

TREVECCA NAZARENE UNIVERSITY

2025-2026 CATALOG

GRADUATE CATALOG

A CHRISTIAN UNIVERSITY

— in the heart of —

NASHVILLE

TREVECCA.EDU

Graduate Catalog

2025-2026

2025-2026 Graduate Catalog

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

Catalog Effective Dates: August 16, 2025-August 15, 2026

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University Academic Calendar 2025-2026

Faculty/Administrator Workshops	August 15 & 18
President's Event	August 14
Beginning of Fall Semester	August 26*
Graduation Application Deadline- December 2025 Graduates	October 31
Fall Board of Trustees Meeting	Nov 6-8
Homecoming	November 7-8
End of Fall Semester	December 11
Graduation Application Deadline- May/August 2026 Graduates	December 31
Beginning of Spring Semester	January 7
Spring Board of Trustees Meeting	March 19-21
Top Nazarene Talent (TNT) at TNU	April 9-12
End of Spring Semester	April 29
Commencement	May 3
Beginning of Summer Semester	May 2*
End of Summer Semester	August 15*

**Starting and ending dates for classes in undergraduate and all graduate programs vary within the framework of each semester. Dates for adult studies and graduate programs are published on the program websites and are available from The Office of Graduate and Adult Education.*

Other Important Dates for Traditional Undergraduate Program 2025-2026

FALL SEMESTER 2025

2025 New Student Encounter	June 20
Fall 2025 Student Teacher Orientation	July 29
New Student Orientation	August 21-24
Returning Student Check In	August 27
Classes Begin	August 26
Labor Day	September 1
Last Day to Add and Drop Classes	September 2
Fall Break	October 13-14
Class Advising for Spring Semester	October 16-27
Last Day to Drop a Class with a "W"	October 30
Thanksgiving Break	November 26-28

Spring 2026 Student Teacher Orientation	December 4
Final Exams-Fall Semester	December 9-11
SPRING SEMESTER 2026	
New Student Orientation/Registration	January 5-6
Returning Student Check In	January 9
Classes Begin	January 7
Martin Luther King Jr. Day	January 19
Last Day to Add and Drop Classes	January 13
Spring Break	March 9-13
Class Advising for Summer and Fall Semesters	March 11-22
Last Day to Drop a Class with a "W"	March 19
Easter Break	April 3-6
Final Exams-Spring Semester	April 27-29
SUMMER SESSION 2026	
Summer 2026 Full Session	May 4 - August 15
Online Summer Session I	May 11 - June 21
Online Summer Session II	June 1 - July 12
Online Summer Session III	June 22 - August 2

General Information

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

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

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

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

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

Student Responsibility

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

A WORD FROM THE PRESIDENT

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

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

With profound hopes for you,

Dan Boone, President

TREVECCA NAZARENE UNIVERSITY

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

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

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

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

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

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

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

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

LOCATION

The University is located in southeast Nashville on Murfreesboro Road. It is easily accessible from all points in the city including three major interstate highways and is about five miles from the

airport. Nashville is the home of country music, health care conglomerate headquarters, internationally known publishers, the state Capitol and state government offices, and nationally famous entertainment and historic sites. Trevecca is one of fifteen colleges and universities in Nashville.

MISSION

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

PURPOSE

Trevecca Nazarene University, founded in 1901 by J.O. McClurkan, is a private, accredited, comprehensive institution of higher learning that exists to meet the higher educational needs of 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 any students who subscribe to these ideals and standards.

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

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

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

competent, professionally qualified, and fully committed to the University's mission and purpose.

VISION

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

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

Two things are needed to make the difference—

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

People whose practical expertise is transforming.

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

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

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

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

- Generous donors will see the difference Trevecca is making in the world and will fund the cause with unprecedented gifts.
- Murfreesboro Road will be changed visibly, socially, and morally.

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

HISTORY

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

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

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

From the very beginning Trevecca has sought to provide Christian education for both ministers and laymen. Today its educational program is reflected in more than one hundred certificate, associate, baccalaureate and graduate majors. Its service-oriented philosophy has resulted in worldwide alumni representation.

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

On a hill stands old Trevecca, lined against the sky.

Hallowed halls of faith and learning, as the years go by.

We will honor and we'll love her; we will stand for right.

Always carry high her banner, hail to the purple and the white.

Chorus:

Fellow students, may we honor her; and be ever true.

Sons and daughters she'll be proud of—Dear old T.N.U.

The first president of Trevecca was the Rev. J. O. McClurkan (1901-1914). He was followed by Dr. C. E. Hardy (1915-1919, 1920-1925, 1928-1937), Dr. S. S. White (1919-1920), Mr. John T. Benson (1925-1926), Dr. A. O. Hendricks (1926-1928), Dr. A. B. Mackey (1937-1963), Dr. William M. Greathouse (1963-1968), Dr. Mark Moore (1968-1979), Dr. Homer J. Adams (1979-1991), and

Dr. Millard Reed (1991-2005). Dr. Dan L. Boone was elected Trevecca's eleventh president in 2005.

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

AGREED STATEMENT OF BELIEF

The Church of the Nazarene believes:

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

ACCREDITATION

Trevecca Nazarene University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award certificates and associate, baccalaureate, masters, specialist, and doctoral degrees. Trevecca Nazarene University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Trevecca Nazarene University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The School of Education at Trevecca Nazarene University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) following a very successful 2022 visit. This continued accreditation is at the initial teacher preparation and advanced preparation levels, and signifies that the education preparation provider (EPP) and its programs meet rigorous standards set forth by the professional education community. The program was initially accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2009 and reaffirmed by NCATE in 2016. The teaching majors offered in

collaboration with other University departments are approved by the Tennessee State Board of Education and are part of the CAEP accreditation. The next CAEP accreditation visit is scheduled for Fall 2029.

The Trevecca Nazarene University Department of Nursing was initially approved by the Tennessee Board of Nursing in Spring 2023 and has obtained candidacy status for accreditation by the Accreditation Commission for Education of Nursing (ACEN) with final approval scheduled for May 2026. The Trevecca Bachelor of Science in Nursing (BSN) program allows a student the ability to earn a BSN degree in 4 years or 8 semesters with the goal of obtaining a Registered Nursing License after passing the National Council Licensure Examination (NCLEX).

Trevecca Nazarene is accredited by the National Association of Schools and Music (NASM). The University was initially accredited by NASM in 1976 and was last reaffirmed in 2024. The next accreditation visit and reaffirmation is scheduled for 2034-2035.

The baccalaureate Social Work Program is accredited by the Council on Social Work Education (CWSE). The program was initially accredited in 2014 and was re-affirmed in 2018. The next accreditation visit is scheduled in October of 2026.

At its March 2025 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) extended Accreditation-Probation status for the Trevecca Nazarene University Physician Assistant Program sponsored by Trevecca

Nazarene University until its next review in March 2027. Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn. Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s). The program's accreditation history can be viewed on the ARC-PA website at: <https://www.arc-pa.org/accreditation-history-trevecca-nazarene-university/>

The master's and on-campus doctoral level Graduate Counseling Programs were first accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) on January 9, 2014, and will next be reviewed October 31, 2032. The online doctoral level program has also been accredited by CACREP since 2022. 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
- Association of Independent Liberal Arts Colleges of Teacher Education
- Christian Adult Higher Education Association
- Council for Christian Colleges and Universities
- Council for the Advancement of Experiential Learning
- Council of Independent Colleges
- Council on Undergraduate Research
- Mid-South Educational Research Association
- National Association of Independent Colleges and Universities
- Tennessee College Association
- Tennessee Association of Colleges for Teacher Education
- Tennessee Association of Independent Liberal Arts Colleges of Teacher Education
- Tennessee Independent College and University Association

NONDISCRIMINATION POLICY

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

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

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

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

MISREPRESENTATION POLICY

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

STUDENT COMPLAINT POLICY

A formal student complaint is a written and signed complaint initiated by a student (or a family member on behalf of a student and confirmed by the student). It is a non-trivial, non-routine complaint, related to either academic or non-academic policies or procedures. To the extent possible, complainants should seek a resolution of all matters through the University's appeals and/or grievance procedures before filing a formal student complaint with the University. The matter should be brought to the attention of the campus office directly responsible for that area of the University, and should be well-documented and move through the appropriate campus supervisory structure.

Petitions for waiver of University regulations, University disciplinary actions, and grade appeals are not considered formal student complaints. Information on how to petition for exceptions to University academic regulations and the grade appeal policy are detailed in the "Academic Policies" sections of the University Catalog, Adult Studies Catalog, and Graduate Catalog. Information on the judicial process is provided in the Student Handbook.

In addition, requests appealing decisions regarding acceptance into or dismissal from academic programs with established criteria (e.g. Teacher Education, Physician Assistant, etc.) are not considered formal student complaints. Students should follow due process as outlined in the departmental, school, and/or program handbooks.

If a student has followed the appropriate appeals or grievance procedures and has broad concerns that move beyond the desire to appeal an unwelcome decision, he/she may file a formal student complaint. Specific information and procedures for filing a formal student complaint are available on the Consumer Information Disclosures page on the website (click "Consumer Information Disclosures" on the bottom of the University's website and click "Complaint and Grievance Policy and Procedure Guideline").

INSTITUTIONAL OPERATIONAL GOALS (VALUES STATEMENT)

At Trevecca Nazarene University we are committed to:

- 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.
- Serving the Middle Tennessee community and beyond by providing relevant academic programs in a thoroughly Christian atmosphere.
- Preparing servant-leaders through the holistic development of students.
- Mentoring students and developing life-long relationships with them.
- Offering an attractive campus and classroom environments for students and employees that are healthy, safe, and conducive to good teaching and learning.
- Growing enrollment while developing new programs in alignment and educational deliveries with the mission.
- 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:

- Has a character capable of leadership and service shaped by the habits and practices of the Christian tradition.
- 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.
- Understands the literary, artistic, mathematical, and scientific contributions along with the persons, events, and ideas, which have given shape to civilization.
- Has developed an appreciation for the diversity of insight and perspective evident in the global community.
- Can write, speak, and use appropriate technologies in order to learn and communicate at a level consistent with an academic community.
- Has the critical thinking skills and commitment to learning which will foster a lifetime of intellectual growth.
- Sees life in its cognitive and affective; personal and relational; intellectual and spiritual; emotional, physiological, and physical dimensions in a way that engenders wholeness.
- Has developed essential skills through practicums, internships, research, and other educational experiences in the larger community, which will enable him/her to become a productive influence in society.
- Demonstrates competence in at least one academic discipline commensurate with the professional and degree standards.

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

CAMPUS BUILDINGS

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

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

ADAMS BUILDING (1944) is on the site of one of the three buildings purchased in 1937. The original structure was almost completely destroyed by fire in 1943, and the building was rebuilt one year later. Renovated in 2010-2011, the Adams Building now houses the offices of the University Provost, the Office of Academic Records, the Graduate Counseling Program, Information Technology Services, and a conference room. During the renovation, the one remaining original stone wall was uncovered in its blackened state. The building is named in honor of Dr. Homer J. Adams for 30 years of service to the University, twelve (1979-91) as president.

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

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

BUD ROBINSON HALL (1954), which currently serves as the hub for the Center for Student Development, was named after "Uncle Buddy" Robinson who was a pioneer evangelist in the Church of the Nazarene. Originally the building was a cafeteria; a second floor was added in 1965 to house women residents. In 2009 the building was renovated to become the centralized office for student success. Today, Bud Robinson houses the Chaplain's Office, residence life, student life, student success resources, academic services, testing services, disability services, and global engagement. Bud Robinson is also equipped with a traditional classroom, computer lab, and coffee shop.

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

JOHNSON HALL (1963) was named after Sadie Agnew Johnson and serves as a residence hall for 100 women. From 2008-2017 the Office of Academic Records was located on the ground floor of the building. In the summer of 2017, the ground floor was renovated, creating 14 women's dorm rooms.

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

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

TENNESSEE HALL (1966) was named in recognition of the Tennessee District for its Educational Budget being paid in full in 1966. It serves as a residence hall for 100 women. It was renovated extensively in 2017.

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

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

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

BUSH APARTMENTS (1973) were named after Miss Carrie B. Bush, a loyal friend and benefactress of the University, and are used as a residence hall for junior and senior women. Bathrooms were completely renovated and dishwashers were added to all apartments in the summer of 2017.

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

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

JERNIGAN STUDENT CENTER (1984), built on the site of McKay Hall, includes dining facilities, convenience store and snack shop (the “Hub”), meeting area, campus store, student life offices, and a conference room. It is named for Dr. and Mrs. Don Jernigan, benefactors of the University. The building was most recently renovated in 2022. Pulliam Plaza, named in honor of Jim Pulliam of North Carolina, was dedicated at Homecoming 2017.

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

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

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

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

BOONE BUSINESS BUILDING (2007), formerly used as an endowment property, was renovated in 2007. It houses a 920-seat convocation center, a snack shop - The CUBE, classrooms, and the offices of the Skinner School of Business and Graduate and Adult Education. It is named after Trevecca president Dan L. Boone at the request of the family who gave the lead gift for the building renovation.

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

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

JACKSON CENTER FOR MUSIC AND WORSHIP ARTS (2017) is located on the former property of the Volunteer Express

Trucking Company and named in honor of Josie P. Jackson and Robbi J. Jackson by Dr. William R. Jackson. It houses the Zelma Waggoner Performance Hall, Timothy Cierpke Choral Hall, Dunn Broadcast Room, the National Praise and Worship Institute, and the DeGarmo Conference Room, in addition to an instrumental rehearsal hall, student lounge - The Loft, offices, classrooms, and practice rooms.

UNIVERSITY COMMONS (2023) After 49 years, Trevecca opened a new 7-story, 299-bed residence hall. The fully furnished apartment-style units are available to upperclassmen students. The lower floors of the hall include a game room, convenience store, fitness center and studio, and meeting room. Most floors include community gathering spaces and study rooms. The 7th floor rooftop terrace provides outdoor seating, television, and fireplace. From the rooftop, students and guests will experience panoramic views of the Trevecca campus, the Nashville SC soccer stadium, and the iconic Nashville skyline.

OFF-CAMPUS SITES

Trevecca has a rich history of offering adult degree completion and graduate programs at campus and teaching site locations in Tennessee. To complement 20 fully online degree programs, Trevecca realizes that some distance education students prefer the learning style opportunities offered by a physical campus. For this reason, Trevecca has partnered with Motlow State Community College and Volunteer State Community College. Each of these locations provide evening courses for a variety of undergraduate and graduate program offerings. More information may be found at these respective website locations.

Trevecca Online
www.trevecca.edu/online

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

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

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

STUDENT CONSUMER INFORMATION SOURCES

Information	Office
Academic Programs and Policies	Academic Affairs
Financial Assistance	Financial Services
Graduation and Transfer Out Rates	Institutional Research
Campus Security and Crime Warnings	Campus Safety and Security
Drug and Alcohol Abuse Prevention	Center for Student Development

Protection of Educational Records (FERPA)	Academic Records
Drug Free Campus	Financial Services
Equity in Athletics Disclosure Act	Center for Student Development
GED Availability	Admissions
Services for Students with Disabilities	Center for Student Development

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.

GRADUATE PROGRAMS OF STUDY

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

Skinner School of Business

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

Master of Business Administration: The MBA is a 22-month cohort-based program innovatively designed for educating working professionals as well as recent graduates seeking to further develop their business, strategic management, and quantitative skills in a global and dynamic environment. Note that the program is also available in a 13-month accelerated format. The program is designed with flexibility to accommodate business degree holders as well as those who have a non-business degree. Key themes of the program include leadership, team building, operations, quantitative skills, communication, strategy, business ethics, and globalization. Another unique feature of this program is that students tailor their degree to their interest by selecting from one of the tracks available in the program.

Micro Master of Business Administration Certificate

Program: The Micro MBA Certificate Program consists of five of Trevecca's actual MBA courses (12 credit hours) delivered over 28 weeks and covering the most essential business skills needed in today's marketplace. Topics covered include critical thinking, oral and written communication, business research, key leadership and organizational management principles, financial and managerial accounting, and marketing management. These are the foundational concepts on which the MBA Program is built and permits a student to explore the value of a graduate business education prior to committing to a full MBA curriculum.

Master of Science: Management: The MS in Management is a 20-month cohort-based program innovatively designed for educating working professionals as well as recent graduates seeking to further develop their business and management skills in a global and dynamic environment. The program is designed with flexibility to accommodate business degree holders as well as those who have a non-business degree. Key themes of the program include leadership, team-building, communication, marketing management, business ethics, and globalization. Another unique feature of this program is that students tailor their degree to their interest by selecting from one of the tracks available in the program.

Doctor of Business Administration: The DBA is a 32-month cohort-based program offered 100 percent online. This program is designed for students who have already obtained an MBA or other Master's degree (marketing, education, health care, etc.) and who wish to further their careers in enterprise-level leadership, consulting, healthcare, and education. Students choose from one of seven Career Tracks within the program, leading to a DBA degree with a focus in Higher Education, Consulting and Coaching, Healthcare Administration, Interdisciplinary Learning, Leadership in the Age of AI, Organizational Intelligence, or Executive Leadership and Management.

Master of Healthcare Administration: The Master of Healthcare Administration is an 18-month cohort-based program designed to prepare students to further their careers in the healthcare field. The MHA program will prepare students to understand and apply leadership principles and theory, understand leadership within the healthcare workforce, and learn strategies to promote a patient-centered culture. Four key focus areas of this program include healthcare leadership and strategy, healthcare innovation, health information and informatics, and either a research project-based or industry field experience capstone project.

Master of Science: Sport and Entertainment Management:

The MS in Sport and Entertainment Management is an 16-month cohort-based program designed to offer students a challenging and rewarding experience for those seeking a unique opportunity to engage with industry professionals while learning from highly qualified faculty with real-world experience. The program is designed to create a synergy between learning and doing through key partnerships with global sport and entertainment businesses and practitioners. The program's purpose is to educate, equip, empower and engage the next generation of industry professionals.

Master of Public Health: The Master of Public Health (MPH) degree is a professional degree for students who are seeking a broad general academic experience in public health. Students will acquire competencies in the fundamental public health disciplines. These include research design, data analysis and policy analysis, communications, program planning and administration, public health systems and the organization of U.S. and global health service, recognition and analysis of ethical issues in public health and professional practice, the needs of special populations, alignment of faith with practice of public health, and integration of these core disciplines in public health decision making.

Master of Computer Science Management: The Master of Science Computer Science Management program is designed for people who want to combine an education in modern management theory and practice with training in specific computer science knowledge and techniques.

Master of Data Analytics Management: The Master of Science in Data Analytics Management program is designed for people who want to combine an education in modern management theory and practice with training in specific data analysis knowledge and techniques.

Master of Information Technology Management: The Master of Science in Information Technology Management program is designed for people who want to combine an education in modern management theory and practice with training in specific information technology knowledge and techniques.

For additional information, schedule of classes, and application for graduate admissions, write or call: The Office of Graduate and Adult Education, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529 or (844) TNU-GRAD. E-mail: GRAEAdmissions@trevecca.edu. MBA website: www.trevecca.edu/mba; Micro MBA website: www.trevecca.edu/micromba; MPA website: www.trevecca.edu/mpa; DBA website: www.trevecca.edu/dba; MSHCA website: www.trevecca.edu/mhca.

School of Arts and Social Sciences

Master of Science Strategic Communication: The Masters of Science Degree in Strategic Communication combines the study of the discipline of communication with practical strategic skills that give students the tools they need to advance their careers and authentically tell the story of their organization.

For additional information, schedule of classes, and application for graduate admissions, write or call: The Office of Graduate and Adult Education, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529 or (844)

TNU-GRAD. E-mail: GRAEAdmissions@trevecca.edu. MSC website:

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

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

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

The Graduate Counseling office is located in the Adams Building.

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

School of Education

The School of Education is housed in the Mackey Building.

Master of Arts in Teaching: K - 5; 6 - 12: The M.A. in Teaching K-5 and the M.A. in Teaching 6-12 are non-traditional programs designed to accommodate working adults who have an undergraduate degree in a field other than teacher education. The programs are composed of 30 hours of course work and either student teaching (6 hours) or completion of all transitional licensure requirements (6 hours).

The Master of Arts in Teaching K-5 provides course work required for licensure as a teacher in grades K-5.

The Master of Arts in Teaching 6-12 provides course work required for licensure as a teacher 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 Education: Curriculum and Instruction P-12: The M.Ed. in the Curriculum and Instruction Program is appropriate for individuals who wish to continue working as teachers and to increase their knowledge and skills regarding the integration of technology into instructional content for P-12 students. The program focuses specifically on virtual and face-to-face instructional strategies, inquiry-based learning, organizational skills, and the integration of technology—including the technologies applicable for instructional improvement and the consideration of student achievement data, research, technology plans, and community relations. The design of the M.Ed. Program in Curriculum and Instruction includes 30 semester hours during four semesters of coursework. Delivery system is online.

Master of Education: Educational Leadership: The master's in Educational Leadership is a licensure program for principals that enables candidates to develop knowledge and skills specified for the Instructional Leadership License (ILL) 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 Second Language PreK-12: The master's in English Second Language (ESL) 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 open to anyone with a bachelor's degree, but is specifically designed for individuals who are already licensed teachers. There is an option to earn the ESL endorsement as part of the Master of Education in English Second Language PreK-12.

Master of Library and Information Science PreK-12: Trevecca's master's degree in Library and Information Science (MLIS) is unique because it not only provides a librarian endorsement to an existing teaching license, but also serves as a full degree in Library and Information Science nationally recognized by the American Association of School Librarians and the Council for Accreditation of Education Preparation. The MLIS program transforms classroom teachers into school library leaders in technology, instructional design, and information specialization. An MLIS degree can also be used outside a traditional library setting to facilitate potential as a teacher, professor, website developer, instructional designer, writer, researcher, digital developer and curator and more.

Master of Education: Visual Impairments Special Education: This Master of Education 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.

Ed.S.: Specialist in Accountability and Instructional Leadership: The 30-hour major in the Specialist in Accountability and Instructional Leadership program is a licensure program that enables candidates to develop knowledge and skills specified for the Instructional Leadership License (ILL) and the Instructional Leadership License - Professional (ILL-P) in the state of Tennessee. This program is designed for administrators, instructional facilitators, and teachers in schools and districts who

seek to improve school and student performance, be recognized as an expert in research, data, and accountability, and possess the confidence, knowledge, and skills to be a progressive leader in any education environment. The program is non-traditional, extends for four semesters, and is designed to accommodate working adults who have a graduate degree.

For additional information, schedule of classes, and application for graduate admissions, write or call: The Office of Graduate and Adult Education, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529; (844) TNU-GRAD. E-mail: GRAEadmissions@trevecca.edu. School of Education website: www.trevecca.edu/soe.

School of Leadership and Interdisciplinary Studies

The graduate interdisciplinary and leadership programs are offered either online (all) or face to face (Ed.D. only) with administrative offices located in The Office of Graduate and Adult Education.

Master of Arts in Organizational Leadership: Trevecca's Master of Arts in Organizational Leadership degree program is designed for working professionals with current leadership roles or those desiring leadership responsibilities. It aims to enhance individual and group leadership skill development so that employees can work from a servant leadership perspective. The program provides a Christian perspective of leadership in a secular world. Note that the program is also available in a 13-month accelerated format.

Since 1901, Trevecca has been developing leaders who will make a positive impact on businesses and organizations. Our Master of Arts in Organizational Leadership program is ideal for students who want a degree that's practical, relevant, and immediately beneficial in transforming their workplaces. The 33-credit-hour degree takes two years to complete. The eleven courses are taken one class at a time, most classes being six weeks long.

Master of Arts in Corporate Learning and Talent

Development: This program equips graduates with the skills and knowledge necessary to fulfill high-demand roles in the field, such as Chief Learning Officer and Talent Development Manager, with competitive salaries reflecting their importance in organizational success. The curriculum is aligned with industry standards, particularly the APTD certification, ensuring graduates are prepared to meet job market challenges and drive strategic growth within their organizations. Students will gain hands-on experience through practical applications, positioning them for leadership roles in corporate training and development.

Organizational Intelligence Dual-Degree Pathway: This pathway provides academically qualified students the opportunity to enhance their educational experience and strengthen their career preparation and readiness for leadership positions. This new strategy of programmatic synthesis combines the learning experiences of the MA in Organizational Leadership and EdD programs, allowing students to earn both degrees with less time and financial cost than would typically be required if the programs were taken independently – all without losing the integrity, quality, and coherence of each academic degree program.

Ed.D.: Leadership: The 60-hour major in Leadership is a multidisciplinary doctoral program designed for the leaders in a variety of fields including education, business, higher education, mental health, non-profit, law enforcement, and government. The program can be completed in as little as 27 months and can be taken face to face or online. Research culminating in a dissertation is prepared in concert with the course work. The program is designed around a cohort model and a rigorous, standardized curriculum. For face-to-face students, a nine-day, on-campus residency period is required during the three summers of the student's program. The instructional delivery system includes extended time beyond actual class meetings for reflections, lectures, group work, technology, presentation, and research reports.

Ph.D.: in Leadership Studies: This is a research-intensive doctoral program designed for professionals seeking to advance their leadership theory, interdisciplinary scholarship, and evidence-based decision-making expertise. This fully online program spans 36 months and follows a cohort model to foster collaboration and intellectual engagement. The Ph.D. program emphasizes rigorous research methodologies, theoretical exploration, and the production of original scholarship. A major dissertation, grounded in empirical research, is integrated throughout the coursework to contribute new knowledge to the field of leadership. The instructional design is fully asynchronous, leveraging technology to facilitate meaningful discussions, research collaborations, and practical applications of leadership theory. This program does not lead to teaching or administrative licensure but prepares graduates for academia, policy-making, and high-level organizational leadership roles.

For additional information, schedule of classes, and application for graduate admissions, write or call: The Office of Graduate and Adult Education, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529 or (844) TNU-GRAD. E-mail: GRAEadmissions@trevecca.edu. MA in Organizational Leadership website: www.trevecca.edu/mol; EDD website: www.trevecca.edu/edd

School of STEM and Health Sciences

Master of Science: Medicine (Physician Assistant): Physician assistants are medical providers that are licensed to provide medical care in collaboration with a licensed physician. Physician assistants are qualified by graduating from an accredited physician assistant educational program and receipt of certification from 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. Physician assistant practice is centered around patient care and may also include educational, research, and administrative activities.

The Graduate Physician Assistant Program is housed in the Health Sciences building.

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

Master of Science: Human Performance and Fitness: This MS in Human Performance and Fitness (HPF) is an 18-month cohort-based program. It will educate, equip, and empower our graduates to mentor and lead their clientele in their knowledge of preventive health practices as well as fitness strategies. Equipping the student with advanced knowledge in human anatomy and physiology, biomechanical assessment, and aerobic and anaerobic training will provide the student with a holistic understanding of an individual's need to complete a macrocycle training program. In addition to the Human Performance and Fitness curriculum, students complete an MBA Entrepreneurship and Innovation Certificate. The certificate will equip students to effectively lead and manage a health facility. They will be empowered to effectively develop strategies to create rapport with staff and clients, market their services and brand, and develop conflict management strategies.

The Graduate Human Performance and Fitness Program is housed in the Health Sciences building.

For additional information, for human performance and fitness admissions, e-mail: graeadmissions@trevecca.edu.

Master of Science Instructional Design and Technology: The MS in Instructional Design and Technology (IDT) is a 15-month cohort-based program designed for both professionals and recent graduates who wish to further develop their digital technology skills in the design, development, and implementation of robust information technology solutions in a dynamic business environment. The program is designed with flexibility to accommodate those who do not have a computing degree. Key themes of the program include creating interactive online learning content to engage participants, understand project management, and assessment methods, and applying the instructional design learning theories and models.

The Graduate Instructional Design and Technology Program is housed in the Boone Business building.

For additional information, for Instructional Design and Technology admissions, e-mail: graeadmissions@trevecca.edu.

Millard Reed School of Theology and Christian Ministry

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

Master of Arts in Church and Community and Master of Arts in Theology and Biblical Studies: The two master of arts degrees in the School of Theology and Christian Ministry are designed to provide advanced study and training for those who wish to pursue such programs beyond the baccalaureate degree. Each program can be completed in 18-24 months. The goal of the programs 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. Both programs seek to interweave studies in Bible and

theology with application in the local congregation and its immediate community.

For additional information, schedule of classes, and application for graduate admissions, write or call: The Office of Graduate and Adult Education, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529 or (844) TNU-GRAD. E-mail: GRAEadmissions@trevecca.edu. Websites: www.trevecca.edu/programs/church-and-community; www.trevecca.edu/programs/theology-and-biblical-studies.

School of Music and Worship Arts

Master Arts in African American Worship and Leadership Studies:

The AAWLS program is an innovative degree that combines ministry training with thoughtful and practical ways to serve the Black church. In this pioneering program, leading African American educators, pastors, musicians, composers, theologians, and artists partner with Trevecca faculty to lend expertise and valuable ministry experience in order to equip those in local ministry with tools for supporting and uplifting Black congregations. This degree is exclusively online and can be completed in as little as 18 months.

Master of Arts in Worship: The purpose of the Master of Arts in Worship (MAW) degree is to equip professional worship practitioners, already serving as musicians in a local church, in the strategic areas of spiritual formation, discipleship, ministry application, team building, personal disciplines, theology, and leadership. Special opportunity is given to application of these principles to four related disciplines by offering specialized tracks in: *African American Worship Studies; Leadership; Business Management; and/or Theology and Biblical Studies*. The MAW is a 36-hour online degree.

Master of Arts in Worship and Business Management and Master of Arts in Worship and Leadership: The WBM and MWL degrees are two market driven programs of study that equip bi-vocational and full time worship pastors in worship studies and either leadership or Business management. Considered collaborative degrees because of the equal emphasis in two specific disciplines, courses are designed to equip students in areas of theology, spiritual formation, pastoral administration, contextualization and people skills essential for the worship pastor already serving a local congregation. The degrees are exclusively available to online students and can be completed in 18 months.

For additional information, schedule of classes, and application for graduate admissions, write or call: The Office of Graduate and Adult Education, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529 or (844) TNU-GRAD. E-mail: GRAEadmissions@trevecca.edu. Websites: AAWLS webpage: www.trevecca.edu/aaws; WBM webpage: www.trevecca.edu/programs/worship-and-business-management; MWL webpage: www.trevecca.edu/mwl.

THE OFFICE OF GRADUATE AND ADULT EDUCATION ADMINISTRATION

DAN BOONE, University President, Professor of Pastoral Theology and Preaching
B.A., Trevecca Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., McCormick Theological Seminary.

THOMAS L. MIDDENDORF, University Provost and Senior Vice President
B.S., Trevecca Nazarene University; M.A., Olivet Nazarene University; Ed.D., Olivet Nazarene University.

DEAN DIEHL, Associate Professor of Music Business and Entrepreneurship & Special Strategic Advisor to the Provost
B.S., Trevecca Nazarene University; M.B.A., Middle Tennessee State University; Ed.D., Trevecca Nazarene University.

JAMES T. HIATT, Associate Provost for Academic and Financial Affairs, Dean of the Skinner School of Business
B.S., Trevecca Nazarene University; J.D., University of Tennessee; M.B.A., Middle Tennessee State University.

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.

Use of Independent Contractors or Agents for Recruitment of Students

Trevecca Nazarene University seeks to demonstrate integrity and responsibility in the promotion of its programs and in the recruitment of students. Admissions policies are published in the University's catalogs, on the institutional website, and in various other materials used for recruitment purposes in order to clearly and accurately communicate the University's mission, accreditation status, and admission policies to prospective students. To ensure compliance with its recruitment and admissions policies and practices, all such functions are under the oversight of and carried out only by employees of the institution.

The University does not contract with entities or individuals separate from the institution for the purpose of recruiting and enrolling students, with the exception of those that might be hired for consulting purposes only. Should the University ever decide to enter into such an arrangement, approval to do so must be granted by vote of the President's Cabinet and oversight for the contractual arrangement assigned to the appropriate Cabinet member who will ensure that the independent entities or agents are governed by the same recruiting and admissions policies as are the University's employees.

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Admissions Process

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

Transcript Evaluation

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

Transfer Credit/Transient Work

Transfer credit is not automatic. The maximum number of transfer credit allowed (12 hours for a Doctoral degree and 15 hours for a Master's degree) is determined by degree program requirements and is considered on a case-by-case basis. Transfer credit will be evaluated by the dean, 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.

Prior Learning Credit

If a graduate program permits transfer credit, that transfer amount can be earned through prior learning methods. Prior learning is evaluated for credit by faculty within the graduate program by request and is available only for learning opportunities conducted by Trevecca or by a significant professional organization in the industry/discipline of the graduate program. Prior learning credit may be evaluated but will not be officially awarded until the successful completion of a student's first course at Trevecca. (Note: due to limitations and restrictions on awarding graduate credit from specialty accrediting bodies, not every graduate program that accepts transfer credit will accept Prior Learning Credits. Check with individual programs for their specific policies.)

Second Graduate Degree

Students who have completed one or more graduate degrees and desire to complete an additional degree at that same level may apply completed coursework to the new degree with the following stipulations:

1. All current admission requirements must be met.
2. The prescribed curriculum for the new degree must be met.
3. No course may be retaken for academic credit.
4. The student must enroll in a minimum of 33% of the new degree requirements (e.g., 12 credits of a 36-hour program) to meet university and accreditation requirements.

International Students

International students and any student who has not completed an undergraduate degree at a university with English as the medium of instruction 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, as well as students without a completed bachelor's degree with English as the medium of instruction, must show evidence of ability to understand and use English sufficiently at the level required by their program. Unless otherwise noted by a program's admission requirements, general requirements for English proficiency can be demonstrated in 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.

(Some programs may require a higher TOEFL score.)

The TOEFL requirement can be waived if:

- A student has attended a school for at least two years whose medium of instruction is English and successfully passed English. The student must be able to provide verification that the school did teach in English and that the student was not enrolled in any English support courses, such as ESL classes, during that time; or
- A student submits an official college-level transcript showing completion of coursework at a "C" level (2.0 GPA) or better equivalent to Trevecca's English Composition (ENG 1020) from an accredited college or university; or
- A student submits a successful official IELTS (International English Language Testing System) score report with a minimum score of 6.5.
- A student submits a successful official Duolingo exam report with a minimum score of 110.

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

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

International students holding an F-1 visa must meet minimum requirements for face-to-face courses each semester, which may limit their ability to take online courses. International Students at Trevecca must work with the university's Designated School Official (DSO) in the Office of Global Engagement to ensure their

course schedule meets F-1 visa requirements. Students are responsible for ensuring they are in compliance with their immigration status.

Readmission Policy

Students in a graduate and adult education program at Trevecca who withdraw and seek to return to the same program within 3 months of their withdraw date may be enrolled through their student success advisor, without need of a new enrollment application.

Students in a graduate and adult education program at Trevecca who withdraw and seek to return to the same program after an absence of 3 months or longer must submit a new application for enrollment.

In both circumstances, students seeking readmission to a graduate and adult studies program at Trevecca will need to have clearance through all relevant offices, including but not limited to the office of financial services, the enrollment office, the registrar's office, and the office of student development at TNU.

Readmission of Services Members

Students Who Choose to withdraw may be readmitted and re-enrolled, without penalty or redetermination of admissions eligibility, within one year following release from the state or federal active military service.

Conditional Admission (GPA)

If the admissions requirements for GPA are not fully met, the Program Director for the student's respective program will review the applicant's file and may grant admittance to the program on a conditional status. A student receiving conditional admission will be placed on probation their first nine (9) hours in the program. The student must earn a cumulative GPA of 3.0 at the completion of the probationary period.

If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies.

If the condition is not met by the end of probationary period, the student will be placed on academic suspension for three (3) months. After a three-month waiting period, the student may petition to return to the program. Students interested in being reinstated into their program should consult the Reinstatement Policy. *NOTE: Prospective students seeking conditional admission into the MHA program must complete a satisfactory assessment interview with the program director or faculty designee. Conditional Admissions is not available for the Accelerated programs in MBA or MAOL.

Conditional Admission (All other admissions requirements)

If any other admissions requirements are not fully met, the Program Director for the student's respective program will review the applicant's file and may grant admittance to the program on a conditional status. A student receiving conditional admission for

any other admissions requirements will be required to satisfy the outstanding admissions requirements within the first course.

If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies.

If the condition is not met by the end of probationary period, the student will be dropped from any subsequent courses until the outstanding admissions requirements are satisfied. *NOTE: Prospective students seeking conditional admission into the MHA program must complete a satisfactory assessment interview with the program director or faculty designee. Conditional Admissions is not available for the Accelerated programs in MBA or MAOL.

Late Registration Deadline

Course Length:	Late Registration Deadline:
6 and 8 week courses	Second Day of Class
Semester long courses	One Week after start date

Immunization Information

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

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

Financial Services

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

The academic unit program office (or if so designated The Office of Graduate and Adult Education) 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 Financial Services office. Students assigned to an out-of-town rotation, must make all arrangements before they leave. Students should always check with the Financial Services office in advance, however, to avoid any delays in assignment of financial aid, etc.

TUITION AND FEES

The following financial policies apply to all graduate students. All charges are due and payable at the beginning of the semester.

Trevecca offers monthly interest free payment plans for students. To participate in the payment plan students will need to pay a \$50 enrollment fee per semester. The length of the payment plan is determined by the length of the semester. The final installment of the payment plan is due prior to the last day of the semester and payment plans may not extend beyond the semester. All obligations under the payment plan must be paid before the student can enroll for the following semester.

A late fee is charged per month on any unpaid balances over thirty (30) days old until the account is paid in full. The late fee is calculated based on Tennessee's current maximum effective formula rate of interest at the time that late fees are applied each month. (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

Clinical Mental Health Counseling (MA)	\$775
Marriage and Family Counseling (MMFC)	\$775
Clinical Counseling-PhD	\$799
Education-MED Educational Leadership	\$530
Education-MED English Second Language	\$500
Education-MAT	\$580
Education-EdS Instructional Leadership	\$562
Education- MED Curriculum and Instruction	\$500
Healthcare Administration (MHA)	\$500
Human Performance and Fitness (MS)	\$563
Instructional Design & Technology (MS)	\$590
IES Computer Science Management (MS)	\$590
IES Data Analytics Management (MS)	\$590
IES Information Technology Management (MS)	\$590
Leadership-EdD	\$725
Leadership Studies-PhD	\$725
Library and Information Science (MLIS)	\$500
Management (MS, MBA, Micro MBA - on campus & online)	\$590
Public Health-MPH	\$515
Business Administration-DBA	\$699
Organizational Leadership (MA)	\$491
Physician Assistant-MSM (per semester)	\$17,143
Strategic Communication (MS)	\$491
Corporate Learning & Talent Development (MA)	\$463
Church and Community (MA)	\$463

Theology and Biblical Studies (MA)	\$463	ITI 6120 (p. 156)	\$100
Sport and Entertainment Management (MS)	\$525	Architectural Principles of Cloud Computing	
African American Worship and Leadership (MA)	\$463	ITI 6140 (p. 157)	\$100
Worship (MA)	\$463	Managing Cloud Infrastructure Operation	
Worship and Business Management (MA)	\$463	MLI 5000 Professional Issues - LiveText	\$145
Worship and Leadership (MA)	\$463	TMA 6604 Curriculum & Technological Design I - LiveText	\$145
Student Resource Fee (per course)	\$150	TMA 6760 Job Embedded Seminar I	\$200
Financial Deadline Fee**	\$150	TMA 6761 Job Embedded Seminar II	\$200

**Any courses taken apart from the original cohort schedule will be priced according to the program outlined above.*

***This fee will be charged to any student who does not finalize Financial Aid or have a payment plan in place 60 days into their semester.*

Questions regarding payment or account status may be answered by contacting Financial Services at FinancialServices@trevecca.edu.

Course Fees

BUS 6001 Orientation to Graduate Business Studies	\$100
EDU 6010 Leadership for Instructional Effectiveness - LiveText	\$145
EDU 6100 Technology Integration in Teaching and Learning - LiveText	\$145
ESL 6050 Technology & Language Learning - LiveText	\$145
EDU 7302 Instructional Leadership, Culture & Climate - LiveText	\$145
HCL 5140 Principles of Health Care Leadership and Strategy - program assessment	\$45
HCL 6130 Health Reform and Alternative Healthcare Delivery Solutions - program assessment	\$45
ITI 6100 Foundations of Cloud Computing	\$100
ITI 6110 Security and Privacy Principles of Cloud Computing	\$100

VIS 6045 Anatomy and Issues of Visual Learning - LiveText	\$145
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Master of Arts in Teaching (MAT) course fee (per credit hour) this fee is charged to every course that does not include other fees.	\$35
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Master of Arts in Teaching (MAT) Student Teaching	\$1200
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Master of Library and Information Science (MLIS) Student Teaching	\$1200
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BOOKS AND MATERIALS

All students attending non-traditional programs are required to have the correct textbooks as part of their Trevecca program.* Books are highly recommended to be purchased from the Slingshot Bookstore (formerly known as Tree of Life) through the Slingshot textbook subscription service. This service prevents the inadvertent purchase of a wrong edition and also saves time and money shopping and buying books from several sources.

With the Slingshot textbook service:

- Students are automatically enrolled upon registration. No extra work needs to be done.
- The default preference for students' books is rental used in order to save the most money. Students have the option to set their preference to used, new, rental, or purchase books. Some books are consumable and will be available as new only. The precise books students need are delivered to their doorstep.
- Books are shipped one to three weeks prior to the class start date so students will have them in plenty of time. Therefore, if a student has an address change or needs to withdraw from the course, the student must notify their advisor at least 21 days before the class is scheduled to begin. If a student fails to notify their advisor about an address change and books are then sent to an old address, the student will be responsible for the cost of the books if they are not retrievable, as well as the cost of new books should a new order have to be created.

- The cost of textbooks is charged at the time of shipment. If a student qualifies for financial aid (grants or student loans), charges applied to the student account before the disbursement of financial aid may be covered by that financial aid. Any charges that are applied to the account after the disbursement of financial aid will need to be paid for by either using refunded excess financial aid or making out-of-pocket payment.

Slingshot's textbook subscription service is highly recommended, but optional. Students can opt out of the service by talking to their advisor and filling out the appropriate paperwork. Students who opt out then agree to become 100% responsible for obtaining their own textbooks for class.

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

FINANCIAL AID POLICY

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

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

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

Students must submit a new application for federal aid (FAFSA) each year they are enrolled and want to receive federal loans. This can be done online at www.studentaid.gov.

Information concerning financial aid is available on trevecca.sharepoint.com. You may also email the Office of Financial Services at FinancialServices@trevecca.edu.

Students utilizing financial aid that drop a course may be eligible to complete a Notice of Intent (NOI) if they plan to return within the same semester and within 45 calendar days. A NOI is not an option in all circumstances and students should contact Financial Services about their specific situation. Approved NOI's allow the student to remain eligible for financial aid for the current semester without having to complete a Return to Title IV calculation for financial aid. If the NOI is not received within 4 calendar days the student will be dropped from the remainder of the semester and a return of funds calculation will be performed. Students may complete the NOI request at <https://treveccacentral.etrivee.cloud/Index>.

REFUND POLICY

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

If a student establishes attendance in a class, they will owe 100% of tuition and fees for that class. If a student does not establish

attendance, they will receive a refund of 100% of tuition and fees for that class.

See Class Participation for definition of "establishes attendance".

REFUND POLICY FOR THE PHYSICIAN ASSISTANT PROGRAM

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

SATISFACTORY ACADEMIC PROGRESS (SAP) FOR FINANCIAL AID

Students must be completing 67% of their attempted hours during their program of study. SAP is reviewed upon the completion of the second semester. (The completion rate percentage will be rounded in accordance with standard mathematical rounding rules (ex: 66.5% will be rounded up to 67%). Students must also maintain a minimum 3.0 GPA, or the minimum GPA requirement of their program of study. Failure to meet these policy requirements will result in a suspension of financial aid.

Trevecca reviews progress every two semesters.

REMOVAL FROM FINANCIAL AID

A student, who fails to meet the standards of progress, as outlined under above, will be removed from federal financial aid.

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

Appeals

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

Reasons that may be acceptable for the appeal are:

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

Appeals must be received by the Assistant Director of Student Financial Services no later than 14 days following the receipt of the SAP Suspension notice. If the appeal is approved the student is required to complete one term on probation with a full-time load of coursework and maintain the minimum grade level GPA in the following term. Students are limited to a total of two appeals while enrolled at Trevecca.

BENEFITS FOR VETERANS

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

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

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

Certificates of eligibility to be used at registration will be issued by the appropriate regional office of the Veterans Administration to those who are eligible for educational benefits.

Students who are entitled to educational assistance under Chapter 31, Veteran Readiness and Employment (VR&E), or Chapter 33, Post-9/11 GI Bill® benefits, will be allowed to attend and participate in a course of education during the period beginning on the date in which the student has provided the VA School Certifying Official with all of the applicable documentation outlined below, even if payment has not been received yet from VA.

The University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, nor require that entitled students borrow additional funds, due to the delayed disbursement of funding from VA under Chapter 31 or 33. Chapter 33 students who are not at the 100% active service level of entitlement will be subject to the same payment requirements for the remaining portion found in the Methods of Payment section of the University Catalog.

Documentation Required for Enrollment Certification:

1. Certificate of Eligibility (COE), or equivalent (a "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits), or a Chapter 31 authorization
2. DD-214, unless the student is on active duty or a dependent using a veteran's benefits
3. The veteran's SSN or seven- or eight-digit VA File number
4. A signed VA Student Responsibility form (obtained from the VA School Certifying Official)
5. A signed Yellow Ribbon Policies form, if applicable (obtained from the VA School Certifying Official)

Students using their Post-9/11 GI Bill® benefits at Institution of Higher Learning (IHL) and Non-College Degree (NCD) facilities who receive a Monthly Housing Allowance (MHA) and/or kicker payment are required to verify their enrollment each month to continue receiving their payments.

Questions regarding veterans' benefits at Trevecca should be directed to the VA School Certifying Official at MilitaryHelp@trevecca.edu.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

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 Office of Graduate and Adult Education Committee sets policy for adult studies and graduate programs.

FERPA

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

Trevecca Nazarene University ("Trevecca") will notify students annually of their rights under FERPA by publishing such information in the University catalog and student handbook.

FERPA rights belong to the student at a postsecondary institution regardless of age. At Trevecca, FERPA rights start for the student on the first day of class that a student is registered with Trevecca and cease at death. Trevecca will decide on an individual basis what records of deceased students can be released and to whom they will be released.

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

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

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

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

Directory information may be released without the student's written permission, and does not violate student privacy rights if

disclosed. However, the student may opt to keep this information confidential. Educational institutions may designate certain information as directory information. Directory information at Trevecca includes: student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, classification, enrollment status (e.g., undergraduate or graduate; full-time or part-time), dates of attendance, degrees, honors and awards received, previous institution attended, participation in officially recognized sports and activities, weight and height of athletes. Directory information does not include a student's social security number or student ID number.

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

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

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

Appropriate persons in a health or safety emergency
Students may contact the Office of Academic Records if they wish to complete the *Request to Prevent Disclosure of Student Directory*

Information form, or if they would like to complete the *Release of Information* form. The *Release of Information* form allows the University to discuss the student's education record with whom they specify on the form; it does not allow the person(s) specified on the form to act on the student's behalf.

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

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

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 instructor. A grade of "I" is given as a result of emergencies and not for unsatisfactory work or failure to submit work. Some reasons incompletes may be granted are hospitalizations, death in the immediate family, or required military service. Students may receive an "I" provided they have demonstrated effort toward meeting the course requirements. In order to receive a temporary grade of "I" and receive an extension of time to complete a course offered through Trevecca, a request for an incomplete must be made in writing as directed by the individual programs, which will include a list of approved course assignment submissions at the discretion of the instructor. All requests must be made before the last class session.

The "I" grade must be removed within 5 weeks of the end of the course or the grade will become a permanent "F." Students expecting to graduate must have all "I" grades removed prior to the conferral date.

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.

AI POLICY

Trevecca Nazarene University (TNU) is committed to promoting the responsible and ethical use of Artificial Intelligence (AI) in all its academic and administrative functions. As TNU's Purpose statement states,

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 as life-long followers of 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.

TNU believes that faith, as narrated in Christian scriptures, is committed to the restoration of humanity so that we might become, once again, fully human. This is the foundation of the liberal arts experience at TNU. As such, our primary goal is to maintain a human-centric approach in the implementation of AI technologies. We believe that AI should serve as a powerful tool to enhance human capabilities, drive innovation, and address complex issues. Ultimate decision-making authority, however, must always rest with humans, ensuring that AI's role is to augment, rather than undermine, human values, ethics, and judgment. By doing so, we harness the benefits of AI to enhance the quality of life and work, while preserving the dignity and agency of all individuals.

This AI Ethical Use Policy establishes the principles and guidelines for faculty, students, and staff when using AI technologies on campus or in connection with university-related activities.

Guiding Principles

- **Human-Centeredness:** AI should serve as a powerful tool to enhance human capabilities and augment human values, ethics, and judgment, but authority must always rest with humans.
- **Ethical Use:** All users must use AI technologies in a manner that aligns with ethical principles and values, including honesty, respect, fairness, and privacy.
- **Transparency:** Faculty, students, and staff should ensure transparency in the use of AI technologies, making it clear when AI is being utilized and for what purpose.
- **Data Privacy:** Users must protect the privacy and confidentiality of individuals' data and comply with all relevant data protection laws, including FERPA and HIPAA.
- **Academic Integrity:** Students and faculty must uphold the highest standards of academic integrity, and any use of AI for academic work must comply with the university's academic integrity policies.

Guidelines for Faculty, Students, and Staff

- **Academic Use:** Faculty and students may use AI technologies for research and teaching purposes, provided they comply with relevant academic standards and disclose the use of AI tools when presenting findings.
- **Administrative Use:** Staff may use AI for administrative tasks, such as data analysis, but must ensure that the use of AI does not compromise data privacy or security.
- **Responsible AI Development:** Those involved in AI development projects should prioritize ethical considerations, conduct testing to identify and mitigate bias, and regularly update models to improve fairness and performance.
- **Data Security:** Users should protect data used in AI projects from unauthorized access, maintain data accuracy, and securely store data in accordance with university policies.
- **Third-party AI Tools:** When using third-party AI tools or services, users should carefully review their terms of service and privacy policies, and ensure they align with the university's ethical standards.

Awareness and Training

Trevecca will provide training and awareness programs on AI ethics for faculty, students, and staff to stay informed about best practices and emerging ethical concerns.

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 for Finance and Administration (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 University owns all rights, intellectual and financial, in such works. Administrators, faculty, and staff who gain professional expertise through such work, however, may engage in professional activities (conferences, consulting, and such) that may result in compensation.

Works of Non-employees

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

Use of Copyrighted Material

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

Reconveyance of Copyright to Creator

When copyright is assigned to Trevecca Nazarene University because of the provisions of this policy, the creator of the copyrighted material may make a request to the executive vice president that ownership be reconveyed back to the creator. Such a request can, at the discretion of the executive vice president, be granted if it does not: (1) violate any legal obligations of or to the University, (2) limit appropriate University uses of the materials, (3) create a real or potential conflict of interest for the creator, or (4) otherwise conflict with University goals or principles.

B. PATENTS

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

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

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

The remaining steps in the process are:

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

Sharing of Royalties

Royalty distribution will be as follows. First, 100 % will accrue to the University for recovery of costs associated with the

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

C. TRADEMARKS

Trade and service marks are distinctive words or graphic symbols identifying the original source of goods or services. Trade or service marks relating to goods or services distributed by the University shall be owned by the University. Examples include names and symbols used in conjunction with the University wordmark and logo and those names or symbols associated with University athletics, events, programs, software, or activities.

ACADEMIC LOAD

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

- Students in graduate programs are considered full-time and are not allowed to take concurrent course work from Trevecca or any other college or university while enrolled, except by special permission of the program director, unless otherwise stated in the individual program section of this catalog.
- 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.
- For students who receive benefits from external third parties *and* where those benefits are calculated based on the academic load of individual courses, the following table outlines how many credit hours are considered a full-time load by course length:

Length of course (weeks)	Full-time Credit Load
1	0.3
2	0.7
3	1.1
4	1.5
5	1.8
6	2.2
7	2.6
8	3.0
9	3.3
10	3.7

11	4.1
12	4.5
13	4.8
14	5.2
15	5.6
16	6.0
17	6.3
18	6.7
19	7.1
20	7.5
21	7.8
22	8.2

For courses that last longer than 22 weeks, the following formula will be used to determine the full-time credit load:

$$6 \text{ credit hours} \div 16 \text{ weeks in a standard semester} \times \# \text{ of weeks in course (excluding break weeks)}$$

This is not applicable for financial aid purposes. Academic load for financial aid is calculated based on the number of credit hours taken in a full semester.

- In the Clinical Counseling doctoral program, students enroll for nine hours each semester until the third year of the program, which consists of three semesters of four hours each.
- The Master of Organizational Leadership is an 18-month program of 33 hours. Learners progress as a cohort one course at a time. Each course is 6 academic weeks.

POLICIES FOR RESEARCH INVOLVING HUMAN SUBJECTS

Institutional Review Board

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

The mission of the Institutional Review Board is to:

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

Responsibilities

The Institutional Review Board will review all research involving human subjects. The IRB may approve, modify, or disapprove any research project not meeting the principles and ethical constraints of governmental or University guidelines concerning treatment of human subjects. The board will be responsible to review initial projects, projects continuing past a 12-month time frame, and any project where the methodology changes substantively.

Researchers under the auspices of the Institutional Review Board

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

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

Training

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

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

- Doctoral students
- Doctoral advisors
- Students whose thesis research involves human subjects
- Thesis advisors of students whose thesis research involves human subjects
- 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: www.trevecca.edu/academics/research/

Contact Information

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

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

TIME LIMITATIONS

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

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

ACADEMIC PROBATION AND SUSPENSION*

Each student must maintain a minimum cumulative GPA of 3.0 within their program of study to remain in academic "good standing." If the program cumulative GPA falls below 3.0 after the completion of nine (9) hours (or one semester if credit hours differ from three credit hours per course), the student will be placed on academic probation for the next nine (9) hours (or one semester if credit hours differ from three credit hours per course). Upon gaining the minimum program cumulative GPA of 3.0, the student will again be in "good standing."

If the student does not increase the program cumulative GPA to a minimum of 3.0 during the probationary period, the student will be placed on academic suspension for three (3) months. Students interested in being reinstated should consult the Reinstatement Policy.

No grade below C will be counted toward the degree.

ACADEMIC REINSTATEMENT*

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

If the student is granted reinstatement into the program by the Reinstatement Committee, then the student will once again be placed on probation and be given nine (9) hours (or one semester if credit hours differ from three credit hours per course) to bring their GPA up to a 3.0. The Reinstatement Committee may also provide additional requirements to be met during this probationary period.

After the student attains a 3.0 GPA by the end of this probationary period, the student will once again be placed in good standing and

may continue the rest of the program. However, if the student does not increase the average to a 3.0 during the probationary period, the student is placed on academic suspension for three (3) months.

If the request for reinstatement is denied, then the student is terminated from the program for a minimum of one (1) year.

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

WITHDRAWAL FROM COURSES

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

Any student who wishes to withdraw must contact his/her Student Success Advisor immediately to report that decision.

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

WITHDRAWAL FROM PROGRAMS

Students who drop out of a cohort due to an academic issue may continue in a later cohort with the approval of their student success advisor. The student must be in good standing and the cohort he/she selects must have space available.

Any refund of tuition or fees will be governed by the Refund Policy which appears in the financial information section of this catalog.

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

GRADUATION APPLICATION

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

Submission Date	Conferral Date
October 31 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 within 9 hours by August 15.

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 instructor. A grade of "I" is given as a result of emergencies and not for unsatisfactory work or failure to submit work. Some reasons incompletes may be granted are hospitalizations, death in the immediate family, or required military service. Students may receive an "I" provided they have demonstrated effort toward meeting the course requirements. In order to receive a temporary grade of "I" and receive an extension of time to complete a course offered through Trevecca, a request for an incomplete must be made in writing as directed by the individual programs, which will include a list of approved course assignment submissions at the discretion of the instructor. All requests must be made before the last class session.

The "I" grade must be removed within 5 weeks of the end of the course or the grade will become a permanent "F." Students expecting to graduate must have all "I" grades removed prior to the conferral date.

CLASS PARTICIPATION AND ENGAGEMENT

Trevecca's adult education and graduate programs are highly concentrated, and weekly participation and engagement are important prerequisites for student success in coursework and personal and small group relationships within class sessions.

While weekly class attendance is not required, each student must start the course and establish course eligibility by the end of Day Seven of Week One by participating in an academically-related activity specific to the course, such as attending a face-to-face class session or synchronous course activity, submitting an academic assignment, taking an assessment or exam, participating in an interactive tutorial, webinar, or computer-assisted instruction, participating in a university-assigned study group or group project, participating in an online discussion assigned by the instructor, or initiating interaction with the instructor about academic matters. Students who fail to engage in the course in one or more of these avenues within the first seven days of the course will be automatically dropped from the course.

NOTE: This policy does not apply to programs in Graduate Counseling, Education, and Physician Assistant. Please review attendance policies for these programs in the appropriate program section of the graduate catalog.

Non-Engagement Appeal Process:

Should a student wish to appeal a decision regarding Week 1 non-engagement, the following procedures must be followed:

1. **Initiation of Appeal:** The student must submit their appeal in writing to their Student Success Advisor no later than 5 calendar days after the end of Week 1. The appeal should include a detailed explanation of the circumstances and any supporting documentation (e.g., medical records, family emergency notice).

