



Graduate Catalog 2011-2012

GRADUATE BUSINESS

GRADUATE PSYCHOLOGY

GRADUATE PHYSICIAN ASSISTANT

GRADUATE EDUCATION

GRADUATE RELIGION

GRADUATE ORGANIZATIONAL LEADERSHIP

Trevecca Nazarene University

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University Academic Calendar 2011 - 2012

Faculty/Administrator Workshops	August 18-25
President's Dinner	August 22
Beginning of Traditional Fall Semester	August 30*
Graduation Application Deadline (December 2011 Graduation)	September 30
Fall Break	October 10-11
Fall Board of Trustees Meeting	November 2-4
Homecoming	November 4-5
Thanksgiving Break	November 23-25
End of Traditional Fall Semester	December 15*
Graduation Application Deadline (May/August 2012 Graduation)	December 31
Beginning of Traditional Spring Semester	January 11*
Spring Break	March 5-9
Spring Board of Trustees Meeting	March 15-17
Easter Break	April 6-9
Top Nazarene Talent (TNT) at TNU	April 12-14
End of Traditional Spring Semester	May 2*
Baccalaureate	May 4
Commencement	May 5
Beginning of Traditional Summer Semester	May 7
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. The program coordinators and/or directors will give students a schedule for their respective graduate program.

Graduate Catalog

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

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

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

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

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

Student Responsibility

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

A WORD FROM THE PRESIDENT

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

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

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

Sincerely,

Dan Boone, President

MISSION STATEMENT

Mission Statement

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

Statement of 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 nontraditional and continuing education professional programs at the undergraduate, 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.

HISTORY

Who We Are

Trevecca Nazarene University is a comprehensive institution of higher education located in Nashville, Tennessee. The University offers associate, baccalaureate, and master's degrees. In addition, the School of Education and the Graduate Psychology 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.

History of Trevecca

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

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

The University is governed by a board of trustees elected by the various districts of the Church of the Nazarene which comprise 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 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. B. Mackey (1937-1963), Dr. William M. Greathouse (1963-1968), Dr. Mark Moore (1968-1979), Dr. Homer J. Adams (1979-1991), and Dr. Millard Reed (1991-2005). Dr. Dan L. Boone was elected Trevecca's eleventh president in 2005.

For the 75th Anniversary celebration of Trevecca in 1976, a history of the institution, authored by Dr. Mildred Bangs Wynkoop was published under the title The Trevecca Story. In 2001 A Vine of God's Own Planting by Dr. John Chilton, emeritus professor of history, was published as part of the Trevecca Centennial Series. This latest work focuses primarily on the events that shaped Trevecca from the years 1976 to 2001.

Location

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

BELIEFS

The Church of the Nazarene believes:

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

ACCREDITATION

Trevecca Nazarene University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, master's 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 Commission on Colleges of the Southern Association of Colleges and Schools only if there is significant evidence for alleged non-compliance with a standard or requirement.

The Teacher Education Unit of Trevecca Nazarene University is accredited at the national level by the National Council for Accreditation of Teacher Education (NCATE), and the programs and unit are approved by the Tennessee State Board of Education. The teaching majors offered in collaboration with other University departments are approved by the Tennessee State Board of Education and are part of the unit accreditation by the National Council for Accreditation of Teacher Education (NCATE). The Graduate Physician Assistant Program is accredited by the Accreditation Review Commission for Physician Assistants (ARC-PA). Trevecca is a member of the Belmont University Partners in Nursing Consortium. As a part of this consortium, its nursing program is approved by the Tennessee Board of Nursing and accredited by the Commission on Collegiate Nursing Education. Trevecca Nazarene University is also an accredited institutional member of the National Association of Schools of Music. Accreditation documents are on file in the Office of Academic Affairs and may be reviewed upon request.

Trevecca is a member of the

- American Association of Colleges of Teacher Education
- Council of Independent Colleges
- National Association of Independent Colleges and Universities
- Council for the Advancement of Experiential Learning
- Council for Christian Colleges and Universities
- Tennessee College Association
- Tennessee Independent College and University Association
- Mid-South Educational Research Association.

NONDISCRIMINATION POLICY

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

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 a beautiful 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 that will foster a lifetime of intellectual growth.
7. Sees life in its cognitive and affective; personal and relational; intellectual and spiritual; emotional, physiological, and physical dimensions in a way that engenders wholeness.
8. Has developed essential skills through practicums, internships, and other educational experiences in the larger

community, which will enable him/her to become a productive influence in society.

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

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

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 organizational 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. We also provide personalized student support to meet the demanding needs of adult learners.

Business-School of Business and Technology

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

Master of Science: Management. The Management M.S. is a 19-month program innovatively designed for educating today's professional working adult. Leadership, team building, communication, diversity, change management, strategic planning, business ethics and globalization are key themes.

Master of Business Administration: The M.B.A. is a 24-month program designed to extend the knowledge and intellectual maturity of professional adult students and to equip them with the specialized skills and a sense of creative independence that will allow them to provide leadership in whatever organization they may serve.

Master of Business Administration: Information Technology: The M.B.A.: Information Technology is a 24-month program specifically designed to develop and polish mid-level and senior-level executives to assume strategic roles in the business community. The emphasis in IT will add to the manager's understanding of the IT function in complex organizations.

For additional information, schedule of classes, and application for graduate admissions, write or call: College of Lifelong Learning, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877 (615) 248-1529; (800) 818-4256. E-mail: CLL@trevecca.edu. MSM Website: www.trevecca.edu/msm; MBA Website: www.trevecca.edu/mba; MBAIT Website: www.trevecca.edu/mbait

Counseling-Graduate Psychology

The Graduate Psychology office is located in the Adams Building.

Master of Arts: Counseling. The major in 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 a 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 Arts: Counseling Psychology. The major in Counseling Psychology is a 60 semester hour major that prepares a student for licensure as an LPC with MHSP (as does the counseling major above) but also prepares one for certification as a Psychological Assistant through the Board of Examiners in Psychology. This is the degree normally pursued by students who anticipate pursuing a doctoral degree in psychology after the completion of their M.A.

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

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 Psychology Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1384. E-mail: admissions_psy@trevecca.edu. Website: www.trevecca.edu/gradpsychology.

Education-School of Education

The School of Education is housed in the Mackey Building.

Master of Arts in Teaching: K - 6; 7 - 12. The M.A. in Teaching K-6 and the M.A. in Teaching 7-12 are non-traditional programs designed to accommodate working adults who have an undergraduate degree in a field other than teacher education. The programs are comprised of thirty hours of course work and either student teaching or completion of all transitional licensure requirements.

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

The Master of Arts in Teaching 7-12 provides course work required for licensure as a teacher to individuals who completed a bachelor's degree in a content area but who did not take the teacher education courses needed to obtain initial licensure.

Master of Arts in Teaching: K - 6/English Language Learners. The M.A. in Teaching K-6/ELL is a non-traditional program designed for adults who have an undergraduate degree in a field

other than teacher education, desire licensure as a K-6 teacher, and desire an English Language Learners endorsement.

Master of Arts in Education: Teaching K-6 (Fifth Year Residency Program). This program is designed as a cohort model. The first four years of the program will result in a BS in Studies in Education with a minor in Elementary Curriculum. The fifth year of study will consist of a residency in an urban public school setting. Candidates completing the fifth-year residency will be awarded a Master of Arts in Education degree along with Elementary K-6 Certification (for licensure the candidate must meet state licensure requirements).

Master of Education: Educational Leadership K-12. The major in 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).

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

Master of Education: Curriculum, Assessment, and Instruction K-12. The major in Curriculum, Assessment, and Instruction is appropriate 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.

Master of Education: Instructional Technology PreK-12. The major in Technology PreK-12 provides prospective technology specialists with a concentrated focus appropriate to grades pre-kindergarten through twelve. This 15 month program is designed as an additional field of expertise for individuals who are already licensed as teachers. All technology courses are laboratory-based, providing hands-on computer experience in class and requiring extensive computer work outside of class. Students must have access to Microsoft Office Suite, Internet, and e-mail. Not currently being offered.

Master of Education: Reading PreK-12. The major in Reading provides prospective reading teachers with a concentrated focus appropriate to grades pre-kindergarten through twelve. This program is not designed for individuals seeking initial certification. Candidates for the reading endorsement must have three years of successful experience as a licensed teacher. Not currently being offered.

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

Master of Education: Leading Instructional Improvement for Teachers K-12. The major is designed for classroom teachers preparing to be leaders in schools working effectively with colleagues for school improvement. The program, organized on a cohort model, is designed to be highly selective.

Master of Education: Special Education K-12. The major special education provides prospective teachers of students with special needs a concentrated focus appropriate to grades kindergarten through twelve. This program provides an additional endorsement in special education for teachers who are already licensed to teach and initial licensure as a special education teacher only. Courses are designed to enable teachers to develop expertise in general knowledge of special education, appropriate instructional models, accommodations specific to special needs populations, curriculum design, assessment, technology, as well as legal issues pertinent to special education. Not currently being offered.

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 program is offered through a collaborative partnership between Trevecca and Tennessee School for the Blind, with funding provided through the Tennessee Department of Education.

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

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

Center for Leadership Effectiveness and Renewal: The School of Education provides professional and personal development for educators and administrators through C.L.E.A.R., the Center of Leadership Effectiveness and Renewal. The center provides a variety of practical and inspirational programs and products designed to address the current and changing needs of teachers and leaders. Through the expertise of the faculty of the School of Education, services include individualized programs for schools and districts, consulting services, speakers, and skill training. The center also disseminates the current research of faculty members in practical venues. The purpose of C.L.E.A.R. is to address the

changing needs of educators with developmental opportunities that increase competence, enrich character, enlarge compassion, and inspire courage.

For additional information, schedule of classes, and application for graduate admissions, write or call: Graduate Education Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1201; (800) 284-1594. E-mail: admissions_ged@trevecca.edu.

Physician Assistant-Graduate Physician Assistant

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

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

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

Religion-Millard Reed School of Religion

The Millard Reed School of Religion is housed in the McClurkan Building.

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. This program offers course work with concentrations in Biblical Studies, Theological Studies, and Preaching.

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

E-mail: admissions_rel@trevecca.edu.

Organizational Leadership-Graduate Organizational Leadership

The Graduate Organizational Leadership is an online program with administrative offices located in the College of Lifelong Learning.

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 Christian ministries. In this program, the model of servant leadership is the over arching 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 36 credit hour degree takes two years to complete. The twelve courses are taken one class at a time, most classes being six weeks long. There is one week between courses and time off during the summer.

For additional information, schedule of classes, and application for graduate admissions, write or call: College of Lifelong Learning, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877 (615) 248-1529; (800) 818-4256. E-mail: CLL@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 to a graduate program requires an applicant to apply to the specific graduate program. Application procedures are specific to each graduate program and applicants should familiarize themselves with the deadlines and materials required for their program of choice in the specific program section of this catalog. No student will be allowed to seek admission to the university until they are granted a letter of acceptance by their graduate program director.

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

TRANSCRIPT EVALUATION

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

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

TRANSFER CREDIT/TRANSIENT WORK

The number of hours of transfer credit allowed is determined by the degree program requirements and is considered on a case-by-case basis. Transfer credit is not automatic. Transfer credit will be carefully evaluated by the program director/coordinator or advisor/appointee. If a graduate program accepts transfer credit, transferability will be based on specific criteria:

- The course is no more than 10 years old
- The course is relevant to the degree program
- The course was taken for graduate credit from a regionally accredited institution
- A minimum grade of B was earned in the course
- The applicant meets all entrance requirements for the program

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

Maximum transfer credits have been established for each degree program:

School of Business and Technology

Master of Science in Management – 6 semester hours

Master of Business Administration – 6 semester hours

Master of Business Administration Information Technology - 6 semester hours

Graduate Psychology

Master of Arts in Counseling – 9 semester hours

Master of Arts in Counseling Psychology – 9 semester hours

Master of Marriage and Family Therapy – 9 semester hours

Ph.D. Clinical Counseling: Teaching and Supervision - 9 semester hours

Graduate Physician Assistant Program

All transfer work will be evaluated by the curriculum committee. Transfer students may need to undergo additional testing over course material to demonstrate competency in the subject matter. Transfer credit will only be accepted from another physician assistant program, accredited by The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), and offering a graduate Physician Assistant degree. The applicant must be in good academic/social standing with the PA Program from which he or she is transferring. Graduate work not completed in a PA program will not be accepted for advanced placement. The amount of transfer credit will vary depending upon the circumstances at the prior program, but 59 semester hours must be completed at Trevecca.

School of Education

Master of Arts in Teaching – 0 semester hours

Master of Arts in Education – 0 semester hours

Educational Leadership – 3 semester hours

English Language Learners – 6 semester hours

Curriculum, Assessment, and Instruction – 6 semester hours

Leading Instructional Improvement for Teachers – 6 semester hours

Reading – 0 semester hours

Instructional Technology – 0 semester hours

Special Education – 0 semester hours

Vision Impairments Special Education – 0 semester hours

Library and Information Science – 6 semester hours

Ed.D. Leadership and Professional Practice – 0 semester hours

Millard Reed School of Religion

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

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

Master of Arts in Religion: Preaching – 9 semester hours

Organizational Leadership Program

Master of Organizational Leadership – 6 semester hours

SECOND MASTER'S DEGREE

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

INTERNATIONAL STUDENTS

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

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

Submit a successful official TOEFL 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 may submit 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.

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. In addition, an advance deposit of \$1,000 USD is held in escrow for the total period of enrollment. The deposit must be received prior to the issuance of the letter of acceptance. Unless there is documented proof of reading, writing and math skills, international students will be required to register for developmental courses.

Academic Policies

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

APPLICATION

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

ADVISING

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

COHORT GROUPS

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

ACADEMIC LOAD

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

- Students in the MSM/MBA Program are considered full-time and are not allowed to take concurrent course work from Trevecca or any other college or university while enrolled, except by special permission of the director.
- Education graduate students at the master's level who are employed full time in the teaching profession may not enroll for more than six hours during the fall and spring semesters. During the summer semester, it may be appropriate to register for up to 12 hours. Master's programs for non-teaching professionals may vary in course load per semester. To receive financial aid, students must be enrolled for a minimum of three semester hours. Six hours

is considered a full-time load during the academic calendar year.

- In the Education doctoral program, the maximum class load that may be taken during the fall or spring semester will be four semester hours, plus dissertation project hours. Students will take two courses totaling seven or eight hours during the Intensified Summer Learning Experience.
- In the Clinical Counseling doctoral program, students enroll for nine hours each semester until the third year of the program, which consists of two semesters of six hours each.
- Organizational Leadership is an online two-year program of 36 hours. Learners progress as a cohort one course at a time. Each course is 6 to 8 weeks with one week between courses. The program includes some time off in the summer.

TIME LIMITATIONS

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

- All requirements for master's degrees and the 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.

WITHDRAWAL

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

GRADUATION APPLICATION

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

<u>Submission Date</u>	<u>Graduation Date</u>
September 30 of each year	December of each year
December 31 of each year	May and August of each year

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

INCOMPLETES

Students who fail to complete all course requirements on a timely basis due to crisis circumstances may receive the grade of Incomplete (I) at the discretion of the course facilitator. A grade of "I" is given as a result of emergencies and not for unsatisfactory work or failure to submit work. Some reasons incompletes may be granted are sickness, death in the immediate family, required military service, and/or a major life crisis. Students may receive an "I" provided they have demonstrated effort toward meeting the course requirements. In order to receive a temporary grade of "I" and receive an extension of time to complete a course offered through Trevecca, a 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." Seniors 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. Grades changes are submitted to the individual in charge of the graduate program and must then be submitted to Academic Records.

ACADEMIC GRIEVANCE POLICY FOR CLASSES IN PROCESS

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 their professor. If the professor's solution is not satisfactory, students may appeal to the professor's department chair in writing for a review of the professor's decision. If the department chair's solution is not satisfactory, students may appeal to the department chair's school dean for a final resolution. If a chair is the professor, the line of appeal would be to the school dean and to the associate provost and dean of academic affairs. If the professor is a dean, then the appeal would be to the associate provost and dean of academic affairs.

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

If a final grade for the course has already been submitted to the Office of Academic Records, the Final Grade Appeal Policy procedure described below 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. During the appeal, the burden of proof is on the student, except in the case of alleged academic dishonesty, in which case the professor must support the accusation. The student may have an advisor or friend present during all meetings with faculty, administrators, and/or committees; he or she may counsel the student but may not speak for the student during the meetings. The grade appealed shall remain in effect until the appeal process is completed, or the problem resolved.

Order of Appeal

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

1. The University supports and encourages responsive and respectful dialogue between faculty and students when there is a disagreement about a final course grade. Whatever the nature of the grade appeal, the student must make an effort to first discuss the matter with the faculty member. In order to begin the appeal process, students must initiate a complaint to the faculty member in writing or via e-mail within 15 calendar days of the posting of a final grade. The faculty member will provide a written response within 15 calendar days of receiving the letter or e-mail from the student.
2. If the student is not satisfied with the faculty member's response or lack of response, the student shall contact the person designated in the table as the second level of appeal (either the program director or department chair) within 30 calendar days of the posting of a final grade. The contact needs to be in writing. Upon receipt of the written appeal, the program director or department chair will communicate with the student within 30 calendar days to attempt to resolve the issue.
3. If after the meeting with the program director or department chair, the student is still not satisfied with the decision, the student may choose to file an appeal to the school dean in which the course under appeal is housed. This appeal must be in writing within 15 calendar days of the previous contact with the program director or department chair. The dean will contact the student within 15 calendar days of receiving the appeal in an attempt to resolve the issue. The dean may elect to include or consult with others in evaluating the appeal. The decision of the dean is final.

The following diagram illustrates the order of appeals for specific programs. In the event the professor happens to be a department chair, program director, or dean, the appeal will be submitted to

the next higher academic officer. In other words, every student will have the right to have his/her appeal heard by the professor and two other academic administrators.

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

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

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

Traditional Undergraduate

Professor	Department Chair or Director of Interdisciplinary Program	Dean, School of Arts and Sciences, School of Business and Technology, School of Religion, or School of Education
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Criminal Justice

Professor	Director of Criminal Justice Program	Dean, School of Arts and Sciences
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Management and Human Relations

Professor	Director of Graduate and Professional Studies	Dean, School of Business and Technology
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Computer Information Technology

Professor	Director of Graduate and Professional Studies	Dean, School of Business and Technology
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Health Information Technology

Professor	Director of Graduate and Professional Studies	Dean, School of Business and Technology
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Graduate Education

Professor	Program Coordinator	Dean, School of Education
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Graduate MSM/MBA/MBAIT

Professor	Director of Graduate and Professional Studies	Dean, School of Business and Technology
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Graduate Organizational Leadership

Professor	Director of Graduate Organizational Leadership Program	Dean of Academic Affairs
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Graduate Physician Assistant

Professor	Director of Physician Assistant Program	Dean of Academic Affairs
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Graduate Psychology

Professor	Director of Graduate Psychology Program	Dean of Academic Affairs
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Graduate Religion

Professor	Director of Graduate Religion Program	Dean, Millard Reed School of Religion
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RIGHTS AND RESPONSIBILITIES

Academic Student Rights

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

1. Respect as an individual and to forthright, friendly, tactful, and helpful treatment.
2. Ask sincere questions and receive appropriate answers.
3. The expectation that course material reflects the current state of learning in the field.
4. Information in a printed syllabus as to course 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.

Academic Student Responsibilities

1. Attend classes regularly and participate in class discussions.
2. Complete all assignments on time to the best of his/her ability.
3. Know the academic policies of the University as stated in the University and Graduate Catalogs including requirements for graduation.
4. Maintain honesty and integrity in all academic work.
5. Take proper care of equipment and materials used in academic work, such as in the library.
6. Maintain a standard of professional student conduct in the various areas, such as the classroom, library, and practicum.

sites. The University reserves the right to withdraw any student not in compliance.

7. Communicate through e-mail and appointments with faculty and university personnel.
8. Comply with policies related to dress and conduct as outlined in official university publications.
9. Comply with "Human Subjects" or "Research Requirements." All research involving human subjects must be approved prior to initiating data collection in accordance with guidelines and procedures available from the Institutional Review Board. This information can be accessed on the Institutional Review Board web site: www.treveca.edu//academics/research/index.html/IRB.html

Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Trevecca Nazarene University.

FERPA

FERPA ACT

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

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

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

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

Privacy

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

INTELLECTUAL PROPERTY RIGHTS POLICY

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

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

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

COPYRIGHT, PATENTS, AND TRADEMARKS

A. COPYRIGHT

General Copyright Policy

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

Definition and Scope of Copyright Protection

Under the federal copyright law, copyright subsists in "original works of authorship" that have been fixed in any tangible medium of expression from which they can be perceived,

reproduced, or otherwise communicated, either directly or with the aid of a machine or device. These works include:

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

Scope of Copyright Protection

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

The university shall retain ownership of works created as institutional rather than personal efforts--that is, works created by administrators and staff for university purposes in the course of the creators' employment, university-commissioned faculty work, or works resulting from simultaneous or sequential contributions over time by numerous faculty, staff, and/or students. The employer (i.e., the university) by law is the "author," and hence the owner, of works for hire for copyright purposes; therefore, Trevecca Nazarene 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 University Nazarene 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 the university's 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

Students conducting non-class-related research under the guidance of a faculty member

Researchers applying to use Trevecca Nazarene University's students, faculty, staff or administrators in their research

For further details and training instructions check Research on the Trevecca Web site:

<http://www.trevecca.edu/academics/research/index.html/IRB.html>

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

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 Office of the College of Lifelong Learning) 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.

Financial Aid and Student Accounts are located on the top floor of the Martin Building.

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

Education MED	\$559
Education MAE	\$559
Education MAT	\$567
Education Ed.D.	\$633
Library Science	\$559
Business	\$599
Physician Assistant	\$629

Psychology	\$519
Psychology Ph.D.	\$688
Religion	\$514
Organizational Leadership	\$343
Post Baccalaureate	\$314
Technology Fee (all graduate programs)	\$150
Parking Fee	\$35
Graduation Fee (all masters programs)	\$100
Graduation Fee (all doctoral programs)	\$200

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 the Office of Accounting.

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 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 on-line 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 at our website www.trevecca.edu; then select Admissions; then select Financial Aid; then select Graduate Financial Aid. You may also call the Office of Financial Aid at 615-248-1242 or email financial_aid@trevecca.edu.

Refund Policy for Graduate Courses Meeting 6 Times/Semester

Before 1st Class Meeting - 100%
After 1st Class Meeting - 75%
After 2nd Class Meeting - 50%
After 3rd Class Meeting - 0%

Refund Policy for Graduate Courses Meeting 12 Times/Semester

Before 1st Class Meeting - 100%

After 2nd Class Meeting - 75%

After 4th Class Meeting - 50%

After 6th Class Meeting - 0%

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

SATISFACTORY PROGRESS

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

VETERAN'S BENEFITS

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

Professional Performance

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

1. Plagiarism, using another's statements or thoughts without giving the source appropriate credit.
2. Cheating on an exam.
3. Unauthorized multiple submissions of the same paper or major parts of a paper for another assignment.
4. Submitting a borrowed or purchased paper for course credit.
5. Defacing or unauthorized removal of course materials either from the classroom or library.
6. Signing the roll for someone who is not present in class.
7. Falsifying documentation including logs, reading lists and other self-reported items.

ATTENDANCE

The rationale for a strict attendance policy is best understood when viewed in the light of the unique program design. Class attendance is an important student obligation, and each student is responsible for all work conducted in class meetings. Many of Trevecca's graduate programs are accelerated, and a great deal of material is covered in a relatively short time. As a result, attendance and participation are crucial to the success of the

learner in the course. It is essential and expected that learners attend all class sessions. Making up missed class time is nearly impossible; therefore, maintaining the integrity of the course dictates a strict attendance policy. Class attendance is an important student obligation, and each student is responsible for all work conducted in the class meetings. Please refer to the academic program for specific attendance policies.

Class Cancellation

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

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

Inclement Weather Policy

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

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

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

1. Short shorts/skirts and form fitting items are not permissible. Shorts should be mid-thigh or longer.
2. Clothing giving the appearance of being undergarments and/or sleepwear is not permissible as outerwear.
3. Revealing clothing is inappropriate.
4. Footwear must be worn in all campus buildings.
5. Men's tank tops, half-shirts, and cut-away shirts are not permissible.

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

OBSCENE LANGUAGE AND LITERATURE

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

ALCOHOL

The University recognizes the danger to the safety of others and one's ethical responsibilities resulting from the use of or

possession of alcoholic beverages and therefore insists that all members of the University community abstain from possessing or using them on campus property. When attending a school sponsored or any professional event or requirement, it is expected that the student will conduct herself/himself in an appropriate manner consistent with all University and program behavioral standards.

TOBACCO

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

DRUGS

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

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

Firearms are forbidden on campus. The possession, sale, or firing of fireworks, fire crackers, explosives, guns, and other items of similar nature is prohibited by University regulations and by the Metro ordinances. Regulations prohibit setting false fire alarms or discharging of fire extinguishers. Violators will be subject to a \$500 fine and/or suspension by the University as deemed necessary, and may be fined by the Metropolitan Government of Nashville and Davidson County.

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 on the Intranet MyTNU page.

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.

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

The Treveccan, issued quarterly, is the official magazine of the University and serves as the major information channel for alumni and friends. It contains a section entitled "AlumNews" which highlights alumni activities and achievements.

The "Trevecca Inbox" is an electronic newsletter produced bi-monthly to highlight alumni and students.

BOOKSTORE

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

CAMPUS EVENTS

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

CENTER FOR LEADERSHIP, CALLING, AND SERVICE

Career Services

The University offers a variety of career based services to its students and alumni. The Office of Career Services is in the Center for Leadership Calling and Service. Available areas of service are in personal assessment of life calling and career planning, career exploration and research, internships, job search strategies and education, mentorship, and referral.

Counseling Services

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

Academic Services

Housed on the upper level of the Center for Leadership, Calling, and Service, the Office of Academic Services provides academic support for graduate 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.

COLLEGE OF LIFELONG LEARNING

The College of Lifelong Learning is the primary unit at the University providing services to non-traditional students enrolled in adult degree completion programs, graduate studies, and online courses within the four university Schools. The services include marketing, recruitment, admissions, and enrollment help for students in all non-traditional programs. In some cases, the CLL 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 or near the campus for married students and other personnel. Most of them are one-bedroom and two-bedroom unfurnished apartments. The coordinator of married student housing can give more specific details regarding the amount of rent, availability, and regulations.

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

ID's

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

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 Web site <http://library.trevecca.edu> serves as a portal to all resources available. Print books, electronic books and media are searched through the online catalog. The full texts of journal articles are available through the databases on the Electronic Resources page. Full text journal databases available include ATLA Serials (Religion), Business Source Premier, Digital Dissertations Full Text, ERIC Plus Text, Library Literature & Information Science, PsycARTICLES, and others. See the library Web site for a complete list of electronic resources.

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

A library orientation, where students receive information and training in how to use the library's resources, is given 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 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 AM - midnight

Friday: 8:00 AM - 6:00 PM

Saturday: 10:00 AM - 5:00 PM

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

Hours (summer semester) are:

Monday - Thursday 8:00 AM - 8:00 PM

Friday 8:00 AM - 6:00 PM

Saturday 10:00 AM - 5:00 PM

Sunday CLOSED

Library materials may be returned after hours by placing them in the book drop on the front portico at the left of the main entrance. Seasonal and holiday schedules may be accessed through the library's Web page (<http://library.trevecca.edu>) or phone (248-1214). 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

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

SECURITY

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

SERVICES FOR STUDENTS WITH DISABILITIES

Trevecca is committed to the provisions of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as the University strives to be an inclusive community for students. A wide range of accommodations is available to provide access to Trevecca's facilities, academics, and programs. Individuals seeking accommodations for any type of disability are encouraged to contact the coordinator of student disability services in the Center for Leadership, Calling, and Service 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 Trevecca's purpose is the integration of faith and learning in all programs. Faculty in the graduate programs usually start a class with a brief devotional and prayer. Students with spiritual needs are encouraged either to talk with a faculty member, the program coordinator, or a member of the University chaplain's office.

TECHNOLOGY SERVICES

Acceptable Use Policies

The Acceptable Use Policies are located at <http://www.trevecca.edu/its/Acceptable.Use.Policies>. 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

Internet Acceptable Use Policy

Wireless Acceptable Use Policy

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

TWO IMPORTANT RESTRICTIONS

1. **You may not attach any kind of wireless device to any network jack anywhere on campus, including dorm rooms.** Wireless devices found connected in dorms will be confiscated by resident director/assistants and returned to students at the end of the semester.
2. **You may not have any peer-to-peer (P2P) software installed on your computer if using a TNU internet connection.** If Campus Manager finds any P2P software on your computer, whether such software is being used or not, your computer may be unable to access the Internet or TNUnet.

Network Account

After becoming fully registered students, which includes submitting all required paperwork and fulfilling all financial obligations, ITS will create unique network and e-mail accounts for each student. Please note that this process may take 24-48 hours.

Your network username will comprise your *first initial, middle initial and last name*. For example, if your name is David M. Smith, your network username will be **dmsmith**. If you do not have a second name or initial, your network username will comprise your *first initial and last name*. We will resolve duplicate name conflicts by dropping a middle initial (if one exists) or by adding a numeral at the back of the user name. For example, in the case of a conflict for Donna M. Smith, her network username will be **dsmith**, or **dmsmith1** (if **dsmith** is already taken).

Your initial network password will be 10 digits long; comprising the last 4 digits of your SSN followed by the last 6 digits of your student ID number. If you do not have an official social security number, please contact the ITS **HelpDesk** for assistance. The first time you logon to the network, you will be prompted to change your password. Your new password must be 7 digits, comprising letters (upper and lower case) and numbers. At least one letter must be upper case. As a security measure, your password will expire every 90 days and you will be required to change it (can't use same as previous 4 passwords).

Campus Manager

The University uses technology called **Campus Manager** to provide all students and employees with a campus network that is protected from unauthorized users and which operates at the highest possible level of performance. Specifically, all computers using our network will be scanned by *Campus Manager* to ensure they are healthy and can be granted network access. **Your computer is your personal property and you are solely responsible for ensuring that it is healthy enough to be connected to our campus network.** More information about *Campus Manager* is located on the ITS website at <http://www.trevecca.edu/its/internet.access>

After becoming a fully registered student, you must first logon to the network and change your initial password **BEFORE** attempting to register your computer in Campus Manager. You can do this on any lab computer or public computer in the library as well as through Citrix.

Citrix

Whether you live on or off campus, you will be able to access the campus network via advanced network technology called Citrix. To do this, you will need to download and install the **Citrix Web Client** on your personal computer or laptop. There is no charge for this software. For detailed *step-by-step* installation instructions, go to <http://www.trevecca.edu/its/Citrix>.

MyTNU (Intranet Site)

MyTNU is our campus intranet where you will find Campus Announcements, a Campus Calendar, Prayer Requests, Classifieds, Contact Information, Technology Instructions, and many other Resources. You can access *MyTNU* from basically any internet connection on or off campus at <http://mytnu.trevecca.edu>.

Computer Labs

There are several public computer labs on campus that you can use. For resident students, there is also a well-equipped lab available in every Residence Hall. The times when the public labs are available throughout the year, can be found on the *MyTNU* site and at <http://its.trevecca.edu/lab.schedule>.

E-Mail (Live@edu)

TNU has partnered with Microsoft to offer our students a web-based, hosted e-mail service called, **Live@edu**. Some of the benefits include a 10GB mailbox with up to 20MB attachments. Live@edu has the familiar look and feel of Microsoft Outlook. Your TNU e-mail address will be `username@mail.trevecca.edu`. For example, David M. Smith's e-mail address will be **dmsmith@mail.trevecca.edu**. Once you graduate you can keep your TNU e-mail box as alumni. Your address will simply change to reflect alumni status. For example, **dmsmith@mail.trevecca.edu** will become **dmsmith@tunalumni.trevecca.edu**.

Trevecca employees will use your TNU e-mail account for all official University business. However, for your personal communications with family, friends and other students, if you wish to use a personal mail account such as Yahoo!, Windows

Live, Gmail, etc. you may certainly do so. E-mail instructions are located at <http://its.trevecca.edu/Live/Students>.

Windows Live

Through our partnership with Microsoft and the Live@edu offering you will have access to other features including:

Windows Live Skydrive (25GB of password protected online storage)

Windows Live Messenger (Instant Messenger, also built directly into Live@edu e-mail)

Windows Live Mobile (Blog, chat, e-mail or text message from your mobile phone)

Windows Live Spaces (Similar to Facebook and MySpace)

Office Live Workspace (One central location for file collaboration with 5GB of storage)

For more information about Live@edu and the Windows Live features visit, <http://home.live.com/allservices.aspx>.

