

Graduate Studies Catalog 2010-2011

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

The mission of Evangel University is to provide opportunities for Assemblies of God individuals to develop academically and intellectually in an accredited Christian liberal arts institution, and to inspire students and graduates to develop spiritually, emotionally, and culturally in order to serve God and mankind in their chosen professions. 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 degree. 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.

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 500-600 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 at the Academic Support Center, Zimmerman Hall, Suite 218, so that such accommodations may be arranged.

Degrees

Evangel University grants nine master's graduate degrees:

- Arts in Teaching
- Education in Educational Leadership
- Education in Reading
- Education in Secondary Teaching
- Organizational Leadership
- Science in Psychology
- Science in Clinical Psychology
- Science in Counseling Psychology
- Science in School Counseling

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
- *Psychology 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.

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. 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.

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

2011-2012 Tuition (per credit hour)

Program	Cost
Education	\$230
Organizational Leadership	\$295
Music Education	\$230
Music Performance	\$295
Psychology	\$295
School Counseling	\$295

2011-2012 Fees (non-refundable)

Fee	Cost
Application (one-time)	\$25
Late Registration	\$100
Audit (per credit hour)	half of regular tuition rate
Automobile Registration (per semester)	\$25
Student Photo ID/Security Card (one-time)	\$20
Graduation/Certification Filing	\$100
Official Transcripts (per transcript)	\$3

Transcript Evaluation	\$50
Full-Time Student Fee	\$144 Fall/Spring
	\$127 Summer
Part-Time Fall/Spring/Summer Student (less than 4 credit hours)	\$68 per semester
Applied Music Fees	\$240 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

Psychology and School Counseling students may be awarded a variety of assistantships for both the first and second year of study. Typical assistantships require five to seven hours of work per week and result in up to \$3,000 (per year) towards tuition. Assistantships only apply to the Fall and Spring semesters. Assistantships are awarded in the spring for the following academic year and must be renewed on a yearly basis.

Scholarships

Organizational Leadership and Education students may be awarded yearly scholarships in varying amounts. Education 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

In order to receive an assistantship or scholarship, students must be enrolled as full-time degree-seeking.

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.cbamatthews.com/evangel/). 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 and, 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 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, School Counseling, Psychology, 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 degree to the Academic Advisor and the Graduate Studies Council for approval
- Be recommended for advancement to candidacy by their academic advisor
- Psychology 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 justifies 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. 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.

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 Records and Registration Office.

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 Application for Official Withdrawal obtained from the Graduate Studies Office must be completed. When the required signatures are secured, the completed form should be returned to the Graduate Studies Office. 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 Point System

Grade	Quality Points (Per Hour of Credit)
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A	4.0
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A-	3.7
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B+	3.3
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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, 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 Counseling Psychology 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.

Comprehensive Examinations

Required by Psychology 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 Psychology and School Counseling programs).
- Completion of a research thesis, project 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 the 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 Graduate & Professional 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.

Saturday 10 a.m. - 4 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.

Security

The Evangel Security Department has the primary responsibility to protect Evangel community members and property. The Security Department office is located in Riggs Hall. The Security 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 security 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.

Master of Education

Evangel University School of Graduate Studies provides opportunities for advanced studies in education. The 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 Arts in Teaching

The Master of Arts program is designed for the educator whose career goal is to remain in the classroom as a master teacher and a 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 Reading

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

Master of Education in Educational Leadership

The Master of 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
- Business
- Drama/Speech
- English
- French
- Mathematics
- Music Education
- Physical Education
- Unified Science (Biology)
- Unified Science (Chemistry)
- Social Sciences
- Spanish

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 from a minister. 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, or 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 Praxis II or acceptable scores on the GRE.

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.

Program and Research Options

The Master of Education degree program offers students three research choices. Students may choose to write a thesis, conduct an applied research project, or conduct no research and substitute additional coursework. The student selects the option that best meets personal and professional goals.

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).

Master of Education In Reading

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).

Required Courses

Courses	Credits
EDL 509 Action Research	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 (waived if completing six hours of practicum for certification)	3
EDU 698 Research Project or EDU 699 Research Thesis (*may be replaced by coursework)	3
RDG 513 Current Issues in Content 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 633 Current Issues and Trends in Reading Education	3
RDG 653 Reading Diagnosis	3
RDG 690 Reading Practicum I (certification only)	3
RDG 691 Reading Practicum II (certification only)	3

Note: EDU 543 May be replaced by EDU 590, 591, 592 (see advisor)*

Master of Arts in Teaching

Hours Required: 35-36 This program is a non-certification program.