2. **Review Process:** The Non-Engagement Committee will review the appeal and all supporting documentation. A decision will be rendered within 2 calendar days of receiving the appeal.
3. **Readmission Process:** Should the appeal be approved, the Student Success Advisor will collaborate with the student and instructor to determine a feasible readmission plan. This plan will include opportunities for the student to make up missed work or catch up on class material. The readmission process will be completed within 7 calendar days of the appeal decision, ensuring the student has sufficient time to reintegrate into the course and make progress.
4. **Final Decision:** The decision of the Non-Engagement Committee is final and cannot be appealed further. However, students can work with their Student Success Advisor to discuss accommodations (such as extended deadlines or makeup assignments) to support their successful reentry into the course.

Late Instructor

Should an instructor be late for a class session, students are expected to wait a minimum of 30 minutes and contact their student success advisor before leaving. If the instructor does not arrive within the 30 minute period, the students may leave and arrangements will be made to make up those class hours sometime during the time frame of the course or additional assignments will be given.

Cancellation of Onsite Classes

A decision to cancel class due to inclement weather, faculty illness, or other reasons is made by The Office of Graduate and Adult Education. Announcement of cancellation will be posted on the TNU website by 3:00 PM for evening classes. If class has not been cancelled by 3:00 PM, students should report to class at 6:00 PM for evening class. If conditions change after 6:00 PM, the class and faculty member jointly decide appropriate action.

CHANGE OF GRADE

After a professor has assigned a grade in a course, changes may be made only for clerical error. All completed grade change forms must be initially filed in the Office of Graduate and Adult Education and approved by the program director.

ACADEMIC GRIEVANCE POLICY FOR CLASSES IN PROCESS

1. Students with grievances or problems with the way a particular course is conducted and how their grades are being assigned should submit their concerns in writing to the professor of the course within 10 days of receiving the grade report.
2. If a satisfactory solution is not reached, the student should file a written appeal with his or her student success advisor or, if the student is in the Graduate Physician Assistant or Graduate Counseling Program, with his or her program director to help solve the problem. The appeal must be filed within 10 days of the professor's final decision concerning the student's appeal.
3. The advisor or program director then has 10 days to consult with appropriate parties, including the program administrator or director, and respond to the student.

4. If the program director's solution is not satisfactory, students may appeal to the University Provost for a final resolution. If a program director is the professor, the line of appeal would be to the University Provost. Face-to-face discussions with professors and program directors about concerns are appropriate, but grievances and outcomes need to be in writing to ensure that all decisions are made with a mutual understanding of the issues.

For the Graduate Physician Assistant and Graduate Counseling Programs only:

If the program director's solution is not satisfactory, students may appeal to the Dean of the School of Arts and Social Sciences for a final resolution. If a program director is the professor, the line of appeal would be to the Dean. Face-to-face discussions with professors and program directors about concerns are appropriate, but grievances and outcomes need to be in writing to ensure that all decisions are made with a mutual understanding of the issues.

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

For the Ed.D. in Leadership and the Ph.D. in Leadership Studies:

If the student is not satisfied with the Program Leader's response or lack thereof, the student can submit, in writing – continuing to use the same Student Appeal Form, the issue of concern to the Dean within seven calendar days of the Program Leader's response.

Once the concern is submitted to the Dean, the Doctoral Council will hear the appeal. The student will be notified of the decision within 15 calendar days.

FINAL GRADE APPEAL POLICY AND PROCEDURES

Trevecca Nazarene University recognizes a student's right to appeal decisions and practices that affect his or her academic status without fear of punishment or unfair treatment. A student can expect the University to deal with a final course grade appeal sincerely, objectively, within a reasonable time frame, and as appropriate, in confidence. Appeals will be heard when the student alleges that an arbitrary, capricious, or prejudiced evaluation or a mechanical error has occurred. The purpose of the appeal process is to treat all parties fairly and to alert all parties to the appeal procedure. Every student will have the right to have his/her appeal considered by the professor and the Grade Appeal Committee. During the appeal, the burden of proof is on the student, except in the case of alleged academic dishonesty, in which case the professor must support the accusation. The student may elect to discontinue the appeal process at any level. The grade appealed shall remain in effect until the appeal process is completed, or the problem is resolved.

Order of Appeal

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

1. The University supports and encourages responsive and respectful dialogue between faculty and students when there is a disagreement about a final course grade. Whatever the nature of the grade appeal, the student must make an effort to first discuss the matter with the faculty member. In order to begin the appeal process, students must initiate a complaint to the faculty member in writing or via e-mail within 15 calendar days of the posting of a final grade. The faculty member will provide a written response within 15 calendar days of receiving the letter or e-mail from the student. (See “For the Graduate Physician Assistant Program only” below for steps 2-3 for this program.)
2. If the student is not satisfied with the faculty member’s response or lack of response, the student will submit a grade appeal form to his or her student success advisor within 30 days of the final grade posting.
3. The Grade Appeal Committee will review the grade appeal form and all supporting documents and render a decision within 15 days of receipt.
4. The decision of the Grade Appeal Committee is final and cannot be appealed.

For the Graduate Physician Assistant Program only:

1. If the student is not satisfied with the faculty member’s response or lack of response, the student shall contact the Promotion, Retention, and Disciplinary Committee 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 Committee will communicate with the student within 30 calendar days to attempt to resolve the issue.
2. If after communicating with the Promotion, Retention, and Disciplinary Committee the student is still not satisfied with the decision, the student may choose to file an appeal to the University Provost. This appeal must be in writing within 15 calendar days of the previous contact with the program director. The University Provost will contact the student within 15 calendar days of receiving the appeal in an attempt to resolve the issue. The University Provost may elect to include or consult with others in evaluating the appeal. The decision of the University Provost is final.

For the Graduate Counseling Program only:

1. If the student is not satisfied with the faculty member’s response or lack of response, the student shall contact the Director of the Graduate Counseling program 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 Director will communicate with the student within 30 calendar days to attempt to resolve the issue.
2. If after communicating with the Director of the Graduate Counseling Program the student is still not satisfied with the decision, the student may choose to file an appeal to the Dean of the School of Arts and Social Sciences. This appeal must be in writing within 15 calendar days of the previous contact with

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

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

Graduate Counseling

Professor	Director of Graduate Counseling Program	Dean of School of Arts and Social Sciences
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Graduate Education

Professor	Grade Appeal Committee
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Graduate Leadership

Professor	Grade Appeal Committee
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Graduate Business

Professor	Grade Appeal Committee
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Graduate Physician Assistant

Professor	Promotion, Retention, and Disciplinary Committee	University Provost
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Graduate Religion

Professor Grade Appeal Committee

Graduate School of Arts and Social Sciences

Professor Grade Appeal Committee

information can be accessed on the Institutional Review Board web site: www.trevecca.edu/about/research

Identity Fraud

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

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 setting, 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

Professional Performance

UNIVERSITY STANDARDS OF BEHAVIOR

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

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

ACADEMIC HONESTY

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

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

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

9. Submitting and using instructional materials, instructor resources, and faculty guides as your own work;

10. Identity Fraud Penalties

All instances of academic dishonesty should be reported first by the faculty member to their respective program director and then to the student involved. The faculty member should then follow-up by submitting the Report-Violation of Academic Honesty Form to the Student Success and Advising Office by completing and submitting to GRAEAdvising@trevecca.edu for recording in the student's permanent file. The Director of Academic Advising will receive all email notifications that are sent to the GRAEAdvising@trevecca.edu email and will submit to the proper Advisor.

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

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

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

ALCOHOL

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

CELLULAR PHONE USAGE

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

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

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

DRESS CODE

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

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

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

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

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

DRUGS

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

licensed health care provider. The complete policy can be found at <https://tnu4u.trevecca.edu/finances/hr/Documents/Trevecca%20DAAPP%202020.pdf>.

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

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

OBSCENE LANGUAGE AND LITERATURE

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

SEXUAL ETHICS

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

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

SEXUAL HARASSMENT

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

Sexual and gender harassment are not only repugnant to the Trevecca community and a violation of this policy, but may be criminal offenses according to Tennessee or federal law. Members of the University's community who have been found in violation of

statutes related to sexual harassment and/or assault may be subject to additional University disciplinary action. Trevecca's full policy regarding sexual harassment, including procedures for filing a complaint, can be accessed in the Student Handbook found on the Intranet my.treveca.edu page.

TOBACCO

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

University Services

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

ALUMNI ASSOCIATION

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

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

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

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

CAMPUS EVENTS

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

CAMPUS SECURITY AND EMERGENCY ALERT SYSTEMS

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

- The University is very serious about protecting the lives and property of all our students and employees. The TNU Emergency Alert System will be used by the University to send emergency messages via telephone (voice & text) and e-mail to students and employees. It will not be used for any other purpose, such as general notifications, SPAM, advertising, etc. In order to receive these emergency messages, you must first register your contact information. Go to <http://emergency.trevecca.edu>, provide the necessary information and click submit. **Please take advantage of this potentially life-saving service and register immediately!**

- The TNU Emergency Siren System consists of externally mounted sirens at two locations on campus which are programmed to deliver audible messages followed by specific siren tones in case of an emergency. Please visit Trevecca.SharePoint/TreveccaSecurity and select the RAVE link to sign up for emergency alerts.

CAMPUS STORE

The Trevecca Campus Store is located in the Jernigan Student Center. The normal hours of operation are Monday through Friday 9:00 AM to 4:30 PM. The store sells general school/office supplies, Trevecca logo clothing, greeting cards, some electronics, and health/beauty items. Purchases may be made by cash, check, or credit card (Visa, MasterCard, and American Express).

CENTER FOR STUDENT DEVELOPMENT

Academic Support

The Center for Student Development (CSD; Bud Robinson Building) supports our diverse community with a wide variety of experiences and services that promote the holistic development of students, assists them in achieving their personal and educational goals, and prepares them for lives of Christlike leadership and service. Graduate and adult students have access to resources provided by Academic Services and Testing Services within the CSD.

The TNU Writing Center is part of Academic Services. To have a paper reviewed, please send it as an email attachment to writingservices@trevecca.edu. Include the course name and number along with any other information that would be helpful (e.g., writing prompt, grading rubric). Papers from non-traditional undergraduate students and Master's-level students are forwarded to Writing Center tutors, and papers from doctoral-level students are forwarded to faculty members. Papers are reviewed and returned with comments as soon as possible. Plan on a turnaround time of three days for undergraduate and Master's-level papers. While we make every effort to return dissertations within a few days as well, the actual time depends on the length and complexity of the paper as well as the number of papers being reviewed.

Testing Services are available on the lower level of the Bud Robinson building. Students can earn college credits through CLEP and DSST tests that can be taken on-site. To schedule a test or if you have any questions about tests, please email testingservices@trevecca.edu. If you have received accommodations for testing in the past or have questions regarding testing accommodations, please email Disability Services at disabilityservices@trevecca.edu.

Career Services

The University's Office of Career Development and Connections provides an array of services focused on career advancement for

both students and alumni. These services encompass personal assessments to discover one's life calling and career path, assistance with career exploration and research, guidance on internships, job-search strategies, educational resources, mentorship opportunities, and referrals.

The Office of Career Development also provides comprehensive support to both students and alumni, facilitating access to premier career resources. These include Handshake, the leading online career network for college students and alumni; SkillsFirst, a unique career management platform that leverages AI technology for crafting resumes, cover letters, and more; and Graduway, an interactive online platform designed to foster connections, mentorships, and opportunities among students and alumni.

Students may set up an appointment through Handshake > Career Center or by emailing the Director, Becky Farley, or Career Coach, John Radzimanowski.

Counseling Services

Counseling services are available to currently enrolled students. Services such as individual therapy, couples therapy, or pre-marital therapy are available. The Counseling Center is located in the Smith House and online (for those residing in the state of TN) and is available for all currently enrolled undergraduate (first 8 sessions free and \$5 after every academic school year) and graduate students (\$15 a session or pay what you can). Sessions are offered from 8 AM to 8 PM, Monday through Friday. Students may set up an appointment by accessing the Counseling Services page through SharePoint - <https://trevecca.sharepoint.com/sites/CounselingCenter> or contacting Miller Folk, director of counseling services, at mmfolk@trevecca.edu.

Services for Students with Disabilities

At Trevecca Nazarene University, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability, please contact Disability Services at 615-248-1463 or email disabilityservices@trevecca.edu to establish reasonable accommodations. Disability Services is located in the Bud Robinson Building, lower level. Trevecca Nazarene University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008. Further information can be found at: www.trevecca.edu/offices-services/disability-services.

DINING OPTIONS

The cafeteria and The Hub are located in the Jernigan Student Center. The Cube is located in the Boone Business Building, Starbucks is located in the Bud Robinson Building and 1901 is located in the Waggoner Library. All are operated by Sodexo. Regular hours of operation can be found below.

Cafeteria Hours (fall and spring semesters)

Monday - Friday	7:00 AM	8:00 PM
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Saturday / Sunday	10:00 AM	8:00 PM
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The Hub Hours (fall and spring semesters) - Times are subject to change.

Monday - Friday	11:00 AM	10:00 PM
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Saturday / Sunday	11:00 AM	7:00 PM
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Starbucks Hours (fall and spring semesters)

Monday - Friday	7:00 AM	4:00 PM
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Saturday	8:00 AM	3:00 PM
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Sunday	Closed	Closed
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1901 Hours (fall and spring semesters)

Monday - Thursday	8:00 AM	8:00 PM
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Friday	8:00 AM	4:00 PM
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Saturday - Sunday	Closed	Closed
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IDs

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

INFORMATION TECHNOLOGY SERVICES

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

Network Account	Citrix
Sharepoint (my.trevecca.edu portal)	Computer Labs
Email (Office 365)	Self-Service Access
Canvas (online learning)	Wired & Wireless
Computer purchases	Helpdesk
Campus Security/Emergency Alert	

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

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

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

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

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

Official University Email Policy:

Trevecca Nazarene University (TNU) provides all full- and part-time faculty, staff, and students with an official email account, and all official TNU correspondence, including all course-related emails, must be sent using the university-provided account. Since course messages sent from within the Blackboard learning management system are sent to the user's official Trevecca email account and appear to come from the sender's official account, the Blackboard Course Messages tool is also an acceptable medium of communication. This policy is in place for the protection of employee and student privacy, the authentication of employee and student identity, the provision and enforcement of network security and storage measures, and compliance with regulatory and legal requirements regarding privacy and data protection. Employees who send confidential Trevecca information to non-Trevecca email accounts may be in violation of this policy and the university's conflict of interest policy.

LIBRARY

Waggoner Library provides access to the latest research, including print books and journals along with a wide range of online content available on the library web site (library.trevecca.edu). Online users will find searchable databases with access to journals, books, and videos. Additionally, Research Guides provide assistance by major, access to research tools, and information about the library.

Located near the center of campus and open seven days a week, the library is a great place to study. Group study rooms, mediascapes, and a variety of seating areas provide a perfect place to collaborate on projects. In addition to print materials, the Library's in-house collections include DVD's, CD's and archival material. Computers, laptops, printers, and a coffee shop are available in Waggoner. Library personnel are available to answer questions and assist with research.

PARKING FOR ON-CAMPUS PROGRAMS

All students are required to register their vehicles and obtain a parking permit. Vehicle registration can be completed online at: <https://treveccacentral.etrive.cloud/Index#/form/85>.

Follow the Apply for Permit instructions, and a "C" parking permit will be mailed to you. Multiple vehicles can be registered. A "C" parking permit will allow parking in any of the three

designated commuter parking areas, which are located in the Hart Street Tidwell "A/C" parking area, the North Drive "A/C" parking area, and the Trevecca Community Church parking area. Further parking policies/instructions can be found in the Student Handbook, available online. Any questions regarding vehicle registration can be answered by calling the Office of Campus Security at 615-642-3523.

STUDENT CODE OF CONDUCT

All students enrolled in programs through the Office of Graduate and Adult Education are expected to display the highest ethical, moral, and professional standards as scholars, professionals, and leaders in their respective fields. A violation of ethical, moral, and/or professional standards is a serious offense and may result in academic sanctions, including suspension or dismissal by the program in which the student is enrolled and/or by the Office of Graduate and Adult Education. It may also prohibit future enrollment or re-enrollment in any program at the University. A violation of ethical, moral, and/or professional standards is not limited to behavior outlined in the Graduate & Adult Studies Catalogs but still may result in academic sanctions, including suspension or dismissal by the program or the Office of Graduate and Adult Education. While some unacceptable behaviors are specifically addressed in this policy, they are not exhaustive. The overall standard to be observed is one of reasonable professional behavior. A few specific examples deserving of special attention follow in the next paragraph.

Students are expected to demonstrate respect for all persons. Any act or threat that imposes any kind of emotional trauma or results in intimidation, bullying, or physical harm to another student, faculty, or administrator is prohibited. Such behavior is regarded as a safety risk, not only for the individuals involved but also for the entire Trevecca community, and will not be tolerated. Any member of the Trevecca Nazarene Community who feels threatened or harassed is encouraged to seek assistance. Reports can be made to the Title IX Coordinator. Institutional procedures are intended to protect the rights of both complainant and respondent, protect privacy, and prevent retaliation.

SOURCES OF INFORMATION

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

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

Academic Affairs	615-248-1258	academicaffairs@trevecca.edu
Academic Records	615-248-1268	academicrecords@trevecca.edu
Academic Services	615-248-1376	academicservices@trevecca.edu
Admissions		
Traditional Undergraduate Admissions	615-248-1320 or 888-210-4TNU	admissions@trevecca.edu
Graduate and Adult Education Admissions	615-248-1444 or 844-TNU-GRAD	GRAEadmissions@trevecca.edu
Graduate Counseling Admissions	615-248-1384	admissions_gradcouns@trevecca.edu
Graduate Physician Assistant Admissions	615-248-1225	admissions_pa@trevecca.edu
Post-Baccalaureate Admissions	615-248-1390	admissions_bac@trevecca.edu
Athletics	615-248-1271	www.tnutrojans.com
Alumni Relations	615-248-1355	alumni@trevecca.edu
Canvas		onlinehelp@trevecca.edu
Campus Visitation	615-248-1320 or 888-210-4TNU	visits@trevecca.edu
Career Development	615-248-1316	careerdev@trevecca.edu
Center for Student Development	615-248-1245	csd@trevecca.edu
Counseling Services		counselingservices@trevecca.edu

Disability Services	615-248-1463	disabilityservices@trevecca.edu
Financial Services	615-248-1242	financialservices@trevecca.edu
ITS (e-mail, my.trevecca.edu , , or other computer-related issues)	615-248-1223	helpdesk@trevecca.edu or www.trevecca.edu/its
Library Services	615-248-1214	library@trevecca.edu
Security and Auto Issues	615-642-3523	
Student Accounts	615-248-1242	financialservices@trevecca.edu
Testing Services	615-248-1663	testingservices@trevecca.edu
Veteran's Benefits	615-248-1268	militaryhelp@trevecca.edu

PROGRAM CONTACTS

Graduate Business and Technology Master of Business Administration	615-248-1529	
Micro Master of Business Administration Certificate Program	844-TNU-GRAD	
Master of Science: Management		www.trevecca.edu/mba
Doctor of Business Administration		www.trevecca.edu/micromba
Master of Healthcare Administration		www.trevecca.edu/mpa www.trevecca.edu/dba www.trevecca.edu/mhca
Graduate Counseling Master of Arts: Clinical Mental Health Counseling	615-248-1384	www.trevecca.edu/academics/program/counseling
Master of Marriage and Family Counseling		www.trevecca.edu/academics/program/marriage-and-family
Ph.D.: Counseling: Teaching and Supervision		www.trevecca.edu/academics/program/clinical-counseling-teaching-supervision
Graduate Information Technology Master of Science: Instructional Design and Technology	615-248-1529	www.trevecca.edu/idt
Graduate Physician Assistant Master of Science: Medicine	615-248-1225	www.trevecca.edu/pa

Graduate Education Master of Arts: Teaching K-5, 6-12	615-248-1201 Fax 615-248-1597
Master of Education: Curriculum and Instruction P-12	www.trevecca.edu/soe
Master of Education: Educational Leadership K-12	www.trevecca.edu/mat
Master of Education: English Second Language	www.trevecca.edu/programs/curriculum-and-online-teaching
Master of Education: Visual Impairments Special Education	www.trevecca.edu/edleadership
Master of Library and Information Science K-12	www.trevecca.edu/mlis
Ed.S.: Specialist in Accountability and Instructional Leadership	www.trevecca.edu/vision
	www.trevecca.edu/esl
	www.trevecca.edu/eds

Graduate Leadership Master of Arts: Organizational Leadership	615-248-1529
Ed.D.: Leadership	www.trevecca.edu/maol
	www.trevecca.edu/edd

Graduate Religion Master of Arts: Religion: Church and Community	615-248-1378 Fax: 615-248-7417
Master of Arts: Religion: Theology and Biblical Studies	www.trevecca.edu/churchandcommunity
	www.trevecca.edu/theologyandbiblicalstudies

Graduate Worship Master of Arts: African American Worship and Leadership Studies	615-248-1529
Master of Arts: Worship and Business Management	www.trevecca.edu/aaws
Master of Arts: Worship and Leadership	www.trevecca.edu/mwl

SPIRITUAL LIFE

Because Trevecca is a Christian community, spiritual formation aimed at building up disciples of Jesus is central to our mission. The general education core curriculum consists of three specific courses in religion which seek to enhance the students' understanding of the Bible, the Christian faith, and the Christian life and service. Classes of all disciplines are regularly opened with prayer.

The spiritual life of Trevecca is understood to work in partnership with the local church. Students are strongly encouraged to become active in a local congregation.

Chapel is the gathering place for the Christian community of Trevecca. The campus gathers for corporate prayer, worship through song, preaching, Godly conversation, reading of scripture, the proclamation of the gospel, and sharing in the sacrament of Holy Communion (see Chapel brochure for specific dates). In both the fall and spring semesters, a week is set aside in which spiritual deepening is the primary focus. Attendance requirements for these worship opportunities are outlined in the *Student Handbook*. Many of the residence halls have a prayer chapel for private meditation and small group prayer meetings. Discipleship and accountability groups for both residential and non-residential students are offered, and students are encouraged to participate. The University Chaplain and members of the student chaplain team are available for spiritual counsel and support. Through student government, Campus Ministries coordinates student-led spiritual life activities on campus and offers opportunities for involvement in ministry through the planning of student chapels, as well as numerous outreach opportunities in various areas of service throughout Middle Tennessee and the southeast region. In addition, opportunities for ministry through TAG (Trevecca Around the Globe) Teams minister both domestically and abroad during fall and spring breaks as well as the summer months. Summer-long ministry opportunities are available through the IMMERSE program.

TRANSCRIPT POLICIES

Official Transcripts: A student's academic transcript will be released upon their consent when that student orders online through our transcript vendor, Parchment. A financial obligation to the University may prohibit the release of transcripts or degrees in some cases.

Unofficial Transcripts: Currently enrolled students may view their unofficial copy of their transcript by using their my.trevecca.edu web account. The Office of Academic Records only provides official transcripts; it does not provide unofficial copies of transcripts.

Transcripts of Transfer Credit: A transcript of a student's record from another university, college, or high school will not be forwarded to a third party or institution. The student must request another transcript from the original institution.

Graduate Business Program

Master of Business Administration: Management

Micro Master of Business Administration Certificate Program

Master of Science: Management

Doctor of Business Administration

Master of Healthcare Administration

Data Analytics Certificate Program

Human Resources Certificate Program

Master of Public Health

Skinner School of Business

Boone Business Building

615-248-1529 • 1-800-818-4256

management@trevecca.edu

www.trevecca.edu/mba

www.trevecca.edu/micromba

www.trevecca.edu/dba

www.trevecca.edu/mpa

www.trevecca.edu/mhca

THE SKINNER SCHOOL OF BUSINESS

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

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

General Description

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

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

The MBA Program, composed of 36 semester hours, takes approximately 22 months to complete. Note that the program is also available in a 13-month ***accelerated format***. The MSM

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

Students are a part of a cohort group who will attend all the courses together, forming an important, cohesive support group. Classes are taught seminar/discussion style. 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.

*** If a student in the accelerated program falls below a 3.0 GPA and is placed on academic probation, the student will automatically be moved to a regular MBA cohort. They will take one course at a time for the remainder of their program. This will extend the time it will take to graduate.**

MBA Admission Policies and Procedures

Conditional Admission

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

MBA Admission Requirements

Admission into the MBA program is based on a careful appraisal of the applicant's academic record, performance, and work experience if any.

To be considered for admission, applicants must:

1. Submit an online application.
2. Have earned a bachelor's degree from a regionally accredited institution, with a cumulative undergraduate grade point average (GPA) of 2.75 or higher. Applicants must submit one official transcript from all colleges/universities attended

(undergraduate and graduate work). These transcripts must be sent directly (by mail or fax) from the institution to Admissions, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, TN 37210. All hours from accredited institutions will be considered in calculating the cumulative GPA.

3. Have prior credit of a college math course (grade "C" or higher), reflected on transcript, or equivalent.
4. Have prior credit of a college English Composition course (grade "C" or higher), reflected on transcript, or equivalent.
5. Undergraduate seniors may take 3 MBA credit hours in their Fall semester and 3 MBA credit hours in their Spring semester (these 6 hours count as electives towards 120 hours required to graduate, as well as 6 hours to complete the MBA program of study) followed by admission into the MBA program beginning in the Summer semester after graduation. Required:

- Undergraduate GPA of 3.0 or above
- Recommendation letter from a professor
- 84 completed undergraduate hours prior to the fall semester of Senior year

fall semester of Senior year

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

Students not meeting the minimum requirements may request conditional admission from the Skinner School of Business Graduate Programs Director.

MBA Academic Policies

Graduation Requirements

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

1. The required 36 semester hours of graduate credit must be completed with a cumulative graduate grade point average of 3.0 or higher.
2. No course grade of C- or below will count toward graduation.

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

1. The required 30 semester hours of graduate credit must be completed with a cumulative 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. 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 18 semester hours of graduate credit with a cumulative GPA of 3.0 or better. A student achieves candidacy status in the MBA program when he or she has earned at least 30 semester hours of graduate credit with a cumulative GPA of 3.0 or better.

Withdrawal from Courses

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

Any student who wishes to withdraw must contact his/her student success advisor immediately to report that decision.

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

Withdrawal from Programs

Students who drop out of a group due to an academic issue may continue in a later group with the approval of their student success advisor. The student must be in good standing and the group he/she selects must have space available.

Any refund of tuition or fees will be governed by the Refund Policy which appears in the financial information section of this catalog.

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

Grading System

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

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

D	1.0
D-	0.7
F	0.0

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

Incomplete	“I”	Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The “I” must be removed within six weeks or the grade will be based on points earned for completed work.
Withdrawal	“W”	Granted to a student who officially withdraws from a class before the end of day 21 for most courses or day 35 for 12-week courses. The grade of “W” may be assigned by the program director or the school dean in extenuating circumstances.

The Master of Business Administration (MBA) Program

MBA Program Mission

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

MBA Academic Program

The Master of Business Administration: Management (MBA) program is 22 months in length. Face-to-face and online courses are 6 weeks in length and require about 15 to 20 hours per week of work. Face-to-face classes are scheduled to meet one night a week.

MBA Student Learning Outcomes

Graduates of the MBA program should be able to:

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

9. Apply advanced quantitative tools and techniques to support business and organizational development.

MBA Program Curriculum

General Business Core - 21 hours

BUS 5900	Foundations for Graduate Business Studies	1
BUS 6000	Introduction to Graduate Business Studies	2
BUS 5013	Organizational Behavior and Leadership	3
BUS 6073	Business Analytics	3
ITI 5700	IT Strategy in Business	3
ECO 5023	Global and Economic Environment	3
BUS 6015	Accounting and Finance for Managers	3
MKT 5093	Marketing Management	3

MBA Core - 6 hours

ACT 6203	Managerial Accounting	3
FIN 6213	Strategic Finance	3

Choose one of the following tracks:

Data Analytics Track - 9 hours

BUS 6150	Introduction to Data Analytics	3
BUS 6160	Processing Data for Decision-Making	3
BUS 6170	Leading Data Analytics Projects	3

Entrepreneurship and Innovation Track - 9 hours

BUS 6210	Entrepreneurship and Innovation	3
BUS 6220	New Venture Creation	3
BUS 6230	Small Business Management	3

Healthcare Administration Track - 9 hours

HLT 6200	Legal and Regulatory Issues in Healthcare	3
HLT 6400	Quality Healthcare Management	3
HLT 6600	Healthcare Strategy	3

Human Resources Management Track - 9 hours

BUS 6110	Strategic Human Resource Management	3
BUS 6130	Staffing and Development	3
BUS 6140	Compensation and Benefits	3

Management and Leadership Track - 9 hours

BUS 6200	Leadership and Strategic Planning for Servant Leaders	3
BUS 6100	Human Resource Development and Management	3
BUS 6223	The Legal Environment of Business	3

Nonprofit Leadership and Management Track - 9 hours

BUS 6240	Introduction to Nonprofit Leadership and Management	3
BUS 6250	Raising Human and Financial Resources for Nonprofits	3
BUS 6260	Fiscal Administration in Nonprofits	3

Project Management Track - 9 hours

PMI 6000	Introduction to Project and Program Management	3
PMI 6200	Project Schedule and Risk Management	3
PMI 6400	Cost, Contract, and Procurement Management	3

Public Administration Track - 9 hours

PUB 6020	Public Policy	3
PUB 6040	State and Local Government Structure, Law, and Practice	3
PUB 6080	Strategic Management and Financial Administration	3

Interdisciplinary Learning Track - 9 hours

This track offers a unique opportunity for students to transfer up to twelve (9) graduate-level credits from previous coursework completed at other regionally accredited institutions within the last ten years. These credits can be applied to our MBA program, allowing students to fast-track their education. In the event that students transfer less than the maximum number of credits, they will complete an equal number of courses within the Trevecca program's track to ensure all requirements are met. This coursework counts towards completing the Interdisciplinary Studies Track requirements and may result in a brief break from coursework while the student's cohort completes their personalized learning track.

Total Credit Hours: 36

The Micro MBA Certificate Program**Micro MBA General Description**

The Micro MBA certificate program is designed for people who want to enhance, renew, or significantly update their current business knowledge and skills. It provides not only a certificate credential but awards 12 hours of credit toward the actual MBA degree, should the student later decide to pursue it. Although the program is offered only in an online modality, a completing student could elect to join the full MBA program in either an online or in an on-ground, face-to-face format.

Micro MBA Program Mission

The Micro MBA Program exists for multiple reasons. In its simplest form, the program allows a student to gain or update business knowledge and skills. Second, it permits an aspiring student to try out the MBA Program in an initial 12-hour block rather than committing to a full 36-hour program. Reduction of the risk of loss to the uncertain student in terms of both time and money is a significant benefit. Third, this program fills in gaps in the most essential business knowledge necessary for career advancement or for better managing one's own business or professional practice. For some, it provides a bridge to a richer and fuller graduate experience in the broader MBA Program. Finally, for still others already in possession of a master's degree in a non-business area who would like to join Trevecca's Doctor of Business Administration program, the Micro MBA provides most of the prerequisites necessary for such admission.

Micro MBA Academic Program

The Micro MBA Certificate program is 28 weeks in length. This program is offered in a fully online format. Each course is 6 weeks in length (except for the first course which lasts only four weeks) and requires about 15 to 20 hours of work per week.

Micro MBA Student Learning Outcomes

Students who complete the Micro MBA certificate program should be able to:

1. Understand foundational business concepts and vocabulary.
2. Apply their critical thinking and APA skills to their professional writing.
3. Analyze and synthesize current best practice research in organizational leadership.
4. Understand the basics of Accrual Accounting.
5. Analyze a market segment using fundamental marketing principles.

Micro MBA Program Curriculum

BUS 5900	Foundations for Graduate Business Studies	1
BUS 6000	Introduction to Graduate Business Studies	2
BUS 5013	Organizational Behavior and Leadership	3
BUS 6015	Accounting and Finance for Managers	3
MKT 5093	Marketing Management	3

Total Credit Hours: 12

The Data Analytics Certificate Program**Data Analytics Certificate General Description**

The Data Analytics Certificate Program consists of three courses (9 graduate credit hours) comprising the Data Analytics Track in the MBA Program. This course sequence allows a student to gain foundational knowledge and immediately applicable skills in the field of data analytics. Specifically, it offers students (and business managers and analysts) the needed context in which to apply descriptive, predictive, and prescriptive analytics in a wide variety of industries and business types. The combination of courses provides students with practical experience using data visualization, simulation modeling, data mining techniques, database architecture, and business intelligence tools. Skills in applying data analytics to business problems are increasingly the critical, competitive advantage for all organizations, business functions, and roles. A significant benefit for select students is the ability to apply the 9 graduate hours earned toward obtaining an MBA degree.

Data Analytics Certificate Academic Program

The Data Analytics Certificate program is 18 weeks in length. This program is offered in a fully online format. Each course is 6 weeks in length and requires about 15 to 20 hours of work per week.

Data Analytics Certificate Student Learning Outcomes

Students who complete the Data Analytics certificate program should be able to:

1. UNDERSTAND academic and industry research literature. (BUS 6150)
2. APPLY their critical thinking and APA skills in a written report and presentation. (BUS 6170)
3. ANALYZE and synthesize using skills related to processing data. (BUS 6160)
4. SYNTHESIZE in discernment of cases in BUS 6160.

Data Analytics Certificate Program Curriculum

BUS 6150	Introduction to Data Analytics	3
BUS 6160	Processing Data for Decision-Making	3
BUS 6170	Leading Data Analytics Projects	3

Total Credit Hours: 9

The Human Resources Certificate Program

Human Resources Certificate General Description

The Human Resource Management Certificate Program is designed for people who want to acquire or update their current HR knowledge and skills. It provides not only a certificate credential but awards 9 hours of graduate credit that could be applied toward the actual MBA degree, should the student decide to pursue it.

Human Resources Certificate Academic Program

The Human Resources Certificate program is 18 weeks in length. This program is offered in a fully online format. Each course is 6 weeks in length and requires about 15 to 20 hours of work per week.

Human Resources Certificate Student Learning Outcomes

Students who complete the Human Resources certificate program should be able to:

1. Evaluate the impact that HR has on the creation and implementation of an organization's strategy.
2. Evaluate and apply policies and practices in the area of job analysis.
3. Identify and apply strategic approaches to the recruitment and selection of employees.
4. Evaluate and apply best practices in training human resources.
5. Evaluate and apply policies and practices in the area of performance management and appraisal.
6. Determine the compensation philosophies and policies most appropriate for a particular job and organization.

Human Resources Certificate Program Curriculum

BUS 6110	Strategic Human Resource Management	3
BUS 6130	Staffing and Development	3
BUS 6140	Compensation and Benefits	3

Total Credit Hours: 9

The Master of Science: Management Program

MS in Management Program Mission

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

MS in Management Academic Program

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

MS in Management Student Learning Outcomes

Graduates of the MS in Management program should be able to:

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

MS in Management Program Curriculum

MSM General Business Core — 21 hours

BUS 5900	Foundations for Graduate Business Studies	1
BUS 6000	Introduction to Graduate Business Studies	2
BUS 5013	Organizational Behavior and Leadership	3
BUS 6073	Business Analytics	3
ITI 5700	IT Strategy in Business	3
ECO 5023	Global and Economic Environment	3
BUS 6015	Accounting and Finance for Managers	3
MKT 5093	Marketing Management	3

Choose one of the following tracks:

Data Analytics Track - 9 hours

BUS 6150	Introduction to Data Analytics	3
BUS 6160	Processing Data for Decision-Making	3

BUS 6170	Leading Data Analytics Projects	3
Entrepreneurship and Innovation Track - 9 hours		
BUS 6210	Entrepreneurship and Innovation	3
BUS 6220	New Venture Creation	3
BUS 6230	Small Business Management	3
Healthcare Administration Track - 9 hours		
HLT 6200	Legal and Regulatory Issues in Healthcare	3
HLT 6400	Quality Healthcare Management	3
HLT 6600	Healthcare Strategy	3
Human Resources Track - 9 hours		
BUS 6110	Strategic Human Resource Management	3
BUS 6130	Staffing and Development	3
BUS 6140	Compensation and Benefits	3
Management and Leadership Track - 9 hours		
BUS 6223	The Legal Environment of Business	3
BUS 6100	Human Resource Development and Management	3
BUS 6200	Leadership and Strategic Planning for Servant Leaders	3
Nonprofit Leadership and Management Track - 9 hours		
BUS 6240	Introduction to Nonprofit Leadership and Management	3
BUS 6250	Raising Human and Financial Resources for Nonprofits	3
BUS 6260	Fiscal Administration in Nonprofits	3
Project Management Track - 9 hours		
PMI 6000	Introduction to Project and Program Management	3
PMI 6200	Project Schedule and Risk Management	3
PMI 6400	Cost, Contract, and Procurement Management	3
Public Administration Track - 9 hours		
PUB 6020	Public Policy	3
PUB 6040	State and Local Government Structure, Law, and Practice	3
PUB 6080	Strategic Management and Financial Administration	3

Interdisciplinary Learning Track - 9 hours

This track offers a unique opportunity for students to transfer up to twelve (9) graduate-level credits from previous coursework completed at other regionally accredited institutions within the last ten years. These credits can be applied to our MSM program, allowing students to fast-track their education. In the event that students transfer less than the maximum number of credits, they will complete an equal number of courses within the Trevecca program's track to ensure all requirements are met.

This coursework counts towards completing the Interdisciplinary Studies Track requirements and may result in a brief break from coursework while the student's cohort completes their personalized learning track.

Total Credit Hours: 30

The Doctor of Business Administration (DBA) Program**DBA Program Mission**

The mission of the DBA program is to develop enterprise-level leaders, healthcare administrators, consultants, and educators who can help companies and organizations to create unique value in today's marketplace.

The Doctor of Business Administration program builds on the well-established Trevecca MBA program that is one of the largest in Tennessee. The DBA is a broad, industry-strength degree that is academically equivalent to the Ph.D. for faculty roles. It is also well-suited for applied business and organizational leadership in both consulting and management.

DBA Academic Program

This degree will provide students with a foundation from which to flourish with integrity while facing the evolving challenges and opportunities within the professional setting.

What to expect:

Accessibility: The 32-month program is 100 percent online with no GMAT required. Additionally, the degree is available to students who hold various types of graduate degrees as well as to those with MBAs.

Relevancy: Coursework will connect the latest business trends and philosophies with practical leadership skills and competencies. Students will interpret business intelligence through data analytics to solve organizational problems, improve inefficiencies and provide real-time alternatives.

Results: Students can choose to complete an applied doctoral project as part of their coursework where they tackle issues relating to entrepreneurial management, executive coaching, higher education leadership and more, or they can complete a classic dissertation that is a pathway to new knowledge and is the more typical choice of academic faculty and leaders. Students will receive the training and resources needed to progress in upper management or other executive opportunities.

DBA Student Learning Outcomes

Graduates of the DBA program should be able to:

1. Effectively utilize expertise both inside and outside the organization to analyze, synthesize and implement business decisions.
2. Communicate effectively with diverse business stakeholders both orally and in writing.
3. Utilize business intelligence through data analytics to analyze and solve organizational problems, improve inefficiencies and provide innovative alternatives.
4. Utilize research techniques to carry out timely and relevant applied research providing effective solutions to complex issues.

5. Approach each situation from an ethical and values-based perspective.
6. Understand financial information and be able to effectively apply the knowledge to day-to-day management of the organization as well as strategic planning for the future.
7. Understand the impact of the global environment in strategic decision making and implementation.
8. Apply the research topic across each research method, data collection planning, and DBA manuscript.

Career Track

The DBA provides doctoral-level business studies that can support students' professional goals through four career tracks:

CONSULTING AND COACHING TRACK

Graduates can serve in the growing area of executive consulting and coaching. Many organizations and companies will engage internal and external consultants to help them improve their efficiency and effectiveness. Executive coaches partner with leaders in their professional development.

EXECUTIVE LEADERSHIP AND MANAGEMENT TRACK

In today's fast-moving world, growing organizations need leaders and managers who can help them to move forward through innovation and entrepreneurial endeavors.

HEALTHCARE ADMINISTRATION TRACK

Created to prepare graduates for leadership and service in healthcare organizations at the middle and senior management levels.

HIGHER EDUCATION TRACK

The Trevecca DBA program equips graduates to serve in a variety of ways. Graduates will be well equipped to teach business at the collegiate level as well as serve as program directors, academic administrators, and in academic support positions at higher education institutions.

LEADERSHIP IN THE AGE OF AI TRACK

The AI in Leadership track is designed to equip leaders with the knowledge, skills, and strategies necessary to leverage artificial intelligence (AI) in their roles – providing a comprehensive understanding of AI's applications in leadership and enable students to apply AI concepts in real-world scenarios and problem-solving.

ORGANIZATIONAL INTELLIGENCE TRACK

Organizational Intelligence (OQ) – the intellectual capability of an organization – represents the whole enterprise's capacity to create, process, and use information regarding its strengths and weaknesses. The higher the level of OQ that leaders can create and foster within their organizations, the greater the potential for sustained growth and success in continuously changing and complex circumstances. This track walks leaders through a scaffolded learning experience that empowers them to identify and address the barriers to OQ, create a culture of growth and learning, and drive systemic and systematic improvement in their organizations.

INTERDISCIPLINARY LEARNING TRACK

This track offers a unique opportunity for students to transfer up to twelve (12) doctoral-level credits from previous coursework completed at other regionally accredited institutions within the last ten years. These credits can be applied to our DBA program, allowing students to fast-track their education. In the event that students transfer less than the maximum number of credits, they will complete an equal number of courses within the Trevecca program's track to ensure all requirements are met. This coursework counts towards completing the Interdisciplinary Studies Track requirements and may result in a brief break from coursework while the student's cohort completes their personalized learning track.

DBA Program Curriculum

BUS 8000, BUS 8050, BUS 8200, BUS 8210, BUS 8220, BUS 8230, BUS 8240, BUS 8250 are gate-keeping benchmarks and must be completed in the prescribed sequence and passed with the final grade of C/S or above to proceed in the DBA program. If a student earns a C-/U or lower in one of these courses, the student will have to stop out immediately and wait to join a later cohort to repeat the course.

General Business Core

BUS 8000	Introduction to Doctoral Business Studies	4
BUS 8010	Current Topics in Management and Leadership	4
BUS 8020	Current Topics in Business Strategy	4
BUS 8030	Current Topics in Accounting and Finance	4
BUS 8040	Current Topics in Marketing	4
BUS 8050	Introduction to Applied Business Research Design	4
BUS 8210	Introduction to Applied Business Research Analytics	4
BUS 8200	Applied Business Research Principles and Practices	4
BUS 8220	Applied Doctoral Project Proposal / Dissertation Project Development	4
BUS 8230	DBA Proposal and IRB Application (DBA 1)	4
BUS 8240	DBA Data Collection and Analysis (DBA 2)	4
BUS 8250	DBA Manuscript Completion (DBA 3)	4

Choose one of the following tracks:

Healthcare Administration Track - 12 hours

BUS 8135	Change Management and Negotiation Strategies	4
BUS 8145	Quality Systems Management and Regulatory Affairs	4
BUS 8155	The Culturally Competent Healthcare Leader	4

Higher Education Track - 12 hours

BUS 8100	Higher Education Leadership and Administration	4
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BUS 8110	Teaching in Higher Education: Principles and Practices	4
BUS 8120	Higher Education Practicum	4

Executive Leadership and Management Track - 12 hours

BUS 8130	Leading at the Enterprise Level	4
BUS 8140	Managing Complex Operations	4
BUS 8150	Entrepreneurial Management	4

Consulting and Coaching Track - 12 hours

BUS 8160	Current Principles and Practices in Consulting	4
BUS 8170	Current Principles and Practices in Executive Coaching	4
BUS 8180	Consulting and/or Coaching Practicum	4

Leadership in the Age of AI Track - 12 hours

EDD 8351	Introduction to AI and its Implications for Leadership	4
EDD 8352	Data Literacy and Analytics for Leaders	4
EDD 8353	Leading AI Implementation and Organizational Change	4

Organizational Intelligence Track - 12 hours

EDD 8341	Organizational Ignorance	4
EDD 8342	Organizational Intelligence	4
EDD 8343	Organizational Systems	4

Interdisciplinary Learning Track - 12 hours

This track offers a unique opportunity for students to transfer up to twelve (12) doctoral-level credits from previous coursework completed at other regionally accredited institutions within the last ten years. These credits can be applied to our EDD or DBA programs, allowing students to fast-track their education. In the event that students transfer less than the maximum number of credits, they will complete an equal number of courses within the Trevecca program's track to ensure all requirements are met. This coursework counts towards completing the Interdisciplinary Studies Track requirements and may result in a brief break from coursework while the student's cohort completes their personalized learning track.

Note: If a student is unable to finish the dissertation or Applied Doctoral Project during the Program Curriculum, the student may be registered for a one credit hour continuation course until completed.

BUS 8260 DBA Continuation

Total Credit Hours: 60

DBA Academic Policies**Graduation Requirements**

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

1. Submit a graduation application by the required date.
2. Complete all requirements of the curricula.
3. Maintain a grade point average of 3.0 or better.
4. Repeat courses with grades below C.

5. Successfully complete the dissertation and all other requirements pertaining to the dissertation within the stated maximum time frame.
6. Satisfy all financial obligations to the University.

All DBA program requirements must be successfully completed BEFORE students are eligible to participate in commencement.

There is no qualifying exit examination.

Withdrawal from Courses

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

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

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

Withdrawal from Programs

Students who drop out of a group due to an academic issue may continue in a later group with the approval of their student success advisor. The student must be in good standing and the group he/she selects must have space available. Any student withdrawing from a program for the second time must seek reinstatement through the Admissions Committee if a third or subsequent re-enrollment is desired. A fee of \$100 is charged for changing groups. The \$100 fee will officially hold a place in the group requested but is not applied towards tuition.

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

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

Grading System

The grading system for the Doctor of Business Administration (DBA) program includes the letter grades A, B, C, D, and F, as well as S and U where appropriate. Pluses (+) and minuses (-) may also be employed. Courses with grades below C or S must be retaken.

BUS 8000, BUS 8050, BUS 8200, BUS 8210, BUS 8220, BUS 8230, BUS 8240, BUS 8250 are gate-keeping benchmarks and must be completed and passed with the final grade of C/S or above to proceed in the DBA program. If a student earns a C-/U or lower in one of these courses, they will have to stop out immediately and wait to join a later cohort.

The first final grade of F earned in the DBA program will lead to immediate academic suspension. Students interested in being reinstated into the DBA program should consult the Reinstatement Policy.

The second final grade of F earned in the DBA program will likely lead to permanent termination from the program, unless an emergency circumstance arises or the student files a successful program appeal. Students are welcome to appeal to the program director.

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

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

Incomplete	"I"	Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The "I" must be removed within six weeks or the grade will be based on points earned for completed work.
Withdrawal	"W"	Granted to a student who officially withdraws from a class before the end of day 21 for most courses or day 35 for 12-week courses. The grade of "W" may be assigned by the program director or the school dean in extenuating circumstances.

DBA Academic Probation and Suspension

Each student must maintain a minimum cumulative GPA of 3.0 within their program of study to remain in academic "good standing." If the program cumulative GPA falls below 3.0 after the completion of twelve (12) hours (or one semester if credit hours differ from four credit hours per course), the student will be placed on academic probation for the next twelve (12) hours (or one semester if credit hours differ from four credit hours per course). Upon gaining the minimum program cumulative GPA of

3.0, the student will again be in "good standing."

If the student does not increase the program cumulative GPA to a minimum of 3.0 during the probationary period, the student will be placed on academic suspension for three (3) months. Students interested in being reinstated should consult the Reinstatement Policy.

No grade below C will be counted toward the degree.

DBA Academic Reinstatement

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

If the student is granted reinstatement into the program by the Reinstatement Committee, then the student will once again be placed on probation and be given twelve (12) hours to bring their GPA up to a 3.0. The Reinstatement Committee may also provide additional requirements to be met during this probationary period.

After the student attains a 3.0 GPA by the end of this probationary period, the student will once again be placed in good standing and may continue the rest of the program. However, if the student does not increase the average to a 3.0 during the probationary period, the student is placed on academic suspension for three (3) months.

If the request for reinstatement is denied, then the student is terminated from the program for a minimum of 1 year.

DBA Admissions Requirements

1. Completed master's degree from a regionally accredited institution
2. A 3.4 cumulative GPA for all prior graduate coursework
3. Official transcript sent directly from graduate institution to Trevecca
4. Submit resume or curriculum vitae
5. Complete interview with the program director
6. Provide photocopy of government-issued identification (e.g., driver's license, state ID, military ID, passport). This requirement ensures that Trevecca complies with the U.S. Department of Education expectations for student verification.
7. For students entering the program who do not have: 1) an MBA, 2) business-related masters, or 3) an undergraduate degree in business, two prerequisite courses are required before starting the DBA program. These prerequisites (6-week MBA courses) can be taken at Trevecca.

Prerequisites include:

- BUS 6000 (2 credits) Introduction to Graduate Business Studies
- BUS 6015 (3 credits) Accounting and Finance for Managers

English Requirements

Applicants outside of the United States are required to submit a TOEFL score of 550 or above to be considered for admission. For those who do not have a four-year degree that was completed within the United States, a 40-minute writing assessment at Trevecca is required as a part of the admissions process. A limited number of students may be admitted conditionally outside of the normal admission requirements based on an extensive amount of professional experience.

Students not meeting the minimum requirements may request conditional admission from the Skinner School of Business Graduate Programs Director.

Conditional Admission

If the admissions requirements are not fully met, the Skinner School of Business (SSB) Graduate Program Director will review the applicant's file and may grant admittance to the program on a conditional status. A student receiving conditional admission must have at least a GPA of 3.0 at the completion of 12 credit hours in the program. If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies. If the condition is not met, the student is placed on academic suspension. After a three-month waiting period, the student may petition to return to the program. The student must submit a written request to the Graduate Program Admissions Committee for consideration of whether the student should be allowed to continue under conditional status or be dismissed from the program. If such determination is made by the committee to allow further work under conditional status, then the student must have a 3.0 GPA after 24 credit hours in the program. If the student has less than a 3.0 GPA after 24 credit hours in the program, the student is again placed on academic suspension. Students interested in being reinstated should consult the Academic Reinstatement (p. 35) policy.

Tuition and Fees

DBA Tuition	\$699 per credit hour
Student Resource Fee	\$150 per course
Total DBA Investment	\$44,190

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

The Master of Science: Sport and Entertainment Management Program

Program Mission

The Masters of Sport and Entertainment program offers a challenging and rewarding experience for those seeking a unique opportunity to engage with industry professionals while learning from highly qualified faculty with real-world experience. The program is designed to create a synergy between learning and doing through key partnerships with global sport and entertainment businesses and practitioners. The program's purpose is to educate, equip, empower and engage the next generation of industry professionals.

MSSEM Academic Program

The Master of Science in Sport and Entertainment Management program is 16 months in length. Online courses are 6 weeks in length and require about 15 hours per week of work.

MSSEM Student Learning Outcomes

Graduates of the MSSEM program should be able to:

1. Define and apply fundamental business principles requisite for professional success in sport and entertainment industries.
2. Recognize and articulate fundamental management concepts and skills.
3. Communicate competence (oral and written) and work collaboratively in a professional manner.
4. Develop and incorporate analytical and problem-solving skills through real-world application in the functional areas such as management, operations, human resources, and marketing.
5. Model leadership skills necessary for the global sport and entertainment industries.
6. Demonstrate ethical awareness and apply ethical principles in a professional manner.

Admissions Requirements

Admission into the MSSEM program is based on a careful appraisal of the applicant's academic record, performance, and work experience if any.

To be considered for admission, applicants must:

1. Submit an online application.
2. Have earned a bachelor's degree from a regionally accredited institution, with a cumulative undergraduate grade point average (GPA) of 2.75 or higher. Applicants must submit one official transcript from all colleges/universities attended (undergraduate and graduate work). These transcripts must be sent directly (by mail or fax) from the institution to Admissions, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, TN 37210. All hours from accredited institutions will be considered in calculating the cumulative GPA.
3. Have prior credit of a college math course (grade "C" or higher), reflected on transcript, or equivalent.
4. Have prior credit of a college English Composition course (grade "C" or higher), reflected on transcript, or equivalent.

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

Students not meeting the minimum requirements may request conditional admission from the Skinner School of Business Graduate Program Leader.

Grading System

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

Description	Grade	Quality Points
Exceptional	A	4.0

	A-	3.7
Superior	B+	3.3
	B	3.0
	B-	2.7
Average	C+	2.3
*Passing	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	D-	0.7
	F	0.0

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

Incomplete	"I"	Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The "I" must be removed within six weeks or the grade will be based on points earned for completed work.
Withdrawal	"W"	Granted to a student who officially withdraws from a class before the end of day 21 for most courses or day 35 for 12-week courses. The grade of "W" may be assigned by the

Sport and Entertainment Management Program Curriculum

Sport and Entertainment Management Courses — 31 hours

BUS 5900	Foundations for Graduate Business Studies	1
BUS 6000	Introduction to Graduate Business Studies	2
BUS 5013	Organizational Behavior and Leadership	3
BUS 6015	Accounting and Finance for Managers	3
BUS 6223	The Legal Environment of Business	3
MKT 5093	Marketing Management	3
SEM 6100	Seminar in Sport and Entertainment Management	1
SEM 6200	Sales and Marketing	3
SEM 6300	Fan Engagement Strategies	3
SEM 6400	Event and Venue Management	3
SEM 6500	Contemporary Issues and Ethics	3

SEM 6600 Capstone Research Project 3

Total Credit Hours: 31

The Master of Public Health Program

Program Mission

The Master of Public Health (MPH) degree is a professional degree for students who are seeking a broad general academic experience in public health. Students will acquire competencies in the fundamental public health disciplines. These include research design, data analysis and policy analysis, communications, program planning and administration, public health systems and the organization of U.S. and global health service, recognition and analysis of ethical issues in public health and professional practice, the needs of special populations, alignment of faith with practice of public health, and integration of these core disciplines in public health decision making.

MPH Academic Program

The Master of Public Health program is 15 months in length. Online courses are 6 weeks in length and require about 20 hours per week of work.

MPH Student Learning Outcomes

Graduates of the MPH program should be able to:

1. Define and apply fundamental concepts and methods requisite for professional success in the public health field.
2. Recognize and articulate fundamental management skills used in this field.
3. Communicate competence (oral and written) and work collaboratively in a professional manner.
4. Develop and incorporate analytical and problem-solving skills through real-world application in the functional areas such as planning, management, operations, human resources, and marketing.
5. Model leadership skills necessary for the public health field.
6. Demonstrate ethical awareness and apply ethical principles specific to public health in a professional manner.

Admissions Requirements

Admission into the MPH program is based on a careful appraisal of the applicant's academic record, performance, and work experience if any.

To be considered for admission, applicants must:

1. Submit an online application.
2. Have earned a bachelor's degree from a regionally accredited institution, with a cumulative undergraduate grade point average (GPA) of 2.75 or higher. Applicants must submit one official transcript from all colleges/universities attended (undergraduate and graduate work). These transcripts must be sent directly (by mail or fax) from the institution to Admissions, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, TN 37210. All hours from accredited institutions will be considered in calculating the cumulative GPA.
3. Have prior credit of a college math course (grade "C" or higher), reflected on transcript, or equivalent.
4. Have prior credit of a college English Composition course (grade "C" or higher), reflected on transcript, or equivalent.

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

Students not meeting the minimum requirements may request conditional admission from the Skinner School of Business Graduate Programs Director.

Grading System

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

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

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

Incomplete	"I"	Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The "I" must be removed within six weeks or the grade will be based on points earned for completed work.
Withdrawal	"W"	Granted to a student who officially withdraws from a class before the end of day 21 for most courses or day 35 for 12-week courses. The grade of "W" may be assigned by the

Public Health Curriculum

Public Health Core — 30 hours

PBH 6100	Health Planning and Community Health	3
PBH 6200	Introduction to Biostatistics	3
PBH 6300	Principles of Epidemiology	3

PBH 6400	Social and Behavioral Determinants of Health	3
PBH 6500	Health Systems, Health Economics and Global Health	3
PBH 6600	Health Promotion and Health Communication	3
PBH 6700	Environmental Public Health	3
PBH 6800	Public Health Administration Law and Ethics	3
PBH 6900	Research Methods in Public Health	3
PBH 7000	PBH Applied Practice in Public Health and Integrative Capstone	3

Subtotal: 30

Total Credit Hours: 30

The Master of Healthcare Administration (MHA)

Program Vision

Trevecca's MHA program will be a premier provider of an accessible, Christian-based healthcare management curriculum that prepares students nationwide for career entry or advancement in diverse healthcare settings.

Program Mission

As a Christian University, our mission is to provide holistic, immersive, diverse, and collaborative learning experiences to prepare our students for early to mid-career leadership roles. Trevecca's MHA program will equip its students with leadership management competencies in healthcare administration throughout Tennessee, the Southeast United States, and beyond.

Program Values

- Authenticity
- Excellence
- Innovation
- Integrity
- Leadership
- Stewardship

General Description

Trevecca's Master of Healthcare Administration is a non-traditional graduate program in the Skinner School of Business. The program offers 40 credit hours of programming, all of which are provided online, including nine three-credit-hour core courses. In addition, students can select one of nine (9) specialized tracks: Data Analytics, Project Management, Human Resources, Non-Profit Leadership and Management, Interdisciplinary Studies, Entrepreneurship and Innovation, Management and Leadership, Public Administration, or Healthcare Administration. The 18-month program is tailored towards existing healthcare leaders from lower to middle and executive management positions. Workers within a healthcare setting seeking to advance their careers will develop core competencies that are discipline-specific within the multifaceted healthcare industry.

Recognizing the professional experience of adult students, two formats of the capstone project course are offered. Students with less than three years of healthcare leadership experience complete HCL 6240 Health Industry Field Experience. This capstone field

experience course consists of 12 weeks and 120 hours of onsite training at an approved healthcare facility and under the oversight of an assigned preceptor. This field project enables students to collaborate with employees and staff influenced by an identified problem. The project must allow the student to become immersed in daily operations, conduct root cause analysis, observe internal/external processes, review specific policies, attend leadership meetings, and draw inferences from meaningful data analysis. An exception to taking the field experience requires the program director's approval and is done on a case-by-case basis.