Self-Service Access

Self-Service is a web portal that allows you to use a web browser to access your personal student information in PowerCAMPUS (our Student Information System). This includes your course information, grades, unofficial transcripts, account balances, and chapel attendance. Traditional undergraduates will also use this site to register for courses.

NOTE: You must login to the TNU network and change your initial network password BEFORE attempting to login to *Self-Service* for the first time. You can do this on any lab computer or public computer in the library as well as through Citrix (see above Citrix section for more info). From that point forward, your login name and password for Self-Service will be the same as your network username and password.

The first time you log into *Self-Service*, you will be prompted to enter 4 pieces of information:

- Student ID (9 digits)
- First Name (formal not nickname)
- Last Name
- Date of Birth

If any of these do not match, you must call the Office of Academic Records at (615)-248-1268. You can access Self-Service by entering <http://ss.trevecca.edu> in the address bar of your Internet Explorer or Firefox web browser.

Wired and Wireless Network Connections

Resident students have the option to connect directly into the University's high-speed Internet connection in the dorm rooms. Also, each building (including dorms) has inside wireless coverage. For more information about wireless connections visit, <http://its.trevecca.edu/wireless>.

Computer Purchases

We have partnered with Dell and Apple to provide you with assistance in shopping for a personal computer/laptop at student discount prices. Go to: *MyTNU*, Departments, ITS and look

under the **Computer Discounts** section for Dell Computer or Apple Store links that will take you to custom web sites created by Dell and Apple for registered Trevecca students and active employees.

Software Purchases

We have partnered with Microsoft, e-academy and other vendors to enable you to purchase selected Microsoft and other products *for your own personal use* at steeply discounted prices. Go to: *MyTNU*, Departments, ITS and look under the **Computer Discounts** section for links to purchase various software. This offer is for registered Trevecca students and active employees.

We have also partnered with *ComputerLand of Silicon Valley* to enable you to purchase other software such as Adobe products at student discount prices. Please call **Jeff Koh** or **Sheri York** at 1-800-639-1319 or visit www.uscolleagebuy.com for additional information.

ITS HelpDesk Services

The ITS **HelpDesk** is available to assist you with any network-related problems on campus. We are located on the ground floor of the **Adams Administration Building** and provide support services from 7:30 AM to 10:00 PM (Mon, Tue, Thu, Fri), and from 7:30 AM to 7:00 PM (Wed), and from 7:00 AM to 4:00 PM (Sat). We are closed on Sunday.

Please contact us by telephone at **extension 1223** (from off-campus: 615-248-1223) or via e-mail at helpdesk@trevecca.edu. And of course, you are always welcome to visit us in person.

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> <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/its/Emergency_Systems for more information.

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.

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.

Listed below are the offices to which inquiries of various types should be directed:

Academic Affairs	615-248-1258	acad_affairs@trevecca.edu
Academic Records (Transcripts and Diplomas)	615-248-1268	acad_records@trevecca.edu
Center for Leadership, Calling, and Service	615-248-1237	CLCS@trevecca.edu
Academic Services	615-248-1346	AcademicServices@trevecca.edu
Career Services	615-248-1237	CareerServices@trevecca.edu
Counseling Services	615-248-1237	CounselingServices@trevecca.edu
Disability Services	615-248-1346	CLCS@trevecca.edu
Admissions		
Graduate Education Admissions	615-248-1201	admissions_ged@trevecca.edu
Graduate Psychology Admissions	615-248-1384	admissions_psy@trevecca.edu
Graduate Religion Admissions	615-248-1378	admissions_rel@trevecca.edu
Graduate Physician Assistant Admissions	615-248-1225	admissions_pa@trevecca.edu
Graduate Business Program Admissions	615-248-1529 or 800-818-4256	management@trevecca.edu
Graduate Organizational Leadership Admissions	615-248-1663	MOL@trevecca.edu
Post-Baccalaureate Admissions	615-248-1390	admissions_bac@trevecca.edu
Alumni Relations	615-248-1350	alumni@trevecca.edu
Athletics	615-248-1271	See trevecca.edu/athletics for specific sports
Bookstore	615-248-1218	
Campus Visitation	615-248-1320 or 888-210-4TNU	visits@trevecca.edu
Financial Aid	615-248-1242	financial_aid@trevecca.edu
ITS Help Desk	615-248-1223	helpdesk@trevecca.edu or www.trevecca.edu/its
Library Services	615-248-1214	library@trevecca.edu
Security and Auto Issues	615-248-1296	
Student Accounts	615-248-1315	stu_accounts@trevecca.edu
Student Development	615-248-1245	stu_development@trevecca.edu
Veteran's Benefits	615-248-1268	acad_records@trevecca.edu

VEHICLES

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

PROGRAM CONTACTS

Graduate Business

615-248-1529 1-800-818-4256
www.trevecca.edu/mba

Master of Science: Management
Master of Business Administration

Graduate Psychology

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

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

Graduate Physician Assistant

615-248-1225

Master of Science: Medicine

Graduate Education

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

Master of Arts in Teaching K-6, 7-12
Master of Arts in Teaching K-6/English Language Learners
Master of Arts in Education Teaching K-6
Master of Education: Instructional Technology*
Master of Education: Educational Leadership K-12
Master of Education: English Language Learners
Master of Education; Curriculum, Assessment and Instruction

Dr. Amy Conditt
Dr. Amy Conditt
Dr. Ruth Cox
Dr. Judy Bivens
Dr. George Kersey
Dr. Amy Conditt
Dr. Judy Bivens

Master of Education: Reading PreK-12*
Master of Education: Leading Instructional Improvement for Teachers
Master of Education: Special Education K-12*
Master of Education: Vision Impairments Special Education
Master of Library and Information Science K-12
Ed.D.: Leadership and Professional Practice
Continuing Education
Center for Leadership Effectiveness and Renewal

Dr. Judy Bivens
Dr. Judy Bivens
Dr. Esther Swink
Dr. Karen Lea
Dr. Judy Bivens
Dr. Esther Swink
Dr. Karen Lea
Dr. Richard L. Parrot

*Not currently being offered.

Graduate Religion

615-248-1378 Fax 615-248-7417

Master of Arts: Religion: Biblical Studies
Master of Arts: Religion: Theological Studies
Master of Arts: Religion: Preaching

Graduate Organizational Leadership

615-248-1529 MOL@trevecca.edu

Master of Organizational Leadership

Graduate Business Program

Master of Science: Management

Master of Business Administration

Master of Business Administration: Information Technology

School of Business and Technology
Boone Business Building

615-248-1529 • 1-800-818-4256

management@trevecca.edu

www.trevecca.edu/msm

www.trevecca.edu/mba

www.trevecca.edu/mbait

THE SCHOOL OF BUSINESS AND TECHNOLOGY

The School of Business and Technology includes the Department of Business Administration and the Department of Information Technology. The School of Business and Technology also offers 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 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 Science in Management (MSM), Master of Business Administration (MBA), and Master of Business Administration in Information Technology (MBAIT).

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. Its curriculum promotes a learning environment where students use an integrated systems approach to hone organizational management and leadership skills and techniques. This approach encourages students to view problems from many perspectives and to identify comprehensive business solutions that incorporate key issues such as strategic planning, globalization, and market and product development within the scope of legal environments and business ethics. Students are also challenged to consider critical issues such as normal organizational constraints of human, operational, and financial capital in their decision making processes. Finally, students learn to apply implementation skills including visionary leadership, effective communication, team-building, and change management to 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 who desire to incorporate

their diverse academic and experiential backgrounds into their learning process.

The MSM Program is comprised of 36 semester hours and takes approximately 19 months to complete. The MBA Program, comprised of 47 semester hours, takes approximately 25 months to complete. The MBAIT Program consists of 44 semester hours and can be completed in 24 months. The 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.

Greetings

From the Dean

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

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

James T. Hiatt, B.S., J.D., M.B.A.

Dean, School of Business and Technology

From the Director

Welcome to the School of Business and Technology at Trevecca Nazarene University. We are pleased and excited to have you as part of the Trevecca community. I believe you will find our graduate programs challenging and rewarding as you seek to prepare yourself for the changing marketplace. Our goal and desire is to help equip you with the knowledge and tools necessary to effectively lead and support organizations. Based on the University and School missions, we seek to develop business and technology leaders that exemplify Christ and serve as models in the workplace. I hope you find your experience at Trevecca rewarding and a true blessing. I look forward to being of help to you on your journey. May the Lord richly bless you along the way!

Edward C. Anthony, B.S., M.S., M.B.A., Sc.D.

Director, Graduate and Professional Studies

The Master of Science: Management (MSM) Program

MSM Program Mission

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

MSM Student Learning Outcomes

Graduates of the MSM program should be able to:

1. Articulate practical examples of how the Christian worldview is integrated into the leadership and managerial practices of organizations.
2. Develop lifelong habits that lead to personal and professional effectiveness.
3. Develop principle-centered leadership perspectives and skills.
4. Understand the historical evolution of management/leadership thought based on key environmental and societal changes.
5. Attain a deeper understanding of macroeconomic and microeconomic environmental issues with an enriched perspective on global competitiveness and international business.
6. Further understand strategic and operational responsibilities including identification and communication of the organization's purpose, vision, and culture.
7. Possess effective strategic analysis and planning tools.
8. Solve problems and make effective decisions based on effective research, deductive reasoning, and inferential critical thinking skills.
9. Understand key strategic and operational marketing and sales practices.
10. Acquire greater understanding of key accounting and financial information used in strategic and operational decision-making.
11. Acquire greater understanding of data management--the gathering, analysis, dissemination, and utilization of information across the system, which is fundamental to goal setting, decision making and effective communication in organizations.
12. Analyze alternative models for organizational change and development.
13. Acquire a greater appreciation for the ways a corporation's culture and value system influence the overall functioning of the organization.
14. Expand their understanding of key management responsibilities including the management of an organization's information, human, capital, technology, and operational resources.

If a student qualifies academically and desires to pursue additional graduate-level business courses upon completing the

MSM Program, the student may apply to take three additional upper-level graduate courses and receive the MBA degree.

The Master of Business Administration (MBA) Program

MBA Program Mission

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

MBA Student Learning Outcomes

1. Students should be better equipped to effectively assume broad managerial responsibilities in a variety of organizational settings.
2. Students should possess an advanced understanding of the specialized skills required to manage and grow a business enterprise, including:
 - a. an enhanced understanding of how to apply leadership skills in challenging organizational settings
 - b. an expanded understanding of how to manage a business enterprise in an ever changing global environment
 - c. the ability to solve complicated and realistic business problems, and
 - d. the application of quantitative methods and data analysis to business decision-making
3. Students should show an increased ability to utilize quantitative techniques and explain theoretically how to apply the analysis to managerial decisions.
4. Students should possess an advanced set of skills as applied to the legal, financial, and accounting functions.

The Master of Business Administration: Information Technology (MBAIT) Program

MBAIT Program Mission

The Master of Business Administration: Information Technology (MBAIT) Program exists to provide a quality graduate-level business education for professional adult students. This program seeks to equip and empower students with both the business and technical skills needed to successfully lead an IT organization as it supports the strategic and operational objectives of a business from a Christian world-view.

MBAIT Student Learning Outcomes

1. Students should be better equipped to effectively assume broad managerial responsibilities in a variety of organizational settings with specific understandings to the strategic and operational requirements of an IT organization.
2. Students should possess an advanced understanding of the specialized skills required to manage and grow an IT enterprise, including:

- a. an enhanced understanding of how to apply leadership skills in challenging organizational settings
 - b. an expanded understanding of how to manage an IT enterprise in an ever-changing global environment
 - c. an understanding of how to manage critical IT systems such as communication infrastructure, enterprise database systems, and financial applications
 - d. the ability to solve complicated and realistic business problems by appropriately applying information technologies
 - e. an understanding of how to apply IT governance to successfully implement and support business critical information technologies, and
 - f. the application of quantitative methods and data analysis to business decision-making
3. Students should show an increased ability to utilize quantitative techniques and explain theoretically how to apply the analysis to managerial decisions.
 4. Students should possess an advanced set of skills as applied to the legal, financial, and accounting functions.

Admission Policies and Procedures

MSM/MBA Admission Requirements

Admission into the MSM and MBA programs is competitive and based on a careful appraisal of the applicant's academic record, performance on the admission testing, recommendations, and work experience.

To be considered for admission, applicants must

1. Submit a completed application.
2. Have earned a bachelor's degree from a regionally accredited institution, with a cumulative undergraduate grade-point-average (GPA) of 2.7 or higher. Applicants must submit one official transcript from all colleges/universities attended (undergraduate and graduate work). These transcripts must be sent directly from the institution to College of Lifelong Learning Admissions, Trevecca Nazarene University, 333 Murfreesboro Rd., Nashville, TN 37210. All hours from regionally accredited institutions will be considered in calculating the cumulative GPA.
3. Demonstrate significant employment experience and competence via a résumé and letter of recommendation from the current employer.
4. Submit two additional letters of recommendation. All letters of recommendation should comment on the applicant's academic and/or career performance and potential.
5. Successfully pass the following assessment exams administered in the Office of the College of Lifelong Learning:
 - a. A critical thinking skills analysis with a score of 17 or higher. This is a 35 question multiple choice test. Sample questions can be seen at : <http://www.insightassessment.com/SampleTest1.html>
 - b. Compose a 1-2 page double-spaced, typed document analyzing a current business problem. The document

should contain a well-organized argument addressing the problem and should be a sample of the applicant's best writing. A passing score is a 3.5 out of 5.

- c. A quantitative skills proficiency exam with a score of 76 percent or better. Please call to receive a study guide.

MBAIT Admission Requirements

To be considered for admission, applicants must:

1. Submit a completed application.
2. Have earned a bachelor's degree from a regionally accredited institution, with a cumulative undergraduate grade-point-average (GPA) of 2.7 or higher. Applicants must submit one official transcript from all colleges/universities attended (undergraduate and graduate work). These transcripts must be sent directly from the institution to College of Lifelong Learning Admissions, Trevecca Nazarene University, 333 Murfreesboro Rd., Nashville, TN 37210. All hours from regionally accredited institutions will be considered in calculating the cumulative GPA.
3. Show competence in the following three content areas: Quantitative Analysis, Finance, and Accounting. These pre-requisite course requirements can be met in one of the following three ways:
 - a. a transcript evaluation may reveal whether these requirements have been met through prior course work
 - b. student can sign up to take the necessary classes in our current on-campus offerings
 - c. the student can take the courses in Trevecca's virtual on-line program
4. Demonstrate significant employment experience and competence via a résumé and letter of recommendation from the current employer.
5. Submit two additional letters of recommendation. All letters of recommendation should comment on the applicant's academic and/or career performance and potential.
6. Successfully pass the following assessment exams administered in the Office of the College of Lifelong Learning:
 - a. A critical thinking skills analysis with a score of 17 or higher. This is a 35 question multiple choice test. Sample questions can be seen at : <http://www.insightassessment.com/SampleTest1.html>
 - b. Compose a 1-2 page double-spaced, typed document analyzing a current business problem. The document should contain a well-organized argument addressing the problem and should be a sample of the applicant's best writing. A passing score is a 3.5 out of 5.
 - c. A quantitative skills proficiency exam with a score of 76 percent or better. Please call to receive a study guide.

Conditional Admission

If the admissions requirements are not fully met, the Graduate Program Admissions Committee 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 3.0 at the end of semester one. Also, the student must receive a minimum of a C+ in each individual course in semester one. If both these conditions are met, the student will be granted full standing admission in the program and will be subject to the standard program policies. If both conditions are not met fully, the student will be dismissed from the program.

Tuition and Fees

Tuition	\$599.00 per credit hour
Books and Materials*	\$200.00 per course
Total MSM investment	\$23,656.00
Total MBA investment	\$30,812.00
Total MBAIT investment	\$28,956.00

*The book and materials fee for each course is an average cost for the books for the entire program. It also includes other various fees, such as a \$150 per semester technology fee and a \$100 graduation fee.

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

Academic Policies

Graduation Requirements

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

1. The required 36 semester hours of graduate credit must be completed with a cumulative 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 graduate grade-point average.
2. No course or credit hours will count toward graduation if the grade earned is a C- or below.

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

1. The required 47 semester hours of graduate credit must be completed with a cumulative graduate grade point average of 3.0 or better on a four-point scale.
2. No course grade of C- or below will count toward graduation.

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

1. The required 44 semester hours of graduate credit must be completed with a cumulative graduate grade point average of 3.0 or better on a four-point scale.
2. No course grade of C- or below will count toward graduation.

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

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

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

Probation/Suspension Policy

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

Each student must maintain a cumulative GPA of 3.0 each semester to remain in academic "good standing." If the cumulative GPA falls below 3.0, after the completion of nine semester hours, the student will be placed on academic probation for the following semester (twelve credit hours). Upon gaining the required 3.0 average, the student will be again in good standing. However, if the student does not increase the average to 3.0 during the probationary semester, the student will be placed on academic suspension and may apply to the Admission Committee for reinstatement after a three month waiting period. The student will be assigned to a later group if reinstated by the Admission Committee.

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

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

Grading System

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

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

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

Incomplete	"I"	Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The "I" must be removed within 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 beginning of the third class meeting. The grade of "W" may be assigned by the program director or the school dean in extenuating circumstances.

Class Attendance

Due to the highly concentrated nature of the Graduate Business Programs, attendance at all classes is mandatory for student success in the course work and the personal and small group relationships facilitated in the class sessions. In addition, attendance records are essential to comply with accreditation regulations. Each professor is required to record attendance at each class. Arriving late or leaving early counts against the student's attendance record and will be recorded by the professor. The attendance report will be sent to the program office before the next class session.

If a student experiences a situation which demands an unavoidable absence, the student is obligated to contact the professor to make arrangements prior to the class meeting. If the absence is unavoidable and if the professor is informed on a timely basis, the following guidelines apply:

1. Make-up assignments that equate to the time missed must be arranged with the professor. There is a limit of one absence during a course for which the professor can make such arrangements.
2. If two absences occur within one course, the student must withdraw from the course with the grade of F.

The student's academic advisor will monitor attendance records. The policy on extreme absences is outlined below:

1. When a student misses three classes in the program, he or she will be contacted in writing to ensure that the student will be able to successfully complete the program.
2. Any student who has accumulated six absences will be terminated from the program.

Note: All prior absences DO carry over when changing groups except for repeated courses. An absence that is 'made up' (through attending another class session or completing a makeup assignment as directed by the professor) will still count against the student as an absence.

Withdrawal from Courses or the Program

If a student wishes to withdraw from an ongoing class with a grade of W, the student must provide a written request prior to the third class meeting. The request must be submitted to student's advisor in the College of Lifelong Learning during regular business hours. If a student attends the third class session, a letter grade must be assigned. Students who drop out of a group may continue in a later group with the approval of the director provided they are in good standing and the group selected has space available.

An administrative fee of \$100 is charged for changing groups.

If a student withdraws from the program, issuance of grades for specific courses will be governed by the above policy. The student can withdraw from an ongoing class if the withdrawal request is submitted to the office prior to the third class meeting. Once the request has been received, the student will receive a W for any subsequent courses for which registration has been completed. Any refund of tuition will be governed by the refund policy which appears in the Financial Services section of this catalog.

Academic Honesty

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

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

1. Plagiarism, using another's statements or thoughts without giving the source appropriate credit.
2. Cheating on an exam.
3. Unauthorized multiple submissions of the same paper or major parts of a paper for another assignment.

4. Submitting a borrowed or purchased paper for course credit.
5. Defacing or unauthorized removal of course materials either from the classroom or library.
6. Signing the roll for someone who is not present in class.
7. Falsifying documentation including logs, reading lists and other self reported items.

GRADUATE BUSINESS COURSES

MSM Program Coursework

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

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

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

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

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

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

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

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

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

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

complete an advanced course in this area. Prerequisite: MSM 6053 Fundamentals of Financial Accounting or equivalent.

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

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.

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

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

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

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

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

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

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

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

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

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

MSM 6300 - Special Project in Management (1- 3 credit hours)

Independent study.

MBA Program Coursework**Required for those pursuing the MBA degree**

Students desiring the MBA degree must complete all MSM coursework with a 3.0 GPA or higher prior to being considered for the MBA degree. Students who have completed the MSM course requirements will be required to take three additional MBA-level courses to complete the MBA Program. The three additional courses are (1) Advanced Managerial Accounting, (2) Advanced Managerial Finance, and (3) The Legal Environment of Business. These courses will be offered in the same format as the MSM Program.

MBA 6203 - Advanced Managerial Accounting (8 weeks - 4 semester hours)

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. Prerequisite: MSM 6053 Fundamentals of Financial Accounting or equivalent.

MBA 6213 - Advanced Managerial Finance (8 weeks - 4 semester hours)

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. Prerequisite: MSM 6053 Fundamentals of Financial Accounting or equivalent.

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

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.

MBAIT Pre-requisite Courses**ACT 5000 - Introduction to Financial Accounting (or equivalent) (8 weeks - 3 semester hours)**

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

BUS 5010 - Introduction to Quantitative Analysis (6 weeks - 3 semester hours)

Provides participants with tools and techniques to perform data analysis and hypothesis 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 design of experiments.

FIN 5000 - Introduction to Managerial Finance (or equivalent) (8 weeks - 3 semester hours)

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

MBAIT Program Coursework**BUS 5000 - Organizational Behavior and Leadership (6 weeks - 3 semester hours)**

Serves as the foundation for many of the proceeding courses in the program by providing a survey of key management theories and terminology. While contemporary conceptualizations of management are discussed, classical approaches are also examined. Special emphasis is placed in leadership, motivation, culture, team-building, and organizational communication.

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

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.

ITI 5073 - Management Information Systems (6 weeks - 3 semester hours)

Emphasizes computer systems technology as a vital tool in managerial decision-making. The learner will be equipped with practical application tools, techniques and theories regarding effective management information systems (MIS) within a Total Quality Management setting. Students will be exposed to a variety of software in the areas of decision support systems (DSS), executive information systems (EIS), database management systems (DBMS), and presentation software. Project management and systems analysis methods will be thoroughly explored as the learner develops a practical approach to the use of information technology (IT).

MKT 5093 - Marketing Management (6 weeks - 3 semester hours)

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.

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

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

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

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

ACT 6203 - Advanced Managerial Accounting (8 weeks - 4 semester hours)

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.

FIN 6213 - Advanced Managerial Finance (8 weeks - 4 semester hours)

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. Prerequisite: ACT 6203 Advanced Managerial Accounting or equivalent.

ITI 6600 - Legal, Regulatory, and Ethical Environment (6 weeks - 3 semester hours)

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.

ITI 6000 - IT Architecture (6 weeks - 3 semester hours)

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 (6 weeks - 3 semester hours)

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 6200 - Enterprise Database Systems (6 weeks - 3 semester hours)

Examines the fundamentals of database architecture, database management systems, and database systems in relation to the management of organizational data. Components, methodologies, and tools used to design and implement an enterprise database architecture are given significant coverage.

ITI 6500 - IT Governance and Strategy (8 weeks - 3 semester hours)

An introduction to managing IT as a resource that creates business value. Using cases and research, students will discover how to determine what comprises a good IT investment portfolio. Students will also be introduced to a variety of IT governance structures and will focus on the important components to be considered when determining how one will govern an organization's information technology needs and resources. Key components to be considered include alignment of IT with the business, responsibility and accountability in the use of resources, consideration of risk and business continuance, and organizational compliance and performance.

GRADUATE BUSINESS PROGRAM ADMINISTRATION

JAMES T. HIATT, J.D., M.B.A.

Dean, School of Business and Technology

EDWARD C. ANTHONY, B.S., M.S., M.B.A., Sc.D.

Director, Graduate and Professional Studies

GRADUATE BUSINESS FACULTY

JAMES E. AGEE, III, Associate Professor of Management, 2000--

B.B.A., Eastern Nazarene University, 1994; Ph.D., University at Albany, 2000; M.A., Trevecca Nazarene University, 2005.

EDWARD C. ANTHONY, Director of Graduate and Professional Studies; Professor of Information Technology and Management, 2002--

B.S., Southern Connecticut State University, 1979; M.S., Southern Connecticut State University, 1982; M.B.A., University of New Haven, 1992; Sc.D., University of New Haven, 1996.

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

B.A., Trevecca Nazarene University, 1997; M.B.A., Trevecca Nazarene University, 2006; Ed.D., Trevecca Nazarene University, 2003.

KENNETH J. BURGER, Professor of Marketing and Management, 2003--

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

JAMES T. HIATT, Dean, School of Business and Technology; Professor of Business, 1983--

B.S., Trevecca Nazarene University, 1976; J.D., University of Tennessee, 1979; M.B.A., Middle Tennessee State University, 1991.

J. ALLEN JINNETTE, Assistant Professor of Accounting, 2004--

B.B.A., Middle Tennessee State University, 1992; M.S., Middle Tennessee State University, 1993; C.P.A., Tennessee, 1994; M.P.A., Georgia State University, 2000; Ph.D. The University of Mississippi, 2010.

MICHAEL J. LEIH, Chair, Department of Information Technology; Associate Professor of Information Technology, 2009--

B.A., Point Loma Nazarene University, 1988; M.S., California State University at Fullerton, 1994; Ph.D., Claremont Graduate University, 2009.

MARY ANN MEINERS, Professor of Economics, 1990--

B.S., Georgetown 1975; Ph.D., Vanderbilt University, 1988.

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

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

TY J. TABERNIK, Associate Professor of Information Technology, 2006--

B.A., Trevecca Nazarene University, 2000; M.S., Purdue University, 2002; M.B.A., Trevecca Nazarene University, 2005; Ph.D., Capella University, 2008.

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

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

Graduate Psychology Program

Master of Arts: Counseling

Master of Arts: Counseling Psychology

Master of Marriage and Family Therapy

Ph.D. Clinical Counseling: Teaching and Supervision

Graduate Psychology Program
615-248-1384
email: admissions_psy@tevecca.edu
www.tevecca.edu/gradpsychology

GRADUATE STUDIES

The graduate psychology program offers master of arts and master of marriage and family therapy degrees as well as a Ph.D. degree. The Graduate Committee is responsible for the approval of all graduate programs and policies.

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

STATEMENT OF PURPOSE

There are three master's degrees offered in the Graduate Psychology Program: master's in counseling, master's in counseling psychology and master's in marriage and family 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 therapist, (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, (d) those who desire to pursue licensure as a professional counselor or marriage and family therapist and (e) in the case of counseling psychology, those who desire to do psychological testing as a certified psychological assistant.

STUDENT LEARNING OUTCOMES

Students who graduate with a M.A. or M.M.F.T. degree from the Graduate Psychology Program should:

1. Possess a knowledge of the field of counseling, counseling psychology and marriage and family therapy.
2. Demonstrate therapeutic skills both in the classroom and in their practicum experience.
3. Possess the ability to read and critique research articles and apply the knowledge learned to current problems and issues.
4. Meet the academic requirements for licensure in their chosen mental health field.
5. Possess the ability to integrate the principles of psychology 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.
- Graduate non-degree category applies to students who do not wish to pursue a graduate degree at Trevecca, as well as those who may wish to begin graduate study before being admitted to a degree program. (In no case can more than nine (9) semester hours earned as a non-degree graduate

student be applied toward a degree. Only grades A and B are acceptable.)

- The degreed, licensure-seeking category is for students who have completed a graduate degree but are continuing their education for purposes of licensure.

Admissions Requirements

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

Students who wish to study in the Graduate Psychology Program must submit the appropriate forms to the graduate psychology office.

1. Application with \$25 nonrefundable fee.
2. Official transcripts from all colleges/universities attended indicating a minimum cumulative GPA of 2.7 on all undergraduate and graduate coursework combined. The baccalaureate degree must be from a regionally accredited institution. Transcripts must be mailed directly to the graduate psychology office.
3. Evidence of a minimum test score of 380 on the Miller Analogies Test or a minimum score of 800 (*combined verbal and quantitative*) on the Graduate Record Examination.
4. Two (2) completed reference assessment forms.
5. TOEFL Score: International Students/Students who speak English as Second language must submit scores from the TOEFL with a minimum score of 600 on paper version of test or 250 on computer version of test.

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

Admissions Appeal Procedure

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

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

Admission on Academic Restriction

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

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

this stipulation during any of the first three courses will result in disenrollment.

Special Admissions Requirement for Counseling Psychology

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

GENERAL ACADEMIC REQUIREMENTS (MASTER'S DEGREES)

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

Program Design

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

Academic Load

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

Attendance Policy

An unexcused absence from a six-session course or two unexcused absences from a twelve-session course results in a penalty of one letter grade; two absences from a six-session course or four absences from a twelve-session course result in disenrollment from the course. When absent the student is responsible for notifying the instructor and making up the work according to the instructor's directions. An absence form must be submitted in writing to the director of the Graduate Psychology Program, who will decide if the absence is unexcused or excused. The form is required for any absence.

Advising and Admission to Candidacy

Upon entering the Graduate Psychology 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 formally structured times in which students are evaluated by their Trevecca advisor and/or program director.

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 normal load of six hours or are accelerating the program by taking a larger number of hours each semester.

2. By the end of the semester in which students complete twelve (12) hours in the program (not counting transfer hours), the admission to candidacy form must be submitted. Admission to candidacy forms are available on-line and in the Office of Graduate Psychology. This is a critical point in the program. Students may take up to six additional hours while going through the candidacy process. Failure to submit an admission to candidacy form or failure to receive approval for candidacy will delay or terminate a student's completion of the program. **No degree seeking student will be permitted to take more than eighteen hours without a completed and approved admission to candidacy form.** There are two levels of approval: Continuation of Program and Continuation with Remedial Action. In the latter case, specific recommendations for remedial action must be successfully completed by a designated timeline set by the advisor. Remedial action may involve but not be limited to professional therapy, testing, taking a break from the program or engaging in specific activities that will encourage growth. Students failing to remediate within the designated timeline will be placed on probation and a notice given for dismissal from the program if remediation is not forthcoming or successfully completed by a newly established timeline set by the program director.
3. The third point of contact takes place toward the end of the program of study (prior to students starting their practicum experiences). At this point, transcripts are evaluated to determine if the necessary courses have been completed prior to initiating the practicum experience and to ascertain that the transcript is accurate. A plan to complete any necessary courses or electives is agreed upon between the student and the academic advisor and/or the program director. Also, any remedial issues identified earlier in the program or recently surfaced remedial issues must be resolved before students are permitted to start their practicum experiences.

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

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

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

In cases of remediation, probation or dismissal, students may appeal decisions of academic advisors and/or the director of the graduate psychology program to the associate provost and dean of academic affairs.

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 their academic advisors and/or the program director after completing nine hours in the program. Students receiving a grade below B- are also counseled prior to the next course or courses. This counsel may take the form of a letter from the director or assistant director of the graduate psychology program.

Grading

The grading system for this program is as follows:

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

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

Probation/Suspension Policy

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

Each student must maintain a cumulative grade point average of 3.0 (B) each semester to remain in academic "good standing." If the cumulative GPA falls below 3.0, after the completion of nine semester hours, the student will be placed on academic

probation for the following semester. Upon regaining the required cumulative average (3.0), the student will again be in good standing; however, if the student does not increase the cumulative average to 3.0 during the probationary semester, he or she will be placed on academic suspension for the subsequent semester and may reapply to the Admissions Committee for reinstatement after a three month waiting period. The student will be assigned to a later group if reinstated by the Admission Committee.

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

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

Course Evaluation and Assessment

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

Master's Degree Requirements

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

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

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

2. Submit candidacy form upon completion of 12 semester hours.
3. Successfully complete a comprehensive exam, which is typically taken during the student's first semester of practicum. If a student is unsuccessful in passing the exam on the first attempt, he or she is required to contact his or her academic advisor who will suggest preparation options for 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 Graduate Psychology Admissions Committee, which will work collaboratively with the student to draw up a remediation plan.

Remediation may involve (but not be limited to) a detailed study program, auditing a completed course in the area of weakness or taking additional courses. Upon completing the remediation plan, the student may retake the comprehensive examination.