Required Courses

Courses	Credits
CED 533 Theories, Problems and Practice in Curriculum Development	3
EDL 509 Action Research	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
RDG 513 Content Area Reading Education	3
EDU 698* Research Project or EDU 699* Research Thesis	3

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

Plus 10-11 credits from the following electives	Credits
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

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
EDU 799 Graduate Elective	1-3

Master of Education in Educational Leadership

Hours Required: 38

In order to be eligible for principal certification in Missouri, students must have a Missouri teaching certificate or an undergraduate degree from a state-approved teacher preparation program, have taught for 2 years, and must also pass the SLLA exam.

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
EDL 692 Internship—Elementary	2
EDL 693 Internship—Secondary	2

Master of Education in Secondary Teaching

Hours Required: 38-40

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 grade point average of 3.0 in bachelor's degree program. A student with a GPA of less than 3.0 may be considered for provisional admission and must pass the Praxis II 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 Praxis II exam in their subject area to qualify for state certification. A student who has not yet passed the Praxis II may be admitted on a provisional basis, if they otherwise meet admission requirements.

Required Courses

Courses	Credits
CED 533 Theories, Problems, and Practice in Curriculum Development	3
EDU 501 Implementing Vocational Business Programs	3
EDU 507 Research Methods and Statistics	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 633 Educational Psychology Applied	3
EDU 690 Practicum in Subject Area Specialty	2
EDU 697 Supervised Student Teaching	8
EDU 627 Seminar in Student Teaching	1
RDG 513 Content Area Reading Education	3
EDU*** Elective Credits	2

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

****Students may select from appropriate seminars in education or from additional graduate education courses that are not part of the core curriculum for the degree.*

Course Descriptions for Education

Curriculum (CED)

513. PHILOSOPHY OF TEACHING ELEMENTARY SCHOOL (3)

Explores the three primary philosophies of teaching found in today's elementary school classrooms: behaviorism, cognitivism, and existentialism.

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.

612. CURRICULUM DESIGN FOR ELEMENTARY SCHOOL (2)

Individualized curriculum design course for elementary practitioners. Incorporates Internet-based research and accommodates first-time Internet users as well as accomplished Internet veterans.

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 (1)

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 (2)

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

685. EDUCATIONAL LEADERSHIP CAPSTONE (1)

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.

692. EDUCATIONAL LEADERSHIP INTERNSHIP (2)

Enables students to build skills and knowledge base. It enables prospective educational leaders to observe best practices and complete processes and procedures as they apply theory in the learning environment. Students will create action plans, produce a portfolio, and write reflections.

693. INTERNSHIP (2)

Enables students to build skills and knowledge base. It enables prospective educational leaders to observe best practices and compare processes and procedures as they apply theory in the learning environment. Students will create action plans, produce a portfolio, and write reflections.

694. EDUCATIONAL LEADERSHIP INTERNSHIP K-12 (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.

720. INTRODUCTION TO DISSERTATION RESEARCH (2)

The course will aid students in the development of their dissertation research proposal. Course content will focus on helping the student develop a deeper understanding of academic research and the structure of the dissertation project.

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 (1)

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.

520. TEACHER LEADERSHIP IN SCHOOLS (3)

Investigates components of teacher leadership in K-12 schools. Topics include leadership styles, organizational management, leadership for school improvement, and curriculum and instruction leadership. To be taken by school district partnership students only.

527. ANALYSIS OF TEACHING AND LEARNING (3)

Develops educator's ability to analyze teacher and learner behavior and apply analysis for the purpose of improved teaching and learning. Topics include strategies for analyzing teacher and learner behavior and methods of teaching problem solving and critical thinking skills. To be taken by school district partnership students only.

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.

535. EDUCATIONAL TECHNOLOGY LAB (0)

Lab

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.

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594. SEMINAR IN EDUCATIONAL TOPICS (2)

Seminar in current educational topics.

595. 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.

694. GRADUATE EDUCATION SEMINAR (1)

Offered on demand.

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.

Special Education (SEC)

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

Provides strategies for communicating and collaborative problem solving with parents and other teachers as members of the multidisciplinary team. Students focus on the use of communication models to assist parents in relating feelings and needs, in accessing resources, and in advocacy. Additional topics determined by current legislative initiatives and school trends.

