

Graduate Studies Catalog 2015-2016

General and Accreditation Information

Evangel University is a coeducational university—a Christian, learning-centered community of faith that confers Baccalaureate and Master’s degrees. The Evangel Ethos is Christ-centered, integrational, global, and exploratory. Evangel is accredited by the North Central Association of Colleges and Schools, the National Council for the Accreditation of Teacher Education, the National Association of Schools of Music, and the Council on Social Work Education. The Missouri State Department of Education recognizes Evangel graduates who have completed the teacher education and school counseling programs by issuing state certificates. Evangel also has an endorsement from its parent denomination through the Alliance for Assemblies of God Higher Education. The Evangel campus is located in Springfield, Missouri, a medium-sized city with ample employment opportunities, affordable cost of living, and strong community values. Located in the heart of Ozark Mountain country, Springfield is surrounded by scenic lakes and hills, shopping, restaurants and hotels. Local attractions include Bass Pro Shops Outdoor World, Wonders of Wildlife Museum, Silver Dollar City and Branson entertainment. St. Louis and Kansas City are major cities within a three-hour drive.

Mission

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

The Evangel University Graduate Studies programs integrate passionate faith and scholarly exploration to equip and empower diverse and committed learners, whatever their professional calling, to be servant leaders, social and intellectual catalysts, and mature followers of Christ. The Graduate Studies program offers extended studies and professional development in education, organizational leadership, psychology, and school counseling, as well as integration of faith and learning within a scholarly atmosphere. The Evangel University Graduate Studies programs provide the opportunity for a degree-seeking student to earn a Master's and Doctoral degrees. An adult student who is not planning to pursue a graduate degree may select from a variety of professional development opportunities.

Philosophy

The central belief that Christ is Lord is the defining foundation of Graduate Studies at Evangel University. This belief informs and guides the learner in the pursuit of knowledge, faith and responsibility.

Evangel University Community Life Statement

“Christ is Lord” is the essence of Evangel University. We seek to be a community in which each member actively participates and where there is a sense of belonging, mutual respect, and caring. In such an atmosphere, members can fully develop into the person God wants them to be. Our goal is to integrate Biblical truth with every area of life, submitting ourselves to Christ and allowing the Holy Spirit to direct and control us. Accordingly, while on campus, during an off-campus class, or at any Evangel University function, students, faculty, staff, and administrators are expected to:

- Respect God, others and self at all times
- Abide by the life-style standards of Evangel University as outlined in the catalog
Seriously pursue academic and spiritual growth through diligent, disciplined behaviors
Exercise financial responsibility
- Maintain positive health habits by abstaining from alcohol, tobacco, and abusive drugs
- Dress so that a professional learning environment is maintained
- Refrain from vulgar, obscene, or suggestive language

Organization

The Graduate Studies Council formulates policies for the graduate programs of Evangel University. The Council is composed of the Director of Graduate Studies, Chairs and Departmental Graduate Coordinators approved by the council and that are also faculty representatives of departments offering graduate programs, and two faculty members elected by the Graduate Council. The Vice President for Academic Affairs is an ex officio member of the Council.

Faculty

Evangel University’s graduate faculty set standards for graduate work and provide graduate instruction. Graduate faculty generally hold an earned doctorate or its equivalent and are approved by the Director of Graduate Studies, the Vice President for Academic Affairs, and the Graduate Program Coordinator. Only members of the graduate faculty may teach courses numbered 500-700 and/or may serve on the Graduate Studies Council. Adjunct graduate faculty may be approved to provide instructional services for graduate students because of their unique competencies and/or professional roles or achievements.

Advisors

When a student is accepted into a graduate program, the Program Coordinator will appoint a graduate faculty member as the student’s Academic Advisor. The faculty member, the student, and the Director of Graduate Studies will be notified of the appointment. In all graduate matters, the assigned advisor will be the student’s first point of contact.

Nondiscrimination Policy

Evangel University does not discriminate on the basis of sex, race, color, national origin, age, or handicap in its educational programs, admissions, activities, or employment practices.

Accommodation Statement

This university abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a disability that may have some impact on your work and for which you may require accommodations, please see the staff in the Academic Support Center, Zimmerman Hall, Suite 218, so that such accommodations may be arranged.

Degrees

Evangel University grants nine master's graduate degrees:

- Master of Education in Curriculum and Instruction
- Master of Education in Educational Leadership
- Master of Education in Literacy
- Master of Education in Secondary Teaching
- Master of Music in Music Education
- Master of Music in Performance
- Master of Organizational Leadership
- Master of Science in Clinical Mental Health Counseling
- Master of Science in School Counseling
- Doctor of Education in Educational Leadership with an emphasis in Curriculum and Instruction

General admission and degree requirements for Graduate Studies are determined by the Graduate Studies Council, the Board of Administration, and the Board of Directors. Careful consideration is given to all applicants. The primary factors reviewed are undergraduate records, recommendations from academic and professional references, adherence to Evangel's values, and the scores on entrance exams.

Admission Requirements

Applicants who have met the following criteria will be considered for admission to the Graduate Studies program:

- Hold an earned baccalaureate degree from an accredited college or university or be accepted into an Evangel University 5-year BS/MS degree program
- Have a grade point average of 3.0 or better in the last 60 hours of undergraduate work or last two years as a full-time undergraduate or graduate student
- Provide official results of required entrance examinations (see specific program requirements listed in this catalog)
- Meet specific departmental requirements as stipulated in the individual program descriptions.

Application Procedures

Applicants to Graduate Studies shall submit the following:

- Graduate Admission Application, including a personal statement of faith and life goals

- A current resumé
- Official transcripts of all undergraduate and graduate credits (*School Counseling and Secondary Teaching programs require 2 copies of each official transcript*)
- Signed Evangel University Lifestyle Covenant Agreement
- Three letters of recommendation (*see specific program requirements for details*)
- Official score reports of appropriate entrance exams (*see program requirements*)
- Nonrefundable application fee of \$25
- *Clinical Mental Health Counseling Program Only*: Recent scholarly paper in APA format

Admission to the Graduate Studies program means only that the student will be permitted to enroll for courses in the various graduate programs. It does not imply that the graduate student will be accepted for candidacy. Students enrolled in Graduate Studies courses are classified as regular, provisional, probationary or special admission standing.

International Students

Evangel University believes that students from various cultures and backgrounds significantly contribute to the educational community. The diversity that comes from their experiences enhances the environment of faith and learning. Prospective graduate international students should contact the Graduate & Professional Studies Admissions Office at 417-865-2811 ext. 7227 for information regarding the issuance of I-20s and other important documents.

TOEFL Score Requirements

To qualify for admission, international students whose first language is not English must earn a TOEFL score of 550 on the paper-based exam, 213 on the computer-based or 79-80 on the Internet-based exam. Information on the TOEFL exam can be found at www.toefl.org.

Classification of Graduate Students

Regular Standing

Students who intend to obtain a degree, or a certificate or credential at the graduate level, and who are admitted without reservation are granted *regular standing* in Graduate Studies. To qualify for regular standing, all admission requirements must be satisfied. Please refer to the specific program for a list of admission requirements.

Provisional Standing

Students who intend to obtain a graduate degree, or a certificate or credential at the graduate level, who have not fully met all the admission requirements of the specific program may be eligible for admission as a *provisional standing* student. Please refer to the admission requirements of the specific program. Upon successful completion of the first required six to twelve graduate units of the program with a 3.0 GPA or higher, and with no C grades or below, and with the recommendation of program coordinator and faculty, the student will be eligible for regular standing.

Probationary Standing

Students whose cumulative GPA drops below 3.0 while they are in the graduate program, or who fail to meet standards established by their program in other facets of the curriculum, or who receive three C grades in their coursework, will be placed on *probationary standing*. Students with a GPA below 3.0 are not eligible for advancement to candidacy.

Special Admission

Students who do not plan to earn a degree, credential or certificate, or who have not yet completed the full admission application process, may be granted *special admission (special admit) standing*. A special admit student is not officially admitted into the graduate program; the student completes an abbreviated application form for authorization to enroll.

A special admit student must officially apply to the Graduate Studies program if he/she wishes to be considered for *regular standing* in the degree program. All program admission requirements and deadlines must be satisfied for admission consideration to the graduate degree program. The University and its Graduate Program are not obligated legally or morally to accept a special admit student into degree status.

Special admission students who choose to pursue a degree later may not apply more than 12 credits taken as a non-degree seeking student toward degree requirements. A \$15 application fee is due upon application as a special admit student. Special admit student forms are available through the Graduate & Professional Studies Admissions office, Graduate Studies office or online at www.evangel.edu/GraduateStudies/Forms.

Note: A special admit student *is not* eligible for institutional and/or federal financial aid.

Auditor

Students who wish to attend graduate classes for personal enrichment, and not for academic credit, may be granted *auditor's status*. Auditors attend class with no obligations to participate actively in the work. Students seeking auditor's status must complete an abbreviated admission form. Audit fees are required for each class in which audit students enroll. These classes are non-unitbearing courses. An audit course cannot be turned into a "unit course" after the first week of class.

Financial Information

Inquiries regarding student financial matters should be directed to the Evangel University Office of Student Financial Services. Student Financial Services exists to assist students in planning and procuring funds for educational costs. Prospective students desiring information about ways to finance their university education should direct their questions to Student Financial Services and pursue all forms of financial assistance.

Tuition and Fees

2015-2016 Tuition (per credit hour)

Program

Cost

Education - Doctoral Program	\$600
Education - Master's Programs	\$300
Organizational Leadership: Seated	\$400
Organizational Leadership: Hybrid	\$400
Music Education	\$300
Music Performance	\$300
Clinical Mental Health Counseling	\$400
School Counseling	\$400
Audit (per credit hour)	1/2 credit hour rate

2015-2016 Fees (non-refundable)

Fee	Cost
Application (one-time)	\$25
Late Registration	\$100
Student Photo ID/Security Card (one-time)	\$20
Graduation/Certification Filing	\$100
Official Transcripts (per transcript)	\$3
Transcript Evaluation	\$50
Full-Time Student Fee Seated (Four or more hours)	\$192 per semester
Full Time Student Fee Hybrid (Four or more hours)	\$144 per semester
Part-Time Student Fee (less than 4 credit hours)	\$68 Per semester
Applied Music Fees	\$285 Per credit hour

Additional fees may be attached to particular courses.

Semester charges are due and payable on or before financial registration. After the financial aid listed on your award letter has been applied, the remaining semester balance is due in full or over four months according to the monthly payment plan.

There is a \$25 deferred payment fee per semester. There is no monthly interest charge; however, a \$25 late payment fee is assessed for each late payment. Evangel accepts MasterCard, VISA, Discover Card, American Express, cash and personal checks.

The University reserves the right to change tuition, fees and other charges without advance notice should conditions so warrant.

Financial Aid

Financial aid is a supplement to help meet University costs. Application for financial aid must be made each year. Financial assistance can be obtained from a variety of sources, including federal financial aid, outside sources such as private scholarships, veterans' benefits and vocational rehabilitation. All sources of financial aid may be used to establish payment schedules and meet costs of the program.

Students must meet the eligibility requirements to receive any form of federal financial aid. Eligibility is established by completing the Free Application for Federal Student Aid (FAFSA), which may be obtained at www.fafsa.ed.gov.

Federal financial aid options available to graduate students include the following:

Loans

Students must be attending school at least half-time (4 hours per semester for Graduate Studies) to receive a federal subsidized or federal unsubsidized Stafford Loan. After the FAFSA has been processed, the results will be reviewed and students will be informed about loan eligibility. All loans require the completion of a Master Promissory Note and MUST be repaid.

Federal Subsidized Stafford Loan

A subsidized loan is awarded on the basis of financial need. Students are not charged interest before beginning repayment or during authorized periods of deferment. The federal government “subsidizes” the interest during these periods.

Federal Unsubsidized Stafford Loan.

An unsubsidized loan is not awarded on the basis of need. Recipients are charged interest from the time the loan is disbursed until it is paid in full. Accumulated interest will be capitalized – that is, the interest will be added to the principal amount of the loan and additional interest will be based upon the higher amount.

After the FAFSA has been processed, the results will be reviewed, and students will be advised of personal eligibility status and provided documentation to complete the financial aid process. If you have any questions regarding the financial aid process, please contact Student Financial Services at Evangel University.

Veterans Benefits

Evangel University is approved for training under the provisions of all applicable regulations of the Veterans Administration and the Missouri State Department of Veterans Affairs.

Assistantships

Enrolled graduate students may be awarded a variety of assistantships for both the first and second year of study. A graduate assistant will be assigned to work with a faculty member to assist in teaching a course or in conducting research. Typical assistantships require five to ten hours of work per week, and result in a taxable tuition stipend that is generally equal to the pay of a part-time job. Assistantships are awarded in the spring semester for the following academic year and must be renewed on a yearly basis. Applications for assistantships may be submitted with the admissions packet or to the Graduate Studies office.

Decisions regarding the awarding of assistantships are made by the program coordinator and leadership team. The assistantships are awarded based upon the following criteria:

- Strong academic record
- Skills and strengths of the applicant
- Availability for service

When awarded an assistantship, the student will be notified in writing regarding the dollar amount of the assistantship that will be applied to tuition, the semesters of expected service, the number of hours to be worked, and the faculty supervisor.

Scholarships

Students in some programs may be awarded yearly scholarships in varying amounts. Scholarships are awarded in the spring for the following academic year and may be applied to the fall, spring and/or summer semesters. Scholarships must be renewed annually. Awarding of scholarships is determined based on a combination of the following factors:

- Strong academic record
- Financial need
- Involvement in service and/or professional organization

Satisfactory Academic Progress

Federal regulations require Student Financial Services to carefully monitor academic progress for all students receiving federal financial aid. Students must make satisfactory academic progress, including maintaining a 3.0 grade point average, to continue receiving financial assistance. A student cannot be on academic probation for more than one semester and will receive one year of probation before having financial aid suspended.