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

4. All requirements for the M.A. and M.M.F.T. degrees must be met within a six-year period after the student enters the graduate program. Any exceptions to the policy are granted by the director of the graduate psychology program.
5. Submit an application for graduation to the graduate psychology office. Any exceptions to this policy are granted by the director of the graduate psychology program.
6. The residency requirement for the M.A. and the M.M.F.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
- 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 in comprehensive exam

CURRICULUM: MASTER OF ARTS: COUNSELING

GENERAL COUNSELING CORE

CSL 5220	Lifespan Development	3
CSL 5420	Personality Theory	3
CSL 5430	Group Therapy and Process	3
CSL 5231	Theories of Counseling and Psychotherapy	3
CSL 5250	Counseling Diverse Populations	3
CSL 5240	Advanced Abnormal Psychology	3
CSL 5390	Effective Treatments in Therapy	3
CSL 5472	Professional Standards and Ethics	3
CSL 5100	Introduction to Psychological Research	3
CSL 5441	Introduction to Psychological Testing	3
CSL 5330	Chemical Use and Abuse	3
CSL 5230	Career Counseling: Theory and Practice	3
CSL 5482	Practicum: Techniques and Interventions I	3
CSL 5483	Practicum: Techniques and Interventions II	3

SPECIFIC COUNSELING CORE

CSL 5447	Internship in Counseling I	3
CSL 5448	Internship in Counseling II	3
CSL 5449	Internship in Counseling III	3
CSL	Elective	9

TOTAL REQUIRED 60

This program allows for *three* electives (9 hours). Nine (9) hours of transfer credit is allowed.

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

CURRICULUM: MASTER OF MARRIAGE AND FAMILY THERAPY

GENERAL COUNSELING CORE

CSL 5220	Lifespan Development	3
CSL 5420	Personality Theory	3
MFT 5200	Systems Theory and Family Therapy	3
MFT 5511	Marital Life-Cycle	3
CSL 5250	Counseling Diverse Populations	3
CSL 5240	Advanced Abnormal Psychology	3
CSL 5390	Effective Treatments in Therapy	3
CSL 5472	Professional Standards and Ethics	3
CSL 5100	Introduction to Psychological Research	3
CSL 5441	Introduction to Psychological Testing	3
CSL 5330	Chemical Use and Abuse	3

or

CSL 5430	Group Therapy and Process	
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MARRIAGE AND FAMILY THERAPY CORE:

MFT 5350	Marital Therapy	3
MFT 5355	Advanced Marital Therapy	3
MFT 5510	Divorce and Divorce Adjustment	3
MFT 5400	Marital Therapy: Crisis Situations and Sexuality	3
MFT 5512	The Child in the Family System	3
MFT 5351	Family Therapy	3
MFT 5530	Professional Seminar: Ethical Standards	1
MFT 5531	Professional Seminar: Professional Identity	1
MFT 5532	Professional Seminar: Professional Context	1
MFT 5457	Internship in Marriage and Family Therapy I	3
MFT 5458	Internship in Marriage and Family Therapy II	3

TOTAL REQUIRED 60

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

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

CURRICULUM: MASTER OF ARTS: COUNSELING PSYCHOLOGY

GENERAL PSYCHOLOGY CORE

PSY 5220	Lifespan Development	3
PSY 5420	Personality Theory	3
PSY 5430	Group Therapy and Process	3
PSY 5231	Theories of Counseling and Psychotherapy	3
PSY 5250	Counseling Diverse Populations	3
PSY 5240	Advanced Abnormal Psychology	3
PSY 5390	Effective Treatments in Therapy	3
PSY 5472	Professional Standards and Ethics	3
PSY 5100	Introduction to Psychological Research	3
PSY 5441	Introduction to Psychological Testing	3
PSY 5330	Chemical Use and Abuse	3
PSY 5230	Career Counseling: Theory and Practice	3
PSY 5482	Practicum: Techniques and Interventions I	3
PSY 5483	Practicum: Techniques and Interventions II	3

SPECIFIC PSYCHOLOGY CORE

PSY 5442	Statistical Analysis/Research Design	3
PSY 5443	Objective Personality Analysis	3
PSY 5444	Individual Intelligence Assessment	3
PSY 5458	Internship in Counseling Psychology I	3
PSY 5459	Internship in Counseling Psychology II	3
PSY 5920	Master's Thesis	3

TOTAL REQUIRED 60

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

This program is typically taken by those interested in pursuing certification as a psychological assistant (CPA), a doctoral degree in psychology and/or licensure as a licensed professional counselor (LPC-MHSP).

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

GRADUATE COURSE DESCRIPTIONS

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. *Also offered as PSY 5100.*

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. *Also offered as MFT 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. *Also offered as PSY 5220.*

CSL 5230 Career Counseling: Theory and Practice (3)

An examination of the current trends in career development and life choices. The students will develop a knowledge base concerning career theories and techniques for exploring the interests, aptitudes, and values of clients in order to assist them in making reasoned career and lifestyle decisions. *Also offered as PSY 5230.*

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. *Also offered as PSY 5231.*

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. *Also offered as PSY 5240.*

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. *Also offered as PSY 5250.*

CSL 5320 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. *Also offered as PSY 5330.*

CSL 5350 Marital Therapy (3)

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

CSL 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. *Also offered as MFT 5351.*

CSL 5355 Advanced Marital Therapy (3)

An advanced seminar in couple's therapy. The course will explore the roles of (1) family-of-origin influence and (2) emotion in intimate relationships and clinical practice with couples. Special attention is given to the development and integration of the clinical skills used in (1) transgenerational and (2) emotionally focused couple therapies. *Also offered as MFT 5355.*

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. *Also offered as PSY 5390.*

CSL 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 correspondingly appropriate treatment regimens. *Also offered as MFT 5400.*

CSL 5410 Diagnosis and Treatment of Personality Disorders (3)

Designed to provide an understanding of patterns of abnormal behavior as they relate to the Axis II personality disorders. Diagnosis and treatment will be developed. *Prerequisite CSL 5240 Advanced Abnormal Psychology.*

CSL 5420 Personality Theory (3)

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

CSL 5430 Group Therapy and Process (3)

Examines group techniques and application to counseling settings. Various ethnic and socioeconomic groups will be emphasized. *Also offered as PSY 5430.*

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. *Also offered as PSY 5441.*

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 practicum 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 Professional Standards and Ethics (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), the American Association of Marriage and Family Therapy (AAMFT), and the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA) will be studied along with other professional standards of practice and credentialing. *Also offered as PSY 5472.*

CSL 5482 Practicum: 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, PSY/CSL 5483 Practicum: Techniques and Intervention 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.). *Also offered as PSY 5482.*

CSL 5483 Practicum: Techniques and Interventions II (3)

The purpose of this course is 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* CSL 5482. *Also offered as* PSY 5483.

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. *Also offered as* MFT 5510.

CSL 5511 Marital Life-Cycle (3)

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

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. *Also offered as* MFT 5512.

MARRIAGE AND FAMILY THERAPY

MFT 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. *Also offered as* CSL 5200.

MFT 5350 Marital Therapy (3)

An introduction to the understanding and practice of marital therapy. Students will focus on developing a set of universally accepted basic skills with special attention given to the early phases of treating dyadic problems. Additional attention will be given to recognizing common problem presentations and developing diagnostic and intervention skills based on various theoretical approaches. *Also offered as* CSL 5350.

MFT 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. *Also offered as* CSL 5351.

MFT 5355 Advanced Marital Therapy (3)

An advanced seminar in couple's therapy. The course will explore the roles of (1) family-of-origin influence and (2) emotion in intimate relationships and clinical practice with couples. Special attention is given to the development and integration of the clinical skills used in (1) transgenerational and (2) emotionally focused couple therapies. *Also offered as* CSL 5355.

MFT 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 correspondingly appropriate treatment regimens. *Also offered as* CSL 5400.

MFT 5455 Practicum 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 150 hours on site under appropriate supervision (*practicum fee*). Under certain circumstances practicum may be extended.*

MFT 5456 Practicum in Marriage and Family Therapy II (3)

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

MFT 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.*

MFT 5458 Internship in Marriage and Family Therapy II (3)

To be taken in consecutive sequence with MFT 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.*

MFT 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. *Also offered as CSL 5510.*

MFT 5511 Marital Life-Cycle (3)

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

MFT 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. *Also offered as CSL 5512.*

MFT 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.

MFT 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.

MFT 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.

PSYCHOLOGY

PSY 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. *Also offered as CSL 5100.*

PSY 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. *Also offered as CSL 5220.*

PSY 5230 Career Counseling: Theory and Practice (3)

An examination of the current trends in career development and life choices. The students will develop a knowledge base concerning career theories and techniques for exploring the interests, aptitudes, and values of clients in order to assist them in making reasoned career and lifestyle decisions. *Also offered as CSL 5230*

PSY 5231 Theories of Counseling and Psychotherapy (3)

Integration and study of the traditional and currently developing theories of counseling and psychotherapy and their application. *Also offered as CSL 5231.*

PSY 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. *Also offered as CSL 5240.*

PSY 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. *Also offered as CSL 5250.*

PSY 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. *Also offered as CSL 5330.*

PSY 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. *Also offered as CSL 5390.*

PSY 5420 Personality Theory (3)

The psychology of personality cannot be approached from a single theoretical orientation; rather one must discuss theories of personality. Thus, the aim of this course is to discuss some of the leading theories of personality held by those individuals who have pioneered the field. *Also offered as CSL 5420.*

PSY 5430 Group Therapy and Process (3)

Examines group techniques and application to counseling settings. Various ethnic and socioeconomic groups will be emphasized. *Also offered as CSL 5430.*

PSY 5441 Introduction to Psychological Testing (3)

An overview of test construction, selection, and application will be the focus of this course. Legal and ethical administration of tests for ability, intelligence, attitudes, values, and personality will also be examined. Experience in taking and administering sample instruments will be provided. *Also offered as CSL 5441.*

PSY 5442 Statistical Analysis / Research Design (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.

PSY 5443 Objective Personality Analysis (3)

Experiences will be provided in the area of objective personality analysis. Students will administer, score, and interpret the MMPI-2, CPI, MCMI-III, 16-PF, and other currently used instruments in the field. *Prerequisite PSY 5441 Introduction to Psychological Testing.*

PSY 5444 Individual Intelligence Assessment (3)

Experience will be provided in the areas of administering, scoring, and interpreting the Wechsler, Binet and Kaufman instruments. *Prerequisite PSY 5441 Introduction to Psychological Testing.*

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 5456 Practicum in Counseling Psychology I (3)

Provides practical supervised experience in beginning psychotherapy skills. It includes therapy, testing, consulting, and other site relevant activities pertaining to the field. The student must be supervised by a properly licensed supervisor. 150 hours. (*practicum fee*). Under certain circumstances practicum may be extended.*

PSY 5457 Practicum in Counseling Psychology II (3)

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

PSY 5458 Internship in Counseling Psychology I (3)

Provides supervised experience in beginning psychotherapy skills. It includes therapy, testing, consulting, and other site relevant activities pertaining to the field. Students must be supervised by a properly licensed supervisor. Students will spend a minimum of 200 hours on site of which 80 of the 200 hours must be in direct client contact. (*internship fee*). Under certain circumstances internship may be extended.*

PSY 5459 Internship in Counseling Psychology II (3)

As a continuation of the Internship in Counseling Psychology I, the course provides practical psychotherapy skills. It includes therapy, testing, consulting, and other site relevant activities pertaining to the field. Students must be supervised by a properly licensed supervisor. Students will spend a minimum of 200 hours on site of which 80 of the 200 hours must be in direct client contact. (*internship fee*). Under certain circumstances internship may be extended.*

PSY 5472 Professional Standards and Ethics (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), the American Association of Marriage and Family Therapy (AAMFT), and the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA) will be studied along with other professional standards of practice and credentialing. *Also offered as CSL 5472.*

PSY 5480 Counseling Techniques and Interventions (3)

A study of counseling theories (classical and contemporary), techniques, philosophy, and history with emphasis on cognitive, affective, and behavioral interventions.

PSY 5482 Practicum: 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, PSY/CSL 5483 Practicum: Techniques and Intervention 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.). *Also offered as CSL 5482.*

PSY 5483 Practicum: Techniques and Interventions II (3)

The purpose of this course is 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 PSY 5482. Also offered as CSL 5483.*

PSY 5910 Advanced Seminar in Psychotherapy (3)

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

PSY 5920 Master's Thesis (3)

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

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

PH.D. CLINICAL COUNSELING: TEACHING AND SUPERVISION

Doctoral Program Design

The Ph.D. is a 66 credit hour doctoral program designed for the working practitioner. The program extends for 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 therapy. Courses are offered two days a week (Tuesday and Thursday). The program also offers a focus on counselor education and supervision.

Statement of Purpose

The Ph.D. is an advanced professional degree designed for several groups: a) those who wish to enhance their skills as a therapist, b) those who wish to further their career 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.

Student Learning Outcomes

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

1. Understand and practice the art of therapy at a more proficient and advanced level;
2. Teach therapy and human relations coursework at a higher education level (community colleges, four-year colleges/universities, graduate training programs);
3. Supervise the development of less experienced therapists;
4. Offer administrative leadership within agencies and organizations;
5. Procure licensure in a desired area of clinical specialization (as a Licensed Professional Counselor or Licensed Marriage and Family Therapist);
6. Conduct independent research at an advanced level.

Selection Process and Admissions

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

1. Application with \$50.00 non-refundable fee.
2. Official transcript of master's degree from a regionally accredited college/university with at least a 3.25 GPA (on a scale of 4.0) and undergraduate degree posted.
3. Three completed Applicant Recommendation Forms (one from a religious leader/pastor and two from professors, employers or supervisors).
4. A 400-word letter of intent specifying the applicant's purpose and goals for entering the Ph.D. program.
5. Professional vita.
6. TOEFL Score: International Students/Students who speak English as Second language must submit scores from the TOEFL with a minimum score of 600 on paper version of test or 250 on computer version of test.

**DEADLINE FOR COMPLETED APPLICATION FILE IS
MARCH 15**

Admission is based on the evaluation of the following components:

1. GRE Test Score (verbal, quantitative and analytical writing sections).
2. Grade point average (GPA) from previous college experiences.
3. Recommendation Forms (These should attest to potential ability for success in doctoral studies).
4. Interview- An individual and group interview will be conducted by the Admissions Committee. This will be an opportunity to assess personal goals, oral communication skills, and ability to interact with other professionals.

Admissions Committee

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

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

General Academic Policies

Prerequisite Courses

A course comparable to Advanced Abnormal (one that deals with psychopathology from a diagnostic perspective and includes DSM nomenclature) and Cultural Diversity are a prerequisite to doctoral training. Students who have not taken such courses will be required to do so in addition to doctoral requirements.

Transfer Credit

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

- a. The course was completed within the last five years (this is more stringent than the master's program which is within the last ten years).
- b. The course is relevant to the degree program.
- c. A minimum grade of B was earned.

Additional General Academic Policies

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

Academic Advisor-Doctoral

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

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, U, or I will be assigned to dissertation. Courses with grades of C-, D, F, or U must be retaken. 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.

Attendance Policy

An unexcused absence from a six-session course or two unexcused absences from a twelve-session course results in a penalty of one letter grade; two absences from a six-session course or four absences from a twelve-session course result in disenrollment from the course. When absent the student is responsible for notifying the instructor and making up the work according to the instructor's directions. An absence form must be submitted in writing to the director of the Graduate Psychology Program, who will decide if the absence is unexcused or excused. The form is required for any absence.

Doctoral Comprehensive Examination

The comprehensive examination evaluates the student's ability to integrate knowledge of counseling or marriage and family therapy, display critical and independent thinking and research 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 graduation 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 in two parts: written and oral. 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 two three-hour segments of time (one hour and thirty minutes per question). The first testing period will include a Research/Statistics question and a Supervision Models and Teaching Strategies question. The second testing period will include a Theories question (comparing or contrasting various therapeutic models) and a Counseling or Marriage and Family Practics question (counseling case scenario) based on the Psychological Testing and Psychopharmacological Issues courses for the counseling cognate or the Preventative Approaches and Affective Therapy courses for the marriage and family cognate. All questions will potentially cover some aspects from the Ethics course and the Integration course. Courses in process during the summer semester in which the comprehensive exam is offered will not be covered on the examination. The comprehensive exam will be offered every summer semester and on a case by case basis during the fall or spring semesters. The oral exam will generally follow within two weeks of the written examination and will provide the student an opportunity to explain, defend and elaborate on his/her written answers in response to a committee of faculty members from the doctoral program.

Three possible grades may be assigned to the written and oral 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 the retake may include all four questions; in other cases the retake may be limited to select

questions. If the second attempt is failed, the student will be dismissed from the program.

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.

Direct service hours involve any face-to-face contact with a client or clients that involve 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. Direct service may also involve teaching or supervision experiences.

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. Grading, keeping notes, etc. count towards indirect service hours for teaching or supervision.

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 (ideally, weekly supervision) by a properly licensed or credentialed supervisor depending upon the student's licensure interest. This is in addition to a Trevecca supervisor who 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 at a minimum two hours of supervision per month. 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 School of Arts and Sciences 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, chair the dissertation defense, and remain in consultation with the Director of Graduate Research. 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. It is the student's responsibility to secure the committee members. 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.

The dissertation process begins with an approved proposal. The proposal must be approved by the student's dissertation chair, the student's dissertation committee members, and the director of graduate research.

The student should be guided by the following principles:

- a. The dissertation should reflect an advanced understanding of the disciplines of counseling or marriage and family therapy.
- b. The dissertation must engage its topic critically and constructively.
- c. The dissertation may engage a problem and reevaluate prior approaches and propose a new approach.
- d. The dissertation should illustrate both creativity and originality.
- e. Upon successful defense of the dissertation, three professionally bound copies must be furnished to the Office of Graduate Psychology. 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.

After the six hours of dissertation have been completed, the student must pay a dissertation extension fee equal to one hour of course credit 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 and anyone else who chooses to attend the defense. The date and time should be communicated to the University two weeks prior to the actual 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.

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. Attain 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.
8. Once the student has successfully defended the dissertation he/she will:
 - a. obtain APA editing of the final dissertation document
 - b. obtain three photocopies of the dissertation document
 - c. obtain professional binding for three copies, and
 - d. submit the three bound dissertation documents to the graduate psychology office (The above steps are described in detail in the dissertation handbook)
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 group.

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

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

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

Program of Study

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

I. Core Courses 33 hours

CSL 7002	Ethical Standards and Legal Issues in the Counseling Profession	3
CSL 7003	Psychodynamics Psychotherapies	3
CSL 7004	Cognitive Behavioral Therapies	3
CSL 7005	Postmodern Psychotherapies	3
CSL 7001	Advanced Group Psychotherapy (Practicum)	3
CSL 7010	Issues of Integration: Christian Ideology in a Professional World	3
CSL 7007	Treating Addictions: A Family Dynamics Approach	3
CSL 7008	Diagnosis and Treatment of Sexual Disorders	3
CSL 7009	Advanced Multicultural Counseling	3
CSL 7104	Specialized Systemic Family Therapy (Practicum)	3
CSL 7151	Psychological Testing for Counselors	3

II. Teaching and Supervision 6 hours

CSL 7201	Supervision Models	3
CSL 7251	Technology and Teaching Strategies in Counselor Education	3

III. Cognates 6 hours

MFT cognate

CSL 7101	Preventative Approaches: Premarital Therapy and Enrichment Activities	3
CSL 7102	Theories of Affect Regulations and Attachment	3

or

Counseling cognate

CSL 7152	Professional Challenges for Counselors	3
CSL 7153	Psychopharmacological Issues in Counseling Setting	3

IV. Internship in Therapy **6 hours**

CSL 7360	Doctoral Internship I	2
CSL 7361	Doctoral Internship II	2
CSL 7362	Doctoral Internship III	2

V. Research/Dissertation **15 hours**

CSL 7301	Doctoral Research Methodology	3
CSL 7300	Doctoral Proposal Development	3
CSL 7302	Statistical Analysis in Clinical Practice	3
CSL 7303	Dissertation Research	6

DOCTORAL COURSE DESCRIPTIONS**CSL 7001 Advanced Group Psychotherapy (3)**

Major approaches to group counseling and psychotherapy will be covered with a focus on critical evaluation. The process of group counseling and psychotherapy will be analyzed as well as research in the area. Role-playing and simulations of group therapy situations for the purpose of training will be offered. This course will serve as a Practicum (50 hours indirect/ 20 hours direct client contact). *Also offered as PSY 7001.*

CSL 7002 Ethical Standards and Legal Issues in the Counseling Profession (3)

Emphasizes the development, understanding, and application of ethical standards in the theory and practice of counseling and psychotherapy. Of special attention will be legal issues arising from the practice of professional therapy. Attention will be given to understanding and differentiating between the specific articles of professional conduct established by the American Psychological Association, American Counseling Association, and the American Association for Marriage and Family Therapy. *Also offered as PSY 7002.*

CSL 7003 Psychodynamic Psychotherapies (3)

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. *Also offered as PSY 7003.*

CSL 7004 Cognitive Behavioral Therapies (3)

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. *Also offered as PSY 7004.*

CSL 7005 Postmodern Psychotherapies (3)

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 "not knowing" position and allow themselves to enter the dialogue in a more creative way. *Also offered as PSY 7005.*

CSL 7007 Treating Addictions: A Family Dynamics Approach (3)

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. *Also offered as PSY 7007.*

CSL 7008 Diagnosis and Treatment of Sexual Disorders (3)

Reviews theories of sexual development and the diagnosis and treatment of sexual disorders along with the psychosocial and cultural variables associated with these issues. *Also offered as PSY 7008.*

CSL 7009 Advanced Multicultural Counseling (3)

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.

CSL 7010 Issues of Integration: Christian Ideology in a Professional World (3)

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. *Also offered as PSY 7010.*

CSL 7101 Preventative Approaches: Premarital Therapy and Enrichment Activities (3)

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.

CSL 7102 Theories of Affect Regulation and Attachment (Affective Therapy) (3)

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. *Also offered as PSY 7102.*

CSL 7104 Specialized Systemic Family Therapy (3)

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 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 (50 hours indirect/20 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. *Also offered as PSY 7151.*

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. *Also offered as PSY 7152.*

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. *Also offered as PSY 7153.*

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 Doctoral Proposal Development (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. *Also offered as PSY 7300.*

CSL 7301 Doctoral Research Methodology (3)

Focuses on the development and facilitation of the dissertation process. Stress will be placed on the logistics of the dissertation project, including formulating a topic, the literature review, securing a dissertation chair and committee, and preparation of the proposal. *Also offered as PSY 7301.*

CSL 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. *Also offered as PSY 7302.*

CSL 7303 Dissertation Research (6) - three semesters of two hours each

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.

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.

PSY 7001 Advanced Group Psychotherapy (3)

Major approaches to group counseling and psychotherapy will be covered with a focus on critical evaluation. The process of group counseling and psychotherapy will be analyzed as well as research in the area. Role-playing and simulations of group therapy situations for the purpose of training will be offered. This course will serve as a Practicum (50 hours indirect/ 20 hours direct client contact). *Also offered as CSL 7001.*

PSY 7002 Ethical Standards and Legal Issues in the Counseling Profession (3)

Emphasizes the development, understanding, and application of ethical standards in the theory and practice of counseling and psychotherapy. Of special attention will be legal issues arising from the practice of professional therapy. Attention will be given to understanding and differentiating between the specific articles of professional conduct established by the American Psychological Association, American Counseling Association, and the American Association for Marriage and Family Therapy. *Also offered as CSL 7002.*

PSY 7003 Psychodynamic Psychotherapies (3)

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. *Also offered as CSL 7003.*

PSY 7004 Cognitive Behavioral Therapies (3)

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. *Also offered as CSL 7004.*

PSY 7005 Postmodern Psychotherapies (3)

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 "not knowing" position and allow themselves to enter the dialogue in a more creative way. *Also offered as CSL 7005.*

PSY 7007 Treating Addictions: A Family Dynamics Approach (3)

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. *Also offered as CSL 7007.*

PSY 7008 Diagnosis and Treatment of Sexual Disorders (3)

Reviews theories of sexual development and the diagnosis and treatment of sexual disorders along with the psychosocial and cultural variables associated with these issues. *Also offered as CSL 7008.*

PSY 7010 Issues of Integration: Christian Ideology in a Professional World (3)

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. *Also offered as CSL 7010.*

PSY 7102 Theories of Affect Regulation and Attachment (Affective Therapy) (3)

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, like EFT or suitable alternatives. *Also offered as CSL 7102.*

PSY 7103 Transgenerational and Specialized Family Therapy (3)

Investigates the theory, research, and practice of transgenerational and specialized family therapies. Readings will include a wide range of original works of the major theorists as well as current utilizations for the purpose of marriage and family intervention.

PSY 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. *Also offered as CSL 7151.*

PSY 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. *Also offered as CSL 7152.*

PSY 7153 Psychopharmacological Issues in Counseling Settings (3)

Provide a general overview of current research on the use and effectiveness of psychotropic medication in the treatment of psychological disorders as well as ethical and professional implications. *Also offered as CSL 7153.*

PSY 7202 Supervision Group I (3)

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

PSY 7203 Supervision Group II (3)

Students in the doctoral program are responsible for supervising the professional activities of the less advanced students in the master's practicum. Focus will be on supervisee professional and

personal development - personal growth model as the therapist explores the use-of-self in his/her therapy.

PSY 7252 Supervised Hours of Higher Education Teaching I (3)

Provides experience in teaching in a higher education setting. The student will provide assistance to an assigned faculty member in all aspects of course instruction, including lesson plans, course delivery systems, the provisions of class lectures, and the design and implementation of all student evaluations and tests.

PSY 7253 Supervised Hours of Higher Education Teaching II (3)

Provides experience in teaching in a higher education setting. The student will provide assistance to an assigned faculty member in all aspects of course instruction, including lesson plans, course delivery systems, the provisions of class lectures, and the design and implementation of all student evaluations and tests.

PSY 7300 Doctoral Proposal Development (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. *Also offered as CSL 7300.*

PSY 7301 Doctoral Research Methodology (3)

Focuses on the development and facilitation of the dissertation process. Stress will be placed on the logistics of the dissertation project, including formulating a topic, the literature review, securing a dissertation chair and committee, and preparation of the proposal. *Also offered as CSL 7301.*

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. *Also offered as CSL 7302.*

PSY 7303 Dissertation Research (6) - three semesters of two hours each

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.

PSY 7351 Doctoral Practicum I (6)

Provides practical supervised experience in advanced psychotherapy skills. It includes therapy, testing consultation, and other site relevant activities pertaining to the field. The practicum experience will be in an appropriate clinical setting, and students must be supervised by a properly licensed or credentialed supervisor depending upon student's licensure interests. Site and supervisor approval must be attained through the doctoral program prior to commencing the practicum placement.

PSY 7352 Doctoral Practicum II (3)

As a continuation of the Doctoral Practicum I, this course provides practical supervised experience in advanced psychotherapy skills. It includes therapy, testing consultation, and other site relevant activities pertaining to the field. The practicum experience will be in an appropriate clinical setting, and students must be supervised by a properly licensed or credentialed supervisor depending upon student's licensure interests. Site and supervisor approval must be attained through the doctoral program prior to commencing the practicum placement.

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Graduate Physician Assistant Program

Master of Science: Medicine

PHYSICIAN ASSISTANT

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

MATRICULATING IN MAY 2011

THE PHYSICIAN ASSISTANT PROGRAM

Mission Statement of the Graduate Physician Assistant Program

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

Statement of Purpose of the Graduate Physician Assistant Program

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

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 life-long learning behaviors that prepare them for a career in medicine.
6. Engage in on-going review and evaluation of program effectiveness in preparing competent physician assistant graduates.

Physician Assistant Program Objectives

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

1. Developing student skills required to obtain a comprehensive medical history and perform a complete physical examination for all classes of patients in any setting.
2. Preparing students to recognize, by the presenting clinical picture, common diseases.
3. Developing student cognitive and problem solving skills allowing them to systematically move through the diagnostic process.
4. Preparing students to develop and implement management plans for common acute and chronic illnesses.
5. Preparing students to order and interpret common diagnostic studies.
6. Preparing students to perform routine diagnostic and therapeutic procedures.
7. Preparing students to assist at surgery.
8. Preparing students to counsel and educate patients from diverse cultures and socio-economic backgrounds.
9. Preparing students to read and interpret the medical literature and to practice evidence-based medicine.
10. Developing attitudes and behaviors in students consistent with life-long learning required for medical practice.
11. Assisting the student in his/her intellectual, social, and spiritual development.
12. Preparing students to successfully complete the NCCPA national certifying examination.
13. Prepare students to provide compassionate care in a variety of medical settings

STUDENT LEARNING OUTCOMES

Graduates 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

Entrance Requirements for the Graduate Physician Assistant Program

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

Applicants must have earned a bachelor's degree from any regionally accredited institution at the time of matriculation into the graduate program. While any undergraduate major is acceptable, biology or chemistry majors will be the best prepared. Applicants from the Coalition of Christian Colleges and Universities (CCCU) are encouraged to apply.

Applicants must successfully complete all of the following program prerequisites, regardless of the undergraduate degree or major. No online courses for the chemistry or biology disciplines will meet the program's prerequisite requirements.

Human Anatomy and Physiology	8 semester hours
General Chemistry	8 semester hours
Microbiology with Lab	4 semester hours
General Psychology	3 semester hours
Developmental Psychology	3 semester hours

Applicants are expected to have a cumulative grade point average (GPA) of 3.25 and a science GPA of 3.25 on all undergraduate coursework. Applicants are required to complete the Graduate Record Exam (GRE) and achieve a minimum score of 950 (combined verbal and quantitative). These scores are believed to indicate sufficient academic ability for successful completion of the program; however, under special circumstances GPAs of less than 3.25 and/or GREs of less than 950 may be considered. With large numbers of applicants, not

all students meeting the minimum requirements will receive an interview. Because entering students in the last three years have significantly exceeded the minimum requirements, candidates should endeavor to get the highest GPA and GRE scores possible and, with grades lower than a B, retake courses that would reflect a grasp of the material and a capability of rigorous course work.

Applicants must submit three (3) letters of recommendation. Three (3) different sources are acceptable and ranked in descending order of preference as listed below:

1. A physician or physician assistant who is acquainted with the applicant's abilities and potential.
2. A college professor, preferably from the applicant's major, who is acquainted with the applicant's abilities and potential.
3. An employer who is acquainted with the applicant's abilities and potential.

While evidence of clinical experience is not required for admission, it is highly recommended because such experience is believed to be an accurate indicator of an individual's desire and commitment to engage in health care service. In the opinion of the program faculty, past medical experience also provides a framework upon which students can build and can facilitate the expansion of fund of medical knowledge.

Observation (shadowing) of physician assistants in preference to other health care professionals, to the extent of gaining sufficient insight as to the role and duties of practicing physician assistants, is also believed to be an accurate indicator of an individual's desire and commitment to the profession.

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 500 is required on the paper based test and a 173 on the computer based test.

All regular admission requirements must be completed. 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 does. Only international students with a valid immigration student status of F-1 will be permitted to register.

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

Physician Assistant education is a broad-based process requiring the acquisition of general knowledge in all fields of medicine and basic skills requisite for the practice of medicine regardless of specialty. The education of a PA also requires the

development of judgment through patient care experiences that prepare individuals for appropriate decision-making in clinical practice.

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

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

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

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

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

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

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

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

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

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

Application Procedure

The Trevecca Nazarene University Physician Assistant Program 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 and must include the following documentation.

- Official transcripts for all schools attended. DO NOT send any to the program.
- Official transcript indicating baccalaureate degree. DO NOT send any to the program.
- Three (3) recommendation forms (obtained at www.caspaonline.org)
- Application materials sent directly to Trevecca Nazarene University include: official copy of the Graduate Record Exam (GRE) - Trevecca Nazarene University GRE Number is 1809. Under department code & name be sure and check either "Allied Health" or "Health/Medical Sciences."

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

Applicants may communicate with the program secretary by any of the following methods:

- Calling (615) 248-1225
- Sending an e-mail to admissions_pa@trevecca.edu
- Visiting the PA Program Office in person

Selection Process

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

Interviewed applicants invited for personal interview will be notified of the Admission Committee's final decision by late February. Applicants selected for admission to the PA Program must verify their acceptance in writing to the PA program and submit a \$500.00 (non-refundable) deposit to the PA Program Office within fourteen (14) days of being notified of admission in order to hold their seat in class. This deposit will be applied towards the first semester's tuition.

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

Advanced Placement Policy

Students currently enrolled in another PA program who are allowed to matriculate into this program will follow the guidelines previously outlined under 'Admissions' in the graduate catalog. Graduate work not completed in a PA program will not be accepted for advanced placement.