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

Models of classroom management and related discipline issues. Research oriented with a focus in the diversity of current American culture and classroom practice.

Teaching English to Speakers of Other Languages (TSOL)

532. LANGUAGES AND CULTURE (3)

Focuses on the interrelationships of language and culture, aspects of linguistic and cultural diversity, cross-cultural communication, and cultures issues in the classroom. Techniques for fostering cooperative learning, resolving conflict, and meeting student needs in multicultural and language classrooms.

536. SECOND-LANGUAGE ACQUISITION (3)

Studies theories and models of second language acquisition. The psychological, political, and socio-cultural factors contributing to second language acquisition, processes involved in acquiring a second language, and instructional implications of recent findings.

538. ESL ASSESSMENT (3)

Provides a focus on principles and practices of second-language assessment. Students review and analyze available assessment tools.

636. TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (3)

Review of methods and materials currently being used in the teaching of English to speakers of other languages. Using current research, students read, explore, and discuss the most current practices pertaining to teaching, motivation, and classroom management that effectively reach second language students.

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 meets on campus throughout each semester while the hybrid option begins the semester 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:

- Understand and respond effectively to the dynamics of global and multi-cultural environments on effective leadership;
- Demonstrate a theoretical and practical understanding of organizations, cultures, teams and individuals from a systems perspective;
- Understand issues related to strategic planning and change management in organization;
- Develop an idea from planning through implementation stages;
- Explain essential concepts of budgeting and financial planning;
- Demonstrate an understanding of the principles of risk management;
- Demonstrate polished, professional oral and written communication;
- Explain human resource development and deployment in organizations;
- Demonstrate effective, ethical use of technology for organizational feedback and knowledge management; and
- Analyze and synthesize information to develop solutions to complex organizational problems.

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.
- Acceptable GRE scores on the verbal, quantitative and analytical writing sections (scores of 500 or better on both the verbal and quantitative sections and a 4.5 or better on the analytical writing section are preferred). The Graduate Management Admission Test (GMAT) may be substituted for the GRE for Organizational Leadership program applicants.

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.

Course Requirements

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 594 Global Experience	3

MOL 596 Leadership Branding 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
MOL 799 Graduate Elective	1-3

Total Hours Required: 36

Master of Organizational Leadership Course Descriptions

500. ORGANIZATIONAL LEADERSHIP PROGRAM ORIENTATION (0)

Orients students to the Organizational Leadership program. Topics include program requirements, matriculation toward degree completion, and personal assessments to improve effectiveness as an organizational leader.

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.

502. EMOTIONALLY INTELLIGENT LEADERSHIP (3)

Provides students the opportunity to increase self-awareness and self-management skills for presentation of self and interaction with others in the organizational context. Topics include tenets and theories of emotional intelligence.

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 SYSTEMS AND KNOWLEDGE MANAGEMENT (3)

This course examines the development and use of technology systems for supporting the vision and operation of organizations including data warehouses, knowledge management, customer relationship management, and supply chain management.

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.

555. LEAN SIX SIGMA: THEORY AND SKILLS (3)

This course provides the theory and skills for an approach for addressing and solving business problems that meet both customer and business requirements. The Lean Six-Sigma model understanding will result in effective and efficient problem solving skills that lead to Process Optimization, Change Management, and Talent Application. In doing so the student will learn to build a culture of change through a synergetic talent pool.

556. LEAN SIX SIGMA: PROJECT (4)

This course provides an opportunity for students to implement an organizational improvement project following the Lean Six Sigma model that meets both customer and business requirements. In the course, students will demonstrate effective and efficient problem solving skills that lead to Process Optimization, Change Management, and Talent Application. Students participating in this project will receive regular coaching from the course instructor from the project design stage, through implementation and reporting on the project.

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.

655. RISK MANAGEMENT (3)

This course will explore all aspects of organizational risk assessment and risk management through prevention, avoidance and insurance. Key issues related to risk management including property loss, building risks, vehicles, environment, business-loss, employee health and welfare, and corporate and personal liability will be discussed. Emphasis will be placed on liability and financial risk in organizations.

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, 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.