Official Transcripts

Current and former students may obtain copies of their official transcripts (if all financial obligations to the University have been met) by an online request or an in-person visit to the Records office. The fee is \$3 for each official transcript.

Books

Books and other printed notes required for courses offered may be purchased from the campus bookstore (www.neebo.com/evangel-university). Books should be purchased prior to the beginning of the class. The bookstore accepts cash, check or major credit cards. Please consult the refund policy prior to purchasing any textbooks.

Withdrawal

Any student who desires to withdraw from Graduate Studies must complete a written application for official withdrawal from Evangel University. This application is available in

the Graduate Studies office. All credits will be computed as of the date the application is made. Failure to attend class does not constitute withdrawal from school.

Evangel assumes certain financial obligations based on student enrollment as fixed at the beginning of the school year. A student who wishes to withdraw may assume certain financial obligations outlined under the Return of Title IV Funds federal refund policy. This could result in significant cost to the student. The Return of Title IV Funds relates to students with federal financial aid. Students without federal funding will refer to the institutional refund policy regarding withdrawal from the University. The Return of Title IV Funds worksheet is available from Student Financial Services.

The return of Title IV funds is calculated by a percentage based on the number of days completed, divided by the number of days in the academic period. Once the 60% point in time has been reached, no federal calculation is required. The withdrawal date will be determined by one of the following criteria:

- The earliest date the student began the school's withdrawal process or date the student otherwise provided "official" notice of withdrawal will be used
- The midpoint date in the period will be used if the student does not notify the school
- The date related to any circumstance beyond a student's control will be used if the circumstances prohibit the student from notifying the University
- The date of the student's last attendance at a documented academic activity will be used

The Return of Title IV Funds will be distributed first to any federal unsubsidized Stafford Loan, then to any federally subsidized Stafford Loan. As stipulated by federal and state governments, withdrawal from the program may jeopardize financial aid for the remainder of the academic year. Questions pertaining to financial aid should be discussed with Student Financial Services.

Withdrawal Tuition Refunds

Tuition refunds will be issued upon a student's withdrawal from the University or course load reduction when an official withdrawal form or an official drop/add form is filed with the Graduate Studies Office. Refunds will be based on the date of receipt of the official forms by the Graduate Studies Office according to the following tuition refund schedule:

Fall and Spring Refund Schedule

On or before first day of classes	100%
First full week of classes	75%
Second full week of classes	50%
Third full week of classes	25%
After third full week of classes	0%

Summer Refund Schedule

First day of classes	100%
Second day of classes	75%
Third day of classes	50%
Fourth day of classes	25%

On or after fifth day of classes 0%

All fees are nonrefundable.

Drop/Add Tuition Refunds

Students who wish to drop or add classes after the term begins should complete a *drop/add form* with the Graduate Studies office. Forms are available online and must have approval from the student's advisor before being processed. Tuition for dropped classes will be refunded as follows:

Drop/Add Fall and Spring Refund Schedule

First full week of classes	100%
Second full week of classes	75%
Third full week of classes	50%
Fourth full week of classes	25%
After fourth full week of classes	0%

Drop/Add Summer Refund Schedule

On or before the first day of classes	100%
Second day of classes	75%
Third day of classes	50%
Fourth day of classes	25%
After the fourth day of classes	0%

Re-Enrollment

A student may apply to re-enroll in the program. When permission is granted, he/she will be charged tuition at the current rate.

Academic Policies

Evangel University Graduate Studies is committed to helping students fulfill personal and professional goals. To that end, Program Coordinators and Academic Advisors may substitute core course requirements for those that better serve individual student goals. The final authority in determining fulfillment of graduation requirements for the Master's and Ph.D. degree is the Graduate Studies Council.

Minimum Requirements

Degree requirements vary for specific degrees within academic departments. However, each program must require a minimum of 32 semester hours of graduate credit.

Standards of Responsibility

Graduate students are expected to read and comply with printed regulations. Members of the faculty and Graduate Studies Office will advise students, but program requirements will not be waived nor exceptions granted because a student is unaware of the requirements or policies and procedures.

Students are expected to observe the highest standards of conduct, and they will sign a Lifestyle Covenant Agreement (see Appendix A) affirming their sympathy with and willingness to comply with University standards. Failure to uphold the lifestyle covenant agreement may result in dismissal. Students must assume the responsibility to engage in intellectual study and to comply with all policies and procedures to attain the graduate degree. Evangel University cannot accept the responsibility for the education of any student who is not in sympathy with the purposes and the regulations of the University.

Advancement to Candidacy Status

Students admitted to a program of study must apply for candidacy after completion of 15 credit hours of graduate coursework at Evangel University. To be considered for candidacy, students must:

- Be accepted into the graduate program in Education, Music, School Counseling, Clinical Mental Health Counseling, or Organizational Leadership
- Achieve a cumulative grade point average of 3.0 or higher on all 500 and 600 graduate coursework with no more than two grades of C (including + or -)
- Present a clear plan for completing the Master's or Doctoral degree to the Academic Advisor and the Graduate Studies Council for approval
- Be recommended for advancement to candidacy by their academic advisor
- Clinical Mental Health Counseling candidates must complete Advancement to Candidacy screening survey

In making a final decision regarding student advancement to candidacy, the Graduate Studies Council will consider whether the student:

- Demonstrates academic competency and professional integrity and ability in the program
- Proposes a course of study with sufficient merit
- Demonstrates spiritual maturity and values consistent with Evangel University standards
- Exhibits research skills, a professional attitude, and psychological health that justify continuation of study toward the Master's degree

The Program Coordinator shall recommend qualified students to the Graduate Studies Council for advancement to candidacy. Students will be informed by letter of the Graduate Council's action.

Graduate Transfer Credit

The Academic Advisor may approve transfer of a maximum of 10 credit hours required in the student's program from another accredited institution. Doctor of Education students may transfer credits from an Educational Specialist degree in Educational Leadership upon approval by the Coordinator of Educational Graduate Studies. Evangel University reserves

the right to accept or reject any course for transfer. Courses considered for transfer credit must:

- Have been taken for graduate credit
- Be applicable toward the degree being earned at Evangel University
- Not have been used to satisfy requirements for a degree granted by another institution
- Have a grade of B- or higher

Course Repetition

A student must repeat any graduate course taken at Evangel for which a grade of D or F is received when the course is part of the student's approved program. If a student makes less than a B in a course that is in the student's approved program, that course *cannot* be dropped from the approved program of study.

Probation Policy

Students whose cumulative GPA drops below 3.0 while they are in the graduate program, or who fail to meet standards established by their program in other facets of the curriculum, or who receive three C grades in their coursework, will be placed on *probationary standing*.

Students with a GPA below 3.0 are not eligible for advancement to candidacy.

Upon completion of the following three conditions, the student will be eligible for a return to regular standing:

- If the student's GPA drops below 3.0, the student must bring their cumulative Evangel graduate GPA up to the 3.0 level, or above, within one year. No more than two courses for which a C was earned can be included as part of the degree.
- If the student has a deficiency in another aspect of the curriculum (e.g., practicum or internship performance, summative assessment performance, psycho-social proficiencies) the student must address the deficiency identified by the department and receive the recommendation of the program faculty and coordinator to return to regular standing.
- Student will meet with the program coordinator for a progress evaluation conference to determine continuation in the program.

The probationary period is an opportunity for a student to address the issues that brought about the probation. Failure to do so will result in the student's dismissal from the program. The student's probationary status will be reviewed at the end of each semester.

Academic Dishonesty: Academic dishonesty is a broad category that includes plagiarism, cheating, and any other deliberate attempts to present false information, falsify records, data, or other information relevant to activity associated with a course or academic function. This list is not exhaustive but intended to summarize the most common types of dishonesty exhibited in academic settings. Responses to academic dishonesty will vary depending upon the level of dishonesty demonstrated. Dishonesty at its lowest level may include that associated with a class assignment and increases in the level of seriousness depending upon the significance of the activity. The highest levels of dishonesty will be defined by multiple events and major exams or projects.

Level 1. Dishonesty may be handled at the discretion of the course faculty member after consultation with the program coordinator. The minimum penalty for such dishonesty should be failure on the particular assignment.

Level 2. Dishonesty at this level will be addressed jointly by the faculty member, academic advisor and program coordinator along with the department chair. Their decision will be reported to the Director of Graduate Studies with the name of the student(s) involved, the nature of the dishonesty, and the decision of the coordinator and faculty member in the matter. The minimum penalty for such dishonesty will be failure on the particular exam or project. The maximum penalty would be failure of the course.

Level 3. Dishonesty at this level must be reported to the Director of Graduate Studies for joint action of the faculty member, academic advisor, program coordinator, department chair and Director. Sanctions may include failure of the course in question, suspension, or dismissal from the Graduate Studies program.

Level 4. Dishonesty on multiple occasions or activities is the highest level and will likely result in suspension or dismissal from the Graduate Studies Program. This decision will be made by the Director of Graduate Studies in consultation with the faculty member, program coordinator, and department chair.

A student who is suspended will have a period of time to address the identified issues after which matriculation may continue. A dismissed student will not be eligible to reapply.

Normal appeal opportunities are available to students disciplined for academic dishonesty.

Plagiarism

Plagiarism on class assignments may be handled at the discretion of the faculty member. Consultation with the program coordinator is always appropriate. The minimum penalty for such dishonesty should be failure on the particular assignment.

Plagiarism or cheating on major exams or projects must be reported to the program coordinator who will pass on to the Director of Graduate Studies the name of the student involved, the nature of the dishonesty, and the decision of the coordinator and faculty member in the matter. The minimum penalty for such dishonesty will be failure on the particular exam or project. The maximum penalty would be failure of the course.

Plagiarism or cheating on a comprehensive final exam or major project which constitutes a summative assessment must be reported to the Director of Graduate Studies for joint action of the faculty member, program coordinator, and Director. Sanctions may include failure of the course in question or dismissal from the graduate program. Normal appeal opportunities are available to students disciplined for academic dishonesty.

Seniors and Graduate Study

A senior undergraduate student who is enrolled in sufficient coursework to complete the requirements for the bachelor's degree may enroll with the approval of the Program Coordinator in courses for graduate credit, provided the student's total enrollment does not exceed seventeen semester hours or six semester hours in a summer term. A maximum of 12 credits from the graduate courses may be applied to the undergraduate degree. After graduation, and upon acceptance into a graduate program, these same credits may also be applied toward the appropriate graduate program.

The Appeal Process

Students with academic appeals should first seek resolution within the department through their Academic Advisors, Program Coordinators or Department Chair. Matters unresolved within the department may be appealed in writing to the Graduate Studies Council.

Time Limits

All degree requirements must be completed within five years from the date of admission. Time spent on leave of absence is included in the five-year time limit for the completion of the Master's degree. A student who interrupts the sequence of study may be subject to changes in requirements when returning. Transfer credits must be completed within the five-year statute of limitations.

Incomplete Courses

An I (Incomplete) applies to work of acceptable quality when one or more required assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The *Incomplete (I) Grade Request Form* is obtained from the Graduate Studies Office.

Changing Programs

Students wishing to change their program of study must fill out a Program Transfer Approval Form. This form requires signatures from the current academic program advisor and the the new academic program coordinator. The student will also be required to attach a current transcript and a Statement of Purpose that aligns with the request. When a student transfers from one program to another, they will apply for candidacy either when they have completed 15 credits at Evangel University or after one semester (minimum of 6 credits) in the new program depending upon which option is the lastest.

Withdrawal from the Graduate Program

A student considering withdrawal from the Graduate Program must first have a conference with the Program Coordinator or Academic Advisor. If a student finds it necessary to withdraw from the Graduate Program during a regular academic term, official withdrawal from all classes must be processed. The *Adult & Graduate Studies Official Withdrawal form* can be obtained from the Graduate Studies Office. When the required signatures are secured, the completed form should be returned to the Graduate Studies Office within 3 business days of the official date of withdrawal. Students who do not officially withdraw from classes will automatically be given a grade of F (failure) by the professor(s).

Failure to withdraw officially may lead to future problems in transferring units to other graduate institutions or when applying for readmission. Students who follow the proper procedures in withdrawing due to justifiable personal circumstances will be classified as having withdrawn in good standing. The tuition refund policy will be observed in cases of official withdrawal from the Graduate Program.

Leave of Absence from the Graduate Program

Students who find it necessary to interrupt the regular sequence of enrollment are expected to file notice of an official leave of absence to ensure proper communication

between the student and the Graduate Studies Office. Forms for this purpose are available in the Graduate Studies Office. Time spent on leave of absence is counted in the five-year time limit for graduate coursework. A student is held responsible for academic regulations and program requirements in effect at the time of entrance, provided the student maintains continuous enrollment. A student who interrupts academic enrollment is subject to the academic regulations in effect at the time enrollment is resumed.

Readmission

Students who have been absent from their Graduate Program for two or more consecutive semesters must submit an Application for Readmission to the Graduate Office. All returning graduate students are subject to new graduation requirements that are in effect at the time of their readmission.

Grade Points

Each course receives one grade, combining the results of class work, research and examinations. Grades are indicated by letters, with the following value in honor points given to each.

All references to letter grades in the Graduate Catalog are inclusive of the +/- grading system.