Credentials

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

Professional Behavior

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

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

Affective Objectives

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

The Physician Assistant student:

- a. listens attentively and maintains appropriate and direct eye contact when communicating with faculty, staff, and peers.
- b. initiates communication which is appropriate and timely.
- c. asks relevant and understandable questions.
- d. uses discretion regarding questions asked and/or statements made during class.
- e. responds to faculty, staff and peers readily and tactfully.
- f. uses body posture and gestures that suggest attentiveness, approachability and acceptance.
- g. refrains from revealing negative feelings through tone of voice or body language.
- h. recognizes effects of own non-verbal communication upon others.
- i. adjusts verbal and non-verbal communication to others.
- j. reacts in a positive manner to questions, suggestions, and/or constructive criticism.
- k. recognizes that once a negotiated decision (group or individual) has been reached, further discussion or actions may be non-productive.
- l. demonstrates a positive attitude towards learning.
- m. is on time for all scheduled classes and labs, including timely return from breaks.
- n. relies on personal resources before approaching others for help.
- o. demonstrates cooperation with and mutual respect for peers.
- p. appropriately uses a computer and any other mobile device in the classroom that would not distract from any activity such as devotionals, lecture, or other class presentations.

Advising

PA students are advised by the Educational Coordinator for the didactic phase of training. Then the Clinical Education Coordinator takes over during the rotation year.

Grading System

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

A = Consistently Outstanding

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

B = Exceeds Expectations for Satisfactory Performance—Occasionally Outstanding

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

C = Satisfactory

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

D = Marginal

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

F = Failure

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

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

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

A grade below 75 will require a corrective action plan for course make-up.

Determination of Grade for Clinical Rotation

Preceptor evaluation of 40 points is converted to a percentage and is weighted at 45% of the course grade.

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

During each six week rotation, students also complete 1/8th of the hours of continuing medical education using MedChallenger, and the cumulative grade for these hours is weighted at 25% of the course grade.

Finally, 10% of the course grade involves an end-of-rotation exam.

Up to 10% of the grade may be deducted for not meeting professional standards during the rotation.

Evaluation	37
DxR	82
MedChallenger	98.2
End-of-Rotation	100
Course Grade	92.6
Letter Grade	A-

Academic Requirements

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

Health Records

Each student will provide evidence of the following immunizations and titers (required by our affiliated institutions) and a physical exam upon matriculation to the program. A second physical exam will be required before the clinical year. Records of the following will be maintained by an outside medical office. A summary sheet of immunizations, physical exam, and titers will be provided to the Clinical Coordinator for second-year students.

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

Health Insurance

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

Medical Liability Insurance

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

insurance coverage or release of liability by the preceptor and/or hospital.

PROMOTIONS COMMITTEE

Composition of the Promotions Committee

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

Role of the Promotions Committee

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

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

Continuous Professional Assessment

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

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

Promotions Policy

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

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

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

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

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

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

Candidate Status

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

Academic and Financial Registration

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

Part-time Work

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

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

Receipt of Program/University - Related Correspondence

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

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

The clinical phase can present special problems. Students must have a mailing address where they can receive mail during the clinical phase. It is recommended that students have a permanent address that they can use regardless of where they are on rotations. It is the student's responsibility to keep the Program Office, the clinical education coordinator, and all other offices

on campus notified of their current mailing address and any changes. Students must also have a phone number where they can be reached at all times. This requirement is especially critical during the clinical phase.

Graduation Requirements

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

1. Successfully complete all 116 hours of the professional curriculum earning a C average or better.
2. Demonstrate competence in evaluating diagnostic studies through successful completion of a ten (10) station clinical skills examination. Studies include but are not limited to diagnostic imaging, laboratory data and ECG. A score of 75% or better is required to pass.
3. Demonstrate competence in patient evaluation skills through successful completion of an Objective Structured Clinical Examination (OSCE). A score of 75% or better is required to pass.
4. Demonstrate a minimum fund of medical knowledge through successful completion of the clinical year ePackRat examination. A score within 1 standard deviation of the national mean is required to pass.
5. Receive a satisfactory evaluation from the Promotions Committee that provides a professional assessment of the student's overall suitability to practice as a physician assistant.
6. Comply with the mission and policies of Trevecca Nazarene University and the Physician Assistant Graduate Program.

General Attendance Policy for Classes and Rotations

The student is responsible for contacting the program in the event of illness. Any illness which results in more than three days of class absence should be evaluated by a medical practitioner (MD, DO, PA, NP) with a note sent to the program stating that the student is excused from classes due to illness and that the student is undergoing/completed treatment or being further evaluated at this time.

Time to Complete Degree

Students who are unable to complete the degree requirements in the regular 27 months of the program will have twelve (12) months after the program's regular graduation date to complete the requirements. Any exceptions to this will be reviewed on an individual basis by the program director and the associate provost and dean of academic affairs.

CURRICULUM

Curriculum Committee

The Curriculum Committee consists of the core program faculty as appointed by the program director. It is the responsibility of this committee to develop and review all course

outcomes and learning objectives. This committee will work with course instructors in syllabi development. The Curriculum Committee will evaluate course content to assure that it meets the stated learning outcomes and objectives.

Professional Curriculum

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

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

Clinical Phase: Consist of 12 months of required and elective rotations, 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.

Curriculum Requirements

Didactic Phase

Summer Semester I

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

Total 16

Fall Semester

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

Total 17

Spring Semester

PAS	5050	Clinical Procedures	(2)
PAS	5400	Introduction to ECG	(1)
PAS	5410	Introduction to X-ray	(1)
PAS	5300	Medical Spanish	(1)
PAS	5140	Clinical Medicine II	(4)
PAS	5150	Clinical Pharmacotherapeutics I	(4)
PAS	5170	Introduction to Surgery	(3)

Total 16

Summer Semester II

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

Total 18

Clinical Phase

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

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

Total 49

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

REMEDICATION

Didactic Phase

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

Clinical Phase

The key to success during the clinical phase is to maintain a professional demeanor with patients, preceptors, and faculty. Any breach in ethical conduct by students will be reviewed by the program faculty and may result in a student receiving a failing grade for the rotation. Any student that fails a rotation will be allowed to repeat the rotation as a corrective action unless they have exceeded the number of allowed corrective actions. During the clinical year preceptor evaluations are reviewed by the

director of clinical education. These evaluations may indicate an area of weakness. The director of clinical education may require additional assignments during the clinical year to demonstrate that a student has achieved proficiency in this area. In the past, students have been asked to prepare an additional case presentation(s) or to compose a typed physical exam note which includes a complete differential diagnosis and treatment plan for the patient(s).

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

STUDENT RIGHTS IN THE ACADEMIC AREA

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

1. Respect as an individual and to forthright, friendly, tactful, and helpful treatment; the right to ask sincere questions and receive appropriate answers.
2. Expect that the course materials reflect the current state of learning in the field.
3. Information printed in a syllabus as to course objectives, requirements, evaluation procedures, and attendance policy.
4. Be informed by the instructor at regular intervals as to individual progress in courses.
5. Expect assignments back within a reasonable period of time, including corrections and criticisms of student work either orally or in writing.
6. Personal consultation with instructor or advisor.

COURSE DESCRIPTIONS

MASTER OF SCIENCE: MEDICINE

PAS 5010 Medical Ethics (2)

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

PAS 5020 Research Methods and Design in Medicine (4)

Introduces physician assistant students to the basic principles of experimental design in medicine. Development of a research design is required.

PAS 5030 Introduction to the Physician Assistant (PA) Profession (2)

Introduces physician assistant students to the historical perspectives of the profession as well as the PA role in health care delivery, political and legal factors affecting PA practice, and inter-professional issues.

PAS 5040 Clinical Human Physiology (4)

An advanced course in human physiology designed for physician assistants. It details the principles that are necessary for understanding the overall, integrated physiologic functions of the human. Each organ system organization under normal conditions will be addressed using the cellular knowledge of function and control mechanisms. This requires a prior course in

human physiology. Courses in animal physiology are considered on an individual basis.

PAS 5050 Clinical Procedures (2)

Develops skills in performing diagnostic and therapeutic procedures that a physician assistant will use in clinical practice. Emphasis is placed on the indications, contra-indications, and risks/side-effects as well as technical proficiency.

PAS 5070 Applied Anatomy (4)

An advanced course in human anatomy designed to relate anatomical structures to function and clinical application. Lab sessions with prospected cadavers are included.

PAS 5080, 5140, 5240 Clinical Medicine I & II & III (12)

Designed to acquaint the student with the diagnostic process, these courses present the etiology, pathophysiology, clinical findings, laboratory findings, diagnostic criteria and current treatment of the more common diseases affecting the human organism.

PAS 5090 Introduction to Psychiatry (3)

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

PAS 5100 Medical Communications (2)

Introduces physician assistant students to the techniques of medical interviewing and recording and presentation of clinical information. Aspects of patient education and counseling are covered.

PAS 5120 Laboratory Medicine I (4)

Prepares physician assistant students to obtain specimens for and interpret results of selected clinical chemistry and microbiology studies. Emphasis is placed on learning normal values as well as understanding the implications of abnormal results.

PAS 5150, 5155 Clinical Pharmacotherapeutics I & II (8)

Designed to introduce PA students to concepts related to Pharmacology, i.e., the properties, mechanisms of action and effects of drugs. Content areas include the mechanisms of basic chemical reactions in the body, external chemical regulation of physiologic pathways and clinical interventions with biological systems at the cellular level.

PAS 5170 Introduction to Surgery (3)

Designed to acquaint physician assistant students with the knowledge and skills required to manage surgical diseases. Emphasis is placed on differentiating between surgical and non-surgical conditions.

PAS 5180 Physical Assessment (4)

Designed to develop physical examination skills. Techniques are presented for performing physical assessment of all organ systems. Physical exams are performed on a variety of patients under faculty supervision.

PAS 5200 Introduction to Pediatrics (3)

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)

Prepares the physician assistant student to assess normal and abnormal clinical situations involving the female genital tract, including pregnancy and delivery.

PAS 5250 Introduction to Emergency Medicine (3)

Prepares the physician assistant student to diagnose and manage medical and surgical emergencies due to illness or trauma. Advanced Cardiac Life Support (ACLS) training and certification are included.

PAS 5260 Clinical Practicum (1)

Designed to integrate knowledge and newly acquired skills related to interviewing and physical assessment with practical application and documentation.

PAS 5300 Medical Spanish (1)

Introduces physician assistant students to medical Spanish and to other cultures commonly found in middle Tennessee. By providing instruction in taking a health history, conducting a physical exam, and educating the Spanish speaking patients in their language and their cultural context, the student also learns how this improves their access to health care.

PAS 5400 Introduction to EKG (1)

Introduces physician assistant students to the fundamentals of electrocardiography preparing them to discriminate between normal, variations of normal, and abnormal radiographic ECG studies.

PAS 5410 Clinical Radiology (1)

Introduces physician assistant students to the fundamentals of clinical radiology preparing them to discriminate between normal, variations of normal, and abnormal radiographic studies.

CLINICAL ROTATIONS**PAS 5280 Seminar: Research Methods and Design (1)**

Designed for physician assistant students to develop their ability to formulate relevant clinical questions and to use the medical literature to elucidate an answer to those questions. The student will prepare a written review of the medical literature that will emphasize how clinical research has influenced new directives in patient care. The project will culminate in an oral presentation to the students and faculty of the physician assistant program.

PAS 6010, 6020 Primary Care I and II (12)

Clinical practica 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)

Clinical practicum based in a hospital emergency room that 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)

Clinical practicum that provides physician assistant students an opportunity to link basic medical science knowledge to clinical medicine and develop the skills necessary to evaluate and manage patients with internal medicine problems.

PAS 6070 Pediatrics (6)

Clinical practicum based in a pediatric office or clinic setting that provides the physician assistant student an opportunity to link basic medical science knowledge to clinical medicine and develop the skills necessary to evaluate and manage clinical problems associated with pediatric patients.

PAS 6090 Surgery (6)

Clinical practicum that provides the physician assistant student an opportunity to link basic medical science knowledge to clinical medicine and develop skills necessary to differentiate surgical from non-surgical problems and appropriately manage or refer patients presenting with surgical problems.

PAS 6110 Psychiatry (6)

Clinical practicum that provides the physician assistant student an opportunity to link basic medical science knowledge to clinical medicine and develop the skills necessary to recognize and manage common mental health disorders.

Elective Rotations (6)

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

FACULTY

Core Faculty

G. MICHAEL MOREDOCK, Director, Physician Assistant Program, Professor, Physician Assistant Program—
B.S., Indiana University, 1970; M.D., Indiana University, 1974.

LARRY E. GERDOM, Clinical Education Coordinator, Associate Professor, Physician Assistant Program—
B.S., Bob Jones University, 1976; M.S., Miami University, 1979; Ph.D., University of Iowa, 1983; M.H.S.(P.A.S), University of South Alabama, 1998.

ROBIN M. JEWETT, Didactic Education Coordinator, Assistant Professor, Physician Assistant Program—
B.S., Indiana Wesleyan U. 1995; M.S.M., Trevecca Nazarene University, 2005.

KAREN E. FRYE, Associate Professor, Physician Assistant Program—
B.A., Point Loma Nazarene University, 1972; M.D., The University of Arizona, Tucson, 1978.

TASHA ADAMS, Instructor, Physician Assistant Program—
B.S., Valdosta State University, 2001; M.S., Middle Tennessee State University, 2003; M.S.M., Trevecca Nazarene University, 2005.

Part-time Faculty

CATHERINE GEMMITI, Clinical Coordinator, Physician Assistant Program—
P.A., Diploma, Dartmouth, 1976; B.S., University of the State of New York, 1983; M.P.A.S., University of Nebraska Medical Center, 2002.

WAYNE WELLS, Medical Director, Physician Assistant Program—
B.S., University of Florida, 1972; M.D., Autonomous University of Guadalajara, 1977; Board Certified in Family Medicine, 2004-2011.

KATRINA GILL, Instructor, Physician Assistant Program—
B.S., University of Tennessee, 1995; M.S.M, Trevecca Nazarene University, 2001.

MEGA PURINO, Instructor, Physician Assistant Program—
B.S., Biology, Houghton College, 1995; B.S., Physician Assistant, Trevecca Nazarene University, 1998; M.P.A.S, University of Nebraska Medical Center, 2005.

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

Adjunct Faculty

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

DONNA LYNCH, Instructor, Physician Assistant Program—
PA-C/B.S., Trevecca Nazarene University, 1997; M.P.A.S., University of Nebraska Medical Center, 2003.

Graduate Education Program

Master of Arts in Teaching K-6

Master of Arts in Teaching K-6/English Language Learners

Master of Arts in Teaching 7-12

Master of Arts in Education: Teaching K-6

Master of Education: Curriculum, Assessment, and Instruction K-12

Master of Education: Instructional Technology PreK - 12

Master of Education: Educational Leadership K-12

Master of Education: English Language Learners PreK-12

Master of Education: Reading, PreK - 12

Master of Library and Information Science K-12

Master of Education: Leading Instructional Improvement for Teachers PreK-12

Master of Education: Special Education K - 12

Master of Education: Visual Impairments Special Education

Doctor of Education: Leadership and Professional Practice

Center for Leadership Effectiveness and Renewal (CLEAR)

Courses for Teachers (VESi)

School of Education

Mackey Building (Corner of Lester and Hart)

615-248-1201 or 1-800-284-1594

Fax 615-248-1597

THE SCHOOL OF EDUCATION

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

Programs

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

- Master of Arts in Teaching K-6
- Master of Arts in Teaching K-6 and English Language Learners
- Master of Arts in Teaching 7-12
- Master of Arts in Education: Teaching K-6
- Master of Education: Curriculum, Assessment, and Instruction K-12
- Master of Education: Instructional Technology PreK-12**
- Master of Education: Educational Leadership K-12
 - Non-degree – Licensure in Educational Leadership also available
- Master of Education: English Language Learners PreK-12
- Master of Education: Reading PreK-12**
- Master of Library and Information Science K-12
 - Non-degree – Licensure in Library and Information Science also available
- Master of Education: Leading Instructional Improvement for Teachers PreK-12
- Master of Education: Special Education K-12**
- Master of Education: Visual Impairments Special Education
- Doctorate of Education: Leadership and Professional Practice

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

**Approved programs that are not currently offered.

The School of Education offers these additional venues for learning.

- Center for Leadership Effectiveness and Renewal (CLEAR)
- Courses for Teachers (VESi)

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 doctoral degree which is non-licensure.

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

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

Purpose, 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 students in showing evidence of Christian commitment and love resulting in service to mankind;
- To prepare students for leadership roles and service in their communities;
- To provide selected graduate programs that enable students to meet licensure requirements; and
- To prepare educational practitioners for a life of meaningful service to their chosen professions.

Specific student learning outcomes for all graduate programs: (adapted from INTASC 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 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; 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 students are recognized:

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

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

- Completed application with \$25 non-refundable fee.
- Evidence of a baccalaureate degree from a regionally accredited college or university with minimum GPA of 2.7 (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 Education, 333 Murfreesboro Road, Nashville, TN 37210.
- Evidence of passing scores on required exams:
 - Master of Arts in Teaching K-6: Praxis II test,
 - Elementary Education: Content Knowledge or minimum score of 378 on the Miller Analogy Test or

minimum score of 800 on Graduate Record Examination (verbal and quantitative combined) or minimum score of 22 ACT or minimum score of 1020 SAT.

Master of Arts in Teaching 7-12: Praxis content knowledge test in the major field of study or minimum score of 378 on the Miller Analogy Test or minimum score of 800 on Graduate Record Examination (verbal and quantitative combined) or minimum score of 22 ACT or minimum score of 1020 SAT.

Other master's degrees: Minimum score of 378 on Miller Analogies Test or 800 on Graduate Record Examination (verbal and quantitative combined)

International Students: 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 a possible writing sample
- Teaching Experience:
 - (Leading Instructional Improvement for Teachers: should have verification of at least three years of successful teaching experience at the time of admission)
 - (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.

Additional requirements may 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 are in the Admission section in the general section of this catalog.

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

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

Appeal Procedure

Applicants for the M.Ed. programs who are denied admission and wish to appeal that denial must complete the following:

1. A request in writing to the dean of the School of Education for a review of their admission file
2. All appropriate documents related to admission

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

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

Academic Load

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

Academic Standing and Probation/Suspension

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

Advising

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

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

The primary responsibilities of the adviser 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 students regarding any grade below B.
- Encourage students throughout the program.

Attendance and Schedule Changes

Students receive the tentative schedule of classes for their entire program when a new group 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 is an important student obligation, and each student is responsible for all work conducted in class meetings. Making up missed class time is impossible; therefore, maintaining the integrity of the course dictates the necessity of the following attendance policy:

- 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.
- In the event of any absence, the student must submit a Class Absence Form to the Dean, School of Education. 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. Weddings, vacations, family reunions, work-related activities, and University changes in schedules are examples of unexcused absences.

Background Checks and Liability Insurance

For all programs, in order to participate in the practicums and student teaching experiences, all students will be required to either show proof of a current background check or undergo a background check and be fingerprinted, at the student's expense, prior to beginning their first class. Students will be notified of the specific vendor.

Students are required to show proof of current professional liability insurance. This may be obtained by joining STEA or through another insurance carrier of the student's choice.

Candidacy for the Master's Degree

To be admitted to candidacy for the master's degree, the student 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 and class attendance. The candidacy forms are provided by the Office of the School of Education.

Program Completers

To be considered program completers, students who are in programs leading to initial certification (M.A.T., M.A.T./ELL ...) must meet all of the following criteria:

- Completion of all coursework;

With a minimum cumulative grade point average of 3.0 with no D or F grades. No credits earned with a grade of C- will be accepted for meeting graduation requirements and may result in disenrollment. Any grade of "D" or "F" in any class will result in immediate disenrollment regardless of the cumulative GPA. A

maximum of six hours of “C” level work earned at Trevecca will be allowed for meeting degree requirements.

- Completion of 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;
- Completion of the final e-portfolio assessment and other exit requirements (program assessment, etc.)

Licensure Requirements

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

Financial Services

Satisfactory Progress

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

Students must submit a new Free Application for Federal Student Aid for each academic year they are enrolled and want to receive federal loans. All students must contact the 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. Students 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-6/ 7-12 Transitional License

Tuition and Fees (33 semester hours)	18,711.00
Transitional Mentoring for 2 semesters	1,200.00

Additional if applicable:

Transitional Mentoring for additional semesters per semester	1,200
Professional Liability per year	35.00
Online Learning Platform (Claroline) per course	60.00
Guest Mentoring	800.00

Master of Arts in Teaching K-6/ ELL with Student Teaching

Tuition and Fees	25,515.00
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Additional if applicable:

Professional Liability per year	35.00
Online Learning Platform (Claroline) per course	60.00
Student Teaching out of county placement	500.00
Guest Student Teaching	500.00

Master of Education: English Language Learners (ELL)

Tuition and Fees (30 semester hours)	16,770.00
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Master of Education: Educational Leadership (EL)

Tuition and Fees (30 semester hours)	16,770.00
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Licensure only Tuition and Fees (24 semester hours)	13,416.00
with 9 hours transfer credit	8,385.00

Master of Education in Library and Information Science (MLIS)

Tuition and Fees (33 semester hours)	18,447.00
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Endorsement only (21 semester hours)	11,739.00
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*To add initial licensure, additional courses/tuition and fees determined by transcript analysis.

Master of Education: Leading Instructional Improvement for Teachers (Teacher Leader, LIFT)

Tuition and Fees (30 semester hours)	16,770
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ELL specialization	5,103.00
IT specialization	5,103.00
Numeracy specialization	6,804.00
Reading specialization	6,804.00

Master of Education: Curriculum, Assessment, and Instruction

Tuition and Fees	16,770.00
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Master of Education: Visual Impairments Special Education

This program is funded by the state of Tennessee through a grant program; however, an individual who is not included in the grant program may apply to be part of the program at Trevecca's graduate tuition/fees rate.

16,770.00

Purchase of additional equipment and supplies may be required.

Other Programs

Tuition and fees for other programs not currently being offered are not listed in this catalog.

Master of Arts in Education

The master of arts in education is an extension of the 5th year program offered to undergraduates at Trevecca. Upon completing requirements for the bachelor's degree for which the undergraduate tuition rate applies and entering into the 5th year master's degree, students will pay tuition and fees at the graduate level. Graduate tuition and fees are combined into a block rate of \$18,447 for the three-semester, 34-hour master of arts in education degree that comprises the 5th year.

Grading System—Master's Program

The master's program grading scale is as follows:

Quality Points Per Semester Hour

Exceptional	A	4.0
	A–	3.7
Superior	B+	3.3
	B	3.0
	B–	2.7
Average	C+	2.3
	C	2.0
	C–	1.7
	D+	1.3
Unacceptable	D	1.0
	D–	0.7
	F	0.0
Failing	F	0.0
Incomplete	I	0.0
Withdrawal	W	0.0

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

Graduation Requirements

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

- Complete the required number of semester hours of credit with a minimum cumulative grade point average of 3.0. No credits earned with a grade below C- will be accepted for meeting graduation degree requirements; however, grades of D or F are computed into the grade point average. A maximum of six hours of C level work earned at Trevecca will be allowed for graduate degree purposes unless otherwise stated. In the MLIS Program, no grade lower than B- will be accepted for graduation requirements.
- Submit candidacy form upon completion of 12 semester hours (see further requirements under "Candidacy for the Master's")
- Successfully participate in an *Exit Assessment/E-Portfolio* over one's major field of study. This is required during the final semester of the student's program and is held only on campus. Exit 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 practicums.
- 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 by student representatives, collected, placed in a sealed envelope, and returned to the School of Education by the student representative. The evaluation is considered a personal assessment; therefore, discussion of any kind during the process should not occur. In order to maintain high quality instruction in all the classes, instructors receive the results of the evaluations after all grades have been submitted. Courses include several types of evaluative and assessment measures related to student progress. An evaluation of the program takes place at the Exit Assessment.

Program Extension

When a graduate from a Trevecca School of Education master's degree program desires to add a master's degree in another program, he or she will take all courses in the major and enough electives from other program areas (other than the core courses that are common to most M.Ed. programs) to complete 30 hours of course work.

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching is a non-traditional program designed to accommodate working adults who have an undergraduate degree.

The MAT K-6 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-6 level.

The MAT 7 -12 is designed for individuals who have an undergraduate degree in one of the following content areas of study:

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

Program of Study MAT K-6

This five-semester program is comprised of thirty hours of course work and six hours of student teaching. A 30-hour, non-licensure option without student teaching is available; however, this option does not qualify as full completion of the teacher education program.

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

Trevecca will assign a mentor to work with the student. The role of the mentor is to coach and assist the student; the mentor does not serve as an evaluator of the student's progress. As required, the student will attend seminars and other professional development provided by the university.

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

CORE COURSES: 15 hours

EDU 550C	Curriculum Design and Practice	3
EDU 551C	Psychological Foundations of Learning+	3
EDU 552C	Assessment for Excellence	3
EDU 6360	Legal, Ethical, and Cultural Competencies+	3
EDU 6500	Classroom Organization and Management for Urban Educators	3

MAJOR COURSES: 21 hours

TMA 6610	K-6 Reading and Literacy Education+	3
TMA 6630	K-6 Math Education	3
TMA 6680	Teaching the Exceptional Learner+	3
TMA 6500	Interdisciplinary Methods: Social Studies and Science	3
TMA 6605	Math for Elementary Educators	3
TMA 6650 &	Student Teaching and Seminar and	6
TMA 6660	E-Portfolio Seminar	1
	OR	
TMA 6710 &	Alternative Licensure Seminar I and	2
TMA 6715	Alternative Licensure Seminar II	1
	Additional Licensure Seminars through completion of program	

TOTAL HOURS

34 - 36

+Includes a required practicum. In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in the mandatory practicums, all MAT students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning the first class.

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

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

Master of Arts in Teaching: K-6 and English Language Learners (dual majors)

The Master of Education in Teaching MAT K-6 and English Language Learners (ELL) provides prospective teachers with the required course work for licensure as a teacher of K-6 students **and** as a teacher of students for whom English is not their first language. This program is designed for individuals who seek initial licensure in both K-6 and ELL. In addition to the 12 hours of core courses in professional education, 15 hours in the

K-6 major and 12 hours in the ELL major will be required in addition to student teaching and seminar.

Program of Study for MAT/ELL

Core courses: 9 hours from the MAT K-6 master’s degree core

EDU 551C	Psychological Foundations of Learning+	3
EDU 568C	Legal, Ethical, and Diversity Issues in Education	3
ELL 6040	Methods of Assessment and Evaluation for ELL	3

Major K-6 15 hours in K-6 are required:

TMA 6610	K-6 Reading and Literacy Education+	3
TMA 6620	K-6 Science Education	3
TMA 6630	K-6 Math Education+	3
TMA 6640	K-6 Social Studies Education	3
ELL 6020	Authentic Language Curriculum Design	3

Major ELL 15 hours in ELL instruction are required in addition to student teaching and seminar:

ELL 6000	Language Acquisition and Learning+	3
ELL 6010	Trends and Models in ELL Instruction	3
ELL 6030	Culture+	3
ELL 6050	Technology and Language Learning	3
ELL 6055	Linguistics for Teachers of English Language Learners	3
TMA 6650 and TMA 6660	Student Teaching and Seminar and E-Portfolio Seminar	6
	OR	
TMA 6710 and TMA 6715	Alternative Licensure Seminar I and Alternative Licensure Seminar II	2 1
	Additional Licensure. Seminars through completion of program.	0

TOTAL REQUIRED 45

Student Teaching: Students seeking initial licensure in the MAT K-6 and ELL must complete an enhanced student teaching semester that includes experience at both the PreK-6 and 7-12 grade levels in the regular classroom and the ELL classroom. A licensure procedure of one year teaching as a teacher of record in a state approved K-12 school may substitute for the student teaching experience.

Language: Experience learning a second language equivalent to at least six semester hours of college level study is required. This experience may include, but is not limited to: completion of intensive language training by the Peace Corps, passing the Praxis II subject assessment in a second language, or a foreign language teaching credential from TN or another state.

Test Requirements: Praxis Principles of Teaching and Learning K-6 (#522), Praxis Elementary Education: Curriculum, Instruction and Assessment (#011), Praxis Reading Across Curriculum: Elementary (#201), Praxis English to Speakers of Other Languages (#0360)

+Includes a required practicum. In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in mandatory experiences, all students will be required to undergo a background check and be fingerprinted, at the student’s expense, prior to beginning the first class. At least 40 hours of practicum will be completed in English as a second language settings; the practicum will include experiences in both the PreK-6 and 7-12 grade levels.

Program of Study MAT 7 - 12

This five-semester program is comprised of thirty hours of course work and six hours of student teaching. A 30-hour, non-licensure option without student teaching is available; however, this option does not qualify as full completion of the teacher education program.

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

Trevecca will assign a mentor to work with the student. The role of the mentor is to coach and assist the student; the mentor does not serve as an evaluator of the student’s progress. As required, the student will attend seminars and other professional development provided by the University.

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

CORE COURSES: 12 hours

EDU 550C	Curriculum Design and Practice	3
EDU 551C	Psychological Foundations of Learning+	3
EDU 552C	Assessment for Excellence	3
EDU 6360	Legal, Ethical, and Cultural Competencies	3

MAJOR COURSES: 24 hours

EDU 6500	Classroom Organization and Management for Urban Educators+	3
TMA 6615	Secondary Instructional Design 7-12+	3
TMA 6625	Reading and Writing in the Content Areas: Middle and Secondary+	3

TMA 6635	Methods and Tools for Secondary Teachers	3
EDU 6370	Instructional Technologies	3
TMA 6680	Teaching the Exceptional Learner	3
TMA 6665 &	Student Teaching and Seminar 7-12 and	6
TMA 6660	E-Portfolio Seminar	
	OR	
TMA 6710 &	Alternative Licensure Seminar I and	2
TMA 6715	Alternative Licensure Seminar II	1
	Additional Licensure Seminars through completion of program	0

TOTAL HOURS 34-36

+Includes a required practicum. In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in the mandatory practicums, all MAT students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning the first class.

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

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

MASTER OF ARTS IN EDUCATION (FIFTH-YEAR RESIDENCY PROGRAM)

This program is designed as a cohort model. The first four years of the program will result in a BS in Studies in Education with a minor in Elementary Curriculum. The fifth year of study will consist of a residency in an urban public school setting. Candidates completing the fifth-year residency will be awarded a Master of Arts in Education degree along with Elementary K-6 Certification (for licensure a candidate must meet state licensure requirements).

Mission

To prepare effective and committed teachers who are prepared to accelerate achievement for all students in urban schools.

Student Learning Outcomes

1. Demonstrate basic writing, grammar, reading, computational, and technological skills;
2. Demonstrate mastery of content knowledge in the development and needs of children;
3. Demonstrate the skills of an effective teacher in the urban classroom and settings; and
4. Demonstrate the professional dispositions of an effective teacher.

Admission Criteria

Candidates will be required to declare their intentions for application to the residency program at the end of their undergraduate sophomore year, and applications will be due no later than March 15. Admission criteria include:

1. Completion of the eighth semester prerequisite hours;
2. Passing scores on all required PRAXIS tests before October 15 of the senior year;
3. GPA of 3.0;
4. Passing scores on PPST;
5. Score of 12/15 on the Writing on Demand Assessment;
6. Documentation of positive experiences with children;
7. Successful scores on an admissions interview;
8. Three reference forms with acceptable scores.

If a candidate declares but does not meet the admissions criteria, the candidate may graduate non-licensure provided all requirements for graduation have been met. If any of the admissions criteria are lacking, the candidate may defer until the next cohort acceptance date and, upon completion of criteria, move back into the sequence for a new cohort. If the candidate decides to graduate non-licensure, does not return for the fifth year of the program, and later decides to return as a post-baccalaureate candidate, the requirement of an additional 12 hours prior to student teaching will be in effect.

The Master of Arts in Education is the second stage of the Fifth-Year Residency Program offered to undergraduates at Trevecca. Upon completing requirements for the bachelor's degree, for which the undergraduate tuition rate applies, and entering into the fifth year master's degree program, students will pay tuition and fees at the graduate level. Graduate tuition and fees are combined into a block rate of \$18,447 for the three-semester, 34-hour master of arts in education degree that comprises the fifth year.

