



Graduate Studies 2021-2022

College of Adult and Graduate Studies

GRADUATE STUDIES

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. Graduate Studies program offers extended studies and professional development in education, organizational leadership, psychology, and school counseling, as well as integration of faith and learning within a scholarly atmosphere. The Evangel University Graduate Studies programs provide the opportunity for a degree-seeking student to earn a master's and doctoral degrees. An adult student who is not planning to pursue a graduate degree may select from a variety of professional development opportunities.

Organization. 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 Department Chair of Graduate Studies, the Vice President for Academic Affairs, and the Graduate Program Coordinator. Only members of the graduate faculty may teach courses numbered 500-700 and/or may serve on the Graduate Studies Council. Adjunct graduate faculty may be approved to provide instructional services for graduate students because of their unique competencies and/or professional roles or achievements.

Graduate Degree Programs. The following graduate degrees are offered:

- Master of Education in Curriculum and Instruction
- Master of Education in Educational Leadership
- Master of Education in Literacy
- Master of Organizational Leadership
- Master of Science in Clinical Mental Health Counseling
- Master of Science in School Counseling
- Doctor of Education in Educational Leadership, Curriculum and Instruction

General admission and degree requirements for Graduate Studies are determined by the Graduate Studies Council, the Board of Administration, and the Board of Directors. Careful consideration is given to all applicants. 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 Masters Graduate Studies programs:

- 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
- *Counseling Program Only:* Recent scholarly paper in APA format

Admission to the Graduate Studies program means only that the student will be permitted

to enroll for courses in the various graduate programs. It does not imply that the graduate student will be accepted for candidacy.

Students enrolled in Graduate Studies courses are classified as regular, provisional, probationary or special admission standing.

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

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

Classification of Graduate Students

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

Provisional Standing. Students who intend to obtain a graduate degree, or a certificate or credential at the graduate level, who have not fully met all the admission

requirements of the specific program may be eligible for admission as a *provisional standing* student. Please refer to the admission requirements of the specific program. Upon successful completion of the first required six to twelve graduate units of the program with a 3.0 GPA or higher, and with no C grades or below, and with the recommendation of program coordinator and faculty, the student will be eligible for regular standing.

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

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

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

Special admission students who choose to pursue a degree later may not apply more than 12 credits taken as a non-degree seeking student toward degree requirements. This 12-credit limit does not apply to those pursuing certificates. 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/Form s.

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 noncredit bearing courses. An audit course cannot be turned into a for-credit course after the first week of class.

Graduate Academic and Graduation Requirements

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 graduate degrees is the Graduate Studies Council.

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 fully accepted to a graduate program must meet specific requirements as defined by their program of study and the Graduate Studies office.

To be considered for candidacy, students must:

1. 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 -).
2. Present a clear plan for completing the program to their Academic Advisor for approval.
3. Be approved for advancement by their academic advisor. (See specific program requirements).

4. Submit candidacy forms, as requested, to the Graduate Studies office. Candidacy forms are available for download on Course Commons or can be obtained in the Graduate Studies office.

Remediation plans are created collaboratively between the student and the academic advisor when candidacy standards are not met. Any appeal to candidacy decisions should follow the academic appeal process as outlined below.

Appeal Process. A student in the Graduate Studies program has the right to appeal academic or administrative decisions. The first level of appeal is to the person who made the decision. Following this attempt, students with academic appeals should seek resolution within the academic department through the course faculty member, Program Coordinators or Department Chair depending upon the origin of the decision being appealed. Appeals based upon administrative issues should be pursued through the Academic Advisors. Matters still under dispute may then be formally appealed in writing within one week of being notified of a decision to the Director of Graduate Studies. The director may decide on the appeal or refer the matter to the Graduate Studies Council. Responses to the appeal generally will be provided within one week unless referred to the Graduate Studies Council. In those situations, a response will be provided following the meeting of that group. When resolution is unsuccessful at one level, appeals should be directed to levels higher in the organizational structure than where the decision was rendered, implying a faculty member decision will be appealed to the program coordinator. The chain of academic authority at Evangel University is

as follows: Faculty Member or Academic Advisor - Program Coordinator - Department Chair or Director of Graduate Studies - Provost.

Graduate Transfer Credit. The Program Coordinator may approve transfer of graduate 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

Transfer policies may vary for individual programs. Individual graduate program requirements are listed below.