Alternative to the field experience, students with three or more years of healthcare leadership experience can enroll in the project-based capstone course Addressing Real-Time Healthcare Challenges. The project for this course requires students to interview a healthcare leader about an internal issue within their organization. In collaboration with their healthcare leader, students develop a problem statement, identify metrics and innovative strategies to address the problem, and evaluate the influence of servant leadership and other leadership styles to resolve the issue. The project concludes with a presentation of results and a detailed reflection on the entire process.

The MHA program adopted the National Council of Healthcare Leadership (NCHL) Competency Model 3.0 and its seven domains and 28 competencies. The program's curriculum aligns these competencies and domains with specific student learning and program learning outcomes that are assessed annually.

NOTE: During the last semester of the program, students with less than three years of healthcare industry experience must take **HCL 6240-Health Care Industry Field Experience**. Students with three or more years of healthcare industry experience can choose **HCL 6205-Capstone Project: Addressing Real-Time Health Care Challenges** or **HCL 6240-Health Care Industry Field Experience**. Students requiring field experience should notify their advisors during the first semester of the program and contact the program director for further details.

MHA Program Goals:

Trevecca's Master of Healthcare Administration program will:

- Prepare graduates for leadership and service in healthcare administration;
- Prepare graduates to become independent researchers and problem-solvers;
- Prepare aspiring healthcare leaders to establish a service-oriented culture within the workplace;
- Prepare graduates for career entry or advancement in the competitive workforce of healthcare administration; and
- Increase students' knowledge of healthcare management competencies and apply that knowledge in diverse healthcare settings.

Other program goals include:

- Increase and/or maintain annual enrollment; and
- Increase each cohort's retention rate to 75%.

MHA Program Objectives and Outcomes:

Graduates of Trevecca's Master of Healthcare Administration program will adhere to the following objectives:

- All students will score 80% or greater on the post-program assessment exam;
- All students will apply the scientific method and score 85% or higher on the Capstone Final Project in HCL6205 or HCL6240;
- At least 80% of students will score an average or greater rating on the Healthcare Leadership Correspondent Interview final project;
- At least 80% of graduates will obtain or maintain an entry-level position as a healthcare administrator and
- All students will demonstrate an 80% or higher score on the HCL6115 Final Project and the average exam score.

Additionally, Trevecca's Master of Healthcare Administration Program will:

- Increase enrollment by 3% or more each academic year in 2024, 2025, and 2026; and
- Maintain a 75% or higher retention rate per cohort.

MHA Student Learning Outcomes

Graduates of the MHA program will be able to:

1. Using strategic planning, apply leadership principles and theories specific to healthcare organizations, emphasizing servant leadership.
2. Evaluate innovative strategies healthcare leaders might implement to promote a patient-centered culture, influence organizational behavior, and sustain lucrative healthcare entities' operations.
3. Assess the purpose and use of innovative technology used in healthcare organizations to promote information privacy and security management
4. Critique the efficacy of healthcare and health delivery among stakeholders of the U.S. health delivery system
5. Analyze and interpret financial data, statements, and reporting utilized in healthcare organizations
6. Develop and measure specific metrics to determine operational efficacy and performance outcomes in healthcare organizations
7. Analyze current health policy and legislation of the U.S. health delivery system
8. Create innovative pathways to meet value-based standards of care and promote viable operations.
9. Assess social determinants of health and their influence on population management
10. Determine best practices of managing people while promoting optimal performance among employees in healthcare organizations
11. Synthesize Christian values and innovation to promote excellence in leadership and service for various healthcare environments.

MHA Program Curriculum

MHA Core - 40 hours

HCL 5110	Organizational Behavior and Change in Health Care	3
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HCL 5140	Principles of Health Care Leadership and Strategy	3
HCL 6000	Healthcare Foundations for Success	1
HCL 6115	Value-Based Financial Management and Budgeting	3
HCL 6130	Health Reform and Alternative Healthcare Delivery Solutions	3
HCL 6160	Health Information Informatics and Security	3
HCL 6170	Human Resource Management in Healthcare	3
HCL 6180	Health Economics	3
HCL 6190	Healthcare Operations and Key Performance Indicators	3
HCL 6250	Statistics for Healthcare Management	3
HCL 6260	Artificial Intelligence (AI) in Healthcare	3
ITI 5700	IT Strategy in Business	3
MKT 5093	Marketing Management	3
HCL 6205	Capstone Project: Health Challenges	3
	OR	
HCL 6240	Health Care Industry Field Experience	3
Optional Practicum Track		
HCL 6230	Health Industry Practicum Continuation	0

Total Credit Hours: 40

MHA Admission Policies and Procedures

Conditional Admission

Prospective students seeking conditional admission into the MHA program must complete a satisfactory assessment interview with the program director or faculty designee. A student receiving conditional admission must have at least a GPA of 3.0 at the completion of 9 credit hours in the program. If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies. If the condition is not met, the student is placed on academic suspension. After a three-month waiting period, the student may petition to return to the program. The student must submit a written request to the Graduate Program Admissions Committee for consideration of whether the student should be allowed to continue under conditional status or be dismissed from the program. If such determination is made by the committee to allow further work under conditional status, then the student must have a 3.0 average after 18 hours in the program. If the student has less than a 3.0 after 18 hours in the program, the student is again placed on academic suspension. Students interested in being reinstated should consult the academic suspension policy.

Admission Requirements

Admission into the MHA program is based on a careful appraisal of the applicant's academic record, performance, and work experience if any.

To be considered for admission, applicants must:

1. Submit an online application.
2. Have earned a bachelor's degree from a regionally accredited institution, with a cumulative undergraduate grade point average (GPA) of 2.75 or higher. Applicants must submit one official transcript from all colleges/universities attended (undergraduate and graduate work). These transcripts must be sent directly (by mail or fax) from the institution to Admissions, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, TN 37210. All hours from accredited institutions will be considered in calculating the cumulative GPA.
3. Have prior credit of a college math course (grade "C" or higher), reflected on transcript, or equivalent.
4. Have prior credit of a college English Composition course (grade "C" or higher), reflected on transcript, or equivalent.

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

Students not meeting the minimum requirements may request conditional admission from the MHA Program Director.

The Master of Science in Computer Science Management

General Description:

The Master of Science Computer Science Management program is designed for people who want to combine an education in modern management theory and practice with training in specific computer science knowledge and techniques. The core curriculum in management consists of 19 hours of selected courses offering a broad yet relatively comprehensive coverage of the essential principles of management. The remaining 12 hours is comprised of four courses in computer science.

In a strategically designed onboarding experience, the first class, Orientation to Graduate Business Studies, is a three-hour course covering topics needed for success in a graduate business program including critical thinking, oral and written communication, research, and a brief overview of essential managerial topics: leadership, organizational behavior, statistics, economics, ethics, organizational culture, IT management, accounting, and finance. The remainder of the Management core program builds on these topics that are covered in greater depth in the other five, three-hour courses.

The four courses in the Computer Science Concentration lead the student toward significant industry certifications in the Amazon Web Services (AWS) realm. The concentration curriculum consists of three major components: 1) The AWS Academy curriculum (50% of total), 2) universal cloud computing concepts and best practices (40% of total), and 3) professional advancement in law and ethics from a Christian worldview (10% of total). Upon completion, students will be prepared to pursue four specific AWS industry certifications.

Computer Science Management Student Learning**Outcomes:**

UNDERSTAND the broad topics of business in the context of today's competitive marketplace. (BUS 6001)

COMMUNICATE and PRESENT in a way that enhances organizational effectiveness. (BUS 6001)

SYNTHESIZE and APPLY IT strategies to meet organizational goals. (ITI 5700)

UNDERSTAND historic and contemporary leadership principles that can be applied in today's organizational contexts (BUS 5013).

DIAGNOSE organizational situations and EVALUATE business strategies in a global economic context. (ECO 5023)

APPLY accounting and finance tools and techniques to support the development of organizational health and strength. (BUS 6015)

Strengthen foundational KNOWLEDGE of cloud computing principles, architecture, and terminology, including but not limited to hardware, software, networks, and databases. (ITI 6100)

Assess and FORMULATE cybersecurity policies and procedures for effective delivery of secure cloud services that confirm to existing security and privacy laws. (ITI 6100)

INTERPRET Christian foundations of U.S. law and ethics applied to professional codes of conduct, cybersecurity law and policy, and service level agreements. (ITI 6100 and ITI 6110)

ANALYZE components and subsystems of industry cloud solutions so as to design and build complex solutions based upon the AWS Well-Architected Framework. (ITI 6120)156

Explore and CONSTRUCT secure and scalable software applications where a significant portion of the application interoperates with disparate cloud resources. (ITI 6130)

PREPARE students for successful completion of the AWS Certified Cloud Practitioner – Foundational exam. (ITI 6100 and ITI 6110)

PREPARE students for successful completion of the AWS Certified Solutions Architect – Associate exam (ITI 6120) 156

PREPARE students for successful completion of the AWS Certified Developer – Associate exam. (ITI 6130)

Computer Science Program Curriculum**Computer Science Management Core**

BUS 5013	Organizational Behavior and Leadership	3
BUS 6001	Orientation to Graduate Business	3
BUS 6015	Accounting and Finance for Managers	3

BUS 6045	Applied Learning Practicum I	0
BUS 6073	Business Analytics	3
BUS 6085	Applied Learning Practicum II	1
ECO 5023	Global and Economic Environment	3
ITI 5700	IT Strategy in Business	3
ITI 6100	Foundations of Cloud Computing	3
ITI 6110	Security and Privacy Principles of Cloud Computing	3
ITI 6120	Architectural Principles of Cloud Computing	3
ITI 6130	Managing Cloud Application Development	3

Total Credit Hours: 31

The Master of Science in Data Analytics Management**General Description:**

The Master of Science in Data Analytics Management program is designed for people who want to combine an education in modern management theory and practice with training in specific data analysis knowledge and techniques. The core curriculum in management consists of 19 hours of selected courses offering a broad yet relatively comprehensive coverage of the essential principles of management. The remaining 12 hours is comprised of four courses in data analytics.

In a strategically designed onboarding experience, the first class, Orientation to Graduate Business Studies, is a three-hour course covering topics needed for success in a graduate business program including critical thinking, oral and written communication, research, and a brief overview of essential managerial topics: leadership, organizational behavior, statistics, economics, ethics, organizational culture, IT management, accounting, finance, and marketing. The remainder of the Management core program builds on these topics that are covered in greater depth in the other five, three-hour courses.

The four courses in Data Analytics provide the students with basic statistical concepts, techniques, and tools used as the basis for analyzing data for organizational management and strategic decision making. The courses include a survey of the roles of descriptive, predictive, and prescriptive uses of analytics in organizations along with comparative review of data systems used across and within specific industry sectors. The courses focus on student application of data visualization platforms and practices along with engagement with business use case simulations. The final course culminates in review of key trends and patterns in AI relationships with data analytics and in an examination of ethical issues associated with AI and management of analytics in complex organizations and fields.

Data Analytics Management Student Learning Outcomes:

UNDERSTAND the broad topics of business in the context of today's competitive marketplace. (BUS 6001)

COMMUNICATE and PRESENT in a way that enhances

organizational effectiveness. (BUS 6001)

SYNTHESIZE and APPLY IT' strategies to meet organizational goals. (ITI 5700)

UNDERSTAND historic and contemporary leadership principles that can be applied in today's organizational contexts (BUS 5013).

ANALYZE and EVALUATE organizational-related marketing strategies and make appropriate marketing management decisions. (MKT 5093)

DIAGNOSE organizational situations and EVALUATE business strategies in a global economic context. (ECO 5023)

APPLY accounting and finance tools and techniques to support the development of organizational health and strength. (BUS 6015)

UNDERSTAND academic and industry research literature related to data analytics and AI. (BUS 6150)

APPLY critical thinking to data design and presentation in organizations. (BUS 6170)

ANALYZE and synthesize diverse data sets to process and use data for strategic decision making in organizations. (BUS 6160) and BUS 6170)

SYNTHESIZE the complexities, challenges, and opportunities in discerning the ethical and privacy issues relevant to data analytics and AI. (BUS 6160).

Data Analytics Management Program Curriculum

Data Analytics Management Core

BUS 5013	Organizational Behavior and Leadership	3
BUS 6001	Orientation to Graduate Business	3
BUS 6015	Accounting and Finance for Managers	3
BUS 6045	Applied Learning Practicum I	0
BUS 6073	Business Analytics	3
BUS 6085	Applied Learning Practicum II	1
BUS 6150	Introduction to Data Analytics	3
BUS 6160	Processing Data for Decision-Making	3
BUS 6170	Leading Data Analytics Projects	3
ECO 5023	Global and Economic Environment	3
ITI 5700	IT Strategy in Business	3
MKT 5093	Marketing Management	3

Total Credit Hours: 31

The Master of Science in Information Technology Management

General Description:

The Master of Science in Information Technology Management program is designed for people who want to combine an education

in modern management theory and practice with training in specific information technology knowledge and techniques. The core curriculum in management consists of 19 hours of selected courses offering a broad yet relatively comprehensive coverage of the essential principles of management. The remaining 12 hours is comprised of four courses in Information Technology.

In a strategically designed onboarding experience, the first class, Orientation to Graduate Business Studies, is a three-hour course covering topics needed for success in a graduate business program including critical thinking, oral and written communication, research, and a brief overview of essential managerial topics: leadership, organizational behavior, statistics, economics, ethics, organizational culture, IT management, accounting, and finance. The remainder of the Management core program builds on these topics that are covered in greater depth in the other five, three-hour courses.

The four courses in the Information Technology Concentration lead the student toward significant industry certifications in the Amazon Web Services (AWS) realm. The concentration curriculum consists of three major components: 1) The AWS Academy curriculum (50% of total), 2) universal cloud computing concepts and best practices (40% of total), and 3) professional advancement in law and ethics from a Christian worldview (10% of total). Upon completion, students will be prepared to pursue four specific AWS industry certifications.

Information Technology Management Student Learning Outcomes:

UNDERSTAND the broad topics of business in the context of today's competitive marketplace. (BUS 6001)

COMMUNICATE and PRESENT in a way that enhances organizational effectiveness. (BUS 6001)

SYNTHESIZE and APPLY IT' strategies to meet organizational goals. (ITI 5700)

UNDERSTAND historic and contemporary leadership principles that can be applied in today's organizational contexts (BUS 5013).

DIAGNOSE organizational situations and EVALUATE business strategies in a global economic context. (ECO 5023)

APPLY accounting and finance tools and techniques to support the development of organizational health and strength. (BUS 6015)

Strengthen foundational KNOWLEDGE of cloud computing principles, architecture, and terminology, including but not limited to hardware, software, networks, and databases. (ITI 6100)

Assess and FORMULATE cybersecurity policies and procedures for effective delivery of secure cloud services that conform to existing security and privacy laws. (ITI 6100)

INTERPRET Christian foundations of U.S. law and ethics applied to professional codes of conduct, cybersecurity law and policy, and service level agreements. (ITI 6100 and ITI 6110)

ANALYZE components and subsystems of industry cloud solutions so as to design and build complex solutions based upon the AWS Well-Architected Framework. (ITI 6120156)

Explore and MANAGE secure, scalable, and highly available global cloud infrastructure that is proactively managed for resource consumption and health. (ITI 6140157)

PREPARE students for successful completion of the AWS Certified Cloud Practitioner – Foundational exam. (ITI 6100 and ITI 6110)

PREPARE students for successful completion of the AWS Certified Solutions Architect – Associate exam (ITI 6120)156

PREPARE students for successful completion of the AWS Certified SysOps Administrator – Associate exam. (ITI 6140157)

Information Technology Management Program Curriculum

Information Technology Management Core

BUS 6001	Orientation to Graduate Business	3
BUS 5013	Organizational Behavior and Leadership	3
BUS 6015	Accounting and Finance for Managers	3
BUS 6045	Applied Learning Practicum I	0
BUS 6073	Business Analytics	3
BUS 6085	Applied Learning Practicum II	1
ECO 5023	Global and Economic Environment	3
ITI 5700	IT Strategy in Business	3
ITI 6100	Foundations of Cloud Computing	3
ITI 6110	Security and Privacy Principles of Cloud Computing	3
ITI 6120	Architectural Principles of Cloud Computing	3
ITI 6140	Managing Cloud Infrastructure Operations	3

Total Credit Hours: 31

Graduate Business Faculty

Full-time Faculty

JAMES E. AGEE, III, Associate Professor of Business
B.A., Eastern Nazarene College; M.A., Trevecca Nazarene University; Ph.D., State University of New York - Albany.

JONATHAN B. BURCH, Associate Professor of Management
B.A., Trevecca Nazarene University; M.B.A., Trevecca Nazarene University; Ed.D., Trevecca Nazarene University.

DANZEY-BUSSELL, LEIGH ANN, Associate Professor of Sport and Entertainment Management
B.A., University of Alabama; M.A., Northeast Louisiana University; Ph.D., Florida State University.

DEAN DIEHL, Associate Professor of Music Business and Entrepreneurship & Special Strategic Advisor to the Provost
B.S., Trevecca Nazarene University; M.B.A., Middle Tennessee State University; Ed.D., Trevecca Nazarene University.

JAMES T. HIATT, Associate Provost for Academic and Financial Affairs; Dean of the Skinner School of Business
B.S., Trevecca Nazarene University; J.D., University of Tennessee; M.B.A., Middle Tennessee State University.

J. ALLEN JINETTE, Associate Professor of Accounting
B.B.A., Middle Tennessee State University; M.S., Middle Tennessee State University; M.P.A., Georgia State University; Ph.D., The University of Mississippi; C.G.M.A.; C.P.A., Tennessee.

RICK MANN, Director of Graduate Business Programs; Professor of Business
B.S., Western Michigan University; M.Div., Ambrose University (Canada); M.A., Ohio State University; M.B.A., University of Minnesota; Ph.D., Ohio State University.

TIMOTHY S. MYATT, Professor of Information Technology and Management
B.A., Mount Vernon Nazarene University; M.S., The Ohio State University; M.B.A., Mount Vernon Nazarene University; D.B.A., Anderson University.

BRANDEE NORRIS, Director for Programs in Healthcare Administration; Associate Professor of Healthcare Administration and Management
B.A., University of Alabama; M.S., Barry University; Ph.D., Capella University.

DAWN OLSON, Assistant Professor of Marketing and Business
A.A.S., Community College of the Air Force; B.A., University of Maryland University College; M.B.A., Schiller International University; Diploma of Fluency-Chinese Mandarin, Defense Language Institute; Ed.D., Trevecca Nazarene University.

ROY PHILIP, Associate Professor of Marketing
B.Com., Bishop Heber College; M.B.A., Bishop Heber College; D.B.A., Anderson University; D.C.A.

PHILIP K. RICKARD, Professor and Assistant Director for the M.B.A Program; B.B.A., Concord University; M.B.A., Marshall University; D.B.A., Northcentral University; C.G.M.A., C.P.A., Tennessee.

GREG RUNYAN, Associate Professor of Business; Chair for the Department of Business Administration
B.S., Trevecca Nazarene University; M.B.A., Tennessee State University; C.M.A., C.F.M., C.P.A., Tennessee.

DANIELLE WRIGHT, Professor of Business; DBA Research Director
B.S., University of California at Riverside; M.B.A., University of Redlands; Ph.D., Capella University.

Graduate Counseling Program

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

Graduate Counseling Program

615-248-1384

email: admissions_gradcouns@trevecca.edu

email (PhD): PhDCounseling@trevecca.edu

www.trevecca.edu/academics/program/counseling

www.trevecca.edu/academics/program/marriage-and-family

www.trevecca.edu/academics/program/clinical-counseling-teaching-supervision

GRADUATE STUDIES

The Graduate Counseling Program offers master of arts: clinical mental health counseling and master of marriage and family counseling degrees as well as a Ph.D. in clinical counseling. The Office of Graduate and Adult Studies Committee is responsible for the approval of all graduate programs and policies.

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

MISSION STATEMENT OF THE GRADUATE COUNSELING PROGRAM

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

STATEMENT OF PURPOSE OF THE GRADUATE COUNSELING PROGRAM

The purpose of the Graduate Counseling Program is to:

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

6. Engage in ongoing review and evaluation of program effectiveness in preparing competent mental health counselors.

MASTER'S PROGRAMS

Graduate Counseling Academic Program

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

Student Learning Outcomes

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

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

Admissions (Master's Degrees)

Admissions Categories

Three broad categories of graduate students are recognized:

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

student does not guarantee/ensure Tennessee state licensure (only the state licensing board can make this determination).

Application as a Degree-Seeking Student

Applicants who submit all the appropriate application forms by the application deadline for the fall, spring, or summer semester will be considered. Following review of these applications, potential candidates for admission will be requested to complete a writing sample that will be evaluated and considered in review of the applicant's eligibility to interview with the Admissions Committee.

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

1. Official transcript from a regionally accredited college or university indicating conferral of bachelor's degree with a minimum cumulative grade point average (GPA) of 2.7 (on a scale of 4.0). Applicants who have completed graduate coursework may be required to submit official transcripts indicating this coursework.
2. Official test score report for the Graduate Record Examination (GRE) with a minimum score of 290 (combined verbal and quantitative). Typically, GRE will be waived if applicant already holds a MA degree, or has an undergraduate cumulative GPA of 3.0 or higher. Applicants with an undergraduate GPA of 3.0 or higher, at times, may still be asked to submit the GRE or an additional writing sample.
3. Two (2) completed reference assessment forms.
4. English Proficiency for *international applicants*: Applicants who did not receive a high school diploma or university bachelor's degree with English as the medium of instruction must submit either:
 - TOEFL score of 100iBT/600pBT/250cBT, OR
 - IELTS score of 6.5, OR
 - Transcript from International English Institute showing successful completion of level six in ALL course areas offered at IEI with a letter or recommendation from the IEI Academic Director.

Admission on Academic Restriction

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

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

Application as a Non-Degree Seeking Student

Following review of the application items listed below, potential candidates for non-degree seeking admission may be required to

interview with the program director in order to determine the admission decision. The program director makes final determination on whether an applicant is admitted to the program as a non-degree seeking student.

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

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

Application as a Degreed Licensure-Seeking Student

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

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

- Official transcript from a regionally accredited college or university indicating *good academic standing* and conferral of a graduate degree in counseling, marriage and family counseling, or a closely related program.
- Two (2) completed reference assessment forms.

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

General Academic Requirements (Master's Degrees)

Program Design

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

Academic Load

Please contact the Office of Financial Aid directly for criteria of full-time and part-time status as related to financial aid. Eligibility for student loans at the graduate level requires a student to be enrolled in at least 3 credit hours each semester.

Advising and Admission to Candidacy

Upon entering the Graduate Counseling Program, students are informed by email as to the name of their Trevecca academic

advisor. All advisors are full-time professional educators with the University. The assigned advisors continue to advise the students throughout the program. On occasion students are reassigned advisors because of changes in their program of study.

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

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

It is important to note that evaluations of students go beyond academic performance. Students may demonstrate academic excellence but fail to demonstrate the professional conduct and clinical skills needed to work with clients in practicum/internship settings. When issues occur, our goal is to work with students. If remediation is not successfully completed by designated timelines, a student will be placed on probation and eventually dismissed from the program. Dismissal from the program can also be

implemented without any prior remedial action or probation, if there is a serious violation of anything that normally results in restriction or discipline as a mental health professional (moral or ethical violations), any serious misconduct in violation of school policies (ex: plagiarism), or failure to represent the University in a professional manner (ex: at a practicum/internship site).

Any student making a grade of D+ or below in any course will be automatically placed on academic suspension. Any student suspended, removed, or not allowed to complete a practicum or internship will earn a grade of F for that semester/course and placed on academic suspension. After a three month waiting period, the student may petition to be reinstated to the program. However, if the three month waiting period ends in the middle of the next semester, the student will need to wait until the beginning of the following semester to petition to be reinstated to the program.

If reinstated by the Admissions Committee, the student must repeat the course and achieve a grade of C or better. A maximum of two course grades of C+ or C are permitted.

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 of the Graduate Counseling 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
	B-	2.7
Average	C+	2.3
	C	2.0
	C-	1.7
Passing	D+	1.3
	D	1.0
	D-	0.7
Failing	F	0.0
	I	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. The student 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, the student will be placed on academic suspension for the subsequent semester and may reapply to the Admissions Committee for reinstatement after a three month waiting period. The student will be assigned to a later group if reinstated by the Admissions Committee.

Any student making a grade of D+ or below in any course will be automatically placed on academic suspension. Any student suspended, removed, or not allowed to complete a practicum or internship will earn a grade of F for that semester/course and placed on academic suspension. After a three month waiting period, the student may petition to be reinstated to the program. However, if the three month waiting period ends in the middle of the next semester, the student will need to wait until the beginning of the following semester to petition to be reinstated to the program.

If reinstated by the Admissions Committee, the student must repeat the course and achieve a grade of C or better. A maximum of two course grades of C+ or C are permitted.

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

Remediation Procedure

1. A student can be placed on a remediation plan for reasons including but not limited to the following concerns: academic performance, academic honesty (i.e., plagiarism), unethical and/or unprofessional behavior, emotional well-being, pattern of inflexibility/rigidity, suitability for the profession, tardiness/absences (class or practicum/internship), writing skills, interactions with cohort/faculty, or insufficient progress (including missed deadlines) completing degree requirements/dissertation and professional dispositions. While this list is not exhaustive of all issues that could necessitate a remediation plan, it reflects some scenarios. In some cases, the severity of an issue may not allow for remediation and may necessitate immediate academic probation or dismissal from the program.
2. Concerns regarding a student that could lead to a remediation plan will be communicated to the program director either through the *candidacy* application/review process or at any point during the program via the Professor/Supervisor Concern Regarding Student Preparation form made accessible to faculty. Faculty may also communicate concerns to the program director at any point and are not limited to the candidacy process or Professor/Supervisor Concern Regarding Student Preparation form.
3. Student is notified by the program director and/or academic advisor through either a face-to-face meeting, phone call, or in writing (email or mailed letter) of concern(s) that have

necessitated the development of a remediation plan. The purpose of the remediation plan is to support the student's progress in the program.

4. Regardless of how the student is notified of the remediation plan (verbal or written), *the plan will ultimately be communicated in writing and provided to the student with a copy maintained in the student's academic file.*
5. A written remediation plan will include a time limit for completion.
6. When the time limit for completion of the remediation plan has been reached, the student's success in fulfilling the requirements of the remediation plan will be reviewed and noted by the program director and/or academic advisor.
7. If the student successfully fulfills the remediation plan, the student will continue in the program, but future concerns may result in immediate dismissal from the program without a degree.
8. If the student fails to fulfill the remediation plan, the student will be considered for dismissal from the program without a degree.

Program Dismissal

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

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

Course Evaluation and Assessment

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

Student Professionalism

Membership in Professional Organizations

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

Professional Classroom Environment

A professional classroom environment is necessary for the growth and development of counselors-in-training. In an effort to

encourage a healthy teaching and learning environment, students are to exemplify the professionalism expected of future mental health counselors. Characteristics such as attentiveness, curiosity, humility, approachability, flexibility, and mutual respect among peers and instructors are expected. In an effort to encourage such teaching environments, all students are expected to:

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

Master's Degree Requirements

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

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

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

2. Submit candidacy form upon completion of 12 semester hours.
3. Successful completion of a two-part comprehensive exam. Part I, a specialty exam in the student's program area (clinical mental health counseling/marriage & family) and, Part II, the Counselor Preparation Comprehensive Examination (CPCE), which is prepared by the Center for Credentialing & Education, an affiliate of the National Board for Certified Counselors (NBCC). A passing score is required on both portions of the comprehensive exam. The student is responsible for paying a fee each time the CPCE is taken.

Part I: The specialty exam will be successfully completed prior to a student taking the CPCE exam. The specialty exam will typically be taken during the practicum semester. If a student is unsuccessful in passing the specialty exam on the first attempt, he or she is required to contact his or her academic advisor, who will suggest preparation options for retaking the exam. A student who has not successfully completed the specialty exam after two attempts has the option of requesting a meeting with the program director, who will work with the student to establish a remediation plan. Remediation may involve (but not be limited to) a detailed study program, auditing a completed course in the area of weakness, or taking additional courses. Upon completing the remediation plan, the student may retake the specialty exam the following semester during the regularly scheduled exam time. A student who fails the specialty exam a

third time will be terminated from the program without a degree. The specialty exam must be passed before the student is permitted to take the CPCE exam.

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

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

4. All requirements for the M.A. and M.M.F.C. degrees must be met within a six-year period after the student enters the graduate program. Any exceptions to the policy are granted by the director of the graduate counseling program.
5. Submit an application for graduation.
6. The residency requirement for the M.A. and the M.M.F.C. degree is 51 hours (60 hours - 9 potential transfer hours if courses taken prior to applying for the program. Once the student is already enrolled in the program, only in rare situations may transfer credits be considered. Preapproval must occur).

Summary of Steps toward the Master's Degree

- Admission to master's degree program
- Student membership required in two professional organizations
- Assignment 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
- Successful participation of the comprehensive exam
- Application for graduation.

Attendance

ATTENDANCE

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

ONSITE STUDENTS

Tardy

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

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

A non-traditional graduate student enrolled in an online course must meet the course attendance policy for an online course as stated in the following section on "Students in Online Courses."

FOR A 6-SESSION COURSE:

This course is scheduled to meet six (6) days. For a 6-session course, allowed absence is defined as missing no more than one class session or incurring no more than two tardies.

- 0 absences/tardies: No penalty
- 1 absence or 2 tardies: reduction in participation points; class absence form required
- More than 1 absence or exceeding 2 tardies: Failing grade for the course; student has the option to appeal

FOR A 12-SESSION COURSE:

This course is scheduled to meet twelve (12) days. For a 12-session course, allowed absence is defined as missing no more than 2 class sessions or incurring no more than two tardies.

- 0 absences/tardies: No penalty
- 1 absence: reduction in participation points; class absence form required
- 2 absences or 2 tardies: reduction in participation points; class absence form required
- More than 2 absences or exceeding 2 tardies: Failing grade for the course; student has the option to appeal

Students are required to complete the Graduate Counseling Class Absence Form for all absences. To complete the Class Absence Form go to www.trevecca.sharepoint.com - Graduate Counseling Program - Class Absence Form (under Forms and Evaluations)

If a student exceeds the allowed absence(s), the Graduate Counseling program attendance policy requires a student be given a failing grade for the course; in this situation, students have the option to submit an absence appeal by completing the Class Absence Form for the absence (or tardy) that exceeded the allowed absence(s).

Absence Appeal

An absence appeal may be filed for emergency circumstances that arise leading to more than allowed absences. Examples of emergency circumstances considered include: hospitalization of self or immediate family member; death in immediate family; and military deployment. Please contact the Program Manager of the Graduate Counseling program to obtain and complete the appropriate form in such situations. Contact must be made and the appeal form submitted within 7 days of the absence. The absence appeal will be made to the Program Director in writing within 7 days of the absence.

Late Instructor

Should an instructor be late for a class session, students are expected to wait a minimum of 30 minutes and contact Dr. Lahey at slahey@trevecca.edu or 615-248-1751 before leaving. If the instructor arrives within that 30 minute period and any student has left, the student will be counted as absent for the class session. If the instructor does not arrive within the 30 minute period, the students may leave and arrangements will be made to make up those class hours sometime during the time frame of the course or additional assignments will be given.

Cancellation of Onsite Classes

A decision to cancel class due to inclement weather, faculty illness, or other reasons is made by The Office of Graduate and Adult Education. Announcement of cancellation will be posted on the TNU website by 3:00 PM for evening classes. If class has not been cancelled by 3:00 PM, students should report to class at 6:00 PM for evening class. If conditions change after 6:00 PM, the class and faculty member jointly decide appropriate action.

ONLINE STUDENTS

Absence

Students enrolled in online courses are allowed one absence in courses that are five class sessions or more in length and no absences in a course that has four class sessions or fewer. There are no excused absences in these courses.

In an online course, a student is reported absent for a week if there is no participation during that week in an academically-related activity specific to the course, such as attending a synchronous course activity, submitting an academic assignment, taking an assessment or exam, participating in an interactive tutorial, webinar, or computer-assisted instruction, participating in a study group or group project, participating in an online discussion assigned by the instructor, or interacting with the instructor about academic matters.

Absence Appeal

An absence appeal may be filed for emergency circumstances that arise leading to more than allowed absences. Examples of emergency circumstances considered include: hospitalization of self or immediate family member; death in immediate family; and military deployment. All absence appeals must include documentation for consideration. Please contact your Student Success Advisor to obtain and complete the appropriate form in such situations. Contact must be made and the appeal form submitted within 7 days of the absence.

Clinical Mental Health Counseling Master of Arts

Curriculum

General Clinical Counseling Core

CSL 5220	Lifespan Development	3
CSL 5260	Helping Relationships	3
CSL 5430	Group Therapy and Process	3
CSL 5240	Advanced Abnormal Psychology	3
CSL 5250	Counseling Diverse Populations	3
CSL 5472	Ethical Standards and Legal Issues	3
CSL 5100	Introduction to Psychological Research	3
CSL 5441	Introduction to Psychological Testing	3
CSL 5230	Career Counseling and Professional Development	3
CSL 5482	Techniques and Interventions I	3
CSL 5483	Techniques and Interventions II	3

Subtotal: 33

Clinical Mental Health Counseling Core

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

Subtotal: 27

Nine (9) hours of transfer credit is allowed.

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

Total Credit Hours: 60

Master of Marriage and Family Counseling

Curriculum

General Clinical Counseling Core

CSL 5220	Lifespan Development	3
CSL 5260	Helping Relationships	3
CSL 5430	Group Therapy and Process	3
CSL 5240	Advanced Abnormal Psychology	3
CSL 5250	Counseling Diverse Populations	3
CSL 5472	Ethical Standards and Legal Issues	3
CSL 5100	Introduction to Psychological Research	3
CSL 5441	Introduction to Psychological Testing	3

CSL 5230	Career Counseling and Professional Development	3
MFC 5750	Techniques & Treatment Planning for Couples I	3
MFC 5760	Techniques & Treatment Planning for Couples II	3
Marriage and Family Counseling Core:		
MFC 5250	Family Systems Theory	3
MFC 5350	Family Interventions	3
MFC 5510	Divorce and Divorce Adjustment	3
MFC 5511	Marital Life Cycle	3
MFC 5512	The Child in the Family System	3
MFC 5450	Crisis & Sexuality for Couples	3
MFC 5610	Internship in Marriage and Family Counseling I	3
MFC 5620	Internship in Marriage and Family Counseling II	3
MFC 5630	Internship in Marriage and Family Counseling III	3

Nine (9) hours of transfer credit is allowed.

This program can be taken by those interested in pursuing licensure as a licensed professional counselor with mental health service provider designation or marriage and family therapy in the state of Tennessee.

Total Credit Hours: 60

PH.D. CLINICAL COUNSELING: TEACHING AND SUPERVISION

Mission Statement of the Doctoral Program

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

Doctoral Program

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

The PhD program has been adapted to offer CACREP accredited online delivery method. The program involves one cohort with two delivery method options - the face to face program or online delivery option, which both meet during scheduled class times as one cohort.

The Ph.D. is an advanced professional degree designed for several groups: a) those who wish to enhance their skills as a counselor, b) clinicians who wish to develop leadership skills that will positively enhance the professional mental health community, c) those who

wish to take a more active role in supervision and the development of other counselors, d) those who wish to expand their professional options to include teaching in counselor education, and e) those who wish to participate in academic research with the potential for professional presentations and peer-reviewed publications.

Statement of Purpose

The purpose of the doctoral program is to:

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

Student Learning Outcomes

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

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

Application Process

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

1. Official transcript of master's degree from a regionally accredited college/university with at least a 3.25 GPA (on a scale of 4.0) and undergraduate degree where final degree is posted.
2. Three completed Applicant Recommendation Forms (one from a character/moral reference and two from professors, employers, or supervisors in the counseling field).
3. A 400-word letter of intent specifying the applicant's purpose and goals for entering the Ph.D. program.
4. Professional vita (including a description of all masters-level practicum and internship experiences).
5. Submission of official Graduate Record Examination (GRE) test score (minimum combined verbal and quantitative score of 300 and analytical writing score of 3.5; writing score of 4 or

higher is recommended). The analytical writing portion will be used to assess writing ability. The GRE must have been taken within 5 years of applying to the program.

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

DEADLINE FOR COMPLETED APPLICATION FILE IS FEBRUARY 1st.

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

Interview Committee

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

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

Admission to the Ph.D. programs is based, in part, on a cumulative GPA of 3.25, and a score of 300 on the GRE with a writing score of 3.5. Applicants who do not meet all program admission guidelines may be admitted on academic restriction (or conditional or provisional status) upon recommendation of the director of the Graduate Counseling Program. In some cases, students may be admitted on academic restriction based on the writing assessment; in this case, students will be required to work with academic services.

If a student is admitted with conditional status, the student is required to earn a grade of B or higher in the first three classes. Student will be subject to dismissal if the condition is not met.

General Academic Policies

Prerequisite Courses

A course comparable to Advanced Abnormal (one that deals with psychopathology from a diagnostic perspective and includes DSM nomenclature), Social & Cultural Diversity, Professional Identity (Ethics), Human Growth and Development, Career Counseling, Helping Relationships, Group Counseling, Testing/Assessment, Research, and a minimum of two semesters of practicum/internship (with at least 240 hours of face-to-face counseling experience) are prerequisites to doctoral training. Students who have not completed such courses will be required to do so in addition to doctoral requirements. *With the exception of practicum/internship, individuals applying to the Ph.D. program who have*

completed application files but are lacking prerequisite courses for this program may request to complete these prerequisites under the degreed, licensure seeking category (description of this category is outlined in the Graduate Counseling section, under *Admissions Categories*). While it is preferred that prerequisites be completed prior to beginning the program, candidates lacking prerequisites who are admitted to the program may begin with a pre-approved, limited number of unmet prerequisites; however, students must complete all prerequisite courses within the first year of the program.

Additional General Academic Policies

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

Academic Advisor

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

student will receive notification of these advisor assignments within the first semester of the program.

Residency

All doctoral students are required to attend three on campus residencies. Each residency will occur at the beginning of the new semester. The on-campus residency is an opportunity for face-to-face and online students to connect, collaborate, and enhance learning experiences.

Doctoral Candidacy

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

It is important to note that evaluations of students go beyond academic performance. Students may demonstrate academic excellence but fail to demonstrate the professional conduct, clinical skills needed to work with clients in practicum/internship settings, as well as quality of professional writing. When issues of “suitability” surface, the goal is to work with these students. If remediation is not successfully completed by designated timelines, students will be placed on probation and/or eventually dismissed from the program if the recommended remedial plan is not satisfactorily completed. Dismissal from the program can also be implemented without any prior remedial action or probation if there is a serious violation of anything that normally results in restriction or discipline as a mental health professional (moral or ethical violations), any serious misconduct in violation of school policies (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 Counseling Program are encouraged to identify students who they believe may have issues of “suitability” as it relates to entering the mental health profession. Professor/Supervisor Concern Regarding Student Preparation forms are provided to all full-time and adjunct professors and supervisors. Concerns filed by professors and supervisors are passed on to those who advise students in the program to be considered during structured evaluation times.

In cases of remediation, probation, or dismissal, students may appeal the decision of the Director of Graduate Counseling Program to the Dean, School of Arts and Social Sciences.

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

Grading System

The grading system for doctoral studies includes the letter grades A, B, C, D, and F for all courses except dissertation. The grades of

S, U, or I will be assigned to dissertation. Courses with grades of C-, D, F, or U must be repeated. If the student is maintaining a cumulative grade point average of 3.0, two course grades of C+ or C will be allowed for the degree purpose.

Doctoral Comprehensive Examination

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

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

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

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

Doctoral Internship

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

Doctoral students will choose one of the following a combination of internship experience with at least three options. Doctoral students will be able to participate in teaching, supervision, research, leadership/advocacy, and counseling internship options. The Director of Graduate Counseling will consult with the student to choose the best option for the internship.

The doctoral internship will provide practical experience and supervision in areas consistent with academic and professional goals of the doctoral student working toward an enhanced professional counselor identity. In addition, the internship can provide direct experiences in counselor education, supervision, research opportunities beyond the dissertation process, leadership within the field, and advanced clinical experiences.

The students in all five potential doctoral internship experiences will participate in individual as well as group supervision experiences with a faculty supervisor. The university faculty supervisor, as the instructor of note, will meet weekly with the students whether through individual or group supervision. Individual supervision will occur on a biweekly basis. Group supervision will occur five times over the course of the semester. **These supervision experiences will provide the students with an opportunity to develop their own professional counselor identity, as well as have the experience presenting multicultural, ethical, and case-related situations.** The student will also have an additional supervisor; counseling will be with a supervisor off site, counselor education and supervision, leadership, and research will be with a mentor. All of these additional supervision experiences will be weekly individual for one hour.

Depending on the previous clinical experience of the student, one of the three semesters of internship may be required to be in counseling. Academic advisors will determine the organization of a student's internship.

Dissertation

Each student will write and defend a dissertation before their doctoral committee and any faculty of the Graduate Counseling program who choose to attend. The doctoral committee will consist of three members: The first of these will be the dissertation chair. The dissertation chair will be a core, full-time faculty member. Following the standards and procedures of the doctoral program, the dissertation chair will supervise the dissertation and chair the dissertation defense. The other committee members are considered the second reader and the third reader. One of the committee members may be from an institution other than Trevecca Nazarene University but must hold a doctoral level

degree and be pre-approved. It is the student's responsibility to secure the committee members. Dissertation will occur over 4 semesters (three credit hours each semester).

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

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

The student should be guided by the following principles:

1. The dissertation should reflect an advanced understanding of the disciplines of counseling, counselor education and supervision, or marriage and family counseling/therapy.
2. The dissertation must engage its topic critically and constructively.
3. The dissertation may engage a problem and reevaluate prior approaches and propose a new approach.
4. The dissertation must illustrate both creativity and originality.
5. The dissertation must demonstrate writing that is both professionally and academically appropriate to the field. For students who require further assistance with APA formatting and/or writing style, it is their responsibility to secure and pay for any assistance.
6. Upon successful defense of the dissertation, three professionally bound copies must be furnished to the graduate counseling office paid for by the student. The student may also request his or her own bound copy or copies as well. The student will procure appropriate photocopies of each bound document prior to professional binding. All dissertations must then be published through UMI. Students are required to contact the Director of the Graduate Counseling Program for information related to the final steps of the dissertation process.

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

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

Only those students in the Ph.D. Clinical Counseling program will be eligible to register for the one credit hour CSL 7399

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

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

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

A dissertation abstract must be included with the bound copy.

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

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

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

Graduation Requirements

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

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

6. Pass the Comprehensive Doctoral Examination.
7. Successfully defend the dissertation. ****Doctoral degree candidates must successfully defend their final dissertation by April 1st of the year they intend to participate in the May commencement activities. Students must defend their final dissertation by July 1 in order to be considered for August degree conferral and by November 1 in order to be considered for December degree conferral.*** *Note: A complete version of a proposal or final draft must be submitted and approved by the chair at least three months prior to a proposed defense date. The student may not rush or expedite the process by bypassing required turnaround times, needed draft revisions, etc. in an attempt to finish the process more quickly.
8. Once the student has successfully defended the dissertation they must:
 - obtain APA editing of the final dissertation document
 - obtain three photocopies of the dissertation document
 - obtain professional binding for three copies, and
 - submit the three bound dissertation documents to the graduate counseling office.

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

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

Probation/Suspension Policy

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

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

Any student making a grade of D+ or below in any course will be automatically placed on academic suspension. Any student suspended, removed, or not allowed to complete internship will earn a grade of F for that semester/course and placed on academic suspension. After a three-month waiting period, the student may petition to be reinstated to the program. However, if the three-month waiting period ends in the middle of the next semester, the student will need to wait until the beginning of the following semester to petition to be reinstated to the program.

If reinstated by the Admissions Committee, the student must repeat the course and achieve a grade of C or better. A maximum of two course grades of C+ or C are permitted.

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

Remediation Procedure

1. A student can be placed on a remediation plan for reasons including but not limited to the following concerns: academic performance, academic honesty (i.e., plagiarism), unethical and/or unprofessional behavior, emotional well-being, pattern of inflexibility/rigidity, suitability for the profession, tardiness/absences (class or practicum/internship), writing skills, interactions with cohort/faculty, or insufficient progress (including missed deadlines) completing degree requirements/dissertation, and professional dispositions. While this list is not exhaustive of all issues that could necessitate a remediation plan, it reflects some scenarios. In some cases, the severity of an issue may not allow for remediation and may necessitate immediate academic probation or dismissal from the program.
2. Concerns regarding a student that could lead to a remediation plan will be communicated to the program director either through the *candidacy* application/review process or at any point during the program via the Professor/Supervisor Concern Regarding Student Preparation made accessible to faculty. Faculty may also communicate concerns to the program director at any point and are not limited to the candidacy process or Professor/Supervisor Concern Regarding Student Preparation form.
3. Student is notified by the program director and/or academic advisor through either a face-to-face meeting, phone call, or in writing (email or mailed letter) of concern(s) that have necessitated the development of a remediation plan. The purpose of the remediation plan is to support the student's progress in the program.
4. Regardless of how the student is notified of the remediation plan (verbal or written), *the plan will ultimately be communicated in writing and provided to the student with a copy maintained in the student's academic file.*
5. A written remediation plan will include a time limit for completion.
6. When the time limit for completion of the remediation plan has been reached, the student's success in fulfilling the requirements of the remediation plan will be reviewed and noted by the program director and/or academic advisor.
7. If the student successfully fulfills the remediation plan, the student will continue in the program, but future concerns may result in immediate dismissal from the program without a degree.
8. If the student fails to fulfill the remediation plan, the student will be considered for dismissal from the program without a degree.

Program Dismissal

While failure to fulfill a remediation plan could result in dismissal from the program, a student can be dismissed from the program *without a prior remediation plan* for reasons including *but not limited to* the following concerns: academic performance, academic honesty (i.e., plagiarism), unethical and/or unprofessional behavior,

emotional well-being, pattern of inflexibility/rigidity, suitability for the profession, tardiness/absences (class or practicum/internship), writing skills, interactions with cohort/faculty, or insufficient progress (including missed deadlines) completing degree requirements/dissertation. This stated list of concerns is not exhaustive of all issues that could necessitate dismissal from the program.

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

Course Evaluation and Assessment

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

Doctoral Student Professionalism

Membership in Professional Organizations

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

Professional Classroom Environment

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

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

distract from any activity such as devotionals, lecture, or other class presentations.

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

Ph.D. Curriculum

Program of Study

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

Core Courses - 27 hours

CSL 7003	Psychodynamic Psychotherapies	3
CSL 7008	Diagnosis and Treatment of Sexual Disorders	3
CSL 7009	Advanced Multicultural Counseling	3
CSL 7010	Issues of Integration: Christian Ideology in a Professional World	3
CSL 7020	Special Topics in Counseling	3
CSL 7100	Specialized Systemic Counseling	3
CSL 7151	Psychological Testing for Counselors	3

Teaching and Supervision — 6 hours

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

Cognates — 6 hours

MFC Cognate

CSL 7101	Preventative Approaches: Premarital Therapy and Enrichment Activities	3
CSL 7102	Theories of Affect Regulation and Attachment (Affective Therapy) or	3

Counseling Cognate

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

Internship — 6 hours

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

Research/Dissertation - 27 hours

CSL 7030	Qualitative Research and Program Evaluation	3
CSL 7301	Doctoral Research Methodology	3
CSL 7300	Dissertation Proposal Development I	3
CSL 7305	Dissertation Proposal Development II	3
CSL 7302	Statistical Analysis in Clinical Practice	3
CSL 7303	Dissertation Research	12

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

CSL 7399 Dissertation Research Continuation 1

Total Credit Hours: 66

FACULTY

Full-time Faculty

JULIE BARNES

B.A., Cumberland University; M.A., Trevecca Nazarene University; Ph.D., Trevecca Nazarene University.

DONALD R. HARVEY

B.A., Bethany Nazarene College; M.A., University of Alabama; Ph.D., Virginia Polytechnic Institute and State University.

SARA HOPKINS

B.A., Arkansas Tech University; M.M.F.T., Trevecca Nazarene University; Ph.D., Trevecca Nazarene University.

AIMEE ISENBERG

B.A., Trevecca Nazarene University; M.A., Middle Tennessee State University; Ph.D., Trevecca Nazarene University.

DONALD L. JACKSON JR.

B.A., Warner University; M.M.F.T. Trevecca Nazarene University; Ph.D., Trevecca Nazarene University.

SUSAN LAHEY

B.S., Middle Tennessee State University; M.M.F.T., Trevecca Nazarene University; Ph.D., Regent University.

PETER F. WILSON

B.A., Free Will Baptist Bible College; M.A., Middle Tennessee State University; Ed.D., Tennessee State University.

Adjunct Faculty

JONI BATTS

B.A., Ozark Christian College; B.S., Trevecca Nazarene University; M.M.F.T., Trevecca Nazarene University; Ph.D., Trevecca Nazarene University.

TAMMY BEEMAN

B.A., San Diego State University; M.A., Biola University; Psy.D., Biola University.

MICHAEL CHRISTIAN

B.A., Union University; M.Div., The Southern Baptist Theological Seminar; M.A., Trevecca Nazarene University; Ph.D., Trevecca Nazarene University.

LATONIA COX

B.S., Tennessee State University; M.A., Trevecca Nazarene University; Ph.D., Trevecca Nazarene University.

ALAN GODWIN

B.S., Mississippi State University; M.A., Dallas Theological Seminary; Psy.D., Western Seminary.

TRENT HUGHES

B.S., University of Phoenix; M.A., Trevecca Nazarene University; Ph.D., Trevecca Nazarene University.

KEVIN HULL

B.A., Berry College; M.A., Lipscomb University; Ph.D., Trevecca Nazarene University.

ANDY MELTON

B.A., Ozark Christian College; M.A., John Brown University; Ph.D., Trevecca Nazarene University.

BRUCE A. MCCURDY

B.A., Tennessee Temple University; M.A., Middle Tennessee State University; Ed.D., Tennessee State University.

JONATHON ROY

B.S., Grace College; M.A., Grace College; Ph.D., Trevecca Nazarene University.

ANDREA SHEFFIELD

B.A. Tennessee State University; M.M.F.T., Trevecca Nazarene University; Ph.D., Trevecca Nazarene University.

Graduate Education Program

Master of Arts in Teaching K-5
Master of Arts in Teaching 6-12
Master of Education: Curriculum and Instruction P-12
Master of Education: Educational Leadership K-12
Master of Library and Information Science PreK-12
Master of Education: Visual Impairments Special Education
Master of Education: English Second Language PreK-12
Education Specialist: Instructional Leadership

School of Education

Mackey Building (Corner of Lester and Hart)

615-248-1201

Fax 615-248-1597

www.trevecca.edu/mat

www.trevecca.edu/programs/curriculum-and-online-teaching

www.trevecca.edu/edleadership

www.trevecca.edu/mlis

www.trevecca.edu/vision

www.trevecca.edu/esl

www.trevecca.edu/eds

THE SCHOOL OF EDUCATION

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

Programs

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

Master of Arts in Teaching K-5

Master of Arts in Teaching 6-12

Master of Education: Curriculum and Instruction P-12

Master of Education: Educational Leadership K-12

Non-degree – Endorsement in Educational Leadership also available

Master of Education: English Second Language PreK-12

Non-degree - Licensure in English Second Language also available

Master of Library and Information Science PreK-12

Non-degree - Licensure in Library and Information Science also available

Master of Education: Visual Impairments Special Education

Non-degree: Visual Impairments Special Education

Education Specialist: Instructional Leadership

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

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

Conceptual Framework of the School of Education

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

Knowing

Understands Content

Understands Intellectual, Social, and Personal Development

Understands Diversity

Doing

Designs Instructional Strategies

Manages and Motivates

Communicates and Collaborates

Plans and Integrates

Evaluates

Being

Reflects on Practice

Participates in the Professional Community

Pursues Spiritual Development

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

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

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

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

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

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

Specific objectives are as follows:

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

Specific student learning outcomes are as follows (adapted from AASL, TESOL, TN Literacy Standards, PSEL, and NELP):

Knowing:

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

Doing:

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

Being:

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

Program Policies for Master's Degrees

Admissions

Two classifications of graduate candidates are recognized:

1. Degree-seeking graduate candidates are those accepted into a specific graduate program. Based on the determination of suitability made by graduate program directors/chairs, up to six approved graduate credit hours (maximum) may be transferred from a non-conferred degree from another accredited institution. No course with a grade below a "B" will be considered for transfer.
2. Endorsement seeking or licensure only candidates are those who do not wish to pursue a graduate degree at Trevecca. General requirements for admission to master of education degree programs are required of all applicants. These requirements are:
 - Evidence of a baccalaureate degree from a regionally accredited college or university with minimum GPA of 3.0 (on a 4.0 scale) on all credit earned. Submit one copy of official transcript; 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, Admissions, 333 Murfreesboro Road, Nashville, TN 37210.
 - International Candidates: TOEFL scores (550 paper version, 213 computer version) in addition to those listed above
 - Acceptable references (if applicable)
 - Record of immunizations as described in the general section of this graduate supplement (if applicable)
 - A successful interview and writing sample
 - Teaching Experience:
 - Educational Leadership: must have verification of at least three years of successful teaching experience
 - Some programs may require an additional written requirement and verification of a current teaching license.
 - The official degree conferral dates for the University are: August 15, December 31, and the May graduation date. *Additional requirements will be identified in the program specific sections of this catalog supplement or in assessment system information provided when beginning the program.*

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

Appeal Procedure

The appeal process is outlined in the Student Handbook for each respective program.

Academic Load

Typically, graduate candidates at the master's level take a minimum of 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, candidates must be enrolled for a minimum of three (3) semester hours. Six hours is considered a full-time load during the academic calendar year.

Academic Standing and Probation/Suspension

Regardless of the load carried per semester, each candidate must maintain a cumulative grade point average of 3.0 (B) to remain in

good standing. If the cumulative GPA falls below 3.0, the candidate will be declared on academic probation for the following semester. Upon regaining the required cumulative average (3.0), the candidate will be in good standing. However, if the candidate does not meet the cumulative average of 3.0 during the probationary semester, he/she will be declared on academic suspension for the subsequent semester and until reinstated by the School of Education: Licensure Committee or Council of Chairs.

Advising

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

The University maintains communication with candidates through their Trevecca email account.

The primary responsibilities of the Program Chair are to:

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

Background Checks and Liability Insurance

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

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

Program Completers

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

- Completion of all coursework, including Field Experience and key assessments:
- No credits earned with a grade below a B- will be accepted for graduation requirements.
- Any credits earned with a grade of C+, C, or C- must be retaken during the regular schedule of courses possibly resulting in a delay of graduation.
- Any credits earned with a grade of D or F in any class will result in immediate disenrollment (without successful appeal) from the University regardless of the cumulative GPA.
- For those seeking a teaching license - Completion of clinical practice (student teaching) or Alternative Licensure/Job

Embedded Seminar requirements (including required time as a teacher of record);

- Completion of all required state assessments and scores sent to Trevecca; and
- Completion of the final LiveText E-portfolio assessment and other exit requirements (program assessment, etc.).

Licensure Requirements

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

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
Unacceptable	D+	1.3
	D	1.0
	D-	0.7
Failing	F	0.0
Incomplete	I	0.0
Withdrawal	W	0.0

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

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

Graduation Requirements

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

- Completion of all coursework and key assessments:
No credits earned with a grade below a B- will be accepted for graduation requirements.
Any credits earned with a grade of C+, C, or C- must be retaken during the regular schedule of courses resulting in a delay of graduation.

Any credits earned with a grade below a C- in any class will result in the immediate disenrollment (without successful appeal) from the Council of Chairs regardless of the cumulative GPA.

Successfully participate in an *Exit Summative* over one's major field of study. This is required during the final semester of the candidate's program.

- Apply for graduation with Academic Records.
- Successfully complete ALL required field experiences.
- Complete master's level coursework within a five-year period of the beginning date of program. (Licensure regulations could change administrative qualifications.)

Program Evaluation and Assessment

An End of Course Survey is administered at the end of courses. Forms are distributed electronically by the Institutional Effectiveness Department. The evaluation is considered a personal assessment; therefore, discussion of any kind during the process should not occur. In order to maintain high quality instruction in all the classes, instructors receive the results of the evaluations after all grades have been submitted. Courses include several types of evaluative and assessment measures related to student progress.

Master of Arts in Teaching

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

The MAT K-5 is designed for individuals with an undergraduate degree who desire a degree and/or licensure at the K-5 level.

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

- Biology
- Business
- Chemistry
- English
- History
- Economics
- Geography
- Government
- Marketing
- Mathematics
- Music (K-12)
 - *Instrumental/General
 - *Vocal/General
- Physical Education (K-12)
- Health & Wellness (K-12)
- Physics

- Speech Communication (K-12)
- Theatre (K-12)

A passing score on the Praxis II Content Knowledge test must be submitted to the School of Education before the completion of 12 semester hours of coursework. If a test is not passed by the required deadline, the candidate must sit out of coursework until tests are successfully completed. After successful completion, the candidate may resume coursework. Other required Praxis II tests must be passed prior to clinical practice (student teaching).

Master of Arts in Teaching K-5

This five to six semester program (approved by the Tennessee Department of Education and the Council for the Accreditation of Educator Preparation CAEP) is composed of 30 hours of course work and six hours of clinical practice (student teaching). A 30-hour, non-licensure option without clinical practice (student teaching) is available; however, this option does not qualify as full completion of the teacher education program.