Program of Study for Master of Arts in Education (Fifth-Year Residency Program)

General Education Core			63
Major			35
ALH	2100	Public School Health	(3)
EDU	1500	Foundations of Education*	(3)
EDU	1010	Foundations Practicum	(1)
EDU	2250	Teaching in the Elementary Grades K-6*	(3)
EDU	2556	Methods for Effective Classroom Climates*	(3)
EDU	2600	Learning and Cognition	(3)
EDU	2565	Math for Elementary Educators	(3)
EDU	3300	Teaching English Language Learners*	(3)
EDU	3523	Ethical and Legal Rights of Teachers and Students	(2)

EDU	3600	Language and Literacy*	(3)
ENG	3750	Children's Literature	(3)
PSY	3411	Introduction to the Exceptional Learner	(3)
PSY	4020	Educational Tests and Measurements	(2)
Minor: Elementary Curriculum			29
EDU	3310	Social Studies and Humanities K-6*	(3)
EDU	3355	Urban Teaching and Learning*	(3)
EDU	3455	Math Methods for K-6 Teachers*	(3)
EDU	3465	Science Methods for K-6 Teachers*	(3)
EDU	4130	Reading and Writing Grades K-6*	(3)
EDU	4855	Curriculum Integration* **	(4)
EDU	4860	Data Analysis for Student Learning* **	(4)
EDU	4880	Field Experience* **	(2)
EDU	4850	Scientifically-Based Research: Case Study * **	(4)

Master of Arts in Education Coursework **34**

EDU	6450	Social Justice in the Community	(2)
EDU	6455	Transformational Learning Environments	(2)
EDU	6310	Research I: Thesis Development	(2)
EDU	6410	Residency I	(9)
EDU	6460	Intensive Literacy and Assessment	(3)
EDU	6315	Research II: Implementation	(2)
EDU	6415	Residency II	(9)
EDU	6465	Current Diversity Issues	(3)
EDU	6320	Research III: Data Collection and Analysis	(2)

*Admission to Teacher Education Required

**Admission to Fifth-Year Residency Program Required

MASTER OF EDUCATION: CURRICULUM, ASSESSMENT, AND INSTRUCTION (K-12)

The M.Ed. in Curriculum, Assessment and Instruction Program is appropriate for individuals who wish to continue working as teachers and to increase their knowledge and skills regarding curriculum and instruction. This degree does not lead to licensure.

The design of the M.Ed. Program in Curriculum, Assessment and Instruction includes 30 semester hours during 4 semesters. The delivery system format includes a variety of instructional strategies including lecture, group projects, small group discussions, technology presentations, guest speakers, field trips, and instructor-student interactions.

Program of Study for CAI

CORE COURSES:

EDU 6700	Quality Curriculum and Instructional Practice	3
EDU 6705	Practicum Focusing on Staff Development+	1
EDU 6710	Technology Integration in Teaching and Learning	3
EDU 6720	Action Research for School Improvement	3
EDU 6725	Data Analysis for School Improvement	3
EDU 6730	Practicum Focusing on School Improvement Planning+	1
EDU 6735	Effective Classroom Environments for Teaching and Learning	3
EDU 6740	Inclusive Practices in Teaching and Learning	3
EDU 6770	Leading Curricular Change	3
EDU 6775	Practicum Best Practices in Curriculum and Instruction+	1
EDU	Elective	3
EDU	Elective	3
EDU 6800	E Portfolio	0
EDU 6780	Exit Assessment	0

TOTAL REQUIRED **30**

+Includes a required practicum. In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in mandatory experiences, all students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning the first class.

MASTER OF EDUCATION: EDUCATIONAL LEADERSHIP

The Master of Education in Educational Leadership program is designed to prepare school leaders. The program courses and experiences prepare students to take the School Leader Licensure Assessment (SLLA), a national test required by the state.

The design of the M.Ed. program in educational leadership for on-campus and off-campus classes includes 30 semester hours over a 15-month period. The delivery system format includes a variety of instructional strategies including lecture, group projects, small group discussions, technology presentations, guest speakers, field trips, and instructor-student interactions. Students enrolled in off-campus programs must attend two on-campus sessions. 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. Must verify 3 years of teaching experience through references by school administrator.
2. Submit written response to questions regarding (a) applicant's leadership background and goals and (b) applicant's methods for assessing student learning.

Licensure-only in Educational Leadership

This non-degree offering is available to individuals who hold an education-related master's degree. The standardized test that is required for admission to a master's program does not apply for licensure only. The program consists of 24 hours as follows. Will accept 9 hours of transfer credit per approval of the program coordinator.

EDU 6001	Practicum A for School Leaders+	1
EDU 6010	Leadership for Instructional Effectiveness	3
EDU 6002	Practicum B for School Leaders+	2
EDU 6020	Decision Making for Instructional Improvement	3
EDU 6003	Practicum C for School Leaders+	2
EDU 6030	Curriculum for Instructional Leaders	3
EDU 6035	Law, Ethics, and Politics for School Leaders	3
EDU 6004	Practicum D for School Leaders+	1
EDU 6040	Valuing Diversity for School Effectiveness	3
EDU 6045	Assessing Learning for School Improvement	3
TOTAL		24

Instructional Leadership License - Beginning (ILL-B)

Requirements for the beginning administrator licensure for the state of Tennessee include:

1. Complete required coursework in Educational Leadership
2. Pass State required test (*School Leaders Licensure Assessment – PRAXIS Series 11010*) with a minimum score of 160.
3. Submit a copy of test score to School of Education
4. The Instructional Leader - Beginning must hold the ILL-B and have completed three years as an instructional leader according to the State of Tennessee guidelines.
5. The Instructional Leader - Beginning (graduate of Trevecca) is responsible for contacting the dean of the School of Education to set up a professional plan for moving from ILL-B to ILL-P.
6. The Instructional Leader - Beginning must submit appropriate forms to State Department of Education to verify advancement to ILL-P.

Salary and Licensure Requirement: The State requires instructional leadership licensure, along with the required coursework, to grant master's degree candidates credit for salary purposes.

For Trevecca to complete state paperwork to verify candidate's completion of the program and to recommend licensure as a school instructional leader, candidates must successfully complete the SLLA and have the passing score sent to Trevecca.

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 dean of the School of Education 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.

Program of Study for EL

CORE COURSES IN THE PREFERRED SEQUENCE:

EDU 6001	Practicum A for School Leaders+	1
EDU 6010	Leadership for Instructional Effectiveness	3
EDU 6015	Technology for Instructional Leaders	3
EDU 6002	Practicum B for School Leaders+	2
EDU 6020	Decision Making for Instructional Improvement	3
EDU 6025	Using Research and Data for Improved Student Learning	3
EDU 6003	Practicum C for School Leaders+	2
EDU 6030	Curriculum for Instructional Leaders	3
EDU 6035	Law, Ethics, and Politics for School Leaders	3
EDU 6004	Practicum D for School Leaders+	1
EDU 6040	Valuing Diversity for School Effectiveness	3
EDU 6045	Assessing Learning for School Improvement	3
EDU 6050	Summative Assessment Seminar for School Leaders	0

TOTAL REQUIRED 30

+Includes a required practicum. In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in mandatory experiences, all students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning the first class.

Salary and Licensure Requirement: The State requires instructional leadership licensure, along with the required coursework, to grant master's degree students credit for salary purposes.

For Trevecca to complete state paperwork to verify student's completion of the program and to recommend licensure as a school instructional leader, students must successfully complete the SLLA and have the passing score sent to Trevecca.

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

MASTER OF EDUCATION: ENGLISH LANGUAGE LEARNERS PREK-12

The Master of Education in English Language Learners program is designed to provide currently licensed teachers who desire to become teachers of English Language Learners with sequential and integrated experiences. The ELL 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 Language Learners degree consists of a total of 30 hours. Nine hours are core courses in education, and 21 hours are in the major. For students wishing a recommendation from Trevecca Nazarene University for an add-on-endorsement in English Language Learners (ELL), twenty-one (21) hours of coursework and a passing score on the Praxis II, English to Speakers of Other Languages (0360) is required.

For individuals who do not hold a current license and who wish to become English Language Learners teachers, the Master of Arts in Teaching K-6 with ELL Endorsement is the applicable program.

Program of Study for ELL

CORE COURSES 9 hours

EDU 550C	Curriculum Design and Practice	3
EDU 551C	Psychological Foundations of Learning+	3
EDU 568C	Legal, Ethical, and Diversity Issues in Education	3

MAJOR COURSES: In addition to 9 hours of core courses, the following 21 hours in ELL Instruction (K-6) are required:

ELL 6000	Language Acquisition and Learning+	3
ELL 6010	Trends, Models and Methods in ELL Instruction+	3
ELL 6020	Authentic Language Curriculum Design	3
ELL 6030	Culture+ (hybrid)	3
ELL 6040	Methods of Assessment and Evaluation for ELL	3
ELL 6050	Technology and Language Learning	3
ELL 6055	Linguistics for Teachers of English Language Learners	3
ELL 6600	E-Portfolio	0

TOTAL REQUIRED 30

+Includes a required practicum. In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in the mandatory field experiences, all students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning the first class.

If a student is seeking initial licensure in ELL, he or she should enroll in the dual major program to obtain licensure as a K-6 teacher and PreK-12 ELL teacher.

Endorsement for English Language Learners

ELL 6005	Language Acquisition and Authentic Language Curriculum	3
ELL 6010	Trends, Models and Methods in ELL Instruction+	3
ELL 6040	Methods of Assessment and Evaluation for ELL	3
ELL 6055	Linguistics for Teachers of English Language Learners	3
ELL 6060	Review for PRAXIS Test	0

TOTAL 12

+Includes a required practicum. In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in mandatory experiences, all students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning the first class.

MASTER OF LIBRARY AND INFORMATION SCIENCE K-12

The Master of Library and Information Science program provides prospective school librarians with a concentrated focus appropriate to grades kindergarten through twelve. This program is designed for individuals who seek licensure as a school library information specialist.

The MLIS program is organized as a standardized, peer-group program which means that all students in a group will take all courses together. All students are assigned for program advising.

The MLIS program consists of 33 semester hours that will be completed in a 15-month period. An e-portfolio is maintained throughout the program and is presented as part of the Exit Seminar. Individuals seeking licensure as a school library information specialist must pass the PRAXIS Specialty Test for Library Media Specialists.

Because the MLIS degree is considered a terminal degree for this area of study, no grade lower than B- will be accepted for graduation. A student who makes less than a B- must repeat the course.

Specific admission requirements for applicants for Master of Library and Information Science degree are as follows:

1. Each applicant will need an email account which will be used regularly for the purpose of communicating with instructors.
2. Upon notification of acceptance, selected applicants will complete a technology pre-assessment via e-mail prior to first class session.

The admission process must be completed prior to attending the first class session.

Each peer group begins the program with the summer semester. The deadline for application file completion is February 15.

Program of Study for MLIS**CORE COURSES:**

MLI 5000	Professional and Ethical Issues	3
MLI 5010	Information Technologies I	3
MLI 5020	Information Technologies II	3
MLI 5030	Knowledge Environment	3
MLI 5040	Fiction/Non-Fiction Resources for Children and Young Adults	3
MLI 5050	Research Tools and Strategies	3
MLI 5060	Knowledge Management	3
MLI 5070	Knowledge Leadership	3
MLI 5080	Collection Development and Organization	3
MLI 5090	Professional Practice+	6
	or	
MLI 5200	Enhanced Student Teaching	
MLI 5100	Exit Assessment	0
MLI 5600	E-Portfolio	0

TOTAL REQUIRED: 33

+Includes a required practicum. In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in mandatory experiences, all students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning the first class.

Initial Licensure as School Library Media Specialist

Individuals who do not hold a teaching certificate and who are seeking initial licensure as a school library information specialist only (not as a classroom teacher) must complete the following requirements in addition to the 33 hours required in the master's of library and information science program. The following 22 hours of professional education core classes at the post-baccalaureate level:

EDU 1500	Foundations of Education	3
EDU 1010	Foundations Practicum in Education	1
EDU 2600	Learning and Cognition	3
EDU 2556	Methods for Effective Classroom Climates	3
EDU 2250	Teaching in the Elementary Grades K-6	
	or	
EDU 2200	Teaching in the Middle and Secondary Schools 7-12	3
EDU 3510	Teaching Reading and Writing in the Content Area	
	or	
EDU 4130	Reading and Writing K-6	3
PSY 3411	Introduction to Exceptional Learner	3
PSY 4020	Educational Tests and Measurements	2
MLI 5200	Enhanced Student Teaching	6
	First Aid and CPR Certification	

Provide evidence of CPR/First Aid certification in lieu of taking Public School Health, and

Experience Enhanced Student Teaching in two library settings full-time for fifteen weeks in lieu of the 200-hour professional practice required by the MLIS degree coursework. Student teaching will occur in the spring semester prior to completion of MLIS course-work during the summer semester or in the fall semester following completion of the MLIS course-work. Application for student teaching should be made through the undergraduate teacher education process.

Endorsement Option

This option is designed for those who hold a valid Tennessee teaching certificate in another teaching area and a master's degree in education. To have "Library Media Specialist P-12" added to a teaching certificate, a student must successfully complete the requirements of the 12 hours of course work and 6 hours of practicum as prescribed by the Tennessee Department of Education and pass the required PRAXIS test for Library Media Specialist with a score established by the Tennessee Department of Education for a total of 18 graduate hours. Students must also take a Children and Young Adult Literature course if one has not been taken previously for a total of 21 hours. Further, students must be recommended for licensure by the Trevecca Certification Officer.

Required Courses:

MLI 5000	Professional and Ethical Issues	3
MLI 5040	Fiction/Nonfiction Resources for Children and Young Adults (optional)	3
MLI 5050	Research Tools and Strategies	3
MLI 5060	Knowledge Management	3
MLI 5080	Collection Development	3
MLI 5090	Professional Practice (200 hours)	6

MASTER OF EDUCATION: LEADING INSTRUCTIONAL IMPROVEMENT FOR TEACHERS PREK-12

The master's degree in Leading Instructional Improvement for Teachers (LIFT) is designed for classroom teachers preparing to be leaders in schools working effectively with colleagues for school improvement. The four-semester program is designed for classroom teachers with a minimum of six semesters of teaching experience to equip them with the knowledge and skills to work effectively with colleagues as leaders of school improvement. The program, organized on a cohort model, is designed to be highly selective. Applicants must demonstrate strong aptitude for leadership and a high degree of professional competence including exceptional professional attitudes, willingness to share expertise and to work collaboratively with colleagues, and essential work habits that testify to the likelihood of success serving in important roles such as coaches and consulting teachers.

Program of Study for LIFT

EDU 6700	Quality Curriculum and Instructional Practice	3
EDU 6705	Practicum Focusing on Staff Development+	1
EDU 6710	Technology Integration in Teaching and Learning	3
EDU 6715	Leadership Styles and Beliefs	4
EDU 6720	Action Research for School Improvement	3
EDU 6725	Data Analysis for School Improvement	3
EDU 6730	Practicum Focusing on School Improvement Planning+	1
EDU 6735	Effective Classroom Environments for Teaching and Learning	3
EDU 6740	Inclusive Practices in Teaching and Learning	3
EDU 6745	Mentoring and Coaching Strategies	5
EDU 6750	Practicum Focusing on Mentoring/Coaching+	1
EDU 6755	E-Portfolio	0
EDU 6760	Exit Assessment	0
TOTAL REQUIRED		30

+Includes a required practicum. In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in mandatory experiences, all students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning the first class.

Specializations

At the beginning of the program, each student may declare a content specialization in addition to Curriculum and Instruction/Teacher Leadership, the focus of this degree. Specializations require additional courses and may require additional semester(s) to complete. Completion of specializations in English Language Learners and Reading Specialist may result in recommendation for an additional area of licensure. Instructional technology and numeracy are non-licensure options for specialization.

Areas of specialization and required courses:

English Language Learners:

ELL 6000	Language Acquisition and Learning	3
ELL 6010	Trends, Models and Methods in ELL Instruction	3
ELL 6055	Linguistics for Teachers of English Language Learners	3

Instructional Technology:

ETM 5030	Application Software for Educational Settings	3
ETM 5040	Instructional Design and Multimedia Authoring	3
ETM 5050	Technology Planning and Administration	3

Numeracy Coaching:

EDU 6900	Numeracy Specialists K-8 OR	3
EDU 6905	Numeracy Specialists 6-12	3
EDU 6910	Coaching Algebra and Geometry Teachers K-12	3
EDU 6915	Analysis and Correction of Math Learning Problems	3

Admission requirement: Students wishing to be a K-8 numeracy coach must show proficiency on a TNU mathematics test, and students wishing to be a 6 - 12 numeracy coach must possess a current license to teach mathematics.

Reading Specialist:

RDG 6000	Advanced Literacy/Reading Instruction: Theory and Practice	3
RDG 6030	Analysis and Correction of Reading Problems	3
RDG 6080	Literacy Applications for Secondary Instruction	3
RDG 6020	Literature and Book Selection for Children and Adolescents (required only if student did not have a children/adolescent literature course for college credit)	3

MASTER OF EDUCATION: SPECIAL EDUCATION K-12

The master's in special education provides prospective teachers of students with special needs a concentrated focus appropriate to grades kindergarten through twelve. This program provides an additional endorsement in special education for teachers who are already licensed to teach and initial licensure as a special education teacher only. Courses are designed to enable teachers to develop expertise in general knowledge of special education, appropriate instructional models, accommodations specific to special needs populations, curriculum design, assessment, technology, as well as legal issues pertinent to special education. This program is approved; however, it is not currently being offered.

Program of Study for Masters in Special Education

EDU 550C	Curriculum Design and Practice	3
EDU 568C	Legal, Ethical, and Diversity Issues in Education	3
TMA 6670	Urban Perspectives in Teaching and Learning	3
SED 6000	Foundations of Special Education	3
SED 6010	Instructional Methods for Elementary Students with Mild and Moderate Disabilities	3
SED 6020	Instructional Methods for Adolescents and Secondary School Students	3

SED 6030	Collaboration and Consultation for Students with Disabilities	2
SED 6040	Instructional Practices in Inclusive Settings	2
SED 6050	Procedures for Classroom Management	3
SED 6060	Assessment Procedures for Students with Disabilities	3
SED 6070	Instructional Methods of Teaching Students with Developmental Disabilities	2
SED 6660	E-Portfolio	0
Total		30-36

If completing for an initial licensure, testing, student teaching or transition licensure requirements apply.

MASTER OF EDUCATION: VISUAL IMPAIRMENTS SPECIAL EDUCATION

The Vision Institute is a master's degree at Trevecca Nazarene University designed to equip teachers to work as special education teachers who are viewed as visual impairments experts, and may serve as itinerant teachers for students with visual impairments and other disabilities, and in specialized settings such as Tennessee School for the Blind. The master's program is offered through a collaborative partnership between Trevecca and Tennessee School for the Blind, with funding provided through the Tennessee Department of Education.

In addition to course work, students will complete practicum hours in special education classrooms and a two-day, overnight experience at Tennessee School for the Blind.

Trevecca's Vision Institute is funded through a grant from the State of Tennessee's Department of Education. To receive this award for tuition and fees 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; or a special education teacher.

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 graduation education tuition rate/fees.

Funds for this program are contingent on annual contracts with the state of Tennessee.

Program of Study for Visual Impairments Special Education

VIS 6010	Special Education and Visual Impairments	3
VIS 6020	Introduction to Braille	3
EDU 6075	Diversity in Classrooms and Schools	3

VIS 6030	Advanced Braille	3
EDU 6080	Interdisciplinary Teaching	3
VIS 6040	Practicum I	0
VIS 6045	Anatomy and Issues of Visual Learning	3
EDU 6085	Differentiated Teaching	3
VIS 6055	Practicum II	0
VIS 6060	Expanded Core Curriculum	3
VIS 6065	Nemeth Code	3
VIS 6070	Assessments for Visual Impairments	3
VIS 6090	Exit Assessment	0
TOTAL REQUIRED		30

MASTER OF EDUCATION: READING PREK-12

The master's program in reading is designed to provide prospective reading teachers sequential and integrated experiences in the areas of the reading curriculum ranging from grades pre-kindergarten through twelve. The reading program will enable teachers to develop expertise in design, delivery, diagnosis, and assessment of reading domains. Students can meet course requirements for Tennessee licensure standards in reading PreK-12. This program is not designed for individuals seeking initial certification. Students in the master's degree must hold a professional license. Prior to admission, applicants must show evidence of having completed a minimum of 18 months as a successful full-time teacher of record. The master's program in reading is approved; however, it is not being offered at this time.

Program of Study for Reading

EDU 6705	Practicum Focusing on Staff Development	1
EDU 6715	Leadership Styles and Beliefs	4
EDU 6720	Action Research for School Improvement	3
EDU 6725	Data Analysis for School Improvement	3
EDU 6730	Practicum Focusing on School Improvement Planning	1
EDU 6740	Inclusive Practices in Teaching and Learning	3
EDU 6745	Mentoring/Coaching Strategies	5
EDU 6750	Practicum Focusing on Mentoring/Coaching	1
RDG 6000	Advance Literacy/Reading Instructions: Theory and Practice	3
RDG 6020	Literature and Book Selection for Children and Adolescents (if not taken for initial certification)	3
RDG 6030	Analysis Correction of Reading Problems	3
RDG 6080	Literacy Application for Secondary Teachers	3
RDG 6600	E-Portfolio	0
TOTAL REQUIRED		30-33

In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in mandatory experiences, all students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning the first class.

Reading Endorsement

The reading endorsement requires a master's degree and 18 months teaching experience for admissions.

RDG 6000	Advance Literacy/Reading Instructions: Theory and Practice	3
RDG 6010	Reading and Writing in the Content Areas: Middle and Secondary Schools	3
RDG 6020	Literature and Book Selection for Children and Adolescents (if not taken for initial certification)	3
RDG 6030	Analysis Correction of Reading Problems	3
RDG 6040	Diverse Learners and Literacy Instruction	3
RDG 6050	Reading: Supervision and Leadership	3
RDG 6060	Seminar in Reading	3
RDG 6070	Action Research in Reading	3
TOTAL		21-24

In order to show that when teaching, students learn, students are required to complete clinical experiences. In order to participate in mandatory experiences, all students will be required to undergo a background check and be fingerprinted, at the student's expense, prior to beginning the first class.

MASTER OF EDUCATION: INSTRUCTIONAL TECHNOLOGY PREK-12

The Master of Education in Instructional Technology PreK-12 program provides prospective technology specialists with a concentrated focus appropriate to grades pre-kindergarten through twelve. However, it is appropriate for higher education or other venues which provide training in technology. This program is designed as an additional field of expertise for individuals who are already licensed as teachers although teaching licensure is not a prerequisite. Students must have access to the current version of Microsoft Office Suite, Internet, and email. Additional technology hardware and software requirements will be given to students at the admissions interview. The master's program in instructional technology is approved; however, it is not being offered at this time.

Program of Study for Instructional Technology

EDU 6700	Quality Curriculum and Instructional Practice	3
EDU 6740	Inclusive Practices in Teaching and Learning	3
EDU 6720	Action Research for School Improvement	3
EDU 6725	Data Analysis for School Improvement	3
EDU 6735	Effective Classroom Environments for Teaching and Learning	3
EDU 6710	Technology Integration in Teaching and Learning	3

ETM 5030	Application Software for Educational Settings	3
ETM 5040	Instructional Design and Multimedia Authoring	3
ETM 5050	Technology Planning and Administration	3
ETM 5060	Practicum	3
ETM 5070	Exit Assessment	0
TOTAL REQUIRED		30

ED.D.: LEADERSHIP AND PROFESSIONAL PRACTICE

The Ed.D. in Leadership and Professional Practice is a non-traditional doctoral program designed for professionals in various fields such as medicine, religion, business, and education. This program is designed for individuals who desire preparation for the professoriate either in community colleges or four-year institutions, for administration in higher education, for leadership in medical, business and various other fields, and for leadership positions in various other educational settings. The program extends for nine semesters over 36 months. A major scientifically based research dissertation is completed in concert with the coursework. The program is designed around a cohort model and a rigorous, standardized curriculum. A nine-day, on-campus residency period is required during the three summers of the student's program. The instructional delivery system includes extended time beyond actual class meetings for reflections, lectures, group work, technology, presentations, and research reports. This is not a licensure program.

Admission

Selection into the Ed.D. program is for individuals holding a master's degree from a regionally accredited educational institution. To begin the process of admission, the student will be required to submit:

1. Application with \$50.00 nonrefundable fee
2. Official transcript of master's degree from a regionally accredited college/university with at least a 3.4 GPA. Individuals whose master's programs gave "pass" or "fail" in lieu of grades will submit a description of the admission requirements to the master's program, a letter from an official of the institution regarding the likelihood of the applicant's success in a doctoral program, and undergraduate transcripts.
3. Two recommendations from individuals who know the applicant's abilities.

DEADLINE FOR COMPLETED APPLICATION FILE IS FEBRUARY 15

Admission is based on the evaluation of the following components:

1. Test Score (submit one test score) – MAT, GRE
2. Professional Experiences
Resume (*follow the specified format*)

Reference Forms (*These should attest to potential ability for success in doctoral studies, and be completed by employer, professor, or supervisor.*)

3. Interview - An individual interview will be conducted by the Admissions Committee. This will be an opportunity to assess personal goals, oral communication skills, and ability to interact with other professionals.
4. Writing sample - A critique on a specific topic will be required at the time of the personal interview. Guidelines will be provided regarding the expectations of the critique. The critique must be submitted on a diskette. Hand written copy is not accepted. The Trevecca computer lab will be available for this writing sample.

Each new cohort group is selected in April and begins the program with the summer semester. The deadline for application file completion is February 15.

Admissions Committee

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

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

Appeals

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

Academic Load

In the doctoral program, the class loads per semester during fall or spring semester will range from 5 to 7 hours in addition to dissertation hours (see Matrix). Students will take two courses totaling 7 to 9 hours during the Intensified Summer Learning Experience.

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 School of Education admissions committee.

Advising

The dean of the School of Education seeks out University faculty who may have an interest or expertise in the areas in which the doctoral students conduct research. The dean of the

School of Education carefully screens all potential advisors prior to submission to the doctoral council. The majority of advisors are full-time professors within the University academic units; however, part-time faculty who hold the doctorate and who have enjoyed a successful tenure of at least two years with the University are potential advisors.

Each doctoral participant will be assigned a dissertation team. The dissertation team consists of the advisor and one additional member who serves as a reader for the dissertation. The advisor is the primary member of the dissertation team. Individuals selected to serve as readers hold the terminal degree.

If a student requests that the assigned advisor or reader be changed, the dean of the School of Education will determine if the request should be granted. If the change is granted, the fees to be charged to the student are as follows: \$350 for change in advisor; \$150 for change in reader.

Students are expected to keep in touch with their advisor. Advisors may be reached at 615-248-1201 or 1-800-284-1594, e-mail or voice mail.

Attendance and Schedule Changes

Students receive the tentative schedule of classes for their entire program when a new group 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 is an important student obligation, and each student is responsible for all work conducted in class meetings. Making up missed class time is impossible; therefore, maintaining the integrity of the course dictates the necessity of the following attendance policy:

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.

In the event of any absence, the student must submit a Class Absence Form to the Dean, School of Education. 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. Weddings, vacations, family reunions, work-related activities, and university changes in schedules are examples of unexcused absences.

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 dean after faculty review of candidate's file including dispositions and class attendance. The candidacy forms are provided by the Office of the School of Education.

Grading System—Doctoral Program

The grading system for doctoral studies includes the letter grades A, B, C, and F for all courses except Dissertation and Technology. The grades of S, U, or I will be assigned to the Dissertation, and Technology. Courses with grades of C or U must be retaken. A grade point average of 3.0 must be maintained for satisfactory academic progress. Grades of F or D will likely result in disenrollment.

Tuition and Fees

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

Students must submit a new Free Application for Federal Student Aid for each academic year they are enrolled and want to receive federal loans. All students must contact the 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.

Ed.D. in Leadership and Professional Practice

Tuition and Fees (57 semester hours)	36,081.00
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Additional if applicable

Each dissertation hour beyond 12 per semester hour	633.00
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Program Evaluation and Assessment

A Course and Instructor Evaluation is administered at the end of courses. Forms are distributed by student representatives, collected, placed in a sealed envelope, and returned to the School of Education by the student representative. The evaluation is considered a personal assessment; therefore, discussion of any kind during the process should not occur. In order to maintain high quality instruction in all the classes, instructors receive the results of the evaluations after all grades have been submitted. Courses include several types of evaluative and assessment measures related to student progress.

Program Completion and Extensions

Guidelines for program completion are as follows:

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

2. A reasonable extension of time may be considered for completing course requirements because of military service or illness involving hospitalization. The student must present official evidence for consideration of an extension.
3. A student making satisfactory progress who drops out of the program may re-enter the program within two years at the point in the program sequence at which s/he departed.
4. A student's decision to leave the program will result in assignment to a different cohort and in delayed graduation. The institution is not responsible for any inconvenience this may cause the student.
5. If an individual who has left the program has been gone for more than two years and requests to return, the dean of the School of Education will determine if the individual may return, which courses must be repeated in order for the person to be assimilated back into the program, the cohort to which s/he will be assigned, and the point in the program when it is appropriate for the return.
6. 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.

Graduation Requirements

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

1. Submit a graduation application and fee by the required date.
2. Be admitted to candidacy upon completion of 18 semester hours; see requirements under "Candidacy."
3. Complete all requirements of the curricula.
4. Maintain a grade point average of 3.0 or better.
5. Repeat courses with grades of C.
6. Make up dissertation hours with a grade of "U."
7. Complete successfully a symposium presentation. Symposium presentation or any part thereof may be repeated only once.
8. Satisfy all financial obligations to the University.

To participate in commencement, Ed.D. students must complete ALL requirements. Full payment for binding of all dissertations ordered must be paid by April 25 in order to participate in commencement.

ED.D.: LEADERSHIP AND PROFESSIONAL PRACTICE

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

The Program of Study is a list of required courses which will be offered. Course substitutions or transfer hours are not allowed. The 57-semester hour program requires a minimum of three years (36 months) for completion. 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 consequences will result in delayed graduation date and significant financial penalty. Some of the Ed.D. courses will be taught as hybrid courses. These courses will meet both face-to-face and online.

During the first summer of the Ed.D. program, each student will complete a form identifying an area of interest that relates to the topic chosen for the dissertation. Choices 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 dean of the School of Education or his/her designee. The areas of interest chosen will be the student's area of focus in course work, especially EDU 7008 and EDU 7010.

EDU 7001	Theories, Structures and Systems	4
EDU 7002	Scientifically Based Practice: Research I (hybrid)	4
EDU 7003	Strategic Policy and Planning	3
EDU 7004	Scientifically Based Practice: Research II	4
EDU 7005	Transformational Learning	3
EDU 7006	Cultural Influences	3
EDU 7008	Literature Review (hybrid)	3
EDU 7010	Professional Practice and Research (hybrid)	3
EDU 7051	Intrapersonal Effectiveness	4
EDU 7052	Collaborative Teamwork and Team Development	4
EDU 7053	Creating Effective Organizations	4
EDU 7151	Technology	2
EDU 7152	Technology-Based Statistics	4
EDU 7201 - 7209	Dissertation	12
TOTAL REQUIRED		57

Intensified Summer Learning Experience (ISLE)

During the three summer sessions of intensified learning experiences, students are required to participate with peers and faculty members in scholarly and innovative activities. These learning experiences include both day and evening sessions.

All doctoral students will be required to reside in University residence halls during the summer sessions. There are no exceptions to this residence requirement. Attendance in classes and all other scheduled activities are mandatory. Failure to comply with ISLE requirements will likely result in dismissal from the program.

In addition to tuition for courses, other fees are assessed for participation in ISLE.

Dissertation

The dissertation is a major research study of a significant issue related to professional practice. The dissertation must engage a field of interest and involve 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 student's work and findings. 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 educational practice.

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

Students must earn a grade of "S" to identify them as making satisfactory progress on the dissertation project each semester. A grade of "U" identifies the student as not making satisfactory progress. Any dissertation course with an earned grade of "U" must be made up the following semester along with the normal course load already expected to be taken. A student who earns a grade of "U" in two consecutive dissertation courses is automatically terminated from the program. A student who earns a grade of "U" in three dissertation courses is automatically terminated from the program. Additional details regarding the dissertation may be found in the Dissertation Manual. 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 dean.

Doctoral Council

The graduate department of the School of Education includes a doctoral council comprised of experienced faculty and administrators in the University who work collaboratively to be creative and to promote intellectual stimulation through the field-based experience format and design. The overall goal of the research study is to integrate theoretical learning into practical application. Studies may be predominantly qualitative or quantitative or may be a combination of both.

A primary responsibility of the doctoral council is to consider recommendations for advisors and readers as presented by the dean of the School of Education and to approve the dissertation team for each doctoral student. The Council also may approve topics, review and modify procedures, and provide training for dissertation teams. The doctoral council will meet at least once per semester.