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.

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.

Time Limits For Master Programs. 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 Course. The letter grade "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 Grade Request Form is obtained from the Graduate Studies Office.

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

Withdrawal from the Graduate Program. A student considering withdrawal from the Graduate Program must first have a conference with the Program Coordinator or Academic Advisor. If a student finds it necessary to withdraw from the Graduate Program during a regular academic term, official withdrawal from all classes must be processed. The Adult and

Graduate Studies Official Withdrawal form can be obtained from the Graduate Studies Office.

When the required signatures are secured, the completed form should be returned to the Graduate Studies Office within 3 business days of the official date of withdrawal. Students who do not officially withdraw from classes will be administratively withdrawn by the Graduate Studies Office.

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 apply 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.

Comprehensive Examinations.

Required by the Counseling program 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.

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

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 the Counseling program).
- Completion of a research thesis, project, dissertation or non-thesis option as required by the department.
- Candidates must complete the Application for Graduation early in the semester in which all requirements will be completed. Application deadlines are published each term by the Graduate Studies office.

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

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

Students completing the Bachelor of Ministry or Bachelor of Theology degree at Alphacrucis College will be granted direct entry into the Master of Organizational leadership at Evangel University.

Student's CUM GPA at degree conferral is final and cannot be changed.

GRADUATE COUNSELING PROGRAMS

Evangel University Counseling Programs consists of a Master of Science in School Counseling and Master of Science in Clinical Mental Health Counseling. The Evangel University Counseling Program trains graduates students to become professional counselors who integrate the Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Program Highlights

- Integration of Christian values and principles as a foundation for holistic and ethical practice.
- Courses are taught by practitioner faculty who are experts in the field of school and/or mental health counseling.
- Theories and practical applications are integrated throughout coursework.
- The program prepares students to become licensed professional counselors and/or certified school counselors in the state of Missouri.
- Clinical Mental Health Counseling and School Counseling programs are CACREP accredited until October 2027.

Admission Policies

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

- Hold an earned baccalaureate degree from an accredited college or university.
- 3.0 GPA or combined GRE score of 295.
- Nine hours of psychology courses plus one undergraduate statistics course (B- or better).
- Admission application, recommendations, essay, and APA writing sample.
- Entrance interview required for qualifying applicants.

Advancement to Candidacy

Status. To move to the internship courses, students must have been approved for candidacy. Students admitted to a program of study must apply for candidacy after completion of 18 credit hours of graduate coursework at Evangel University. To be considered for candidacy, students must:

- Be fully accepted into the Counseling Program.
- Achieve a cumulative grade point average of 3.0 or higher on all 500 and 600 graduate level coursework with no more than two grades (six credit hours) of C (including +or -) for non-core courses.
- Achieve a B grade or higher (3.0) in Counseling Skills and Professional Orientation/Ethics.
- Complete 18 graduate hours or more in the Evangel University Counseling Program.
- Present a clear plan for completing the master's degree to academic advisor for approval.
- Be recommended for advancement to candidacy by

counseling faculty. Counseling candidates must complete Advancement to Candidacy screening interview.

- Submit candidacy forms to the Graduate Studies office. These are available for download on Course Commons or can be obtained in the Graduate Studies office.

In making a final decision regarding student advancement to candidacy, the Program Coordinator will consider whether the student:

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

Candidacy interviews are scheduled in the summer and fall semesters of each academic year. Students approved for candidacy will be notified by letter from the Graduate Studies office.

Professional Behaviors and Dispositions. The Counseling Program expects students to demonstrate specific behaviors and dispositions associated with a counselor identity as researched by Lambie and Swank (2015). Behaviors

include professional ethics and boundaries; knowledge and adherence to course/ field site policies and procedures; as well as record keeping and task completion.

Dispositions include multicultural humility (competency); emotional stability and self-control; motivation to learn and grow/initiative; openness to feedback; flexibly and adaptability; congruence and genuineness.

Faculty continually assess student dispositions but formally assess at critical points in the program: admission interview, candidacy and during field courses.

Master of Science in Clinical Mental Health Counseling

This program provides students with theoretical and practical training necessary to work in a variety of mental health settings. Such settings include community mental health, private practices, medical facilities, substance abuse programs, correctional facilities and more. The Counseling program meets requirements set forth by the Center for Credential & Education allowing students to sit for the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE) prior to graduation. To secure a license to practice, many states require a passing score on the NCE or NCMHCE.