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

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

Program of Study MAT K-5

Core Courses

TMA 6604	Curriculum and Technological Design I	3
TMA 6606	Curriculum and Technological Design II	3
TMA 5510	Psychological Foundations of Learning	3
TMA 5520	Assessment for Excellence	3
TMA 6520	Managing Classroom Environments for the K-5 Educator	3

TMA 6680	Teaching the Exceptional Learner	3
Major Courses		
TMA 6410	Math Lab	1
TMA 6610	K-5 Reading	3
TMA 6620	K-5 Science Education	3
TMA 6630	K-5 Math	3
TMA 6640	K-5 Social Studies Education	2
TMA 6650	Student Teaching and Seminar K-5	6
	OR	
TMA 6760	Job Embedded Seminar I and	3
TMA 6761	Job Embedded Seminar II	3

TMA 6610, TMA 6620, TMA 6630, and TMA 6640: Includes a required field experience. Field experiences and clinical practice provide evidence that students are learning when being taught by candidates.

Total Credit Hours: 36

Master of Arts in Teaching 6-12

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

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

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

Program of Study MAT 6-12

Core Courses

TMA 6604	Curriculum and Technological Design I	3
TMA 6606	Curriculum and Technological Design II	3
TMA 5510	Psychological Foundations of Learning	3
TMA 5520	Assessment for Excellence	3
TMA 6521	Managing Classroom Environments for the 6-12 Educator	3
TMA 6680	Teaching the Exceptional Learner	3

Major Courses

TMA 6400	Secondary Course Design	3
TMA 6625	Reading and Writing in the Content Area	3
TMA 6635	Methods and Tools for Secondary Teachers	3
TMA 6695	Excellence in the Content Area	3
TMA 6665	Student Teaching and Seminar 6-12	6
	OR	
TMA 6760	Job Embedded Seminar I	3
TMA 6761	Job Embedded Seminar II	3

TMA 6625, TMA 6635, and TMA 6695: Includes a required field experience. Field experiences and clinical practice provide evidence that students are learning when being taught by candidates.

Total Credit Hours: 36

Master of Curriculum and Instruction in Education P-12

The M.Ed. in the Curriculum and Instruction Program is appropriate for individuals who wish to continue working as teachers and to increase their knowledge and skills regarding the integration of technology into instructional content for P-12 students. This degree does not lead to licensure. Exceptions to the general admission requirements for master's degrees are no prior student teaching experience or Praxis scores are required.

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

Program of Study for Curriculum and Instruction

Required Courses

EDU 6100	Technology Integration in Teaching and Learning	3
EDU 6110	Instructional Design	3
EDU 6120	Leading Curricular Change	3
EDU 6130	Copyright Laws for Online Learning and Development	3
EDU 6140	Curriculum Planning and Instruction	3
EDU 6150	Interactive and Digital Tools for Learning	3
EDU 6160	Field Experience	2

EDU 6170	Issues in Instructional Design and Technology Integration	3
EDU 6180	Inclusive Practices in Teaching and Learning	3
EDU 6190	P-12 Online Course Design	3
EDU 6200	Exist Assessment E-Portfolio	1

Subtotal: 30

EDU 6160: Includes a required field experience. Field experiences provide evidence that students are learning when being taught by candidates. In order to participate in mandatory experiences, all candidates will be required to undergo a background check and be fingerprinted, at their own expense, prior to beginning the first class.

Total Credit Hours: 30**Master of Education: Educational Leadership**

The Master of Education in the Educational Leadership program (approved by the Tennessee Department of Education and the Council for the Accreditation of Educator Preparation) is specifically designed to prepare school leaders. The program courses and experiences correlate with the School Leader Licensure Assessment (SLLA). Prior to being recommended for Administrative Licensure, candidates must pass the SLLA exam as required by the Tennessee Department of Education.

The design of the M.Ed. program in educational leadership includes 30 semester hours over a 15-month period. To meet the requirements of the Tennessee State Board of Education, Trevecca must have an agreement with the Tennessee school districts from which applicants are selected.

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

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

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

Program of Study for Educational Leadership**Core courses in the Preferred Sequence:**

EDU 6001	Field Experience I for School Leaders	1
EDU 6010	Leadership for Instructional Effectiveness	3

EDU 6020	Decision Making for Instructional Improvement	3
EDU 6002	Field Experience II for School Leaders	1
EDU 6030	Curriculum for Instructional Leaders	3
EDU 6035	Law, Ethics, and Diversity for School Leaders	3
EDU 6003	Field Experience III for School Leaders	1
EDU 6040	Valuing Diversity for School Effectiveness	3
EDU 6045	Assessing Learning for School Improvement	3
EDU 6004	Field Experience IV for School Leaders	1
EDU 6015	Technology for Instructional Leaders	3
EDU 6025	Using Research and Data for Improved Student Learning	3
EDU 6050	Summative Assessment Seminar for School Leaders	2

Subtotal: 30

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

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

Licensure-only in Educational Leadership

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

The program consists of 20 hours as follows.

EDU 6001	Field Experience I for School Leaders	1
EDU 6010	Leadership for Instructional Effectiveness	3
EDU 6020	Decision Making for Instructional Improvement	3
EDU 6002	Field Experience II for School Leaders	1
EDU 6030	Curriculum for Instructional Leaders	3
EDU 6035	Law, Ethics, and Diversity for School Leaders	3
EDU 6003	Field Experience III for School Leaders	1
EDU 6045	Assessing Learning for School Improvement	3
EDU 6050	Summative Assessment Seminar for School Leaders	2

Subtotal: 20

EDU 6001, EDU 6002, EDU 6003, and EDU 6005: Includes a required field experience. Field experiences provide evidence that students are learning when being taught by candidates. In order to participate in mandatory experiences, all candidates will be required to undergo a background check and be fingerprinted, at their own expense, prior to beginning the first class.

Prior to licensure recommendation, a passing score on the School Leaders Licensure Assessment (SLLA) exam (151 or above) is required. Candidates must choose Trevecca Nazarene University as a recipient to receive their SLLA score.

Instructional Leadership License - (ILL)

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

1. Complete required coursework in Educational Leadership.
2. Pass State required test (*School Leaders Licensure Assessment – PRAXIS 6990*) with a minimum score of 151.
3. Submit a copy of test score to School of Education.

Instructional Leadership License - Professional (ILL-P)

Candidates for licensure from the State of Tennessee must meet specific requirements to obtain ILL-P:

1. The ILL-P must hold the ILL and have completed three years as an instructional leader according to State of Tennessee Guidelines.
2. The ILL (graduate of Trevecca) is responsible for contacting the Director of Advanced Graduate Programs to set up a professional plan for moving from ILL to ILL-P.
3. ILL must submit appropriate forms to the State Department of Education to verify ILL-P.

Total Credit Hours: 30

Master of Library and Information Science PreK-12

The Master of Library and Information Science program provides prospective school librarians with a concentrated focus appropriate for grades PreK-12. This program is designed for individuals who seek licensure as a school librarian. This program may be appropriate for public librarian training. The MLIS program is nationally recognized by the American Association of School Librarians and the Council for Accreditation of Educator Preparation.

The MLIS program is organized as a standardized, peer-group program which means that all candidates in a group will take all courses together. All candidates are assigned for program advising.

The MLIS program consists of 30 semester hours that will be completed in a 15-month period. This program is an online delivery model. An e-portfolio is maintained throughout the program and is presented as part of the Exit Seminar. Throughout the program, candidates complete key assessments as they transition toward completion of the program. 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 candidate who makes less than a B- must repeat the course.

Each applicant for the Master of Library and Information Science is **required** to use the Trevecca email account, which will be used regularly for the purpose of communicating with instructors.

The admission process must be completed prior to attending the first class session.

Program of Study for MLIS

Required Courses

MLI 5000	Professional and Ethical Issues	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 5075	Instructional Design in Libraries	3
MLI 5080	Collection Development and Organization	3
MLI 5100	Exit Assessment/E-Portfolio	0
MLI 5090	Professional Practice	3
	OR	
MLI 5200	Enhanced Student Teaching	6

Subtotal: 30

MLI 5090 and MLI 5200: Includes a required field experience. Field experiences and clinical practice provide evidence that students are learning when being taught by candidates. In order to participate in mandatory experiences, all candidates will be required to undergo a background check and be fingerprinted, at their own expense, prior to beginning the first class.

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 course requirements in addition to the 30 hours required in the Master's of Library and Information Science Program. Courses will be assigned with a transcript evaluation.

Clinical practice (student teaching) is required to be in two library settings full-time for fifteen weeks in lieu of the 100-hour professional practice required by the MLIS degree coursework. Clinical practice (student teaching) will occur in the spring semester prior to completion of MLIS coursework during the summer semester or in the fall semester following completion of the MLIS coursework. The School of Education requires the edTPA component which includes a seminar. Candidates may also have the option of being job-embedded as teacher of record for one year in a library position. See more about this in the MAT program.

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 PreK-12" added to a teaching certificate, a candidate must successfully complete the requirements of the 15 hours of coursework and 3 hours of field experience as prescribed by the Tennessee Department of Education for a total of 18 hours. They must also pass the required

Praxis test for Library Media Specialist with a score established by the Tennessee Department of Education. Further, candidates must be recommended for licensure by the Trevecca Certification Officer.

Required Courses

MLI 5000	Professional and Ethical Issues	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 5080	Collection Development and Organization	3
MLI 5090	Professional Practice	3

Subtotal: 18

MLI 5090: 100 hours. Includes a required field experience. Field experiences and clinical practice provide evidence that students are learning when being taught by candidates. In order to participate in mandatory experiences, all candidates will be required to undergo a background check and be fingerprinted, at their own expense, prior to beginning the first class.

Total Credit Hours: 30

Master of Education: Visual Impairments Special Education

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

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

Students who already hold a valid Tennessee Teacher's License may be eligible to earn an endorsement in the area of Special Education: Visual Impairments.

Program of Study for Visual Impairments Special Education

TVI Endorsement Track

This track is for those already holding a valid Tennessee Teacher's License.

VIS 6045	Anatomy and Issues of Visual Learning	3
VIS 6015	Braille Reading and Writing	3
VIS 6060	Expanded Core Curriculum	3
EDU 6085	Differentiated Teaching	3
VIS 6070	Assessment for Visual Impairments	3
VIS 6010	Special Education and Visual Impairments	3

Subtotal: 18

* VIS 6010 is only required for those candidates who do not have a SPED license.

Required Courses

VIS 6010	Special Education and Visual Impairments	3
EDU 6075	Diversity in Classrooms and Schools	2
VIS 6030	Advanced Braille	3
EDU 6080	Interdisciplinary Teaching	3
EDU 6085	Differentiated Teaching	3
VIS 6060	Expanded Core Curriculum	3
VIS 6065	Nemeth Code	3
VIS 6070	Assessment for Visual Impairments	3
VIS 6015	Braille Reading and Writing	3
VIS 6025	Braille Basics	1
VIS 6045	Anatomy and Issues of Visual Learning	3
VIS 6090	Exit Assessment	0

Subtotal: 30

A total of twenty hours of Field Experience will be built into the program. Ten hours in the fall and ten hours in the spring. Field experiences and clinical practice provide evidence that students are learning when being taught by candidates. In order to participate in mandatory experiences, all candidates will be required to undergo a background check and be fingerprinted, at their own expense, prior to beginning the first class.

Total Credit Hours: 30

Master of Education: English Second Language PreK-12

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

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

Program of Study for ESL

Core Courses - 6 hours

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

Subtotal: 6

Major Courses - 24 hours

In addition to 6 hours of core courses, the following 24 hours in ESL Instruction (PreK-12) are required:

ESL 6000	Language Acquisition and Learning	3
ESL 6010	Trends, Models, and Methods in Instruction	3
ESL 6020	Authentic Language Curriculum Design	3
ESL 6030	Culture	3
ESL 6040	Methods of Assessment and Evaluation for ESL	3
ESL 6050	Technology and Language Learning	3
ESL 6055	Linguistics for Teachers of English Secondary Language	3
ESL 6600	E-Portfolio	2
ESL 6060	ESL Field Experience	1
Subtotal: 24		

Endorsement for English Second Language**Required Courses**

ESL 6000	Language Acquisition and Learning	3
ESL 6010	Trends, Models, and Methods in Instruction	3
ESL 6040	Methods of Assessment and Evaluation for ESL	3
ESL 6055	Linguistics for Teachers of English Secondary Language	3
ESL 6060	ESL Field Experience	1
Subtotal: 13		

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

Total Credit Hours: 30

Ed.S.: Specialist in Instructional Leadership

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

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

Admission

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

- Completed application
- Acceptable references
- Evidence of a master's degree from a regionally accredited college or university with a minimum GPA of 3.0 (on a 4.0 scale) on all credit earned. Submit two copies of official transcripts; transcripts marked "Issued to Student" are not recognized as official transcripts. Official transcripts must be mailed directly from the university granting the master's degree. Transcripts must be mailed to: Trevecca Nazarene University, Admissions, 333 Murfreesboro Road, Nashville, TN 37210.
- Official results of Miller Analogies Test or Graduate Record Examination (verbal and quantitative combined), if applicable
- Record of immunizations as described in the general section of this graduate supplement
- A successful interview
- Proof of a current background and fingerprinting check
- Submit verification form showing proof of three years of successful teaching experience through references by school administrator
- Complete during interview a Writing on Demand in essay format responses to questions regarding (a) applicant's leadership background and goals, (b) applicant's methods for assessing student learning, and (c) applicant's perception of her/his integrity, persistence, assertiveness, work ethic, and disposition
- Submit school administrator recommendation form which can be obtained through the Office of Graduate and Adult Education
- Submit mentor and Educational Organization Recommendation Forms, which can be obtained through the Office of Graduate and Adult Education

Appeal Procedure

The appeal process is outlined in the Student Handbook for each respective program.

Academic Load

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

Advising

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

The University maintains communication with candidates through their Trevecca email.

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

- Evaluate transfer credit (official transcripts must be on file at the University).

- Answer questions related to the Program of Study, a standardized set of courses for each degree program.
- Counsel candidates regarding any grade below B.
- Encourage candidates throughout the program.

Background Checks

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

Program Completers

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

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

Grading System – Specialist Degree

The specialist 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
Unacceptable	D+	1.3
	D	1.0
	D–	0.7
Failing	F	0.0
Incomplete	I	0.0

Withdrawal W 0.0

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

Graduation Requirements

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

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

Course Instructor Evaluation and Assessment

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

Program of Study - Ed.S. in Specialist in Instructional Leadership

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

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

Ed.S. Core

EDU 7302	Instructional Leadership, Culture, and Climate	3
EDU 7303	Human Capital and Efficacy Building	3
EDU 7304	Navigating and Mapping Change through Data Analysis: Beyond Data (What Now?)	3
EDU 7306	Instructional Strategies for Closing the Achievement Gap	3

EDU 7307	Distributive Leadership for Building Capacity and Program Sustainability	3	B.S., Austin Peay State University; M.Ed., Austin Peay State University; Ed.D., Trevecca Nazarene University.
EDU 7405	Specialist in Instructional Leadership: Summative Seminar	2	TAVIA MCLEOD , Director of Instructional Leadership Licensure (MEd. and EdS) Programs
EDU 7420	Field Experience I for Accountable Leaders	1	B.S., Tennessee State University; M.Ed., Tennessee State University; Ed.D., Trevecca Nazarene University.
EDU 7425	Field Experience II for Accountable Leaders	1	YOLANDA T STATOM , Director of Undergraduate Teacher Education; Research Chair (EdS) Program
EDU 7430	Field Experience III for Accountable Leaders	1	B.S., University of Tennessee Knoxville; M.Ed., Trevecca Nazarene University; Ed.D., Trevecca Nazarene University.
EDU 7435	Field Experience IV for Accountable Leaders	1	MARCIA WALKER , Director of Clinical Practices and Field Experience
		Subtotal: 21	B.S., Alcorn State University; B.S., Delta State University; M.Ed., Delta State University; Ed.D., Tennessee State University.

Choose one of the following tracks:**Accountability Track - 9 hours**

EDU 7305	Toolkit for Low Performing Schools	3
EDU 7312	Legal Foundations & Policies in Instructional Leadership	3
EDU 7313	Inclusive Leadership & Cultural Competence	3

Artificial Intelligence Track - 9 hours

EDU 7309	Foundations of AI in Instructional Leadership	3
EDU 7310	AI for Collaborative and Curriculum Leadership	3
EDU 7311	AI for Instructional Coaching	3

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

Total Credit Hours: 30

Graduate School of Education Faculty

JUDY BIVENS, CAEP Accreditation Coordinator; Director of Library and Information Science (MLIS) Program
B.S., University of Tennessee at Martin; M.A.T., Middle Tennessee State University; Master Plus 30 in Technology, Western Kentucky University; M.S.I.S., University of Knoxville; Ed.D., Tennessee State University.

ANDREW D. BURNHAM, Director of Master of Arts in Teaching (MAT) Program; Director of Special Education: Visual Impairments Program
B.S., University of Maine; M.Ed., Fitchburg State University; Ed.D., Tennessee State University.

AMY CONDITT, Director of Technology in Instruction program; Director of Accreditation and Assessment; Coordinator of Post Baccalaureate Program
B.S., University of Tennessee; M.S., University of Tennessee; Ed.S., Tennessee State University; Ed.D., Tennessee State University.

SUZANN HARRIS, Dean of the School of Education
B.A., Welch College; M.Ed., Trevecca Nazarene University; Ed.D., Trevecca Nazarene University.

VIVIAN McCORD, Director of English as a Second Language (ESL) Program

Graduate Human Performance and Fitness Program

Master of Science: Human Performance and Fitness
 School of Science, Technology, Engineering, and Math
 Health Sciences Building
 p: 615-248-1723

The Master of Science: Human Performance and Fitness Program

Program Mission

This Master's Degree will educate, equip, and empower our graduates to mentor and lead their clientele in their knowledge of preventive health practices as well as fitness strategies. Equipping the student with advanced knowledge in human anatomy and physiology, biomechanical assessment, and aerobic and anaerobic training will provide the student with a holistic understanding of an individual's need to complete a macrocycle training program.

In addition to the Human Performance and Fitness curriculum, students complete an MBA Entrepreneurship and Innovation Certificate. The certificate will equip students to effectively lead and manage a health facility. They will be empowered to effectively develop strategies to create rapport with staff and clients, market their services and brand, and develop conflict management strategies.

MSHPF Academic Program

The Master of Science in Human Performance and Fitness program is 18 months in length. Most online courses are 6 weeks in length and require about 15 hours per week of work.

MSHPF Student Learning Outcomes

Graduates of the MSHPF program should be able to:

1. Apply the knowledge gained in the human performance and fitness core curriculum of kinesiology, biomechanics, aerobic/anaerobic conditioning, fitness performance and assessment, and nutrition. [EXS 6010, EXS 6020, EXS 6030, EXS 6100, EXS 6120 and EXS 6130]
2. Demonstrate capacity to complete a holistic assessment of an individual's health status as it pertains to arthrokinematics motion, musculoskeletal strength, neuromuscular balance, agility, and biomechanical completion of activities. [EXS 6030, EXS 6100, and EXS 6120]
3. Plan, implement, and evaluate effectively an individualized anaerobic and aerobic training program using proficiency benchmarks. [EXS 6100, EXS 6110, EXS 6210 and EXS 6230]

4. Implement health and fitness assessment, intervention, and fitness programming appropriate for diverse populations. [EXS 6120, EXS 6130, EXS 6210 and EXS 6230]

5. Create an entrepreneurial mindset that will help the student in developing a business plan with emphasis on the required tools/resources in owning and/or managing of a fitness-related business. [BUS 6210, BUS 6220, and BUS 6230]

Admissions Requirements

Admission into the MS in Human Performance and Fitness program is based on a careful appraisal of the applicant's academic record, performance, and work experience, if any.

To be considered for admission, applicants must:

- Submit an online application
- Have earned a bachelor's degree from a regionally accredited institution, with a cumulative undergraduate grade point average (GPA) of 2.75.
- Have prior credit of a college English composition course with a grade of C or higher, reflected on an official transcript or equivalent.
- Have prior credit (Grade C- or higher as reflected on an official transcript or equivalency) in 12 or more semester credit hours in the following categories:
 - Biological Sciences (examples: General Biology I & II, Anatomy and Physiology I & II, or others)
 - Physical Sciences (examples: Physiology of Exercise, Kinesiology, Biomechanics, or other sports medicine courses)
 - Additional upper division science courses

Applicants must submit one official transcript from all colleges/universities attended (undergraduate and graduate work). These official transcripts must be sent directly from the institution to the Graduate and Adult Education Admissions Office, Trevecca Nazarene University, 333 Murfreesboro Pike, Nashville, TN 37210. All hours from accredited institutions will be considered in calculating the cumulative GPA.

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

Conditional Admission

Students who do not meet the admissions requirements stated above may be granted conditional admission. Students not meeting the minimum admissions requirements may request conditional admission from the Graduate School Exercise Science Program Coordinator. To be admitted on a conditional status the applicant will need to complete an interview with the program coordinator (Zoom or in-person) and submit a 500-word essay on their personal philosophy of human performance and fitness. After the completion of eight credit hours, the program coordinator will

review and decide if a student admitted under the Conditional Admission policy will continue in the program. The program coordinator will have a virtual meeting with the student to discuss the rationale behind the final decision.

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

Grading System

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

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

Incomplete	"I"	Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The "I" must be removed within six weeks or the grade will be based on points earned for completed work.
Withdrawal	"W"	Granted to a student who officially withdraws from a class before the end of day 21 for most courses or day 35 for 12-week courses. The grade of "W" may be assigned by the

Human Performance and Fitness Program

Human Performance and Fitness Courses — 36 hours

EXS 6000	Introduction to Human Performance and Fitness	2
EXS 6010	Applied Anatomy and Physiology	3
EXS 6020	Applied Exercise Physiology	3
EXS 6030	Biomechanics & Biomechanical Screening	3
EXS 6100	Fundamentals of Aerobic and Anaerobic Program Development	3
EXS 6110	Advanced Aerobic and Strength Progressions	3
EXS 6120	Fitness Assessment and Training Progression for Special Populations	3
EXS 6130	Fitness and Nutrition	3
EXS 6210	Human Performance and Fitness Capstone	3
EXS 6230	Field Experience	1
BUS 6210	Entrepreneurship and Innovation	3
BUS 6220	New Venture Creation	3
BUS 6230	Small Business Management	3

Total Credit Hours: 36

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

MSHPF FACULTY

Full-time Faculty

AARON HALL, Program Director: Associate Professor
Bachelor degree, Lipscomb University; Master degree, Trevecca Nazarene University; Doctorate degree, University of Tennessee Health Science Center.

Mike Wilson, Assistant Professor of Exercise Science
B.S., College of Charleston; Master of Science, Georgia Southern University.

Adjunct Faculty

Craig Parker, Adjunct Professor
Bachelor Degree, Trevecca Nazarene University; Doctorate Degree, Belmont University.

Amber Payne, Adjunct Professor
Bachelor Degree, University of Evansville; Master degree, University of Alabama.

Ryan Schaefer, Assistant Professor
Bachelor degree, Southern Illinois University; Doctorate degree, Belmont University.

Morgan Springer, Adjunct Professor
Bachelor degree, Georgia Southern; Doctorate degree, Belmont University.

Graduate Instructional Design and Technology Program

Master of Science: Instructional Design and Technology
 School of Science, Technology, Engineering, and Math
 Boone Business Building
 p: 615-248-1529 f: 1-800-818-4256
 www.trevecca.edu/idt

The Master of Science: Instructional Design & Technology Program

Program Mission

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

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

Admissions Requirements

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

Grading System

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

Description	Grade	Quality Points
Exceptional	A	4.0
	A-	3.7
Superior	B+	3.3
	B	3.0
	B-	2.7
Average	C+	2.3

*Passing	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	D-	0.7
	F	0.0

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

Incomplete	"I"	Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The "I" must be removed within six weeks or the grade will be based on points earned for completed work.
Withdrawal	"W"	Granted to a student who officially withdraws from a class before the end of day 21 for most courses or day 35 for 12-week courses. The grade of "W" may be assigned by the

Instructional Design & Technology Program Curriculum

Instructional Design & Technology Courses — 30 hours

IDT 5000	Instructional Design	3
IDT 5015	Legal and Ethical Issues in Instructional Design	3
IDT 5020	Issues in Instructional Design and Technology Integration	3
IDT 5100	Computer Based Instruction & Design for Learning	3
IDT 5030	Emerging Trends in Instructional Technology and Simulations	3
IDT 5110	Project Management in Instructional Design and Technology Integration	3
IDT 5120	Ethics and Culture Models for Learning Design	3
IDT 5130	Interactive and Digital Tools for Learning	3
IDT 5200	Evaluation and Assessment Strategy	3
IDT 5210	Instructional Design Capstone	3

International-Executive-Studies-(IES)-Students— 31 hours

BUS 6045	Applied Learning Practicum I	0
BUS 6085	Applied Learning Practicum II	1

Total Credit Hours: 0

MSIDT FACULTY

Full-time Faculty

JONATHAN BARTLING, Associate Provost for Academic Services and Accreditation
B.S., Olivet Nazarene University; M.S., Indiana University Bloomington; Ph.D., Capella University.

LAMETRIUS DANIELS, Associate Vice President, Dean of the Graduate School
B.S., Mississippi State University; M.S., Mississippi State University; Ph.D., Mississippi State University.

Adjunct Faculty

NICOLE ARRIGHI, B.S., University of Tennessee at Martin; M.Ed., Peabody College, Vanderbilt; Ed.D., Tennessee State University.

TASHA BROWN, B.S., Mississippi State University; M.S., Mississippi State University; Ph.D., University of Alabama.

TERRY HADAWAY, B.A., Samford University; M.A., The Southern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological Seminary.

JOYELLE HARRIS, B.S., Spelman College; B.S., Georgia Institute of Technology; Ph.D., Princeton University; M.B.A., Georgia Institute of Technology.

DOUG RENFRO, B.S., Middle Tennessee State University; M.Ed., Tennessee State University; Ed.S., Tennessee State University; Ed.D., Liberty University.

Graduate Leadership Program

Master of Arts in Corporate Learning and Talent Development

Master of Organizational Leadership

**Doctor of Education: Leadership and Professional Practice
Ph.D. in Leadership Studies**

School of Graduate and Adult Education

615-248-1529

www.trevecca.edu/maol

www.trevecca.edu/edd

MASTER OF ARTS IN CORPORATE LEARNING AND TALENT DEVELOPMENT

Corporate Learning and Talent Development Program Design

This program equips graduates with the skills and knowledge necessary to fulfill high-demand roles in the field, such as Chief Learning Officer and Talent Development Manager, with competitive salaries reflecting their importance in organizational success. The curriculum is aligned with industry standards, particularly the APTD certification, ensuring graduates are prepared to meet job market challenges and drive strategic growth within their organizations. Students will gain hands-on experience through practical applications, positioning them for leadership roles in corporate training and development.

MACLTD Program Information

Admission

Trevecca Nazarene University assesses the Master of Arts in Corporate Learning and Talent Development 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 MACLTD program, an applicant must meet these requirements:

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

Grading System

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

Description	Grade	Quality Points
Exceptional	A	4.0

	A-	3.7
Superior	B+	3.3
	B	3.0
	B-	2.7
Average	C+	2.3
*Passing	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	D-	0.7
	F	0.0

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

Incomplete	“I”	Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The “I” must be removed within six weeks or the grade will be based on points earned for completed work.
Withdrawal	“W”	Granted to a student who officially withdraws from a class before the end of day 21 for most courses or day 35 for 12-week courses. The grade of “W” may be assigned by the program director or the school dean in extenuating circumstances.

Graduation Requirements

1. Successful completion of the approved MAOL curriculum with a minimum of 33 graduate semester hours of coursework.
2. A minimum cumulative grade point average of 3.0 or higher in the program. Any course receiving a grade of lower than a C must be repeated.
3. 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.

4. Payment of all tuition and fees.

MACLTD Academic Program

The Master of Arts in Corporate Learning and Talent Development program can be completed in less than two years. The program requires 33 hours (11 courses). Courses are offered in an online format. Classes are designed as collaborative learning experiences where students are engaged in dialogue throughout the week.

Mission Statement

The Master of Arts in Corporate Learning and Talent Development at Trevecca Nazarene University is dedicated to fostering the next generation of leaders in the field of organizational learning and talent development. Our mission is to equip professionals with the advanced skills, innovative strategies, and ethical grounding needed to drive transformational growth and continuous improvement within diverse organizational settings.

Rooted in a Christ-centered philosophy, our program emphasizes the integration of faith and learning, preparing graduates to lead with integrity, respect for diversity, and a commitment to service. Through a rigorous curriculum aligned with industry standards and certification requirements, we aim to produce proficient, adaptable, and forward-thinking professionals capable of designing and implementing effective learning solutions that enhance organizational performance and cultivate a culture of continuous learning.

We strive to create a dynamic learning environment that supports personal and professional growth, encourages interdisciplinary problem-solving, and promotes the effective use of technology in learning. Our graduates will emerge as strategic leaders, equipped to make significant contributions in roles such as Chief Learning Officer, Talent Development Manager, Instructional Designer, Corporate Trainer, and Organizational Development Consultant. With a foundation of strong ethical principles and a dedication to lifelong learning, our alumni will be well-prepared to navigate and shape the evolving landscape of corporate learning and talent development.

Corporate Learning and Talent Development Learning Outcomes

Master Professional Communication: Demonstrate advanced skills in conceiving, developing, and delivering information in various formats and media, tailored to diverse audiences.

Apply Emotional Intelligence Theories: Utilize theories of emotional intelligence to enhance personal leadership qualities and improve interpersonal interactions within professional settings.

Enhance Collaboration and Leadership: Apply knowledge of theories, methods, and techniques to build and manage professional relationships, facilitate effective teamwork, and manage conflicts.

Foster Cultural Awareness and Inclusion: Implement strategies that promote cultural awareness, encourage cultural sensitivity, and

integrate diversity and inclusion principles into talent development practices.

Implement Effective Project Management: Employ project management principles to plan, execute, and evaluate projects efficiently, aligning resources and timelines to meet organizational goals.

Navigate Compliance and Ethical Challenges: Understand and address legal, regulatory, and ethical issues related to talent development, focusing on intellectual property, copyright laws, and accessibility requirements.

Understand and Apply Learning Sciences: Integrate foundational learning theories such as behaviorism, cognitivism, and constructivism, and apply cognitive science principles to enhance learning effectiveness.

Develop and Deliver Training Programs: Master instructional design models and processes like ADDIE and SAM, and use knowledge of various instructional modalities to develop engaging and effective training solutions.

Leverage Technology in Learning: Evaluate and integrate appropriate learning technologies and communication tools to enhance the delivery and effectiveness of training programs.

Strategize Knowledge Management: Design and implement knowledge management strategies that effectively capture, store, and disseminate organizational knowledge to improve learning and performance.

Cultivate Leadership and Career Development: Develop and implement programs that support career and leadership development, utilizing methods such as coaching, mentoring, and job rotations.

Perform Comprehensive Impact Evaluations: Conduct thorough evaluations of learning interventions using qualitative and quantitative methods to assess and enhance the impact of training and development initiatives.

Guide Organizational Development and Change Management: Apply change management theories and techniques to lead and manage organizational change initiatives, fostering environments that are adaptable and resilient.

Drive Organizational Performance Improvement: Utilize performance analysis methods to identify performance gaps and design solutions that improve individual and organizational performance.

Enhance Business Insight and Strategy: Analyze business strategies and competitive factors to align talent development initiatives with organizational goals, improving business outcomes.

MACLTD Curriculum**MACLTD Courses - 33 hours**

MOL 5000	Introduction to Graduate Leadership Studies	3
CDL XXXX	Foundations of Talent Development	3
CDL XXXX	Learning Sciences & Adult Education	3
IDT 5000	Instructional Design	3
	OR	
IDT 5100	Computer Based Instruction & Design for Learning	3
CDL XXXX	Training Delivery & Facilitation Techniques	3
CDL XXXX	Technology Applications in Learning	3
CDL XXXX	Knowledge Management & Organizational Learning	3
CDL XXXX	Leadership and Career Development	3
CDL XXXX	Evaluating Learning Impact	3
MOL 5105	Organizational Culture and Change	3
CDL XXXX	Capstone Course: Integrative Project in Talent Development	3

Total Credit Hours: 33**MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP****Organizational Leadership Program Design**

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

Professionals working in nonprofit organizations, government agencies, or community-based institutions will further enhance their leadership competencies through this interdisciplinary degree designed to apply leadership principles to real-world situations. Learners in this program will examine the art and skill of strategic decision making and problem solving within the political and cultural context of an organization. Working in smaller collaborative learning teams will provide learners the opportunity to utilize technology to test team building and communication skills, a dynamic that mirrors today's real-world meetings, conferences, and project management. Students will be provided an opportunity to participate in an orientation to the learning management system or course augmentation when they begin the program.

The format and schedule of the Master of Arts in Organizational Leadership is designed for working professionals or lifelong learners who may not have access to a local university or who desire to further their education via a Christian institution of higher education.

MAOL Program Information**Admission**

Trevecca Nazarene University assesses the Master of Arts in 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 MAOL program, an applicant must meet these requirements:

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

Grading System

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

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	2.0
	C-	1.7
	D+	1.3
	D	1.0
	D-	0.7
	F	0.0

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

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

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

Graduation Requirements

1. Successful completion of the approved MAOL curriculum with a minimum of 33 graduate semester hours of coursework.
2. A minimum cumulative grade point average of 3.0 or higher in the program. Any course receiving a grade of lower than a C must be repeated.
3. 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.
4. Payment of all tuition and fees.

MAOL Academic Program

The Master of Arts in Organizational Leadership program can be completed in less than two years. The program requires 33 hours (11 courses). Courses are offered in an online format. Classes are designed as collaborative learning experiences where students are engaged in dialogue throughout the week.

Mission Statement

The mission of the Master of Arts in Organizational Leadership program is to equip skilled leaders in a Christian foundation who will transform organizations and their communities.

Organizational Leadership Student Learning Outcomes

1. Students will interpret how their personal framework, strengths, and practices impact one's leadership approach.
2. Students will synthesize strategies for building and maintaining influential relationships to achieve collective goals within an organizational context.
3. Students will explain critical thinking processes when analyzing complex issues and generating well-reasoned, evidence-based solutions.
4. Students will analyze innovative leadership strategies that align with organizational goals by applying critical thinking and problem-solving skills.
5. Students will develop constructive means for leaders to communicate, negotiate, and manage conflict in organizational and community settings.
6. Students will explain how diversity and collaboration are essential to organizational success, effective leadership, and team building.
7. Students will defend how an individual philosophy of ethics, derived from Christian values, supports leadership decisions.

8. Students will synthesize the principles of effective organizational leadership by engaging in strategic thinking.

MAOL Curriculum

MOL Core Courses — 24 hours

MOL 5000	Introduction to Graduate Leadership Studies	3
MOL 5130	Strategic Leadership	3
MOL 5150	Leadership and Conflict Management	3
MOL 5300	Leading and Building Teams	3
MOL 6010	Personal Leadership Development	3
MOL 6020	Contemporary Leadership	3
MOL 6105	Leading Change and Innovation	3
MOL 6310	Inclusive Leadership	3

Choose one of the following tracks:

Data Analytics Track - 9 hours

BUS 6150	Introduction to Data Analytics	3
BUS 6160	Processing Data for Decision-Making	3
BUS 6170	Leading Data Analytics Projects	3

Entrepreneurship and Innovation Track - 9 hours

BUS 6210	Entrepreneurship and Innovation	3
BUS 6220	New Venture Creation	3
BUS 6230	Small Business Management	3

Healthcare Administration Track - 9 hours

HLT 6200	Legal and Regulatory Issues in Healthcare	3
HLT 6400	Quality Healthcare Management	3
HLT 6600	Healthcare Strategy	3

Human Resources Management Track - 9 hours

BUS 6110	Strategic Human Resource Management	3
BUS 6130	Staffing and Development	3
BUS 6140	Compensation and Benefits	3

Management and Leadership Track - 9 hours

BUS 6200	Leadership and Strategic Planning for Servant Leaders	3
BUS 6100	Human Resource Development and Management	3
BUS 6223	The Legal Environment of Business	3

Nonprofit Leadership and Management Track - 9 hours

BUS 6240	Introduction to Nonprofit Leadership and Management	3
BUS 6250	Raising Human and Financial Resources for Nonprofits	3
BUS 6260	Fiscal Administration in Nonprofits	3

Project Management Track - 9 hours

PMI 6000	Introduction to Project and Program Management	3
PMI 6200	Project Schedule and Risk Management	3

PMI 6400	Cost, Contract, and Procurement Management	3
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Public Administration Track - 9 hours

PUB 6020	Public Policy	3
PUB 6040	State and Local Government Structure, Law, and Practice	3
PUB 6080	Strategic Management and Financial Administration	3

Interdisciplinary Learning Track - 9 hours

This track offers a unique opportunity for students to transfer up to twelve (9) graduate-level credits from previous coursework completed at other regionally accredited institutions within the last ten years. These credits can be applied to our MAOL program, allowing students to fast-track their education. In the event that students transfer less than the maximum number of credits, they will complete an equal number of courses within the Trevecca program's track to ensure all requirements are met. This coursework counts towards completing the Interdisciplinary Studies Track requirements and may result in a brief break from coursework while the student's cohort completes their personalized learning track.

Total Credit Hours: 33

MAOL Administration and Faculty**MAOL Program Administration**

JULIE RIGSBY, Director of Organizational Leadership Program, Associate Professor of Leadership Studies
B.A., Trevecca Nazarene University; M.Ed., Trevecca Nazarene University; Ed.D., Trevecca Nazarene University.

MAOL Faculty**Full-Time Faculty**

JAMES E. AGEE, III, Associate Professor, Business
B.B.A., Eastern Nazarene College; Ph.D., University at Albany.

KRISTIN BLEDSOE, Dean, School of Leadership and Interdisciplinary Studies; Associate Professor of Leadership
B.S., Trevecca Nazarene University; M.Ed., Trevecca Nazarene University; Ed.D., Trevecca Nazarene University.

JONATHAN B. BURCH, Associate Professor, Management
B.A., Trevecca Nazarene University; M.B.A., Trevecca Nazarene University; Ed.D., Trevecca Nazarene University.

RICHARD L. PARROTT, Professor, Management and Leadership
B.A., Eastern Nazarene College; M.A., University of Missouri; M.Div., Nazarene Theological Seminary; Ph.D., Oregon State University.

PH.D. IN LEADERSHIP STUDIES**Ph.D. in Leadership Studies Program Design**

The Ph.D. in Leadership Studies is designed to provide a comprehensive and integrative learning experience where core competencies in research, theory, ethics, and leadership application are embedded throughout the curriculum. Each program learning

outcome is intentionally interwoven across multiple courses and assignments, ensuring students develop a deep understanding of leadership principles while applying them in real-world contexts. Students will refine their research skills, theoretical knowledge, ethical decision-making, and global perspectives through rigorous coursework, collaborative research projects, and interdisciplinary engagement. The program emphasizes the ability to generate original scholarship and communicate complex ideas effectively, collaborate across disciplines, and lead transformational change. Additionally, teaching and mentorship opportunities prepare graduates for academia, consulting, and executive leadership roles, equipping them to shape the future of leadership studies and practice.

- **Research Competency:** Graduates will be able to conceptualize, design, and implement rigorous research studies that contribute new knowledge to the field of leadership. This includes proficiency in both quantitative and qualitative research methodologies.
- **Theoretical Application:** Graduates will apply leadership theories to solve complex problems in various organizational contexts.
- **Ethical Leadership:** Graduates will exhibit ethical decision-making and social responsibility in their leadership practices, promoting ethical standards and social justice within their organizations and communities.
- **Global Perspective:** Graduates will analyze and address global leadership challenges, incorporating cross-cultural perspectives and evaluating the impact of international policies on leadership practices.
- **Communication Skills:** Graduates will effectively communicate complex ideas, research findings, and leadership strategies to specialist and non-specialist audiences through written, oral, and digital formats.
- **Interdisciplinary Collaboration:** Graduates will contribute to interdisciplinary research and practice, fostering collaboration across various fields to enhance leadership effectiveness and innovation.
- **Practical Application:** Graduates will integrate theoretical knowledge with practical skills to lead transformational change within organizations, demonstrating the ability to coach, consult, and develop high-performing teams.
- **Teaching and Mentorship:** Graduates will experience, assess, and implement best practices in andragogy to prepare for academic roles, including teaching, mentoring, consulting, and contributing to the academic community.

Dissertation

The dissertation is the cornerstone of the Ph.D. in Leadership Studies, representing a rigorous, research-driven endeavor that contributes new knowledge to the field of leadership. The dissertation process requires students to identify a significant research problem, develop a structured research design, collect and analyze data using appropriate methodologies, and defend their findings before a faculty committee. This research-intensive experience prepares students to engage in empirical inquiry,

advancing theoretical frameworks and practical applications in leadership studies.

The dissertation journey begins in the first semester of the doctoral program, with students progressively refining their research focus through dissertation seminar courses. The process culminates in a final dissertation defense, where students present their findings to their dissertation committee and submit a polished dissertation to the program leadership.

Ph.D. in Leadership Studies Program Information

Doctoral Admissions Committee

The Doctoral Admissions Committee is responsible for thoroughly reviewing all submitted application materials to determine eligibility for entry into the Ph.D. program. This comprehensive evaluation considers academic records, professional experience, letters of recommendation, personal statements, and other relevant documents.

New Student Applicant (Decision-Making Process)

1. **Educational Criteria:** The committee conducts a holistic review, ensuring all aspects of an applicant's profile are considered. This includes academic achievements, research potential, professional experience, and personal qualities.

2. Decision Outcomes:

- **Cohort Size:** The program starts one cohort of a maximum of 15 students each year.
- **Selection:** Applicants who meet or exceed the program's criteria are offered admission.
- **Deferral:** Applicants who show potential but do not meet all criteria may be deferred for future consideration, pending additional information or improvements in their application.
- **Denial:** Applicants who do not meet the necessary criteria for admission are denied.

3. Finality and Reapplication:

- Decisions made by the Doctoral Admissions Committee are final and are not subject to appeal.
- If an applicant is denied admission, they must wait at least 12 months before reapplying. This period allows candidates to strengthen their applications based on the feedback provided.
- If a second application is denied, the individual's application will not be considered for future admissions cycles.

4. **Communication:** Applicants will be informed of the committee's decision following the interview and application review process.

Returning EdD Student Applicant (Decision-Making Process)

1. **Educational Criteria:** The committee conducts a holistic review, ensuring all aspects of an applicant's profile are considered. This includes academic achievements, research potential, professional experience, and personal qualities.

2. Decision Outcomes:

- **Cohort Size:** The program starts one cohort of a maximum of 15 students each year.
- **Selection:** Applicants who meet or exceed the program's criteria are offered admission.
- **Deferral:** Applicants who show potential but do not meet all criteria may be deferred for future consideration, pending additional information or improvements in their application.
- **Denial:** Applicants who do not meet the necessary criteria for admission are denied.

3. Finality and Reapplication:

- Decisions made by the Doctoral Admissions Committee are final and are not subject to appeal.
- If an applicant is denied admission, they must wait at least 12 months before reapplying. This period allows candidates to strengthen their applications based on the feedback provided.
- If a second application is denied, the individual's application will not be considered for future admissions cycles.

4. **Communication:** Applicants will be informed of the committee's decision following the interview and application review process.

Returning EdD students who are approved for the PhD Conversion program will be required to complete the following courses:

LDS 9101BR	Quantitative Research and Analysis I	4
LDS 9102BR	Quantitative Research and Analysis II	4
LDS 9104BR	Qualitative Research and Analysis	4
LDS 9105BR	Theoretical Foundations of Leadership Seminar II	2

Admission

Selection into the LDS Program requires the following:

1. **Educational Background:** Applicants must hold an earned master's degree from a regionally accredited educational institution.
2. **Application Form:** Complete the online application available on our admissions portal.
3. **Transcripts:** Submit official transcripts of all graduate credits from previously attended colleges/universities. If the master's program used a "pass/fail" grading system, describe the admission requirements for that program and a letter from an institution official regarding the likelihood of the applicant's success in a doctoral program.

4. GPA Requirements: Applicants should have a minimum GPA of 3.6 at the graduate level. Those with a GPA below 3.6 may be considered for restrictive admission.

5. Letters of Recommendation: Provide three letters of recommendation from professors, employers, or associates who can evaluate your academic and professional qualifications. At least one letter should come from a university professor familiar with your academic work.

6. Resume/Curriculum Vitae: Submit a resume or CV detailing professional experiences that reflect readiness to enter a doctoral program in leadership.

7. Statement of Purpose: Write a statement of purpose (1-2 pages, single-spaced) explaining your reasons for applying, preparation for the field, fit with our program, future career plans, and any other relevant background or interests.

8. Academic Writing Sample: Complete a writing sample using the provided guidance that identifies and describes the problem that the applicant wants to address with their study.

9. Interview: Participate in an interview if selected for further consideration. This helps assess the applicant's fit with the program's goals and culture.

Returning EdD Student Applicant for PhD Conversion

1. Educational Background: Applicants must hold an earned EdD degree from Trevecca.

2. Application Form: Complete the online application available on our admissions portal.

3. Transcripts: EdD transcripts will be reviewed.

4. GPA Requirements: Applicants should have a minimum GPA of 3.5 during their time in Trevecca's EdD program.

5. Letters of Recommendation: Provide three letters of recommendation:

On-Campus Modality Graduate

- One recommendation from Dr. Alice Patterson
- One recommendation from your dissertation adviser
- One recommendation from a program professor
 1. This recommendation may not come from your dissertation adviser if they were a program professor.

Online Modality Graduate

- One recommendation from your dissertation adviser
- Two recommendations from program professors (excluding Dr. Roberts and Dr. Longnecker)
 1. These recommendations must come from program professors who did not serve as your dissertation adviser.

6. Resume/Curriculum Vitae: Submit a resume or CV detailing professional experiences that reflect readiness to enter a doctoral program in leadership.

7. Statement of Purpose: Write a statement of purpose (1-2 pages, single-spaced) explaining your reasons for applying, preparation for the field, fit with our program, future career plans, and any other relevant background or interests.

Student Appeal Procedure

All appeals in the doctoral program will follow the process below:

1. Submit the issue of concern, in writing on the Student Appeal Form, to the teaching or advising faculty involved within 15 calendar days of the incident. The faculty member will provide a written response within 15 calendar days of receiving the written notification from the student.

2. If the student is not satisfied with the faculty member's response or lack of response, the student can submit, in writing – continuing to use the same Student Appeal Form, the issue of concern to the Program Leader within seven calendar days of the faculty's response. The Program Leader will respond within seven calendar days.

3. If the student is not satisfied with the Program Leader's response or lack thereof, the student can submit, in writing – continuing to use the same Student Appeal Form, the issue of concern to the Dean within seven calendar days of the Program Leader's response.

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

The Doctoral Council's decision is final.

Academic Load

For students in the PhD in Leadership Studies program, the class loads per semester will range from eight to ten credit hours.

Academic Standing and Probation/Suspension

Regardless of the load carried per semester, each student must maintain a cumulative grade point average of 3.5 (B) within their program of study to remain in good standing. If the program's cumulative GPA falls below 3.5, the student will be declared on academic probation for the following semester. Upon regaining the required program cumulative average – 3.5 – the student will be in good standing. However, if the student does not meet the program cumulative average of 3.5 during the probationary semester, they will be declared on academic suspension for the subsequent semester and until reinstated by the Doctoral Council.

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

Class Participation and Engagement

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

Trevecca's adult education and graduate programs are highly concentrated, and weekly participation and engagement are important prerequisites for student success in coursework and

personal and small group relationships within class sessions.

While weekly class attendance is not required, each student must start the course and establish course eligibility by the end of Day Seven of Week One by participating in an academically-related activity specific to the course, such as attending a face-to-face class session or synchronous course activity, submitting an academic assignment, taking an assessment or exam, participating in an interactive tutorial, webinar, or computer-assisted instruction, participating in a university-assigned study group or group project, participating in an online discussion assigned by the instructor, or initiating interaction with the instructor about academic matters. Students who fail to engage in the course in one or more of these avenues within the first seven days of the course will be automatically dropped from the course.

Non-Engagement Appeal Process

Should a student wish to appeal a decision regarding Week 1 non-engagement, the following procedures must be followed:

1. **Initiation of Appeal:** The student must submit their appeal in writing to their Student Success Advisor no later than 5 calendar days after the end of Week 1. The appeal should include a detailed explanation of the circumstances and any supporting documentation (e.g., medical records, family emergency notice).
2. **Review Process:** The Non-Engagement Committee will review the appeal and all supporting documentation. A decision will be rendered within 2 calendar days of receiving the appeal.
3. **Readmission Process:** Should the appeal be approved, the Student Success Advisor will collaborate with the student and instructor to determine a feasible readmission plan. This plan will include opportunities for the student to make up missed work or catch up on class material. The readmission process will be completed within 7 calendar days of the appeal decision, ensuring the student has sufficient time to reintegrate into the course and make progress.
4. **Final Decision:** The decision of the Non-Engagement Committee is final and cannot be appealed further. However, students can work with their Student Success Advisor to discuss accommodations (such as extended deadlines or makeup assignments) to support their successful reentry into the course.

Dissertation Advising

The Ph.D. Program Leader for Research (PLR), in concert with the Doctoral Council, seeks advising faculty who may have an interest or expertise in the areas in which the doctoral students conduct research. The PLR carefully screens all potential advisers. Advisers must hold an earned doctorate.

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

If a student desires the assigned adviser or reader be changed, the request must be made in writing to the Dissertation Coordinator. The Doctoral Council will determine if the request should be granted. If the change is granted, the fees to be charged to the

student are as follows: \$350 for change in adviser; \$150 for change in reader.

Students are expected to keep in touch with their adviser throughout each semester.

Candidacy for the Doctoral Degree

To be admitted to candidacy for the doctoral degree, the student must have successfully completed the first 18 semester hours of the program, complete the Qualifier process (written response and recorded presentation), and be recommended by the Ph.D. Directors.

Grading System–Doctoral Program

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

A grade point average of 3.5 must be maintained for satisfactory academic progress. Grades of F or D will likely result in permanent termination unless an emergency arises or the student files a successful program appeal. Emergency circumstances are: hospitalization of self or immediate family member; death in immediate family; and military deployment. Students are welcome to appeal to the Program Director.

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

Research-Based Technology, Quantitative Research and Analysis I & II, Qualitative Research and Analysis I & II, Theoretical Framework courses, and all Dissertation Research Seminar courses are gate-keeping benchmarks within the PhD program. For these courses to be completed successfully, students must earn a final grade of B- or higher. Students cannot proceed in the doctoral program until these courses are successfully completed.

Program Completion and Extensions

The program is to be completed in 36 months. No student may take longer than six years (registered for courses) to complete the program. Approved time extensions granted as outlined below, where the student is not currently registered for courses, is not considered against the time requirement for completion.

1. A reasonable extension of time may be considered for completing course requirements because of military service, illness involving hospitalization, or loss of research site. The student must present official evidence for consideration of an extension.
2. A student making satisfactory progress who drops out of the program may re-enter the program within two years at the point in the program sequence at which s/he departed.
3. A student's decision to leave the program will result in assignment to a different cohort and in delayed graduation. The institution is not responsible for any inconvenience this may cause the student.

- If a student has been gone for more than two years and requests to return, the PhD Director will determine if the individual may return, which courses must be repeated in order for the person to be assimilated back into the program, the cohort to which s/he will be assigned, and the point in the program when it is appropriate for the return.
- If a student requests or requires extended enrollment in dissertation hours, the student is responsible for additional charges including 1 credit hour per semester and any additional fees.

Tuition and Fees

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

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

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

Tuition (66 semester hours, \$725 per hour)	\$47,850
Student Resource Fee per course (per course)	\$150
Each dissertation hour beyond 10 (per semester hour)	\$725

Course and Instructor Evaluation and Assessment

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

Graduation Requirements

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

- Submit a graduation application by the required date.
- Complete all requirements of the curricula.
- Maintain a grade point average of 3.5 or better.
- Repeat courses with grades below B-.
- Successfully complete the dissertation defense and all other requirements pertaining to the dissertation within the stated maximum time frame.
- Satisfy all financial obligations to the University.

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

Ph.D. Academic Program

The Ph.D. in Leadership Studies is a research-intensive doctoral program that emphasizes advanced scholarship, interdisciplinary inquiry, and the generation of new knowledge in leadership. The program follows a rigorous, theory-into-research approach, integrating leadership theory, empirical research, and ethical decision-making into a structured curriculum.

The curriculum is designed around three key pillars:

- Leadership Studies** (theoretical foundations, leadership dynamics, and global leadership challenges)
- Research & Analysis** (quantitative and qualitative research, advanced statistical analysis, and dissertation research)
- Interdisciplinary Application** (collaborative research, policy analysis, and leadership practice across diverse organizational contexts)

This program prepares graduates for careers in academia, policy-making, high-level consulting, and executive leadership, equipping them with the ability to critically analyze complex leadership issues, conduct rigorous research, and contribute to the evolving field of leadership studies.

Program of Study - Ph.D. Leadership Studies

The Program of Study is a list of required courses offered. The 66-semester hour program requires a minimum of 36 months for completion. The University is not obligated to any student who becomes disenrolled for any reason. Failure to follow the course sequence will result in a delayed graduation date and a significant financial penalty. The program must be completed in a maximum of six years. The Ph.D. courses are taught in online delivery formats with some face-to-face aspects that are used when applicable (interviews, orientation, proposal, and final defense).

Academic Focus

During the first semester of the PhD program, each student will work with the research faculty to identify an area of interest relating to the topic chosen for the dissertation. Examples include: administrative leadership, professoriate, business administration, corporate development, curriculum and instruction, higher education, mental health, non-profit organizations, nursing education, religious leadership, teacher leadership, technology, teaching and learning, or another area submitted and approved by the PhD Directors.

Leadership Studies Focus

EDD 8054	Intrapersonal Leadership	4
EDD 8055	Leadership 2: Collaborative Teamwork and Team Development	4
EDD 8057	Leading Transformational Change	4
EDD 8351	Introduction to AI and its Implications for Leadership	4
LDS 9001	Leadership and Followership: Understanding the Dynamic	4

LDS 9002	Organizational Coaching and Consulting	4
LDS 9003	Global Issues and Policy Analysis	4
LDS 9004	Ethical Leadership and Social Responsibility	4
LDS 9005	Leadership Teaching Assistant	4
	Research Design and Analysis Focus	
EDD 8603	Research-Based Technology	4
LDS 9101	Quantitative Research and Analysis I	4
LDS 9102	Quantitative Research and Analysis II	4
LDS 9103	Theoretical Foundations of Leadership Seminar I	2
LDS 9104	Qualitative Research and Analysis	4
LDS 9105	Theoretical Foundations of Leadership Seminar II	2
	Dissertation Research Focus	
LDS 9106	Dissertation Research Seminar I	3
LDS 9107	Dissertation Research Seminar II	3
LDS 9108	Dissertation Research Seminar III	4
	Subtotal: 66	

Ph.D. Administration and Faculty

Ph.D. Administration and Faculty

RYAN LONGNECKER, Program Leader for Academics - Ed.D. & Ph.D. Programs Online; Professor of Leadership Studies B.A., Belmont University; M.A.T., Trevecca Nazarene University; DBA, Trevecca Nazarene University; Ph.D., Trevecca Nazarene University.

JANA ROBERTS, Program Leader for Research - Ed.D. & Ph.D. Programs Online; Associate Professor of Leadership Studies B.A., Doane College; M.R.C., Bowling Green State University; Ph.D., Trevecca Nazarene University.

Full-Time Faculty

JAMES AGEE, Associate Professor of Business B.A., Eastern Nazarene College; M.A., Trevecca Nazarene University; Ph.D., State University of New York, Albany.

JONATHAN BARTLING, Associate Vice President for Academic Services and Accreditation B.S., Olivet Nazarene University; M.S., Indiana University; Ph.D., Capella University.

MELINDA BURCH, Associate Professor of Teacher Education B.S., Trevecca Nazarene University; M.A., Austin Peay State University; Ph.D., Vanderbilt University.

HEIDI VENTURA, Associate Dean of Academic Integrity and Innovation B.M., Palm Beach Atlantic University; M.B.A., Palm Beach Atlantic University; Ph.D., Regent University.

ED.D.: LEADERSHIP

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

Ed.D. Program Information

Admission

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

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

Doctoral Admissions Committee

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

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

Student Appeal Procedure

All appeals in the doctoral program will follow the process below:

1. Submit the issue of concern, in writing, to the teaching or advising faculty involved within 15 calendar days of the incident. The faculty member will provide a written response within 15 calendar days of receiving the written notification from the student.
2. If the student is not satisfied with the faculty member's response or lack of response, the student can submit, in writing, the issue of concern to the Program Director within seven calendar days of the faculty's response. The Program Director will respond within seven calendar days.
3. If the student is not satisfied with the Program Director's response or lack of response, the student can submit, in writing, the issue of concern to the Dean within seven calendar days of the Program Director's response.
4. Once the concern is submitted to the Dean, the appeal will be heard by the Doctoral Council. The student will be notified of the decision within 15 calendar days.

The Doctoral Council's decision is final.

Academic Load

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

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

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

Academic Standing and Probation/Suspension

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

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

Class Participation and Engagement

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

(For specifics: See Class Participation and Engagement under Academic Policies)

Dissertation Advising

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

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

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

Students are expected to keep in touch with their adviser throughout each semester.

Candidacy for the Doctoral Degree

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

Grading System—Doctoral Program

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

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

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

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

Research-Based Technology, Scientifically-Based Research I and II, as well as Technology-Based Statistics, and Applied Statistics courses are gate-keeping benchmarks within the EdD program. For these courses to be completed successfully, students must earn a final grade of B- or higher. Students will not be allowed to proceed in the doctoral program until these courses are successfully completed.