C.L.E.A.R. - CENTER FOR LEADERSHIP EFFECTIVENESS AND RENEWAL

The School of Education provides professional and personal development for educators and administrators through C.L.E.A.R., the Center of Leadership Effectiveness and Renewal. The center provides a variety of practical and inspirational programs and products designed to address the current and changing needs of teachers and leaders. Through the expertise of

the faculty of the School of Education, services include individualized programs for schools and districts, consulting services, speakers, and skill training. The center also disseminates the current research of faculty members in practical venues. The purpose of C.L.E.A.R. is to address the changing needs of educators with developmental opportunities that increase competence, enrich character, enlarge compassion, and inspire courage.

COURSES FOR TEACHERS - VESI

For Teacher Recertification

Trevecca Nazarene University School of Education is using the online platform hosted by Virtual Education Software to offer courses for teachers on CD-ROM and online formats. These courses are offered for undergraduate and graduate credit. The undergraduate courses can be seen in the undergraduate catalog or the website www.trevecca.edu/soe/vesi or the website <http://www.trevecca.edu/soe/vesi>. These courses are great for license renewal, plus 30 for salary advancement, and knowledge about a subject. These courses do not satisfy initial license requirements, transfer to a Trevecca education degree/program, or lead to a degree.

Graduate 2 Credit Courses

- EDU 8100 Advanced Classroom Management: Children as Change Agents
- EDU 8115 Autism and Asperger's Disorder: Information and Effective Intervention Strategies
- EDU 8130 Drugs and Alcohol in Schools: Understanding Substance Use and Abuse
- EDU 8135 Educational Assessment: Assessing Student Learning in the Classroom
- EDU 8150 Inclusion: Working with Special Needs Students in Mainstream Classrooms
- EDU 8160 Talented and Gifted Education: Working with High Achievers
- EDU 8165 Teaching Diversity: Influences and Issues in the Classroom
- EDU 8105 Violence in Schools: Identification, Prevention, and Intervention Strategies

Graduate 3 Credit Courses

- EDU 8155 Learning Disabilities: Practical Information for Classroom Teachers
- EDU 8175 Understanding Aggression: Coping with Aggressive Behavior in the Classroom

GRADUATE EDUCATION COURSE DESCRIPTIONS

Master of Arts in Teaching K-6, 7-12, K-6 and ELL*

*ELL courses for the double major in K-6 and ELL MAT are listed under M.Ed. English Language Learners.

EDU 550C Curriculum: Design and Practice (3)

An exploration of the content that revolves around the development of the curriculum, this course includes curriculum analyses, models, alignment, and evaluation.

EDU 551C Psychological Foundations of Learning (3)

Addresses developmental stages within the context of major learning theories. The psychology of learning includes motivation, humor, strategic learning, anchored instruction, mediated learning, metacognition, brain research, classroom organization, management, climate, and communication for effective teaching.

EDU 552C Assessment for Excellence (3)

Models of assessment are examined to determine measures of student performance. These include authentic assessment, competency-based assessment, assessment instruments, and assessment reports. Emphasis is given to accountability, data-driven instruction, and current trends in assessment.

EDU 568C Legal, Ethical and Diversity Issues in Education (3)

Students will be challenged to examine the facts, delve into the causes, and reflect on the impact of various legal, ethical and diversity issues faced by today's educators. Identifying and addressing legal and ethical responsibilities of teachers for their students will be central to this course. The impact of the U.S. Constitution with a focus on the Bill of Rights will be a significant part of the class discourse. Constitutional influences in the context of the religious, moral and ethical responsibilities in school decision-making will be explored. The implications of major court decisions, local, state and national (NCLB) laws and policies that directly impact schools, teachers, students and parents will be an essential component of the class dialogue. Another major component of this class will involve an exploration of the various diversity issues that are an inherent part of school life, i.e. religion, culture, ethnicity, and special needs.

EDU 6360 Legal, Ethical, and Cultural Competencies (3)

Examines public school law as it affects 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.

EDU 6370 Instructional Technologies (3)

Examines how technology can facilitate 7-12 instructional practices. Students 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 6500 Classroom Organization and Management for Urban Educators (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. Students are required to complete ten hours of community service in an ethnically diverse setting.

TMA 6500 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 6605 Math for Elementary Educators (3)

Designed to provide an in-depth look at elementary mathematics. Mathematical concepts will be explored both conceptually and procedurally. Participants will be encouraged to explore mathematics not only through the formulas required to find answers but also through creative methods that promote understanding of the concepts. A variety of manipulatives will be used.

TMA 6610 K-6 Reading and Literacy Education (3)

A survey of research and theory in reading education with a focus on research-based instructional practice. Diagnostic, corrective methods are included. Alternative strategies for special needs students in the regular classroom are examined. Writing skills are also addressed. Hands-on experiences are a part of this course. Meeting the reading/literacy needs of students with special needs, including English language learners, is addressed.

TMA 6615 Secondary Instructional Design 7-12 (3)

Explores the climate and culture of effective secondary learning environments, programming, and instructional and curricular models within the 7-12 school setting. Teaching strategies that facilitate learning in the secondary grades are also examined. Students review developmentally appropriate practices in the 7-12 learning environment. A second component of this course explores ways to prevent misbehaviors from occurring, support students when misbehaviors occur, and correct students when

problems persist. Emphasis is placed on holding high expectations, encouraging and motivating the heart, and modeling the way for students in a firm and caring learning environment. Addressing the needs of students with special needs, including English language learners, is included. A field experience is included.

TMA 6620 K-6 Science Education (3)

Focuses on current trends, strategies, and materials for teaching science in grades K-6. 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 Areas: Middle and Secondary (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-6 Math Education (3)

Examines foundations of elementary and middle school mathematics, pedagogy, and materials of math instruction. Participants are challenged to construct new understandings of K-6 math and to look beyond rote procedures of math to the underlying principles. Methods to assist the learning of mathematics by students with special needs, including English language learners, are included. Participants apply concepts covered in class through a microteaching experience.

TMA 6635 Methods and Tools for Secondary Teachers (3)

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-6 Social Studies Education (3)

An interdisciplinary approach to social studies instruction is presented identifying the contributions of the six social science areas; integrating the various elementary subjects; and aligning the national, state, and local curriculum standards in lesson planning and instructional formation. The course analyzes current trends in instructional strategies to accommodate differing learning styles, abilities, and interests and apply learning theories and principles of child development to instructional planning that includes long and 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 (6)

The student must have taken and passed all specialty area tests required by the State Department of Education for licensure prior to enrolling in student teaching. Student teaching includes a 15-week, semester long professional practice experience in two

diverse elementary public school settings at different grade levels, an opening of school experience, and a seminar component for processing the application of knowledge and the analysis of teaching skills, lesson and unit planning, classroom management, and other professional issues. The culminating activity is the review of the portfolio by School of Education faculty. Successful completion of the seminar and the portfolio is required in order for the student to receive a pass in student teaching. This requirement may be waived upon acceptable documentation of two years of successful teaching experience.

TMA 6660 E-Portfolio Seminar (0)

Beginning with the first MAT course, the e-portfolio will be a work in progress for the duration of the program. The E-Portfolio Seminar is designed for a student who has successfully completed thirty hours of course work. This e-portfolio will serve as the culminating activity and is required for graduation in the Master of Arts in Teaching program. A fee will be imposed to cover the cost of Live Text web access and space. A Pass-Fail grading system will be used.

TMA 6665 Student Teaching and Seminar 7 - 12 (6)

The student must have taken and passed all specialty area tests required by the State Department of Education for licensure prior to enrolling in student teaching. Student teaching includes a 15-week, semester long professional practice experience in two diverse secondary public school settings at different grade levels, an opening of school experience, and a seminar component for processing the application of knowledge and the analysis of teaching skills, lesson and unit planning, classroom management, and other professional issues. The culminating activity is the review of the portfolio by School of Education faculty. Successful completion of the seminar and the portfolio is required in order for the student to receive a pass in student teaching. This requirement may be waived upon acceptable documentation of two years of successful teaching experience.

TMA 6670 Urban Perspectives in Teaching and Learning (3)

Designed to provide an overview of the diverse educational needs, challenges, opportunities and rewards that teachers encounter as they seek to effectively meet the needs of learners in urban schools. Students will explore the historical perspectives of public urban education, 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. Students will examine the impact of poverty on children who may be deemed "at risk." This course will focus on equipping students with the competencies, principles, tools, and instructional strategies to effectively create a positive classroom environment that fosters student achievement.

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.

TMA 6710 Alternative Licensure Seminar I (2)

A seminar designed to enhance the Tennessee State Department of Education's mandated mentoring program required for all students who are serving as "Teacher of Record" on a Transition License. The curriculum will be "student driven" with a wide variety of topics and themes to address the myriad of needs, issues and challenges encountered by first and second year teachers. The grading scale is S/U. A mentoring fee will be assessed in addition to tuition costs.

TMA 6715 Alternative Licensure Seminar II (1)

A seminar designed to enhance the Tennessee State Department of Education's mandated mentoring program required for all students who are serving as "Teacher of Record" on a Transition License. The curriculum will be "student driven" with a wide variety of topics and themes to address the myriad of needs, issues and challenges encountered by first and second year teachers. The grading scale is S/U. A mentoring fee will be assessed in addition to tuition costs.

Master of Arts in Education

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 (2)

Finalize research design and implementation of the action research project.

EDU 6320 Research III: Data Collection and Analysis (2)

The teacher candidate will complete the research project, prepare a final document, and give an oral presentation of the research.

EDU 6410 Residency I (9)

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 (9)

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. Students will explore the unique social challenges in urban environments other than the typical public school setting. Embedded field study.

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)

Exploring 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.

EDU 6465 Current Diversity Issues (3)

Exploring 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, linguist, cultural, emotional, and physical needs.

Master of Education Curriculum, Assessment, and Instruction K-12**EDU 6700 Quality Curriculum and Instructional Practice (3)**

Focuses on the assessment of quality curriculum and instructional practices. Students 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 with teachers whom they are coaching.

EDU 6705 Practicum Focusing on Curriculum Design (1)

Provides hands on learning experience in environments under the guidance of practicing school educators. Students will maintain a lot of activities and submit a reflection paper for each practicum course. Assessment feedback will be included from both cooperating teachers and course instructors.

EDU 6710 Technology Integration in Teaching & Learning (3)

Focuses on integrating technology into instructional content. Students will experience emerging technologies, Web 2.0, and classroom hardware/software. They will also develop skills in troubleshooting, school/grade-level leadership with instructional technology, and technology presentation. Students will use technologies for school improvement that will include consideration of student achievement data, research, grant writing, technology plans, and community relations. Research and project development will focus on specialization area.

EDU 6720 Action Research for School Improvement (3)

The student will identify an area for instructional or school culture improvement, refine strategies for investigating the issue, begin to engage in effective educational decision making, and work toward a project that will effect positive change in the school setting. Assessment philosophies and methodologies inform the overarching framework for this course. This course will be in tandem with EDU 6725.

EDU 6725 Data Analysis for School Improvement (3)

The student will collect and analyze data for data driven decision making, based on the action research project developed in EDU 6720. The emphasis will be on how to interpret and utilize data for improving student achievement through instructional practices and for total school improvement. This course will be in tandem with EDU 6720.

EDU 6730 Practicum Focusing on School Improvement Planning (1)

Provides hands on learning experience in environments under the guidance of practicing school educators. Students will maintain a lot of activities and submit a reflection paper for each practicum course. Assessment feedback will be included from both cooperating teachers and course instructors.

EDU 6735 Effective Classroom Environments (3)

Focuses on strategies for assisting teachers with effective planning, organizing, and managing an effective classroom environment. Students will use research, classroom visits, and other collaborative opportunities to demonstrate for mentees effective classroom strategies in time management, classroom management, and instructional planning. All research and project development will focus on specialization area.

EDU 6740 Inclusive Practices for Teaching & Learning (3)

Focuses on the role of social justice in the educational community and ways to raise awareness of relevant issues among colleagues. Areas of emphasis will include: differentiated instruction, special education, inclusionary practices, legal and ethical issues, and community relations. Students will investigate relevant community partners, agencies, and charitable organizations within the community. Further, they will be aware of the impact of economic disparities within neighborhoods and predict the impact on local schools. Students will be able to identify an equitable classroom and identify instructional and assessment practices that promote equity. All research and project development will focus on specialization area.

EDU 6770 Leading Curricular Change (3)

Focuses on research and best practices that facilitate curriculum development in school systems. State and national standards will be analyzed regarding their impact on curriculum development. Students will: hear from practitioners about their work on leading curriculum change; network and make learning links with other colleagues around the region; investigate how to develop a high-quality curriculum that is specific to the context of an organization or group of schools; learn about the impact that transforming curriculum can have in raising the quality of teaching and learning and in improving outcomes for pupils; and discover what the process of leading change involves, including the role of distributed leadership.

EDU 6775 Practicum Best Practices in Curriculum and Instruction (1)

Provides hands on learning experience in environments under the guidance of practicing school educators. Students will maintain a lot of activities and submit a reflection paper for each practicum course. Assessment feedback will be included from both cooperating teachers and course instructors.

EDU 6780 Exit Assessment (0)

Students will present the results of their Action Research Project via their e-portfolios.

EDU 6800 E-Portfolio (0)

Students will maintain an e-portfolio throughout the program and will maintain the findings of the Action Research Project developed in EDU 6720 and EDU 6725 and implemented throughout the remainder of the program as part of the e-portfolio.

Master of Education Educational Leadership**EDU 6001 Practicum A for School Leaders (1)**

Practicum experience conducted during the first semester of the program. Orientation occurs on Trevecca's campus early in the semester of admission to the program. Specifically, students are expected to develop a resume, write a personal mission statement, and familiarize themselves with various aspects of school governance and the duties of school officials. Observation of and interaction with school leader(s) are required.

EDU 6002 Practicum B for School Leaders (2)

Practicum experience conducted during the second semester of the program. Orientation occurs at the primary site of classes (campus or off-campus) early in the second semester. Specifically, candidates are expected to focus on employment processes/practices in their school system/school, the delivery of professional development, and organizational climate. Observation of and interaction with school leader(s) are expected.

EDU 6003 Practicum C for School Leaders (2)

Practicum experience conducted during the third semester of the program. Orientation occurs at the primary site of classes (campus or off-campus) early in the third semester. Specifically, candidates are expected to develop an understanding of curriculum, standards, assessment, and best teaching practices. Furthermore, candidates are expected to explore issues related to the legal, ethical, and political contexts of schools or matters associated with the growing pluralism and diversity of American schools. Observation of and interaction with school leader(s), along with community and/or person(s) or ethnic and social diversity, are expected.

EDU 6004 Practicum D for School Leaders (1)

Practicum experience conducted during the final semester of the program. Orientation occurs on Trevecca's campus early in the fourth semester. Specifically, candidates are expected to develop a thorough understanding of instructional improvement. Furthermore, candidates are expected to explore issues related to legal, ethical, and political contexts of schools or matters associated with the growing pluralism and diversity of American schools. Observation of and interaction with school leader(s), along with community leader(s) and/or person(s) of ethnic and social diversity are expected.

EDU 6010 Leadership for Instructional Effectiveness (3)

Students 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, 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. Students are expected to reflect on their professional goals and mission.

EDU 6015 Technology for Instructional Leaders (3)

Students 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. Students 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)

Students 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)

Students 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)

Students 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 Politics for School Leaders (3)

Students 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: 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)

Students 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)

Students 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, students 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 (0)

Students for the master's degree and those students who have previously earned a master's and are seeking beginning instructional leadership licensure only are required to participate in this non-credit, culminating activity of their program. Students present elements of their portfolios and present a summary of their instructional improvement project to a panel comprised of faculty and district and building-level school leaders. Students will present individually. Successful completion is determined by the panel of faculty and school leaders.

Master of Education/English Language Learners

EDU 550C Curriculum: Design and Practice (3)

An exploration of the content that revolves around the development of the curriculum, this course includes curriculum analyses, models, alignment, and evaluation.

EDU 551C Psychological Foundations of Learning (3)

Addresses developmental stages within the context of major learning theories. The psychology of learning includes motivation, humor, strategic learning, anchored instruction, mediated learning, metacognition, brain research, classroom organization, management, climate, and communication for effective teaching.

EDU 568C Legal, Ethical and Diversity Issues in Education (3)

Students will be challenged to examine the facts, delve into the causes, and reflect on the impact of various legal, ethical and diversity issues faced by today's educators. Identifying and addressing legal and ethical responsibilities of teachers for their students will be central to this course. The impact of the U.S. Constitution with a focus on the Bill of Rights will be a significant part of the class discourse. Constitutional influences in the context of the religious, moral and ethical responsibilities in school decision-making will be explored. The implications of major court decisions, local, state and national (NCLB) laws and policies that directly impact schools, teachers, students and parents will be an essential component of the class dialogue. Another major component of this class will involve an exploration of the various diversity issues that are an inherent part of school life, i.e. religion, culture, ethnicity, and special needs.

ELL 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 course work in this major. Understanding how language is learned and acquired is fundamental to language instruction. The importance of socialization in the target language with transitional supports in the mother tongue is also explored.

ELL 6005 Language Acquisition and Authentic Language Curriculum (3)

Includes theories of language learning and acquisition. Distinction is made between learning and acquisition as it relates to efficient language application and use. Considers curriculum design in relation to language learning within an authentic learning environment. Curriculum will be designed within authentic language context integrating grammar, vocabulary, pronunciation, and writing. Integrates cultural understanding and the use of technology for learning.

ELL 6010 Trends, Models, and Methods in ELL Instruction (3)

Examines the currently used models of ELL instruction from a variety of school boards and regions. These models are examined in light of language learning theory. Models of integration, 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.

ELL 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 students will be expected to design actual curriculum units within an authentic language context. Integrated approaches to grammar, vocabulary, pronunciation, and writing are examined and used by students to design their own authentic language course.

ELL 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 ELL 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 ELL teaching and learning. This is a research course.

ELL 6040 Methods of Assessment and Evaluation for ELL (3)

Language proficiency assessment for placing is not the same as evaluation of language demonstration and use. This course examines the differences between the two and combines methods with outcomes evaluation. Assessment for "placement" is

compared with evaluation of outcomes. Placement is also examined in light of authentic language learning within a school setting. Students are expected to understand the various methods as well as produce samples of assessment and evaluation strategies.

ELL 6050 Technology and Language Learning (3)

Examines the importance of instructional scaffolding for ELL learners and looks at how new technology can facilitate this approach. Students experience various methods using new technology such as the Internet for instruction and various forms of distance education for language learners. This course provides access to new software, online resources, and synchronous and asynchronous methods in technology mediation. Language practice through mixed media input is demonstrated as well as the role of rote practice for pronunciation.

ELL 6055 Linguistics for Teachers of ELL (3)

A descriptive linguistics course which focuses on understanding phonologic, syntactic, semantic, and pragmatic aspects of language as they apply to an understanding of any ELL student's native language. Language transfer issues for ELL 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.

ELL 6600 E-Portfolio (0)

The e-portfolio, a web-based electronic tool provided to students at the beginning of the program, is considered a work in progress throughout the graduate library program. This web-based electronic tool provides the student powerful resources for reflecting, synthesizing, and evaluating course experiences during the duration of the program. Students 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. A pass/fail grading system will be used.

Master of Library and Information Science

MLI 5000 Professional and Ethical Issues (3)

Emphasizes the importance of commitment to personal and professional growth and knowledge of a variety of cultural and philosophical viewpoints and provision of information and materials to reflect this variety. Issues of censorship, standards for information programs, and purposes for libraries are discussed.

MLI 5010 Information Technologies I (3)

Development of technological literacy. This course focuses on understanding and use of basic computer applications. Use of on-line databases, Internet, PowerPoint, and CU See Me Web design are included.

MLI 5020 Information Technologies II (3)

Studies advanced understanding of technological applications including desk top publishing, media production, Boolean searching and other library-related applications.

MLI 5030 Knowledge Environment (3)

Effective communication with library users to provide guidance in selection and use of materials and electronic media is emphasized in this course. Strategies for providing ideas and training to a variety of library media users of library and media resources are suggested. Create an organized, accessible environment that facilitates access and stimulates use of library resources and is conducive to learning.

MLI 5040 Fiction/Non-Fiction Resources for Children and Young Adults (3)

Knowledge of books, media, instructional materials and electronic resources appropriate for children, young adults, and adults are important aspects of this course.

MLI 5050 Research Tools and Strategies (3)

Focuses on research skills and strategies, including evaluation and analysis of information with ability to convey to users. Understanding of traditional and non-traditional research tools and the ability to use technology for research and information retrieval and to instruct users in the use of electronic resources will be emphasized. Knowledge of books, media and instructional materials appropriate for children, young adults, and adults are explored.

MLI 5060 Knowledge Management (3)

Students develop and implement short and long range goals for a library information program. Personnel management procedures, development and administration of library information programs and processes, and management of instructional and administrative computer applications are studied.

MLI 5070 Knowledge Leadership (3)

Collaboration with users on curriculum and instructional design is emphasized. Understanding of learning styles, student development and strategies to meet the needs of diverse learners are discussed. Students identify and select resources appropriate to curriculum areas and to various client groups. The importance of preparing one's self to become a life-long learner is included.

MLI 5080 Collection Development and Organization (3)

Focuses on books, media, and instructional material appropriate for children, young adults, and adults. Students plan collection development to accommodate the needs of users, evaluate both internal holdings and external resources to select appropriate resources, explore library classification systems and cataloging resources, evaluate automation resources and systems, and gain knowledge of community and global resources.

MLI 5090 Professional Practice (6)

Consists of work experience in library environments under the guidance of practicing professional library information specialists. The course is to be taken by students who are licensed as teachers or who do not seek licensure.

MLI 5100 Exit Assessment Seminar (0)

The culminating seminar for students to demonstrate learning. It will include discussion, reflection, and writing about library and information related issues.

MLI 5200 Enhanced Student Teaching (6)

A full semester of student teaching with placement in two libraries of differing grade levels. It is taken by students seeking initial licensure as school library information specialist.

MLI 5600 E-Portfolio (0)

The e-portfolio, a web-based electronic tool provided to students at the beginning of the program, is considered a work in progress throughout the graduate library program. This web-based electronic tool provides the student powerful resources for reflecting, synthesizing, and evaluating course experiences during the duration of the program. Students 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. A pass/fail grading system will be used.

Master of Education Leading Instructional Improvement for Teachers**EDU 6700 Quality Curriculum and Instructional Practice (3)**

Focuses on the assessment of quality curriculum and instructional practices. Students 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 with teachers whom they are coaching.

EDU 6705 Practicum Focusing on Staff Development (1)

Provides hands on learning experience in environments under the guidance of practicing school educators. Students will maintain a lot of activities and submit a reflection paper for each practicum course. Assessment feedback will be included from both cooperating teachers and course instructors.

EDU 6710 Technology Integration in Teaching and Learning (3)

Focuses on integrating technology into instructional content. Students will experience emerging technologies, Web 2.0, and classroom hardware/software. They will also develop skills in troubleshooting, school/grade-level leadership with instructional technology, and technology presentation. Students will use technologies for school improvement that will include consideration of student achievement data, research, grant writing, technology plans, and community relations. Research and project development will focus on specialization area.

EDU 6715 Leadership Styles and Beliefs (4)

Allows teacher leaders to examine leadership styles and beliefs of themselves and others for effective school improvement. Topics include: understanding how ethics shape decisions and practices, how legal issues impact the school, how to build leadership teams and provide effective assistance to teachers, and how to develop and evaluate program effectiveness. Also, this course will explore effective practices of creating, maintaining, and facilitating professional learning communities in schools and districts. Research and project development will focus on specialization area.

EDU 6720 Action Research for School Improvement (3)

The student will identify an area for instructional or school culture improvement, refine strategies for investigating the issue, begin to engage in effective educational decision making, and work toward a project that will effect positive change in the school setting. Assessment philosophies and methodologies inform the overarching framework for this course. This course will be in tandem with EDU 6725.

EDU 6725 Data Analysis for School Improvement (3)

The student will collect and analyze data for data driven decision making, based on the action research project developed in EDU 6720. The emphasis will be on how to interpret and utilize data for improving student achievement through instructional practices and for total school improvement. This course will be in tandem with EDU 6720.

EDU 6730 Practicum Focusing on School Improvement Planning (1)

Provides hands on learning experience in environments under the guidance of practicing school educators. Students will maintain a lot of activities and submit a reflection paper for each practicum course. Assessment feedback will be included from both cooperating teachers and course instructors.

EDU 6735 Effective Classroom Environments for Teaching and Learning (3)

Focuses on strategies for assisting teachers with effective planning, organizing, and managing an effective classroom environment. Students will use research, classroom visits, and other collaborative opportunities to demonstrate for mentees effective classroom strategies in time management, classroom management, and instructional planning. All research and project development will focus on specialization area.

EDU 6740 Inclusive Practices in Teaching and Learning (3)

Focuses on the role of social justice in the educational community and ways to raise awareness of relevant issues among colleagues. Areas of emphasis will include: differentiated instruction, special education, inclusionary practices, legal and ethical issues, and community relations. Students will investigate relevant community partners, agencies, and charitable organizations within the community. Further, they will be aware of the impact of economic disparities within neighborhoods and predict the impact on local schools. Students will be able to identify an equitable classroom and identify instructional and assessment practices that promote equity. All research and project development will focus on specialization area.

EDU 6745 Mentoring and Coaching Strategies (5)

Focuses on the research base for high quality coaching and mentoring. Students will have an understanding of what constitutes mentoring/coaching: cognitive coaching, coaching models, building relationships, building trust, and classroom management strategies. The emphasis will be on understanding the theory of coaching. This course will also focus on the practice of mentoring/coaching. Students will demonstrate mentoring/coaching strategies, facilitate collaborative strategies in the educational setting, and identify means to assist mentees in

self-assessment of teaching and in evaluation of student learning. This course has a required practicum.

EDU 6750 Practicum Focusing on Mentoring/Coaching (1)
Provides hands on learning experience in environments under the guidance of practicing school educators. Students will maintain a lot of activities and submit a reflection paper for each practicum course. Assessment feedback will be included from both cooperating teachers and course instructors.

EDU 6755 E-Portfolio (0)
Students will maintain an e-portfolio throughout the program and will maintain the findings of the Action Research Project developed in EDU 6720 and EDU 6725 and implemented throughout the remainder of the program as part of the e-portfolio.

EDU 6760 Exit Assessment (0)
Students will present the results of their Action Research Project via their e-portfolios.

ETM 5050 Technology Planning and Administration (3)
Prepares technology leaders for technology planning and administration, including staff development, management programs, legal issues, and grant writing. The course includes creating technology plans; reviewing acceptable use policies; working with IT department in school and district; previewing school management software, grade programs, counseling programs, special education programs, and library programs; managing change processes; and considering the ethical and societal impact of technology. Elements such as *technology planning and administration, creating a technology plan, acceptable use policy, working with IT department in school, school management software, grade programs, counseling programs, legal issues, ethics, and societal impact* will be addressed.

ETM 5040 Instructional Design and Multimedia Authoring (3)

Focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared for the classroom, school/district, and professional development use. Students learn how to use multimedia authoring tools to produce courseware for classroom use and how to incorporate multimedia design projects into their curricula. The course includes such elements as *Web page design, I-Movie, enhanced PowerPoint, and Windows MovieMaker*.

ETM 5030 Application Software for Educational Settings (3)
Studies applications of technology to the curriculum in a variety of disciplines and reviews software and technology projects to enhance science, mathematics, social studies, language arts, and other pertinent curriculum areas. Criteria for evaluating software and technology projects are discussed, and technological resources in each curricular area are presented. The course includes using software such as *KidPix, School House Rock, Inspiration, Kidspiration*.

Master of Education in 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 6020 Introduction to Braille (3)
Provides fundamentals in reading and writing Braille using a Braille writer and slate and stylus and methodology for teaching Braille reading and writing. Includes a focus on teaching and using Braille within content areas.

EDU 6075 Diversity in Classrooms and Schools (3)
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 socioeconomic, 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.

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.

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.

VIS 6040 Practicum 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.

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 and 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.

VIS 6055 Practicum 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 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 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 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.

VIS 6090 Exit Assessment (0)

Presentation of portfolio.

Masters of Education in Special Education**EDU 550C Curriculum Design and Practice (3)**

An exploration of the content that revolves around the development of the curriculum, this course includes curriculum analyses, models, alignment, and evaluation.

EDU 568C Legal, Ethical, and Diversity Issues in Education (3)

Students will be challenged to examine the facts, delve into the causes, and reflect on the impact of various legal, ethical and diversity issues faced by today's educators. Identifying and addressing legal and ethical responsibilities of teachers for their students will be central to this course. The impact of the U.S. Constitution with a focus on the Bill of Rights will be a significant part of the class discourse. Constitutional influences in the context of the religious, moral and ethical responsibilities in school decision-making will be explored. The implications of major court decisions, local, state and national (NCLB) laws and policies that directly impact schools, teachers, students and parents will be an essential component of the class dialogue. Another major component of this class will involve an exploration of the various diversity issues that are an inherent part of school life, i.e. religion, culture, ethnicity, and special needs.

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. Students will explore the historical perspectives of public urban education, the characteristics of the urban child as well as culturally relevant issues that impact the progress of teaching and learning in an urban setting. Students will examine the impact of poverty on children who may be deemed "at risk." This course will focus on equipping students with the competencies, principles, tools, and instructional strategies to effectively create a positive classroom environment that fosters student achievement.

SED 6000 Foundations of Special Education (3)

Provides an overview of issues and trends related to special education. The characteristics and educational impact of various disabilities across age and severity will be explored. Educational services and current research that assists children with disabilities are emphasized. Historical and current legal provisions relating to persons with disabilities from infancy to adulthood will be addressed.

SED 6010 Instructional Methods for Elementary Students with Mild and Moderate Disabilities (3)

Provides an overview of the basic principles of instructional design for elementary students with disabilities. Reading and mathematics and content areas such as social studies and science are addressed. The focus is on developing an understanding of instructional design and on the application of basic instructional strategies and interventions, instructional evaluation, and program revision techniques. The course includes activities to support effective interventions.

SED 6020 Instructional Methods for Adolescents and Secondary School Students (3)

Provides an overview of middle and secondary school program models, instructional methods and materials, instructional planning, and curriculum options. Reading, and mathematics, as well as modifications and accommodations for content areas are addressed. Strategies to maximize reading comprehension and

writing within the content areas are included. Topics include legal mandates of transition planning from school to future careers and continuing education, parental support, self-advocacy, community resources, and vocational assessment and planning.

SED 6030 Collaboration and Consultation for Students with Disabilities (2)

Addresses collaboration and consultation models that enhance the role of the special educator as a member of the multidisciplinary team. Topics include collaborative structure such as co-teaching; peer tutoring; interdisciplinary team planning; collaborating with families, community resources, and general education personnel; and coordinating, educating, and supervising paraprofessionals.

SED 6040 Instructional Practices in Inclusive Settings (2)

Addresses the instructional needs of students with disabilities in inclusive settings. There is a focus on specific research-based strategies in curriculum content acquisition using direct, explicit, and strategy models of instruction that match specific student needs. Universal design principles to develop appropriate modifications and accommodations are addressed. The course includes multi-tiered models of intervention and service delivery in response to general education students who are at risk for failure because of diverse cultural, learning and/or behavioral differences.

SED 6050 Procedures for Classroom Management (3)

Covers procedures using tenants of applied behavior analysis for addressing the needs of students with disabilities who demonstrate behavior problems. Principles and application of classroom management techniques and instructional strategies to change inappropriate behaviors through positive behavior support and management will be addressed. Students will learn to conduct Functional Behavior Assessments and develop Behavior Intervention Plans by assessing and determining the functions of problem behavior, and developing pro-social alternatives for home, school, and community settings.

SED 6060 Assessment Procedures for Students with Disabilities (3)

Focuses on assessment methods that are appropriate for students with disabilities. Tools to be reviewed include traditional psychometric instruments, curriculum-based assessments, criterion-referenced assessments, norm-referenced assessments, and alternative assessments that conform to State and Federal guidelines. Emphasis is on the interpretation of information from assessments into Individual Education Program goals and objectives and instructional programming. Current issues such as standards-based reform, response to intervention, and discrepancy model are addressed.

SED 6070 Instructional Methods of Teaching Students with Developmental Disabilities (2)

Addresses theoretical perspectives and research-based instructional methods materials, and curriculum for students with developmental disabilities, including autism. Assessment data will be analyzed to adapt curriculum and develop Individual Educational Programs to address functional academics; social,

home, and community services; and life skills. Instructional approaches, alternative assessments, communication programming, assistive technology, proper positioning techniques, and medical monitoring are addressed.