661. PROCESS MANAGEMENT (3)

This course focuses on managing the processes to produce and deliver services or products, including creation, development, production, and distribution. Related objectives include managing purchases, resource management, quality control, storage, logistics and evaluations with an emphasis on efficiency and effectiveness of processes. Explores the use of flow charts, decision matrices, control charts, and other tools to investigate problems, analyze data and information, and identify potential solutions.

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.

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. STRATEGIC MANAGEMENT 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.

685. CAPSTONE PROJECT (3)

Students will propose an applied research project using the Baldrige Criteria for Performance Excellence or a similar tool to assess an organization or propose an applied research project to resolve an existing problem or develop a significant program to be used within their work environment. Students will make a formal oral and visual presentation of their findings to program faculty and peers and submit a written document of the project.

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 Psychology

Graduate Degrees in Psychology

Master of Psychology - The general psychology degree is designed to provide students with theoretical knowledge and experimental research experience to prepare them for entry into a doctorate program in psychology.

Master of Science in Clinical Psychology - The Clinical Psychology degree is designed to provide students with theoretical and practical training to prepare them to work in a variety of counseling and mental health settings, to become Licensed Professional Counselors, and to enter a doctoral program in Clinical/Counseling Psychology. This degree program provides graduates with skills, knowledge, experience and personal growth, which empower students to pursue careers as clinicians or to pursue doctoral degrees.

Master of Science in Counseling Psychology - The Counseling Psychology 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.

Objectives for Master of Science in Psychology Program

Candidates for the M.S. in Psychology degree will:

- Demonstrate skills and competencies in administering and interpreting psychological tests
- Demonstrate a personal philosophy of Christian ethics that reflects an integration of Biblical principles with psychology, research and personal faith
- Demonstrate understanding of theory and skills necessary to design, conduct and analyze research
- Commit to lifelong improvement as professionals through reading, research and reflection

Objectives for Master of Science in Clinical and Counseling

Candidates for the M.S. in Clinical Psychology and in Counseling Psychology degree will:

- Exhibit knowledge and understanding of psychological theories related to human behavior and development and diagnosis and treatment of psychological disorders
- Demonstrate skills and competencies in administering and interpreting psychological tests
- Demonstrate a personal philosophy of Christian ethics that reflects an integration of Biblical principles with psychology, therapy and personal faith
- Demonstrate understanding of theory and skills necessary to design, conduct and analyze research
- Display an appreciation for and sensitivity to the unique characteristics and heritage of people of diverse cultures and value systems
- Commit to lifelong improvement as professionals through reading, research and reflection

Upon completion of this degree program, candidates for the M.S. in Psychology degree will:

- Demonstrate knowledge of the biological bases of human behavior.
- Demonstrate skills and competencies in the administration, scoring and interpretation of tests of cognitive ability.
- Demonstrate the ability to design, carry out, and report the results of multivariate research.

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

- Demonstrate knowledge of the biological bases of human behavior.
- Demonstrate skills and competencies in the administration, scoring and interpretation of tests of cognitive ability.
- Demonstrate the ability to design, carry out, and report the results of multivariate research.
- Demonstrate the skills and competencies to assess and treat persons in a medical/health or clinical care setting.

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

- Demonstrate skills, knowledge and competencies in career counseling and assessment.
- 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 (scores of 500 each on the verbal and quantitative sections and a 4.5 on the analytical writing section are preferred).
- Student will demonstrate academic writing proficiency in APA style.
- 21 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:
 - Abnormal Psychology
 - Cognitive Psychology
 - Developmental Psychology
 - Educational Psychology
 - Experimental Psychology
 - Industrial/Organizational Psychology
 - Psychology of Learning
 - Psychology of Personality
 - Psychology of Testing
 - Physiological Psychology
 - Social Psychology
 - Theories and Techniques of Counseling

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

Evangel University students with an M.S. in Clinical or 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.

Required Courses

Course	Credits
PSY 501 Physiological Basis for Behavior	3
PSY 503 Advanced Developmental Psychology	3
PSY 506 Diagnosis and Treatment of Psychopathology	3
PSY 507 Methods of Research and Statistics I	3
PSY 508 Methods of Research and Statistics II	3
PSY 509 Research III/Internship	3
PSY 521 Professional Orientation and Ethics	3
PSY 531 Integration of Christianity and the Counselor/Therapist	1
PSY 532 Integration of Christianity and Psychology	1
PSY 611 Individual Assessment: Intelligence	3
PSY 612 Individual Assessment: Personality	3
PSY 699 Research Thesis	3

