning the national, state, and local curriculum standards in lesson planning and instructional formation. The course analyzes current trends in instructional strategies to accommodate differing learning styles, abilities, and interests and apply learning theories and principles of child development to instructional planning that includes long and
short-range goals appropriate for students. Methods to assist the learning of social studies by students with special needs, including English language learners, are included. An emphasis is placed on student participation in lessons, higher-order thinking, visual and performing arts, technology, language arts, inquiry based models, authentic assessment, and project based learning. The course also requires involvement with the professional community through various experiences.

TMA 6650 - Student Teaching and Seminar K-5 (6)
The candidate must have taken and passed all Praxis tests required by the State Department of Education for licensure prior to enrolling in clinical practice (student teaching). Clinical Practice (student teaching) includes a 15-week, semester-long professional practice experience in two diverse school settings at different grade levels and a seminar component for processing the application of knowledge and the analysis of teaching skills, lesson and unit planning, classroom management, and other professional issues. Successful completion of the seminar is required in order for the candidate to receive a passing grade in clinical practice (student teaching).

TMA 6660–6664 - E-Portfolio Seminar (0)
Beginning with the first MAT course, the e-portfolio will be a work in progress for the duration of the program. The E-Portfolio Seminar is designed for a candidate who has successfully completed thirty hours of course work. This e-portfolio will serve as the culminating activity and is required for graduation in the Master of Arts in Teaching program. A fee will be imposed to cover the cost of Live Text web access and space. A Pass/Fail grading system will be used.

TMA 6665 - Student Teaching and Seminar 6-12 (6)
The candidate must have taken and passed all Praxis tests required by the State Department of Education for licensure prior to enrolling in clinical practice (student teaching). Clinical practice (student teaching) includes a 15-week, semester-long professional practice experience in two diverse secondary school settings at different grade levels and a seminar component for processing the application of knowledge and the analysis of teaching skills, lesson and unit planning, classroom management, and other professional issues. Successful completion of the seminar is required in order for the candidate to receive a passing grade in clinical practice (student teaching).

TMA 6670 - Urban Perspectives in Teaching and Learning (3)
Designed to provide an overview of the diverse educational needs, challenges, opportunities, and rewards that teachers encounter as they seek to effectively meet the needs of learners in urban schools. Candidates will explore the historical perspectives of public urban education, and the characteristics of the urban child as well as culturally relevant issues that impact the progress of teaching and learning in an urban setting. Candidates will examine the impact of poverty on children who may be deemed "at risk." This course will focus on equipping candidates with the competencies, principles, tools, and instructional strategies to effectively create a positive classroom environment that fosters student achievement.

TMA 6680 - Teaching the Exceptional Learner (3)
Designed to provide an overview and an awareness of issues and trends related to special education that will assist regular education teachers in meeting the needs of all students in their classrooms, especially those who are at-risk or may have disabilities. General characteristics and the educational impact of various disabilities across age and severity will be explored. Information concerning educational services and current research about students with disabilities will be discussed. Students will actually explore a variety of methods, strategies, and tools that will help them acquire the instructional skills to identify, create interventions, participate in the special education process and make classroom accommodations and/or modifications for students that may have disabilities.

This course examines public school law and educational policy as they affect teachers' rights and legal responsibilities to students and their families. Content will include an examination of students' legal rights and ethical parameters of teaching and common sense practices to direct/inform the teacher. Content to build cultural competency including but not limited to English learners, race and ethnicity, and gender will be studied and applied. Applicable state, federal, and case law affecting schools is reviewed from organizational, historical, and professional dimensions.

TMA 6690 - Field Experience (0)
Once enrolled in the program, candidates will complete a sixty (60) hour field experience applicable to the area of certification. This hands-on course is designed to expose candidates to a variety of experiences in the chosen field of study. Over a period of several semesters, candidates work at their own pace with the assistance of a mentor. Mentors meet and assess candidate progress each semester. Activities include observing, assisting, tutoring, and teaching in the schools. All hours must be completed prior to the clinical practice (student teaching). A Pass/Fail grading system will be used.

TMA 6695 - Excellence in the Content Area (3)
This course analyzes current trends in instructional strategies for 6-12 students. During the course, candidates will research a content area and align instructional strategies pertaining to that content area to national, state, and local standards. Using research-based instructional practices this course explores teaching secondary subjects through hands-on experiences, student participation, higher order thinking, visual and performing arts, technology, inquiry-based models, authentic assessment, and project-based learning.

TMA 6740 - Job Embedded edTPA Seminar I (3)
This course is designed to provide candidates, who are employed as “teacher-of-record”, the necessary training for successful completion of edTPA required for an initial teaching license. The curriculum will be edTPA focused specifically in the areas of planning, instruction, and assessment. The grading scale is S/U. A mentoring fee will be assessed in addition to tuition costs.