Grade	Quality Points (Per Hour of Credit)
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	1.0
D-	0.7
F	0
I	0
V	0
W	0
WP	0
WF	0

Research Thesis

Thesis requirements for degree programs are explained within the academic program descriptions. The thesis must demonstrate a capacity for research and independent

thought and be the student's own work. The Graduate Studies thesis guidelines entitled, Evangel University Thesis Guide to Preparation and Submission, are available [online](#). Academic Advisors should be consulted as to certain specific department requirements. The general thesis process is as follows:

- Thesis topic is approved by the Academic Advisor
- Thesis committee is formed. For the traditional thesis, this committee is composed of the major advisor, a departmental graduate faculty, and a graduate faculty in another department. For the non-traditional thesis, this committee is composed of the major advisor and a departmental graduate faculty
- Student and advisor work closely to refine the proposal and study implementation. When the major advisor is satisfied with the thesis progress, the student will be directed to submit the thesis to committee members
- Student supplies committee members with copies of the thesis for review and evaluation
- Committee members work with student and provide suggestions for improvement
- When all committee members are satisfied, the student orally defends the thesis before the committee and revises as recommended
- Final committee approval is secured in writing at least three weeks prior to commencement

The Graduate Studies Council must approve any exceptions.

Education Research Project

Education degree programs allow a research project in lieu of a thesis. A research project is an analysis/synthesis of current research and information pertinent to the student's area of specialization that results in a product that can be applied in the educational setting. A research project may result in a new curriculum, an assessment tool, a plan (e.g. safety, community/parental involvement, professional development) or an analysis of a situation or product. Project requirements for degree programs are explained within the Education program description.

Non-Thesis Option

Education and Clinical Mental Health Counseling students have the option to take additional coursework in lieu of completing a thesis or research project. Consult the departmental program descriptions for guidelines regarding this particular option.

Doctoral Dissertation

A research-based dissertation is required for completion of the Doctor of Education (EdD) degree. The traditional method for reporting doctoral research results is a five-chapter dissertation. The dissertation research is the study of a problem of practice that impacts education. The five-chapter report manuscript is prepared by the doctoral candidate under the supervision of the academic advisor. It is approved by the dissertation committee and serves as the culminating project to complete the Doctor of Education degree.

Comprehensive Examinations

Required by Clinical Mental Health Counseling and School Counseling programs only. Comprehensive examinations will be administered once each semester, including summer

and must be written in entirety during one session. If a student fails any portion of the comprehensive exam during the first attempt, he/she will pay a retake fee equal to the current rate of 1 credit hour tuition corresponding to their program and must rewrite an entirely different and equally comprehensive exam during the second sitting. More than two attempts to pass comprehensive exams must be approved by the Graduate Council.

Comprehensive Exam dates will generally be offered the 4th Friday of March, 1st Friday of August and the 2nd Friday of November. Please check with your respective department for exact exam dates and times.

Graduation Requirements

Requirements for graduation with the Master's degree include:

- The satisfactory completion of all courses listed on the student's approved program.
- A cumulative graduate grade point average of 3.0 or higher on all graduate courses that are a part of the student's approved program.
- A cumulative graduate grade point average of 3.0 or higher on all graduate work completed at Evangel University.
- Completion of the comprehensive examination with scores stipulated by the department (for Clinical Mental Health and School Counseling programs).
- Completion of a research thesis, project, dissertation or non-thesis option as required by the department.
- Candidates must complete the Application for Graduation early in the semester in which all requirements will be completed. Application deadlines are published each term by the Graduate Studies office.

Students will be considered for graduation when they have met the above requirements and:

- Have completed the Application for Graduation
- Have paid the graduation fee
- Have satisfied all financial obligations to Evangel University.

Commencement

Commencement exercises are held at the end of the spring semester for students who wish to participate. Degrees are formally conferred at the end of the fall, spring and summer semesters. The degree conferral date posted on the transcript is the last day of the semester in which all graduation requirements are met.

Student Services

Bookstore

The Evangel University Founders Bookstore serves the Evangel community. The bookstore offers a large variety of books, Bibles, music, emblematic clothing, greeting cards, school and art supplies, electronics, software, candies, gifts, and sundries. Normal business hours are 9:00 a.m.- 6:00 p.m. weekdays and 10:00 a.m.- 2:00 p.m. Saturdays. Special hours are posted during registration, vacations and summers. [Online purchasing available](#)

Career Development

The goal of the Career Development office is to provide students with the knowledge and skills needed to explore career options. Exploration workshops, individual career counseling and self-directed computer programs are available. The Evangel Web site has an online career bulletin available for students and alumni. A password can be obtained from Career Development.

Cashier

School bills may be paid and checks may be cashed at the Cashier's window, located in Riggs Hall - Administration Building. Normal hours are 8:30 a.m. - 3:30 p.m. weekdays except during the chapel (10:00 - 10:50 a.m.) and lunch hours (12:00 - 1:00 p.m.).

Food Services

Evangel provides food service for all students and employees. Each day a wide variety of entrees, sandwiches, soups, fresh fruits, breads, beverages and desserts are offered. The food service dietitian will work out individual programs for students with special dietary requirements or weight reduction programs prescribed by a physician. Various meal plans are available.

Graduate Student Housing

Graduate Students may apply for off-campus housing, i.e. campus apartments, duplexes, or houses. The residence halls are reserved for undergraduate students only. For information regarding off-campus housing, please contact the Physical Plant office.

Information Technologies

There are nine main computer labs on campus, including the Adult & Graduate Studies Student Lounge in Zimmerman 212. All Evangel students, whether resident or non-resident, will be issued a student email account upon registration. This will be the primary account used by professors and staff to contact students. Therefore, students should make it a practice to consult their student email frequently. For additional and current computer information, refer to the Evangel Web site.

Instructional Resource Center

The Instructional Resource Center is located in Zimmerman Hall, Room 204.

The IRC provides curriculum and instructional materials as well as media materials and equipment to enable students to prepare for instruction.

International Students

Evangel welcomes students from various cultures and believes they contribute significantly to the community. The Director of Student Life provides support services for all

international students. Services include, but are not limited to orientation, career and academic counseling, resource referrals and social activities.

Library

The Klaude Kendrick Library has approximately 19,000 square feet of space and is within a ten-minute walk of all campus buildings and residence halls. The Library has over 120,000 catalogued books and bound periodicals. This includes a collection of about 20,000 microfiche book titles and 10,000 microfilm rolls of serials. The library also has subscriptions to large and growing collections of ebooks from various vendors. The Library makes available to all students the online version of the ERIC database from 1966 to date. The following databases are also available online: EBSCO Host; ProQuest; PsycARTICLES; PsycINFO; ATLA; Christian Periodical Index (CPI); Religious & Theological Abstracts. New databases are added each year as they become available.

Regular Hours

Monday-Thursday 7:30 a.m. - 11:45 p.m.

Friday 7:30 a.m. - 4:30 p.m.

Sunday 8:30 p.m. - 11:30 p.m.

Special hours are posted during registration, vacations, and summers.

Hours are subject to change.

Post Office

Graduate students may request a post office box on campus. The Post Office is located in Riggs Hall. Students may mail packages and purchase postal supplies, including envelopes, post cards, stamps and foreign air sheets.

Recreational Facilities

The Mabee Student Fitness Center contains facilities that support intramural sports programs as well as general student recreation and fitness. Two basketball/volleyball courts, two racquetball courts, an indoor jogging track, an aerobics exercise room, and an extensive collection of top-of-the line exercise and weightlifting equipment are available in the Mabee Center for graduate students enrolled in four or more hours.

Public Safety

The Evangel Public Safety Department has the primary responsibility to protect Evangel community members and property. The Public Safety Department office is located in Riggs Hall. The department offers special services, including campus escort service, vehicle registration, traffic control, building security and assistance in medical emergencies. Dial extension 7000 on campus, for services.

Student Union

The Cantrell Student Union and The Joust provide a place for relaxation and recreation, including computer access. The Joust offers a variety of grilled and cold sandwiches and daily lunch entrées, as well as salads, pizza, pastries, beverages, fruit and snacks.

Wellness Center

The Wellness Center is located in the John K. Cantrell Student Union and encompasses the Health Services and Counseling Services available to current students. Professionally trained counselors provide help to graduate students with their academic, personal or spiritual problems during the spring and fall semesters when enrolled in four or more credit hours. This professional service carefully guards confidentiality.

Graduate Degrees in Education

Evangel University School of Graduate Studies provides opportunities for advanced studies in education. The Doctoral and Master of Education degree programs prepare the Christian educator— one who is dedicated to instructional improvement, leadership and service to students— with the knowledge and skills essential to educate in our dynamic, multicultural environment.

Department Theme

“Caring, Committed, Competent Teachers Shape the Future”

Graduate Degrees in Education

Master of Education in Curriculum and Instruction

The Master of Education in Curriculum and Instruction program is designed for the educator whose career goal is to become an instructional expert and teacher leader. The program provides a unique opportunity to integrate study, research and practical experience to enhance the teacher’s expertise.

Master of Education in Literacy

The Master of Education in Literacy program prepares educational leaders in the field of reading as teachers, clinicians, supervisors, directors and coordinators of reading programs. Students explore trends and issues, and literacy assessments, and develop effective methods and strategies for reading instruction.

Master of Education in Educational Leadership

The Master of Education in Educational Leadership program prepares graduates for educational leadership positions at the school, district, state and national levels. Graduates will demonstrate conceptual, organizational, political, social, managerial, interpersonal and technical skills essential for successful school administrators. The program meets Missouri curriculum requirements for elementary or secondary principal certification.

Master of Education in Secondary Teaching

The Master of Education in Secondary Teaching program is designed for students who have completed a bachelor's degree in a field other than education, but who now desire to use their expertise in the teaching profession.

This track will allow students to earn a secondary Missouri State Teaching Certificate in their bachelor's subject area while completing the Master's degree in education. The subject areas in which Evangel can certify are as follows:

- Art
- Biology
- Business
- Chemistry
- Drama/Speech
- English
- French
- Mathematics
- Music Education
- Physical Education
- Unified Science (Biology)
- Unified Science (Chemistry)
- Social Science
- Spanish

Doctor of Education in Educational Leadership with an emphasis in Curriculum and Instruction

The Doctor of Education in Curriculum and Instruction program is designed for the educator whose career goal is to become an instructional expert and organizational leader. The program provides a unique opportunity to integrate study, research and practical experience to enhance the educator's expertise. The program requires candidates to develop and produce original research adding to the knowledge base, develop comparative and analytical thinking skills, and develop an understanding of the skills and traits of successful leaders in the field of education at either the K-12 level or Higher Education.

The K-12 emphasis provides the coursework for an individual to become a lead educator in a school district. With an emphasis in Curriculum and Instruction, the degree would provide the education and training for an individual to be a curriculum specialist, an assessment officer, a secondary level department chair, or a professor in an educator preparation program. With the embedded value-added option, coursework may also be adapted to prepare for central office certification. In all coursework, use of technology as an instructional tool will be emphasized and articulated.

Accreditation

All Teacher Education Programs at Evangel University are accredited by the National Council for Accreditation of Teacher Education (NCATE) and are approved by the Missouri State Department of Elementary and Secondary Education.

The Missouri Department of Elementary & Secondary Education Office of Educator Quality is working with representative stakeholder groups to redesign the standards for educator preparation including certification requirements. These changes and implementation schedule will be communicated to students through individual advising sessions, meetings, and/or other university communications. If there are any questions and/or concerns, please contact the Director of Educator Preparation in the Office of Educator Quality.

Objectives for Graduate Education Program

Candidates for the Master of Education degree will become effective practitioners through classroom learning, research and analysis of model programs.

A graduate of the education program:

- demonstrates a commitment to **lifelong learning** and improvement through reflection on, engagement in, and application of educational research and identified best practices.
- demonstrates an engagement in deep-level reflection on, study of, and conversation about the **integration** of their Christian faith with their learning, life, and vocation.
- demonstrates an understanding of the **central concepts**, tools of inquiry, and structures of their discipline within the context of a global society.
- demonstrates an understanding of and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of students.
- demonstrates an ability to design **curriculum** and to engage in and lead curriculum planning based on state and district standards.
- builds learning networks through creating strong relationships and professional **partnerships** with school and university personnel, families, and community agencies in order to produce greater student success.
- understands **how students learn and develop** and provides opportunities that support the intellectual, social, and personal development of students.
- uses an understanding of individual and group motivation and behavior to create a **learning environment** that encourages positive social interaction, active engagement in learning, and self-motivation.
- is able to clearly articulate his or her **mission** as an educator, drawing on the rich resources of a Christian understanding of vocation, and faithfully carries out that mission.
- pursues continuous growth in their spiritual, emotional, and physical life, and contributes to the growth and **wellness** of others.
- exhibits a personal philosophy of education based on the Judeo-Christian ethic, which demonstrates compassion for human need and unique human differences, an understanding and appreciation for the **multicultural heritage** of humanity, and a sensitivity to differing value systems.
- effectively designs and implements instruction for **diverse** groups of learners, aligning instruction with national, state, and local standards in a positive learning environment.

Education Department Admission Policies

In addition to general admission policies, the Education Department requires:

- Three letters of recommendation, including one letter for Christian character recommendation. The remaining letters are to be from at least two of the following categories:

- a school administrator who is familiar with the applicant's competence and professional effectiveness
- an undergraduate advisor or university faculty member
- a student teaching supervisor or fellow teacher, or an employer
- A GPA of 3.0 or higher in undergraduate or graduate coursework. A student with a GPA of less than 3.0 may be considered for provisional admission.
- Passing score on the Missouri Content Assessment or other comparable tests required by the Missouri Department of Elementary and Secondary Education.
- Completion of the Missouri Education Profile (MEP)

Summer Graduate Studies

Evangel University offers a unique format for summer graduate courses. Courses are offered in summer blocks of four weeks each. The curriculum is designed so that students may begin coursework with any one of the blocks. Students may enroll for a maximum of six hours of credit in each block.

Literacy Partnerships

A credit limit of 12 credits earned through Literacy Partnership courses are accepted towards a Masters of Education at Evangel University. The credits must meet program requirements as per the degree requirements for each respective master degree program (see Degree Requirement Worksheets). These courses will be preapproved by the Graduate Education Committee.

Master of Education In Curriculum and Instruction

Hours Required: 35-36

This program is a non-certification program.