Evangel University's Master's in Clinical Mental Health Counseling

prepares graduates for certification within the State of Missouri. Requirements may differ from state to state. Consult professional requirements within a state of planned practice.

Hours Required: 60

Master of Science in Clinical Mental Health Degree Requirements

COU 503	Human Growth and Development	3 credits
COU 506	Psychodiagnostics	3 credits
COU 505	Child and Adolescent Counseling	3 credits
COU 507	Research Methods	3 credits
COU 521	Professional Orientation and Ethics	3 credits
COU 523	Counseling Skills	2 credits
COU 523	Counseling Skills LAB	1 credit
COU 526	Counseling Theories	3 credits
COU 534	Integration of Christianity and the Counseling Profession	2 credits
COU 604	Career Counseling	3 credits
COU 610	Assessment	3 credits
COU 625	Group Counseling	1 credit
COU 627	Social and Cultural Diversity	3 credits
COU 595	Child and Adolescent Counseling	3 credits
COU 508	Mental Health Foundations	3 credits

COU 505	Child and Adolescent Counseling	3 credits
COU 524	Clinical Interventions and evidence-Based Treatments	3 credits
COU 527	Couple and Family Counseling	3 credits
COU 595	Practicum—International Counseling*	1 credit
COU 596	Intercultural Counseling Internship*	1 credit
COU 597	Mental Health Counseling Practicum	3 credits
COU 598	Mental Health Counseling Internship	6 credits
COU 599	Field Continuance	0 credit
COU 628	Crisis, Trauma, and Recovery	3 credits
COU 651	Addiction Counseling*	3 credits
COU 675	Human Sexuality*	3 credits
COU 696	Counseling Professional Capstone	1 credit
TOTAL		60 CREDITS

* Elective as offered.

Master of Science in School Counseling

This program provides students with theoretical knowledge and training based on standards determined by the Missouri Department of Elementary and Secondary Education. Graduates are prepared to be effective school counselors who serve student and

families in public and private school communities. By completing extra electives, students may earn an additional certification as a School Psychological Examiner in Missouri. Completion of coursework satisfies specific requirements for a Licensed Professional Counselor (LPC) in Missouri.

Evangel University's Master's degree in School Counseling prepares graduates for certification within the State of Missouri. Requirements may differ from state to state. Consult professional requirements within a state of planned practice.

School Psychological Examiner Certification

Students pursuing this certification must possess a valid teaching or student service certificate in addition to a master's degree in Counseling Psychology, Educational Psychology, School Counseling or Education. Upon completion of the certification, students can work as psychological examiners or diagnosticians in a school setting serving all ages, including special education, gifted education and Missouri Scholars Academy applicants. Students completing coursework for Evangel's School Counseling track usually can obtain this certification by completing an additional three classes, pending transcript reviews.

Hours Required: 60

**Elective as offered*

COU 503	Human Growth and Development	3 credits
COU 506	Psychodiagnostics	3 credits
COU 507	Research Methods	3 credits
COU 521	Professional Orientation and Ethics	3 credits
COU 523	Counseling Skills	2 credits
COU 523	Counseling Skills LAB	1 credit
COU 526	Counseling Theories	3 credits
COU 534	Integration of Christianity and the Counseling Profession	2 credits
COU 604	Career Counseling	3 credits
COU 610	Assessment	3 credits
COU 625	Group Counseling	2 credits
COU 625	Group Counseling LAB	1 credit
COU 627	Social and Cultural Diversity	3 credits
COU 500	School Counseling Curriculum	3 credits
COU 504	The Exceptional Student	3 credits
COU 509	School Counseling Foundations	3 credits
COU 512	Professional Relationships in School, Family & Community	3 credits
COU 582	Classroom Management	3 credits
COU 590	School Counseling Practicum	3 credits
COU 591	School Counseling Internship—Elementary	3 credits
COU 592	School Counseling Internship—Secondary	3 credits
COU 611	Intelligence Testing*	3 credits
COU 613	Diagnostic Assessment*	3 credits

COU 632	Psychology of Education	3 credits
COU 695	School Psychological Examiner Practicum*	3 credits
COU 697	School Counseling Professional Capstone	1 credit
TOTAL		60 CREDITS

**Elective as offered.*

The Counseling Program Coordinator may approve transfer of a maximum of 9 graduate credit hours required in the student's program from another accredited institution. Courses considered for transfer credit must be applicable/equivalent to coursework required by the Master of Counseling Degree and be at least a B- or better. Credits used to fulfill a previously granted degree will not be applied.