TMA 6741 - Job Embedded edTPA Seminar II (3)
This seminar is designed to provide additional edTPA training for candidates not meeting the Tennessee Department of Education’s testing requirement for initial licensure. The central course focus will be candidate areas of improvement needed in the edTPA
portfolio submission. Individualized support will be provided. The grading scale is S/U. A mentoring fee will be assessed in addition to tuition costs.

TMA 6742 - Advanced Job Embedded Seminar (3)
This seminar is designed to enhance the Tennessee Department of Education’s mandated mentoring program required for all job-embedded candidates. The curriculum is focused on a wide variety of topics and themes to address the myriad of needs, issues, and challenges experienced by first year teachers. Support for longevity in the teaching profession is a primary seminar goal. The grading scale is S/U. A mentoring fee will be assessed in addition to tuition costs. Prerequisite: Successful completion of edTPA.

VIS - VISUAL IMPAIRMENTS SPECIAL EDUCATION

VIS 6010 – Special Education and Visual Impairments (3)
Provides fundamentals of physical, cognitive, perceptual, and psychological development of individuals with varying exceptionalities with a focus on individuals with visual impairments and multiple exceptionalities. Includes a focus on research-based theories, relevant laws and policies, diverse and historical points of view, and issues in special education.

VIS 6015 – Braille Reading and Writing (3)
Provides fundamentals in reading and writing Braille and using a Braille writer. Methodologies in teaching, reading, and writing Braille will be a focus. Includes a component of teaching Braille within the content areas. There will be a focus on developing strategies for teaching pre-Braille tactile readiness and higher level techniques of Braille reading and writing.

VIS 6025 – Braille Basics (1)
Provides an introduction to Braille and using a Braille writer. Candidates will gain basic knowledge of Braille, basic methods of using a Braille writer, and gain beginning concepts to reading and writing Braille.

VIS 6030 – Advanced Braille (3)
Provides advanced skills in reading and writing Braille using a Braille writer and slate and stylus as well as methodology for teaching Braille reading and writing. Includes a focus on teaching and using Braille within content areas. Provides a supervised experience working with individuals who are visually impaired, PreK- age 21. Candidates will complete a total of 30 hours to include classroom experience in science, social studies/history, and Braille classes at the Tennessee School for the Blind; 6 hours with an Itinerant teacher; and an overnight experience at the Tennessee School for the Blind.

VIS 6040 – Field Experience I (0)
Provides a supervised experience working with individuals who are visually impaired, PreK-age 21. Candidates will complete a total of 30 hours to include classroom experience in mathematics, reading, and Braille classes at Tennessee School for the Blind; 6 hours with an Itinerant teacher; and an overnight experience at Tennessee School for the Blind. Completed concurrently with EDU 6080. Grade of S/U.

VIS 6045 – Anatomy and Issues of Visual Learning (3)
Provides an understanding of the physical structures of the eyes and their functions. Includes an understanding of the pathologies that affect the visual system and how they impact the functioning of an individual. A focus will include understanding visual assessments and interpretation of clinical reports.

VIS 6055 – Field Experience II (0)
Provides a supervised experience working with individuals who are visually impaired, PreK- age 21. Candidates will complete a total of 30 hours to include classroom experience in science, social studies/history, and Braille classes at Tennessee School for the Blind; 6 hours with an Itinerant teacher; and an overnight experience at Tennessee School for the Blind. Completed concurrently with EDU 6085. Grade of S/U.

VIS 6060 – Expanded Core Curriculum (3)
Provides an understanding that students with visual impairments require a curriculum beyond content standards to meet independent and functional living goals. Candidates will gain understanding and practical experience with orientation, mobility, and specialized supports. Instruction will include increasing self-awareness, self-management, self-control, self-reliance, and self-advocacy of students with visual impairments and multiple exceptionalities in the home, community, and school. In addition, a focus will include awareness, acceptance, and appreciation for students with visual impairments and multiple exceptionalities in the home, community, and school.

VIS 6065 – Nemeth Code (3)
Focuses on Nemeth Code to study mathematics and other content areas that include mathematics such as science, geography, and others.

VIS 6070 – Assessment for Visual Impairments (3)
Examines and explores the unique educational needs of individuals with visual impairments with a focus on individuals with multiple exceptionalities. Candidates will explore and use various techniques for assessment individuals in a full array of educational and community settings. Included is the planning of an education program for students with visual impairments.

VIS 6090 – Exit Assessment (0)
Presentation of portfolio.