Required Courses

Courses	Credits
EDU 533 Theories, Problems and Practice in Curriculum Development	3
EDL 509 Action Research	3
EDL 527 Communications for Effective Leadership (Elective)	2
EDL 535 Leadership in Elementary and Secondary Curriculum (Elective)	3
EDL 665 Human Relations and Collaborative Processes (Elective)	3
EDU 512 Special Education: Consulting with Parents and Teachers	2
EDU 543 History and Philosophy of American Education	3
EDU 563 Educational Assessment	3
EDU 582 Special Studies in Classroom Management and Discipline	2
EDU 633 Educational Psychology Applied	3
EDU 698* Research Project	3
or	
EDU 699* Research Thesis	3
RDG 513 Content Area Reading Education	3
RDG 522 Language Development and Literacy (Elective)	2

RDG 543 Methods of Reading for Students with Literacy Problems (Elective)	3
RDG 633 Current Issues and Trends in Reading Education (Elective)	3

**An additional 3-credit-hour course may be substituted for EDU 698 or EDU 699 as approved by an advisor.*

Master of Education In Literacy

Hours Required: 35-38

This program of study requires 35 hours for graduation (or 38 hours if student is seeking a Missouri teaching certificate in reading).

Prerequisites for Reading Specialist Certification: Child Psychology and Adolescent Psychology OR Lifespan Psychology, Education of the Exceptional Child

Required Courses

Courses	Credits
EDL 509 Action Research	3
EDU 512 Special Education: Consulting with Parents and Teachers	2
EDU 563 Educational Assessment	3
EDU 582 Special Studies in Classroom Management and Discipline	2
EDU 633 Educational Psychology Applied (elective)	3
RDG 513 Content Area Reading Education	3
RDG 522 Language Development and Literacy	2
RDG 543 Methods of Reading for Students with Literacy Problems	3
RDG 611 Individual Assessment – Intellectual	2
RDG 620 Leadership in Literacy	3
RDG 653 Reading Diagnosis	3
RDG 690 Reading Practicum I (literary lab required for certification only)	3
RDG 691 Reading Practicum II (literary lab required for certification only)	3

Electives

EDU 698 Research Project	3
EDU 699 Research Thesis	3
RDG 590 Seminar in Reading Topics (Current Literacy Issues/Topics) up to 6 hrs if approved by advisor	1-6

or

EDU 590 Seminar in Educational Topics (up to 6 hours if approved by advisor)	1-6
RDG 633 Current Issues and Trends in Reading Education	3
RDG 690 Reading Practicum I (literacy lab elective for non-certification track)	3
RDG 691 Reading Practicum II (literacy lab elective for non-certification track)	3
TES 636 Second Language Acquisition	3

Master of Education in Educational Leadership

Hours Required: 38

REQUIREMENTS:

I. An Initial Administrator Certificate (elementary or secondary principal), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

A. One (1) of the following:

1. A permanent or professional Missouri certificate of license to teach;

OR

1. A baccalaureate degree from a state-approved teacher preparation program;

2. A recommendation from the designated certification official from a state-approved teacher preparation program which is included on the Application for Initial Missouri Teaching Certificate; and

3. Achieve a score equal to or greater than the Missouri qualifying score on the assessment designated by the State Board of Education for initial certification;

B. A minimum of two (2) years teaching experience approved by the Department of Elementary and Secondary Education;

C. Successful completion of the building-level administrator's assessment designated by the State Board of Education;

D. Completion of a course in Psychology and Education of the Exceptional Child;

E. Completion of a master's degree in educational leadership from a college/university meeting approval of the Missouri Department of Elementary and Secondary Education;

Required Courses

Courses	Credits
EDL 509 Action Research	3
EDL 515 Administration of Special Programs	3
EDL 525 School Law and Ethics	3
EDL 527 Communications for Effective Leadership	2
EDL 535 Leadership in Elementary and Secondary Curriculum	3
EDL 545 Foundations of Educational Administration	2
EDL 555 The Principalship	3
EDL 565 School Supervision and Improvement	3
EDL 643 Organizational Management	3
EDL 665 Human Relations and Collaborative Processes	3
EDL 675 Administration of Instructional Programs	3
EDL 685 Leadership Capstone	3

Master of Education in Secondary Teaching

Hours Required: 39-41

Additional admission requirements:

- A bachelor's degree from a regionally accredited institution with a major in a field or coursework equivalent in which Evangel offers secondary certification.
- Minimum, cumulative undergraduate grade point average of 2.75 or better and a content area grade point average of 3.0 or better. A student with a GPA of less than 3.0 may be considered for provisional admission and must pass the Missouri Content Assessment exam and earn a GPA of 3.0 during their first semester in the program in order to move to regular standing.
- Meet all admissions requirements as listed in the Evangel University Graduate Catalog.
- Prove completion of a 2 or 3 credit hour course in Adolescent Psychology or Lifespan Development at the baccalaureate level by providing official transcript OR complete either course as co-requisite to the Master of Education Secondary Teaching program.
- For full admission, students must pass the Missouri Content Assessment exam in their subject area to qualify for state certification. A student who has not yet passed the Missouri Content Assessment exam may be admitted on a provisional basis, if they otherwise meet admission requirements.

Required Courses

Courses	Credits
EDU 501 Implementing Business Education Programs**	3
EDU 507 Research Methods and Statistics	3
EDU 512 Special Education: Consulting With Parents and Teachers	2
EDU 533 Theories, Problems and Practice in Curriculum Development	3
EDU 535 Educational Technology	2
EDU 536 Methods in Secondary Teaching Specialty*	3
EDU 543 History and Philosophy of American Education	3
EDU 563 Educational Assessment	3
EDU 582 Special Studies in Classroom Management and Discipline	2
EDU 627 Seminar in Student Teaching	1
EDU 633 Educational Psychology Applied	3
EDU 690 Practicum in Subject Area Specialty I/II	1
EDU 691 Practicum in Subject Area Specialty III	2
EDU 697 Supervised Student Teaching	8
RDG 513 Content Area Reading Education	3

**Varies by subject area. Some disciplines may require an additional methodology course.*

***Required for business concentration.*

Doctor of Education in Educational Leadership with an emphasis in Curriculum and Instruction

Hours Required: 48

Students seeking Missouri Superintendent Certification must meet the following requirements:

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
CERTIFICATION REQUIREMENTS FOR SUPERINTENDENT (GRADES K-12)

I. PROFESSIONAL REQUIREMENTS:

An Initial Administrator certificate, valid for a period of four (4) years from the date of issuance, will be issued to applicants meeting the following requirements:

A. One (1) of the following:

1. A permanent or professional Missouri certificate of license to teach;

OR

1. A baccalaureate degree from a state-approved teacher preparation program;

2. A recommendation from the designated certification official from a state-approved teacher preparation program which is included on the Application for Initial Missouri Teaching Certificate; and

3. Achieve a score equal to or greater than the Missouri qualifying score on the assessment designated by the State Board of Education (board) for initial certification;

B. A minimum of one (1) years' experience as a building- or district-level administrator at a public or accredited nonpublic school;

C. Successful completion of the district-level administrator's assessment designated by the board;

D. Completion of a course in Psychology and/or Education of the Exceptional Child;

E. Completion of an educational specialist or advanced degree program in educational leadership and recommendation from the designated official of a college/university approved by the Department of Elementary and Secondary Education.

The approved graduate credit shall include:

1. Foundations of educational administration;

2. City school administration;

3. School supervision;

4. Curriculum construction;

5. Research and evaluation;

6. School finance;

7. School law;

8. School staff personnel administration;

- 9. School/community relations; and
- 10. School plant design and operation

AND

F. A recommendation from the designated certification official from a state-approved educational specialist or advanced degree program for the preparation of superintendent; this must be part of the Application for Superintendent’s Certificate.

Required Courses
Courses

Credits

EDL 701 Leadership Seminar: Community Relations	1
EDL 702 Leadership Seminar: Policy Analysis	1
EDL 703 Leadership Seminar: Public Relations	1
EDL 705 Ethics and Decisions of School Leaders	3
EDL 709 Resource Management	3
EDL 711 Advanced Supervision	3
EDL 713 Cultural Competence	3
EDL 723 Research Methods and Statistics	3
EDL 729 Data Analysis for School Improvement	3
EDL 733 Teacher As Leader	3
EDL 751 Advanced Curriculum and Design	3
EDL 755 Effective Learning	3
EDL 757 Differentiating Curriculum and Instruction	3
EDL 759 Contemporary Issues in Curriculum and Instruction	3
EDL 761 Educational Funding	3
EDL 781 Leadership Internship	3
EDL 790 Dissertation Seminar and Proposal	2
EDL 796 Dissertation: Directed Research	3
EDL 796 Dissertation: Directed Research	3
EDL 796 Dissertation: Directed Research*	1

**-as needed for completion*

Course Descriptions for Education

Educational Leadership (EDL)

509. ACTION RESEARCH (3)

This course enables graduate students in Education to become acquainted with the literature on educational research methodologies, and to develop an understanding of such methodology in light of assessment and instruction. The goal is not only to become a critical reader of research reports, but also a consumer and producer of educational research. The Action Research process for improving teaching and learning in classrooms at all levels is explored. Students will use the model to develop and conduct research and use the data to answer significant questions about individual or collective student learning concerns or issues.

515. ADMINISTRATION OF SPECIAL PROGRAMS (3)

Designed as an entrance level course for the study of student personnel programs. Provides a broad overview of the essential elements of special education, guidance and counseling, activity and other student support programs as outlined by the E.L.C.C. and I.S.L.L.C. standards as well as the EAD Knowledge Base.

525. SCHOOL LAW AND ETHICS (3)

Designed to provide educational leaders and policy makers with practical knowledge of constitutional, statutory and case law and ethics relevant to issues affecting the organization and administration of public schools.

527. COMMUNICATIONS FOR EFFECTIVE LEADERSHIP (2)

Emphasizes speaking, listening and writing skills for educational leaders. Course content includes internal communication with school faculty and staff as well as external communication with parents and community.

535. LEADERSHIP IN ELEMENTARY AND SECONDARY CURRICULUM (3)

Emphasizes the instructional role of the educational leader. Course content includes the history, politics, process, and current trends in both elementary and secondary curriculum development and implementation.

545. FOUNDATIONS OF EDUCATIONAL ADMINISTRATION (2)

Designed to provide an introduction to the major issues involved in educational administration. The student will also become oriented to the Evangel University Christian Leadership Development Model. As part of this course the student will become knowledgeable of the standards for educational leadership developed by the Interstate School Leaders Licensure Consortium (ISLLC) and begin to develop a portfolio validating individual competence for each standard.

555. THE PRINCIPALSHIP (3)

Aims to prepare future principals for transformational leadership by conceptualizing their role as learners, mentors, supervisors, managers, politicians and advocates. Organized around the six Interstate School Leaders Licensure Consortium (ISLLC) Standards, the course prepares educators for their complex role of creating learning communities.

565. SCHOOL SUPERVISION AND IMPROVEMENT (3)

Designed as an introductory course in supervision and personnel issues. The course provides a broad overview of the essential elements of recruiting, training and nurturing quality instructional staff members as outlined by the E.L.C.C. and I.S.L.L.C. standards as well as the EDL Knowledge Base.

643. ORGANIZATIONAL MANAGEMENT (3)

The prospective educational leader examines aspects of educational organizational behavior, including, but not limited to organizational culture, leadership, motivation, change, conflict, and decision-making. Particular attention paid to issues arising from No Child Left Behind Act and maintaining high standards of scholarship.

665. HUMAN RELATIONS AND COLLABORATIVE PROCESSES (3)

Focuses on leadership and school improvement through collaborative processes, and systems. Aspects of teaming, group processes and perceptions, problem solving and conflict resolution will be explored.

675. ADMINISTRATION OF INSTRUCTIONAL PROGRAMS (3)

Designed to equip the administrator with the tools to guide curriculum development, instructional development, and staff development within a school.

685. EDUCATIONAL LEADERSHIP CAPSTONE (3)

Designed to be the last course a student takes in the Educational Leadership program. It is designed to provide the student the opportunity to complete the required portfolio, demonstrate knowledge and skills required with the ISLLC standards and take the assessments necessary for graduation from the Educational Leadership program.

694. EDUCATIONAL LEADERSHIP INTERNSHIP (3)

Field and Clinical Experiences for (3) semester hours with a minimum requirement of three hundred (300) clock hours as required by DESE for certification.

701. LEADERSHIP SEMINAR -COMMUNICATIONS (1)

The course will involve the study of the nature, scope, principles and practices of public relations, communication and collaboration among professional educators and the school community.

702. LEADERSHIP SEMINAR - POLICY ANALYSIS (1)

This course examines the politics of education at the building, district, state and national level. Both policy development and the changing role of government in education will be discussed.

703. LEADERSHIP SEMINAR - PUBLIC RELATIONS (1)

The course will involve the study of community dynamics and the collaboration and communication skills required for instructional leaders. Concepts such as community collaboration, communication with stakeholders and the impact of social media will be explored.

705. ETHICS AND DECISIONS OF SCHOOL LEADERS (3)

The course will explore leadership theories, power and authority in organizations, leader effectiveness and decision-making processes, and organizational reform. Emphasis will be placed on understanding ethical leadership and decision-making in organizations facing challenges and organizational change.

709. RESOURCE MANAGEMENT (3)

The course will involve the study of school design, maintenance and resource management. Emphasis will be placed on enrollment, location, staffing and equipping the organization with appropriate resources.

711. ADVANCED SUPERVISION (3)

The course will involve the study of evaluation of educational programs and personnel. Emphasis will be placed on studying school improvement through the measurement of

outcomes in school performance through the lens of personal and program evaluation. Systems Theory and the Christian Leadership Model will be reviewed.

713. CULTURAL COMPETENCE (3)

The course will include an investigation of the basic principles and practices of organizations regarding diversity and multicultural programs. Emphasis will be placed on how school personnel and organizational programs meet the needs of diverse and/or multicultural populations.