Program Completion and Extensions

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

1. A reasonable extension of time may be considered for completing course requirements because of military service, illness involving hospitalization, or loss of research site. The student must present official evidence for consideration of an extension.
2. A student making satisfactory progress who drops out of the program may re-enter the program within two years at the point in the program sequence at which s/he departed.
3. A student's decision to leave the program will result in assignment to a different cohort and in delayed graduation. The institution is not responsible for any inconvenience this may cause the student.
4. If a student has been gone for more than two years and requests to return, the EdD Director will determine if the individual may return, which courses must be repeated in order for the person to be assimilated back into the program, the cohort to which s/he will be assigned, and the point in the program when it is appropriate for the return.
5. If a student requests or requires extended enrollment in dissertation hours, the student is responsible for additional charges including 1 credit hour per semester and any additional fees.

Course and Instructor Evaluation and Assessment

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

Graduation Requirements

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

1. Submit a graduation application by the required date.
2. Complete all requirements of the curricula.
3. Maintain a grade point average of 3.0 or better.
4. Repeat courses with grades below B-.
5. Make up dissertation hours with a grade of "U."

6. Successfully complete the dissertation defense and all other requirements pertaining to the dissertation within the stated maximum time frame.
7. Satisfy all financial obligations to the University.

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

EdS to EdD Bridge

EdS to EdD Bridge – Specialization in Accountability and Instructional Leadership

Students who have completed an EdS degree may transfer up to thirty (30) credits into Trevecca's EdS to EdD Bridge pathway. The learning outcomes of the courses in the transferred EdS degree must be comparable to those in Trevecca's EdS program, which will be mapped and verified by the EdD Transfer Committee. If any courses cannot be transferred, the student can be conditionally accepted with an accepted timeline and plan to make up those credits in Trevecca's EdS program. The student must earn all credits and meet all conditions before being considered for graduation.

Ed.D. Academic Program

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

- Leadership (self, team, and organizations)
- Research (applied research and statistics)
- Specialized Learning Tracks:
 1. Coaching and Consulting Track - available online
 2. Executive Leadership and Management Track - available online
 3. Healthcare Administration Track - available online
 4. Higher Education Track - available online
 5. Organizational Intelligence Track – available online
 6. The Leadership in the Age of AI - available online
 7. PreK-12 District Leadership Track - available Face to Face and online
 8. Professional Practice Track - available Face to Face and online

Program of Study – Ed.D.: Leadership

The Program of Study is a list of required courses offered. The 60-semester hour program requires a minimum of 27 months for completion. The University is not obligated to any student who becomes disenrolled for any reason. Failure to follow course sequence will result in delayed graduation date and significant financial penalty. The program must be completed in a maximum of six years. The Ed.D. courses are taught in face-to-face and online delivery formats.

Academic Focus Face-to-Face

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

EDD 8054	Intrapersonal Leadership	4
EDD 8603	Research-Based Technology	4
EDD 8601	Research I: Foundations of Research	4
EDD 8602	Research II: Research Design and Measurements	4
EDD 8055	Leadership 2: Collaborative Teamwork and Team Development	4
EDD 8604	Applied Statistics	4
EDD 8057	Leading Transformational Change	4
EDD 8056	Leadership 3: Creating Effective Organizations	4
	EDD Track Semester	12
EDD 8058	Applied Leadership	4
EDD 8211-8217	Dissertation	12
Subtotal: 60		

Academic Focus - Online

EDD 8054	Intrapersonal Leadership	4
EDD 8055	Leadership 2: Collaborative Teamwork and Team Development	4
EDD 8056	Leadership 3: Creating Effective Organizations	4
EDD 8057	Leading Transformational Change	4
EDD 8152	Technology Based Statistics I	2
EDD 8154	Technology Based Statistics II	2
EDD 8601	Research I: Foundations of Research	4
EDD 8602	Research II: Research Design and Measurements	4
EDD 8603	Research-Based Technology	4
	EDD Track Semester	12
EDD 8058	Applied Leadership	4
EDD 8211-8217	Dissertation	12
Subtotal: 60		

Choose one of the following tracks:**Coaching and Consulting Track - 12 hours**

BUS 8160	Current Principles and Practices in Consulting	4
BUS 8170	Current Principles and Practices in Executive Coaching	4

BUS 8180	Consulting and/or Coaching Practicum	4
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Executive Leadership and Management - 12 hours

BUS 8130	Leading at the Enterprise Level	4
BUS 8140	Managing Complex Operations	4
BUS 8150	Entrepreneurial Management	4

Healthcare Administration Track - 12 hours

BUS 8135	Change Management and Negotiation Strategies	4
BUS 8145	Quality Systems Management and Regulatory Affairs	4
BUS 8155	The Culturally Competent Healthcare Leader	4

Higher Education Track - 12 hours

BUS 8100	Higher Education Leadership and Administration	4
BUS 8110	Teaching in Higher Education: Principles and Practices	4
BUS 8120	Higher Education Practicum	4

Organizational Intelligence Track - 12 hours

EDD 8341	Organizational Ignorance	4
EDD 8342	Organizational Intelligence	4
EDD 8343	Organizational Systems	4

Leadership in the Age of AI Track - 12 hours

EDD 8351	Introduction to AI and its Implications for Leadership	4
EDD 8352	Data Literacy and Analytics for Leaders	4
EDD 8353	Leading AI Implementation and Organizational Change	4

PreK-12 District Leadership Track - 12 hours

Participants will experience the enterprise level of leadership thought and planning required to systemize and optimize a collection of students, schools, professionals, and communities.

EDD 8331	District Optimization	4
EDD 8332	Systemic and Systematic Improvement	4
EDD 8333	Community and Political Partnerships	4

Professional Practice Track - 12 hours

Participants will learn the ability to make sense of complex situations and act effectively, to interpret and act upon relevant events and signals in the environment by embracing both knowledge management and organizational learning in their professional environment through the development of the Organizational Intelligence in Action project.

EDD 8301	Cultural Influences	4
EDD 8302	Ethical Leadership	4
EDD 8303	Strategic Policy and Planning	4

Interdisciplinary Learning Track - 12 hours

This track offers a unique opportunity for students to transfer up to twelve (12) doctoral-level credits from previous coursework completed at other regionally accredited institutions within the last ten years. These credits can be applied to our EDD or DBA programs, allowing students to fast-track their education. In the event that students transfer less than the maximum number of credits, they will complete an equal number of courses within the Trevecca program's track to ensure all requirements are met. This coursework counts towards completing the Interdisciplinary Studies Track requirements and may result in a brief break from coursework while the student's cohort completes their personalized learning track.

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

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

Academic Focus

EDD 8054	Intrapersonal Leadership	4
EDD 8014	Planning Strategically	4
EDD 8015	Building Collaborative Teams	4
EDD 8016	Applying Accountable Leadership	4
EDD 8605	Doctoral Research and Analysis I	4
EDD 8606	Doctoral Research and Analysis II	4
EDD 8201-8207	Dissertation	6

Total Credit Hours: 60

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

EDD 8601: Participants demonstrate an understanding and application of the elements required to present an academic rationale for a quality research project.

EDD 8602 or 8605: Participants demonstrate an understanding and application of research design including qualitative and quantitative.

EDD 8057: Participants conceptualize quality instructional environments.

EDD 8058: Participants demonstrate the ability to think with leadership and organizational theory in order to understand practical situations and make better decisions.

EDD 8054: Participants demonstrate self-awareness and the desire and ability to continually improve in the defined areas of personal management.

EDD 8055: Participants demonstrate the skill of facilitating a team-based organization or learning culture.

EDD 8056: Participants demonstrate the ability to design, implement, and evaluate total system optimization.

EDD 8603: Participants successfully acquire skills to use technology to support academic pursuits.

EDD 8604: Participants understand the tests appropriate for their dissertations and successfully use SPSS to input and analyze their data, correctly reporting the results and drawing scholarly conclusions.

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

Intensified Summer Learning Experience (ISLE)

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

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

Dissertation

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

The dissertation experience begins in the first semester of the doctoral program and ends with a culminating experience of a dissertation defense with the dissertation team and a final stylized dissertation to the Program Director.

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

ED.D. ADMINISTRATION AND FACULTY

Ed.D. Administration and Faculty

ALICE PATTERSON, Director of the Ed.D. Program B.S., George Peabody College of Vanderbilt University; M.Ed., George Peabody College of Vanderbilt University; Ed.D., George Peabody College of Vanderbilt University.

RYAN LONGNECKER, Program Leader for Academics - Ed.D. Program Online; Associate Professor of Leadership Studies

B.A., Belmont University; M.A.T., Trevecca Nazarene University; DBA, Trevecca Nazarene University; Ph.D., Trevecca Nazarene University.

JANA ROBERTS, Program Leader for Research - EdD Program Online; Assistant Professor of Leadership Studies
B.A., Doane College; M.R.C., Bowling Green State University; Ph.D., Trevecca Nazarene University.

Full-Time Faculty

JAMES AGEE, Associate Professor of Business
B.A., Eastern Nazarene College; M.A., Trevecca Nazarene University; Ph.D., State University of New York, Albany.

JONATHAN BARTLING, Associate Vice President for Academic Services and Accreditation
B.S., Olivet Nazarene University; M.S., Indiana University; Ph.D., Capella University.

KRISTIN BLEDSOE, Dean, School of Leadership and Interdisciplinary Studies; Associate Professor of Leadership
B.S., Trevecca Nazarene University; M.Ed., Trevecca Nazarene University; Ed.D., Trevecca Nazarene University.

JONATHAN B. BURCH, Associate Professor of Management
B.A., Trevecca Nazarene University; M.B.A., Trevecca Nazarene University; Ed.D., Trevecca Nazarene University.

MELINDA BURCH, Associate Professor of Teacher Education
B.S., Trevecca Nazarene University; M.A., Austin Peay State University; Ph.D., Vanderbilt University.

SAMUEL D. GREEN, Director for the Center for Worship
B.S., Trevecca Nazarene University; M.M.Ed., Belmont University; Ed.D., Tennessee State University; Advanced Graduate Certificate of Worship Studies, Institute for Worship Studies.

JULIE RIGSBY, Director of Organizational Leadership Program
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PRSCILLA SPEER, Associate Librarian
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Graduate Physician Assistant Program

Master of Science: Medicine
PHYSICIAN ASSISTANT

www.trevecca.edu/pa

THE PHYSICIAN ASSISTANT PROGRAM

Mission Statement of the Graduate Physician Assistant Program MSM-PA

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

Physician Assistant Program Goals

1. Attract and admit diverse, qualified learners.
2. Cultivate graduates who recognize the value of service in communities.
3. Provide a comprehensive educational experience that enables students to acquire the essential knowledge and skills for entry-level practice as a PA.
4. Foster a highly supportive educational community dedicated to student retention and success.

Refer to the program's website "Program Goals & Benchmarks" tab and click on the "Program Goals and Benchmarks" hyperlink for current data related to the program's effectiveness at achieving its goals.

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 in learning in the life and thought of students.
5. Encourage students to develop lifelong learning behaviors that prepare them for a career in medicine.
6. Engage in ongoing review and evaluation of the department's effectiveness in preparing competent physician assistant graduates.

TECHNICAL STANDARDS

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

Physician Assistant education is a comprehensive process requiring the acquisition of general knowledge in all fields of medicine and basic skills requisite for the practice of medicine. The education of a PA (Physician Assistant) 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 capacity to become highly competent PAs (Physician Assistant). As an accredited program, Trevecca adheres to the "Standards" promulgated by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (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; the evaluation of students; and the determination of who should be awarded a degree. Admission and retention decisions are based not only on meeting required academic achievements but also on non-academic factors such as, but not limited to, character, integrity, altruism, grit, and perseverance, which indicate alignment with the mission of the Trevecca PA Program.

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.

Applicants to the Trevecca Nazarene University Physician Assistant Program must meet the academic and technical standards outlined by the program and the university. We recognize that degrees of ability vary between students. Prospective students who are otherwise qualified but require reasonable accommodation should contact Trevecca Nazarene University Disability Services. All Technical standards must be met with or without accommodation.

Technical standards and educational objectives are established to align with the program curriculum. Accepted students must possess cognitive, physical, and behavioral skills that ensure they can acquire the knowledge and skills necessary to provide effective care as a physician assistant. The Trevecca Nazarene University Physician Assistant Program welcomes all who meet minimal admissions requirements to apply. The program follows all admissions requirements and technical standards when making their admissions decisions.

Observation

Observation includes the use of the sense of vision, both near and far, as well as other senses and modalities (smell, hearing, etc.) to facilitate knowledge. The candidate must be able to observe content including, but not limited to, demonstrations, illustrations, microscopic studies, and patient physical condition. These skills are necessary to accurately diagnose and develop treatment plans.

Communication

Communication involves the ability to speak clearly, interpret, and observe patients. Effective communication includes speaking fluently and effectively with sensitivity and compassion toward patients. Additional required communication skills include comprehension and composition of written documentation, allowing candidates to work effectively and efficiently as part of a medical care team.

Motor

Motor functions are an integral part of the diagnostic process. Candidates should be able to perform maneuvers such as palpation, auscultation, and percussion. Additionally, candidates should be able to perform diagnostic procedures (e.g., lumbar puncture, skin biopsy) and emergency treatments (e.g., suturing, splinting, incision and drainage) which require gross and fine motor skills to ensure the highest level of patient care.

Cognitive/Conceptualization

The ability to synthesize, retain, and apply a wide breadth of complex information indicates that candidates must be alert and attentive. Candidates will experience their curriculum through a variety of modalities. It is important that they can integrate knowledge presented in diverse ways. This includes the ability to comprehend spatial relationships and three-dimensional models.

Behavioral/Social

The practice of medicine includes many legal and ethical aspects. Candidates must be able to relate to their patients and families in a way that shows dignity, respect, and compassion. The well-being of the patient should be primary. Candidates should be able to complete multiple tasks and functions under stress. They should be able to adapt to the needs of their patients and exhibit empathy and integrity throughout their education and their medical career.

The above technical standards identify the Trevecca University PA Program requirements for admission and retention of applicants and students, respectively.

APPLICANT REQUIREMENTS

1. Academics

- Applicants are required to have a cumulative undergraduate grade point average (GPA) of 3.25 or greater.
- Applicants are required to have a cumulative science GPA of 3.25 or greater on all coursework.
- GRE will no longer be required beginning with the 2024-2025 CASPA Cycle
- While any undergraduate major is acceptable, it is recommended that applicants supplement any degree outside of biology or chemistry with additional upper-level science courses to be competitive. Accepted applicants average 3 - 4 additional upper-level science courses.

Applicants should present a competitive application by demonstrating academic rigor through a high GPA, and challenging coursework. With any grade lower than a B in a prerequisite course, it is highly recommended that applicants retake the course to reflect mastery of the material and a capability to succeed within a rigorous program. Students entering the last three years have significantly exceeded the minimum admissions requirements. Due to the large number of applicants, not all students meeting the minimum requirements receive an interview. For example, the statistics for the cohort of 2026 include the following ranges and average:

- Undergrad cumulative GPA: range 3.37 - 4.0 with average 3.77
- Overall science GPA: range 3.27 - 4.0 with average 3.68

Prerequisite Courses

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

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

No online or hybrid science prerequisites will be accepted. Science courses labeled as "Survey" or "Introductory" will not be accepted (for clarification, please contact us for approval). You may use only online course options to complete psychology requirements and/or medical terminology. (See COVID Policy Addendum for exceptions.)

Pre-Requisite Course Substitutions:

Abnormal psychology cannot be substituted for the developmental psychology prerequisite. Child development or lifespan psychology is considered a substitute for developmental psychology. It is important that normal psychological development across the lifespan be covered in the course. We do not accept immunology, genetics, or cellular & molecular biology for the microbiology prerequisite, although these classes are recommended as additional courses. Comparative or Mammalian Anatomy and Physiology are

not considered acceptable substitutions for Human Anatomy or Human Physiology.

Additional Upper-Level Science Courses:

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

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

Expiration of Science Courses:

Any science prerequisite class taken seven years prior to the month of May of your matriculate year will require a refresher course. A refresher course is qualified by repeating the full course or, in the case of a two-semester course, repeating at least one-half of the course. An applicant may only be exempt from taking a refresher course if they have consistently worked in an academic or commercial setting (as a chemist or biologist--see below), where the material covered in the course was utilized on a routine basis. A description of specific course exemptions is included below. When in question, repeating the course is recommended. Please contact the program for clarification on specific courses if needed.

Science prerequisites with their exemption criteria:

- Chemistry: Academic or Commercial Chemist
- Anatomy/Physiology: Academic or Commercial Human Biologist
- Microbiology: Academic or Commercial Biologist/Microbiologist

Pending Courses: For an applicant to present themselves most competitively, it is mandatory that two or fewer required science courses be pending for the spring semester prior to matriculation. This allows the admissions committee to have the ability to accurately assess the applicant's academic performance at the time of an interview.

2. Patient Care

All applicants must log a minimum of 250 hours of direct patient care. Direct patient care hours must be logged at the time of submitting your application. This allows the admissions committee to process your application at first review and schedule earlier interviews. In the PA program faculty's opinion, past medical experience provides a framework on which students can build and facilitate the expansion of medical knowledge. We do not accept updates sent directly to the program.

Positions that qualify for direct patient care hours include: medical assistant, patient care technician, surgical technician, first assistant, scribe, CNA, LPN, RN, EMT/paramedic, OT/PT or OT asst./PT asst., AT-C, phlebotomist, RT, ER technician, lab technician (if

phlebotomy or direct patient care is the majority of job description), certified pharmacy technician with hands-on patient care and clinical dietician.

Positions that do not qualify are personal care assistant, clerical pharmacy technician, unit clerk, camp counselor, counselor, and social worker. Clinical hours obtained while working towards a prior degree are not to be submitted in the application as direct patient care. Direct patient care hours should be obtained while an employee in one of the above accepted clinical positions. In addition, we will accept hours accrued under "volunteer" status in any of the above, accepted position titles.

3. Shadowing

Shadowing of physician assistants is required for admission. Applicants must have logged a minimum of 10 hours at the time of application. This provides sufficient insight as to the role and duties of practicing physician assistants and is believed to be an accurate indicator of an individual's desire and commitment to the profession. Shadowing may be logged from multiple physician assistants. All hours logged should be obtained via direct clinical observation with a PA in a healthcare setting and not on the basis of a personal acquaintance. Mission field shadowing may be utilized if you were working alongside a PA in a medical setting. Please do not duplicate shadowing hours as direct patient care hours. The program will not accept hour updates via email.

4. References

A total of three recommendations is required. One recommendation must be from a PA, MD, DO or NP. This medical professional should be one whom the applicant has worked alongside in a clinical setting through observation, shadowing, or prior work experience.

5. Background Statement

Through the CASPA portal, an applicant must self-report any misdemeanor, felony, and/or dismissals. If an incident is discovered not reported after submission of the application and/or acceptance into the program, the applicant is subject to possible revoking of an offer or acceptance into Trevecca's PA program. A certified background check will also be performed prior to matriculation and any positive report is also cause for the revoking of an acceptance.

How to Apply

The PA program utilizes the [Centralized Application Service for Physician Assistants \(CASPA\)](#). Students who wish to apply to the physician assistant program must submit the application and documentation to CASPA.

- Early applicants should apply as early as possible upon opening of the application cycle in April. Remember that all shadowing and direct patient care hours must be logged at the time of you submitting your application.
- Applications must have a "completed" status in CASPA by October 1 to be eligible for the cycle. If you have questions as to the status of your application, please contact the help desk at CASPA. You must include the following documentation:

1. Official transcripts from all schools attended. DO NOT send transcripts to the program during the application process.
2. Applicants must submit three letters of recommendation. One recommendation must be completed by a PA, MD, DO or NP.
3. Applicants must submit all transcripts and scores directly to CASPA. If you are offered a seat in the program an official transcript will be requested in the spring prior to matriculation.
 - No advanced placement is given to any student regardless of academic background.
 - Transfers from other PA schools will not be considered.
 - Questions? Contact the PA Admissions office at (615) 248-1303 or tvines@trevecca.edu to reach Teresa Vines, PA admissions coordinator.
 - For questions concerning the CASPA application process, please contact CASPA directly at 240-497-1985 or e-mail apply@caspaonline.org.
 - Applicants whose native language is not English are required to take an examination of their English language ability. The test required is the Test of English as a Foreign Language (TOEFL). *See International Students section below for score requirements.*

International Students

Trevecca welcomes international students to apply to our program. Applicants whose native language is not English are required to take an examination of their English language ability. The test required is the Test of English as a Foreign Language (TOEFL), and a minimum score of 550 is required on the paper-based test and 213 on the computer-based test. On the computer-based TOEFL, we require a total score of 80 with 20 on each section (listening, speaking, reading, and writing).

You are also required to submit your foreign coursework to a US-based evaluation service for a course-by-course US equivalency report. This report should then be sent directly to CASPA from the evaluation service. We recommend contacting a foreign transcript evaluation service as early as possible. Services can take several weeks to process your transcript(s) once received. The following are foreign evaluation vendors our applicants have used in the past. This list is not all-inclusive, and we do not recommend or endorse any particular vendor or service.

- World Education Services (WES), Inc.
- Educational Credential Evaluators, Inc.
- Josef Silny & Associates, Inc.
- International Education Research Foundation, Inc.
- Educational Perspectives

All regular admission requirements must be completed. Fifteen (15) semester hours must be completed in a United States accredited institution. Nine of the 15 hours must be prerequisite science courses. Trevecca's Certification of Financial Support must be on file at the time an I-20 form is issued. International students will have the same financial policy applied to them as any other student. Only international students with a valid immigration student status of F-1 will be permitted to register.

*Trevecca PA Program Admissions policies do not follow the Graduate and Adult Education admissions policies in this catalog.

ADMISSION OF INTERNATIONAL STUDENTS

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CREDENTIALS

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

GRADING SYSTEM

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

- A = Consistent Outstanding Performance
- B = Exceeds Expectations for Satisfactory Performance
- C = Satisfactory performance
- D = Unsatisfactory performance
- F = Failure

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

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

A final course grade below 75 is a failure.

Failure to Maintain Good Academic Standing

In the didactic phase of the PA program:

- If a student has a failing grade in the course prior to the final exam, and it is mathematically impossible to earn a passing grade for the course, the student will be required to meet with the Promotions, Retention, and Disciplinary Committee to discuss their future in the Program.
- If a student fails to earn a final course grade of 75 after the final course exam, they may be offered a comprehensive reassessment exam. The purpose of the comprehensive reassessment exam is to provide the student with an opportunity to demonstrate proficiency in the course material and correction of any deficiencies in knowledge and skills.
- There is no guarantee that a comprehensive reassessment exam will be offered to the student. It will be at the discretion of the Promotions, Retention, and Disciplinary Committee to offer a comprehensive reassessment exam to a student after reviewing the student's overall academic and professional performance in the Program.
- If a comprehensive course reassessment is offered by the Promotions, Retention, and Disciplinary Committee, the student must earn a 75 or above on the comprehensive course reassessment exam in order to successfully complete the course. The course grade will then be changed to a 75 or C.
- The highest final course grade possible for a student who successfully completes a comprehensive reassessment exam is a C (75).

Failure of two or more courses in the didactic phase will result in dismissal from the PA program.

In the clinical phase of the PA Program:

- Failure of four or more courses in the clinical phase will result in dismissal from the PA program.

Clinical rotations will be graded in the following manner, for all but the elective rotation:

- Clinical Rotation Final Preceptor Evaluation 45%
- EOR Exam 45%
- Professionalism* Grade 10%
- Other Assignments/Assessments Pass/Fail

The elective rotation will be graded in the following manner:

- Clinical Rotation Final Preceptor Evaluation 60%
- Elective-Specific Assignments 30%
- Professionalism* Grade 10%
- Other Assignments/Assessments Pass/Fail

Academic Probation

To remain in good academic standing, students must demonstrate sufficient academic progress and pass all courses. A student who fails a course at the close of a semester will be placed on academic probation by the Promotions, Retention, and Disciplinary Committee for the remainder of his/her time in the didactic phase of the program. Academic probation status is recorded in the student's permanent file. The PRD Committee will review the student's progress in the program. Failure of a second course will result in dismissal from the PA Program.

Withdrawal and Dismissal

Withdrawal Policy and Procedure: A student should discuss the withdrawal process with their faculty advisor prior to initiating a written request for withdrawal. Students desiring to withdraw from the program due to compelling reasons must submit a written request for withdrawal to the office of the Program Director. The request for withdrawal must be reviewed by the program's Promotion, Disciplinary and Retention (PRD) Committee. A student may withdraw from the PA program upon receiving approval of the request for withdrawal from the PRD Committee. Students who receive permission to withdraw from the PA program will receive a grade of "W" for any course not completed. Failure to attend class does not constitute a withdrawal, and students will receive an F if not properly withdrawn.

If a student withdraws for any reason, academic deadlines related to refund of tuition and fees are set forth by the Registrar's Office of Trevecca Nazarene University. The deadlines related to refund of tuition and fees will be governed by the Refund Policy published in the financial information section of the university's Graduate Catalog.

A Program reentry request must be submitted in writing to the office of the Program Director and must be reviewed by the program's PRD Committee for consideration. It is not guaranteed that the student's request for reentry into the PA program will be granted. If it is not granted, the student must reapply to TNU's PA program as a new applicant for admission. A PA student who has withdrawn and is either approved for reentry or is selected for readmission into the program will be required to repeat the didactic

and clinical year course sequences in effect at the time of reentry or readmission and must comply with all policies and requirements in effect at that time.

Dismissal Policy

The program's Promotion, Disciplinary and Retention (PRD) Committee has the authority to dismiss a student. Students will be dismissed from the program if the following occur:

- Failure of a second didactic course
- Failure of the didactic summative reassessment
- Failure of any didactic course after return to the program from academic deceleration
- Failure of four (4) clinical rotations
- Failure to notify the Program director of student misdemeanor or felony criminal offense within 72 hours of being charged

Reasons for dismissal may include, but are not limited to, course failures, medical skills deficiencies, professionalism deficiencies, honor code violations and/or ethical violations. Details of all student matters which can lead to dismissal are published in the PA Program Student Handbooks.

Dismissal Procedure:

The student will be notified via email about a meeting date and time with the Promotion, Disciplinary and Retention (PRD) Committee to discuss the matter. The PRD Committee will review the student matter, program policy, and the student's academic and professional performance. The student will receive written documentation outlining the PRD Committee action to dismiss the student from the program within three (3) business days of the PRD Committee meeting. A student may appeal the dismissal according to the PA Program Student Appeal Policy.

*Trevecca PA Program Academic Probation, Withdrawal and Dismissal policies do not follow the Graduate and Adult Education Academic Probation, Suspension, Reinstatement and Withdrawal policies in this catalog.

ATTENDANCE

Trevecca PA Program

Clinical Hours/Attendance Policy:

Students are required to work a minimum of 175 hours each rotation. If this minimum hour requirement is not met, student will meet with the Promotions, Retention, and Disciplinary Committee to discuss the corrective course of action. Students should expect that many clinical shifts will be 10-12 hours in length and occur on any day of the week including holidays. If the student works or is scheduled for over 330 hours during the rotation, they are to contact the Clinical Team in writing for further evaluation of the rotation site and preceptor. Students are expected to work every assigned day of the clinical rotation as directed by the preceptor.

The student is allocated up to 5 absences for the duration of the

clinical portion of the program. These absences can include incidents such as acute illnesses, doctor's appointments, job interviews, sick children, etc. This does not include EOR sessions as these are mandatory. Students will not be allowed to utilize these absences if the total amount of scheduled hours on the rotation would drop below the program requirement of 175 hours/rotation due to that absence. Absentee days exceeding the 5 days allocated, or causing the student to drop below the 175 hours/rotation, will result in a meeting with the Promotions, Retention, and Disciplinary Committee for an evaluation of the absences and contributing circumstances. If the Promotions, Retention, and Disciplinary Committee determines that a student has accumulated an excessive amount of absences, the committee will determine a corrective course of action which could include, but is not limited to, possible dismissal from the PA Program.

In the case of a death in the student's immediate family, e.g. first and second degree (spouse, child, parent, sibling, grandparent), with prior approval from the Clinical Director, the student will be allowed a maximum of three consecutive absentee days that will not be counted toward the 5 standard absences.

The student is required to notify the program of any absence no later than 8:00 a.m. on the day of the absence by sending an email or a phone call to a member of the Clinical Team. Failure to comply with this requirement will result in a meeting with the Promotions, Retention, and Disciplinary Committee to discuss the student's behavior and to determine a corrective course of action. The student will complete and submit an Absentee Form to the Clinical Coordinator within 24 hours of the absence. Students absent from their clinical rotation without proper authorization from the PA Program will be subject to disciplinary action. Any absence must be reported to a member of the Clinical Team BEFORE speaking with the preceptor.

Prolonged absences may require a leave of absence from the clinical education experience. In the event of a leave of absence, the student will work with the clinical staff and his/her advisor to specify the terms and conditions of the leave as well as conditions under which the student may resume their clinical education experience. The final determination of whether a student will be required to take a leave of absence or drop a rotation and repeat it following the clinical year will be determined by the Promotions, Retention, and Disciplinary Committee. This may occur at any time during the rotation.

Late Arrival/Early Departure Policy

Students are required to be present at the time and location designated by their preceptor for each rotation. Arrival at the designated location after the designated start time will be counted as being tardy. Leaving prior to completion of any learning experience will be considered as an early departure. Missing 50% or more of a clinical day will be an absence for the day. The student is to complete and submit an Absentee Form within 24 hours to the Clinical Coordinator indicating the late arrival or early departure.

Chronic tardiness/early departure is detrimental to the student's educational progress and inconsistent with an acceptable level of professionalism. Chronic tardiness/early departure is more than 3

tardy/early departure episodes within a semester (or more than a total of 6 while in the clinical phase of the program). If a student is determined to have chronic tardiness/early departure, they will be required to meet with the Promotions, Retention, and Disciplinary Committee to discuss their behavior and determine a corrective course of action which could include, but is not limited to, possible dismissal from the PA Program.

Please note that all students must arrive on time and stay for the duration of every EOR session, unless approval has been granted by the Clinical Director. Violation of this policy will require a meeting with Promotions, Retention, and Disciplinary Committee to discuss the student's behavior and determine a corrective course of action which could include, but is not limited to, possible dismissal from the PA Program.

TNU PA Program Didactic Attendance Policy

Attendance Policy

Student attendance is required for all educational experiences, except in the case of a true emergency. The determination of what constitutes a true emergency will be made by the Promotions, Retention, and Disciplinary Committee. All educational experiences have been designed to foster the PA student's development therefore, attendance is imperative to the professional development process.

Students will attend class either in person (classroom attendance) or remotely via Blackboard and live stream video (where applicable).

A student will be marked absent for a class session if he or she does not attend the class in person (physically in the classroom) as scheduled, does not participate in the live-streamed class session (if applicable), AND does not participate in non-live (asynchronous) Blackboard classroom activities or recordings (when applicable) prior to the next time the class meets physically.

Students are to attend, and participate in, the live-in classroom or live-streamed class experience at the regularly scheduled class time (if provided).

Absenteeism

Missing 50% or more of the instructional day will be an absence for the day. The student is allocated up to 3 unexcused absentee days (or any part of an instructional day) for the didactic phase of the program. Unexcused absentee days exceeding the 3 allocated for the didactic phase, or if there are 3 in one semester, will result in a meeting with the Promotions, Retention, and Disciplinary Committee for an evaluation of the absences and contributing circumstance(s) to determine if they will be considered excused or unexcused absentee days. If the Promotions, Retention, and Disciplinary Committee determines that a student has accumulated an excessive amount of absences, the committee will determine a corrective course of action which could include, but is not limited to, possible dismissal from the PA Program.

The student is required to notify the program of their absence no later than 8:00 am the day of the absence by sending an email to the course instructor and the Academic Coordinator,

kulmet@trevecca.edu, or by calling 615-248-1770. This must be completed for every day that the student is absent. Failure to comply with this requirement will result in a meeting with the Promotions, Retention, and Disciplinary Committee to discuss the student's behavior and to determine a corrective course of action. The student will complete and submit an Absentee Form to the Academic Coordinator upon their return to the program.

An excused absence may only be granted in cases of family emergency, personal illness/injury with a note from a medical practitioner, bereavement, or at the discretion of the Promotions, Retention, and Disciplinary Committee. The medical practitioner (MD, DO, PA or NP) who provides the documentation may not be a family member of the student. The medical documentation should state that the student is to be excused from class due to illness/injury, with inclusion of the date(s) of the excused absence(s). Any absence due to acute illness/injury that occurs on the day of a student evaluation activity, exam or quiz, OR that results in 2 or more days of class absences will require documentation from a medical practitioner. In case of a death in the student's immediate family, e.g., first and second degree (spouse, child, parent, sibling, grandparent), with prior approval the student will be allowed a maximum of three excused absentee days.

If a student evaluation activity, examination, or quiz occurs during these days, please refer to the Exam and Assessment Policy.

Late Arrival/Early Departure

Students are required to be seated and ready to start class at the time and location which is designated on the schedule and remain through the completion of any learning experience.

- Arrival at the designated location after the designated class start time will be counted as a Late Arrival.
- Leaving prior to completion of any class day or learning experience will be considered an Early Departure.

Missing 50% or more of the instructional day will be an absence for the day. Students should contact the instructor and Academic Administrative Coordinator when they are arriving late or have to leave early. The student is to complete and submit a Late Arrival/Early Departure Form to the Academic Coordinator.

Chronic late arrival/early departure is disruptive to the class, detrimental to the student's educational progress and inconsistent with an acceptable level of professionalism. Chronic late arrival/early departure is more than 3 late arrival/early departure episodes within a semester (or more than a total of 6 while in the didactic phase of the program). If a student is determined to have chronic late arrival/early departure, they will be required to meet with the Promotions, Retention, and Disciplinary Committee to discuss their behavior and determine a corrective course of action which could include, but is not limited to, possible dismissal from the PA Program.

If a student evaluation activity, examination, or quiz occurs on days when a student has a late arrival, please refer to the *Exam and Assessment Policy*.

Physician Assistant Program Curriculum

Professional Curriculum

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

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

Clinical Phase: Consists of nine clinical experiences completed in a 12-month period. Required rotations are Family Medicine, Pediatrics, Behavioral and Mental Health, Internal Medicine, Emergency Medicine, Women's Health, and General Surgery. Each student will complete a ninth rotation in an elective clinical experience. 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.

Program of Study

Didactic Phase

Summer Semester I

PAS 5025	Research Methods and Designs in Medicine	3
PAS 5070	Applied Anatomy	4
PAS 5101	Patient Health Assessment Skills I	2
PAS 5301	Physician Assistant Medical Practice I	1
PAS 5310	Medical Physiology and Pathophysiology I	4
		Subtotal: 14

Fall Semester

PAS 5080	Clinical Medicine I	9
PAS 5090	Introduction to Psychiatry	3
PAS 5102	Patient Health Assessment Skills II	5
PAS 5201	Medical Diagnostics and Procedures I	2
PAS 5302	Physician Assistant Medical Practice II	1
PAS 5315	Medical Physiology and Pathophysiology II	4
PAS 5340	Clinical Pharmacotherapeutics I	2
		Subtotal: 26

Spring Semester

PAS 5103	Patient Health Assessment Skills III	1
PAS 5140	Clinical Medicine II	9
PAS 5170	Introduction to Surgery	3
PAS 5202	Medical Diagnostics and Procedures II	3
PAS 5290	Clinical Integration Skills I	2

PAS 5303	Physician Assistant Medical Practice III	1
PAS 5320	Medical Physiology and Pathophysiology III	4
PAS 5345	Clinical Pharmacotherapeutics II	4
		Subtotal: 27

Summer Semester II

PAS 5104	Patient Health Assessment Skills IV	1
PAS 5200	Introduction to Pediatrics	3
PAS 5203	Medical Diagnostics and Procedures III	1
PAS 5230	Introduction to Obstetrics and Gynecology	3
PAS 5240	Clinical Medicine III	8
PAS 5250	Introduction to Emergency Medicine	3
PAS 5291	Clinical Integration Skills II	2
PAS 5304	Physician Assistant Medical Practice IV	1
PAS 5350	Clinical Pharmacotherapeutics III	4
		Subtotal: 26

Clinical Phase

PAS 5280	Seminar: Research Methods and Design	1
PAS 6080	PA Clinical Practice	0
PAS 6010	Family Medicine	6
PAS 6030	Emergency Medicine	6
PAS 6040	Women's Health	6
PAS 6050	Internal Medicine	6
PAS 6060	Elective Rotation	6
PAS 6070	Pediatrics	6
PAS 6090	Surgery	6
PAS 6100	Exit Summative Evaluation Experience	0
PAS 6110	Behavioral and Mental Health	6
		Subtotal: 49

Elective Rotations

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

PAS 6120	Pain Management	6
PAS 6200	Family Medicine	6
PAS 6210	Emergency Medicine	6
PAS 6220	Internal Medicine	6
PAS 6230	Cardiology	6
PAS 6240	Dermatology	6
PAS 6250	Cardiovascular Surgery	6
PAS 6260	Surgery	6
PAS 6260	Pediatrics	6

PAS 6280	Orthopedics	6
PAS 6290	Sports Medicine	6
PAS 6300	Obstetrics & Gynecology	6
PAS 6320	Radiology	6
PAS 6330	Otorhinolaryngology	6
PAS 6340	Geriatrics	6
PAS 6350	Medical Education	6
PAS 6390	Neurology	6
PAS 6460	Behavioral and Mental Health	6
PAS 6470	Neurosurgery	6
PAS 6480	Urology	6
PAS 6500	Oncology	6
PAS 6510	Ophthalmology	6
PAS 6520	Pulmonology	6

Total Credit Hours: 142

GRADUATE PHYSICIAN ASSISTANT PROGRAM

FACULTY

Core Faculty

TASHA ADAMS, Associate Professor, —
BS, Valdosta State University; MS, Middle Tennessee State University; MSM, Trevecca Nazarene University.

MORGAN BROWN, Clinical Faculty, Physician Assistant Program—
BS, Marshall University; MSM, Trevecca Nazarene University

KATHLEEN FLACH, Program Director, Physician Assistant Program, BA, Ohio State University; MMS, Nova Southeastern University; M.Ed., Vanderbilt University

KATRINA GILL, Admissions Director, External Relations Liaison, Physician Assistant Program—
BSN, University of Tennessee; MSM Trevecca Nazarene University.

COURTNEY HARRIS, Professor of Pharmacotherapeutics, Physician Assistant Program—
BS, Harding University; PharmD, Lipscomb University.

LAURA KIGWEBA, Assistant Professor, Physician Assistant Program—
BS, University of Georgia; MSM, Trevecca Nazarene University.

TIMOTHY KRETH, MD, Medical Director, Physician Assistant Program—
BA, University of Dallas; MD, University of Arkansas

DAVID LENNON, Adjunct Professor, Physician Assistant Program—
AS, Hillsborough Community College; BS, Trevecca Nazarene University; MEd, Trevecca Nazarene University; EdD, Trevecca Nazarene University.

RACHEL MARKLIN, Assistant Professor, Physician Assistant Program—
BS, Harding University; MSM, Trevecca Nazarene University

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

ALLIE MYERS, Clinical Faculty, Physician Assistant Program—
BS, University of Florida; MSM, Trevecca Nazarene University

JULIE O'MEARA, Assistant Professor, Physician Assistant Program—
BMedSci, University of Sheffield; DDS, University of Glasgow

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

MARY SMITH, Assistant Professor, Physician Assistant Program—
BA, Houghton College; MSM, Trevecca Nazarene University.

JOY V. TWILLIE, Associate Professor, Academic Director, Physician Assistant Program—
B.A., Andrews University; M.D. John Hopkins University School of Medicine.

Administrative Personnel

DEIRDRE DEMANA, Admissions and Didactic Assistant, Physician Assistant Program—
BA, West Virginia University, MA, West Virginia University; M.Ed., Bethel University

TERESA VINES, Admissions Coordinator, Physician Assistant Program—
BS, Trevecca Nazarene University.

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

Graduate Religion Program

Master of Arts: Church and Community Master of Arts: Theology and Biblical Studies

Millard Reed School of Theology and Christian Ministry

McClurkan Building

615-248-1378 or Fax 615-248-7418

www.trevecca.edu/churchandcommunity

www.trevecca.edu/theologyandbiblicalstudies

PROGRAM INFORMATION

Mission Statement

The Graduate Programs in Religion at Trevecca Nazarene University seek to provide women and men the opportunity to pursue graduate work in Bible and theology or Church and Community for service to the world through the church.

Admission Procedures and Policies

Admission

When applying for admission, each applicant must submit:

- Undergraduate transcripts — Transcripts should be sent by mail or fax to Admissions, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, TN 37210.
- 1 letter of recommendation
- Application

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

(1) Undergraduate Degree

Applicants must have completed an undergraduate bachelor's degree from a regionally accredited institution evidenced by an official transcript. Any student who does not meet this requirement may be granted admission with “academic restriction” to the program by the graduate religion faculty if all other criteria have been met. A minimum cumulative GPA of 2.7 is required for regular admission. If an applicant does not have the required GPA, the applicant may petition the director of the appropriate Graduate Program (Theology and Biblical Studies or Church and Community) to consider alternative evidence of scholastic ability, including graduate work from other schools or acceptable test scores. According to the recommendations of the graduate religion faculty, an applicant may be conditionally admitted, or denied admission. Applicants admitted with academic restriction may be granted regular admission upon completion of his or her file and 8 semester hours with a GPA of 3.0 or better.

(2) Letter of Recommendation

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

Admission Status

Students will be classified in the following ways:

1. Candidacy Status

Students who have earned 32 hours of credit with a 3.0 GPA or better will be considered as candidates for the M.A. degree.

2. Graduate Transfer Students

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

3. Dual Admission

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

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	Withdrawal granted to students who officially withdraw from a course by the end of day 21 for most courses or day 35 for 12-week courses.

Academic Load

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

Student Progress

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

M.A. in Church and Community Program

Church and Community Student Learning Outcomes

Graduates of the Master of Arts in Church and Community program should be able to:

1. Interpret Christian scripture through appropriate exegetical and contextual models;
2. Exegete the influences shaping culture, communities, and congregations;
3. Construct Christian responses to societal issues;
4. Create a repertoire of methods/skills for adaptive leadership in congregations;
5. Organize the congregation and the community for movement toward flourishing;
6. Design culturally sensitive strategies for working among/with diverse cultural groups.

CHC Academic Program

The Master of Arts in Church and Community (CHC) program can be completed in 18-24 months. This program requires 32 hours (8 courses). Courses are offered in an online or face to face format.

Course Hour Requirements

The requirements for completing the M.A. in Church and Community are:

THE 6400	Wesleyan Theology and the Life of the Church	4
THE 6410	A Christian Theology of Place	4
THE 6420	Theology, Race, and Culture	4
THE 6430	A Christian Theology of Hospitality	4
CHC 6000	Leading Adaptive Change in Congregations	4
CHC 6010	Community Flourishing	4
CHC 6020	Entrepreneurship and Contextual Expressions of Church	4
CHC 6030	Reconciliation and Intercultural Ministry	4

Subtotal: 32

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 the Graduate Program in Church and Community.

Total Credit Hours: 32

M.A. in Theology and Biblical Studies

Theology and Biblical Studies Student Learning Outcomes

Graduates of the Master of Arts in Theology and Biblical Studies program should be able to:

1. Interpret Christian scripture through appropriate exegetical and contextual models.
2. Exegete the influences shaping culture, communities, and congregations.
3. Construct Christian responses to societal issues.
4. Integrate theological reflection and biblical study with the practice of ministry.
5. Model a capacity for incorporating theological reflection and biblical study in practices of personal and spiritual formation.

THEB Academic Program

The Master of Arts in Theology and Biblical Studies (THEB) program can be completed in 18-24 months. This program requires 32 credit hours (8 courses). Courses are offered in an online format. Optional summer intensive courses are offered as part of this program. Participating in summer intensives can allow for a student to complete the program in as little as 18 months.

Course Hour Requirements

The requirements for completing the M.A. in Theology and Biblical Studies are:

THE 6400	Wesleyan Theology and the Life of the Church	4
THE 6410	A Christian Theology of Place	4
THE 6420	Theology, Race, and Culture	4
THE 6430	A Christian Theology of Hospitality	4
BIB 6440	Mercy, Justice, and Law in the Old Testament Faith and Practice	4
BIB 6450	Discipleship, Family, and New Creation in New Testament Faith and Practice	4
THE 6440	Theology of Christian Spirituality	4
THE 6470	Contemporary Theology	4
THE 6480	Seminar in Theological Studies	1-4

Subtotal: 32

*NOTE: *THE 6480 can potentially be substituted for a required course. This course is a specialized study and/or optional.*

Total Credit Hours: 32

GRADUATE RELIGION FACULTY

Full-time Faculty

TIMOTHY M. GREEN, Director of Master of Arts in Religion, Dean of Millard Reed School of Theology and Christian Ministry, Professor of Old Testament Theology and Literature B.A., Olivet Nazarene University; Ph.D., Vanderbilt University.

DAN BOONE, Professor of Pastoral Theology and Preaching B.A., Trevecca Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., McCormick Theological Seminary.

TIMOTHY R. GAINES, Director of Master of Arts in Theology and Biblical Studies, Associate Professor of Religion
B.A., Point Loma Nazarene University; M.A., Point Loma Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., Garrett-Evangelical Theological Seminary.

STEVEN T. HOSKINS, Associate Professor of Religion
B.A., Trevecca Nazarene University; M.Div., Nazarene Theological Seminary; M.A., St. Louis University; Ph.D., Middle Tennessee State University; Ph.D., Graduate Theological Foundation.

MICHAEL D. JACKSON, Associate Professor of Religion
B.S., Jacksonville University; M.Div., Nazarene Theological Seminary; D.Min., McCormick Theological Seminary.

KATHY MOWRY, Director of Master of Arts in Church and Community, J.B. Elizer Chair of Christian Ministry; Professor of Intercultural Studies and Christian Education
B.A., Trevecca Nazarene University; M.A., Wheaton Graduate School; M.A., Fuller Theological Seminary; Ph.D., Fuller Theological Seminary.

Graduate Strategic Communication

Master of Science: Strategic Communication
School of Leadership and Interdisciplinary Studies
Wakefield Fine Arts Building

The Master of Science in Strategic Communication

Program Mission

The Master of Science in Strategic Communication program combines the study of the discipline of communication with practical, strategic skills that give students the tools they need to advance their careers and authentically tell the story of their organization.

Program Student Learning Outcomes:

SLO 1: Students will be able to strategically assess communication needs of an organization (Bloom—evaluate)

SLO 2: Students will be able to strategically plan for all an organization's internal and external communication needs (Bloom—create)

SLO 3: Students will be able to strategically execute a communication plan on behalf of an organization (Bloom—create)

Admission Requirements

Bachelor's degree from an accredited institution
A 2.75 cumulative GPA for all prior coursework
Completion of a college-level math course with grade of C or better
Completion of a college-level English course with grade of C or better
Grading System
Trevecca Nazarene University's grading system, based on class work and examinations, is as follows:

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

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

Incomplete "I" Given for sickness or emergency reasons near end of a course. The incomplete must be approved by the teacher and the program director. The "I" must be removed within six weeks

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

Strategic Communication Curriculum

Strategic Communication Courses - 30 hours

STC 6000	Introduction to Strategic Communication: The Power of Storytelling	3
STC 6010	Content Creation for Digital and Social Media	3
STC 6020	Crisis Communication	3
STC 6030	Strategic Communication Planning and Leadership	3
	COM DEI Intercultural Competencies in Communication	3
	COM Media Relations	3
	COM Social Change Communication and Advocacy	3
	COM Strategic Visual Communication	3
	COM Communication Law and Ethics	3
	COM Communication Research and Analytics	3

MSC FACULTY

Full-time Faculty

JO ELLEN WERKING WEEDMAN, Associate Professor of Journalism, 2017—
BS, Milligan College; MS, University of Illinois.

WELCH, LENA HEGI, Associate Vice President for Traditional Academic Programs; Dean of Arts and Sciences; Professor of Communication, 1988—
BA, Trevecca Nazarene University; MA, Auburn University; EdD, Trevecca Nazarene University.

JEFFREY WELLS, Associate Professor of Communication Studies; Chair for the Department of Communication Studies B.S., Trevecca Nazarene University; M.A., Auburn University; M.A., Roosevelt University; Ph.D., Texas Tech University.

SETH CONLEY, Professor of Communication, 2015—
BS, Indiana Wesleyan University; MA, Ball State University.

Graduate Worship

Master of Arts: Worship

Master of Arts: African American Worship and Leadership Studies

Master of Arts: Worship and Business Management

Master of Arts: Worship and Leadership

School of Music and Worship Arts

615-248-1529 • (844) TNU-GRAD

GRAEadmissions@trevecca.edu

www.trevecca.edu/aaws

www.trevecca.edu/mwl

PROGRAM INFORMATION

PROGRAM MISSION STATEMENT

As part of the School of Music and Worship Arts, the graduate program's mission is to train and equip musicians to be leaders in the community to which they are called to serve.

School of Music and Worship Arts Core Values:

- Confirm Calling
- Develop Character
- Demonstrate Competence
- Cultivate Compassion
- Engage Communities
- Discern Contexts
- Encourage Creativity

The Center for Worship's Purpose is to train and equip competent musicians for the local church and global worshiping community. In this spirit, we have designed separate but related graduate degrees programs.

Admission

Trevecca Nazarene University assesses the Graduate Worship applicants on the basis of evidence submitted via application documentation. Applications will be processed upon receipt of all required materials. To be admitted into one of the Graduate Worship programs, an applicant must meet these requirements:

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

Grading System

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

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 end of day 21 for most courses or day 35 for 12-week courses. The grade of "W" may be assigned by the program director or the school dean in extenuating circumstances.

Graduation Requirements

1. Successful completion of the approved Master of Arts in Worship program curriculum with a minimum of 36 graduate semester hours of coursework.
2. A minimum cumulative grade point average of 3.0 or higher in the program. Any course receiving a grade of lower than a C must be repeated.
3. 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.
4. Payment of all tuition and fees.

Academic Program

The Graduate Worship Master of Arts programs can be completed in less than two years, and each requires 36 credit hours. Courses are offered in an *online format. Classes are designed as collaborative learning experiences where students are engaged in dialogue throughout the week.

*Occasionally courses are also offered via an intensive format each January and July. See your Student Success advisor for details.

Master of Arts in Worship

MAW General Description

The purpose of the Master of Arts in Worship degree is to equip professional worship practitioners, already serving as musicians in a local church, in the strategic areas of spiritual formation, discipleship, ministry application, team building, personal disciplines, theology and leadership.

MAW Student Learning Outcomes

Upon completion of the Master of Arts in Worship degree program, students will be able to:

1. Articulate a worship ministry philosophy based on biblical and theological, foundations of worship.
2. Design literature and research methodologies applicable to worship professionals serving in the local church.
3. Evaluate the cultural contexts of local church ministry for the purpose of meeting spiritual and ministry worship needs.
4. Students will integrate what they learn in their chosen specialization track into their philosophy of worship.

MAW Mission Statement

The mission of the Master of Arts in Worship program is to train and equip musicians to be leaders in the community to which they are called to serve! This proposed program would train and equip musicians from a variety of Christian traditions to be leaders in their community.

Curriculum Requirements

Core Courses

MWL 5000	Worship Ministry Dynamics and Relationships	3
MWL 5010	Worship in the Old and New Testaments	3

MWL 5030	Theology of Christian Worship	3
MOL 5150	Leadership and Conflict Management	3
MWL 5201	Spiritual Formation of the Worship Leader	3
MWL 6080	Church Leadership and Contemporary Issues in Worship	3
MWL 6070	Worship Leadership and Contextualization	3
MWL 6081	The Dynamic Role of the Worship Leader	3
MWL 6082	The Worship Leader and Technology	3

Subtotal: 27

Choose one of the following tracks:

African American Worship Track - 9 hours

MWL 6031	Introduction to African American Worship Studies	3
MWL 6033	Contemporary Trends in African American Worship	3
MWL 6034	History of African American Worship	3

Performance and Pedagogy Track - 9 hours

MWL 6010	Applied Graduate Music	3
MWL 6200	Graduate Music Pedagogy	3
MWL 6720	Graduate Lecture Recital	3

African American Leadership Track - 9 hours

MWL 6030	Redefining African American Worship	3
MWL 6035	Leadership and Team Building in the African American Community	3
MWL 6036	Human Imagination in African American Leadership	3

Business Management Track - 9 hours

BUS 5900	Foundations for Graduate Business Studies	1
BUS 6000	Introduction to Graduate Business Studies	2
MKT 5093	Marketing Management	3
BUS 6200	Leadership and Strategic Planning for Servant Leaders	3

Leadership Track - 9 hours

MOL 5010	Personal Leadership Development	3
MOL 5020	Concepts of Organizational Leadership	3
MOL 5300	Leading and Building Teams	3

Theology and Biblical Studies Track - 12 hours

THE 6440	Theology of Christian Spirituality	4
BIB 6440	Mercy, Justice, and Law in the Old Testament Faith and Practice OR	4
BIB 6450	Discipleship, Family, and New Creation in New Testament Faith and Practice	4

THE 6470 Contemporary Theology 4

Total Credit Hours: 36-39

Master of Arts African American Worship and Leadership Studies

AAWLS General Description

The Master of Arts in African American Worship and Leadership Studies combines ministry training with thoughtful and practical ways to serve the African American church. Leading African American educators, pastors, musicians, composers, theologians and artists partner with Trevecca faculty to lend expertise and experience for the purpose of equipping those in local ministry, and other vocational venues for service, with tools for supporting and uplifting African American congregations, leaders, para-church ministries and businesses.

The degree features a complete and balanced educational experience in worship, including: worship in the old and new testament; history, theology and practical application of worship; spiritual formation; and contemporary issues in worship.

The degree also features a complete and equally balanced educational experience in understanding the distinctives of the African-American church and how leadership and imagination are best utilized and executed in this context.

AAWLS Student Learning Outcomes

Graduates of the Master of Arts in African American Worship and Leadership Studies should be able to:

1. Articulate a philosophy of leadership and ministry based on the biblical and theological foundations in the context of worship and leadership for the African American community.
2. Synthesize principles of critical contextualization applicable to current issues confronting leaders in worship and other fields in the African American community.
3. Develop literature and research methodologies applicable to worship and leadership within various African American context.

Curriculum Requirements

Core Courses

MWL 5000	Worship Ministry Dynamics and Relationships	3
MWL 5010	Worship in the Old and New Testaments	3
MWL 5020	History of Worship in the Christian Church	3
MWL 5030	Theology of Christian Worship	3
MWL 6080	Church Leadership and Contemporary Issues in Worship	3
MWL 6030	Redefining African American Worship	3
MWL 6031	Introduction to African American Worship Studies	3
MWL 6033	Contemporary Trends in African American Worship	3
MWL 6034	History of African American Worship	3

MWL 6035 Leadership and Team Building in the African American Community 3

MWL 6036 Human Imagination in African American Leadership 3

MWL 6070 Worship Leadership and Contextualization 3

Total Credit Hours: 36

Master of Arts: Worship and Business Management

WBM General Description

The Master of Arts in Worship and Business degree program offers practical training needed for growing and developing as a practitioner of worship and business management. Robust theological, worship, and business training provide a platform for students to engage in an equipping process whereby skills needed for congregational shepherding and healthy business management are discovered, combined, nurtured and enriched.

This type of degree is called “a collaborative discipline degree” in that two areas of study [disciplines] are combined into one unique experience for the purpose of uniquely equipping the student as a professional practitioner – in two strategic but related areas.

These two disciplines combine for the purpose of uniquely equipping students for a specific job or task in either the church, para-church or business communities. The experience in worship and business management also serves as a tool for training and equipping of worship leaders and business professionals as practitioners in two strategic areas.

This degree features a complete and balanced educational experience in worship, including: worship in the old and new testament; history, theology and practical application of worship; spiritual formation; and contemporary issues in worship.

The WBM degree features a complete and equally balanced educational experience in business management, including courses in: marketing, accounting and finance for managers; organizational behavior and leadership; strategy for servant leaders; and internet technology strategy for business.

Considered a “market driven worship degree,” the program is designed to respond to the two strategic needs in the local church: 1) Equip part-time, bi-vocational worship pastors in areas of worship theology and principles for business management; and, 2) Equip full-time vocational pastors already schooled in music in areas needed for part-time lay and/or full-time vocation in the business community.

WBM Student Learning Outcomes

Graduates of the Master of Arts in Worship and Business Management program should be able to:

1. Formulate a Biblical and Theological philosophy of worship;
2. Evaluate ministry needs in a worship ministry;
3. Assess the strengths and weaknesses of a balanced worship ministry;
4. Synthesize and apply the functional areas of business to meet organizational goals;

5. Analyze and evaluate organizational related artifacts to make appropriate management decisions.

Curriculum Requirements

Core Courses

MWL 5000	Worship Ministry Dynamics and Relationships	3
MWL 5010	Worship in the Old and New Testaments	3
MWL 5020	History of Worship in the Christian Church	3
MWL 5030	Theology of Christian Worship	3
MWL 5201	Spiritual Formation of the Worship Leader	3
MWL 6080	Church Leadership and Contemporary Issues in Worship	3
BUS 5900	Foundations for Graduate Business Studies	1
BUS 6000	Introduction to Graduate Business Studies	2
MKT 5093	Marketing Management	3
BUS 5013	Organizational Behavior and Leadership	3
ITI 5700	IT Strategy in Business	3
BUS 6200	Leadership and Strategic Planning for Servant Leaders	3
BUS 6015	Accounting and Finance for Managers	3

Total Credit Hours: 36

Master of Arts Worship and Leadership

MWL General Description

The Master of Arts in Worship and Leadership degree program offers practical training needed for growing and developing as a practitioner of worship and leadership. Robust theological, worship and leadership training provide a platform for students to engage in an equipping process whereby skills needed for congregational shepherding and healthy leadership are discovered, combined, nurtured and enriched.