SED 6660 E-Portfolio (0)

The e-portfolio, a web-based electronic tool provided to students at the beginning of the program, is considered a work in progress throughout the program. This web-based electronic tool provides the student powerful resources for reflecting, synthesizing, and evaluating course experiences during the duration of the program. Students 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. A pass/fail grading system will be used.

Master of Education Reading PreK-12

EDU 6705 Practicum Focusing on Staff Development (1)

Provides hands on learning experience in environments under the guidance of practicing school educators. Students will maintain a lot of activities and submit a reflection paper for each practicum course. Assessment feedback will be included from both cooperating teachers and course instructors.

EDU 6710 Technology Integration in Teaching and Learning (3)

Focuses on integrating technology into instructional content. Students will experience emerging technologies, Web 2.0, and classroom hardware/software. They will also develop skills in troubleshooting, school/grade-level leadership with instructional technology, and technology presentation. Students will use technologies for school improvement that will include consideration of student achievement data, research, grant writing, technology plans, and community relations. Research and project development will focus on specialization area.

EDU 6715 Leadership Styles and Beliefs (4)

Allows teacher leaders to examine leadership styles and beliefs of themselves and others for effective school improvement. Topics include: understanding how ethics shape decisions and practices, how legal issues impact the school, how to build leadership teams and provide effective assistance to teachers, and how to develop and evaluate program effectiveness. Also, this course will explore effective practices of creating, maintaining, and facilitating professional learning communities in schools and districts. Research and project development will focus on specialization area.

EDU 6720 Action Research for School Improvement (3)

In this course, the student will identify an area for instructional or school culture improvement, refine strategies for investigating the issue, begin to engage in effective educational decision making, and work toward a project that will effect positive change in the school setting. Assessment philosophies and methodologies inform the overarching framework for this course. This course will be in tandem with EDU 6725.

EDU 6725 Data Analysis for School Improvement (3)

The student will collect and analyze data for data driven decision making, based on the action research project developed in EDU

6720. The emphasis will be on how to interpret and utilize data for improving student achievement through instructional practices and for total school improvement. This course will be in tandem with EDU 6720.

EDU 6730 Practicum Focusing on School Improvement Planning (1)

Provides hands on learning experience in environments under the guidance of practicing school educators. Students will maintain a lot of activities and submit a reflection paper for each practicum course. Assessment feedback will be included from both cooperating teachers and course instructors.

EDU 6740 Inclusive Practices in Teaching and Learning (3)

Focuses on the role of social justice in the educational community and ways to raise awareness of relevant issues among colleagues. Areas of emphasis will include: differentiated instruction, special education, inclusionary practices, legal and ethical issues, and community relations. Students will investigate relevant community partners, agencies, and charitable organizations within the community. Further, they will be aware of the impact of economic disparities within neighborhoods and predict the impact on local schools. Students will be able to identify an equitable classroom and identify instructional and assessment practices that promote equity. All research and project development will focus on specialization area.

EDU 6745 Mentoring and Coaching Strategies (5)

Focuses on the research base for high quality coaching and mentoring. Students will have an understanding of what constitutes mentoring/coaching: cognitive coaching, coaching models, building relationships, building trust, and classroom management strategies. The emphasis will be on understanding the theory of coaching. This course will also focus on the practice of mentoring/coaching. Students will demonstrate mentoring/coaching strategies, facilitate collaborative strategies in the educational setting, and identify means to assist mentees in self-assessment of teaching and in evaluation of student learning. This course has a required practicum.

EDU 6750 Practicum Focusing on Mentoring/Coaching (1)

Provides hands on learning experience in environments under the guidance of practicing school educators. Students will maintain a lot of activities and submit a reflection paper for each practicum course. Assessment feedback will be included from both cooperating teachers and course instructors.

RDG 6000 Advanced Literacy/Reading Instruction: Theory and Practice (3)

Literacy acquisition as a developmental process is emphasized in this course. Activities are designed to create an appreciation for the complex process of reading. Lecture and discussion topics include an historical perspective on learning to read, what it means to be a reader and writer, the emergent reader, developmental stages of reading, assessment strategies for reading and writing, organizing and managing a balanced reading program, and selecting appropriate materials for instruction. Using technology to support language learning is explored. Practicum experiences at various grade levels will be required.

RDG 6010 Reading and Writing in the Content Areas: Middle and Secondary Schools (3)

The relationship between learning strategies and the subject areas normally taught in grades 4-12 is the focus for this course. Current theory and use of reading and writing in content areas is discussed. Reading comprehension as a process and skills such as fluency, attention, working memory, content specific vocabulary and motivation as each relates to constructing meaning from text will be examined. Using technology as a tool to support language learning in the content area will be explored. Assessment that mirrors instruction is embedded within the topics. Course addresses state standards 1, 2, 5, 6, 7, 8, 9, 10.

RDG 6020 Literature and Book Selection for Children and Adolescents (3)

The various genres of literature for children and adolescents, and approaches to building a quality literature program are highlighted. Criteria for selecting quality literature through consideration of developmental needs, reading levels, and relevancy for today's children and youth are investigated. A bibliography of selected children's books or adolescent books is required.

RDG 6030 Analysis and Correction of Reading Problems (3)

Emphasis is placed on theory and practice in the diagnosis and treatment of reading difficulties. Students are introduced to formal diagnostic tools for identifying struggling readers. Students examine research-based strategies, practices and intervention programs and criteria for selecting appropriate materials for instruction. Guidelines for communicating with parents and community regarding students' reading difficulties and progress will be discussed. Application of assessment and intervention techniques are required through a diagnostic case study in which the student tutors a child, identifies the reading problem, implements intervention strategies to correct the problem, and makes recommendations for parents and teachers. Students will connect research, theory, and practice as they share tutoring experiences and receive feedback from their peers.

RDG 6040 Diverse Learners and Literacy Instruction (3)

Differentiation of instruction for English language learners, special needs children and culturally diverse learners are emphasized in this course. Learning styles and learning models are explored and integrated into curriculum, instruction and assessment. Various strategies, and methods of reading instruction used in settings with special populations will be examined as well as the research that has evaluated different models. A literacy practicum with special populations is required. Course addresses state standards 2, 3, 5, 6, 7, 8, 10, 11, 13.

RDG 6050 Reading: Supervision and Leadership (3)

Principles and procedures for planning, implementing, evaluating and supervising reading programs at the school, district, and state levels are studied. Included are theoretical foundations of planning and supervision as well as practical application of theory. A focused shadowing field experience is designed and carried out by the student. Course addresses state standards 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16.

RDG 6060 Seminar in Reading (3)

Current trends in research and issues in literacy are studied by critically examining selected qualitative and quantitative investigations that have shaped the field of reading. Students must complete an in-depth review of literacy research on a focused topic. As a part of this course, an action research project proposal is required. The instructor must approve the action research problem. Course addresses state standards 1, 2, 3, 4, 10, 11, 12, 14, 16.

RDG 6070 Action Research in Reading (3)

The action research proposed in Seminar in Reading is implemented. A paper including the proposal, the literature review (work from Seminar in Reading), the methodology, and the results will be prepared. A multimedia presentation of the findings of the action research will be presented in class. Course addresses state standards 1, 2, 3, 4, 10, 11, 12, 14, 16.

RDG 6080 Literacy Application for Secondary Teachers (3)

Designed to allow the reading specialist student to focus on an in-depth look at secondary literacy teaching and learning practices. Students will examine literacy strategies that demonstrate how the adolescent student can be taught to successfully read a broad range of challenging and difficult text with deeper levels of comprehension and how to write effectively. Topics will include: learning strategies that build the effective adolescent reader and writer, exploring the demanding world of literacy facing the adolescent student, motivating the adolescent for learning, and understanding how to allow choice within a rigorous curriculum. Assessment that mirrors instruction is embedded with the topics.

RDG 6600 E-Portfolio (0)

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 Reading program. This web-based electronic tool provides the student powerful resources for reflecting, synthesizing, and evaluating course experiences during the duration of the program. Students 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. A pass/fail grading system will be used.

Master of Education in Instructional Technology Courses**EDU 6700 Quality Curriculum and Instructional Practice (3)**

Focuses on the assessment of quality curriculum and instructional practices. Students 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 with teachers whom they are coaching.

EDU 6710 Technology Integration in Teaching and Learning (3)

Focuses on integrating technology into instructional content. Students will experience emerging technologies, Web 2.0, and

classroom hardware/software. They will also develop skills in troubleshooting, school/grade-level leadership with instructional technology, and technology presentation. Students will use technologies for school improvement that include consideration of student achievement data, research, grant writing, technology plans, and community relations. Research and project development will focus on specialization area.

EDU 6720 Action Research for School Improvement (3)

The student will identify an area for instructional or school culture improvement, refine strategies for investigating the issue, begin to engage in effective educational decision making, and work toward a project that will effect positive change in the school setting. Assessment philosophies and methodologies inform the overarching framework for this course. This course will be in tandem with EDU 6725.

EDU 6725 Data Analysis for School Improvement (3)

The student will collect and analyze data for data driven decision making, based on the action research project developed in EDU 6720. The emphasis will be on how to interpret and utilize data for the improvement of student achievement through instructional practices and for total school improvement. This course will be in tandem with EDU 6720.

EDU 6735 Effective Classroom Environments for Teaching and Learning (3)

Focuses on strategies for assisting teachers with planning, organizing, and managing an effective classroom environment. Students will use research, classroom visits, and other collaborative opportunities to demonstrate for mentees effective classroom strategies in time management, classroom management, and instructional planning. All research and project development will focus on specialization area.

EDU 6740 Inclusive Practices in Teaching and Learning (3)

Focuses on the role of social justice in the educational community and ways to raise awareness of relevant issues among colleagues. Areas of emphasis will include: differentiated instruction, special education, inclusionary practices, legal and ethical issues, and community relations. Students will investigate relevant community partners, agencies, and charitable organizations within the community. Further, they will be aware of the impact of economic disparities within neighborhoods and predict the impact on local schools. Students will be able to identify an equitable classroom and identify instructional and assessment practices that promote equity. All research and project development will focus on specialization area.

ETM 5030 Application Software for Educational Settings (3)

Studies applications of technology to the curriculum in a variety of disciplines and reviews software and technology projects to enhance science, mathematics, social studies, language arts, and other pertinent curriculum areas. Criteria for evaluating software and technology projects are discussed, and technological resources in each curricular area are presented.

ETM 5040 Instructional Design and Multimedia Authoring (3)

Focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared

for classroom, school/district, and professional development use. Students learn how to use multimedia authoring tools to produce courseware for classroom use and how to incorporate multimedia design projects into their curricula.

ETM 5050 Technology Planning and Administration (3)

Prepares technology leaders for technology planning and administration, including staff development, management programs, legal issues, and grant writing. The course includes creating technology plans; reviewing acceptable use policies; working with IT department in school and district; previewing school management software, grade programs, counseling programs, special education programs, and library programs; managing change processes; and considering the ethical and societal impact of technology.

ETM 5060 Practicum (3)

One hundred hours of professional practice are required. Students may intern or conduct a project in a school, business, or other appropriate setting. Approval by program advisor is required. Some additional field experience hours may be required in conjunction with coursework.

ETM 5070 Exit Assessment (0)

The exit assessment is the culminating activity of the program. The student demonstrates learning and presents the e-portfolio for evaluation.

Ed.D. Leadership and Professional Practice**EDU 7001 Theories, Structures, and Systems (4)**

Explores best practices that have been identified to assist in the establishment of organizations. Evidence-based foundations are used to focus on those best practices that foster continuous quality improvement in schooling, and rethinking the connections in the relationships of stakeholders through the formulation of problem-solving teams that can approach quality through collaboration and scientifically-based practice. An enhanced linkage among stakeholders is encouraged and emphasized as a result of evidence-based exploration of best practices.

EDU 7002 Scientifically Based Practice: Research I (4)

Introduces the doctoral student 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 student'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.

EDU 7003 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 student 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.

EDU 7004 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 student in the completion of this course.

EDU 7005 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 student is expected to use evidence-based practice to form the pillars of a learning experience, evaluation, and revision for improvement.

EDU 7006 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 student is given an opportunity to expand personally and professionally through an evidence-based examination of how culture influences the workplace.

EDU 7008 Literature Review (3)

Literature Review affords the doctoral student the opportunity to increase literature review skills by defining research questions, learning and using search strategies, engaging in syntopical reading, organizing resources, and outlining an in-depth, scholarly literature review. The course also provides the student with the opportunity to advance his or her depth of knowledge in the dissertation topic. The student will prepare an annotated bibliography and a detailed outline of the literature review on the student's chosen dissertation topic.

EDU 7010 Professional Practice and Research (3)

Within the context of a student's professional practices, s/he will focus on an issue of interest. Students will conduct a meta-analysis of research, and explore the future of the field and the ethical issues in his/her area of interest. Students will reflect on the research and explorations and delineate the knowledge and abilities critical for a changing world.

EDU 7051 Intrapersonal Effectiveness (4)

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. Students analyze their personal character and competence as leaders, with the goal of maximizing their personal effectiveness. Students are encouraged to develop a habit of scientifically based practice of continual examination of

their own effectiveness and use of their evidence-based learning to effect personal improvement.

EDU 7052 Collaborative Teamwork and Team Development (4)

Building on the foundation laid in EDU 7051, this course is an extension from study of individual behavior and effectiveness to analysis of group or team behavior and leadership effectiveness. A collaborative team-based learning culture is utilized to simulate real-life problems and team-building processes. Course topics include: leadership dimensions, team learning, development and management, diversity, and organizational analysis and development. An evidence-based foundation is employed to support student learning and exposure to best practices expressed by recognized leaders in team building concepts.

EDU 7053 Creating Effective Organizations (4)

The culmination of individual behavior/effectiveness and team behavior / effectiveness, this course provides the student 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.

EDU 7151 Technology (2)

Assists the student in learning the uses of technology that facilitate the completion of the doctoral dissertation. Elements may include word processing, databases, spreadsheets, internet, project management software, web pages, and other appropriate applications. It is additionally used as a platform for the 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.

EDU 7152 Technology-Based Statistics (4)

Designed to equip students 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 students to analyze their data gathered for dissertations and to draw definite conclusions from their data. Additionally, students in the evidence-based educational environment are equipped to review the methodology and data generated by scientifically based research and draw useful and reliable conclusions from that data.

EDU 7201 through 7209 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 student's work and findings. The dissertation is designed to equip the student to engage

scientifically based inquiry and practice to effect problem identification and solutions in the environment of workplace.

Master's Level Elective Courses

EDU 5000 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 515C Culture, Ideas, and Values (3)

Requiring considerable independent work, students investigate significant research with emphasis on instructional leadership, the educational change process, and other current educational influences. Students critique materials selected and orally present their synthesizing of research findings.

EDU 553C 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 554C Instructional Design (3)

Formerly Paradigms of Planning –Emphasizing the decision-making process, this course is a survey of instructional models for teaching including planning, delivery, strategies, grouping, themes, and resources. Differentiated learning, including learning domains, teaching and learning styles, and multiple intelligences as well as evaluation of student performance and parental involvement are essential components of this course.

EDU 555C Issues and Trends in Teaching and Learning (3)

Addresses issues of philosophical importance including historical influences, diversity, educational theorists, family and society, health, and physical and emotional safety in schools. The correlates of effective schools will be emphasized.

EDU 556C Research into Practice (3)

Participants study conceptualization of research problems, development of hypotheses and strategies, and the use of quantitative and qualitative research, research into practice, problem-solving, and applied educational research.

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 6125 Evaluation and Training of Educators (3)

Based on current, historical evaluation, the course includes analysis of techniques, review of diagnostic and prescriptive measures, differentiated salaries, and higher education/teacher training.

EDU 6300 Cultural-Educational Experience (1-3)

Participants travel abroad to engage in educational and varied cultural experiences for assessing and enhancing educational programs.

EDU 6400 Financial Planning for Educators (3)

Investment strategies and retirement vehicles are explored, such as company retirement plans, stock market, mutual funds, certificates of deposit, annuities, trusts, income tax, social security, personal business, and real estate. This course is designed to prepare the educator to make decisions that will allow financial independence.

EDU 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 6770 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 a collaborative team. Candidates will provide both mentoring and 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 plan. 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 6775 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 a collaborative team. Candidates will provide both mentoring and 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 plan. 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 6900 Numeracy Specialists K-8 (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.

ELL 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 support required for each. This is an applied theory course with significant reading which provides a theoretical framework. Understanding how language is learned and acquired is fundamental to language instruction. The importance of socialization in the target language with transitions supports in the mother tongue is also explored.

ELL 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 students will be expected to design actual curriculum units within an authentic language context. Integrated approaches to grammar, vocabulary, pronunciation, and writing are examined and used by students to design their own authentic language course.

ETM 5010 Introduction to Educational Technology (3)

Focuses on developing proficiency in the foundational skills necessary for the master of education in technology PreK-12. Working in face-to-face, synchronous, and asynchronous environments, students develop skills necessary for competency in word processing, database, spreadsheet, presentation, and Internet applications. The course includes an overview of the use and management of technology in the educational setting and exploration of emerging resources. Elements such as Word, Excel, PowerPoint, Outlook, Internet Explorer, hardware, and troubleshooting are included.

ETM 5020 Integrating Technology into the Curriculum (3)

Examines applications of traditional and emerging technology to the curriculum with an emphasis on the use of technology as an instructional tool to enhance the quality of classroom instruction and facilitate the work of the teacher. This course includes lesson planning, hands-on experience with a variety of technologies, and discussions of the place of technology in dynamic school paradigms.

COURSES FOR TEACHERS - GENERAL ELECTIVES

Graduate Credit

The courses listed in this catalog are for graduate credit. Undergraduate credit courses are listed in the undergraduate catalog or www.trevecca.edu/soe/vesi
<http://www.trevecca.edu/soe/vesi>.

EDU 8100 Advanced Classroom Management: Children as Change Agents (2)

Provides information for professionals serving children and youth presenting behavior problems in the school or community. Focuses on cognitive and cognitive-behavioral interventions with an emphasis on teaching students how to change and manage their own behavior. Since previous knowledge and understanding of traditional behavioral concepts and strategies is required, it is strongly recommended that an introductory behavior management course be taken prior to this course.

EDU 8105 Violence in Schools: Identification, Prevention, and Intervention Strategies (2)

Individuals working with children and youth benefit from an understanding of school violence and intervention strategies. An overview of violence and motivational purposes behind

aggression is included with a focus on identification and intervention approaches to working with out-of-control behaviors. Discussion will include the correlation and impact of the media, community, and family upon violence and information about national resources available for parents and teachers.

EDU 8115 Autism and Asperger's Disorder: Information and Effective Intervention Strategies (2)

The instances of reported autism and Asperger's Disorder are increasing in our schools and classrooms. Individuals working with these children and youth need an understanding of the characteristics of these disorders, associated learning styles, communication weaknesses, and various intervention strategies. Discussion will include why individuals with autism spectrum disorders act the way they do, and what teachers and parents can do to enhance more appropriate behavior.

EDU 8130 Drugs and Alcohol in Schools: Understanding Substance Use and Abuse (2)

Individuals in schools benefit from an understanding of alcohol, drugs, and their influences in the classroom and schools. A focus will be on a contextual framework for understanding what students may be experiencing either through their own substance use or from a substance use by persons close to them. A basic historical perspective of substance use along with the biological, psychological, and social factors that comprise the disease of addiction is included to enable one to better understand the complex dynamics of this biological and social phenomenon.

EDU 8135 Educational Assessment: Assessing Student Learning in the Classroom (2)

Individuals working in schools require conceptual and technical skills to help identify educational goals and implement meaningful instructional strategies for effective learning by students with special needs. Discussion includes assessment for instructional programming. The focus will be procedures for designing/selecting, administering, and interpreting a variety of informal assessment measures typically used in schools. Included will be presentation of assessment information in an acceptable format to parents and teachers.

EDU 8150 Inclusion: Working with Special Needs Students in Mainstream Classroom (2)

General education and special education educators need an understanding of inclusion, one of the current educational reform movements that advocate education of students with disabilities in the general education classroom. Included will be defining key concepts and terms, identifying and describing federal legislature and court cases, and listing and describing the federal definition of students entitled to special services. Educators will identify the roles and responsibilities in providing special services to students educated in inclusive classrooms.

EDU 8155 Learning Disabilities: Practical Information for Classroom Teachers (3)

Individuals in the classrooms and schools need foundational knowledge of the major trends and unresolved issues in the field of learning disabilities. Application is designed for sensitive, appropriate assessment and evaluation of students, and

approaches to handling learning disabilities. A focus will include program planning and implementation, the importance of a close, positive partnership with parents or alternative caregivers, and methods for ensuring the home-school axis is effective and meaningful.

EDU 8160 Talented and Gifted Education: Working with High Achievers (2)

Talented and gifted education provides information on the history of the exceptional student in relation to education, current law, and accepted methods for referral, assessment, and identification of these students. Included are major program models and methods of differentiating instruction to meet the rate and level of learning of identified gifted students. A focus will be on meeting the affective needs of the gifted and talented student in the classroom.

EDU 8165 Teaching Diversity: Influences and Issues in the Classroom (2)

In order to effectively teach and/or lead in today's society, one must have an understanding of diversity issues. Application is designed to provide the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. Included are an

understanding of strategies to identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. A focus is on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. The challenge is to apply knowledge of the richness of contributions from our diverse society to an individual's teaching field.

EDU 8175 Understanding Aggression: Coping with Aggressive Behavior in the Classroom (2)

Includes topics on violence, aggression in the classroom, youth gangs, aggression in sports and on television, the role of drugs and alcohol in aggression and violence, and "hot spots" that tend to breed aggression and violence. Application enables school personnel to become more aware of the causes of aggression and ways to evaluate the aggression and intervene before the aggression turns to violence in the schools. Included is discussion about aggression in our communities through driving, dating, sports, television, and music and how these issues are dealt with in modern society.

TEACHING FACULTY (FULL-TIME TO THE UNIVERSITY)

JAMES AGEE

B.B.A., Eastern Nazarene College, 1994; Ph.D., University at Albany, 2000.

EDWARD C. ANTHONY

B.S., Southern Connecticut State University, 1979; M.S., Southern Connecticut State University, 1982; M.B.A., University of New Haven, 1991; Sc.D., University of New Haven, 1996.

JUDY BIVENS

B.S., University of Tennessee at Martin, 1969; M.A.T., Middle Tennessee State University, 1975; plus 30 in Technology, Western Kentucky University; M.I.S., University of Tennessee, 2000; Ed.D., Tennessee State University, 2008.

JONATHAN B. BURCH

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

PENNEY CARDEN

B.S., Whitworth College, 1975; M.Ed. Valdosta State University, 1999; Ed.D. Nova Southeastern University, 2004.

LINDA COLLINS

B.S., Middle Tennessee State University, 1970; M.A., University of Northern Colorado, 1977; Ed.D., George Peabody College of Vanderbilt University, 1990.

AMY CONDITT

B.S., University of Tennessee, 1992; M.S., University of Tennessee, 1993; Ed.S., Tennessee State University, 2002; Ed.D., Tennessee State University, 2004.

RUTH COX

B.A., Asbury College, 1970; M.A., Eastern Kentucky University, 1973; Ed.D., Nova Southeastern University, 1985.

DONNA GRAY

B.S., Trevecca Nazarene College, 1982; M.A., Middle Tennessee State University, 1986; Ed.D., Trevecca Nazarene University, 2005.

MARY FRANCES HAND

B.S., Middle Tennessee State University, 1982; M.Ed., Middle Tennessee State University, 1992; Ed.D., Trevecca Nazarene University, 2003.

SUZANN HARRIS

B.A., Free Will Baptist Bible College, 1975; M.Ed., Trevecca Nazarene University, 1991; Ed.D., Trevecca Nazarene University, 2003.

GEORGE KERSEY

B.S., George Peabody College of Vanderbilt University, 1968; M.Ed., George Peabody College of Vanderbilt University, 1970; Ed.D., George Peabody College of Vanderbilt University, 1986.

RUTH KINNERSLEY

B.A., Greenville College, 1982; M.S.L.I.S., University of Illinois, 1983; M.A.E., Olivet Nazarene University, 1989; Ed.D., Tennessee State University, 2009.

KAREN LEA

B.A., Northwest Nazarene University, 1984; M.A., U.S. International University, 1990; Ph.D., Walden University, 1999.

CAROL MAXSON

B.A., Olivet Nazarene University, 1988; M.A.E., Olivet Nazarene University, 1990; Ed.D. Nova Southeastern University, 2000.

RICHARD MOORE

B.S., Austin Peay State University, 1972; M.A., University of North Alabama, 1984; Ed.D., Tennessee State University, 1987.

RICHARD PARROTT

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

ALICE PATTERSON

B.S., George Peabody College of Vanderbilt University, 1977; M.Ed., George Peabody College of Vanderbilt University, 1985; Ed.D., George Peabody College of Vanderbilt University, 1992.

STEPHEN PUSEY

B.A., Olivet Nazarene University, 1975; M.A., Northern Arizona University, 1976; Ph.D., Ohio State University, 1981.

PRILLA SPEER

B.A., Trevecca Nazarene University, 1978; M.L.S., George Peabody College of Vanderbilt University, 1979.

ESTHER SWINK

B.S., Trevecca Nazarene University, 1969; M.L.S., George Peabody College of Vanderbilt University, 1976; Ed.D., George Peabody College of Vanderbilt University, 1987.

TANDY K. TAYLOR

B.A., Belmont College, 1977; M.Ed., Tennessee State University, 1982; Ed.D., Tennessee State University, 1987.

MICHAEL VAIL

B.A., Northwest Nazarene University, 1972; M.Ed., University of Idaho, 1976; Ph.D., University of Wisconsin-Madison, 1979.

MARCIA WALKER

B.S., Alcorn State University, 1994; B.S., Delta State University, 1999; M.Ed., Delta State University, 2000; Ed.D., Tennessee State University, 2006.

LENA HEGI WELCH

B.A., Trevecca Nazarene College, 1981; M.A., Auburn University, 1983; Ed.D. Trevecca Nazarene University, 2005.

DONNA YOUREE

B.S., University of Missouri, 1968; M.Ed., Middle Tennessee State University, 1985; Ed.D., Tennessee State University, 1998.

Graduate Religion Program

Master of Arts: Religion

**Biblical Studies
Theological Studies
Preaching**

Millard Reed School of Religion
McClurkan Building
615-248-1378 or Fax 615-248-7417

MISSION STATEMENT

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

STUDENT LEARNING OUTCOMES

The Graduate Program in Religion offers the master of arts degree. The graduate of this program should be able to:

1. Define the most significant issues arising from his/her major.
2. Identify the most significant contributions to his/her major.
3. Define and value the role of the Church for theological reflection.
4. Define and appropriate the practices of the Christian faith.
5. Define the meaning and significance of Biblical authority for theological reflection and Christian practice.
6. Engage in disciplined and independent research.
7. Frame and critique arguments.
8. Use research skills appropriate to the field of religious studies.

THE NATURE OF GRADUATE STUDY

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

All graduate work should exhibit no less than three of these characteristics. Superior graduate work should exhibit all of these characteristics:

1. Demonstrates freedom from spelling and grammatical errors
2. Reflects a serious engagement with secondary literature
3. Reflects a serious engagement with primary literature
4. Makes a sustained argument.

It is expected that graduate work be substantially more advanced than undergraduate work in at least the following ways:

1. Level of complexity
2. Depth of specialization
3. Quality of analysis
4. Capacity to synthesize material
5. Intellectual creativity
6. Breadth and depth of explanation
7. Pursuit of significant questions and issues
8. Reconsideration of the history of the discipline.

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

ADMISSION PROCEDURES AND POLICIES

Admission

When applying for admission, each applicant must submit:

- Undergraduate transcripts
- MAT/GRE scores
- TOEFL scores (International students/students who speak English as a second language)
- 2 letters of recommendations
- Application
 - \$25 non-refundable application fee
 - Philosophy of Ministry Statement

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

(1) Undergraduate Degree

Applicants must have completed an undergraduate bachelor's degree from a regionally accredited institution evidenced by an official transcript. The undergraduate degree should include at least 18 semester hours in religious studies. Any student who does not meet this requirement may be granted admission with "academic restriction" to the program by the graduate religion faculty if all other criteria have been met. A minimum cumulative GPA of 2.7 is required for regular admission. If an applicant does not have the required GPA, the applicant may petition the director of the Graduate Religion Program to consider alternative evidence of scholastic ability, including graduate work from other schools or acceptable test scores. According to the recommendations of the graduate religion faculty, an applicant may be admitted with restrictions, or denied admission. Applicants admitted with academic restriction may be granted regular admission upon completion of his or her file and 9 semester hours with a GPA of 3.0 or better.

(2) Nationally Recognized Aptitude Measurement

All applicants are required to complete the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). The MAT is offered on Trevecca's campus at regular intervals. Scores will be accepted from tests taken within the previous five years. All International Students are required to take the TOEFL. Any student for whom English is a second language may also be required to take the TOEFL before regular admission. (International students, see the Admissions section of this Catalog for TOEFL requirements.)

Miller Analogies Test Trevecca Policies and Procedures

Purpose

The Miller Analogies Test (MAT) is required for admission to the Graduate Religion Programs.

Call for Registration Information

Center for Leadership, Calling, and Service
Trevecca Nazarene University
333 Murfreesboro Road
Nashville, TN 37210
615-248-1346

Test Dates and Times

Monday through Friday by appointment

Test Fee

\$65.00

Registration Procedure

Mail or bring the following information to the Center for Leadership Calling and Service:

- Name, phone number
- Social Security number and picture ID
- \$65.00 (VISA, MasterCard, personal check, money order made to TNU) no cash please
- Desired date of test

Note: Institution will receive scores in approximately 3 weeks. For any further questions please call Center for Leadership, Calling, and Service, TNU at 615-248-1346. The Psychological Corporation may be contacted at 1-800-622-3231 for the nearest testing site.

(3) Letters of Recommendation

Two recommendations must be provided by each applicant. These should be from former teachers, with one being from a teacher in the field of religious studies, if possible. Forms will be provided to the applicant.

(4) Acceptance of Application

All credentials must be accepted by the director of the Graduate Religion Program. A review of the application, transcripts, letters of recommendation, and other relevant data will be conducted. Final approval for admission or denial is determined by the Graduate Advisory Committee, and applicants will be notified in writing at least two weeks prior to the beginning of classes. Students may not take courses beyond the first semester until all admission requirements have been met.

Admission Status

Students will be classified in the following ways:

1. Regular Admission

Admission file is complete and acceptable with no restrictions.

2. Admission with Academic Restriction

Prospective students who do not meet all requirements for Regular Admission may be granted Admission with Academic Restriction. The Admission with Academic Restriction status may become Regular Admission when the applicant completes

nine (9) semester hours in the M.A. graduate program at Trevecca Nazarene University with a GPA of 3.0 or better. Failure to meet all requirements for regular admission during the first nine (9) consecutive semester hours may result in disenrollment. Appeals may be made to the Graduate Religion Advisory Committee.

3. Candidacy Status

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

4. Graduate Transfer Students

An applicant who has earned graduate credit from another 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.

5. Dual Admission

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

6. Academic Probation

Any graduate student in religion will be placed on academic probation when his or her cumulative GPA falls below 3.0. The student will be informed in writing of the probation by the director and given no more than two semesters to raise the cumulative GPA to at least a 3.0. If the student does not raise the GPA within two semesters, he or she will be dismissed from the program.

Academic Counseling

Each student admitted to the program may select a member of the graduate faculty in religion for academic advising. The advisor will assist the student in planning his/her course of study.

MASTER 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 such programs beyond the baccalaureate degree. Its goal is to provide the depth of training, the specialized skills, and the sense of creative independence that will allow students both to practice and to contribute to their profession and to develop competence in methods of study appropriate to their areas of interest.

Two types of instruction are available in the M.A. program.

First, the primary course structure for the M.A. program is offered in the form of a concentrated seminar consisting of three days per session with at least two sessions required per semester. These sessions will be preceded and followed by extensive

preparation and research on the part of the students in order to maximize the time with the instructor. This special course structure is provided to allow ministers as well as others who are actively engaged in their professions to be involved in the program without seriously interfering with their normal responsibilities.

Second, certain courses in the undergraduate curriculum are designated as available to graduate students. A clear distinction will be made between undergraduate and graduate work in these classes, and provision will be made for personal guidance to the graduate student who will normally be involved in a research project related to the subject area of the class, one which will go significantly beyond the normal undergraduate requirements. No more than 9 hours may be taken from the undergraduate curriculum to apply towards the M.A. degree.