Plus 6 credits from the following electives	Credits
PSY 534 Psychological Testing (Elective)	3
PSY 563 Cognitive Neuroscience(Elective)	3
PSY 597 Clinical Practicum (Elective)	3
PSY 799 Psychology Elective	1-3

Master of Science in Clinical Psychology

Hours Required: 52

Required Courses

Courses	Credits
PSY 501 Physiological Basis for Behavior	3
PSY 503 Advanced Developmental Psychology	3
PSY 506 Diagnosis and Treatment of Psychopathology	3
PSY 507 Methods of Research and Statistics I	3
PSY 508 Methods of Research and Statistics II	3
PSY 521 Professional Orientation and Ethics	3
PSY 523 The Helping Relationship and Clinical Interventions	3
PSY 526 Theories of Counseling and Psychotherapy	3

PSY 531 Integration of Christianity and the Counselor/Therapist	1
PSY 532 Integration of Christianity and Psychology	1
PSY 598 Masters Internship	6
PSY 611 Individual Assessment: Intelligence	3
PSY 612 Individual Assessment: Personality	3
PSY 625 Group Counseling and Therapy	3
PSY 627 Counseling and Therapy With Diverse Populations	3
PSY 633 Integration of Christianity and Counseling/Therapy	1
PSY 696 Capstone Seminar	1
PSY 699 Research Thesis	3

Plus 3 credits from the following electives Credits

PSY 534 Psychological Testing (Elective)	3
PSY 563 Cognitive Neuroscience(Elective)	3
PSY 597 Clinical Practicum (Elective)	3
PSY 604 Career Development and Assessment (Elective)	3
PSY 799 Psychology Elective	1-3

Master of Science in Counseling Psychology

Hours Required: 52

Required Courses

Courses	Credits
PSY 503 Advanced Developmental Psychology	3
PSY 506 Diagnosis and Treatment of Psychopathology	3
PSY 507 Methods of Research and Statistics I	3
PSY 508 Methods of Research and Statistics II	3
PSY 521 Professional Orientation and Ethics	3
PSY 523 The Helping Relationship and Clinical Interventions	3
PSY 526 Theories of Counseling and Psychotherapy	3
PSY 527 Marriage/Family Therapy & Human Sexuality	3
PSY 531 Integration of Christianity and the Counselor/Therapist	1
PSY 532 Integration of Christianity and Psychology .	1
PSY 598 Masters Internship	6
PSY 604 Career Development and Assessment	3
PSY 612 Individual Assessment: Personality	3
PSY 625 Group Counseling and Therapy	3

PSY 627 Counseling and Therapy With Diverse Populations	3
PSY 633 Integration of Christianity and Counseling/Therapy	1
PSY 696 Capstone Seminar	1

Plus 6 credits from the following electives **Credits**

PSY 501 Physiological Basis of Behavior (Elective)	3
PSY 563 Cognitive Neuroscience (Elective)	3
PSY 611 Individual Assessment: Intelligence (Elective)	3
PSY 699 Research Thesis (Elective)	3
PSY 799 Psychology Elective	1-3

Course Descriptions for Psychology

501. PHYSIOLOGICAL BASIS FOR BEHAVIOR (3)

Introduction to the organization of the brain in terms of anatomy, cellular structure, and biochemical activity. Includes general principles of brain organization and the mechanisms of memory, language, and emotional processes. Also brain development as influenced by environment and injury. General principles of brain organization are applied to substance abuse, psychiatric disorders, and specific development disorders.

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 AND ADOLESCENT PSYCHOPATHOLOGY (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.

508. INTERMEDIATE RESEARCH II (3)

Design and statistical analysis of multivariable experiments (Multiple Regression and factorial ANOVA).

509. ADVANCED RESEARCH III / INTERNSHIP (3)

A methods and design course that extensively explores research designs and data analysis utilizing analysis of variance in an internship setting. Four major permutations of ANOVA will be covered: one-way, factorial analysis of variance, repeated measures, and analysis of covariance. These will be taught in modules that individually address each of the ANOVA permutations. A ground-up approach will be used to aid in understanding design and statistical concepts in each module. Computer assisted analysis will be an important component of the course as students associate research designs with corresponding analysis of data. Application will consist of student data, professor supplied data, and author supplied data. Power analysis will also be integrated within each of the modules.