This type of degree is called “a collaborative discipline degree” in that two areas of study [disciplines] are combined into one unique experience for the purpose of uniquely equipping the student as a professional practitioner – in two strategic but related areas.

These two disciplines combine for the purpose of uniquely equipping students for a specific job or task in either the church, para-church and various business communities. The experience in worship and leadership also serves as a tool for training and equipping of worship leaders as practitioners in two strategic areas.

The degree features a complete and balanced educational experience in worship, including: worship in the old and new testament; history, theology and practical application of worship; spiritual formation; and contemporary issues in worship.

The degree features a complete and equally balanced educational experience in leadership, including courses in: personal leadership development; organizational culture and change; strategic thinking;

conflict management; leading and building team; and leadership contextualization.

Considered a “market driven worship degree,” the program is designed to respond to the two strategic needs in the local church: 1) Equip part-time, bi-vocational worship pastors in areas of worship theology and principles for leadership; and, 2) Equip full-time vocational pastors already schooled in music in areas needed for part-time lay and/or full-time vocation in the various communities needed for leadership accountability (including the church and para-church organizations).

MWL Student Learning Outcomes

Graduates of the Master of Arts in Worship and Leadership should be able to:

1. Formulate a Biblical and Theological philosophy of worship
2. Evaluate the ministry needs in a worship ministry
3. Assess the strengths and weaknesses of a balanced worship ministry
4. Relate Principles of Organizational Leadership to best worship practices

Curriculum Requirements

Core Courses

MWL 5000	Worship Ministry Dynamics and Relationships	3
MWL 5010	Worship in the Old and New Testaments	3
MWL 5020	History of Worship in the Christian Church	3
MWL 5030	Theology of Christian Worship	3
MWL 5201	Spiritual Formation of the Worship Leader	3
MWL 6070	Worship Leadership and Contextualization	3
MWL 6080	Church Leadership and Contemporary Issues in Worship	3
MOL 5010	Personal Leadership Development	3
MOL 5105	Organizational Culture and Change	3
MOL 5130	Strategic Leadership	3
MOL 5150	Leadership and Conflict Management	3
MOL 5300	Leading and Building Teams	3

Subtotal: 36

GRADUATE WORSHIP FACULTY

Full-time Faculty

SAM GREEN, Director, Center for Worship

B.S., Trevecca Nazarene University; M.M. Ed, Belmont University;
Ed.D., Tennessee State University.

VERNON WHALEY, Associate Vice President of Program

Development: Music and Worship

B.A., Welch College; M.C.M, Luther Rice Seminary; M.A., Middle
Tennessee State University; D. Min, Luther Rice Seminary and
Bible College; D.W.S., Liberty University; Ph.D., University of
Oklahoma.

Adjunct Faculty

STEPHEN NEWBY

B.A., Madonna University; M.M., UMASS Amherst; M.A., Seattle
Pacific University; D.M.A., The University of Michigan-Ann
Arbor.

OSCAR WILLIAMS

B.A. University of Missouri-St. Louis; M.M., Southern Methodist
University; Ed.D, Dallas Baptist University.

RAYMOND WISE

B.F.A., Denison University; M.A., The Ohio State University;
Ph.D., The Ohio State University.

DIANE WHITE-CLAYTON

B.A., Washington University; M.A., University of California-Santa
Barbara; Ph.D., University of California-Santa Barbara.

Courses

ACT - ACCOUNTING

ACT 6203 - Managerial Accounting (3)

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

BIB - BIBLICAL THEOLOGY/BIBLICAL STUDIES

BIB 5600 - Biblical Methods & Contextualization (3)

A study of the nature and interpretation of the worlds behind, in, and in front of the biblical text. Special attention will be given to theological interpretation, reading biblical texts with the vulnerable, and interpreting difficult issues within the biblical text.

BIB 5820 - The Gospel and the New Testament (3)

An examination of the Good News of Jesus Christ as presented in the Gospels and the Epistles and the manner in which that Good News might both interface with contemporary realities and be proclaimed through preaching and teaching in diverse contexts.

BIB 5830 - The Old Testament and the Christian Church (3)

A study of the relationship of the Old Testament to the broader Christian canon, the difficult issues raised by Old Testament texts and themes, and the diverse ways in which the Old Testament might continue to speak in various contexts today.

BIB 6440 - Mercy, Justice, and Law in the Old Testament Faith and Practice (4)

Within the broader context of the covenantal faith of the Old Testament, an exploration of specific practices of mercy, justice and law within the Old Testament and the manner in which the trajectory of those practices continue to inform and shape communities and human relationships in diverse contexts today.

BIB 6450 - Discipleship, Family, and New Creation in New Testament Faith and Practice (4)

Within the broader context of community in the New Testament, an exploration of specific practices of discipleship, family and new creation within the New Testament and the manner in which the trajectory of those practices continue to inform and shape communities and human relationships in diverse contexts today.

BIB 6480 - Seminar in Biblical Studies (1-4)

Selected studies in biblical studies at the graduate level.

BUS - BUSINESS

BUS 5013 - Organizational Behavior and Leadership (3)

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

BUS 5900 - Foundations for Graduate Business Studies (1)

This course will cover topics needed for success in a graduate business program including critical thinking, oral and written communication, research, and analysis skills.

Prerequisite: The course must be passed with a C or better before any other MBA courses may be taken.

BUS 6000 - Introduction to Graduate Business Studies (2)

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

Prerequisite: The course must be passed with a C or better before any other MBA courses may be taken.

BUS 6001 - Orientation to Graduate Business (3)

This course will cover topics needed for success in a graduate business program including critical thinking, oral and written communication, and research, and will introduce students to the key topics of business including leadership, organizational behavior, statistics, economics, ethics, organizational culture, IT management, accounting, finance, and marketing.

BUS 6015 - Accounting and Finance for Managers (3)

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

BUS 6045 - Applied Learning Practicum I (0)

This course is designed to allow the student to gain experience in, and enhanced knowledge of, US business practices, cultures, and contexts. It will also encourage the application of management theories and practices studied in the classroom.

This course will run concurrently with the other courses in the first four semesters of the program and graded S/U each semester. As a zero credit hour course, only a minimum of 20 hours of work must be accomplished over the course of a semester. This course must be taken every semester that a student is enrolled in an Executive Studies Program until the final semester when a second Applied Learning Practicum (ALP II) will be required.

BUS 6085 - Applied Learning Practicum II (1)

This course is a follow up to BUS 6045 where the student developed a deeper understanding of US corporate culture and management practices emphasizing what are often referred to as the "soft skills." This course requires the student to work and observe the application of the technical knowledge and skills being acquired in the four technical courses of the student's program of specialization (Data Analytics, Computer Science, Information Technology, etc.). It will be taken in the final semester of a student's program and graded with a traditional letter grade. This practicum is the culmination of five semesters of practicum experiences and requires a minimum of 40 hours of work to be accomplished over the semester.

Prerequisite: BUS 6045.

BUS 6073 - Business Analytics (3)

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

BUS 6100 - Human Resource Development and Management (3)

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

BUS 6110 - Strategic Human Resource Management (3)

This course analyzes the strategic role of the human resource management function. The following topics will be examined: the environment of HR, job analysis, HR planning, labor relations, and health and safety considerations.

BUS 6130 - Staffing and Development (3)

This course analyzes the steps necessary for recruiting and selecting the employees needed to effectively execute an organization's strategy. Topics related to successful performance appraisal, training, and development are also explored.

BUS 6140 - Compensation and Benefits (3)

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

BUS 6150 - Introduction to Data Analytics (3)

This course will expose students to the data analytic practices executed in the business world. Students will explore such key areas as analytical processes; how data is created, stored, and accessed; how organizations work with data; and how to create environments in which analytics can flourish. This course will provide students with a strong foundation in all the areas that support analytics and will help students to better position themselves for success within their organizations.

BUS 6160 - Processing Data for Decision-Making (3)

In the face of an enormous amount of data gathered by businesses and organizations, business leaders struggle to gain information to help guide their decision making. In this course, students will extend and deepen their understanding and use of data analytics techniques (data mining, predictive analytics, and machine learning algorithms) to find patterns of relationships between data elements in big and noisy data sets. Students will learn how to help the data 'talk and tell a story' leading decision makers to an enhanced understanding of the data along with action oriented insight.

Prerequisite: BUS 6150.

BUS 6170 - Leading Data Analytics Projects (3)

This course will expose students to the key components of operationalizing business intelligence and data analytics for the purpose of improved decision making and quality improvement within an organization. Specifically, students will learn how to take on the role of a business intelligence consultant and apply data analytics techniques to inform business decision making within a business context.

Prerequisite: Must earn a "B" or higher in BUS 6150 and BUS 6160.

BUS 6200 - Leadership and Strategic Planning for Servant Leaders (3)

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

BUS 6210 - Entrepreneurship and Innovation (3)

An introduction to the entrepreneurial mindset, intrapreneurship, and the different types of innovation. Includes such topics as developing entrepreneurial thinking in a corporate setting, managing entrepreneurial ventures within a larger corporate structure, the difference between sustaining and

disruptive innovations, and developing processes for stimulating creative solutions to business challenges.

BUS 6220 - New Venture Creation (3)

Provides processes and tools for developing and evaluating new business ideas including new venture ideation, business planning, financial forecasting, competitive analysis, target market identification, and basic marketing strategies. As part of the course, students will develop a modified business plan around a business idea of their choosing.

BUS 6223 - The Legal Environment of Business (3)

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

BUS 6230 - Small Business Management (3)

This course highlights the unique aspects of owning and managing a small business, particularly in the areas of marketing, finance, accounting, human resources, and strategic planning. Includes an introduction to various software packages and third party resources to help the small business owner in these areas.

BUS 6240 - Introduction to Nonprofit Leadership and Management (3)

An introduction to nonprofit organizations including issues of organizational structure, governance, finance, resource development, operations, and evaluation.

BUS 6250 - Raising Human and Financial Resources for Nonprofits (3)

For nonprofits to thrive, leaders and managers must recruit human and financial resources adequate to serve the purposes of the organization. Fund-raising and grant-writing will be covered as well as recruiting human resources that align with the mission and vision of the nonprofit.

Prerequisite: BUS 6240.

BUS 6260 - Fiscal Administration in Nonprofits (3)

This course highlights the unique aspects of managing financial resources in a nonprofit setting. This includes topics related to nonprofit accounting, financial reporting and strategic analysis in education, health care, churches, ministries and humanitarian organizations.

Prerequisite: BUS 6240.

BUS 8000 - Introduction to Doctoral Business Studies (4)

This course will introduce students to key business topics at the doctoral level. Students will work through doctoral-level analysis, writing, and case studies developing requisite writing skills, critical thinking skills, and engagement of doctoral and peer-reviewed research in preparation for future coursework and research.

BUS 8010 - Current Topics in Management and Leadership (4)

This course will review current principles and best practices in management and leadership. Analysis of these trends will be

reviewed in the literature and selected case studies. Students will reflect on their own management and leadership patterns.

BUS 8020 - Current Topics in Business Strategy (4)

Students will review strategic management foundations as well as current strategic principles and practices. Students will review cases related to strategy development and execution.

BUS 8030 - Current Topics in Accounting and Finance (4)

This course is designed to facilitate comprehension of financial transactions and reports for effective applications to managerial decision-making and strategic formulation. Current topics from accounting and finance that drive value creation in both tactical and strategic initiatives will be explored. Topics will include corporate governance, cost management, profitability analysis, forecasting financial statements, credit evaluation and market-based valuation.

BUS 8040 - Current Topics in Marketing (4)

Students will review theoretical marketing concepts like consumer behavior as well as current trends in ethical marketing and digital marketing practices. This course is designed to strengthen analytical, communication, and leadership skills in marketing from a Christian perspective. Students will critically review academic literature related to strategic marketing and engage in a self-directed marketing project under the guidance of an experienced marketing faculty mentor.

Prerequisite: BUS 8000.

BUS 8050 - Introduction to Applied Business Research Design (4)

This course introduces students to foundational topics related to research. A special emphasis is placed on choosing reliable and valid measures and developing sound designs. Ethical research practices are also explored.

BUS 8100 - Higher Education Leadership and Administration (4)

Students will review the foundations of higher education leadership and administration. This will be accomplished through reviewing several case studies that demonstrate current principles and practices for those in higher education leadership today.

BUS 8110 - Teaching in Higher Education: Principles and Practices (4)

Teaching at the collegiate and graduate levels has a rich heritage and well-developed current practices. These patterns will be studied and exemplified in class and selected case studies.

Prerequisite: BUS 8100.

BUS 8120 - Higher Education Practicum (4)

The Higher Education Practicum is tailored to the interests of the student. Student will work with the practicum advisor to find a suitable practicum. Practicums can either be focused on teaching or administration and will require a practicum mentor in for each experience.

Prerequisite: BUS 8100 and BUS 8110.

BUS 8130 - Leading at the Enterprise Level (4)

This course is designed to provide students with the information needed to lead an enterprise successfully. The course will cover topics such as leadership characteristics, ethical leadership, team leadership, inspirational leadership, and visionary leadership models. Students will study enterprise leadership from an inspirational view of leadership from a Christian perspective in developing cohesive teams. Students will explore the levels of effective leadership, issues facing leadership, and strategic measures of leadership. Students will investigate the complexity of the leadership environment of an enterprise through related discussions, topics, and case studies to better understand the skills and the different ways in which leadership can be conveyed.

Prerequisite: BUS 8000.

BUS 8135 - Change Management and Negotiation Strategies (4)

This course will help students learn strategic methods of change management and how to effectively lead change in healthcare organizations. Students will examine change models, challenges leaders encounter while leading change, and negotiation tactics to overcome barriers to change. Through application of theoretical and conceptual schema, case scenarios, and other related material, students will identify their negotiation style and learn how to influence change to promote organizational development and achieve desirable outcomes for all stakeholders of health organizations.

BUS 8140 - Managing Complex Operations (4)

This course is designed to enhance the understanding of managing in a complex operational corporate culture in the areas of function, process, and ideology. Topics will include quality assessment, lean, six-sigma, process improvement, understanding techniques for charting and technical variable data, statistical process control, and total quality management. Students will study complex operations from an inspirational view of managing from a Christian perspective in developing managerial skills. Students will explore the failures in quality initiatives, managerial mistakes, and how the lean Six Sigma approach drive and support top management. Students will investigate the complexity of managing people, data-based technology, decision making to achieve, and measure the organization performance.

Prerequisite: BUS 8000.

BUS 8145 - Quality Systems Management and Regulatory Affairs (4)

In this course, students will examine the purpose and role of regulatory requirements in healthcare organizations. Students will also learn the significance of quality management systems and how such tools assist healthcare executives in establishing quality control measures and evidence-based practices in yielding optimal healthcare and services. Through case scenarios, collaborative group work, application and synthesis of continuous quality improvement concepts, principles, and models, students will learn how to develop evidence-based management processes and influence enhanced clinical outcomes and operational efficiency.

BUS 8150 - Entrepreneurial Management (4)

Students will learn how to approach innovation within an organization like an entrepreneur, including how to create a culture of creativity, use small teams to drive innovation throughout the organization, quickly evaluate new ideas and teach others within the organization to think and act like entrepreneurs.

BUS 8155 - The Culturally Competent Healthcare Leader (4)

This course examines various models and strategies executive leaders may use to promote the delivery of culturally competent care and establish a culturally competent environment in healthcare organizations and healthcare systems. Students will conduct a self-assessment of their cultural competency. Through application of theoretical and conceptual frameworks, case scenarios, and interpretation of self-assessment scores, students will learn how to promote cultural intelligence throughout healthcare organizations and healthcare systems.

BUS 8160 - Current Principles and Practices in Consulting (4)

This course is designed to equip students to serve as internal or external executive consultants which is more than giving advice. The need to seek more than advice is more paramount than ever and consultants must learn to satisfy the newly expanded expectations. Students will cover the techniques, assumptions, consultant's goals, the role of a consultant, contracting, the internal consultant, diagnosing to discovery, preparing feedback, managing the meeting, and implementation and the elements of engagement. Also, this course is designed to speak to students in support functions inside organizations as well as to external consultants.

BUS 8170 - Current Principles and Practices in Executive Coaching (4)

This course introduces students to current theory, principles, and practices related to executive coaching. Students will review current research literature on the topic as well as study and develop effective practices in the field.

Prerequisite: BUS 8000.

BUS 8180 - Consulting and/or Coaching Practicum (4)

This course provides students with an opportunity to connect theory and practice in the working world. Students will develop a consulting or coaching experience pathway. Students will then put into practice the skills needed to execute their project in the scope of this course.

Prerequisite: BUS 8160 and BUS 8170.

BUS 8200 - Applied Business Research Principles and Practices (4)

Students will review research and/or project-based, quantitative, qualitative, and mixed research methodologies including both theoretical foundations and with cases demonstrating applied principles and practices. Students will work through doctoral-level analysis, writing, and case studies developing requisite writing skills, critical thinking skills, and engagement of doctoral and peer-reviewed research in preparation for their applied doctoral project or dissertation. This course is graded as Satisfactory (S) or Unsatisfactory (U) and must be completed with an S before any later DBA work can be taken.

Prerequisite: BUS 8050.

BUS 8210 - Introduction to Applied Business Research Analytics (4)

This course is designed to equip students with the statistical tools needed analyze the data from a variety of different research designs that an organization might use to assess operational issues. In addition, students will develop the skills necessary to interpret and present findings.

BUS 8220 - Applied Doctoral Project Proposal / Dissertation Project Development (4)

In this course, students will pull together all they have learned related to applied business research principles and practices and develop the research framework and proposal for the Applied Doctoral Project or Dissertation that they will complete for this program. This course is graded as Satisfactory (S) or Unsatisfactory (U) and must be completed with an S before any later DBA work can be taken.

Prerequisite: BUS 8200.

BUS 8230 - DBA Proposal and IRB Application (DBA 1) (4)

Students will build on the Chapters 1 and 2 completion from BUS 8220 and develop Chapter 3 using either a quantitative or qualitative methodology including both theoretical foundations and with cases demonstrating applied principle and practices. Working with the instructor, students will work through doctoral-level analysis, writing, and case studies developing requisite writing skills, critical thinking skills, and engagement of doctoral and peer-reviewed research in preparation for their applied doctoral project or dissertation. Students will complete and submit the final DBA proposal related to chapters 1-3 and a related IRB application. This course is graded as S or U. All elements must be satisfactorily completed before any later DBA work can be taken.

Prerequisite: BUS 8220.

BUS 8240 - DBA Data Collection and Analysis (DBA 2) (4)

Students will begin data collection then continue with data analysis based upon approval of the DBA Proposal in BUS 8230 and the IRB Application. Working with the instructor and the DBA Advising Team, students will work through doctoral-level analysis, writing, and case studies developing requisite writing skills, critical thinking skills, and engagement of doctoral and peer-reviewed research in preparation for their applied doctoral project or dissertation. Any revisions to the proposal must be approved by the instructor, Director of Research, and possibly by the IRB. This course is graded as S or U. All elements must be satisfactorily completed before any later DBA work can be taken.

Prerequisite: BUS 8230.

BUS 8250 - DBA Manuscript Completion (DBA 3) (4)

Students will complete the DBA (ADP or DISS) manuscript following the success achieved in BUS 8240. Working with the instructor, students will work through doctoral-level analysis, writing, and case studies developing requisite writing skills, critical thinking skills, and engagement of doctoral and peer-reviewed research in preparation for their applied doctoral project or dissertation. The final DBA manuscript must conform and not deviate to all aspects of the approval proposal and IRB application. Any revisions must be approved by the instructor, Director of Research, and possibly by the IRB. This course is graded as S or U. All elements must be satisfactorily completed before any later DBA work can be taken.

Prerequisite: BUS 8240.

BUS 8260 - DBA Continuation (1)

Students will complete any remaining items required for approval of the DBA Manuscript from BUS8250 for revision and finalized for approval. As such, the work will be self-directed with the support of the instructor. The course may be repeated with the approval of the DBA Program Director and DBA Director of Research. The final DBA manuscript must conform and not deviate to all aspects of the approval proposal and IRB application. Any revisions must be approved by the instructor, Director of Research, and possibly by the IRB. This course is graded as S or U. All elements must be satisfactorily completed before any later DBA work can be taken.

Prerequisite: BUS 8250.

CDL - CORPORATE LEARNING AND TALENT DEVELOPMENT**CDL XXXX - Foundations of Talent Development (3)**

Dive into the core principles of effective communication, emotional intelligence, and cultural awareness. Students will learn to develop and deliver tailored content across various media and understand the impact of emotional and cultural intelligence in organizational settings.

CDL XXXX - Learning Sciences & Adult Education (3)

Focus on the application of learning theories including behaviorism, cognitivism, and constructivism, along with adult learning models such as Knowles' Adult Learning Theory. This

course emphasizes the design of educational programs that optimize learning and retention among adult learners.

CDL XXXX - Training Delivery & Facilitation Techniques (3)

This course equips students with the skills to effectively facilitate and deliver training using a variety of methods. Emphasis is placed on engagement techniques and adapting facilitation styles to meet diverse learner needs.

CDL XXXX - Technology Applications in Learning (3)

Examine the use of current and emerging technologies in enhancing learning experiences. This course covers the selection, integration, and application of learning technologies and communication tools in educational settings.

CDL XXXX - Knowledge Management & Organizational Learning (3)

Students will learn strategies for effective knowledge management, focusing on methods to disseminate and share knowledge across organizations to enhance learning and performance.

CDL XXXX - Leadership and Career Development (3)

This course addresses leadership and career development techniques, including coaching and mentoring strategies. It prepares students to design and implement programs that foster career growth and leadership skills within organizations.

CDL XXXX - Evaluating Learning Impact (3)

Learn to assess the effectiveness of learning interventions using quantitative and qualitative methods. This course provides tools and techniques for measuring the impact of training programs and making informed decisions based on data.

CDL XXXX - Capstone Course: Integrative Project in Talent Development (3)

In this culminating experience, students will apply their accumulated knowledge to a real-world project within the domain of corporate learning and talent development. This course emphasizes practical application, project management, and strategic problem-solving.

CHC - CHURCH AND COMMUNITY

CHC 6000 - Leading Adaptive Change in Congregations (4)

An examination of the nature of adaptive change and the ways in which narrative is key to (re)formation of congregational identity. This course addresses practices for re-narrating a congregation through the biblical narrative, listening for the congregation's story, and exercising prophetic imagination.

CHC 6010 - Community Flourishing (4)

A biblical, theological, and sociological examination of what brings communities to flourishing and an examination of practices that seek the shalom of the cities where we have been sent. Specific attention will be given to practices of community exegesis, partnership, and advocacy in the halls of government.

CHC 6020 - Entrepreneurship and Contextual Expressions of Church (4)

A study creativity and innovation in forms of church that fit the local context as well as the overall post-Christian context in which we live.

CHC 6030 - Reconciliation and Intercultural Ministry (4)

How does the church move towards embodying the diversity of the Kingdom of God? This course examines the nature of true reconciliation and practices for leading the process, as well as developing cultural intelligence and intercultural ministries that are reflective of the subversive power dynamics unique to the Kingdom of God.

CHC 6040 - Seminar in Church and Community (4)

Selected studies in Church and Community.

COM - STRATEGIC COMMUNICATION

- COM DEI Intercultural Competencies in Communication (3)

This course examines how to identify and remedy stereotypes and biases in communication. Case studies, best practices and communication theory are studied and applied to create a more equitable and inclusive communication plan.

- COM Media Relations (3)

This course will survey the role of journalism and earned media in a comprehensive communication plan.

- COM Social Change Communication and Advocacy (3)

This course will explore the history and importance of persuasion in communication and examine best practices in advocacy, fundraising and grant writing.

- COM Strategic Visual Communication (3)

This course will explore the impact of visual storytelling and introduce students to video planning, writing and editing.

- COM Communication Law and Ethics (3)

The course examines the laws governing communication and various professional codes of ethics and best practices. Case studies are analyzed and applied.

- COM Communication Research and Analytics (3)

This culminating course will focus on researching and analyzing implemented communication strategies to measure and report effectiveness.

CPT-CURRICULAR-PRACTICAL-TRAINING

CPT CPT 6760 - Curricular Practical Training Graduate Internship (1)

This graduate internship elective is designed to give students a meaningful professional experience in their academic discipline by working with a sponsoring employer through cooperative agreements with the University. An international student must be formally approved by the student's advisor who will verify that the CPT experience will be integral to the student's program of study, and by the Office of Global Engagement who will

verify that the CPT complies with current legislation. This course may be repeated for up to 6 credits and will be Graded S/U.

CSL - COUNSELING

CSL 5100 - Introduction to Psychological Research (3)

Designed to give an introduction to research strategies with an emphasis on counseling and psychological problems. Emphasis will be on the development of a proposal for a major research project or thesis.

CSL 5220 - Lifespan Development (3)

Looks at the survey of research throughout the entire lifespan including findings in the areas of physical, emotional, cognitive, and interpersonal growth and development.

CSL 5230 - Career Counseling and Professional Development (3)

An examination of the current trends in career development and life choices. The students will develop a knowledge base concerning career theories, techniques, and assessments for exploring the interests, aptitudes, and values of clients in order to assist them in making reasoned career and lifestyle decisions. The course will also focus on the student's personal career choice in the mental health field, career options, professional opportunities and identity development including a culminating paper on the student's preferred model of therapy. Characteristics that lead to success in the field, the developmental journey of a counselor, and self care are topics covered in this course.

CSL 5231 - Theories of Counseling and Psychotherapy (3)

Integration and study of the traditional and currently developing theories of counseling and psychotherapy and their application.

CSL 5240 - Advanced Abnormal Psychology (3)

This course is designed to provide an understanding of patterns of abnormal behavior including anxiety, depression, schizophrenia, and personality disorders. This course covers the domains of psychopathology as it is represented in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders*.

CSL 5250 - Counseling Diverse Populations (3)

An overview of counseling strategies useful with varied populations. Counseling skills helpful with clients of different racial, economic, religious, and sexual orientations will also be examined.

CSL 5260 - Helping Relationships (3)

Provides an orientation to the counseling profession. Characteristics of effective counselors, nature of the therapeutic relationship, and the process of counseling will be addressed. Students will learn and demonstrate the essential skills involved in building an effective helping relationship. Students will be introduced to practicum/internship guidelines and expectations, interview and resume writing skills, client record keeping, and other aspects of the practicum/internship experience.

CSL 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.

CSL 5390 - Effective Treatments in Therapy (3)

Provides an overview and discussion of the effective treatments of various psychological disorders. A focus will be placed on treatment planning and evaluating outcomes in therapy.

CSL 5430 - Group Therapy and Process (3)

Examines group techniques and application to counseling settings. Various ethnic and socioeconomic groups will be emphasized.

CSL 5441 - Introduction to Psychological Testing (3)

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

CSL 5447 - Internship in Counseling I (3)

Provides practical supervised experience in beginning counseling skills. It includes the development of relationship building and exploratory (fact-finding) skills as well as skills in intervention and treatment planning in a mental health/community agency setting. Students will spend a minimum of 200 hours on site under appropriate supervision of which 80 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances 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.* As a continuation of Internship in Counseling I, the course provides practical supervised experience in a mental health or community agency. It includes the development of relationship building and exploratory (fact-finding) skills as well as skills in intervention and treatment planning. Students will spend a minimum of 200 hours on site under appropriate supervision of which 80 of the 200 hours must be in direct client contact. (internship fee). Under certain circumstances internship may be extended.*

CSL 5449 - Internship in Counseling III (3)

As a continuation of Internship in Counseling I and II, the course provides practical supervised experience in a mental

health or community agency. It includes the development of relationship building and exploratory (fact-finding) skills as well as skills in intervention and treatment planning. Students will spend a minimum of 200 hours on site under appropriate supervision of which 80 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances internship may be extended.*

CSL 5472 - Ethical Standards and Legal Issues (3)

Emphasizes the development, understanding, and application of ethical standards in the theory and practice of counseling and psychotherapy. The Code of Ethics and Standards of Practice of the American Counseling Association (ACA) and the American Association of Marriage and Family Therapy (AAMFT) will be studied along with other professional standards of practice and credentialing. There will also be a focus on state rules and regulations and licensure requirements for LPC-MHSPs and LMFTs.

CSL 5482 - Techniques and Interventions I (3)

A study of counseling paradigms with a special emphasis on the beginning stage of therapy is the focus of this course. Counseling techniques and cognitive, affective, and behavioral interventions will be shared, evaluated, demonstrated, and practiced both in the classroom and in a practicum setting. Students will be expected to initiate a practicum experience that will continue into the next course, CSL 5483 Techniques and Interventions II. All totaled the practicum will total 100 hours with 40 of the 100 hours being in direct client contact (group therapy, co-therapy, client intakes, individual therapy, etc.).

CSL 5483 - Techniques and Interventions II (3)

Designed to prepare, equip, and direct the student in his/her practicum experience and assist in the internship placement process. This course will simulate the skills needed to have a successful practicum and internship experience. With emphasis on role-play and other practical activities, students will demonstrate entry level counseling skills as well as the operational skills required for functioning within an agency setting. As a course marking the consummation of academic and classroom training and the transition to actual practice, each student will demonstrate initial competency in a chosen counseling model consistent with the goals and purposes of this program. By the end of this course the student will have completed a 100 hour practicum of which 40 of the 100 hours will have been in direct client contact (group therapy, co-therapy, client intakes, individual therapy, etc.).

Prerequisite: CSL 5482.

CSL 5520 - Introduction to Sex Therapy (3)

An examination of both healthy and problematic areas of sexual functioning. Special attention will be given to the development of assessment and diagnostic skills for identifying sexual dysfunction and correspondingly appropriate treatment regimens.

CSL 5530 - Trauma Focused Counseling (3)

Provides an in-depth examination of the spectrum of psychological, biological, and social factors associated with exposure to traumatic stress (childhood sexual abuse, domestic

violence, combat exposure, natural and man-made disasters). The course includes a comprehensive review of the etiology, assessment, and treatment of post-traumatic stress disorder.

CSL 5531 - Child and Adolescent Techniques and Interventions (3)

This course will focus on the treatment of child and adolescent mental and emotional disorders. The course will also provide specific treatment interventions and knowledge of referral sources. The course will also focus on the dynamics of family and community systems including life cycle changes, divorce, community networks, and school systems.

CSL 5532 - Crisis Theory and Interventions (3)

This course will provide a theory-informed overview of client crisis intervention. The course will focus on the impact of various crisis situations, assessment, and interventions. Students will learn to assess for crisis, disaster, and other trauma-causing events in a developmentally appropriate manner. Crisis-specific ethical concerns will be addressed.

CSL 5580 - Special Topics in Counseling (3)

Topics of current relevance in counseling will be offered from time to time. Possible topics include but are not limited to EMDR, Mindfulness, Psychodrama and Neuropsychology. Topics and instructors will be announced prior to registration.

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.

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.

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.

CSL 7020 - Special Topics in Counseling (3)

This doctoral level special topics course facilitates professional development through evaluation and utilization of ethical standards, group work theories and career counseling theories. Students will develop a greater understanding and capacity to distill and articulate various perspectives that are current trends in group work, career counseling, and ethical dilemmas. As developing counselor educators, it is expected that students will attain a level of expertise in the above mentioned areas to dialogue with counselors as colleagues in general and present at professional conferences.

CSL 7030 - Qualitative Research and Program Evaluation (3)

Focuses on qualitative research and evaluation methods, frameworks for quantitative and qualitative inquiry in program evaluation, qualitative data analysis, and technical writing. Students will design a qualitative program evaluation project, including data collection, coding, analysis, and write-up. Students will also develop grant writing skills.

CSL 7100 - Specialized Systemic Counseling (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 (100 hours indirect/40 hours direct client contact).

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.

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 (100 hours indirect/40 hours direct client contact).

CSL 7151 - Psychological Testing for Counselors (3)

Studies the administration, scoring, interpretation, and reporting of the most common assessment instruments used by professional counselors. The focus will be on assessment instruments such as the MBTI, FIRO-B, Beck Scales, SASSI-3, etc. Review of ethical principles and practice issues relevant to testing will be covered.

CSL 7152 - Professional Challenges for Counselors (3)

Focuses on practical issues that face practitioners in the 21st century: starting a practice, guidelines and procedures for referral and inter-professional collaboration, legal, ethical, and professional issues involved in working in a multidisciplinary managed care context, managing time, keeping abreast with the literature, and avoiding burnout.

CSL 7153 - Psychopharmacological Issues in Counseling Settings (3)

Provides a general overview of current research on the use and effectiveness of psychotropic medication in the treatment of psychological disorders as well as ethical and professional implications.

CSL 7201 - Supervision Models (3)

Designed to give students training and practice in supervisory and consultant roles. Various supervision models will be evaluated.

CSL 7251 - Technology and Teaching Strategies in Counselor Education (3)

Provides an overview of counselor education including the development of professional identity. Specifically, this course focuses upon effective teaching approaches, course delivery systems (technology), as well as methods of classroom management, testing, and lecture development. This course provides the information, theory, and training necessary to teach undergraduate and graduate courses in counselor education.

CSL 7300 - Dissertation Proposal Development I (3)

Focuses on the development and facilitation of the initial stages of the dissertation process. However, a focus will be maintained throughout this course on the entire dissertation project. Specific emphasis will be placed on the logistics of the dissertation project, including formulating a topic, the introduction, the review of literature, 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.

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.

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.

CSL 7303 - Dissertation Research (12)

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 7305 - Dissertation Proposal Development II (3)

Focuses on the development and facilitation of the initial stages of the dissertation process. However, a focus will be maintained throughout this course on the entire dissertation project. Specific emphasis will be placed on the logistics of the dissertation project, including formulating a topic, the introduction, the review of literature, and methodology including appropriate statistical analysis, as well as securing a dissertation chair and committee, and preparation of the formal proposal defense. The students will be introduced to a variety of dissertation options as well as strategies for successful completion. The students will complete a draft of the first chapters of their dissertation project. This course is a continuation of CSL 7300 Dissertation Proposal Development I.

CSL 7360 - Doctoral Internship I (2)

Provides practical experience and supervision in areas consistent with academic and professional goals of the doctoral student working toward a professional counselor identity. In addition, the internship can provide direct experience in counselor education and supervision. Specifically, the internship experience provides for advanced experience with delivery of counseling services, supervision of counselors-in-training, counselor education, or consultation, depending on licensure status and internship site determination. Each semester of internship consists of a minimum of 200 hours onsite of which 80 of the 200 hours must be in direct client contact.

CSL 7361 - Doctoral Internship II (2)

Provides practical experience and supervision in areas consistent with academic and professional goals of the doctoral student working toward a professional counselor identity. In addition, the internship can provide direct experience in counselor education and supervision. Specifically, the internship experience provides for advanced experience with delivery of counseling services, supervision of counselors-in-training, counselor education, or consultation, depending on licensure status and internship site determination. Each semester of internship consists of a minimum of 200 hours onsite of which 80 of the 200 hours must be in direct client contact.

CSL 7362 - Doctoral Internship III (2)

Provides practical experience and supervision in areas consistent with academic and professional goals of the doctoral student working toward a professional counselor identity. In addition, the internship can provide direct experience in counselor education and supervision. Specifically, the internship experience

provides for advanced experience with delivery of counseling services, supervision of counselors-in-training, counselor education, or consultation, depending on licensure status and internship site determination. Each semester of internship consists of a minimum of 200 hours onsite of which 80 of the 200 hours must be in direct client contact.

CSL 7399 - Dissertation Research Continuation (1)

Students who have not completed the dissertation at the end of the third semester of dissertation research may be enrolled in a one semester credit hour dissertation research continuation course. The doctoral program coordinator will register students eligible for dissertation research continuation on a semester-by-semester basis. Continual enrollment in this one credit hour semester course will allow students to continue progress on the dissertation including engagement with the dissertation chair and committee. All requirements for the degree, including the dissertation process, must be completed within the six-year time limit. The student may be required to provide evidence of active progress on the dissertation in order to be enrolled in the dissertation research continuation course.

Only those students in the Ph.D. Clinical Counseling program will be eligible to register for the one credit hour CSL 7399 Dissertation Research Continuation course.

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

ECO - ECONOMICS**ECO 5023 - Global and Economic Environment (3)**

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

EDD - LEADERSHIP**EDD 8007 - Applied Leadership (4)**

Within the context of a candidate's professional practices, s/he will focus on an issue of interest. Candidates will conduct a meta-analysis of research, and explore the future of the field and the ethical issues in his/her area of interest. Candidates will reflect on the research and explorations and delineate the knowledge and abilities critical for a changing world.

EDD 8014 - Planning Strategically (4)

This course studies the strategic planning and implementation strategies required for school improvement. An evidence-based foundation encourages the candidate to use scientifically based practice to improve efficiency. Holistic and integrated strategies

are implemented to guide students in investigating policy and planning to achieve visions and high organizational performance for school improvement, especially in struggling school environments.

EDD 8015 - Building Collaborative Teams (4)

This course is designed to focus on the skills leaders need to effectively build collaboratively teams specifically in struggling schools. A collaborative team-based learning culture is utilized to simulate real-life problems and team-building processes. Course topics include leadership dimensions, team learning, development and management, diversity, and organizational analysis and development. An evidence-based foundation is employed to support student learning and exposure to best practices expressed by recognized leaders in team building concepts.

EDD 8016 - Applying Accountable Leadership (4)

Within the context of a candidate's professional practices, s/he will focus on an issue of interest. Candidates will explore the future of the field and the ethical issues in his/her area of interest. Candidates will reflect on the research and explorations and delineate the knowledge and abilities critical for a changing educational leadership world.

EDD 8054 - Intrapersonal Leadership (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. Candidates analyze their personal character and competence as leaders, with the goal of maximizing their personal effectiveness. Candidates are encouraged to develop a habit of scientifically based practice of continual examination of their own effectiveness and use of their evidence-based learning to effect personal improvement.

EDD 8055 - Leadership 2: Collaborative Teamwork and Team Development (4)

Building on the foundation laid in EDD 8051, this course is an extension from study of individual behavior and effectiveness to analysis of group or team behavior and leadership effectiveness. A collaborative team-based learning culture is utilized to simulate real-life problems and team-building processes. Course topics include: leadership dimensions, team learning, development and management, diversity, and organizational analysis and development. An evidence-based foundation is employed to support student learning and exposure to best practices expressed by recognized leaders in team building concepts.

Prerequisite: EDD 8054.

EDD 8056 - Leadership 3: Creating Effective Organizations (4)

The culmination of individual behavior/effectiveness and team behavior/effectiveness, this course provides the candidate with 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.

Prerequisite: EDD 8054 and EDD 8055.

EDD 8057 - Leading Transformational Change (4)

Examines the multiple facets associated with both andragogical and pedagogical change from the fundamental conceptualization of the design phase through the implementation phase. A meaningful learning experience is emphasized along with the capture of teachable moments and the culmination phase of evaluation and revision. The candidate is expected to use evidence-based practice to form the pillars of a learning experience, evaluation, and revision for improvement.

EDD 8058 - Applied Leadership (4)

Practicing leadership is providing vision and direction, modeling good exemplars, and doing what is needed for people in the organization to succeed. Leadership practice is also an art in knowing what to do and when to do it, why you do it, and how to do it. The purpose of this course is to explore best practices that have been identified to assist in the establishment of organizations. Strong leadership practices entail fostering continuous improvement and rethinking the connections in the relationships of stakeholders through the formation of problem-solving teams. The linkage among stakeholders is encouraged and emphasized as a result of evidence-based examination of best practices.

EDD 8152 - Technology Based Statistics I (2)

Designed to equip candidates to incorporate statistical analysis into educational research. The different types of data and the tests appropriate for each are discussed and practiced. Successful completion of this course enables candidates to analyze their data gathered for dissertations and to draw definite conclusions from their data. Additionally, candidates in the evidence-based educational environment are equipped to review the methodology and data generated by scientifically based research and draw useful and reliable conclusions from that data.

EDD 8154 - Technology Based Statistics II (2)

Designed to equip candidates to incorporate statistical analysis into educational research. The different types of data and the tests appropriate for each are discussed and practiced. Successful completion of this course enables candidates to analyze their data gathered for dissertations and to draw definite conclusions from their data. Additionally, candidates in the evidence-based educational environment are equipped to review the methodology and data generated by scientifically based research and draw useful and reliable conclusions from that data.

EDD 8160 - Applied Statistics (4)

Designed to equip candidates to incorporate statistical analysis into educational research. The different types of data and the tests appropriate for each are discussed and practiced. Successful completion of this course enables candidates to analyze their data gathered for dissertations and to draw definite conclusions

from their data. Additionally, candidates in the evidence-based educational environment are equipped to review the methodology and data generated by scientifically based research and draw useful and reliable conclusions from that data.

EDD 8201 - 8209 - Dissertation (1 - 18)

The dissertation is a major research study based on a significant issue within the workplace. The dissertation must engage a field of interest and involves identification of a problem, development of appropriate protocol, implementation and analysis of both qualitative and quantitative research, dissertation defense, and a capstone presentation of the candidate's work and findings. The dissertation is designed to equip the candidate to engage scientifically based inquiry and practice to effect problem identification and solutions in the environment of workplace. EDU 8201, 8202, 8203, 8204, 8207, 8208 1 credit each. EDU 8205, 8206 2 credits each. If candidates do not make Satisfactory grades in the courses, they will have to retake the dissertation courses until the dissertation has been successfully completed and defended.

EDD 8201-8207 - Dissertation (6)

EDD 8211-8217 - Dissertation (12)

EDD 8220 - Dissertation Continuation (1)

Students who have not successfully completed the dissertation at the end of the seventh semester of the Ed.D. program will be enrolled in a one-semester credit hour course to continue the completion of the dissertation. The student will be enrolled in this course each semester until the dissertation is completed successfully. Continuation of the completion of the dissertation allows students to proceed with the steps lacking to complete the requirements lacking for the dissertation to be complete including working with the designated dissertation team. All requirements for the dissertation must be completed within a six-year time frame. Students must submit an action plan delineating the processes and timeline to bring the dissertation to fruition prior to enrollment in dissertation continuation course.

Ed.D. students enrolled in this one-semester hour credit course will be considered to be part-time for enrollment purposes. This status will allow students to have continued access to University services (i.e., ITS & the library) as well as eligibility for financial aid.

EDD 8301 - Cultural Influences (4)

Engages a thorough study of the multiple elements that impact learning: conflict, cultural groupings, discrimination, ethnicity, ethnocentrism, fragmentation, prejudice, bias, stereotyping, the role of culture in people's lives, and other elements that influence beliefs, values, and decisions are investigated. The candidate is given an opportunity to expand personally and professionally through an evidence-based examination of how culture influences the workplace.

EDD 8302 - Ethical Leadership (4)

Within the context of a candidate's professional practices, s/he will focus on an issue of interest. Candidates will explore the ethical issues, power, and future issues in his/her area of interest. Candidates will reflect on the research and explorations and

delineate the knowledge and abilities critical for a changing world.

Prerequisite: EDD 8301.

EDD 8303 - Strategic Policy and Planning (4)

This course studies the roles of institutions, departments, and teams in planning and implementation strategies. An evidence-based foundation encourages the candidate to use scientifically-based practice to improve efficiency. Holistic and integrated strategies are implemented to guide candidates in investigating policy and planning to achieve visions and high organizational performance.

Prerequisite: EDD 8301 and EDD 8302.

EDD 8331 - District Optimization (4)

District leadership is ultimately responsible for district outcomes. In this course, students will analyze district data and propose a balanced leadership perspective on meeting all learner needs. In the analysis and proposal aligning district policies, processes, positions, and procedures to ensure achievement for all students will be included.

EDD 8332 - Systemic and Systematic Improvement (4)

When district leadership aligns the "why" of the district to the needs of all stakeholders, the school system and community become purposeful of ensuring high-level outcomes for all students. This course will explore how to analyze issues of improvement to guarantee a united vision with actionable mission statements by applying researched practices related to learning, teaching, organizational development, and data management.

Prerequisite: EDD 8331.

EDD 8333 - Community and Political Partnerships (4)

The success of a school system lies in its ability to communicate the goals in that community partners, businesses, and stakeholder groups support the vision of the district. This course will explore the political relationships of the district and how developing communication skills and how alignment of these relationships supports the achievement of all students. The importance of applying communication skills to strengthen working relationships with the school board and other stakeholders will be studied. In addition, students will apply relationship building skills regarding case studies concerning difficult decisions in the face of extreme pressure and how to involve business partnerships in educational opportunities for students.

Prerequisite: EDD 8331 and EDD 8332.

EDD 8341 - Organizational Ignorance (4)

Perhaps the most prevalent example of organizational hubris is the assumption that the company knows "enough" about its stakeholders, competitors, market, and – most essentially – itself. This lack of drive and purpose behind the management of organizational knowledge – whether intentional or non – can quickly become the underlying cause of organizational issues.

Prerequisite: MOL/EDD Core.

EDD 8342 - Organizational Intelligence (4)

Most commonly measured with an organizational "learning curve," OL represents an organization's ability to use the new knowledge it gains over time and through stakeholder addition/input. The learning curve measures how quickly the organization improves processes or procedures to increase productivity, efficiency, reliability, or quality.

Prerequisite: EDD 8341.

EDD 8343 - Organizational Systems (4)

Organizational leadership is ultimately responsible for organizational outcomes. Students will analyze company data in this course and propose a balanced leadership perspective for meeting all stakeholder needs. Through the analysis and proposal of aligning organizational policies, processes, positions, and procedures, the students will work to increase organizational systemic and systematic success and efficiency.

Prerequisite: EDD 8342.

EDD 8351 - Introduction to AI and its Implications for Leadership (4)

In this foundational course, students will embark on a comprehensive exploration of artificial intelligence (AI) and its profound implications for leadership in the modern era. Through engaging lectures and dynamic discussions, participants will delve into the historical development and key concepts of AI, gaining an in-depth understanding of its various types, including narrow and general AI. Ethical considerations surrounding AI's integration into leadership practices will be a central theme, providing a framework for responsible decision-making. Real-world case studies will exemplify AI's applications in different industries, equipping students to envision its transformative potential in organizational settings. By the course's conclusion, students will be empowered to make informed leadership decisions in the age of AI, fostering innovation, and addressing challenges with a forward-thinking and ethically conscious mindset.

EDD 8352 - Data Literacy and Analytics for Leaders (4)

In this dynamic course, aspiring leaders will develop essential data literacy and analytical skills, equipping them to harness the power of data and AI-generated insights for informed decision-making in leadership roles. Through interactive lectures and hands-on exercises, students will gain proficiency in data analysis techniques, identifying relevant data sources, and utilizing data visualization for effective communication. With a focus on AI algorithms and their interpretations, students will apply data-driven approaches to address complex organizational challenges, fostering a data-driven leadership mindset that optimizes strategic planning and decision-making in the age of AI.

EDD 8353 - Leading AI Implementation and Organizational Change (4)

In this transformative course, future leaders will explore the practical aspects of leading AI implementation within organizations and navigating the associated organizational change. Through comprehensive modules and engaging simulations, students will develop the skills to devise AI integration strategies, aligning them with organizational goals

and values. Emphasizing ethical AI practices, students will learn to manage resistance to change and foster a positive organizational culture that embraces AI technologies responsibly. By analyzing case studies of successful AI implementations and lessons from challenges faced by leaders, students will be equipped to mitigate risks and ensure a smooth and successful AI integration that positively impacts organizational performance and workforce dynamics.

Prerequisite: EDD 8351 and EDD 8352.

EDD 8601 - Research I: Foundations of Research (4)

Introduces the doctoral candidate to the principles of both qualitative and quantitative research and the paradigm of an evidence-based approach to academic research as well as consumer-based problem solving. Research design, ethics, data analysis, and techniques such as survey, issue and trend analysis, case study, historical research, pre- and post-testing, literature review, meta-analysis, psychographic methods, and quantitative data collection and statistical analysis are emphasized. This course establishes the candidate's basic understanding of academic research while fostering comfort with the utilization of scientifically-based practice to approach problem-solving needs within the professional environment.

EDD 8602 - Research II: Research Design and Measurements (4)

Extends the depth of study in research established in Scientifically Based Practice: Research I. An emphasis is placed on methodology, research design, statistical analysis, and data reporting. An efficient use of technology for all phases of the dissertation is employed by the candidate in the completion of this course.

Prerequisite: EDD 8601 (Not a pre-requisite for Ed.S. students).

EDD 8603 - Research-Based Technology (4)

Assists the student in learning the uses of technology that facilitate the completion of the doctoral dissertation. Elements may include word processing, library databases, spreadsheets, internet, project management software, web pages, and other appropriate applications. It is additionally used as a platform for the student to begin exploring the information available so as to begin a habit of seeking evidence-based data in the employment of scientifically based practice within the professional environment.

EDD 8604 - Applied Statistics (4)

Description: Designed to equip candidates to incorporate statistical analysis into educational research. The different types of data and the tests appropriate for each are discussed and practices. Successful completion of this course enables candidates to analyze their data gathered for dissertations and to draw definite conclusions from their data. Additionally, candidates in the evidence-based educational environment are equipped to review the methodology and data generated by scientifically based research and draw useful and reliable conclusions from that data.

EDD 8605 - Doctoral Research and Analysis I (4)

This course builds on the students' previous learning in research design and methodology, laying the foundation for successful completion of the dissertation process. Emphasis is placed on methodology, research design, statistical analysis, and data reporting. An efficient use of technology for all phases of the dissertation is employed by the candidate in the completion of this course.

EDD 8606 - Doctoral Research and Analysis II (4)

Doctoral Research and Analysis II immerses students in the principles of Improvement Science and the Dissertation in Practice framework, advancing their research competencies for applied, impactful scholarship in K-12 education. Building on their proposal work from Doctoral Research and Analysis I, students will analyze secondary data and synthesize findings to support outcomes that drive educational improvement. Through a mix of quantitative and qualitative methodologies, statistical analysis, and ethical reflection, students will refine their approach to data interpretation and develop research designs that address real-world educational challenges. This course prepares students to conduct rigorous, practice-oriented research that contributes meaningful insights to their field and strengthens their capacity as leaders in educational innovation.

Prerequisite: EDD 8605.

EDU - EDUCATION**EDU 515 - Culture, Ideas, and Values (3)**

Requiring considerable independent work, candidates investigate significant research with emphasis on instructional leadership, the educational change process, and other current educational influences. Candidates critique materials selected and orally present their synthesizing of research findings.

EDU 553 - Technology for Learning (3)

Formerly Technology: Today and Tomorrow -This course focuses on using e-mail, word processing, databases, and spreadsheets to support instruction. Internet resources, interactive media, and Web page design are also examined. Hands-on laboratory experiences develop an understanding of the power of technology to assist in the teaching and learning process.

EDU 554 - Instructional Design (3)

Formerly Paradigms of Planning -Emphasizing the decision-making process, this course is a survey of instructional models for teaching including planning, delivery, strategies, grouping, themes, and resources. Differentiated learning, including learning domains, teaching and learning styles, and multiple intelligences as well as evaluation of student performance and parental involvement are essential components of this course.

EDU 555 - Issues and Trends in Teaching and Learning (3)

Addresses issues of philosophical importance including historical influences, diversity, educational theorists, family and society, health, and physical and emotional safety in schools. The correlates of effective schools will be emphasized.

EDU 556 - Research into Practice (3)

Participants study conceptualization of research problems, development of hypotheses and strategies, and the use of quantitative and qualitative research, research into practice, problem-solving, and applied educational research.

EDU 5005 - Introduction to Online Teaching (3)

A course that examines the role of the online instructor in a highly interactive, fully online, e-learning program. Emphasis is placed on developing the online learning community, building the skills to effectively employ online learning strategies, managing the online class, and implementing new or modifying existing curricula.

EDU 610A - Educational Issues (1-3)

A survey of current issues in education, this course is designed for the advanced graduate student. A seminar format may be utilized as the instructional technique.

EDU 6001 - Field Experience I for School Leaders (1)

This field experience is conducted during the first semester of the program. Specifically, candidates are expected to develop a resume, write a personal mission statement and autobiography, and familiarize themselves with various aspects of school governance and the duties of school officials. Candidates are expected to focus on employment processes/practices in their school system/school, sound decision-making practices, the delivery of professional development, and organizational climate. Creation and implementation of Professional Learning Communities is discussed.

EDU 6002 - Field Experience II for School Leaders (1)

This second field experience is conducted during the second semester of the program. Candidates are expected to develop an understanding of Common Core standards, curriculum, assessment, and best teaching practices. Furthermore, candidates are expected to explore issues related to the legal, ethical, financial and political contexts of schools or matters associated with the growing pluralism and diversity of American schools. Observation of and interaction with school leader(s), along with community and/or person(s) of ethnic and social diversity are expected.

EDU 6003 - Field Experience III for School Leaders (1)

This field experience is conducted during the third semester of the program. Specifically, candidates are expected to develop a thorough understanding of the change process, analysis of data, implications from data analysis, instructional improvement and the involvement of all stakeholders in the school improvement planning process. Furthermore, the course includes responding to diversity for the improvement of instruction, for increased student learning, and for a positive school climate, specifically in these areas: ethnicity/race, socioeconomic, gender exceptionalities, language, and religion, in urban/suburban/rural settings.

EDU 6004 - Field Experience IV for School Leaders (1)

This field experience is conducted during the fourth semester of the program. Candidates will use technology to maximize student learning, increase efficiency of school operations, and

learn to access school data effectively. The use of technological multimedia products for enhancing the curriculum will be explored. Candidates will focus on the principles, strategies, and techniques utilized to enhance student learning and close achievement gaps through in-depth data analysis and interpretation. Multiple data sources will be utilized. Best practices in instructional strategies will be explored to determine which strategies should be used to reinforce each specific identified area of need. Areas of interest will include: student learning, effective teaching, connecting students and community resources, analyzing problems, interpreting data and understanding student growth and development. Observation of and interaction with school leader(s) are required. In addition, guidelines and procedures for conducting action research are explored.

EDU 6005 - Field Experience V for School Leaders (1)

Candidates will engage in activities that will enable them to maximize student learning, design a professional growth plan, improve parental/stakeholder involvement, consider cases dealing with ethical and political issues which face administrators and the importance of data-driven decision making. This field experience draws the candidate's attention to the point that a healthy, safe culture and climate in their school is vital to the growth of students and the work environment.

EDU 6010 - Leadership for Instructional Effectiveness (3)

Candidates differentiate between administration, management, and leadership within the school setting. The roles of the local, state, and federal levels of government are considered and the duties of school superintendents (directors), school boards, principals, and assistant principals are delineated. Current issues facing schools, including performance-based standards and student achievement, are presented. Attention is given to the historical context of American education. Candidates are expected to reflect on their professional goals and mission.

EDU 6015 - Technology for Instructional Leaders (3)

Candidates examine the role of school leaders in managing and supporting technology to maximize student learning and to increase the efficiency of school operations; various models of technology are explored. Candidates learn to access data effectively, using various models of technology to support teams of teachers, students, and parents to lead to academic success for students.

EDU 6020 - Decision Making for Instructional Improvement (3)

Candidates examine organizational mission, strategic planning, and core beliefs as key elements within the school framework. The role of the school leaders in establishing a vision, a sense of community, and a positive learning culture that facilitates student achievement is explored; models used by effective school leaders are presented. Attention is also focused on teacher recruitment, induction, professional development, and personnel evaluation systems - both formative and summative. The use of data in assessing student learning is emphasized.

EDU 6025 - Using Research and Data for Improved Student Learning (3)

Candidates use current research from multiple sources to analyze and improve the learning community. Areas of interest include student learning, effective teaching, connecting student and community resources, analyzing problems, interpreting data, and understanding student growth and academic development. The role of educators, especially school leaders, as the consumers of research data is emphasized.

EDU 6030 - Curriculum for Instructional Leaders (3)

Candidates integrate information gathered from research, reports, assessments, standards, surveys, and best practices into effective leadership of the instructional program. Within the structure of local and state requirements, the methods and processes for understanding and implementing this information into an effective instructional program at the school level are explored and defined.

EDU 6035 - Law, Ethics, and Diversity for School Leaders (3)

Candidates examine the legal and regulatory mandates as outlined by the local school district, the state, the federal government, and the courts. Emphasis is on the legal rights and responsibilities of teachers, administrators, and students. Additional emphasis is placed on the following: responding to diversity for the improvement of instruction, political influences and implications, moral and ethical responsibilities of schools, special education laws, and school finance procedures.

EDU 6040 - Valuing Diversity for School Effectiveness (3)

Candidates address the diversity that affects education locally, nationally, and globally. The course includes responding to diversity for the improvement of instruction, for increased student learning, and for a positive school climate, specifically in these areas: ethnicity/race, socioeconomic, gender, exceptionalities, language, religion, and urban/suburban/rural. The social context of the school within the broader community is emphasized.

EDU 6045 - Assessing Learning for School Improvement (3)

Candidates focus on the principles, strategies, and techniques utilized to enhance both organizational effectiveness and student learning. Through an in-depth study of the characteristics of an effective learning organization, candidates will acquire the knowledge, skills, attitudes, and dispositions to lead successfully a school to achieve increased student learning.

EDU 6050 - Summative Assessment Seminar for School Leaders (2)

Candidates for the master's degree and those candidates who are seeking Administrative Endorsement are required to participate in this culminating activity for their program. Candidates will utilize the knowledge gained in all classes in their program and their experience as effective educators to successfully complete this assignment. This course is the candidate's opportunity to exhibit his/her highly effective creation, presentation and discussion of the designated school, its data, and school improvement plan based upon his/her data analysis. Candidates

are provided a set of data (elementary, middle, or high school data) for a fictitious school which will be studied, analyzed and used to formulate a school improvement plan. This set of data includes information concerning the school's instructional strategies, curriculum, demographical data, TCAP and TVAAS data, culture, climate, instructional leadership, team structure, professional development and parental involvement. Each candidate will present a summary of his/her data analysis and school improvement plan to a panel composed of faculty and/or building-level school leaders from the LEA. Candidates will present individually. This culminating presentation is conducted as a simulation of an interview for the position of principal at this fictitious school. Successful completion is determined by the panel of faculty/school leaders.