Typical Master of Arts Seminar Schedule

Monday	2:00– 5:00 Class Session I
Tuesday	8:00– 12:00 Class Session I 1:00– 5:00 Class Session I
Wednesday	8:00– 11:00 Class Session I 2:00– 5:00 Class Session II
Thursday	8:00– 12:00 Class Session II 1:00– 5:00 Class Session II
Friday	8:00– 11:00 Class Session II

Graduate Religion Program Grading System

Points Per Credit Hour

A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D-	0.7
F	0.0
I	Incomplete (see Incomplete Policy)
W	Withdrawn granted to students who officially withdraw from a class during the first five weeks or by approval of the director of the Graduate Program in Religion.

Major

Three areas of study are available for students to choose from for their major.

- Biblical Studies
- Theological Studies
- Preaching

Academic Load

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

Student Progress

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

Class Attendance

Regular class attendance is an important obligation, and each student is responsible for all work conducted in class meetings. Graduate faculty members should state clearly on each course syllabus the attendance policy that will govern the class. Faculty are required to accept the decision of the graduate religion faculty on all attendance policy appeals.

M.A. in Religion Degree Requirements

To receive the master of arts degree in religion, a student must earn thirty-six semester hours of credit with a cumulative GPA of 3.0 or better on a four-point scale in total work attempted while he or she is registered in the program, including any work transferred into the program. No more than three (3) grades below a B will be counted towards the degree (but will be counted towards the GPA). No grade below C- will count toward the degree.

Course Hour Requirements

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

Major:	Hours
Either Biblical Studies, Theological Studies, or Preaching	18*
Electives:	18
Total	36

*Preaching majors must take 6 hours in theology and 6 hours in Bible.

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

Thesis Research/Project Option

While most students will typically meet all requirements by successfully completing 12 courses, it is possible for students to opt for the thesis or research project in their major field study for 6 hours of credit. Students having successfully completed 30 toward their degree may request Thesis or the Research Project Option for completion of the final 6 hours of their major.

This request must be submitted in writing to the director of the Graduate Religion Program, outlining the proposed topic or area of study and including a tentative plan of completion of all work for the degree. A brief interview will be scheduled with the student to discuss the request, and upon approval of the request, the student must submit a detailed thesis prospectus or research project prospectus to the Graduate Religion Advisory Committee. Upon approval of the prospectus by the committee, a primary and secondary faculty reader will be appointed as the thesis/research project committee for the student, and the student will be permitted to register for the course REL 5500 Thesis Research.

The student will be required to register for REL 5501 Thesis Research in the following semester, and it is assumed that the thesis/research project will be completed at the end of that semester. In the event that the thesis/research project has not been completed, the student will be required to register for REL 5503 Research Extension and pay an extension fee of \$200. A maximum of 2 semesters of REL 5503 can be taken. Failure to satisfactorily complete the thesis/research project within the 24 months following the initial registration for REL 5500 Thesis Research will result in termination of the option.

Comprehensive Examination

Each student must successfully pass a Comprehensive Examination in order to receive the M.A. with a major in Religion. A student must have a GPA of 3.0 before being approved to take the Comprehensive Exam. The examination is intended to demonstrate the student's understanding of his/her major, the issues and resources available in the major, and the ability to connect the resources of the student's major to the life of the Church. The examination should also demonstrate that the student is capable of framing an appropriate Christian response to a contemporary issue. The examination must be completed in either the fall or spring semester. The earliest that the examination can be taken is in the student's last semester of coursework, but it can be taken after all coursework is complete.

The Comprehensive Examination is composed of three parts: a) a substantive essay that reflects on the student's major with particular interest given to the historic and contemporary issues, b) two integrative questions proposed by the student and augmented by the director connected to coursework in the major, and c) a synthetic essay drawing on the resources of the Christian faith and especially the student's program of study which responds to a contemporary problem confronting the Christian/Church.

The Comprehensive Examination will have the form of four essays. The student may use classroom notes, primary sources, and secondary sources. Proper notation is required. The examination should reflect theological understanding, clear thinking and argumentation, awareness of current resources, and the ability to write.

When a student is ready to take the Comprehensive Examination, an "Intent to Take Comprehensive Examination" form should be requested from the director of the Graduate Religion Program. This form must be turned into the director the semester before the student intends to take the examination. The entire examination must be turned into the director by the published date in the graduate religion catalog.

The Comprehensive Examination will be evaluated by no less than three members of the graduate religion faculty. Each part of the examination and the entire examination will be given one of the following levels of distinction: Pass with Distinction, Pass, or Fail. If the examination is failed, the student will be given one chance to correct the problem. If the problem is not corrected to the satisfaction of the director, the student will be dismissed from the program. The decision of the graduate faculty may be appealed in writing to the dean of the Millard Reed School of Religion.

The timeline for the Comprehensive Examination is as follows:

1. The "Intent to Take the Comprehensive Examination" is submitted the semester prior to the actual examination;
2. The student proposes three integrative questions based on major work and submits them January 15 for Spring graduation or September 15 for December graduation;
3. The director returns the actual examination to the students by February 15 or October 15 respectively;
4. The student composes and returns the examination to the director by March 15 or November 15 respectively;
5. The results for the examination are communicated to the student by the director.

When all coursework is complete with at least a 3.0 GPA and the Comprehensive Examination is judged to be either a Pass with Distinction or Pass, the student will be recommended for the Master of Arts with a major in Religion by the director.

MASTER OF ARTS COURSE DESCRIPTIONS

GENERAL RELIGION

REL 5500-5501 Thesis Research (3-6)

For those students who choose to write a thesis/research project in lieu of 2 courses within their major field. Both sections must be taken at regular tuition charges.

REL 5503 Thesis Research Extension (0)

Must be taken by students who have registered for REL 5500-5501 and have not completed their thesis/research project within one year. A \$200 extension fee will be charged for the course, and a student may only register for REL 5503 twice.

REL 5505 Interdisciplinary Seminar in Religion (3)

A course designed to facilitate a topic, theme, or issue that requires an interdisciplinary scope.

BIBLICAL THEOLOGY/ BIBLICAL STUDIES**BIB 5711 Genesis (3)**

A study of the first book in the Bible, with particular emphasis on major sections, themes, or theological issues.

BIB 5713 Deuteronomy (3)

A study of the "second law," with major consideration of the biblical and theological theme of law in the Old Testament.

BIB 5716 Psalms (3)

A study of the varieties of form, function, genre, and settings in life of the Psalms, with intensive study of representative examples.

BIB 5717 Eighth-Century Prophets (3)

A study of the golden age of prophecy including the works of Amos, Hosea, Micah, and the early Isaiah.

BIB 5722 Pentateuch (3)

A historical and theological study of the first five books of the Old Testament.

BIB 5723 Deuteronomistic History (3)

A historical, literary, and theological study of the kingdoms of Israel and Judah as presented in Joshua, Judges, I and 2 Samuel, and I and 2 Kings.

BIB 5724 Old Testament Prophets: Pre-Exilic and Exilic (3)

A study of the phenomenon of prophecy in the Old Testament. Specific attention will be given to historical and exegetical analysis of those prophets preaching prior to and during the exile.

BIB 5725 Post-Exilic Literature and Faith (3)

A historical, literary, and theological survey of the post-exilic period through the study of the post-exilic prophets, the Megilloth, and the chronicler's history. Selected apocryphal materials of the era will also be examined.

BIB 5726 Psalms and Wisdom Literature (3)

A study of the devotional literature compiled in the Psalms and those books in the third division of the Hebrew canon commonly called wisdom literature

BIB 5727 Apocalyptic Literature (3)

A study of the literary genre known as apocalyptic that flourished in the 2nd and 1st centuries B.C. and A.D., including the canonical books of Daniel and Revelation.

BIB 5728 Wisdom Literature (3)

A historical, literary, and theological survey of portions of the Hebrew canon commonly called the wisdom literature, with a particular focus on the development of a wisdom theology in a post-prophetic era.

BIB 5731 Intermediate Hebrew (3)

Further study of Hebrew language with emphasis on translation from the original text.

BIB 5732 Advanced Hebrew (3)

Emphasis on translation of selected passages from the Hebrew Bible, stressing grammatical and textual matters.

BIB 5733 Readings in Hebrew Bible (1-3)

Primary emphasis on rapid reading the language; may be taken in conjunction with another Hebrew Bible course.

BIB 5734 Directed Study in Hebrew (1 -3)

A particular study in a selected portion of the Hebrew Bible under the direction of a qualified professor.

BIB 5740 Old Testament Theology (3)

A historical and methodological examination of the discipline of Old Testament Theology, with a survey of the various theological genres within the Old Testament and the major theological themes developed therein.

BIB 5741 Deuteronomistic Theology (3)

A biblical-theological study of the major theological themes that tie together the works of the Deuteronomist.

BIB 5742 Theology of Exile (3)

A study of the theological impact of the devastating reality of exile with in the life and faith of Israel in the 6th century.

BIB 5744 Theology of Wisdom (3)

A study of the major theological themes and motifs that are characteristic of Old Testament wisdom literature.

BIB 5760 New Testament Theology (3)

A study of the historical, methodological, and conceptual development of the discipline of New Testament Theology, with particular focus on the unique contributions of major New Testament authors to the holistic theology developed in the early Christian Church and implications of such study for the contemporary Church.

BIB 5761 Pauline Theology (3)

A study of the major theological themes and issues dealt with in Paul's epistles, with a focus on Paul's influence on the theology of the early Christian Church as a whole.

BIB 5762 Lukan Theology (3)

A study of the major theological issues found in Luke-Acts, with particular emphasis on their relationship to Pauline theology and the theology of the Synoptic Gospels.

BIB 5763 Intermediate Greek (3)

More detailed study of the grammar and syntax of New Testament Greek accompanied by sight translation of selected readings in the Gospels and epistles.

BIB 5764 Johannine Theology (3)

A study of the dominant theological emphasis of the Gospel of John, the Epistles of John, and the Apocalypse in relation to the rest of the New Testament.

BIB 5766 Resurrection in the New Testament (3)

A Biblical and theological investigation of the key New Testament texts that deal with resurrection, with special emphasis on the Pauline Epistles and the Gospels, as well as attention to significant secondary literature on resurrection.

BIB 5771 Synoptic Gospels (3)

A study in the books of Matthew, Mark, and Luke with special emphasis upon the Synoptic problem, the issue of the priority of Mark, and the essential structure of all three Gospels.

BIB 5772 Mark/Matthew (3)

A study of the life and teaching of Jesus as presented in the Gospel of Mark and the Gospel of Matthew, with special attention to their literary relationship and the uniqueness of each.

BIB 5773 Luke-Acts (3)

A study of the Lukan as a literary unit embracing the life and ministry of Jesus and the development of the early Christian Church around the confession of the resurrected Messiah, with attention also given to the relationship of Luke-Acts to the other Gospels.

BIB 5774 Johannine Literature (3)

An investigation of the characteristics, purposes, and central themes of the gospel and Epistles of John, with attention also given to their relationship with the Synoptic Gospels.

BIB 5775 Hebrews and General Epistles (3)

A study the major themes and motifs of Hebrews, James, I & II Peter, and Jude.

BIB 5776 Readings in the Greek New Testament (1-3)

A specialized study in the Greek text of selected portions of the New Testament designed to facilitate a more rapid and thorough ability to read the Greek text.

BIB 5777 Advanced Greek (3)

A specialized study of selected portions of the Greek text that provides the opportunity to translate with enhanced grammatical and syntactical facility, providing greater understanding of the text.

BIB 5780 Pauline Epistles (3)

A study of the life, teaching, and theology of the Apostle Paul based on a thorough analysis of the Pauline Epistles and consideration of pertinent secondary sources including Luke-Acts.

BIB 5781 Romans (3)

A study of the major literary and theological themes explicated in Paul's epistle to the church at Rome.

BIB 5782 Corinthian Correspondence (3)

A thorough study of the books of I and II Corinthians, with a focus on major theological themes and significant literary problems within the books.

BIB 5783 Galatians (3)

A study of the major themes and issues addressed in Paul's Epistle to the Galatians, with emphasis on the theological relationship of Galatians to the rest of Paul's epistles and the remainder of the New Testament.

BIB 5784 Christological Epistles (3)

A study in the books of Ephesians, Philippians, and Colossians, with a primary emphasis on the development of the understanding of Christology within each book.

BIB 5785 The Thessalonian Epistles (3)

A thorough study of I and II Thessalonians with special emphasis on the major themes of sanctification and eschatology developed therein.

BIB 5786 The Pastoral Epistles (3)

A study in I and II Timothy and Titus, with special emphasis on the relationship of these works to the other Pauline Epistles.

BIB 6000 Seminar in Old Testament (3)

Designed to provide the opportunity for thorough study of selected portions of the Old Testament canon or special issues in Old Testament studies.

BIB 6100 Seminar in New Testament (3)

A specialized course designed to provide thorough study in an area of special interest within New Testament studies.

BIB 6200 Seminar in Biblical Theology (3)

A study of a significant biblical theme, concept, or motif, with special emphasis on the development of that idea throughout the entire Christian canon.

BIB 6300 Seminar in Old Testament Theology (3)

A specialized study in one of the major theological themes or motifs in the Old Testament.

BIB 6400 Seminar in New Testament Theology (3)

A specialized study of one or more major theological themes as developed within the entire New Testament.

BIB 6500 Prophet and Society: Communicating the Prophetic Message in contemporary Culture (3)

An examination of the message of the eighth and seventh century B.C. prophets in light of the political, economic, social, and religious milieu of their day and the manner in which that message is communicated in the contemporary setting.

SYSTEMATIC THEOLOGY/HISTORICAL THEOLOGY**THE 5800 Theological Method (3)**

A study of the variety of approaches taken to create a systematic theology, with particular emphasis on the implications of various presuppositions to the outcomes of the task of doing theology.

THE 5801 Systematic Theology I (3)

A study of the nature, scope, and sources of theology; revelation; the doctrine of God; Christology.

THE 5802 Systematic Theology II (3)

A continuing study of Christology, anthropology, sin, salvation, the Holy Spirit, the Church, and eschatology.

THE 5812 Doctrine of the Trinity (3)

A study of the fundamental Christian affirmation that God is triune. Attention will be given to historical development of the doctrine of God, especially in its Latin and Greek formulations. The course will look at various systematic intersections. (i.e., ecclesiology, soteriology, selfhood, worship, etc.). Particular attention will be given to recent discussions of the Trinity—Moltmann, Pannenburg, Jenson, Jungel, Milbank, and LaCugna.

THE 5813 Christology (3)

A study of the person, work, and nature of Jesus as the Christ, with emphasis on the historical development of the doctrine and the implications for the rest of the theological enterprise.

THE 5814 Pneumatology (3)

A study of the person, nature, and work of the Holy Spirit, with particular emphasis on that doctrine within the holiness movement.

THE 5818 Ecclesiology (3)

A theological study of the doctrine of the Church.

THE 5820 Theology of Holiness (3)

A study of the biblical, historical, theological, and practical implications and applications of the doctrine of holiness.

THE 5821 Theology of Atonement (3)

A study of the biblical and historical understandings of the atoning work of Christ, with special emphasis on developing an understanding of atonement that is consistent with a Wesleyan theology.

THE 5822 Suffering and Evil: Theodicy (3)

A study of the problem of evil and suffering within the predicament, with special emphasis on the biblical, historical, and theological dimensions of the issue.

THE 5823 Theology of Worship (3)

A biblical and historical examination of the nature and meaning of worship as it has developed through the centuries, with special emphasis on developing a contemporary theology of worship.

THE 5830 The Theology of John Wesley (3)

A study of the life, thought, and doctrinal commitments of John Wesley with special attention to the doctrine of perfection.

THE 5831 Theology of Karl Barth (3)

A study of the life, thought, and doctrinal commitments of Karl Barth and the impact of Barth's theology upon present theological discussion and practice of ministry.

THE 5871 History of the Ancient and Medieval Church (3)

A survey of the major movements of the Christian Church from the New Testament through the end of the 15th Century A.D. Doctrine, polity, church life and worship in each period will be covered.

THE 5872 History of the Reformation and Modern Church (3)

A survey of the major movements and figures of the Christian Church from the Reformation of the 16th Century A.D. to the present. Doctrine, polity, church life and worship in each period will be covered.

THE 5873 History of the Church in North America (3)

A survey of the major movements and figures of the Christian Church in North America. Doctrine, polity, church life and worship in each period will be covered.

THE 5874 History of Holiness Theology (3)

A study of the historical development of the doctrine of holiness from biblical times to the present, with special emphasis upon the Wesleyan understanding of Christian perfection and its subsequent development within the American Holiness Movement.

THE 5875 History and Polity of the Church of the Nazarene (3)

The history of the Church of the Nazarene with special attention given to its organization and distinctive mission. The place of the Church of the Nazarene in the history of the Christian Church in North America and its relation to the holiness movement and other holiness churches will be covered. Non-Nazarenes may petition for a special study in their own denominational history and polity.

THE 5880 Philosophical Theology (3)

A study of the relationship of the field of philosophy with theology, including an examination of the interplay between the disciplines in their respective developments.

THE 5881 Moral Theology (3)

Intends to consider the meaning of Christian character through a disciplined reflection on scripture, tradition, reason, and experience. A significant part of the course will examine the philosophies of Plato, Aristotle, and Kant as they have helped to shape moral reflection in the Christian tradition. Careful attention will be given to the theological work of Augustine, Aquinas, Luther, and Wesley as these works relate to the formation of character. Some attention will be given to the recent influence of Barth, Tillich, Yoder, Gustafson, Hauerwas, MacIntyre, and Milbank.

THE 6000 Seminar in Theology (3)

Designed to provide the opportunity for thorough study of selected topics in theology or particular theologians.

THE 6100 Seminar in Philosophical Theology (3)

A study of a special topic or an influential philosopher.

THE 6200 Seminar in Historical Theology (3)

Designed to provide opportunity to study selected movements or developments within a selected era or area.

THE 6202 The Life and Theology of Jacob Arminius (3)

An investigation of the theology of Jacob Arminius with special emphasis given to his ideas concerning free will and salvation.

Through readings and a series of papers, the student will explore the historical and theological context of Arminius' thought as well as some of the ways in which his ideas have shaped and continue to shape our current theological discourse.

THE 6203 Christian Humanism in the Age of Reformation (3)

An investigation of the contributions of several key thinkers who developed the early forms of modern humanism.

THE 6204 Crusades (3)

Examines historically and theologically the Crusades. Emphasis will be placed on the impact of the Crusades on European culture then and now.

THE 6303 Forgiveness (3)

A study of the biblical, historical, and theological implications of forgiveness for the practice of ministry and the Christian faith in the contemporary setting.

PREACHING AND PRACTICAL THEOLOGY

PRA 5201 Spiritual Formation (3)

Graduate study in the heritage, theology, and practices of Christian spiritual formation, including a Wesleyan perspective articulated through the means of grace.

PRA 5709 Preaching the Old Testament (3)

A study of the most effective ways to preach specific genres, forms, and types of Old Testament texts to contemporary Christian audiences.

PRA 5799 Preaching the New Testament (3)

A study of the most effective ways to preach the various genres, forms, and types of New Testament literature to contemporary Christian audiences.

PRA 5916 Youth, Culture, Ministry (3)

An exploration of the various cultural influences that influence contemporary youth (including adolescence) and youth ministry.

PRA 5932 Leadership Skills and Conflict Management (3)

A study of leadership styles, personal leadership skills, and concepts of conflict management.

PRA 5940 Homiletics (3)

A study of the varieties of effective homiletical styles and methods, including the theoretical basis, the theological underpinnings, and an evaluation of working models of various kinds of sermons.

PRA 5941 Principles of Communication in Ministry (3)

This course examines the relationship of principles of communication to the practice of leadership and service in Christian ministry contexts. This course will equip the student to analyze, interpret, critique, and influence human communication in diverse forms: intrapersonal communication, small group transactions, organizational communication, and mass communication.

PRA 5945 Transformational Preaching (3)

A careful examination of the basic paradigms for effective preaching of the gospel in a post-modern culture with special emphasis on transformational models and the varieties of homiletical methods that can be utilized as means of change.

PRA 5949 Biblical Preaching (3)

An intensive study of a particular biblical book as a preaching resource, with emphasis on the historical and theological background of the book. The student will be exposed to a variety of types of sermons that can be developed from selected passages within the book.

PRA 5952 Youth Ministry (3)

Preliminary course addressing the practice of youth ministry; includes both a theoretical introduction to youth and youth ministry as well as a practical overview of the practice of educational ministry with youth.

PRA 5953 Issues in Associate Ministry (3)

An integrative course designed to interact with various contemporary issues within the discipline of associate and Christian education ministries, including youth ministry, worship, and compassionate ministry. Attention will be given to the study of practical theology, issues in multiple staff, and the development of individual research with the student's particular area of interest within Christian education.

PRA 5970 Preaching: A Contemporary Introduction (3)

Designed to acquaint the student with homiletical theory especially as it has been framed over the last decade. Attention will be given to the moves, framework, images, and language of contemporary homiletical theory and how that relates to preaching in the twenty-first century.

PRA 5971 A History of Preaching (3)

Surveys the history of preaching in the Christian tradition from the early church to the present. Special attention will be given to the notable preachers, characteristic rhetorical styles, and general themes of preaching in the Early, Medieval, Reformation, Modern, and Contemporary eras of Church history.

PRA 5972 Preaching as an Interpretative Act (3)

Encourages participants to become aware of and acquire a fresh perspective upon their own interpretive strategies, both in terms of the biblical text and the community, and to sharpen their practices of interpretation in dialogue with recent critical thought.

PRA 5973 Preaching in the Postmodern World (3)

Examines the postmodern milieu and its implications for preaching. We will think together about what demands postmodernity makes upon us as preachers, and what opportunities it affords us.

PRA 5974 Preaching as a Social Act (3)

Encourages a deeper look at the way preaching can attend to the social realities in which it is embedded. We will consider how preaching arises from social settings and yet stands apart from them, able thus to reflect as well as affect. We will examine how

preaching does things with words (i.e., is active) uttered in and through the assembly (i.e., is social).

PRA 5975 Preaching and the Imagination (3)

Focuses on the ways the preacher can utilize the imagination in the service of proclaiming the gospel. Together we will discover how to approach the text with an imaginative eye (and ear) and how the use of imagery can assist in the formation of both interesting and compelling sermons.

PRA 5980 Testimonial Preaching (3)

Examines an emerging field of homiletics called "testimonial homiletics." The benefits, effects, and distinctiveness of this model will be evaluated with attention given to its usefulness as a paradigm for preaching in a postmodern, Wesleyan, evangelical context.

PRA 5981 Preaching in Church Crisis (3)

Links the reality that some preaching will become actual in crisis situations in the church. The nature of church crisis and how biblical preaching from the heart of a pastor can become a healing grace will be the major focus of this class.

PRA 5990 Preaching as Moral Theology (3)

Treats the role of preaching in the moral formation of a congregation. Attention will be drawn to the frequent mention of behavior in the biblical witness as well as the role of preaching in calling attention to moral transformation.

PRA 6101 Narrative Preaching (3)

Examines the narrative form of scripture and seeks to train preachers in the art of creating narrative-shaped sermons. Specific skills to be taught include storytelling, narrative plot, and congregational exegesis.

PRA 6300 Seminar in Practical Theology (3)

Designed to provide the opportunity for thorough study of selected areas or topics of practical theology.

PRA 6400 Seminar in Preaching (3)

Designed to offer opportunity for special areas of interest in the field of preaching to be treated.

PRA 6401 Preaching as Pastoral Care (3)

Designed to link preaching ministry with pastoral care. Attention will be given to how preaching renders the grace of God to a congregation such that pastoral care is accomplished. Some attention will be given to how preaching joins other pastoral care practices in order to provide a larger ministry to a congregation.

PRA 6402 Preaching and Old Testament Narratives (3)

This course will define, discuss, and practice the resources found in the Old Testament narratives for preaching.

PRA 6405 Preaching the Message of Holiness from Old Testament Texts (3)

An examination of both the priestly and prophetic calls to holiness and the manner in which these voices might be preached in light of contemporary homiletical theory and recent studies in imagination and preaching.

PRA 6406 Preaching to Exiles (3)

An examination of the significance of Babylonian exile and the diverse texts written in the midst of this time, including Deuteronomy, Jeremiah, Ezekiel, Isaiah 40-55, and Lamentations, in light of the enduring significance that these texts have for preaching in the contemporary setting.

PRA 6407 Preaching Gospel Narratives (3)

This course will define, discuss, and practice the resources found in the gospel narratives for preaching.

PRA 6408 Preaching the Epistles (3)

This course will define, discuss, and practice the resources found in the New Testament for preaching.

PRA 6409 Preaching the Parables (3)

This course will define, discuss, and practice the resources found in the parables of Jesus for preaching.

PRA 6425 Preaching and the Christian Year (3)

Focuses on the utilization of the revised common lectionary for preaching through a three-year cycle. Preaching the overarching themes of Advent, Christmas, Lent, Easter, and Pentecost will be explored. The sermonic possibilities for "ordinary time" will also be examined.

PRA 6500 Prophet and Society: Communicating the Prophetic Message in Contemporary Culture (3)

An examination of the message of the eighth and seventh century B.C. prophets in light of the political, economic, social, and religious milieu of their day and the manner in which that message is communicated in the contemporary setting.

FACULTY OF THE GRADUATE RELIGION PROGRAM

TIMOTHY M. GREEN, Director of Graduate Religion Program, Dean of Millard Reed School of Religion, Professor of Old Testament Theology and Literature, 1991-
B.A., Olivet Nazarene University, 1983; Ph.D., Vanderbilt University, 1997.

DAN BOONE, Professor of Pastoral Theology and Preaching, 2005 -
B.A., Trevecca Nazarene University, 1974; M.Div., Nazarene Theological Seminary, 1977; D.Min., McCormick Theological Seminary, 1996.

BRYCE FOX, Associate Professor of Christian Education and Youth Ministry, 2001-
B.A., Olivet Nazarene University, 1986; M.A., Asbury Theological Seminary, 1995; Ph.D., Indiana University, 2001.

STEVEN T. HOSKINS, Associate Professor of Religion, 1995-
B.A., Trevecca Nazarene University, 1986; M.Div., Nazarene Theological Seminary, 1990; M.A., St. Louis University, 2004; Ph.D., Middle Tennessee State University, 2009; PhD Graduate Theological Foundation, 2010.

MICHAEL D. JACKSON, Associate Professor of Religion, 2010-
B.S., Jacksonville University, 1975; M.Div., Nazarene Theological Seminary, 1978; D.Min., McCormick Theological Seminary, 2003.

NATHAN R. KERR, Associate Professor of Religion, 2007-
B.A., Olivet Nazarene University, 2000; M.A., Olivet Nazarene University, 2002; Ph.D., Vanderbilt University, 2008.

DANIEL B. SPROSS, Professor of Bible and Theology, 1988 -
B.A., Point Loma Nazarene University, 1971; M.A. Mennonite Brethren Bible Seminary, 1979; M.Div., Nazarene Theological Seminary, 1981; Ph.D., Southern Baptist Theological Seminary, 1988.

Part-time Faculty

H. RAY DUNNING, Professor Emeritus of Theology and Philosophy, 1964 -
B.A., Trevecca Nazarene University, 1948; B.D., Nazarene Theological Seminary, 1951; M.A., Vanderbilt University, 1952; Ph.D., Vanderbilt University 1969.

Graduate Organizational Leadership Program

Master of Organizational Leadership

Organizational Leadership

615-248-1529

MOL@trevecca.edu

www.trevecca.edu/mol

ORGANIZATIONAL LEADERSHIP PROGRAM DESIGN

This 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 an online cohort group as well as 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.

The format and schedule of the Master of Organizational Leadership is designed for working professionals or life-long learners who may not have access to a local university or who desire to further their education via a Christian institution of higher education. The two-year program includes some time off during the summer.

FROM THE ASSOCIATE PROVOST AND DEAN OF ACADEMIC AFFAIRS

Jesus provided an exemplary paradigm of leadership practices. He modeled servant leadership when he washed the feet of his disciples. In their leadership model, Kouzes and Posner espoused five leadership applications that Jesus lived out in his life and ministry: He modeled the way, inspired a shared vision, challenged the process, enabled others to act, and encouraged the hearts of his followers. Our leadership challenge is to go and do likewise in the institutions we serve.

Carol A. Maxson, B.A., M.A.E, Ed.D.

Associate Provost and Dean of Academic Affairs

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.

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 a completed Trevecca Nazarene University online application form.
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 all colleges and universities attended for undergraduate and graduate work.
*Official Transcript: a transcript with a registrar's seal from the institution granting credit sent directly to College of Lifelong Learning Admissions, Trevecca Nazarene University, 333 Murfreesboro Rd., Nashville, TN 37210.
3. Submit a professional resume.

- Applicants are also required to read the two articles provided in the application process--(Why executives derail, What it takes to be great)--and make their case regarding the strategy they will undertake to be successful (a) in the MOL program and (b) in their professional career. The paper should be 2-3 pages double-spaced, Times New Roman 12-point font and should reflect the applicant's best writing. The paper will be graded on a 5-point scale and requires a minimum grade of 3.5 to meet the benchmark.

TUITION AND FEES

Tuition	\$343.00 per credit hour
Technology fee	\$50.00 per course
MOL investment	\$12,948.00

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

GRADUATION REQUIREMENTS

- Successful completion of the approved MOL curriculum with a minimum of 36 graduate semester hours of coursework.
- A minimum cumulative grade point average of 3.0 or higher. No more than two C grades are permitted in the courses in the program. A third C requires students to repeat one of the three courses in which C's were received. Any course receiving a grade of lower than a C- must be repeated.
- Successful completion of the capstone course with a minimum grade of B-.
- 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.
- Payment of all tuition and fees.

ORGANIZATIONAL LEADERSHIP COURSES

Descriptions

MOL 5010 Personal Leadership Development (3)

Exemplary leaders recognize that self-leadership is a prerequisite to leading others. Learners in this course examine personal leadership attributes, characteristics, and behaviors. The Myers-Briggs Type Indicator is used to help learners understand their personal preferences, leadership styles, personality differences, and how to use that information as leaders, particularly as servant leaders. This foundation is used to develop learning strategies, a sense of Christian vocation, and the ability to anticipate professional opportunities.

MOL 5020 Concepts of Leadership (3)

Provides learners with a broad overview of leadership strategies and practices in a variety of organizational settings. Leadership

theories, processes, and best practices are analyzed and applied with special emphasis on servant leadership. Also included are inventories of learners' leadership behaviors and the creation of individual leadership development plans. Development of leadership portfolios begins.

MOL 5100 Organizational Culture (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. Learners discern the importance of identifying strategic values and, as servant leaders, the importance of listening and empathizing, when attempting to manage organization-wide change.

MOL 5110 Organizational Politics (3)

Investigates the importance of social skills and managerial intelligence in organizations and analyzes organizations from the perspective of internal political systems. Learners recognize, as servant leaders, the ethical use of power and empowerment and how important it is for leaders to understand, exploit, and smother the political climate in an organization to maximize the organizational outcome and satisfaction levels of the people.

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 importance of ethical and values-based foundations of organizations as well as the legal environments in which they operate. Learners acquire greater understanding of and appreciation for the impact of values, ethical behavior, and diverse legal and regulatory requirements on the shaping of leadership style and organizational performance. The servant leadership model is used to help learners recognize the importance of deep commitment to the growth of each individual within his or her institution.

MOL 5170 Allocating Financial Resources (4)

Provides learners with financial interpretation skills necessary to knowledgeably read financial statements and understand how the results of leaders' decisions can impact their organizations' fiscal performance. Topics include basic accounting concepts, fundamentals of finance, budgetary concepts, project cost-benefit analysis, and the general business environment, and how to assess the financial well-being of an organization.

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 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.

GRADUATE ORGANIZATIONAL LEADERSHIP PROGRAM ADMINISTRATION**DAVID M. PHILLIPS, Dean, College of Lifelong Learning and Director of Organizational Leadership Program, 2011—**

B.A., Point Loma Nazarene University, 1973; M.A., Azusa Pacific University, 1989; D.Min., Fuller Theological Seminary, 1998; M.A., Education, Adult Education, and Distance Learning, 2004; M.S. Education, 2010.

GRADUATE ORGANIZATIONAL LEADERSHIP FACULTY**Faculty****JAMES E. AGEE, III, Associate Professor of Business, 2000—**

B.B.A., Eastern Nazarene College, 1994; Ph.D., University at Albany, 2000.

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