723. RESEARCH METHODS AND STATISTICS (3)

The course will introduce students to the basics of educational research including statistical techniques, qualitative and quantitative research and research design. Students will also investigate methods of evaluating research and published articles.

729. DATA ANALYSIS FOR SCHOOL IMPROVEMENT (3)

The course will include the study of techniques used in evaluation of programs. Topics will include identifying evaluation targets, collecting and interpreting appropriate data, developing an action plan, and reporting meaningful results to stakeholders.

733. TEACHER AS LEADER (3)

The course will focus on the concepts of teacher leaders and the activities and responsibilities involved in leading teachers or adult learners. The course is designed to move teachers to leadership roles within the field of education. Leadership concepts appropriate for classroom instructor or instructional coaches will be emphasized.

751. ADVANCED CURRICULUM AND DESIGN (3)

The course will investigate the major components and theories of curriculum design at the organizational level.

755. EVIDENCE BASED INSTRUCTION & LEARNING (3)

The course will study research-based and research-supported teaching strategies. Students will be exposed to and apply current theory and practices designed to improve classroom instruction.

757. DIFFERENTIATING CURRICULUM AND INSTRUCTION (3)

The course will provide students with strategies to successfully differentiate instruction by differentiating the content, process, or product. Emphasis will be placed on the development of school programs that implement differentiated instruction.

759. CONTEMPORARY ISSUES IN CURRICULUM AND INSTRUCTION (3)

The course will analyze significant developments and trends in curriculum and instruction. Emphasis will be placed on analysis of differing points of view concerning policies and practices of curriculum and instruction. Visionary Leadership will be a focus of the discussion regarding current and future educational practice.

761. EDUCATIONAL FUNDING (3)

The course will investigate school budgeting procedures and the relationship with local, state and federal funding of school operations. Funding resources and management of private funds will also be discussed.

781. LEADERSHIP INTERNSHIP (3)

The course will engage students in a 300 clock-hour field experience. Students will gain the knowledge, insight and current issues facing practitioners while working with a current school leader.

790. DISSERTATION SEMINAR AND PROPOSAL (2)

The course will require students to develop a draft dissertation research proposal. Students will discuss theories of research and the process of hypothesis development.

796. DISSERTATION DIRECTED RESEARCH (3)

The course sequence will require students to develop a research proposal to be presented to an advisor, the research committee, and the research review board. Upon approval the research project will be completed and defended.

Education (EDU)

500. RESEARCH PROJECT/THESIS (OFF CAMPUS) (0)

Designed to allow graduate students in the Education program to maintain at least half-time enrollment while working on project/thesis during fall/spring semesters. Students choose when they pay for EDU 698/699 and until they pay, they stay registered for the course.

501. IMPLEMENTING VOCATIONAL BUSINESS EDUCATION PROGRAMS (3)

In-depth investigation of curriculum development and implementation of vocational business education classes on the high school and middle school level. Includes research of issues and procedures for career and technical education in the public and private sectors leading to knowledge of core competencies for marketing education programs.

507. RESEARCH METHODS AND STATISTICS (3)

Overview of basic research processes and the skills necessary to develop and conduct graduate research projects. Addresses issues related to the philosophy of science and the development role of scientific inquiry in research along with specific issues related to research design.

509. ACTION RESEARCH (3)

This course enables graduate students in Education to become acquainted with the literature on educational research methodologies, and to develop an understanding of such methodology in light of assessment and instruction. The goal is not only to become a critical reader of research reports, but also a consumer and producer of educational research. The Action Research process for improving teaching and learning in classrooms at all levels is explored. Students will use the model to develop and conduct research and use the data to answer significant questions about individual or collective student learning concerns or issues.

512. SPECIAL EDUCATION- CONSULTING WITH PARENTS AND TEACHERS (2)

Explores counseling techniques, current issues, trends, and problems in all areas of exceptionalities, including the gifted and at-risk populations. Includes communication skills with exceptional children and their families. Topics are determined by current legislative initiatives and school trends.

533. THEORIES, PROBLEMS AND PRACTICE IN CURRICULUM DEVELOPMENT (3)

An exploration of contemporary curriculum development theories that impact the organization and structure of schools today. Provides a comprehensive analysis of the process of curriculum development.

535. EDUCATIONAL TECHNOLOGY (2)

Designed to aid teachers in becoming better acquainted with the broad range and interrelated use of instructional media materials and techniques. Emphasis on the practical problem of choosing, using, and inventing instructional materials.

536. METHODS IN SECONDARY TEACHING SPECIALTY (3)

Emphasizes the fundamentals of teaching methods, curriculum, and techniques in a selected subject area. The student will select the major area of emphasis.

543. HISTORY AND PHILOSOPHY OF AMERICAN EDUCATION (3)

Explores the basic philosophical and historical foundations that undergird the American educational system.

545. ANALYSIS OF THE ORGANIZATIONAL ENVIRONMENT (3)

Cross listed with MKT 545.

563. EDUCATIONAL ASSESSMENT (3)

Designed to supply professional educators with the tools and techniques to assess student achievement.

582. SPECIAL STUDIES IN CLASSROOM MANAGEMENT AND DISCIPLINE (2)

Presents models of classroom management and related discipline issues. Research oriented with a focus in the diversity of current American culture and classroom practices.

584. BUILDING A COMMUNITY-BASED CAREER READY CURRICULUM-TIER 1 (3)

This two tiered course is designed to assist practicing teachers in developing timely relevant curriculum regarding community career needs to students throughout Springfield Public Schools. This course represents a collaborative effort between Springfield Public Schools and Evangel University and the Springfield business community. Course by permission only.

585. BUILDING A COMMUNITY-BASED CAREER READY CURRICULUM-TIER 2 (3)

This two tiered course is designed to assist practicing teachers in developing timely relevant curriculum regarding community career needs to students throughout Springfield Public Schools. This course represents a collaborative effort between Springfield Public

Schools and Evangel University and the Springfield business community. Course by permission only.

590. SEMINAR IN EDUCATIONAL TOPICS (2)

Seminar in current educational topics.

591. SEMINAR IN EDUCATIONAL TOPICS (2)

Seminar in current educational topics.

592. SEMINAR IN EDUCATIONAL TOPICS (2)

Seminar in current educational topics.

627. SEMINAR IN STUDENT TEACHING (1)

Addresses current issues in education. Conducted by faculty and university supervisors for all student teachers. Must be taken concurrently with student teaching.

633. EDUCATIONAL PSYCHOLOGY APPLIED (3)

Designed for Education majors as they progress from the role of practitioners to research-scientists. Incorporates psychological theory, research, and practice in the classroom.

690. PRACTICUM IN SUBJECT AREA SPECIALTY I/II (1)

The course is a clinical experience in which students are assigned to the school for three or more hours per week. This experience will be in the subject area specialty.

691. PRACTICUM IN SUBJECT AREA SPECIALTY III (2)

The course is a clinical experience in which students are assigned to the school for three or more hours per week. This experience will be in the subject area specialty. This course will be taken the semester prior to student teaching.

697. SUPERVISED STUDENT TEACHING (8)

Student observe and then teach under the direction of a cooperating educator and University supervisor.

698. RESEARCH PROJECT (3)

An independent project that shows the student's ability to conduct scholarly research that has a significant application. The student must follow the guidelines listed in the department for seeking permission, defending, and submitting the project.

699. RESEARCH THESIS (3)

An independent study that demonstrates the student's ability to complete a scholarly research thesis. The student must follow the guidelines listed in the department for seeking permission, defending, and submitting the thesis.

Reading (RDG)

513. CONTENT AREA READING EDUCATION (3)

Examines diagnostic, methodological, organizational, and administrative issues related to content reading instruction. Emphasis on research and application of strategies for developing functional reading in content fields.

522. LANGUAGE DEVELOPMENT AND LITERACY (2)

Explores the issue of emergent literacy and the relationship of language development and early literacy. Human growth as it relates to the development of oral language, reading, and writing.

543. METHODS OF READING FOR STUDENTS WITH LITERACY PROBLEMS (3)

Provides opportunities to explore effective instructional strategies which assist students with literacy problems. Students explore preventive, early intervention, and remedial strategies.

590. SEMINAR IN READING TOPICS (2)

Seminar in current reading topics

611. INDIVIDUAL ASSESSMENT-INTELLECTUAL (2)

Presents the theoretical and assessment process of human intelligence. Definitions and nature of intelligence, research, development, and standardization of intelligence. Discusses and critiques major individual intelligence tests. Develops student assessment techniques and skills.

620. LEADERSHIP IN LITERACY (3)

This course offers an in-depth study of literacy leadership and coaching to equip teachers, reading specialists, literacy coaches, district supervisors and administrators to become caring, committed, competent educators in the field of literacy. Building relationships with other professionals in education, identifying student and school needs in literacy, and collaborating to implement literacy instruction at the district and school level will be explored throughout this online course.

633. CURRENT ISSUES AND TRENDS IN READING EDUCATION (3)

Current issues and trends in reading education, such as the whole language philosophy and its effect on reading curriculum and classroom instruction.

653. READING DIAGNOSIS (3)

Current trends and procedures used in assessing literacy problems. Classroom and clinical approaches and current research and knowledge base in literacy education.

690. READING PRACTICUM (3)

Practical experience in formal/informal assessment of students, diagnosis of student strengths and weaknesses, and planning and implementing instruction for reading. Each graduate student is assigned 2-3 students to work with during the practicum.

691. READING PRACTICUM (3)

Provides practical experience in formal/informal assessment of students, diagnosis of student strengths and weaknesses, and planning and implementing instruction for reading

improvement. Each graduate student is assigned 2-3 students to work with during the practicum.

Teaching English to Speakers of Other Languages (TES)

533. LANGUAGE AND CULTURE (3)

Focuses on the interrelationships of language and culture, aspects of linguistic and cultural diversity, cross-cultural communications, and cultural issues in the classroom. Emphasizes techniques for fostering cooperative learning, resolving conflicts, and meeting student needs in multicultural and language classrooms.

536. ESL METHODS (3)

Provides a knowledge of materials and methods for teaching English to speakers of other languages. Should be taken concurrently with TESL 597 (Practicum).

538. COMPONENT AREAS OF TESOL (3)

This course will delve into the details of teaching any one or a combination of the four component areas of TESOL: listening, speaking, reading, and writing. Recent research into teaching of these areas will be presented, and specific teaching concerns will be addressed. The course will systematically analyze the unique factors and guidelines in teaching each of the four skills, with specific focus also given to pronunciation, grammar, and vocabulary. Issues addressing literacy will be covered.

539. ESL MATERIALS, CURRICULUM AND ASSESSMENT (3)

Review and analysis of curriculum, materials, and assessment tools currently used in professional teaching of English to speakers of other languages; research-based discussion of up-to-date practices in course design that most effectively reach second-language students.

555. ADVANCED GRAMMAR AND LINGUISTICS FOR ESL TEACHERS (3)

Grammar for ESL Teachers is a critical study of aspects of modern English grammar important for the teaching of English as a Second Language (ESL) or as a Foreign Language (EFL). Candidates will gain an understanding of the major morphosyntactic and semantic phenomena important for teaching ESL/EFL, become familiar with the practical and theoretical literature on teaching English grammar, participate in practical exercises of grammar correction in writing with actual English Language Learners (ELLs), and develop and compile classroom activities for teaching points of grammar.

593. SPECIAL TOPICS IN TESOL (3)

This course will cover issues related to ESL teaching situations in K-12 schools in the United States. Particular issues covered will include: making content accessible to ELLs through scaffolding and sheltering techniques; aligning formative and summative assessments for ELLs with non-language assessments; working with classroom teachers and administrators.

597. PRACTICUM IN ESL INSTRUCTION (2)

Practicum experience for students assigned to a school for at least 3 hours per week in ESL instruction.

Master of Organizational Leadership

Many busy professionals in business, education, health care, government, or ministry organizations are eager to earn a master's degree that will enhance their potential to lead their organizations or operating units to sustained levels of performance excellence. The Master of Organizational Leadership program is ideal for people with several years of work experience who are in positions of responsibility where they can potentially influence change.

You can earn the Master of Organizational Leadership by completing this 36 credit hour program that integrates Christian principles and the concept of transformational leadership with the skills needed to develop a positive, results-oriented organizational culture that maximizes the potential of its people and the performance of the organization. Knowledge and skills will be immediately utilized in your organization through assignments and projects. Further benefit will come from sharing the experiences of other students from all types of organizations. The program projects enable you to develop and demonstrate skills in performing a formal organizational assessment and develop an improvement analysis of your organization's or work unit's systems and their effectiveness.

The Master of Organizational Leadership program can be completed in the seated program or the online hybrid format. The seated program starts in July and meets on campus throughout each semester. The hybrid option begins in January or July with a residential experience two times each year and then allows the student to return home and complete the remaining course work. The two delivery methods are synchronized so that students may change at the beginning of a semester from one delivery method to the other. Both programs will incorporate online learning activities and can be completed in about two years.

The objectives of the Master of Organizational Leadership program are the following:

- Develop a personal leadership philosophy that integrates Biblical values and ethics and acquire the skills necessary to effectively lead the organization;
- Understand the dynamics of global and multi-cultural environments on leadership and organizational behavior;
- Demonstrate a practical understanding of organizations, cultures, and teams from a systems perspective;
- Develop knowledge and skills of strategic planning and change management that result in the capacity to take an initiative from planning through implementation stages;
- Explain essential concepts of budgeting, financial management and risk management for organizational decision-making;
- Identify and demonstrate effective approaches and skills in written and oral communication to support organizational leadership effectiveness;
- Describe and demonstrate effective use of technology and processes for organizational feedback, assessment of organizational performance, problem-solving, opportunities for improvement and knowledge management;
- Describe the values, concepts and behaviors found in high-performing organizations and demonstrate ability to assess organizational performance and identify opportunities for improvement;
- Understand strategies for developing the organization and its workforce; and
- Understand factors necessary to create an effective customer and market focus.