EDU 6075 - Diversity in Classrooms and Schools (2)

Provides an overview of the diverse educational needs, challenges, opportunities, and rewards that teachers encounter as they seek to effectively meet the needs of learners in diverse classrooms and schools. Candidates will examine diversity research on topics such as 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.

EDU 6080 - Interdisciplinary Teaching (3)

Examines strategies to effectively support interdisciplinary instruction and assessment to address the complex challenges of providing quality instruction to a class of diverse learners. Candidates will explore interdisciplinary curriculum and learn effective strategies integrating all content areas for enhanced instruction. The focus will be on individuals with visual impairments both in a specialized classroom and in a full inclusion environment.

EDU 6085 - Differentiated Teaching (3)

Examines strategies to effectively support differentiated instruction and assessment to address the complex challenges of providing quality instruction to a class of diverse learners. Focuses on providing students with multiple options for learning, applying information, and expressing what they learn. Candidates will explore the research on differentiated instruction and learn effective strategies for managing flexible groups, providing students with a variety of options to maximize learning, and planning strategically for classroom management issues. The focus will be on individuals with visual impairments both in a specialized classroom and in a full inclusion environment. Provides a supervised experience working with individuals who are visually impaired, PreK-age 21. Candidates will complete a total of 30 hours to include classroom experience in mathematics, reading, and Braille classes at Tennessee School for the Blind; 6 hours with an Itinerant teacher; and an overnight experience at the Tennessee School for the Blind.

EDU 6100 - Technology Integration in Teaching and Learning (3)

Focuses on integrating technology into instructional content. Candidates will experience emerging technologies and classroom hardware/software. They will also develop instructional technology and technology presentation skills. Candidates will use technologies for instructional improvement that will include consideration of student achievement data, research, technology plans, and community relations regarding online teaching.

EDU 6110 - Instructional Design (3)

Course is an introduction to the instructional design process with a focus on developing instructional goals, objectives and assessment outcomes. Learners will investigate the various elements that should be considered in the design process such as: needs assessment, common instructional problems, learner characteristics, task analysis, content sequencing, instructional strategies, instructional delivery, evaluation instruments, instructional resources (media selection), formative evaluation, and summative evaluation.

EDU 6120 - Leading Curricular Change (3)

Focuses on research and best practices that facilitate curriculum development. Standards will be analyzed regarding their impact on curriculum development. Candidates will investigate curriculum change, network and make learning links with diverse colleagues, investigate how to develop high quality curriculum and how that curriculum can be delivered online, and learn about the impact that transforming a curriculum can have in raising the quality of online teaching and learning and in improving outcomes for students. The candidate will focus on leading educational change through the use of distributive leadership.

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 6130 - Copyright Laws for Online Learning and Development (3)

Course will teach the basics of copyright laws, fair use guidelines, and ADA compliance regulations relevant to the design process. Learners will investigate the idea of intellectual property as it applies to P-12 schools. The goal is to provide learners with a practical framework for analyzing copyright issues that they encounter in their professional work. This course will use real life examples—some of them quite complex—to help learners get used to the systematic analysis of copyright problems in course design. This course is intentionally a step toward bridging the gulf that is often perceived between desirable educational practice and legal permissible activities.

EDU 6140 - Curriculum Planning and Instruction (3)

Focuses on the assessment of quality curriculum and instructional practices. Candidates will demonstrate instructional strategies, inquiry based learning, organizational skills, and the integration of technology. They will also engage in using methodologies for monitoring, assessing, and supporting quality

instruction. Special emphasis is placed on understanding Language proficiency assessment for placing and how this assessment is not the same as evaluation of language demonstration and use.

EDU 6150 - Interactive and Digital Tools for Learning (3)

Course focuses on the design and development of various forms of interactive instructional media to support learning. This course will provide experiences in investigating, designing, developing and integrating a variety of interactive instructional media and mobile devices.

EDU 6160 - Field Experience (2)

Provides hands-on learning experience in environments in collaboration with practicing school educators. Assessment feedback will be included from course instructors in EDU 6100 and EDU 6140. Emphasis is placed on online instructional strategies and the integration of technology. 20-hour Field Experience.

EDU 6170 - Issues in Instructional Design and Technology Integration (3)

Course is designed to examine how technology can facilitate instructional practices. Students will explore instructional software, online resources, and synchronous and asynchronous methods in technology mediation. Learners will study variables that affect P-12 learning, techniques for stimulating and sustaining student motivation, and how to reinforce learning to a global audience.

EDU 6180 - Inclusive Practices in Teaching and Learning (3)

Focuses on the impact of economic disparities within neighborhoods and predicts the impact on local schools specifically in relations to online learning. Emphasis is placed on the distinction between learning and acquisition as it relates to efficient language application and use in online teaching/learning. Distinctions are also made between communicative language learning and academic language learning and the instructional supports required for each. Areas of emphasis will include: online differentiated instruction, special education, inclusionary practices, legal and ethical issues, and community relations. The goal is to identify instructional and assessment practices that promote technological equity in the classroom.

EDU 6190 - P-12 Online Course Design (3)

This course explores methods for designing courses for P-12 students through non-traditional methods. Candidates learn and practice how to design a course online, establish online norms/procedures, form good online student-teacher relationships, create lessons and assignments, provide feedback in a variety of modalities, assess/monitor student products, and set up an online grading system. How to flip a classroom to get P-12 students more involved in their own learning is another method that is examined. Emphasis is placed on students' chosen content areas as they create lessons, assignments for each course design.

EDU 6200 - Exist Assessment E-Portfolio (1)

Beginning with the first course of the Technology in Education P-12 (TIE) program, the e-portfolio will be a work in progress for the duration of the program. This collection of work will include a compilation of artifacts that demonstrate the candidates' expertise in the National Board and International Society for Technology in Education (ISTE) standards. The E-Portfolio will serve as the culminating activity and is required for completion of the Technology in Education program.

EDU 6300 - Cultural Educational Experience (1-3)

Participants travel abroad to engage in educational and varied cultural experiences for assessing and enhancing educational programs.

EDU 6310 - Research I: Thesis Development (2)

Exploration and development of the thesis and literature review for an action research project focusing on a current topic in education.

EDU 6315 - Research II: Implementation (1)

Finalize research design and implementation of the action research project.

EDU 6320 - Research III: Data Collection and Analysis (1)

The teacher candidate will complete the research project, prepare a final document, and give an oral presentation of the research.

EDU 6370 - Instructional Technologies (3)

Examines how technology can facilitate 7-12 instructional practices. Candidates will explore instructional software, online resources, and synchronous and asynchronous methods in technology mediation. Mixed media input will be demonstrated and practiced as well as various instructional methods using technology such as the Internet for instruction and various forms of distance education.

EDU 6400 - Financial Planning for Educators (3)

Investment strategies and retirement vehicles are explored, such as company retirement plans, stock market, mutual funds, certificates of deposit, annuities, trusts, income tax, social security, personal business, and real estate. This course is designed to prepare the educator to make decisions that will allow financial independence.

EDU 6410 - Residency I (6)

As an emerging elementary teacher, the candidate will be placed in an internship with a community public school partner. The candidate will be engaged in planning, teaching, and assessing students for optimal learning.

EDU 6415 - Residency II (6)

As an emerging teacher, the candidate will be placed in an internship with a community public school partner. The candidate will be engaged in planning, teaching, and assessing students for optimal learning.

EDU 6450 - Social Justice in the Community (2)

Investigating student development and learning in a non-school community program. Candidates will explore the unique social

challenges in urban environments other than the typical public school setting. Embedded field experience.

EDU 6455 - Transformational Learning Environments (2)

Creating an invitational and supportive classroom for optimal learning in the urban setting. The candidate will develop a proactive program of classroom management that demonstrates increased student engagement and achievement.

EDU 6460 - Intensive Literacy and Assessment (3)

Explores the diagnostic and subsequent remediation of common literacy challenges. The candidate will develop a research based understanding of the design, delivery, diagnosis, and assessment of reading domain. Emphasis will be in the areas of Special Education and English Learners.

EDU 6465 - Current Diversity Issues (3)

Explores the impact of diversities on school communities. Candidates will develop knowledge and awareness, and seek to answer questions related to diversity. The teacher candidate will identify and match instructional plans to the cognitive, social, linguist, cultural, emotional, and physical needs.

EDU 6506 - Effective Leadership (3)

Designed to assist the participant in understanding the problems faced by leaders in schools and communities. Topics include accepted theories, principles and techniques of effective leadership, the role of personal values, and the role of the leader in current reform and restructuring.

EDU 6507 - Research and Practices in School Administration (3)

Includes topics: bureaucracy and the school, the role of professionals, schools and their external environments, character of work groups, dimensions of leadership, and methods for making decisions.

EDU 6710 - Technology Integration in Teaching and Learning (3)

Focuses on integrating technology into instructional content. Candidates will experience emerging technologies, Web 2.0, and classroom hardware/software. They will also develop instructional technology and technology presentation skills. Candidates will use technologies for instructional improvement that will include consideration of candidate achievement data, research, technology plans, and community relations.

EDU 6740 - Inclusive Practices in Teaching and Learning (3)

Focuses on the impact of economic disparities within neighborhoods and predicts the impact on local schools. Areas of emphasis will include: differentiated instruction, special education, inclusionary practices, legal and ethical issues, and community relations. The goal is to identify instructional and assessment practices that promote equity in the classroom.

EDU 6760 - Exit Assessment/E-Portfolio (0)

Candidates will maintain a working portfolio throughout their program. Included in the portfolio will be the Action Research Project from EDU 6720 and 6725 and assigned exhibits from

other courses. Portfolios will be presented at the conclusion of the program of study.

EDU 6770 - Leading Curricular Change (3)

Focuses on research and best practices that facilitate curriculum development. Standards will be analyzed regarding their impact on curriculum development. Candidates will investigate curriculum change, network and make learning links with diverse colleagues, investigate how to develop high quality curriculum, and learn about the impact that transforming a curriculum can have in raising the quality of teaching and learning and in improving outcomes for students. The candidate will focus on leading educational change through the use of distributive leadership.

EDU 6775 - Field Experience Best Practices in Curriculum and Instruction (1)

Provides hands on learning experience in environments under the guidance of practicing school educators. Candidates will maintain several activities and submit a reflection paper for each field experience course. Assessment feedback will be included from both cooperating teachers and course instructors.

EDU 6800 - Exit Assessment/E-Portfolio (0)

Beginning with the first course of CAI, the e-portfolio will be a work in progress for the duration of the program. This collection of work will include the results of the Action Research Project. The e-portfolio will serve as the culminating activity and is required for completion of the CAI program. A Pass-Fail grading system will be used.

EDU 6805 - Exemplary Leader Residency (0)

During the fall semesters, grant candidates - mentors in training - will be residents in MNPS schools and serve as collaborators to improve student achievement and increase teacher efficacy. Candidates will work daily during the regular school calendar year within their assigned high priority elementary schools as part of a collaborative team. Candidates will provide mentoring, assistance, and direction in the creation and establishment of Professional Learning Communities within the school, focused on the specific needs of the schools. Based on these specific needs, the candidate team will identify and implement an action research project. To build the learning community, program candidates and University faculty will participate in reflective seminars. Candidates will maintain journals of their work with teachers and principals and will share their residency experiences in these sessions. The purpose of this professional discourse will be to identify problems and collaboratively seek solutions.

EDU 6810 - Exemplary Leader Residency (0)

During the fall and spring semesters, grant candidates - mentors in training - will be residents in MNPS schools and serve as collaborators to improve student achievement and increase teacher efficacy. Candidates will work daily during the regular school calendar year within their assigned high priority elementary schools as part of a collaborative team. Candidates will provide mentoring, assistance, and direction in the creation and establishment of Professional Learning Communities within the school, focused on the specific needs of the schools. Based on these specific needs, the candidate team will identify and

implement an action research project. To build the learning community, program candidates and University faculty will participate in reflective seminars. Candidates will maintain journals of their work with teachers and principals and will share their residency experiences in these sessions. The purpose of this professional discourse will be to identify problems and collaboratively seek solutions.

EDU 6830 - Curriculum Planning and Instructional Practice (3)

Focuses on the assessment of quality curriculum and instructional practices. Candidates will demonstrate instructional strategies, inquiry based learning, organizational skills, and the integration of technology. They will also engage in using methodologies for monitoring, assessing, and supporting quality instruction.

EDU 6835 - Field Experience Focusing on Educational Collaboration and Staff Development (1)

Provides hands-on learning experiences in environments in collaboration with practicing school educators. Assessment feedback will be included from course instructors in EDU 6830 and EDU 6710. Emphasis is placed on instructional strategies and the integration of technology.

EDU 6900 - Numeracy Specialists K8 (3)

Designed for coaches of K-8 teachers to build those skills, understandings, and dispositions required to be numeracy leaders in K-8 schools. The focus is to provide numeracy leaders with research, resources, strategies, and practice to equip them to work with adult learners in deepening their understanding of mathematics content pedagogy and strengthening their skills to improve instruction so all students can learn.

EDU 6905 - Numeracy Specialists 6-12 (3)

Designed for coaches of 6-12 teachers to build those skills, understandings, and dispositions required to be numeracy leaders in 6-12 schools. The focus is to provide numeracy leaders with research, resources, strategies, and practice to equip them to work with adult learners in deepening their understanding of mathematics content pedagogy and strengthening their skills to improve instruction so all students can learn.

EDU 6910 - Coaching Algebra and Geometry Teachers (3)

Focuses on developing understandings, dispositions, and skills needed by coaches to help elementary, middle, and secondary teachers develop the concepts and skills of teaching algebra and geometry. The intent is to provide research, resources, and practice to equip numeracy leaders to work with adult learners in deepening their understanding of algebraic and geometric concepts and pedagogy and strengthening their skills to teach concepts so all students can learn. It is planned for this course to be co-taught by two faculty members, one with background teaching at the elementary level and the other with secondary experience.

EDU 6915 - Analysis and Correction of Math Learning Problems (3)

Develops expertise in analyzing student work, diagnosing the problem, understanding student thinking, and using that

understanding to guide subsequent interactions and interventions with the student. Participants will analyze student learning through formal and informal assessments, and learn how to use research and current resources to diagnose mathematical learning problems, and how to choose and implement the best interventions to increase student learning.

EDU 7302 - Instructional Leadership, Culture, and Climate (3)

Candidates will explore the role of School Leader as they differentiate between administration, management, and instructional leadership styles within the school setting to improve student achievement with an emphasis on creating a school culture and climate that establishes high expectations for all stakeholders. The financial and legislative roles of local, state, and federal levels of government will be considered. Candidates will examine and unpack the TEAM Administrator Evaluator Rubric for a deep understanding of what an effective administrator needs to know and be able to do. Professional Learning Communities (PLCs) will provide the foundation in creating models for leveraging transformational change within the school culture for urgent change. Practical knowledge and tools will be examined to create and sustain collaborative PLC work that actively engages stakeholders in creating a shared vision and culture of supporting learning for all. Each candidate will analyze provided school data and build an effective School Improvement Plan upon the provided data.

EDU 7303 - Human Capital and Efficacy Building (3)

Human Capital and Efficacy Building is designed to enable educational leaders develop an effective management strategy through examination of the process and procedures necessary to recruit, hire, place, induct, professionally develop, evaluate, and retain excellent teachers and administrators to increase student outcomes. One aspect of the course is the analysis of performance problems and recommendations needed to assist the employee and organization to achieve organizational goals and to manage change. An integral part of managing human capital is to ensure all stakeholders have positive, highly functional self-efficacy.

EDU 7304 - Navigating and Mapping Change through Data Analysis: Beyond Data (What Now?) (3)

This course will provide candidates the tools necessary to analyze and build upon the influences and influencers that make a difference for students and their learning. The focus will identify ways to build school cultures focused on using data collaboratively to drive decisions, to implement strategic plans, to monitor progress and to facilitate and sustain change.

EDU 7305 - Toolkit for Low Performing Schools (3)

Since there is no set of strategies that when applied will lead each school from low performing to excellence, the candidates in this course will develop and exhibit the skills, structures, and leadership strategies needed to create and sustain effective leadership environments and enhance instructional excellence. Each candidate will become adept in the selection and implementation of research-based tools to determine the appropriate strategies for their particular school situation.

EDU 7306 - Instructional Strategies for Closing the Achievement Gap (3)

This course prepares specialists to provide training for all teachers in models for teaching and learning, formative assessment tools and data processes to determine remediation and accelerated learning strategies for all learners. Candidates insure that instructional strategies are fully aligned both vertically and horizontally with the adopted standards. The budgeting process is explored at the local school level. Candidates communicate a compelling case and a sense of urgency to address chronic achievement deficits. The TEAM teacher evaluation model will be taught and practiced. This course will focus on research to increase instructional time in core areas, quick and intensive support for struggling students, and instructional strategy choices appropriate to the students being served.

EDU 7307 - Distributive Leadership for Building Capacity and Program Sustainability (3)

This course combines the tenets of transformational leadership, situational and servant leadership, and capacity building within an organization with a focus on program sustainability. Research has shown that any sustainable change must be implemented in an organization's culture and must be owned by members of that organization in order to be maintained after the funds are depleted and the change agent has left the building. Therefore, this course will explore in detail the three Cs: *Communication, Collaboration, and Change* with effective methods for implementation. Case studies with essential tools for potential specialists in organizations will be a focal point of the course. Strategic planning, policy development, understanding of existing policies, procedures, and legal requirements are competencies essential for any specialist. Knowledge of existing governing bodies with political implications and an ability to quickly assess situations in failing organizations will also be examined in this course.

EDU 7309 - Foundations of AI in Instructional Leadership (3)

This introductory course equips educational leaders with the foundational knowledge and skills to integrate artificial intelligence (AI) into teacher coaching and professional development, launching the AI-Enhanced Instructional Leadership track. Over six weeks, students will explore AI-driven feedback platforms, lesson design software, and climate analysis tools to provide real-time support, enhance instructional planning, and foster positive school environments. Emphasizing ethical AI use, participants will develop strategies to mentor educators and promote teacher retention. Through practical applications and reflective practice, this course prepares leaders to drive instructional excellence in diverse settings, aligning with Trevecca's mission to cultivate innovative, ethical leadership.

EDU 7310 - AI for Collaborative and Curriculum Leadership (3)

Building on foundational AI skills, this course empowers educational leaders to leverage artificial intelligence (AI) to enhance teacher collaboration, align curriculum with standards, and promote equitable student engagement over six weeks.

Students will utilize collaboration analytics tools, curriculum mapping software, and personalized learning platforms to facilitate Professional Learning Communities, design inclusive instructional frameworks, and strengthen team dynamics. Through hands-on projects, such as creating AI-enhanced curriculum plans, participants will learn to scale instructional improvements ethically and effectively. This course advances Trevecca's commitment to transformative leadership by preparing educators to unite teams in data-informed, inclusive practices.

Prerequisite: EDU 7309.

EDU 7311 - AI for Instructional Coaching (3)

This course equips educational leaders to design and implement AI-driven instructional coaching frameworks that integrate school-wide systems with personalized teacher support. Over six weeks, students will develop systemic coaching processes using observation management systems and performance analytics tools to enhance school-wide instructional goals, then adapt these frameworks to individual educators' needs through feedback and data analysis platforms. Emphasizing ethical AI use and equity, participants will create a comprehensive coaching model that fosters teacher efficacy and student achievement. Through hands-on projects and reflective practice, leaders will synthesize prior learning to drive transformative, inclusive instructional leadership.

Prerequisite: EDU 7309 and EDU 7310.

EDU 7312 - Legal Foundations & Policies in Instructional Leadership (3)

This course provides an in-depth exploration of the legal principles and policies that impact educational institutions and instructional leadership. Students will examine key legal issues, including constitutional rights, equity in education, special education law, and employment law as they pertain to schools. The course will also cover policy development, implementation, and analysis, with a focus on how legal frameworks influence educational practices and decision-making. Through case studies, discussions, and practical applications, students will gain the knowledge and skills necessary to navigate the complex legal landscape of education and lead effectively within their institutions.

EDU 7313 - Inclusive Leadership & Cultural Competence (3)

This course explores the principles and practices of inclusive leadership and cultural competence within educational settings. Students will examine the impact of diversity on teaching and learning and develop strategies to create inclusive environments that support all students. Topics include understanding cultural identities, addressing biases, promoting equity, and implementing culturally responsive teaching practices. Through interactive discussions, case studies, and practical applications, students will learn to lead with cultural awareness and foster an inclusive school culture that values diversity and promotes equity.

EDU 7401 - Current Research in Action (3)

This course introduces the educational specialist candidate to the principles of educational and applied research. Empirical

research, both qualitative and quantitative, will be explored. Emphasis will be placed on establishing a researched-based project applicable to a specific school setting. Processes will include identification of an area of need through data analysis, development of major research questions, and identification of appropriate strategies, methods and design for an inquiry-based study. This course establishes the student's basic understanding of educational and applied research while creating a broad based skillset of best practices in problem-solving within the environment.

EDU 7402 - Educational Research Development I (1)

This second research course is designed to assist and support Ed.S. candidates at Trevecca Nazarene University as they move toward implementation and completion of their selected action research project, the capstone of the Ed.S. experience. This educational research project is a substantial research endeavor focused on results-driven school improvement. Educational Research Development I begins with a systematic in-depth review of the literature for their identified project. Candidates will also develop appropriate methodology and initiate the implementation phase of their plan as well as analysis of qualitative and quantitative research and achieving individual and group competencies.

EDU 7403 - Capstone Colloquium (2)

The fourth research course is designed to assist and support Ed.S. candidates at Trevecca as they move toward completion of their selected applied research project, the capstone of the Ed.S. experience. This educational research project is the conclusion of their research endeavor focused on results-driven school improvement. Candidates will complete the analysis of qualitative and quantitative research and achieving individual and group competencies. Candidates will present their research project findings to a juried panel.

EDU 7404 - Educational Research Development II (2)

This third research course is designed to assist and support Ed.S. candidates at Trevecca Nazarene University as they move toward implementation and completion of their selected action research project, the capstone of the Ed.S. experience. This educational research project is a substantial research endeavor focused on results-driven school improvement. Educational Research Development II continues the final phase of implementation of the action research project started in Current Research in Action and continued in Educational Research Development I with a systematic in-depth review of the literature for their identified project. Candidates will implement the appropriate methodology and continue the implementation phase of their plan as well as begin analysis of qualitative and quantitative research and achieving individual and group competencies.

EDU 7405 - Specialist in Instructional Leadership: Summative Seminar (2)

The Specialist in Instructional Leadership: Summative Seminar is a capstone course designed for advanced students pursuing a specialization in instructional leadership. This seminar provides a platform for synthesizing and applying the theories, practices, and strategies learned throughout the program. Students will engage in reflective practice, critically analyze case studies, and

work on real-world educational leadership challenges to demonstrate their ability to foster school improvement, enhance student learning, and lead instructional initiatives effectively. The seminar emphasizes the integration of leadership theory with practical application, focusing on strategic planning, decision-making, and fostering a culture of continuous improvement. Students will refine their leadership skills by exploring topics such as data-driven decision-making, curriculum development, teacher professional development, and equitable instructional practices. Additionally, they will engage in collaborative discussions, peer feedback, and self-assessments to hone their leadership competencies. By the end of the seminar, participants will be prepared to take on significant leadership roles within educational institutions, equipped with the knowledge and skills necessary to influence positive change and ensure high-quality teaching and learning across diverse school settings.

EDU 7420 - Field Experience I for Accountable Leaders (1)

This field experience is conducted during the first semester of the Specialist in Accountability and Instructional Leadership (SAIL) program. Specifically, candidates are expected to clearly demonstrate an understanding of leadership styles and facilitation skills for meeting the needs of all student groups, and be able to advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth. They will master skills and attributes that can be used to develop the kinds of relationships that must exist between and among individuals functioning in a social system. Candidates will develop a plan to involve a diverse population of parents and community members in the education of Pre K-12 children. The analysis of case studies will inform approaches which can be used to set high expectations for all students and lead to school improvement/effectiveness. Candidates will analyze a set of data provided to them at the elementary, middle, or high school level and build a school improvement plan from this analysis of data. Candidates will begin their research for their major school project while developing a knowledge concerning both qualitative and quantitative research designs.

EDU 7425 - Field Experience II for Accountable Leaders (1)

This second field experience is conducted during the second semester of the SAIL program. Candidates will develop and exhibit the skills, structures, and leadership strategies needed to create and sustain effective leadership environments and enhance instructional excellence. Furthermore, candidates are expected to identify ways to build school cultures focused on using data collaboratively to drive decisions, to implement strategic plans, to monitor progress and to facilitate and sustain change. Skills will be taught to enable candidates to analyze data from all aspects of the school (i.e. culture, climate, instructional practices, learning strategies, demographics, test scores).

EDU 7430 - Field Experience III for Accountable Leaders (1)

This field experience is conducted during the third semester of the program. Specifically, candidates are expected to develop a thorough understanding of the change process, analysis of data, implications from data analysis, instructional improvement, and the involvement of all stakeholders in the school improvement

planning process. Furthermore, the course includes responding to diversity for the improvement of instruction, for increased student learning, and for a positive school climate, specifically in these areas: ethnicity/race, socioeconomic, gender exceptionalities, language, and religion, in urban/suburban/rural settings. Effective use of human resources is examined in the areas of recruitment, hiring, induction, and retention. Individualized, well-executed professional development is viewed as a necessary component of retention and growth for exceptional teachers.

EDU 7435 - Field Experience IV for Accountable Leaders (1)

Field Experience IV is conducted during the fourth and final semester of the program. Distributed leadership will be studied as a necessary component of building a strong culture of shared decision making and accountability for the academic, social, and emotional development of all children. Candidates will focus on the principles, strategies, and techniques utilized to enhance student learning and close achievement gaps through in-depth data analysis and interpretation for all aspects of the school organization. Professional Learning Communities (PLCs) will be explored as a tool to encourage teacher leaders and for the advancement of academic achievement for all students. Parental involvement in the decision making process will be encouraged. Areas of interest will include: student learning, effective teaching, connecting students and community resources, and analyzing problems other than academic related. Observation of and interaction with school leader(s) are required. The Capstone Colloquium featuring each candidate's action research project conducted over the preceding three semesters will be presented to a juried panel. This project involves material learned and assignments experienced throughout the coursework and the guided action research completed in LEA schools.

ESL - ENGLISH SECOND LANGUAGE

ESL 6000 - Language Acquisition and Learning (3)

This course explores the accepted theories of language learning and acquisition. The distinction is made between learning and acquisition as it relates to efficient language application and use. Distinctions are also made between communicative language learning and academic language learning and the instructional supports required for each. This is an applied theory course with significant reading and which provides a theoretical framework for the remainder of the course work in this major. Understanding how language is learned and acquired is fundamental to language instruction. The importance of socialization in the target language with transitional supports in the mother tongue is also explored.

ESL 6010 - Trends, Models, and Methods in Instruction (3)

Examines the currently used models of ESL instruction from a variety of school boards and regions. These models are examined in light of language learning theory. Models of integration, inclusion, and other models of differentiated instruction are examined and students are expected to not only understand the differences but to also understand the implications for effective language learning.

ESL 6020 - Authentic Language Curriculum Design (3)

Considers the principles of curriculum design as they relate to language learning within an authentic learning environment. Rather than creating inaccurate learning environments with controlled language input, this course explores the efficiency of maximizing comprehensible input in order to produce comprehensible output. Contextualization of language application and use are central to this course and candidates will be expected to design actual curriculum units within an authentic language context. Integrated approaches to grammar, vocabulary, pronunciation, and writing are examined and used by candidates to design their own authentic language course.

ESL 6030 - Culture (3)

Focuses on the relationship between culture and language, both oral and written, and examines the importance of identifying key cultural traits of ESL students' home culture for instructional scaffolding. Affirmation of home culture as well as multicultural issues such as integration, acculturation, and assimilation are examined as they pertain to ESL teaching and learning. This is a research course.

ESL 6040 - Methods of Assessment and Evaluation for ESL (3)

Language proficiency assessment for placing is not the same as evaluation of language demonstration and use. This course examines the differences between the two and combines methods with outcomes evaluation. Assessment for "placement" is compared with evaluation of outcomes. Placement is also examined in light of authentic language learning within a school setting. Candidates are expected to understand the various methods as well as produce samples of assessment and evaluation strategies.

ESL 6050 - Technology and Language Learning (3)

Examines the importance of instructional scaffolding for ESL students and looks at how new technology can facilitate this approach. Candidates experience various methods using new technology available via the Internet for instruction and various forms of distance education for language learners. This course provides access to new software, online resources, and synchronous and asynchronous methods in technology mediation. Language practice through mixed media input is demonstrated as well as the role of rote practice for pronunciation.

ESL 6055 - Linguistics for Teachers of English Secondary Language (3)

A descriptive linguistics course which focuses on understanding phonologic, syntactic, semantic, and pragmatic aspects of language as they apply to an understanding of any ESL student's native language. Language transfer issues for ESL students are examined in both the oral and written domains to provide appropriate instructional scaffolding. The course also considers the significance of sociolinguistic and psycholinguistic aspects of language learning.

ESL 6060 - ESL Field Experience (1)

Candidates will complete at least 30 clock hours in ESL classrooms. The field experience will include both PreK-5 and 6-

12 settings. Candidates will observe, assist, tutor, teach, and apply what they have learned from relevant courses.

Appropriately supervised teaching experience of at least one semester in a PreK-12 ESL classroom may be substituted for the field experience.

ESL 6600 - E-Portfolio (2)

The e-portfolio, a web-based electronic tool provided to candidates at the beginning of the program, is considered a work in progress throughout the graduate program. This web-based electronic tool provides the candidate powerful resources for reflecting, synthesizing, and evaluating course experiences during the duration of the program. Candidates are provided a course syllabus and framework for completing the e-portfolio. This e-portfolio will be presented during the final semester of the program and is required for graduation.

EXS - EXERCISE SCIENCE

EXS 6000 - Introduction to Human Performance and Fitness (2)

Introduction to the rigors and expectations of an exercise science graduate school program. Students will examine the following topics: professionalism, ethics, employment opportunities, and certification requirements for future professional growth. Writing scholarly papers as well as other strategies for successful completion of this graduate program will be also included.

EXS 6010 - Applied Anatomy and Physiology (3)

A comprehensive study of the musculoskeletal system, neuromuscular system, and biomechanics of movement. The student will understand the foundational concepts of anatomy and physiology. The student will understand and appreciate the external and internal forces involved in influencing body movement.

EXS 6020 - Applied Exercise Physiology (3)

A study of the acute and chronic physiological effects of exercise on the human body. Maintaining homeostasis and steady state during exercise as it relates to the following physiological systems: respiratory, cardiovascular, biomechanical, neuromuscular, and gastrointestinal. Analyzing the effects of external factors and their response to the ability to maintain homeostasis and steady state in the human body will be included.

EXS 6030 - Biomechanics & Biomechanical Screening (3)

A survey of the biological, arthrokinematics, musculoskeletal, and neuromuscular forces foundations that affect biomechanics. Developing competencies at biomechanical screenings to identify pathomechanical movement patterns and abnormal kinematic compensations.

EXS 6100 - Fundamentals of Aerobic and Anaerobic Program Development (3)

Development and implementation of an aerobic and anaerobic training program that provides a safe and effective workout. An understanding of the training principles of frequency, intensity, time, type, and volume of training that is required to train an individual's aerobic and anaerobic systems will be discussed.

EXS 6110 - Advanced Aerobic and Strength Progressions (3)

Designing a safe and effective macrocycle training program with the appropriate progressions of workout intensity, volume, and type. Workouts that meet the unique specialized training needs of the novice as well as the more experienced, highly functioning athletes will be planned.

EXS 6120 - Fitness Assessment and Training Progression for Special Populations (3)

Assess and implement the appropriate physical fitness tests and measures for those with long term, multiple, chronic, acute diseases/conditions. Special considerations will include but not limited to cardiovascular, pulmonary, metabolic, musculoskeletal injuries, inherited/genetic disorders, and neuromuscular conditions. Appropriate modifications for limitations or impairments will be taken into consideration for individual and group exercise programs.

EXS 6130 - Fitness and Nutrition (3)

A survey of the relationship between nutrition and an exercise training program. Nutritional requirements including macro and micronutrients, fluid, vitamins, and minerals as well the dietary needs of the individual will be examined. Analysis of the value of nutrition in the pre-, during, and post-phases of a workouts will be studied.

EXS 6210 - Human Performance and Fitness Capstone (3)

In-depth research of the components of various philosophies for aerobic and anaerobic training programs in both athletic and non-athletic populations. After reviewing the research, the student will develop their personal training philosophy.

EXS 6230 - Field Experience (1)

Designed to provide a practical application of material learned in the didactic setting of the human performance and fitness graduate program. Developing specialized programming and interventions that meets the client's individualized needs will be evidence of knowledge learned. It will either be a formalized internship or a specific field experience project.

FIN - FINANCE

FIN 6213 - Strategic Finance (3)

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

HCL - HEALTHCARE ADMINISTRATION

HCL 5110 - Organizational Behavior and Change in Health Care (3)

This course evaluates dynamics of health care organizations and suggests ways health care leaders might influence organizational behavior among personnel to attain desirable outcomes and meet organizational goals.

HCL 5140 - Principles of Health Care Leadership and Strategy (3)

This course assesses healthcare professionalism, strategic leadership and explores innovative strategies for leading people in healthcare organizations. Emphasis is on industry-specific competencies that promote leader's awareness of how to efficiently care for patients in the health delivery system while attaining optimal treatment outcomes and enhancing patient and employee experiences. *fee charged

HCL 6000 - Healthcare Foundations for Success (1)

This two-week course is designed to help students acclimate to Trevecca's MHA program by completing the program's competency self-assessment survey and program assessment exam during week one. Results from these assessments will be collected, tracked, and shared with students as they matriculate through the program. Each student will meet individually with the program director or a designated healthcare faculty member immediately after the assessments and at the program's midpoint and commencement. to review their progress.

HCL 6115 - Value-Based Financial Management and Budgeting (3)

This is a comprehensive examination of specific financial management functions in healthcare organizations. The course requires analysis and interpretation of financial data, statements, and reporting utilized in healthcare organizations. Financial accounting, operating budget, and capital budget principles related to value-based financial management are also emphasized. *fee charged

HCL 6130 - Health Reform and Alternative Healthcare Delivery Solutions (3)

Access, quality and cost of healthcare services remain a continuous challenge in the U.S. health delivery system. This course takes an in- depth look at current and proposed governmental policy and its influence on the provision of health care within the United States. Additionally, this course examines the importance of professionalism, including ethical behaviors, in a complex and challenging health delivery system comprised of diverse perspectives, professional codes of ethics, institution-specific policies and government regulations.

HCL 6160 - Health Information Informatics and Security (3)

This course examines the role of disruptive innovation in healthcare through the use of technology. Emphasis is on how healthcare innovation is utilized to enhance patient care, increase patient access to health services, reduce costs of health expenditures, and improve operational efficiency for health care organizations and integrated health delivery systems.

HCL 6170 - Human Resource Management in Healthcare (3)

This course examines best practices for operating healthcare organizations. Emphasis is on recruitment and retention, satisfying staffing requirements, credentialing of providers, compensation models, diversity and inclusion, employee relations and employment law.

HCL 6180 - Health Economics (3)

This course examines the US health system and analyze behaviors of individual stakeholders within the health care ecosystem. Through application of economic theories and models, students will be able to assess various outcomes and decision-making made by health consumers, providers and suppliers of healthcare services, lobbyists, and governmental officials.

HCL 6190 - Healthcare Operations and Key Performance Indicators (3)

This course illustrates innovative strategies and tactics that healthcare leaders may utilize to evaluate and measure specific metrics to determine organizational performance's efficacy at both micro and macro levels. Emphasis is on essential components of achieving excellence in healthcare delivery, such as quality, cost, access, population health, and patient experience.

HCL 6205 - Capstone Project: Health Challenges (3)

As part of the course design, students will complete an industry project in the format of a mini-thesis. The industry project will require students to identify and connect with a leader(s) in the healthcare field to gain practical knowledge and experience. The mini-thesis will synthesize theoretical, academic, and practical components that address current issues confronting healthcare organizations and impacting healthcare leaders. Specific emphasis will be placed on innovative strategies to address challenges in healthcare and the importance of leadership style, professionalism, and personal code of ethics. *fee charged

HCL 6230 - Health Industry Practicum Continuation (0)

This course is a continuation of HCL 6240, health care industry field experience, that will allow students additional time to meet the 120 hour, 12-week requirement to successfully complete the program. It will run for six additional weeks at zero credit hours.

HCL 6240 - Health Care Industry Field Experience (3)

The industry field experience offers students an opportunity to shadow healthcare professionals in various roles and settings. Students will obtain real-world experience and gain exposure to multiple disciplines within the landscape of healthcare administration. Successful completion of the field experience will assist students with identifying areas of interest specific to their chosen career pathway. The industry field experience is a required, 120- hours, 12-week course for students enrolled in the Master of Healthcare Administration Program who possess less than three (3) years of healthcare experience. *fee charged

Prerequisite: All core courses leading up to the field experience or capstone course.

HCL 6250 - Statistics for Healthcare Management (3)

Statistics are foundational in healthcare administration and the health sciences for understanding and solving issues related to healthcare services and management of organizations. In this course, students will learn the basic steps in analyzing and interpreting healthcare data.

HCL 6260 - Artificial Intelligence (AI) in Healthcare (3)

This course examines the application of artificial intelligence (AI) in healthcare settings. Students will evaluate the ethical implications healthcare leaders encounter when implementing AI in healthcare organizations. Through team and individual projects, students will analyze AI usage as a "companion" to treat patient-specific populations or supplement various operations to enhance health delivery. Students will also assess whether AI might replace certain healthcare professionals and to what extent AI compromises or improves the quality, efficiency, and costs of healthcare and other medical services.

HLT - HEALTHCARE ADMINISTRATION**HLT 6200 - Legal and Regulatory Issues in Healthcare (3)**

Healthcare delivery has been influenced by the legal issues surrounding the delivery, security, and research associated with the patient / provider relationship. The legal influences on the corporate healthcare environment will be presented. Discussions of the influences on the delivery process and policy will be reviewed, including, but not limited to, the Emergency Medical Treatment and Active Labor Act (EMTALA), Health Insurance Portability and Accountability Act of 1996 (HIPAA), and the Sarbanes-Oxley Act of 2002 (SOX).

HLT 6400 - Quality Healthcare Management (3)

Outcome-based healthcare delivery and case management have been topics of discussion for some time, and the influence on delivery and reimbursement will continue to impact the healthcare environment. Topics include the quality of care and the influencers, such as staff shortages, educational shortcomings and technology velocity, and their influence on healthcare delivery. Patient safety and patient satisfaction will be presented through current data on the topic and the results of quality initiatives such as the Healthcare-focused Baldrige award and audit process. The influences of the organizational efficiencies on healthcare delivery and the opposing healthcare delivery process on organizational efficiencies will be reviewed and discussed.

HLT 6600 - Healthcare Strategy (3)

Healthcare delivery in the U.S. has been influenced and changed significantly through the legislative process at the federal, state and local levels. These changes have significantly altered the strategic planning of healthcare delivery. This course will present and discuss the strategies available to address the changing landscape of healthcare delivery through the use and study of healthcare issues and how they will influence the future of healthcare delivery. Case studies will be a major portion of this course to determine how others have approached the policies in the past and how they have been impacted by the choices made.

IDT - INSTRUCTIONAL DESIGN**IDT 5000 - Instructional Design (3)**

Course is an introduction to the instructional design process with a focus on developing instructional goals, objectives and assessment outcomes. Learners will investigate the various elements that should be considered in the design process such

as: needs assessment, common instructional problems, learner characteristics, task analysis, content sequencing, instructional strategies, instructional delivery, evaluation instruments, instructional resources (media selection), formative evaluation, and summative evaluation.

IDT 5015 - Legal and Ethical Issues in Instructional Design (3)

This course will cover copyright laws, fair use guidelines, and ADA compliance relevant to design. Learners will explore intellectual property in business contexts, aiming to equip them with a practical framework for analyzing legal and ethical challenges in instructional design. Real-life examples, including complex scenarios, will facilitate systematic analysis and ethical content creation. This course bridges the gap between educational best practices and legal compliance.

IDT 5020 - Issues in Instructional Design and Technology Integration (3)

Course is designed to examine how technology can facilitate instructional practices. Students will explore instructional software, online resources, and synchronous and asynchronous methods in technology mediation. Learners will study variables that affect adult learning, techniques for stimulating and sustaining student motivation, and how to reinforce learning to a global audience.

IDT 5030 - Emerging Trends in Instructional Technology and Simulations (3)

Course involves the exploration of games and simulations. This includes the evaluation, design, and infusion of games and simulations in instructional settings. Students will create a process for using multimedia and visual basic applications for developing instructional materials, presentations, and games.

IDT 5100 - Computer Based Instruction & Design for Learning (3)

Course provides an application of instructional design principles for the creation of computer-based instruction; emphasis on use of authoring and scripting systems to create instructional software.

IDT 5110 - Project Management in Instructional Design and Technology Integration (3)

Course examines the project management phase of the instructional design process. Learners will develop a plan and work in teams to complete "real world" projects that will include a template for design of a specific environment.

IDT 5120 - Ethics and Culture Models for Learning Design (3)

Course provides an opportunity to apply various learning principles into practice in online design. Students have an opportunity to investigate their faith in which learning design takes place, considering the interplay between content experts or subject matter experts and design methodology.

IDT 5130 - Interactive and Digital Tools for Learning (3)

Course focuses on the design and development of various forms of interactive instructional media to support learning. This

course will provide experiences in investigating, designing, developing and integrating a variety of interactive instructional media and mobile devices.

IDT 5200 - Evaluation and Assessment Strategy (3)

Course will focus on the effective course/program evaluation and assessment methods, theories, and applications in instructional design and technology.

IDT 5210 - Instructional Design Capstone (3)

Course will demonstrate the mastery of content through a practicum or significant project adapted to the professional requirements of instructional design. After a thorough process of feedback and revision, students are required to present their final ePortfolios or build a course to showcase their work and demonstrate achievement of program competencies.

ITI - INFORMATION TECHNOLOGY

ITI 5073 - Management Information Systems (3)

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

ITI 5700 - IT Strategy in Business (3)

This course focuses on the many managerial and technical problems confronting the management of information technology (IT) resources. It is designed to equip the manager with an understanding of the strategic, tactical, and operational planning of an information technology organization. It provides 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.

ITI 6000 - IT Architecture (3)

Explores the discipline related to IT architecture and its basis. The key components of IT architecture are examined and considered in light of the organization needs and processes, which include application, security, data, and technology architectures.

ITI 6100 - Foundations of Cloud Computing (3)

As foundational concepts and terminology of cloud computing are developed, the student will enhance their understanding of the architectural and infrastructure components and best practices of cloud computing. These concepts include, but are not limited to hardware, software, networks, databases, and the virtualization of the same. The Christian foundations of U.S. law and ethics will be discussed in the context of professional codes of conduct, business service level agreements, and cybersecurity law and policy. Students will be prepared to initiate successful completion of the AWS Certified Cloud Practitioner – Foundational exam.

ITI 6110 - Security and Privacy Principles of Cloud Computing (3)

This course leads students to effective delivery of secure cloud computing services by understanding the complex architectural foundations of networks and security. Relating the non-technical management of forensics, detection, governance, risk, and compliance are critical to any mature approach to cloud computing. These concepts are enhanced by learning the specifics of Amazon Web Services (AWS) cybersecurity strategies and services. The Christian foundations of Western law, security, and privacy lead students to a deeper understanding applicable laws and policy. This course lays the groundwork for successful completion of the AWS Certified Cloud Practitioner – Foundational industry certification.

ITI 6120 - Architectural Principles of Cloud Computing (3)

Upon establishing the architectural foundations and strategies of computing hardware, software, networks, databases, and the effective cybersecurity of the same, this course guides students through learning the fundamentals of building, optimizing, and integrating the disparate IT infrastructure on Amazon Web Services (AWS). The course focuses primarily on the highly available components of storage, compute, and database layers. Understanding service-level agreements (SLAs) in the context of contract law adds tenability to the cloud paradigm. This course lays the foundation for successful completion of the AWS Certified Solutions Architect – Associate industry certification.

Prerequisite: ITI-6100 and ITI-6110.

ITI 6130 - Managing Cloud Application Development (3)

Software development requires processing data stored in and retrieved from SQL and noSQL databases using programming languages like Python, augmented by API/SDK accessible software subsystems. After establishing these foundational software components, this course leads students into application development technical expertise using Amazon Web Services (AWS) cloud technologies. Students will explore a scenario that provides opportunities to build a variety of infrastructures through a guided, hands-on approach. This course lays the

foundation for successful completion of the AWS Certified Developer – Associate industry certification.

Prerequisite: ITI-6100, ITI-6110, and ITI-6120.

ITI 6140 - Managing Cloud Infrastructure Operations (3)

Complex international businesses must meet the integration and availability challenges created by cloud computing. By enhancing students understanding of these challenges and the key market players likely involved in any solution, this course will show students how to solve problems and troubleshoot various scenarios with case studies and demonstrations. More specifically, this course is designed to prepare participants to pursue entry-level DevOps, SysOps, support, and cloud operations roles. Emphasizing best practices in the Amazon Web Services (AWS) Cloud, students will create automatable and repeatable deployments of networks and systems on AWS. This course lays the foundation for successful completion of the AWS Certified SysOps Administrator – Associate industry certification.

Prerequisite: ITI-6100, ITI-6110, and ITI-6120.

ITI 6300 - IT Project Planning, Management and Financial Control (3)

Examines the key components of IT projects and it introduces the student to a variety of project planning, management, and financial control techniques that can be applied in an IT project context. Within this context students will explore the management of scope, time, cost and quality. The unique issues related to IT project management will also be discussed.

ITI 6330 - Enterprise Storage and Virtualization (3)

Explores Enterprise storage solutions, including network based and cloud storage techniques. In addition, students will explore practical enterprise virtualization options with an exploration of different tools and approaches to virtualization. Students will learn what security consideration should be reviewed in both virtualization and enterprise storage as well as what information is appropriate to store in various storage options.

ITI 6600 - IT Legal, Regulatory, and Ethical Environment (3)

Explores the many legal, ethical and regulatory issues that come with using information technology. Key topics will include technology licensing and contracts, privacy, piracy, security, confidentiality, intellectual property rights, and internet regulation.

LDS - LEADERSHIP STUDIES

LDS 9001 - Leadership and Followership: Understanding the Dynamic (4)

This course explores the intricate relationship between leadership and followership, emphasizing their interaction within various organizational contexts. Students will examine leadership and followership theories, the role of followers in leadership effectiveness, and the ethical implications of these roles. Through experiential learning, including role-playing, case studies, and reflective practice, students will apply theoretical knowledge to real-world scenarios. The course also addresses the

impact of cultural, social, and organizational factors on leadership dynamics. By engaging in collaborative projects and feedback sessions, students will develop skills essential for both leading and following, promoting ethical and effective leadership practices.

LDS 9002 - Organizational Coaching and Consulting (4)

This course provides an in-depth exploration of organizational coaching and consulting practices, focusing on their application in enhancing leadership and organizational effectiveness. Students will learn various coaching models and consulting methodologies, developing skills to facilitate personal and professional growth within organizations. The course emphasizes practical techniques for assessing organizational needs, designing intervention strategies, and measuring outcomes. Through case studies, simulations, and reflective practice, students will gain hands-on experience in coaching and consulting, preparing them to lead transformative initiatives and foster a culture of continuous improvement in diverse organizational settings.

LDS 9003 - Global Issues and Policy Analysis (4)

This course examines the global issues that influence leadership and policy-making in contemporary organizations. Students will explore topics such as international relations, global economics, and transnational challenges that impact leadership strategies. The course emphasizes policy analysis frameworks and tools, enabling students to critically assess and develop policies that address complex global issues. Through case studies, simulations, and collaborative projects, students will gain insights into the intricacies of global leadership and the skills needed to formulate effective policies. This course prepares students to navigate the global landscape and influence policy decisions that promote organizational and societal well-being.

LDS 9004 - Ethical Leadership and Social Responsibility (4)

This course explores the principles of ethical leadership and the importance of social responsibility in modern organizations. Students will explore ethical theories, decision-making frameworks, and the role of leaders in fostering ethical cultures. The course covers topics such as corporate social responsibility, sustainability, and the ethical implications of leadership actions. Through case studies, discussions, and reflective exercises, students will develop the skills to navigate complex ethical dilemmas and promote socially responsible practices. This course equips students to lead with integrity and make decisions that positively impact their organizations and society.

LDS 9005 - Leadership Teaching Assistant (4)

This course is designed to prepare new online faculty and teaching assistants (TAs) for their teaching roles through a structured mentoring program. Utilizing the frameworks developed from recent research, the course combines practical teaching experience with comprehensive feedback mechanisms. The Progression of Practice and Progression of Feedback frameworks guide the mentor-mentee relationship, ensuring new faculty develop core content knowledge, teaching skills, and effective feedback techniques.

LDS 9101 - Quantitative Research and Analysis I (4)

Quantitative Research and Analysis I is a foundational course designed to introduce doctoral students to the principles and practices of quantitative research and statistical analysis. This course emphasizes the development of skills necessary to design, conduct, and interpret quantitative research studies in various academic and professional contexts. Students will engage with fundamental concepts in statistics, data collection methods, and data analysis techniques, providing a solid groundwork for advanced quantitative research courses.

LDS 9102 - Quantitative Research and Analysis II (4)

Quantitative Research and Analysis II is an advanced course that builds upon the foundational knowledge acquired in Quantitative Research and Analysis I. This course delves deeper into complex statistical methods and advanced quantitative research designs. Doctoral students will enhance their ability to apply sophisticated statistical techniques, analyze complex data sets, and interpret the results within the context of empirical research. Emphasis is placed on the practical application of these methods using statistical software.

Prerequisite: LDS 9101.

LDS 9103 - Theoretical Foundations of Leadership Seminar I (2)

This course focuses on the theoretical underpinnings of leadership and the practical application of qualitative research methods. Students will collaborate on a team-completed qualitative study, culminating in the submission of their research for publication. Emphasis will be placed on the development of a research question, data collection and analysis, and the writing and revision process for scholarly publication. Through workshops, peer collaboration, and faculty guidance, students will gain hands-on experience in conducting rigorous research and contributing to the academic body of knowledge in leadership studies.

Prerequisite: LDS 9102.

LDS 9104 - Qualitative Research and Analysis (4)

Qualitative Research and Analysis is a foundational course designed to introduce doctoral students to the principles and practices of qualitative research. This course emphasizes the development of skills necessary to design, conduct, and interpret qualitative studies in various academic and professional contexts. Students will engage with fundamental concepts in qualitative research, data collection techniques, and data analysis methods.

LDS 9105 - Theoretical Foundations of Leadership Seminar II (2)

This course focuses on the theoretical underpinnings of leadership and the practical application of quantitative research methods. Students will collaborate on a team-completed quantitative study, culminating in the submission of their research for publication. Emphasis will be placed on the development of a research question, data collection and analysis, and the writing and revision process for scholarly publication. Through workshops, peer collaboration, and faculty guidance, students will gain hands-on experience in conducting rigorous

research and contributing to the academic body of knowledge in leadership studies.

Prerequisite: LDS 9104.

LDS 9106 - Dissertation Research Seminar I (3)

In this course, students will undertake critical steps in their dissertation journey, including completing their literature review, drafting their research proposal, and preparing their Institutional Review Board (IRB) application. The course provides structured guidance and support, ensuring that students develop a comprehensive and scholarly literature review that forms the foundation of their research. Students will learn to articulate their research questions, design appropriate methodologies, and address ethical considerations in their proposals. Through workshops, peer reviews, and faculty mentorship, students will refine their research plans and successfully navigate the IRB application process, setting the stage for their dissertation research.

Prerequisite: LDS 9105.

LDS 9107 - Dissertation Research Seminar II (3)

In this course, students will advance their dissertation work by finalizing their literature review and writing their methodology chapter. Building on the foundations laid in Dissertation Research Seminar I, students will critically refine and complete their literature review to ensure it comprehensively supports their research objectives. The course will guide students through the development of a robust methodology chapter, detailing the research design, data collection, and analysis techniques. Through workshops, individual consultations, and peer feedback, students will enhance their research plans, ensuring methodological rigor and clarity in preparation for their dissertation research.

Prerequisite: LDS 9106.

LDS 9108 - Dissertation Research Seminar III (4)

In this culminating course, students will complete their dissertation by writing their findings, implications, and recommendations, and preparing for their final defense. Emphasizing analytical rigor and scholarly contribution, the course guides students through the presentation and interpretation of their research results. Students will articulate the broader implications of their findings for theory, practice, and future research. Comprehensive support will be provided for structuring and refining the dissertation document. Through mock defenses, peer reviews, and faculty mentorship, students will prepare for and successfully complete their final defense, demonstrating their research proficiency and readiness to contribute to the field of leadership studies.

Prerequisite: LDS 9107.

MFC - MARRIAGE AND FAMILY COUNSELING**MFC 5250 - Family Systems Theory (3)**

This course introduces the theory and basic underlying assumptions of a systems framework to marriage, couple, and family counseling. The emphasis is on identifying the

characteristics of healthy family functioning and conceptualizing human problems as they are related to the functioning of systems.

MFC 5350 - Family Interventions (3)

Introduces the understanding and practicing of family counseling and interventions. Focus will be on developing both diagnostic and intervention skills in regards to treating problems within the context of the family. Special attention will be given to differentiating between various approaches within the purview of family systems theory.

MFC 5351 - Family Therapy (3)

Introduces the understanding and practicing of family therapy. Focus will be on developing both diagnostic and intervention skills in regards to treating problems within the context of the family. Special attention will be given to differentiating between various approaches within the purview of family systems theory.

MFC 5400 - Marital Therapy: Crisis Situations and Sexuality (3)

Designed to give attention to the special problems presented by (1) crisis situations and (2) sexuality. Regarding crisis presentations, common marital presentations will be studied (abusive relationships, marital separation, infidelity, etc.) with attention given to both recognition and appropriate intervention strategies. Regarding sexuality, healthy and problematic areas of sexual functioning will be studied with special attention given to assessment and diagnostic skills for identifying sexual dysfunction and correspondingly appropriate treatment regimens.

MFC 5450 - Crisis & Sexuality for Couples (3)

Designed to give attention to the special problems presented by (1) crisis situations and (2) sexuality. Regarding crisis presentations, common marital and couple 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.

MFC 5510 - Divorce and Divorce Adjustment (3)

A study of the contemporary family through the avenue of the divorce experience. The primary concern will be an understanding of the cultural influences that fostered a rise in the divorce rate, the changes that this phenomenon has precipitated in American society, the impact of divorce upon the entire family unit, and the adjustments required for healthy family functioning.

MFC 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.

MFC 5512 - The Child in the Family System (3)

Designed to review theories and research in child development by identifying normal and anticipated behavior from birth through adolescence within the family context. The ability to recognize what constitutes deviations from the anticipated behavior will also be identified with practical suggestions for intervention.

MFC 5610 - Internship in Marriage and Family Counseling I (3)

Provides supervised experience in the practice of marriage, couple, and family counseling 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 85 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances internship may be extended.*

MFC 5620 - Internship in Marriage and Family Counseling II (3)

To be taken in consecutive sequence with "MFC 5610 - Internship in Marriage and Family Counseling I" and preferably at the same site, the course provides a continued supervised experience in the practice of marriage, couple, and family counseling 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 85 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances internship may be extended.*

MFC 5630 - Internship in Marriage and Family Counseling III (3)

To be taken in consecutive sequence with "MFC 5620 - Internship in Marriage and Family Counseling II" and preferably at the same site. Provides a supervised experience in the practice marriage, couple, and family counseling 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 85 of the 200 hours must be in direct client contact (internship fee). Under certain circumstances internship may be extended.

MFC 5700 - Marital Therapy I (3)

Students will be presented with a variety of systems therapy models specifically applied to the marital relationship. Students will demonstrate the ability to conceptualize issues, develop treatment plans, and intervene in couple relationships based on both an understanding of diverse theoretical orientations and equally diverse couple problem presentations. This conceptualization will flow from an understanding of theories

including but not limited to structural, trans-generational, attachment, and affect regulation models. Cohesive therapy experiences 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, MFC 5710 Marital Therapy II. All totaled the practicum for the two-course marital therapy sequence will be 100 hours with 45 of the 100 hours being in direct client contact (group therapy, co-therapy, client intakes, marital couple therapy, etc.).

MFC 5710 - Marital Therapy II (3)

A continuation of MFC 5700 Marital Therapy I. Students will be presented with additional systems therapy models specifically applied to the marital relationship. The ability to conceptualize issues, develop treatment plans, and intervene in couple relationships based on both an understanding of diverse theoretical orientations and equally diverse couple problem presentations will continue to be the focus. This conceptualization will flow from an understanding of theories including but not limited to structural, trans-generational, attachment, and affect regulation models. Skill demonstration, in both classroom and practicum activities, will continue culminating with each student demonstrating competency in a chosen therapy model consistent with the goals and purposes of this program. By the end of this course the students will have completed a 100 hour practicum (in association with the previous course, MFC 5700 Marital Therapy I) of which 45 of the 100 hours will have been in direct client contact (group therapy, co-therapy, client intakes, marital couple therapy, etc.).