521. PROFESSIONAL ORIENTATION AND ETHICS (3)

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

522. MARRIAGE & FAMILY THERAPY I (3)

Introduction to Marriage and Family Therapy will provide students with an overview and introduction to the primary theories and approaches to therapy and counseling with couples and families. The history of these approaches and their development

are examined. In addition the class explores current concepts and principles of healthy marriage and family functioning 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.

523. HELPING RELATIONSHIP 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.

525. PLAY THERAPY AND CHILDHOOD INTERVENTION (3)

The major theoretical approaches and techniques used in the practice of play therapy and childhood intervention shall be the focus of this course. Special emphasis is placed on identifying techniques used for various treatment considerations, setting up the play therapy room, and working with parents and the community in the treatment of the child.

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.

528. INTEGRATION OF CHRISTIAN BELIEF AND PSYCHOLOGY (1)

This course is the first in a series of one-hour integration courses and is designed to facilitate the integration of Christian beliefs with the person of the counselor/therapist. This interdisciplinary integration utilizes spirituality and the process of spiritual formation. Christian worldview and the role of truth are also examined.

529. INTEGRATION OF CHRISTIAN BELIEF AND THE COUNSELOR (1)

This course is the second in a series of one-hour integration courses and is designed to facilitate the process of theoretically integrating Christian beliefs with the science of psychology. This interdisciplinary integration is explored through various models of integration. Students will engage in thoughtful discussion on difficult integrative topics and to develop their own perspectives and convictions regarding integration.

530. INTEGRATION OF CHRISTIAN BELIEF AND THERAPY (1)

Designed to encourage the student to integrate a set of truths from theology and psychology that mirrors the wholeness and unity of God's created and revealed truths. Uses the data collected through the best methods in each discipline, while recognizing that we are "looking through a glass darkly" (I Cor. 13:12 NIV).

531. INTEGRATION OF CHRISTIANITY AND THE COUNSELOR/THERAPIST (1)

This course is the first in a series of one-hour integration courses and is designed to facilitate the integration of Christian beliefs with the person of the counselor/therapist. This interdisciplinary integration utilizes spirituality and the process of spiritual formation. Christian worldview and the role of truth are also examined.

532. INTEGRATION OF CHRISTIANITY AND PSYCHOLOGY (1)

This course is the second in a series of one-hour integration courses and is designed to facilitate the process of theoretically integrating Christian beliefs with the science of psychology. This interdisciplinary integration is explored through various models of integration. Students will engage in thoughtful discussion on difficult integrative topics and develop their own perspectives and convictions regarding integration.

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.

563. COGNITIVE NEUROSCIENCE (3)

This course reviews knowledge and theories about how the human brain performs various cognitive activities. Cognitive neuroscience includes topics such as attention, learning, memory, thinking, reasoning, problem-solving, language learning, and social cognition. Prerequisites: 12 hours of psychology (that include statistics and at least one research course). Graduate students will have additional course requirements.

593. RESEARCH THESIS (1)

A single credit for additional thesis hours for those who wish to take only 1 hour at a time per semester.

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.

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 (1)

This is a multi-semester course resulting in one credit for each of 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, 597, and admission to Candidacy.

599. INTERNSHIP II (3)

Second semester of a year-long advanced supervision seminar focusing on the integration of theory and practice. Taken during the second year of the student's program (600 hours minimum of field experience required). Students do case presentations reflecting on psychodiagnostics, treatment planning, socio-cultural context, transference/countertransference and referrals.

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.

608. INDEPENDENT RESEARCH I (3)

Credit for independent research (normally conducted with faculty research and taken concurrently with PSY 508).

609. INDEPENDENT RESEARCH II (3)

Continuation of PSY 608. Taken concurrently with PSY 509.

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.

611. INDIVIDUAL ASSESSMENT I-INTELLIGENCE (3)

Individual Assessment: Presents the theoretical and assessment process of human intelligence. Investigates the definitions and nature of intelligence and the research, development, and standardization of intelligence. Also discusses and critiques major individual intelligence tests. Develops student assessment techniques and skills.

612. INDIVIDUAL ASSESSMENT II-PERSONALITY (3)

Individual Assessment: Presents major issues involved in measuring personality and major personality measurement procedures. Develops technical skills and interpretation of objective and projective personality measures.

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.