Admission Policies

In addition to general admission policies, the Organizational Leadership program requires the following:

- Three letters of recommendation, including one letter from a pastor. The remaining two are to be from the following categories: a current or past supervisor who is familiar with the applicant's competence and professional effectiveness, and an undergraduate advisor or university faculty member.
- A resume identifying past and current leadership and/or management responsibilities and the support for the program requirement of the ability to apply learning projects, including program projects, to your work place.

Once admitted, students will be required to identify a leader in their organization who will be their mentor and sponsor for accessing information needed to complete work related assignments and the three projects. Students without more extensive work experience will be required to identify an organization which they will be able to use as a resource to meet the course and project requirements.

Hours Required: 36

Required Courses

Courses	Credits
MOL 501 Foundations of Leadership	3
MOL 527 Communications and Community Relations	3
MOL 545 Information & Knowledge Management	3
MOL 550 The Effective Organization	3
MOL 580 Organizational Analysis Project	1
MOL 596 Leadership Brand Project	1
MOL 601 Strategic Management	3
MOL 645 Managerial Finance	3
MOL 650 Analysis of the Organizational Environment	3
MOL 660 Systems Design and Development	3
MOL 665 Organizational Design and Development	3
MOL 672 Marketing	3
MOL 675 Developing People and Teams	3
MOL 680 Systems Development Project	1

Course Descriptions for Master of Organizational Leadership

501. FOUNDATIONS OF LEADERSHIP (3)

An examination of theories in leadership and management and analysis of assessing organizational leadership effectiveness. Includes an examination of the relationship of personal values, spirituality, ethical choices, and social responsibility and their impact on the leader's ability to influence workplace and public policy. A personal philosophy for effective leadership will be developed.

527. COMMUNICATIONS AND COMMUNITY RELATIONS (3)

Explores effective professional communication techniques for writing, speaking and listening. Includes public presentations, formal report and grant writing, and preparation and analysis of policy. Routine business communications and meeting facilitation skills are included.

545. INFORMATION AND KNOWLEDGE MANAGEMENT (3)

This course examines the development and use of systems for gathering and analyzing information and data to support daily operations and organizational decision making and the measurement and analysis of organizational performance. Students will consider methods to identify and develop key non-financial measures for processes and organizational performance, including assessment methods, statistical tools, and an overview show these measures are analyzed and used in effective decision making. Information management systems, security, and interfaces will also be explored.

550. THE EFFECTIVE ORGANIZATION (3)

Examination of the Baldrige National Quality Program's Criteria for Performance Excellence and how it is used to assess and improve organizational performance. Cases will be used to explore effective approaches to assessment, report writing, and evaluation. Students will identify an organization for applied research and a mentor within the corporation who will assist them in obtaining access to the information needed to complete the assignment. All information in the organizational assessments will be confidential.

580. ORGANIZATIONAL ANALYSIS PROJECT (1)

The organizational analysis project requires the student to complete an applied assessment that demonstrates his/her ability to develop an organizational profile, identify potential gaps in key information and performance requirements, and propose leader's initiatives to close key gaps.

594. GLOBAL EXPERIENCE (1)

This course combines classroom and on site experience that will familiarize the student with local history, culture, customs, religious practices, business practices and etiquette in various countries. The primary goal is greater sensitivity to the differences between those contexts and our own.

596. LEADERSHIP BRAND PROJECT (1)

The leadership brand project requires the student to complete a strategic marketing plan that addresses real opportunities in an organization or unit of an organization and reflects organizational values. This project allows the student to create a practical and useful expression of his or her own unique leadership brand to the organization.

601. STRATEGIC MANAGEMENT (3)

Explores the formulation, implementation, and management of key strategies that will maximize the organization's core competencies, fulfill customers' and other stakeholders' expectations, and create a sustained level of performance excellence. The course examines mission, vision, values, long-and short-range goals and objectives, and various kinds of strategies and controls used to develop the organization's direction and sustain its performance.

645. MANAGERIAL FINANCE (3)

Examines the requirements of an effective financial accounting and reporting system and the interpretation of financial reports for proprietary, non-profit, and governmental organizations. Explores decision processes and models for evaluating finance-related options, investing and managing cash, managing and preventing risk, and allocating financial, human, and capital resources. Explores the use of focus groups decision matrixes, control charts, and other tools to investigate problems, analyze data and information, and identify potential solutions.

650. ANALYSIS OF THE ORGANIZATIONAL ENVIRONMENT (3)

Reviews concepts and approaches to develop and analyze an organization's relationship with its "customers", including how to develop and analyze satisfaction surveys, market analysis, quality function deployment (QFD) and other tools to assure that the needs of the organization's current and future customers are met or exceeded.

660. SYSTEMS DESIGN AND DEVELOPMENT (3)

This course focuses on fundamental operational issues in the manufacturing and service industries, and the appropriate tools to manage those issues. Special attention will be given to project management, including PERT, critical path scheduling, and time cost methodologies. Other operations management issues, such as quality management and control, capacity planning, plant location, process/product layout and design, production planning and scheduling, forecasting and inventory management, and supply chain management will be addressed. To complement the operational aspects of process management, methodology for assessing risks associated with alternatives is also presented. Analytical tools discussed include Decision and Risk Analysis, statistical quality control, break-even analysis, and simulation modeling. Where appropriate, the use of operations management techniques associated with service and distribution organizations will be demonstrated.

665. ORGANIZATIONAL DESIGN AND DEVELOPMENT (3)

Explores the primary roles of managers and leaders within the context of organizational environments, including economic, technological, political, and social. Organizational design will also be studied in the context of globalization and organizational life cycles and their impact on organizational culture and how it will lead the facilitate change.

672. MARKETING (3)

Discusses the role of public relations in customer relations, stakeholder communications, and business development. Emphasizes an integrated approach with other marketing tools and the importance of ethics and integrity in public communication about the organization and its products and services. Explores concepts that are essential and adaptable to organizations of any size or type, including nonprofits, government, small businesses, and corporations.

675. DEVELOPING PEOPLE AND TEAMS (3)

Examines the organizational human resource function and contemporary techniques for managing human resources. Discussions focus on empowerment, legal issues, work force diversity, managing change, recruitment and selection, training and development, compensation, managing relations, and health and safety.

680. SYSTEMS DEVELOPMENT PROJECT (1)

This project requires students to identify an organizational problem that is amenable to intervention. Students will collect data regarding the problem, propose a solution, and provide data regarding the solution that was developed. In this course, students will apply knowledge of Systems Development, project management, risk management, and data analysis. The end result will be a report and face-to-face presentation of the entire project to their peers and instructors.

699. ORGANIZATIONAL INTERNSHIP (1)

Enables students to establish a relationship with an organization that provides opportunities for increased understanding and application of course material regarding effective leadership in the organization. The student will be assigned to an organizational mentor who will provide the student access to business practices and organizational information. The student will develop a contract with the sponsoring organization identifying learning objectives that will then be assessed at the end of each semester. This internship is intended for international students residing in the United States that may not have opportunity for employment. This internship will continue for each fall and spring semester the student is renrolled in the program.

Master of Science in Clinical Mental Health Counseling

Master of Science in Clinical Mental Health Counseling - The Clinical Mental Health Counseling program prepares individuals to enter doctoral programs in Counseling Psychology or to obtain a license as a professional counselor. Students can prepare to become a Licensed Professional Counselor without completing a thesis and yet have the necessary research skills required of the scientist-practitioner professional or those pursuing a Ph.D. or Psy.D. in other specialty areas.

Disclosure Statement & Licensure

Objectives for Master of Science Clinical Mental Health Counseling

Upon completion of this degree program, candidates for the M.S. in Clinical Mental Health Counseling degree will:

- Demonstrate skills and competencies in the administration, scoring and interpretation of measures of career assessment.
- Demonstrate the knowledge to assess and treat persons who present with marriage and family difficulties.
- Demonstrate the skills and competencies to assess and treat persons in an agency or other community mental health setting.

Admission Policies

In addition to general admission policies, the Psychology program requires the following:

- Hold an earned baccalaureate degree from an accredited college or university or be accepted into an Evangel University 5-year BS/MS degree program.
- Acceptable GRE on the verbal, quantitative and analytical sections (A cumulative score of 300 for the verbal and quantitative sections and a 4.5 on the analytical writing section are preferred on the *current* version, and a cumulative score of 1000 for the verbal and quantitative sections and a 4.5 on the analytical writing section are preferred on the *prior* version).

- Student will demonstrate academic writing proficiency in APA style.
- 12 credit hours of undergraduate psychology courses are required of applicants and must include a statistics course, a research methods course and an introduction to psychology course. Other courses should be from among the following areas of study:
 - Introduction to Psychology
 - Statistics
 - Developmental Psychology
 - Abnormal Psychology

Articulation Agreement with Regent University's Doctoral Program in Clinical Psychology (Psy.D.)

Evangel University students with an M.S. in Clinical Mental Health Counseling Psychology who are **accepted** into Regent University's doctoral program in Clinical Psychology will be afforded an advanced standing, can have up to 39 credits waived, and will be given a 10 percent tuition discount.

Master of Science in Clinical Mental Health Counseling

Hours Required: 60

Required Courses

Course	Credits
COU 502 Introduction to Clinical Mental Health Counseling	3
COU 503 Human Growth and Development	3
COU 505 Child and Adolescent Psychopathology & Clinical Interventions	3
COU 506 Adult Psychopathology	3
COU 507 Research Methods, Statistics & Program Evaluation	3
COU 521 Professional Orientation and Ethics	3
COU 523 Helping Relationships and Clinical Intervention	3
COU 524 Clinical Interventions & Evidence Based Treatments	3
COU 526 History and Theories of Counseling	3
COU 527 Marriage and Family Therapy	3
COU 534 Integration of Christianity & the Counseling Profession	3
COU 597 Counseling Practicum	2
COU 598 Counseling Internship	6
COU 604 Career Development and Assessment	3
COU 610 Assessment and Individual Appraisal	3
COU 625 Group Counseling	3
COU 627 Counseling with Diverse Populations	3
COU 628 Crisis, Trauma, and Recovery	3
COU 696 Counseling Professional Capstone	1

Electives - Choose Two

COU 596 Practicum: Intercultural Counseling	1-2
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COU 651 Addiction Counseling	3
COU 675 Human Sexuality	3

Course Descriptions for Clinical Mental Health Counseling

502. INTRODUCTION TO CLINICAL MENTAL HEALTH COUNSELING (3)

This course provides an introduction to professional issues in clinical mental health counseling. Topics include the history and philosophy of the counseling profession, the professional identity and role of the clinical mental health counselor, the public and private practice of mental health counseling as well as crisis intervention and general framework of consultation. Students will be challenged to consider the role of their Christian faith and life experiences as a foundation for a personal call to clinical mental health counseling.

503. HUMAN GROWTH AND DEVELOPMENT (3)

This course is designed to explore the life-long developmental process, covering the various stages of growth and theories regarding human life changes in a multicultural context. Significant theories of physical, cognitive, emotional, moral, social, and spiritual development will be studied for the purposes of understanding human conditions and providing effective interventions.

505. CHILD & ADOLESCENT PSYCHOPATHOLOGY & CLINICAL INTERVENTIONS (3)

This course is a study of child and adolescent psychopathology. Assessment, diagnosis, etiology, disorder maintenance, and intervention/treatment of child and adolescent disorders will be explored within a developmental context and the current Diagnostic and Statistical Manual of Mental Disorders.

506. ADULT PSYCHOPATHOLOGY (3)

This course is a study of adult psychopathology and behavioral disturbance in the context of the current edition of the Diagnostic and Statistical Manual. Each major diagnostic category will be studied, emphasizing the definitions, etiology, disorder maintenance, assessment by symptom recognition, and preferred treatment. An emphasis will be given to exploring appropriate interventions both from a therapeutic/professional model and from a spiritual/religious model.

507. RESEARCH METHODS, STATISTICS AND PROGRAM EVALUATION (3)

This course reviews basic behavioral science research methods and statistics then covers research methods and intermediate statistics applicable to counseling research. Topics include the philosophy of science, research ethics, research designs, data analysis, and basic program evaluation strategies.

521. PROFESSIONAL ORIENTATION AND ETHICS (3)

This course is an introduction to the field of counseling/therapy and focuses on the topics of ethics, professionalism, legal issues and responsibilities.

523. HELPING RELATIONSHIPS AND CLINICAL INTERVENTION (3)

This course is designed to expose the student to theoretical and practical helping skills necessary for clinical practice in a multicultural society. It is a didactic and experiential course aimed at the developmental process of "becoming a counselor". Helping skills

include core communication and listening skills, diagnostic interviewing, crisis intervention, basic treatment planning, and basic assessments. Role plays will be the context for skill development as well as fostering the student's self-awareness.

524. CLINICAL INTERVENTIONS AND EVIDENCE BASED TREATMENTS (3)

Contemporary approaches to assessment, treatment planning, and intervention based in bio-psycho-social systems and evidence-based interventions will be studied. Major areas of study for detailed treatment protocols will include mood disorders, anxiety disorders, substance abuse and addictive disorders, eating disorders, personality disorders, and childhood disorders. Emphasis will be on multicultural and religious contexts in planning and conducting multi-faceted interventions for change. Diagnostic interviewing, crisis intervention, treatment planning, and conducting various types of assessments are discussed and practiced.

526. HISTORY AND THEORIES OF COUNSELING (3)

This course examines the major classical and contemporary theories of counseling and psychotherapy. It provides an overview and evaluation of major approaches practiced in the counseling psychology field, including historical antecedents and significant theorists representing these approaches. Each theory is critically examined for its key theoretical constructs, personality formation, development of pathology, therapeutic processes (what produces change/healing), the nature of the client-therapist relationship, and its effectiveness. The purpose of this examination is to move students towards a personal model of therapy that reflects and integrates the present research regarding points of convergence and their own philosophy of life or worldview.