MFC 5750 - Techniques & Treatment Planning for Couples I (3)

Students will be presented with a variety of systems theory models specifically applied to the marital or couple relationship. Students will demonstrate the ability to conceptualize issues, develop treatment plans, and intervene in couple relationships based on both an understanding of diverse theoretical orientations and equally diverse couple problem presentations. This conceptualization will flow from an understanding of theories including but not limited to structural, trans-generational, attachment, and affect regulation models. Cohesive clinical experiences 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, MFC 5760 Techniques & Treatment Planning for Couples II. All totaled the practicum for the two-course marriage and couple counseling sequence will be 100 hours with 45 of the 100 hours being in direct client contact (group, co-therapy, client intakes, marital and couple sessions, etc.).

MFC 5760 - Techniques & Treatment Planning for Couples II (3)

A continuation of MFC 5750 Techniques & Treatment Planning for Couples I. Students will be presented with additional systems theory models specifically applied to the marital or couple relationship. The ability to conceptualize issues, develop treatment plans, and intervene in couple relationships based on both an understanding of diverse theoretical orientations and

equally diverse couple problem presentations will continue to be the focus. This conceptualization will flow from an understanding of theories including but not limited to structural, trans-generational, attachment, and affect regulation models. Skill demonstration, in both classroom and practicum activities, will continue culminating with each student demonstrating competency in a chosen systemic model consistent with the goals and purposes of this program. By the end of this course the students will have completed a 100-hour practicum (in association with the previous course, MFC 5700 Techniques & Treatment Planning for Couples I) of which 45 of the 100 hours will have been in direct client contact (group therapy, co-therapy, client intakes, marital and couple sessions, etc.).

MKT - MARKETING

MKT 5093 - Marketing Management (3)

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

MLI - LIBRARY AND INFORMATION SCIENCE

MLI 5000 - Professional and Ethical Issues (3)

Emphasizes the importance of commitment to personal and professional growth, 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 5020 - Information Technologies II (3)

Advanced understanding of technological applications including web design, social media, media production, and other library-related applications. Administrative, instructional, and ethical aspects of technology are emphasized.

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)

Candidates 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)

Leadership roles in instruction and technology are the focus. 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. Candidates utilize principles of web-based instruction in creating learning environments including pedagogical, technological, organizational, institutional, and ethical issues related to design, development, and delivery.

MLI 5075 - Instructional Design in Libraries (3)

This course explores methods for designing courses for library instruction through non-traditional methods. Candidates learn and practice how to design a course online, which includes setting up the course in an online platform, creating lessons and assignments, providing feedback in a variety of modalities, assessing, and setting up a grade book. Designing flipped classroom activities to facilitate P-12 student engagement is another method that is examined. Performance based assessment models for librarians will also be introduced and utilized as part of the assessment of coursework.

MLI 5080 - Collection Development and Organization (3)

Focuses on books, media, and instructional material appropriate for children, young adults, and adults. Candidates 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 (3)

This course provides work experience in library environments under the guidance of practicing professional librarians. 100 clock hours of professional practice are required and will earn three hours graduate credit. (If the student is seeking initial certification as a school library information specialist, this requirement must be fulfilled by completing a full semester of enhanced student teaching or seeking alternative licensure for practicum.)

MLI 5100 - Exit Assessment/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 library program. This web-based electronic tool provides the candidate powerful resources for reflecting, synthesizing, and evaluating course experiences during the duration of the program. Candidates are provided a course syllabus and framework for completing the exit assessment/e-portfolio. The culminating seminar for candidates will demonstrate learning. The seminar will include discussions, reflections, and written evidence regarding library and literacy related topics. 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.

MLI 5200 - Enhanced Student Teaching (6)

A full semester of clinical practice (student teaching) with placement in two libraries of differing grade levels. It is taken by candidates seeking initial licensure as a school library information specialist.

MOL - ORGANIZATIONAL LEADERSHIP**MOL 5000 - Introduction to Graduate Leadership Studies (3)**

This course will introduce students to the essential knowledge required for graduate leadership study. Additionally, this course will cover topics needed for success in a graduate leadership program including critical thinking, oral and written communication, research, and analysis skills. This course must be passed with a C or better before additional MOL courses may be taken.

MOL 5020 - Concepts of Organizational Leadership (3)

Provides learners with a broad overview of leadership concepts and practices in a variety of organizational settings. Leadership theories, processes, and best practices are analyzed and applied. This course serves to broaden ones understanding of important organizational behavior (OB) topics, provides exposure to the organizational behavior/leadership literature, and challenges the student to identify and grapple with their personal philosophy of leadership.

MOL 5105 - Organizational Culture and Change (3)

This course examines the various factors that influence the culture of an organization and focuses on the importance of observing, defining, and measuring an organization's culture to build and sustain a highly reliable system. It also explores effective means by which to implement change within organizations, both strategic and incremental.

MOL 5130 - Strategic Leadership (3)

This course covers topics relating to strategic leadership, such as creating a strategic business model, navigating change, and examining the significance of an organization's purpose and vision while analyzing culture, ethics, global sustainability, and competitive advantages. This course serves as the culminating course in which students will demonstrate mastery in organizational leadership through a capstone project. The

project is designed to build on real-world experiences by encouraging students to develop practical and creative solutions to actual problems experienced in today's organizations. By applying ideas in each part of the capstone project, students will have an opportunity to think deeply about an organization and develop new strategies that can be directly applied in the future.

MOL 5150 - Leadership and Conflict Management (3)

Assists learners in integrating the experiential and intellectual learning components of communication and conflict management. Learners will examine sources of conflict with a focus on methods, application, and theoretical foundations to address conflict for the betterment of individual, team, and organizational performance. Select communication concepts will be integrated to aid in the overall understanding of organizational conflict.

MOL 5160 - Human Resources, Ethics, and the Law (3)

Provides an overview of the strategic importance of effective human resource management within organizations. Key functions such as HR planning, job analysis, recruitment, selection, training/development, performance appraisal, compensation, and labor relations are examined. Learners acquire a greater understanding of and appreciation for the impact of values, ethical behavior, and diverse legal and regulatory requirements on the shaping of leadership style, HR practice, and organizational performance.

MOL 5180 - Cultivating Networks and Fundraising (3)

Invites learners to identify the role of the local, state, federal as well as international social service and mental health organizations and agencies. Learners evaluate or create a communication medium for corporate and community leaders and the appropriate audiences. The elements of fundraising are examined, particularly for nonprofit organizations.

MOL 5300 - Leading and Building Teams (3)

This course equips students to assess and lead teams within diverse organizational environments, emphasizing collaborative and ethical leadership practices. Through the application of diagnostic tools, case studies, and practical exercises, students will explore team dynamics and develop strategies to enhance team performance. The course prepares students to address complex team challenges and foster effective teamwork across various professional settings.

MOL 5310 - Leading in Diverse Communities (3)

Examines different leadership styles and the impact of effective leadership in diverse communities. This course provides a framework for building leadership capacity needed in local, regional, national, and global communities influenced by a Christian ethos.

MOL 5400 - The Leader as Change Agent (3)

Covers the context of change and potential barriers to organizational change efforts. Learners are introduced to a variety of change interventions and best leadership practices to promote employees' acceptance of and enthusiasm for change. As servant leaders, learners recognize the need to consider the human side of institutional change. The leader as change agent is

emphasized with attention given to techniques for human resources, process, and techno-structural and strategic interventions to facilitate organizational transformations.

MOL 5800 - Special Topics in Leadership (3)

Learners will have an opportunity to explore a topic of particular interest and develop a project or paper on the topic. The instructor must approve the topic and will monitor the learner's progress toward the completion of the topic.

MOL 5900 - Strategic Planning for Servant Leaders (3)

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

MOL 6010 - Personal Leadership Development (3)

This course explores the relationship between emotional intelligence and effective leadership, focusing on the development of self-awareness and strategic interpersonal skills necessary for leadership. Students will identify and integrate personal strengths with critical leadership practices tailored to the demands in professional settings.

MOL 6020 - Contemporary Leadership (3)

This course focuses on leadership theory and practice in contemporary organizations by comparing theories of leadership and analyzing factors that impact leadership and followership in an organization. Students will assess their own leadership style in the context of existing leadership models and potential organizational settings. Current topics and case studies in leadership and followership are also discussed.

MOL 6105 - Leading Change and Innovation (3)

This course explores the dynamics of change management and the mechanisms of fostering a culture of innovation. Students will engage with core concepts such as disruptive innovation, strategic transformation, and the leadership of cross-functional teams. The curriculum is structured around case studies, real-world projects. Students will develop competencies in designing and leading change initiatives that drive organizational growth and adaptation.

MOL 6310 - Inclusive Leadership (3)

This course aims to prepare students to be proactive and thoughtful leaders and team members in diverse and inclusive workplaces. This course examines the knowledge and skills needed to understand that inclusive leadership influenced by a Christian ethos creates organizational growth and fosters employee belonging and engagement. Students will explore the critical roles of both leaders and followers within the context of multigenerational workforces and diverse organizational cultures. Contemporary theories and practices that promote inclusivity in leadership and effective followership will be analyzed. The course covers key topics such as emotional intelligence,

intergenerational communication, and strategies for fostering an inclusive environment.

MWL - WORSHIP AND LEADERSHIP

MWL 5000 - Worship Ministry Dynamics and Relationships (3)

An examination of the various roles of the worship leader and how they relate to pastoral staff dynamics. Special emphasis will be given to the relationship between the worship leader and senior pastor. Also considered are the relationship dynamics between the worship leader and other staff members, as well as between worship leader and the congregation.

MWL 5010 - Worship in the Old and New Testaments (3)

An exploration of the understanding and practices of worship in the Old and New Testaments. Includes study of the Tabernacle and temple as models for worship, worship by the prophets, Jesus and early Christians, worship in heaven and Trinitarian worship.

MWL 5020 - History of Worship in the Christian Church (3)

A study of worship in the early Christian church up to the present day with special attention given to the constants and transformations in Christian worship.

MWL 5030 - Theology of Christian Worship (3)

A study of the Biblical Theology of Worship and its relationship to the doctrines of redemption, priesthood of believers, Old and New Testament covenants, and eschatology. Attention is given to the student developing a practical worship theology, philosophy and methodology as applied to Christian graces, prayer, scripture, evangelism, and discipleship.

MWL 5201 - Spiritual Formation of the Worship Leader (3)

A study in heritage, theology, and practices of Christian spiritual formation as means of grace and applied to the ministry of worship leading.

MWL 6010 - Applied Graduate Music (3)

Applied study through vocal or instrumental lessons offering comprehensive instruction of performance techniques, emphasizing the cultivation of technical prowess and musical proficiency through the study of appropriate repertoire.

MWL 6200 - Graduate Music Pedagogy (3)

Students study materials and techniques for teaching beginning and intermediate music students of various ages in class and private lesson settings. Students also explore issues relevant to the advanced performer, such as handling performance anxiety, physical and psychological well-being, and concerns related to advanced technique. Includes a segment on technological tools and pedagogical models that address practical issues for primary, secondary, and college classrooms. Special attention is given to teaching group lessons at the college level. Provides practical experience under faculty supervision.

MWL 6030 - Redefining African American Worship (3)

This course deals the process of reshaping African American Worship toward a Biblical and Theologically centered paradigm.

Attention is given to the challenges facing contemporary African Worship identity and the need for pastors, ministers of music and congregants to identify how Sola Fide, Sole Gratia, Sola Scriptura, Solus Christus, and Soli Deo Gloria, relate to contemporary African American worship practice.

MWL 6031 - Introduction to African American Worship Studies (3)

This course is an overview of African American Worship Studies as a discipline, including: The Dynamic Need for Worship Leadership in the Black church; African American Worship Theology; Spiritual Formation for African American Worship; The Calling to African American Worship Leadership; The African American Worshiper and Communication (music, message, and technology); and, African American Worship and Community.

MWL 6033 - Contemporary Trends in African American Worship (3)

This course will serve as an overview and synthesis of the basic building blocks of what it means to weave together faith, belief and behavior into African American Christian worship and mission.

MWL 6034 - History of African American Worship (3)

This course examines the following historical topics related to the history of African American Worship: Africa and its People; The Middle Passage Period; Part I 1750-1890 (Heritage, Colonization, Slavery and the quest for freedom – How God brought this people to this place in History); Part II 1890-1990 A New Age; and, Part III 1990-2025 – The Way Forward/A New Millennium.

MWL 6035 - Leadership and Team Building in the African American Community (3)

This course explores the basic building blocks of what it means to lead well in the African American community. Students will explore practical, research-based strategies for learning and growing personal and professional leadership capacities.

MWL 6036 - Human Imagination in African American Leadership (3)

This course examines several diverse issues including: cultural issues and worship; social norms and values; inter-generational relationships; reconciliation and multicultural issues; gender specific roles and the family; Church, worship and community; and Gospel Music as a business.

MWL 6070 - Worship Leadership and Contextualization (3)

An examination of diverse cultural expressions of worship. Students will gain skills in identifying and interpreting various contexts, raising practical theological questions within those contexts, and subsequently shaping Christ-centered worship. Special attention will be given to the development of new ministries, church plants, renewal of existing congregations, and multi-cultural worship.

MWL 6080 - Church Leadership and Contemporary Issues in Worship (3)

An examination of basic principles and models of leadership and administration specifically within the Christian Church. Special attention will be given to vision and guidance in navigating the local church including team building skills, the use of technology, and contemporary trends and issues related to worship.

MWL 6081 - The Dynamic Role of the Worship Leader (3)

This course deals with the changing roles of the worship leader in the evangelical community. Divided into six broad areas of study, focus will be given to the various applications of worship leader as: Theologian, Pastor, Musician, Administrator & Team Builder, Communicator and Counselor. A capstone project is required.

MWL 6082 - The Worship Leader and Technology (3)

This course deals with the various responsibilities the worship leader has with technology in ministry, including: Music Presentation, Sound Issues, Lighting Possibilities, Presentation Software, Internet Communications, and Video.

MWL 6720 - Graduate Lecture Recital (3)

This is a faculty supervised, 55–60-minute lecture recital program. The student must demonstrate the ability to conduct or perform appropriate repertoire for 50 percent of the recital. The student must demonstrate the ability to lecture about their selected repertoire for 50 percent of the recital. Preparation of the recital must demonstrate completion of a serious, formal research paper that documents the repertoire selected, historical information about composers and songwriters, and rationale for stylistic representation.

PAS - PHYSICIAN ASSISTANT**PAS 5025 - Research Methods and Designs in Medicine (3)**

This course provides an introduction to the basic principles of clinical study design and the application of statistical methods in medical research. Students learn to critically analyze clinical data and evaluate medical literature based on the principles of evidence based medicine.

PAS 5070 - Applied Anatomy (4)

This advanced course in human anatomy is designed to relate anatomical structures to function and clinical application. Clinical case studies and 3-D virtual anatomy online resources correlate with each anatomical region studied. Students gain practical skills and in-depth spatial knowledge in small group cadaver dissection labs.

PAS 5080 - Clinical Medicine I (9)

This comprehensive course series uses an organ-based systems approach to teach students foundational knowledge of the etiology, epidemiology, clinical presentation, laboratory findings, differential diagnoses, management, and prevention of medical diseases. Students will learn the appropriate use of clinical laboratory studies based on patient presentation, interpretation of laboratory studies, and the pathological basis of abnormal results. Patient care in the primary care setting is emphasized.

PAS 5090 - Introduction to Psychiatry (3)

This course introduces students to the etiology, clinical presentation and treatment of major psychiatric disorders with an emphasis on systematic approach to psychiatric evaluation. Normal and abnormal psychosocial development across the lifespan are examined as they relate to psychiatric conditions. Students develop psychiatric interview skills by performing mental status examinations.

PAS 5101 - Patient Health Assessment Skills I (2)

This longitudinal course is designed to teach techniques of effective medical interviewing, proper performance of physical examinations, and documentation of clinical information. Patient assessment will be taught across the lifespan covering pediatric, adult and geriatric populations. Students will develop interpersonal communication skills to facilitate patient education, case presentation, and interprofessional collaboration. Classroom instruction, skills labs, standardized patient encounters, and simulation are incorporated into the learning experience. (Course is correlated with PAS 5102, 5103, and 5104.)

PAS 5102 - Patient Health Assessment Skills II (5)

This longitudinal course is designed to teach techniques of effective medical interviewing, proper performance of physical examinations, and documentation of clinical information. Patient assessment will be taught across the lifespan covering pediatric, adult and geriatric populations. Students will develop interpersonal communication skills to facilitate patient education, case presentation, and interprofessional collaboration. Classroom instruction, skills labs, standardized patient encounters, and simulation are incorporated into the learning experience. (Course is correlated with PAS 5101, 5103, and 5104.)

PAS 5103 - Patient Health Assessment Skills III (1)

This longitudinal course is designed to teach techniques of effective medical interviewing, proper performance of physical examinations, and documentation of clinical information. Patient assessment will be taught across the lifespan covering pediatric, adult and geriatric populations. Students will develop interpersonal communication skills to facilitate patient education, case presentation, and interprofessional collaboration. Classroom instruction, skills labs, standardized patient encounters, and simulation are incorporated into the learning experience. (Course is correlated with PAS 5101, 5102, and 5104.)

PAS 5104 - Patient Health Assessment Skills IV (1)

This longitudinal course is designed to teach techniques of effective medical interviewing, proper performance of physical examinations, and documentation of clinical information. Patient assessment will be taught across the lifespan covering pediatric, adult and geriatric populations. Students will develop interpersonal communication skills to facilitate patient education, case presentation, and interprofessional collaboration. Classroom instruction, skills labs, standardized patient encounters, and simulation are incorporated into the learning

experience. (Course is correlated with PAS 5101, 5102, and 5103.)

PAS 5140 - Clinical Medicine II (9)

This comprehensive course series uses an organ-based systems approach to teach students foundational knowledge of the etiology, epidemiology, clinical presentation, laboratory findings, differential diagnoses, management, and prevention of medical diseases. Students will learn the appropriate use of clinical laboratory studies based on patient presentation, interpretation of laboratory studies, and the pathological basis of abnormal results. Patient care in the primary care setting is emphasized.

PAS 5170 - Introduction to Surgery (3)

This course is designed to equip students with the knowledge and skills required to diagnose and manage surgical diseases. Emphasis is placed on differentiating between surgical and non-surgical conditions. The laboratory component of this course introduces students to performing biopsies, suture techniques, basic surgical instruments, surgical drain placement, and preparing a sterile field for minor procedures.

PAS 5200 - Introduction to Pediatrics (3)

Prepares the physician assistant student to recognize and manage common clinical problems associated with the pediatric patient.

PAS 5201 - Medical Diagnostics and Procedures I (2)

This course series develops skills in performing diagnostic and therapeutic procedures, interpreting electrocardiography, and the fundamentals of clinical radiology. Emphasis is placed on technical proficiency, indications, contraindications, risks and side effects of procedures. A systematic-analytical approach to interpretation of diagnostic studies will prepare students to discriminate between normal, variations of normal, and abnormal electrocardiography or radiologic imaging. (Course is correlated with PAS 5202 and 5203.)

PAS 5202 - Medical Diagnostics and Procedures II (3)

This course series develops skills in performing diagnostic and therapeutic procedures, interpreting electrocardiography, and the fundamentals of clinical radiology. Emphasis is placed on technical proficiency, indications, contraindications, risks and side effects of procedures. A systematic-analytical approach to interpretation of diagnostic studies will prepare students to discriminate between normal, variations of normal, and abnormal electrocardiography or radiologic imaging. (Course is correlated with PAS 5201 and 5203.)

PAS 5203 - Medical Diagnostics and Procedures III (1)

This course series develops skills in performing diagnostic and therapeutic procedures, interpreting electrocardiography, and the fundamentals of clinical radiology. Emphasis is placed on technical proficiency, indications, contraindications, risks and side effects of procedures. A systematic-analytical approach to interpretation of diagnostic studies will prepare students to discriminate between normal, variations of normal, and abnormal electrocardiography or radiologic imaging. (Course is correlated with PAS 5201 and 5202.)

PAS 5230 - Introduction to Obstetrics and Gynecology (3)

This course provides comprehensive instruction on all aspects of women's health including prenatal care, labor and delivery, and postnatal care. Students are instructed on disorders unique to the female reproductive system across the lifespan and commonly encountered in primary care practice

PAS 5240 - Clinical Medicine III (8)

This comprehensive course series uses an organ-based systems approach to teach students foundational knowledge of the etiology, epidemiology, clinical presentation, laboratory findings, differential diagnoses, management, and prevention of medical diseases. Students will learn the appropriate use of clinical laboratory studies based on patient presentation, interpretation of laboratory studies, and the pathological basis of abnormal results. Patient care in the primary care setting is emphasized.

PAS 5250 - Introduction to Emergency Medicine (3)

This course prepares students to diagnose and manage medical and surgical emergencies due to illness or trauma as encountered in the emergency department.

PAS 5280 - Seminar: Research Methods and Design (1)

This course is designed to help physician assistant students develop their ability to formulate relevant clinical questions and to use the medical literature to elucidate answers to those questions. Students will improve their skill in making decisions about diagnostic and therapeutic interventions based on evaluation of scientific evidence. Students will reflect upon conclusions from clinical studies and appropriately discuss their application to patient care.

PAS 5290 - Clinical Integration Skills I (2)

In this course series, students integrate and apply knowledge from didactic courses to patient cases via team-based learning. Clinical reasoning skills and decision making, interpersonal communication, and effective collaboration are developed by student teams progressing through clinical cases with faculty facilitation.

PAS 5291 - Clinical Integration Skills II (2)

In this course series, students integrate and apply knowledge from didactic courses to patient cases via team-based learning. Clinical reasoning skills and decision making, interpersonal communication, and effective collaboration are developed by student teams progressing through clinical cases with faculty facilitation.

PAS 5301 - Physician Assistant Medical Practice I (1)

This course series teaches the history of the profession and introduces the physician assistant professional organizations. Foundational knowledge of health care delivery systems, public health, and interprofessional practice are discussed. The ethical, regulatory and political factors impacting the physician assistant profession are explored. Emphasis is placed on developing a commitment to ethical principles, professionalism, interprofessional collaboration and economic stewardship in daily clinical practice and clinical decision making. Focus is placed on fostering cultural humility by working with diverse and

vulnerable populations in the local community. (Course is correlated with PAS 5302, 5303, and 5304.)

PAS 5302 - Physician Assistant Medical Practice II (1)

This course series teaches the history of the profession and introduces the physician assistant professional organizations. Foundational knowledge of health care delivery systems, public health, and interprofessional practice are discussed. The ethical, regulatory and political factors impacting the physician assistant profession are explored. Emphasis is placed on developing a commitment to ethical principles, professionalism, interprofessional collaboration and economic stewardship in daily clinical practice and clinical decision making. Focus is placed on fostering cultural humility by working with diverse and vulnerable populations in the local community. (Course is correlated with PAS 5301, 5303, and 5304.)

PAS 5303 - Physician Assistant Medical Practice III (1)

This course series teaches the history of the profession and introduces the physician assistant professional organizations. Foundational knowledge of health care delivery systems, public health, and interprofessional practice are discussed. The ethical, regulatory and political factors impacting the physician assistant profession are explored. Emphasis is placed on developing a commitment to ethical principles, professionalism, interprofessional collaboration and economic stewardship in daily clinical practice and clinical decision making. Focus is placed on fostering cultural humility by working with diverse and vulnerable populations in the local community. (Course is correlated with PAS 5301, 5302, and 5304.)

PAS 5304 - Physician Assistant Medical Practice IV (1)

This course series teaches the history of the profession and introduces the physician assistant professional organizations. Foundational knowledge of health care delivery systems, public health, and interprofessional practice are discussed. The ethical, regulatory and political factors impacting the physician assistant profession are explored. Emphasis is placed on developing a commitment to ethical principles, professionalism, interprofessional collaboration and economic stewardship in daily clinical practice and clinical decision making. Focus is placed on fostering cultural humility by working with diverse and vulnerable populations in the local community. (Course is correlated with PAS 5301, 5302, and 5303.)

PAS 5310 - Medical Physiology and Pathophysiology I (4)

This course series in advanced human physiology and pathophysiology is designed to promote the understanding of the complex medical sciences necessary for application to clinical practice. Normal functioning and alterations in disease states will be discussed for each organ system on the genetic, molecular, cellular, organ, and system levels.

PAS 5315 - Medical Physiology and Pathophysiology II (4)

This course series in advanced human physiology and pathophysiology is designed to promote the understanding of the complex medical sciences necessary for application to clinical practice. Normal functioning and alterations in disease states will be discussed for each organ system on the genetic, molecular, cellular, organ, and system levels.

PAS 5320 - Medical Physiology and Pathophysiology III (4)

This course series in advanced human physiology and pathophysiology is designed to promote the understanding of the complex medical sciences necessary for application to clinical practice. Normal functioning and alterations in disease states will be discussed for each organ system on the genetic, molecular, cellular, organ, and system levels.

PAS 5340 - Clinical Pharmacotherapeutics I (2)

This course series teaches students the proper management of general medical and surgical conditions utilizing pharmacologic treatments. Students will learn to formulate individualized treatment plans based upon current evidence-based guidelines, pharmacology, and unique patient information and preferences.

PAS 5345 - Clinical Pharmacotherapeutics II (4)

This course series teaches students the proper management of general medical and surgical conditions utilizing pharmacologic treatments. Students will learn to formulate individualized treatment plans based upon current evidence-based guidelines, pharmacology, and unique patient information and preferences.

PAS 5350 - Clinical Pharmacotherapeutics III (4)

This course series teaches students the proper management of general medical and surgical conditions utilizing pharmacologic treatments. Students will learn to formulate individualized treatment plans based upon current evidence-based guidelines, pharmacology, and unique patient information and preferences.

PAS 6010 - Family Medicine (6)

This clinical rotation practicum is designed to provide PA students with supervised patient care and learning opportunities that foster the development of medical knowledge, interpersonal skills, clinical/technical skills, professional behaviors, and clinical reasoning and problem-solving abilities essential to entry-level PA practice in Family Medicine.

PAS 6030 - Emergency Medicine (6)

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

PAS 6040 - Women's Health (6)

This clinical rotation practicum is designed to provide PA students with supervised patient care and learning opportunities that foster the development of medical knowledge, interpersonal skills, clinical/technical skills, professional behaviors, and clinical reasoning and problem-solving abilities essential to entry-level PA practice in Women's Health, including prenatal and gynecologic care.

PAS 6050 - Internal Medicine (6)

This clinical rotation practicum is designed to provide PA students with supervised patient care and learning opportunities that foster the development of medical knowledge, interpersonal skills, clinical/technical skills, professional behaviors, and clinical

reasoning and problem-solving abilities essential to entry-level PA practice in Internal Medicine.

PAS 6060 - Elective Rotation (6)

This clinical rotation practicum is designed to provide PA students with supervised patient care and learning opportunities that foster the development of medical knowledge, interpersonal skills, clinical/technical skills, professional behaviors, and clinical reasoning and problem-solving abilities essential to entry-level PA practice in the context of the Elective Rotation specialty.

PAS 6070 - Pediatrics (6)

This clinical rotation practicum is designed to provide PA students with supervised patient care and learning opportunities that foster the development of medical knowledge, interpersonal skills, clinical/technical skills, professional behaviors, and clinical reasoning and problem-solving abilities essential to entry-level PA practice in Pediatrics.

PAS 6080 - PA Clinical Practice (0)

Preparing professionally competent physician assistants is a key component of the mission of the Trevecca Nazarene University Physician Assistant Program. To ensure the accomplishment of this mission, this course will include formative assessments/assignments directed at the continued development of the core knowledge and skills required for successful completion of the Exit Summative Evaluation Experience and for entrance into clinical practice. Students will be assessed through the completion of Objective Structured Clinical Examinations (OSCEs) and through written or oral questions and assessments to evaluate their clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge and decision-making skills, and professional behaviors.

PAS 6090 - Surgery (6)

This clinical rotation practicum is designed to provide PA students with supervised patient care and learning opportunities that foster the development of medical knowledge, interpersonal skills, clinical/technical skills, professional behaviors, and clinical reasoning and problem-solving abilities essential to entry-level PA practice in Surgery, including pre-operative, intra-operative, and post-operative care.

PAS 6100 - Exit Summative Evaluation Experience (0)

Preparing professionally competent physician assistants is a key component of the mission of the Trevecca University Physician Assistant Program. To ensure the accomplishment of this mission and to comply with current accreditation standards set forth by ARC-PA, our program must conduct and document a summative evaluation of each student within the final four months of the program to verify that each student has acquired the program competencies required to enter clinical practice.

Prerequisite: Successful completion of PAS 6080.

PAS 6110 - Behavioral and Mental Health (6)

This clinical rotation practicum is designed to provide PA students with supervised patient care and learning opportunities that foster the development of medical knowledge, interpersonal skills, clinical/technical skills, professional behaviors, and clinical

reasoning and problem-solving abilities essential to entry-level PA practice in Behavioral and Mental Health.

PBH - PUBLIC HEALTH

PBH 6100 - Health Planning and Community Health (3)

This course provides students with an understanding of health program planning, including methods for assessment, planning models and theories, and intervention strategies for community settings. The course presents methods for identifying needs for public health intervention, developing and managing appropriate response programs, designing budgets, and evaluating effectiveness of interventions. This course covers important community health concepts including systems approaches for coordination of health care services, setting community health goals, the role of social determinants of health, community mobilization and capacity building, and impacts of current policies on community health improvement.

PBH 6200 - Introduction to Biostatistics (3)

Biostatistics is foundational in public health for the study of the incidence, distribution, and control of diseases and other factors relating to health. In this course, students will learn the basic steps in analyzing public health data. The primary purpose of the course is to teach fundamental statistical concepts and techniques with applications in health care, medicine, public health, epidemiology, and health program evaluation.

PBH 7000 - PBH Applied Practice in Public Health and Integrative Capstone (3)

The public health capstone is a practical field experience designed to provide students the opportunity to develop and apply the knowledge and skills acquired in the academic program in a setting in which public health functions are performed. The capstone practicum project can take many forms, depending upon the student's discipline and interests. Examples of practicum projects may include, but are not limited to, environmental health sciences, health services management, behavioral health programs, health service in Christian missions, and others.

PBH 6300 - Principles of Epidemiology (3)

In this introductory course, students will learn and apply basic concepts of epidemiology to multiple domains of public health. The course will illustrate and practice using epidemiology to investigate, understand, characterize, and promote health at a population level. The class will engage students in active and collaborative learning through team activities, individual projects, case studies, group discussion, and individual projects.

PBH 6400 - Social and Behavioral Determinants of Health (3)

This course focuses on systematic study of the social, behavioral, environmental, and economic conditions under which people live that determine their health and wellbeing. The course presents theories and evidence that are used to guide public policy, planning, and research to promote a healthier society with greater health equity. Topics in the course include socioeconomic and other types of influences on health such as

income, living conditions, education, infrastructure, access to health services, social capital, stress, gender, and race.

PBH 6500 - Health Systems, Health Economics and Global Health (3)

This course provides an overview of how healthcare systems and public health are organized and how services are delivered and financed in the United States and other regions. Students will investigate the role of social, economic, and political forces in shaping these systems and analyze principles of priority-setting in health care delivery. The course incorporates principles of health economics as the basis of health systems operations, health insurance, determinants of health and health disparities, and health behaviors.

PBH 6600 - Health Promotion and Health Communication (3)

In this course, students examine key theories, concepts, strategies, and methods for health promotion aimed at fostering health and wellbeing and preventing disease. Students will explore key theories and models from behavioral and social sciences that address individual motivations and obstacles to positive health behavior or behavior change, as well as social-based, organization-based, and eco-social theories. The course will equip students with applied skills to effectively inform and persuade individuals to adopt healthy lifestyles, to frame health communication, to select media and modalities, and to develop public health campaigns.

PBH 6700 - Environmental Public Health (3)

This course explores the relationship people have with their environment, the risk management choices made, and the resulting associations that affect health and physical well-being for the individual, communities, and susceptible populations. The interdisciplinary course focuses on the science and practice of preventing injury and illness from exposures to hazards in our environments. The course will acquaint the student with the scientific and technical foundations, processes, and methods used to assess and control macro and micro levels of environmental hazard.

PBH 6800 - Public Health Administration Law and Ethics (3)

This course explores how the law functions as a tool to serve public health objectives. To understand the legal foundations of public health, students will study the sources and nature of government power and its limitations through key source material and topical case studies. The course explores various legal and ethical issues in public health where health professionals act as decision-makers, leaders, and moral agents. Students will examine basic theoretical perspectives and issues in public health practice and ethics such as privacy and confidentiality, the Public Health Code of Ethics, legal powers given to public health, and examples of response to common public health scenarios.

PBH 6900 - Research Methods in Public Health (3)

This course provides an introduction to the fundamentals of research study, design, methods, and data collection. It serves as an introduction to quantitative, qualitative, mixed method,

participatory and other approaches to research. The course prepares students to critically evaluate research protocols and practices in public health. Students will be prepared to design practical research projects that address contemporary health issues with measurable goals and objectives. The course will emphasize ethics in research and the role of Human Subjects Protection.

PCN - PASTORAL COUNSELING

PCN 5100 - Marriage and Family Counseling in Pastoral Counseling (3)

An analysis of marriage and the family as a system and the various contexts in which pastoral care and counseling might be provided, including pre-marital counseling, marriage counseling, and family counseling. Emphasis will be placed upon appropriate responses of pastoral counseling and referral.

PCN 5200 - Pastoral Intervention in Crisis (3)

An examination and application of the dynamics and practice of pastoral intervention and care skills in common human crises such as death, dying, terminal illness, divorce, loss and grief, and family and other relational conflicts.

PCN 5300 - Human Sexuality and Pastoral Counseling (3)

A study of various issues emerging from human sexuality and sexual behavior such as sexual trauma, compulsive sexual behavior and other sexual disorders, marital sexual intimacy, and single sexuality. Attention given to appropriate responses to such issues through pastoral counseling provided to couples, families, and individuals and the appropriate role of the pastor-counselor in such issues.

PCN 5400 - Pastoral Counseling and Process Addictions (3)

An examination of the nature, recognition, and evaluation of various addictive disorders such as compulsive behavior, chemical dependency, eating disorders, addictive sexual behavior and other compulsive activities. Emphasis will be given to the role and practice of pastoral counseling and to essential elements necessary for recovery.

PMI - PROJECT MANAGEMENT

PMI 6000 - Introduction to Project and Program Management (3)

Development of project scope, work breakdown structures, project planning and project budgets will be discussed and presented. Project Management tools and techniques will also be introduced to support the project development process. The Project Manager must maintain a knowledge of the current systems and solutions available to ensure successful project/product delivery. In addition to the waterfall techniques, the tools and processes that support Agile, Lean and Six Sigma will be reviewed and presented. Detailed discussions regarding the benefits and limitations of each technique and the supporting tools will be of value to the participant when presented with making choices regarding the selection, development and delivery of projects.

PMI 6200 - Project Schedule and Risk Management (3)

The development of the sequencing and timing of project components and the risks associated at every point within the project must be understood and addressed. Recognition of the risk and the influence of the costs associated with risk, the scope challenges presented by the risk, and the schedule complexity that adds to and is influenced by risk must be understood by the successful Project Manager. Quantitative and qualitative techniques for risk management are components of Project Management, but the ability to recognize the threat is perhaps more critical. Threats can take the form of human, operational, procedural and technical threats or they may be political in nature. In any case, addressing threats and risks associated with these threats must be a tool in the Project Management arsenal.

PMI 6400 - Cost, Contract, and Procurement Management (3)

Many Project Managers are confused or sidetracked by the legalities of the cost management issues when utilizing contract or outsourced providers for portions of project delivery. The procurement process is often subjugated to the purchasing group(s) within the organization. The responsibility for the project cannot, however, be transferred to others. Therefore, the process must be understood and managed by the successful Project Manager. Most projects have some contract and procurement component that will influence the overall success of the project. With competitive bidding, technology advancements, and federal and state legal issues that influence the process of procurement, it is important that the Project Manager be aware of and knowledgeable in this aspect of the project process.

PRA - PASTORAL ARTS AND PREACHING**PRA 5201 - Spiritual Formation (3)**

A study of the heritage, theology, and practices of Christian spiritual formation as means of grace from a Wesleyan perspective.

PRA 5230 - The Congregation in Multicultural Context (3)

An examination of multicultural ministry in all its complexity which explores cultural dynamics, change theory, principles of intercultural leadership and contextualization, and the strengths and weaknesses of various multicultural models for the congregation.

PRA 5300 - Lifespan Development: The Foundation for Pastoral Care and Counseling (3)

Examination of the process of human development and that which occurs both within the person and in response to the environment in which they are living. Emphasis upon pastoral guidance for healthy lives and practical intervention in seasons of crisis.

PRA 5800 - Theology and Practice of Worship (3)

An exploration of the content, structures, and styles of worship from biblical, historical, theological, and cultural perspectives in relationship to local contexts. Emphasis will be placed upon the incorporation of the Christian calendar, worship practices,

congregational and contextual assessment, and community formation.

PRA 5932 - Leadership Skills and Conflict Management (3)

A study of leadership styles, personal leadership skills, and concepts of conflict management.

PRA 5973 - Preaching in the Postmodern World (3)

An examination of the postmodern milieu, considering the demands postmodernity makes upon preachers, the opportunities that it affords the preacher, and the practices that enable the preacher to speak faithfully into this context.

PUB - PUBLIC ADMINISTRATION**PUB 6000 - Masters of Public Administration Program Foundations (3)**

This course introduces incoming MPA students to the study and profession of public administration with an emphasis on leadership and service. The focus is on how government and public organizations serve stakeholders; the manner in which services are provided; how organizational, financial, and human resources are managed; and how evaluation and change is accomplished. Students will develop skills to succeed as graduate students in the program.

PUB 6010 - Public Administration (3)

This course investigates theoretical, structural and practical foundations of public administration in the United States. The complexity of real-world issues at federal, state and local levels will be addressed from multiple disciplines (e.g., social, economic, political, ethical). Students will interpret and critique American public service issues through the lens of leadership and service.

Prerequisite: PUB 6000.

PUB 6020 - Public Policy (3)

his course addresses US public policy formation, process, and analysis. Emphasis is placed on examining the implications of public policy on society, public institutions, private organizations, and businesses as well as social structures, communities, families, and individuals. Students will assess their own responsibility for leading in public policy.

Prerequisite: PUB 6000 and PUB 6010.

PUB 6030 - Analytics for Public Administration (3)

This course will provide students with an introduction to data analytic techniques that can be used in the field of public administration. In addition to using Excel to perform various elementary and advanced data analyses, the class will also focus on how to interpret and use these findings to make informed decisions. Major topics to be covered include: descriptive statistics, t-tests, ANOVAs, correlations, and regression analyses.

Prerequisite: PUB 6000 and PUB 6010.

PUB 6040 - State and Local Government Structure, Law, and Practice (3)

This course examines the organization, operations, roles and responsibilities in state and local government. The focus of the course concentrates on the different governing structures between state, county and city governments and the managerial distinctions for each of these governing bodies. The content also addresses applicable administrative law and managerial practices associated with economic development, education policy, criminal justice, and social welfare.

Prerequisite: PUB 6000 and PUB 6010.

PUB 6050 - Change Management and Strategic Planning for Complex Public/Nonprofit Organizations (3)

This course introduces leadership theories relevant to strategic planning and change management. This involves using strategies for innovative thinking, conflict resolution, and project implementation. Students are required to synthesize learning gained throughout the MPA program. Students will integrate scholarly theories, practical strategies, real-world experiences, and ethical and value-based principles to address a customized case study.

Prerequisite: All other courses in the MPA program by maintaining a 3.0 GPA.

PUB 6060 - Public Financial Administration (3)

This course provides the foundation of finance, economics, and accounting for effective and ethical financial decision-making. Fiscal policies on a federal, state, and local level are covered as well as their implications for non-public entities. Students will exercise financial intelligence in analyzing public planning and budgeting as it intersects with spending and accountability policies.

Prerequisite: PUB 6030.

PUB 6070 - Public Sector Structure, Institutions, and Politics (3)

This course explores the organization, function, operation and politics of the U.S. public sector. The focus of the course concentrates on the foundations of federalism, Constitutional law, federal agency interaction, and differentiation between federal and state/local government, the role of the three branches of government, civil liberties and the political process.

Prerequisite: PUB 6020.

PUB 6080 - Strategic Management and Financial Administration (3)

The course examines organizational change approaches and strategic management methods applied to public and nonprofit settings. This course also provides the foundation of fiscal administration, economics, budgeting, and financial accounting for effective and ethical decision-making related to strategy. Students will also exercise financial intelligence in analyzing public planning and budgeting as it intersects with spending and accountability policies.

REL - GENERAL RELIGION**REL 5025 - Method and Research in Religion (3)**

An introductory course to the graduate program in Religion focused upon the nature of graduate study and of this specific program, the student's calling, and the methodology and research that will be employed by the student throughout the program.

REL 5500 - Thesis Research (3-6)

Upon petition to the Graduate Faculty in Religion, in lieu of the research project and under the guidance of a faculty thesis director, independent research and writing in a specific area of the student's concentration of either Biblical and Theological Studies or Christian Ministry.

REL 6100 - Research Project (3)

As the capstone course of the graduate program, under the direction of the research project instructor, independent research of the student's local ministry context or community in relationship to a specific subject within the student's area of concentration (Biblical and Theological Studies or Christian Ministry).

SEM - SPORT AND ENTERTAINMENT MANAGEMENT**SEM 6100 - Seminar in Sport and Entertainment Management (1)**

A gateway experience for incoming Master of Science in Sport and Entertainment Management students. Students will be introduced to sport and entertainment topics including management, leadership, traditional marketing and sales, digital marketing, and event and venue management. Current practitioners will engage with students to provide insight into the sport and entertainment industry and serve as mentors.

Prerequisite: The course must be passed with a C or better before any other courses may be taken.

SEM 6200 - Sales and Marketing (3)

This course investigates principles and processes in marketing and sales focusing on the role marketing plays in planning and decision making for attracting fans and sponsors. The marketing mix will be explored through theory and practical applications. The course also addresses the importance of sales, focusing on ticketing, corporate sales and group sales, relationship building, and customer service. A gateway experience for incoming Master of Science in Sport and Entertainment Management students. Students will be introduced to sport and entertainment topics including management, leadership, traditional marketing and sales, digital marketing, and event and venue management. Current practitioners will engage with students to provide insight into the sport and entertainment industry and serve as mentors.

SEM 6300 - Fan Engagement Strategies (3)

Building upon traditional marketing principles, this course focuses on digital strategies and tactics and social media content as a means of achieving organizational goals and enhancing the fan experience. Students will gain an understanding of fan

engagement strategies with current and future customers through digital and social media marketing and how those interactions are evaluated.

SEM 6400 - Event and Venue Management (3)

An exploration of event and venue management is discussed through the study of planning, funding, operations, risk management, key stakeholders, and promotions.

SEM 6500 - Contemporary Issues and Ethics (3)

Current issues and ethical dilemmas that exist in sport and entertainment organizations will be discussed. Students will connect them to managerial decision-making within the sport and entertainment industries. Application of these theories and ethical decision-making will be displayed through in class debates and case studies.

SEM 6600 - Capstone Research Project (3)

The culminating course in the MS program requires students to engage in a research or creative project in their area of interest. The inquiry-driven and practice-centered project will serve as proof of mastery of the content and skills gained through the degree requirements. Approval by the student success advisor and the sport and entertainment management program coordinator are required.

STC - STRATEGIC COMMUNICATION

STC 6000 - Introduction to Strategic Communication: The Power of Storytelling (3)

This course will introduce students to the essential knowledge required for graduate communication study. This course will cover communication theory and the power of storytelling with an emphasis on applying theory to strategy. This course must be passed with a C or better before additional Strategic Communication courses can be taken.

STC 6010 - Content Creation for Digital and Social Media (3)

This copywriting course provides students with skills and tools to the story of an organization in multiple formats. AP style, SEO copywriting and social media content creation will be analyzed and practiced. Additionally, AI generated content will be explored and evaluated.

STC 6020 - Crisis Communication (3)

This course will explore the importance of crisis communication planning and implementation. Best practices, case studies and research on public impact will be studied to plan and implement effective crisis communication.

STC 6030 - Strategic Communication Planning and Leadership (3)

This course examines the process involved in assessing, planning and executing strategic communication plans on behalf of organizations. Strategic leadership theories, best practices and case studies are analyzed and applied.

THE - SYSTEMATIC THEOLOGY/HISTORICAL THEOLOGY

THE 5700 - Christian Doctrine and the 21st Century Church (3)

An engagement of significant theological themes and doctrinal emphases in relationship to the 21st century context of the Christian church. Special emphasis will be placed upon developing the theological life of the minister and the theological literacy of congregations and communities within diverse contexts.

THE 5818 - Ecclesiology (3)

A theological study of the doctrine, nature, and mission of the Church.

THE 5840 - The Theology of John Wesley and His Theological Forbearers (3)

A study of the life, thought, and doctrinal commitments of John Wesley as well as the original source writings that informed John Wesley's theology. Special attention will be given to the doctrine of Christian perfection.

THE 5890 - Church, Society, and Christian Ethics (3)

Designed to provide the opportunity for thorough study of selected topics in theology or particular theologians. An examination of the primary sources, methods, and practices contributing to the ethical formation of congregations and leaders. Special attention will be given to developing Christian ethics in the midst of diverse context within a global society. Students will explore specific issues pertaining to their local context and community (e.g., economics, immigration, poverty, environment, health care, etc.).

THE 5900 - Theological and Historical Methods and Contextualization (3)

A study of theological and historical methods within the context of a local ministry assignment. Emphasis will be placed upon exploring and writing local history, creating a ministry map of the local ministry context, and carrying out architectural assessments in the ministry setting.

THE 6400 - Wesleyan Theology and the Life of the Church (4)

An exploration of Wesleyan theology, hermeneutics and embodied Christian practice for today's post-Christian contexts.

THE 6410 - A Christian Theology of Place (4)

An examination of God's activity in relationship to place and the theme of place and land in Scripture and Christian history. Emphasis will be given to the unique Christian vision of God's redemptive activity in particular places and a community-based (parish) model of Christian life and ministry.

THE 6420 - Theology, Race, and Culture (4)

This course examines a biblical vision of the human being, the image of God, the human relationship to sin, the tendency toward dehumanization and a vision for the redemption of

humanity. Special focus will be given to racial dehumanization and a Christian response.

THE 6430 - A Christian Theology of Hospitality (4)

An examination of the theological theme of hospitality in Scripture and the life of the church throughout history, with particular attention to the unique responses of the people of God to poverty and immigration.

THE 6440 - Theology of Christian Spirituality (4)

An integrative exploration of the biblical, historical, theological, and doctrinal resources for spirituality, allowing the student to account for the reaction to faith in consciousness and practice.

THE 6470 - Contemporary Theology (4)

An exploration of various contemporary theological movements and methods, giving particular attention to Wesleyan-holiness theology in a 21st century context.

THE 6480 - Seminar in Theological Studies (1-4)

Selected studies in theological studies at the graduate level.

TMA - TEACHING

TMA 5510 - Psychological Foundations of Learning (3)

Addresses developmental stages within the context of major learning theories. The psychology of learning includes motivation, humor, strategic learning, anchored instruction, mediated learning, metacognition, brain research, classroom organization, management, climate, and communication for effective teaching.

TMA 5520 - Assessment for Excellence (3)

Models of assessment are examined to determine measures of student performance. These include authentic assessment, competency-based assessment, assessment instruments, and assessment reports. Emphasis is given to accountability, data-driven instruction, and current trends in assessment.

TMA 6400 - Secondary Course Design (3)

This course explores methods for designing courses for secondary students through non-traditional methods. Students learn and practice how to design a course online, which includes setting up the course in an online platform, creating lessons and assignments, providing feedback in a variety of modalities, assessing, and setting up a gradebook. How to flip a classroom to get middle and high school students more involved in their own learning is another method that is examined. Emphasis is placed on students' chosen content areas as they create lessons, assignments for each course design.

TMA 6410 - Math Lab (1)

This lab is designed to assist students in increasing their competence in elementary mathematics. The lab is an online experience that students can work through at their own pace to achieve mastery of each skill. All mathematical topics taught in elementary schools are included, from place value and whole number operations to data analysis, geometry, and integers. \$90 fee charged.

TMA 6510 - Classroom Organization and Management for Educators in Diverse Settings (K-5) (3)

Provides a proactive program of classroom management that has demonstrated increases in student appropriate and on-task behavior and in student achievement. The primary goal is to help teachers improve their overall instructional and behavioral management skills through planning, implementing, modeling, and maintaining effective classroom practices for both experienced and beginning teachers.

TMA 6511 - Classroom Organization and Management for Educators in Diverse Settings (6-12) (3)

Provides a proactive program of classroom management that has demonstrated increases in student appropriate and on-task behavior and in student achievement. The primary goal is to help teachers improve their overall instructional and behavioral management skills through planning, implementing, modeling, and maintaining effective classroom practices for both experienced and beginning teachers.

TMA 6520 - Managing Classroom Environments for the K-5 Educator (3)

This course focuses on the major traditional and current behavior management theorists and strategies. Candidates are prepared to use effective strategies for developing a safe but invigorating classroom climate. Included in this course is the creation of a Classroom Management Plan and its implementation in a classroom.

TMA 6521 - Managing Classroom Environments for the 6-12 Educator (3)

This course focuses on the major traditional and current behavior management theorists and strategies. Candidates are prepared to use effective strategies for developing a safe but invigorating classroom climate. Included in this course is the creation of a Classroom Management Plan and its implementation in a classroom.

TMA 6604 - Curriculum and Technological Design I (3)

This introductory course examines national, state, and local curriculum standards. Through the use of technology, students will create standard-based lesson plans. Students will also be introduced to LiveText and various organizational technological methods to facilitate organizational and planning skills.

TMA 6606 - Curriculum and Technological Design II (3)

This course examines national, state, and local curriculum standards. Through the use of technology, students will create standard-based lesson plans. Students will also use LiveText and various organizational technological methods to facilitate organizational and planning skills.

TMA 6610 - K-5 Reading (3)

This course is a survey of research and theory in reading education with a focus on research-based instructional practice. Diagnostic, corrective methods are included. Alternative strategies for special needs students in the regular classroom are examined. Writing skills are also addressed. Hands-on experiences will be a part of this course. Meeting the reading/literacy needs of students with special needs, including

English language learners, will be addressed. This course is also designed to acquaint the prospective teacher with various approaches to the teaching of reading in grades kindergarten through six. Included is an overview of areas pertaining to research and theory in reading education with a focus on research-based instructional practice. Emphasis is placed on best practices in reading including strategies relating to methods and techniques, alternative strategies, resources, use of technology, special learners, and evaluation of reading.

TMA 6620 - K-5 Science Education (3)

Focuses on current trends, strategies, and materials for teaching science in grades K-5. The constructivist approach to teaching science is emphasized, along with inquiry-based learning and the guided discovery method.

TMA 6625 - Reading and Writing in the Content Area (3)

Addresses teaching reading and writing in the various subject areas at the secondary level. It stresses skills of vocabulary building, comprehension, and writing as well as skills and methods of motivating students to read and write. Classroom observation and analysis in a secondary school is required.

TMA 6630 - K-5 Math (3)

Focuses on current trends, strategies, and materials for teaching mathematics in grades K-5. This constructivist approach to teaching math is emphasized, along with hands-on learning and conceptual understanding of math concepts. A field experience in a K-5 setting is required.

TMA 6635 - Methods and Tools for Secondary Teachers (3)

Focuses on materials, methods, and skills needed to effectively teach at the secondary level. A variety of instructional tools, including significant use of technology, is included.

TMA 6640 - K-5 Social Studies Education (2)

An interdisciplinary approach to social studies instruction is presented identifying the contributions of the six social science areas; integrating the various elementary subjects; and aligning the national, state, and local curriculum standards in lesson planning and instructional formation. The course analyzes current trends in instructional strategies to accommodate differing learning styles, abilities, and interests and apply learning theories and principles of child development to instructional planning that includes long and short-range goals appropriate for students. Methods to assist the learning of social studies by students with special needs, including English language learners, are included. An emphasis is placed on student participation in lessons, higher-order thinking, visual and performing arts, technology, language arts, inquiry based models, authentic assessment, and project based learning. The course also requires involvement with the professional community through various experiences.

TMA 6650 - Student Teaching and Seminar K-5 (6)

The candidate must have taken and passed all Praxis tests required by the State Department of Education for licensure prior to enrolling in clinical practice (student teaching). Clinical Practice (student teaching) includes a 15-week, semester-long professional practice experience in two diverse school settings at

different grade levels and a seminar component for processing the application of knowledge and the analysis of teaching skills, lesson and unit planning, classroom management, and other professional issues. Successful completion of the seminar is required in order for the candidate to receive a passing grade in clinical practice (student teaching).

TMA 6665 - Student Teaching and Seminar 6-12 (6)

The candidate must have taken and passed all Praxis tests required by the State Department of Education for licensure prior to enrolling in clinical practice (student teaching). Clinical practice (student teaching) includes a 15-week, semester-long professional practice experience in two diverse secondary school settings at different grade levels and a seminar component for processing the application of knowledge and the analysis of teaching skills, lesson and unit planning, classroom management, and other professional issues. Successful completion of the seminar is required in order for the candidate to receive a passing grade in clinical practice (student teaching).

TMA 6680 - Teaching the Exceptional Learner (3)

Designed to provide an overview and an awareness of issues and trends related to special education that will assist regular education teachers in meeting the needs of all students in their classrooms, especially those who are at-risk or may have disabilities. General characteristics and the educational impact of various disabilities across age and severity will be explored. Information concerning educational services and current research about students with disabilities will be discussed. Students will actually explore a variety of methods, strategies, and tools that will help them acquire the instructional skills to identify, create interventions, participate in the special education process and make classroom accommodations and/or modifications for students that may have disabilities.

This course examines public school law and educational policy as they affect teachers' rights and legal responsibilities to students and their families. Content will include an examination of students' legal rights and ethical parameters of teaching and common sense practices to direct/inform the teacher. Content to build cultural competency including but not limited to English learners, race and ethnicity, and gender will be studied and applied. Applicable state, federal, and case law affecting schools is reviewed from organizational, historical, and professional dimensions.

TMA 6695 - Excellence in the Content Area (3)

This course analyzes current trends in instructional strategies for 6-12 students. During the course, candidates will research a content area and align instructional strategies pertaining to that content area to national, state, and local standards. Using research-based instructional practices this course explores teaching secondary subjects through hands-on experiences, student participation, higher order thinking, visual and performing arts, technology, inquiry-based models, authentic assessment, and project-based learning.

TMA 6730 - edTPA Seminar (0)

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs

throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.

Candidates must meet or exceed the Tennessee Department of Education's qualifying score to pass student teaching seminar.

TMA 6760 - Job Embedded Seminar I (3)

A seminar designed to enhance the Tennessee State Department of Education's mandated mentoring program required for all students who are serving on a Job-Embedded License as the "Teacher of Record." The curriculum is designed to provide candidates with additional training designed to improve the effectiveness of student performance and employment retention. The grading scale is S/U. A mentoring fee will be assessed in addition to tuition costs.

TMA 6761 - Job Embedded Seminar II (3)

A course designed as a continuation of Job Embedded Seminar I, to enhance the Tennessee State Department of Education's mandated mentoring program required for all students who are serving on a Job-Embedded License as the "Teacher of Record." The curriculum is "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 cost.

Prerequisite: TMA 6760.

VIS - VISUAL IMPAIRMENTS SPECIAL EDUCATION

VIS 6010 - Special Education and Visual Impairments (3)

Provides fundamentals of physical, cognitive, perceptual, and psychological development of individuals with varying exceptionalities with a focus on individuals with visual impairments and multiple exceptionalities. Includes a focus on research-based theories, relevant laws and policies, diverse and historical points of view, and issues in special education.

VIS 6015 - Braille Reading and Writing (3)

Provides fundamentals in reading and writing Braille and using a Braille writer. Methodologies in teaching, reading, and writing

Braille will be a focus. Includes a component of teaching Braille within the content areas. There will be a focus on developing strategies for teaching pre-Braille tactile readiness and higher level techniques of Braille reading and writing.

VIS 6025 - Braille Basics (1)

Provides an introduction to Braille and using a Braille writer. Candidates will gain basic knowledge of Braille, basic methods of using a Braille writer, and gain beginning concepts to reading and writing Braille.

VIS 6030 - Advanced Braille (3)

Provides advanced skills in reading and writing Braille using a Braille writer and slate and stylus as well as methodology for teaching Braille reading and writing. Includes a focus on teaching and using Braille within content areas. Provides a supervised experience working with individuals who are visually impaired, PreK- age 21. Candidates will complete a total of 30 hours to include classroom experience in science, social studies/history, and Braille classes at the Tennessee School for the Blind; 6 hours with an Itinerant teacher; and an overnight experience at the Tennessee School for the Blind.

VIS 6045 - Anatomy and Issues of Visual Learning (3)

Provides an understanding of the physical structures of the eyes and their functions. Includes an understanding of the pathologies that affect the visual system and how they impact the functioning of an individual. A focus will include understanding visual assessments and interpretation of clinical reports.

VIS 6060 - Expanded Core Curriculum (3)

Provides an understanding that students with visual impairments require a curriculum beyond content standards to meet independent and functional living goals. Candidates will gain understanding and practical experience with orientation, mobility, and specialized supports. Instruction will include increasing self-awareness, self-management, self-control, self-reliance, and self-advocacy of students with visual impairments and multiple exceptionalities in the home, community, and school. In addition, a focus will include awareness, acceptance, and appreciation for students with visual impairments and multiple exceptionalities in the home, community, and school.

VIS 6065 - Nemeth Code (3)

Focuses on Nemeth Code to study mathematics and other content areas that include mathematics such as science, geography, and others.

VIS 6070 - Assessment for Visual Impairments (3)

Examines and explores the unique educational needs of individuals with visual impairments with a focus on individuals with multiple exceptionalities. Candidates will explore and use various techniques for assessment individuals in a full array of educational and community settings. Included is the planning of an education program for students with visual impairments.

VIS 6090 - Exit Assessment (0)

Presentation of portfolio



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