629. CHILD AND ADOLESCENT PSYCHOPATHOLOGY (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.

633. INTEGRATION OF CHRISTIANITY AND COUNSELING/THERAPY (1)

This course is the third in a series of one-hour integration courses and focuses on the integration of Christian beliefs with the clinical practice of counseling/therapy. Eastern and Western worldviews, the historical antecedents to the traditional tension between the two disciplines, the present changes, and a new theistic model will be explored. Specific religious and spiritual assessments and therapeutic interventions will be examined. As a result of this course, the student will have an initial understanding of how to provide therapy to a religious client and will be able to provide a psychological and scientific rationale for this position.

651. ADDICTION COUNSELING (3)

This course will provide an introduction to the multiple etiologies of addiction development. 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.

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. PROFESSIONAL PRACTICE SEMINAR (1)

Professional Practice Seminar is 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.

697. RESEARCH THESIS (3)

Independent study demonstrating the student's ability to complete a scholarly research thesis. Student must follow department guidelines for seeking permission, defending, and submitting the thesis.

698. RESEARCH PROJECT (3)

Independent project revealing the student's ability to conduct scholarly research that has a significant application. Student must follow department guidelines for seeking permission, defending, and submitting the project.

699. RESEARCH THESIS (3)

Independent study that demonstrates the student's ability to complete a scholarly research thesis. Student must follow department guidelines for seeking permission, defending, and submitting the thesis.

Master of Science in School Counseling

Candidates for the M.S. in School Counseling degree 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, teaching supervisor or fellow educator.
- The Miller's Analogies Test 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 Certificate 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 the state of Missouri. The number of required courses for certification will depend on what course a student is allowed to transfer in to Evangel. Financial aid is not available for those seeking certification only. Once a student has enrolled at Evangel and/or a plan has been filed with the state, students will be expected to complete remaining coursework at Evangel.

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 following course is required:

- Psychopathology Course

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](http://pr.mo.gov/counselors).*

Hours Required: 45

Required Courses

Course	Credits
GAC 500 Curriculum and Instruction for the Elementary School	2
GAC 501 Curriculum and Instruction for the Secondary School	2
GAC 502 Foundations of School Counseling	3
GAC 503 Advanced Developmental Psychology	3
GAC 507 Research Methods and Statistics	3
GAC 512 Special Education: Consulting with Parents and Teachers (<i>Elementary requirement only</i>)	3
GAC 521 Professional Orientation and Ethics	3
GAC 523 The Helping Relationship	3
GAC 526 Theories of Counseling	3
GAC 531 Integration of Christianity and the School Counselor	1
GAC 532 Integration of Christianity and the Mental Health Professional	1

GAC 563 Educational Assessment	3
GAC 582 Special Studies in Classroom Management and Discipline (<i>May be met with EDUC 476 or equivalent classroom management course</i>)	2
GAC 597* School Practicum	3
GAC 598** Field Supervised Internship in an Elementary School Setting or GAC 599** Field Supervised Internship in a Secondary School Setting	3
GAC 604 Career Development and Assessment	3
GAC 625 Group Counseling and Therapy	3
GAC 627 Counseling and Therapy with Diverse Populations	3
GAC 633 Educational Psychology Applied	3
GAC 685 School Counseling Capstone Course	2

Elective courses

Credits

GAC 611 Intelligence Testing (elective)	3
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*Prerequisites for Practicums: GAC 502 and GAC 521.

**Prerequisites for Internships: GAC 502, GAC 521, GAC 597, and Candidacy approval

Additional requirements for non-education bachelor degree students

Credits

EDUC 221 Elementary Curriculum and Instruction or EDUC 222 Secondary Curriculum and Instruction	2
EDUC 271 The Exceptional Student	2

Students must also pass the Praxis Exam to qualify for state certification.

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 (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.

522. PSYCHOLOGY OF THE MIDDLE SCHOOL STUDENT (2)

Provides the psychological foundation relevant to appreciating and comprehending the diversity of the middle school age group.

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.

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

Exploration of contemporary curriculum development theories that impact the organization and structure of schools today. Comprehensive analysis of the process of curriculum development.

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.

613. DIAGNOSTIC ASSESSMENT (3)

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

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.

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.

698. FIELD SUPERVISED INTERNSHIP IN SCHOOL SETTING (3)

First semester of a year-long supervision seminar focusing on the integration of theory and practice. Taken while students are engaged in their school practicum/internship (600 hours minimum of field experience required). Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, socio-cultural context, transference/countertransference, and referrals.

Appendix A

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