527. MARRIAGE & FAMILY THERAPY (3)

This is an advanced level of study of the practice of marital and family therapy. This course provides students with a précis of the primary theories and approaches to therapy and counseling with couples and families. Emphasis is placed on assessment, intervention, and the development of treatment plans from a systematic perspective. Students will examine classical as well as current marriage and family models to develop a personal theory of marital therapy with attention paid to the diverse forms marriage and family can take in contemporary society. Students are challenged to integrate their Biblical knowledge and faith with various perspectives and approaches to marriage and family.

534. INTEGRATION OF CHRISTIANITY AND THE COUNSELING PROFESSION (3)

This course is designed to facilitate the student's integration of the Christian faith with professional counseling practice at the personal, theoretical, and pragmatic level. This course will address the application of spiritual disciplines to facilitate personal spiritual growth. Students will engage in thoughtful discourse to integrate Christian theology with the science of psychology and counseling. A theistic model for counseling will be explored in conjunction with the application of spiritual assessments and spiritually focused interventions.

596. PRACTICUM: INTERCULTURAL COUNSELING (2)

This practicum experience will provide counseling students an opportunity to learn, develop and apply counseling skills in a multi-cultural setting, primarily in an international context. Students will be exposed to counseling models shown to be effective in the identified culture and then apply skills in individual and group sessions. The country's national identity and cultural features will be examined to facilitate cross-cultural sensitivity. In preparation, students will attend weekly seminars prior to their travel and then receive

group and individual supervision each day that services are provided. It is preferred that students have taken a diversity counseling class prior to this practicum. Prerequisites include COU 506, COU 526

597. COUNSELING PRACTICUM (2)

This field-based course is designed to provide supervised counseling experiences for graduate students entering the field of clinical mental health counseling. Students will complete 100 hours of counseling related services, 40 of which must be direct service (i.e. individual, group, and relationship counseling). Students will attend weekly individual and triadic supervision sessions along with group practicum class. Prerequisites include COU 506, COU 526, COU 521 (B- or better) and COU 523 (B- or better).

598. COUNSELING INTERNSHIP (3)

This is a multi-semester course resulting in one credit for each 75 hours of internship activity with a supervision seminar focusing on the integration of theory and practice. This weekly supervision seminar supplements the supervision students are receiving at their internship sites. The seminar is conducted using a clinical staffing format in which students present cases, and discuss therapeutic, diagnostic, ethical, Faith integration, and treatment-planning issues encountered at their internship site. Didactic instruction occurs on an as-needed basis relevant to the issues presented by students. The seminar instructor maintains contact with the interns' site supervisor throughout the year. Six total credit hours are required for the degree which should correspond to 450 hours (225 must be direct [face-face] client therapy contact) of supervised counseling services. Prerequisites: COU 506,521, 526, and admission to Candidacy.

604. CAREER DEVELOPMENT AND ASSESSMENT (3)

This course presents the philosophy and conceptual framework for career education. Awareness, exploration, decision-making, preparation, and employment are major components explored. Assessment strategies are presented. A testing fee may be assessed.

610. ASSESSMENT AND INDIVIDUAL APPRAISAL (3)

This course is designed to introduce students to the basics of assessment and evaluation, both individual and group, methods of administration, their use in the course of treatment planning and case conceptualization, to explore and discuss issues related to assessment and evaluation, and to introduce ethical considerations for the counseling professional.

625. GROUP COUNSELING (3)

Explores group development, dynamics, and counseling theories. Addresses group leadership styles and group counseling methods and skills. Reviews several approaches to conducting group counseling.

627. COUNSELING WITH DIVERSE POPULATIONS (3)

This course is designed to challenge students to become ethical, effective, and multicultural competent counselors. Multicultural thinking is seen as an ongoing developmental process. Emphasis is placed on three dimensions of multicultural competence: (1) awareness of one's own cultures, biases, and values (2) knowledge of others' cultures and (3) skills in counseling, as supported by relevant research, commitment to continuing education, supervision, and advocating for and with diverse populations.

628. CRISIS, TRAUMA AND RECOVERY (3)

This is an advanced study of crisis and trauma and the ramifications for the victim and family system. Emphasis is placed on evidence based treatment modalities of crisis intervention and trauma recovery. Special emphasis will be placed on practical skills of intervention as well as developing and implementing an effective therapeutic treatment approach. Cultural implications and existential issues will be of special interest.

651. ADDICTION COUNSELING (3)

This course will provide an introduction to the multiple etiologies of addiction development. Further assessment, intervention, and relapse prevention for chemical and behavioral addictions will be examined. This course places special emphasis on understanding, assessing and treating addictive behaviors within a systems context of family, friends, community, and culture. Additional discussion will include the role of a Christian worldview as influenced on the topic of addiction.

675. HUMAN SEXUALITY (3)

This course explores human sexuality from an integrated psychological, physiological, sociological, and theological perspective. The course provides the student with an overview of human dynamics including psycho-sexual development, human reproduction, sexual identity, and sexual disorders. A variety of perspectives regarding appropriate expression will be considered in light of scriptural principles.

696. COUNSELING PROFESSION CAPSTONE (1)

A Professional Practice Seminar designed to provide students with a forum to acquire information related to developing and maintaining a professional practice. Although a schedule of topics has been planned based on common issues and previous experience, student input will be welcome to create meaningful learning experiences.

Master of Science in School Counseling

Candidates for the M.S. in School Counseling will demonstrate an understanding of:

- Psychological theories related to human growth and development and personality
- The effects of human diversity on learning and development within the context of a global society and a diverse community of families
- The principles of measurement and assessment, for both individual and group approaches
- Career development and personal planning processes across the lifespan and methods of assisting learners in career exploration, goal setting, decision making and planning
- Classroom guidance methods and techniques
- Development, implementation and maintenance of a comprehensive guidance program that provides responsive counseling services to all learners in the school community
- A personal philosophy of Judeo-Christian ethics that reflects an integration of Biblical principles with psychology, counseling and a personal faith
- A commitment to lifelong improvement as professionals through reading, research, reflection, development of professional relationships and continued adherence to the ethical, legal and professional principles of the school counseling profession

Admission Policies

In addition to general admission policies, the School Counseling Program requires the following:

- Three letters of recommendation, including one letter from a minister. The remaining two are to be from a school administrator who is familiar with the applicant's competence and professional effectiveness, an undergraduate advisor or university faculty member, or a student teaching supervisor or fellow educator.
- The Miller's Analogies Test (MAT) is required for applicants. The MAT is the preferred entrance exam for School Counseling (score of 400 or above preferred); however, if an applicant has previously taken the GRE, those scores may be substituted for the MAT.

School Counseling State Certification

Upon completion of all requirements for the M.S. in School Counseling Degree and earning a passing score on the state required exam, it is the student's responsibility to apply for certification from the Department of Elementary and Secondary Education (DESE).

School Counseling "Certification Only" Program

Evangel University also offers a "Certification Only" option for those who already have a Master's Degree in education, psychology, or an approved related field, and are not seeking a degree in school counseling. This program option completes all course requirements needed for school counseling certification in Missouri. The number of required courses for certification depends upon the number of courses a student is allowed to transfer in to Evangel. Financial aid is not available for those seeking the Certification Only option. Once a student has enrolled at Evangel and/or a plan has been filed with the state, students are expected to complete remaining coursework at Evangel.

School Psychological Examiner Certification

The School Psychological Examiner Certification in Missouri is an "added" certificate to an existing certificate.

Students pursuing this certification must possess a valid teaching or student services certificate in addition to a master's degree in Counseling Psychology, Educational Psychology, School Counseling, or Education.

For LPC Certification

If a student intends to pursue LPC Certification with the state of Missouri in addition to the Master of Science in School Counseling, the LPC Certification also requires 3000 supervised hours of clinical and/or school counseling experience and passing the LPC Examination. *For more information visit the Missouri Division of Professional Registration at <http://pr.mo.gov/counselors>.*

Hours Required: 48-52

GAC 500 Elementary Curriculum and Instruction	2
GAC 501 Secondary Curriculum and Instruction	2
GAC 502 Foundations of School Counseling	3
GAC 503 Advanced Developmental Psychology	3
GAC 504 The Exceptional Student (not required for education majors)	2
GAC 506 Psychology of Personality and Psychopathology	3
GAC 507 Research Methods and Statistics	3
GAC 512 Professional Relationships in School, Family and Community	3
GAC 521 Ethical and Legal Standards	3
GAC 523 The Helping Relationship (with lab)	3
GAC 526 Theories of Counseling	3
GAC 531 Integration I: The Person	1
GAC 532 Integration II: The Professional	1
GAC 563 Individual and Group Assessment	3
GAC 582 Classroom Management (not required for education majors)	2
GAC 597 Field Experience I	3
GAC 598 Field Experience II: Elementary	3
GAC 599 Field Experience II: Secondary	3
GAC 600 Field Experience III: Elementary	3
GAC 601 Field Experience III: Secondary	3
GAC 604 Career Development and Planning	3
GAC 605 Personal and Professional Orientation and Integration	3
GAC 611 Intelligence Testing (elective)	3
GAC 625 Group Counseling	3
GAC 627 Social and Cultural Diversity	3
GAC 633 Psychology of Education	3

Course Descriptions for School Counseling

500. ELEMENTARY CURRICULUM AND INSTRUCTION (2)

Overview of the elementary school program. Emphasizes lesson planning, curriculum organization, and methods and materials appropriate for the elementary school classroom. Required by DESE for school counseling students with a non-education bachelor's degree who are seeking K-8 certification.

501. SECONDARY CURRICULUM AND INSTRUCTION (2)

Overview of the secondary school program. Emphasizes lesson planning, curriculum organization, and methods and materials appropriate for the secondary school setting. Required by DESE for school counseling students with non-education bachelor's degree who are seeking 7-12 certification.

502. FOUNDATIONS OF SCHOOL COUNSELING (3)

An exploration of the philosophy, functions, and role of school counselors in the educational setting. An understanding of the school culture, including the responsibilities

and organization of a guidance program is explored through field trips, guest speakers, and interactive activities.

503. ADVANCED DEVELOPMENTAL PSYCHOLOGY (3)

Designed to study the developmental process from prenatal through adolescence. Various theories and stages of development are presented and application of developmental theories are explored.

504. THE EXCEPTIONAL STUDENT (2)

Overview of the disabled, the culturally diverse, and the gifted. Emphasis is on teaching diverse individuals in elementary, middle, and secondary school settings. Required by DESE for school counseling students with a non-education bachelor's degree.

506. PSYCHOLOGY OF PERSONALITY AND PSYCHOPATHOLOGY (3)

This course is a study of adult psychopathology and behavioral disturbance in the context of the current edition of the Diagnostic and Statistical Manual. Each major diagnostic category will be studied, emphasizing the definitions, etiology, disorder maintenance, assessment by symptom recognition, and preferred treatment. An emphasis will be given to exploring appropriate interventions both from a therapeutic/professional model and from a spiritual/religious model.

507. RESEARCH METHODS AND STATISTICS (3)

Overview of basic research processes and the skills necessary to develop and conduct graduate research projects and data collection.

512. PROFESSIONAL RELATIONSHIPS IN SCHOOL, FAMILY, AND COMMUNITY (3)

Explores counseling techniques, current issues, trends, and problems in the education of special populations. Includes issues related to all areas of exceptionalities, including the gifted and at-risk populations. Includes communication skills with exceptional children and their families. Topics determined by current legislative initiatives and school trends.

521. ETHICAL AND LEGAL STANDARDS (3)

Focuses on ethics, professionalism, legal issues, and responsibilities in the field of counseling.

523. THE HELPING RELATIONSHIP (3)

Provides training in core communications, helping techniques, and intervention skills essential for effective counseling/therapy. Role-playing to demonstrate and practice these skills takes place in the lab component.

526. THEORIES OF COUNSELING (3)

Examines major contemporary theories of counseling and psychotherapy and determines how different theories view counseling as a means for potential change, growth, and learning.

531. INTEGRATION I: THE PERSON (1)

This course is the first of a two course series designed to encourage the student to integrate a set of truths from theology and psychology. This particular course is concerned

with the integration of a personal theology and their worldview. The emphasis in this course is on stimulating careful, thoughtful reflection and consideration of personal faith and faith disciplines, and to encourage the student to develop a deeper personal spiritual walk.

532. INTEGRATION II: THE PROFESSIONAL (1)

This course is the second course of a two course series of one-credit integration classes. It is designed to develop the integration of Christian beliefs into the field of psychology and school counseling. Students will engage in thoughtful discussion on difficult integration topics and develop their own perspectives and convictions regarding the integration of their faith in their workplace.

563. INDIVIDUAL AND GROUP ASSESSMENT (3)

Studies the evaluation process of selection, use, and interpretation of psychometric instruments and data. Applies principles of measurement and assessment in working with various populations.

582. CLASSROOM MANAGEMENT (2)

Presents models of classroom management and related discipline issues. Research oriented with a focus on the diversity of current American culture and classroom practice. Required by DESE for school counseling students with a non-education bachelor's degree.

597. FIELD EXPERIENCE I (3)

This course is designed to provide students with field-based counseling experiences within the school setting. The practical experiences enable students to transfer acquired knowledge into applied practice. The completion of the required hours includes guidance curriculum activities, individual planning, responsive services, and system support. Prerequisites: (unless individually waived by professor) GAC 502, GAC 521, GAC 523, GAC 582, GAC 625

598. FIELD EXPERIENCE II: ELEMENTARY (3)

This course is designed to provide students with field-based counseling experiences within the school setting. The practical experiences enable students to transfer acquired knowledge into applied practice. The completion of the required hours includes guidance curriculum activities, individual planning, responsive services, and system support. Completion of Field Experience II satisfies initial certification as an elementary counselor. PREREQUISITES: (unless individually waived by professor) GAC 521, GAC 523, GAC 582, GAC 597, GAC, 625, and Candidacy Approval.

599. FIELD EXPERIENCE II - SECONDARY (3)

This course is designed to provide students with field-based counseling experiences within the school setting. The practical experiences enable students to transfer acquired knowledge into applied practice. The completion of the required hours includes guidance curriculum activities, individual planning, responsive services, and system support. Completion of Field Experience II satisfies initial certification as a secondary counselor. PREREQUISITES: (unless individually waived by professor) GAC 521, GAC 523, GAC 582, GAC 597, GAC 625, and Candidacy Approval.

600. FIELD EXPERIENCE III: ELEMENTARY (3)

This course is designed to provide students with field-based counseling experiences within the school setting. The practical experiences enable students to transfer acquired knowledge into applied practice. The completion of the required hours includes guidance curriculum activities, individual planning, responsive services, and system support. PREREQUISITES: Field Experience I, II, and Professor's permission.

601. FIELD EXPERIENCE III: SECONDARY (3)

This course is designed to provide students with field-based counseling experiences within the school setting. The practical experiences enable students to transfer acquired knowledge into applied practice. The completion of the required hours includes guidance curriculum activities, individual planning, responsive services, and system support. PREREQUISITES: Field Experience I, II, and Professor's permission.

604. CAREER DEVELOPMENT AND ASSESSMENT (3)

Presents the philosophy and conceptual framework for career education. Explores awareness, exploration, decision making, preparation, and employment.

605. PERSONAL & PROFESSIONAL ORIENTATION & INTEGRATION (3)

Primary emphasis is upon students exploring self, values, needs, and personal characteristics. Designed to develop the integration of Christian beliefs into the field of psychology and counseling.

611. INTELLIGENCE TESTING (3)

Provides supervised practice and training in the administration, scoring, interpretation, and reporting of individual intelligence testing in school settings, specifically the Weschler Individual Assessment and the Stanford Binet (SB-V). This course is an elective for school counselors but meets one requirement for the School Psychological Examiner's Certificate.

625. GROUP COUNSELING (3)

Explores a broad understanding of group development and dynamics theories. Group leadership styles are discussed, as well as counseling methods and skills. Students are expected to facilitate and participate in group sessions.

627. SOCIAL AND CULTURAL DIVERSITY (3)

Focuses on counseling interventions when working with clients of diverse racial, ethnic, and cultural backgrounds. Topics include counseling special populations in regard to age, gender, sexual orientations, disabilities, and socio-economic status.

633. PSYCHOLOGY OF EDUCATION (3)

Designed for educators and counselors as practitioners in school settings. Applies psychology to teaching with emphasis on research, theories, and practical applications relating to contemporary issues.

Course Descriptions for School Psychological Examiner's Certificate

611. INTELLIGENCE TESTING (3)

Provides supervised practice and training in the administration, scoring, interpretation, and reporting of individual intelligence testing in school settings, specifically the Weschler

Individual Assessment and the Stanford Binet (SB-V). This course is an elective for school counselors but meets one requirement for the School Psychological Examiner's Certificate.

613. DIAGNOSTIC ASSESSMENT (3)

Studies the administration, scoring, and interpretation of academic, social, emotional, and behavioral assessments used in diagnosing children and adolescents.

695. SCHOOL PSYCHOLOGICAL EXAMINER PRACTICUM (3)

Provides field experiences in public school settings as diagnosticians. As diagnosticians in training, students assess children and adolescents, participate in diagnostic teams, and assist in determining educational needs. Practicum students are supervised by a certified School Psychological Examiner or a School Psychologist as well as a university professor.

Master of Music

Evangel University offers two master's programs in music: Master of Music in Music Education (MM) and Master of Music in Performance (MM). These programs can be completed in two years, utilizing evening and summer classes. Some classes are also offered either online or as a hybrid class, which combines both classroom and online instruction. The cost for both programs is comparable to those offered by state universities.

Master of Music in Music Education

Hours Required: 32

The Master of Music (MM) in Music Education degree is a 32-hour graduate-level program designed to assist current or future music educators with additional professional resources necessary to further their goals for excellence in the classroom and to prepare them for entry into a doctoral program in Music Education.

Candidates for this MM program will demonstrate the following:

- Skills and abilities necessary to be an effective music educator.
- Detailed knowledge of music theory, music history and research in music education.
- A personal commitment to Christian ethics and values.

Additional Admissions Requirements:

- A bachelor's degree from an accredited institution with a major in a field or coursework equivalent to the Bachelor of Music in Music Education with a K-12 teaching certification or other degrees conferring a music teaching certificate as approved by the Director of Graduate Studies.
- Minimum cumulative grade point average of 3.0 in a bachelor's degree program. A student with a GPA of less than 3.0 may be considered for provisional admission and must earn a GPA of 3.0 during their first semester in the program in order to move to regular standing.
- Meet all admissions requirements as previously listed in Admission Requirements, including spoken and written knowledge of English sufficient to complete research and written projects.

- Successfully pass Diagnostic Examinations in Performance, Piano, Conducting, Music History, and Music Theory or pass the appropriate refresher course during the first 12 credit hours of the program in order to move to regular standing.

REQUIRED COURSES

Course	Credits
Musicianship (9 hours)	
MUS 541 Music Theory	3
MUS 549 Legacies of Music and Faith	3
or	
MUS 550 Topics in Jazz History	3
MUE 538 Conducting	3
Music Education (18 hours)	
MUE 543 History and Philosophy of American Education	3
MUE 544 Technology in Music/Media	3
MUE 631 Philosophies of Music Education	3
MUE 533 Theories, Problems, & Practice in Curriculum Development	3
MUE 633 Educational Psychology	3
MUE 507 Research Methods and Statistics	3
or	
MUE 509 Action Research	3
Music Electives (5 hours)	
___ 500 Applied Music Lessons (select the appropriate lesson)	1-3
MOR 500 Ensembles	3
MUE 651 Kodaly Musicianship/Solfege Level I	3
MUE 652 Kodaly Musicianship/Solfege Level II	3
MUE 653 Kodaly Musicianship/Solfege Level III	3
MUS 593 Special Topics in Music	1+
MUS 549 Legacies of Music and Faith	3
MUS 550 Topics in Jazz History	3

Comprehensive Oral Examination:

A comprehensive oral examination is administered during the final semester of study to all candidates seeking a Master of Music in Music Education degree. The examination is designed to help determine the student's ability to synthesize the broad body of knowledge gained during graduate study. The student must schedule the exam through their advisor no later than the second week of their final semester of study.

Master of Music in Performance

Hours Required: 32

The Master of Music in Music Performance is a 32-hour graduate-level program designed to assist students desiring a career as a performing artist to realize those goals by offering a concentrated study of their performance area. Entrance into this program is highly selective and is predicated on the ability of the applicant to have the performance potential necessary to actively pursue a professional performance career.

Candidates for this MM degree will demonstrate the following:

- Abilities necessary to achieve a successful music career.
- Detailed knowledge of music theory, music history and research in music education.
- A personal commitment to Christian ethics and values.

Additional Admissions Requirements:

- A bachelor's degree from an accredited institution with a major in a field or coursework equivalent to the Bachelor of Music.
- Minimum cumulative grade point average of 3.0 in a bachelor's degree program.
- Meet all admissions requirements previously listed under Admission Requirements, in this catalog, including spoken and written knowledge of English sufficient to complete research and written projects.
- Successfully pass Diagnostic Examinations in Performance, Music Theory and Music History or pass the appropriate refresher course before or during the first 12 credit hours of the program in order to move to regular standing.
- Perform a formal audition recital before or within the first 12 credit hours of the program in order to move to regular standing. The length and content of this program must be approved by the program coordinator in advance. An accompanist will be provided if requested a minimum of three months in advance of the date of the recital.

Required Courses

Course	Credits
Musicianship (9 hours)	
MUS 541 Music Theory	3
MUS 549 Legacies of Music and Faith	3
<i>or</i>	
MUS 550 Topics in Jazz History	3
MUS 593 Special Topics in Music Literature	3
Music Performance (17 hours)	
____ 500 Applied Lessons (<i>select the appropriate lesson prefix</i>)	12
MUS 690 Solo Recital I	1
MUS 691 Solo Recital II	1
MUS 642 Solo Literature	3

Research (3 hours)

MUE 507 Research Methods & Statistics	3
<i>or</i>	
MUE 509 Action Research	3

Music Electives (3 hours)

____ 500 Applied Lessons (<i>select the appropriate lesson prefix</i>)	1+
MOR 500 Ensembles	5+
MUE 544 Technology in Music/Media	3
MUE 651 Kodaly Musicianship/Solfege Level I	3
MUE 652 Kodaly Musicianship/Solfege Level II	3
MUE 653 Kodaly Musicianship/Solfege Level III	3
MUS 549 Legacies of Music and Faith	3
MUS 550 Topics in Jazz History	3

Comprehensive Oral Examination:

A comprehensive oral examination is administered during the final semester of study to all candidates seeking a Master of Music in Performance degree. The examination is designed to help determine the student's ability to synthesize the broad body of knowledge gained during graduate study. The student must schedule the exam through their advisor no later than the second week of their final semester of study.

Master of Music Course Descriptions

MUSIC EDUCATION (MUE)

507. RESEARCH METHODS AND STATISTICS (3)

Overview of basic research processes and the skills necessary to develop and conduct graduate research projects. Addresses issues related to the philosophy of science and the development role of scientific inquiry in research along with specific issues related to research design.

533. THEORIES, PROBLEMS AND PRACTICE IN CURRICULUM DEVELOPMENT (3)

An exploration of contemporary curriculum development theories that impact the organization and structure of schools today. Provides a comprehensive analysis of the process of curriculum development.

543. HISTORY AND PHILOSOPHY OF AMERICAN EDUCATION (3)

Explores the basic philosophical and historical foundations that undergird the American educational system.

633. EDUCATIONAL PSYCHOLOGY APPLIED (3)

Designed for Education majors as they progress from the role of practitioners to research-scientists. Incorporates psychological theory, research, and practice in the classroom.

538. CONDUCTING (3)

The focus of the course is on the improvement of conducting skills beyond the basic level. Emphasis is given to conducting and rehearsal technique, score study, and the development of conceptual knowledge related to conducting. The student will have in-class conducting experiences through assigned repertoire and exercises. In addition, students will have the opportunity to rehearse/perform repertoire with university ensembles as available. Pre-requisite: MUED 437, MUED 438 or equivalent

631. PHILOSOPHY OF MUSIC EDUCATION (3)

This course is designed as an introduction to the history and philosophy of the theories of music education in the U.S. and abroad. Special attention will be focused on the principles of music education learning theories related to the process of musical skills and concepts.

651. KODALY MUSICIANSHIP/SOLFEGE LEVEL I (3)

This course is designed to improve and strengthen the individual musicianship skills through the use of movable "do" solfège, Curwen hand signs, and rhythm syllables, as well as to become familiar with folk and art songs through performance and analysis. The course will include ear training, part work, and sight singing with solfège in pentatonic and diatonic scales.

652. KODALY MUSICIANSHIP/SOLFEGE LEVEL II (3)

A continuation of Kodaly Musicianship/Solfège Level I. Pre-requisite: MUE 651

653. KODALY MUSICIANSHIP/SOLFEGE LEVEL III (3)

A continuation of Kodaly Musicianship/Solfège Level II. Pre-requisite: MUE 652

500. Applied Music (1 - 3 credits each semester)

Applied music instruction in the individual's primary performance concentration. Private lessons are available in the following areas:

Bass (BAS)	Harp (HAR)	Trombone (TRB)
Bassoon (BSN)	Horn (HRN)	Trumpet (TRU)
Cello (CEL)	Oboe (OBO)	Tuba (TUB)
Clarinet (CLA)	Percussion (PER)	Voice (VOI)
Conducting (CON)	Piano (PIA)	Voila (VIL)
Flute (FLU)	Saxophone (SAX)	Violin (VIO)

541. MUSIC THEORY (3)

This course is designed as a broad review of the elements of Music Theory. Credit may be achieved by other Graduate Level Music Theory courses as appropriate to the individual's course of study and approved by the Graduate Music Coordinator.

544. TECHNOLOGY IN MUSIC/MEDIA (3)

This course is designed as an introduction to the latest music/media technology and to assist the individual in acquiring those competencies necessary to utilize this technology in the classroom or recording studio.

549. LEGACIES OF MUSIC AND FAITH (3)

This course focuses on the life, calling and musical contributions of significant musicians whose faith influenced or shaped aspects of their musicianship. This selected-studies course explores the musical legacy of the Baroque composer J.S. Bach, the Romantic composer Felix Mendelssohn, and the Contemporary composers Olivier Messiaen and Krystoff Penderecki.

550. TOPICS IN JAZZ HISTORY (3)

A survey of jazz research materials and methodology, and presentation of special topics in jazz history.

593. SPECIAL TOPICS IN MUSIC (3)

This course is designed to provide the individual the opportunity to explore areas of special interest other than what may be offered within designed course offerings. Enrollment in this course requires a written proposal to be submitted and approved by the Graduate Music Coordinator outlining the goals and objectives the individual desires to accomplish through this special topic study.

642. SOLO LITERATURE (3)

This course is designed as an in-depth survey of the literature utilized in the individual's primary performance area.

690. SOLO RECITAL I (1)

The first of two solo recitals demonstrating the individual's advanced performance abilities in his/her primary performance area. Length and content of program, including all program notes, must be approved by the Graduate Music Coordinator.

691. SOLO RECITAL II (1)

The second of two solo recitals demonstrating the individual's advanced performance abilities in his/her primary performance area. Length and content of program, including all program notes, must be approved by the Graduate Music Coordinator.