Master of Counseling Courses

COU 500: School Counseling Curriculum (3 cr.) Explores lesson planning, curriculum organization, and resources appropriate for implementation of the Missouri Comprehensive Guidance program. Course content meets requirements for grades K-8 and 7-12 certification.

COU 503: Human Growth and Development (3 cr.) Explores human growth and development across the lifespan. Topics include major theories of development, factors that may affect development, relevant counseling issues encountered at various points of development.

COU 504: The Exceptional Student (3 cr.) Discusses the disabled, culturally diverse, and gifted. Topics include teaching

diverse individuals in elementary, middle, and secondary school settings. Required by DESE for school counseling students with non-education bachelor's degree.

COU 505: Child and Adolescent Counseling (3 cr.) Explores assessment, diagnosis, etiology, of child and adolescent disorders within a developmental context and the current Diagnostic and Statistical Manual of Mental Disorders. Topics include therapeutic issues unique to children, effective interventions for children and adolescents, and practice of interventions.

COU 506: Psychodiagnostics (3 cr.) Examines adult and child psychopathology and behavioral disturbance in the context of the current edition of the Diagnostic and Statistical Manual (DSM) and International Statistical Classification of Diseases and Related Health Problems (ICD). Topics include definitions, etiology, assessment by symptom recognition and assessment instrument, and preferred treatment; appropriate interventions both from a therapeutic and research model; mental disorders from a cultural and spiritual/religious model.

COU 507: Research Methods (3 cr.) Explains 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.

COU 508: Mental Health Foundations (3 cr.) Introduces professional issues in clinical mental health counseling. Topics include the history and philosophy of the counseling profession, the professional identity and role of the clinical mental health

counselor, the public and private practice of mental health counseling as well as crisis intervention and general framework of consultation, the role of the students' Christian faith and life experiences as a foundation for a personal call to clinical mental health counseling.

COU 509: School Counseling

Foundations (3 cr.) Explores the field of school counseling and the integral part it plays in the school curriculum. Topics include historical development of school counseling, the basic principles and functions of school counseling services and its relationship to the instructional program, underlying philosophical, psychological, and sociological principles undergirding school counseling theory.

COU 512: Professional Relationships in School, Family, and Community (3 cr.)

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

COU 521: Professional Orientation and Ethics (3 cr.)

Introduces the field of counseling. Topics include ethics, professionalism, legal issues and responsibilities.

COU 523: Counseling Skills (2 cr.)

Introduces counseling skills foundational to the application of counseling theory and intervention. Topics include evidence based theoretical foundations of basic counseling skills and factors that influence the

application of skills across clinical settings and diverse client populations.

COU 523: Counseling Skills Lab (1 cr.)

students experiential learning opportunities to practice and gain competency in the following skills: active listening, intake interviewing, crisis intervention, basic treatment planning and assessment. Role-plays and student/faculty immediate feedback will facilitate counselor self-awareness.

COU 524: Clinical Interventions and Evidence Based Treatments (3 cr.)

Explores contemporary approaches to assessment, treatment planning, and intervention based in bio-psycho-social systems and evidence-based interventions. Topics include mood disorders, anxiety disorders, substance abuse and addictive disorders, eating disorders, personality disorders, and childhood disorders; 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.

COU 526: Counseling Theories (3 cr.)

Examines the major classical and contemporary theories of counseling and psychotherapy. Topics include an overview and evaluation of major approaches; critical examination of theories for key theoretical constructs, personality formation, development of pathology, therapeutic processes that produce change/healing, the nature of the client-counselor or counselor-student relationship, and its effectiveness; theory analysis from an ethnic, cultural, and Judeo-Christian perspective. The purpose of this examination is to move students toward a personal model of therapy that reflects and

integrates the present research regarding points of convergence and their own philosophy of life or worldview.

COU 527: Couple and Family Counseling (3 cr.) Summarizes the primary theories and approaches to counseling with couples and families. Topics include classical and current family and marriage models, sensitivity to the diverse forms of marriage and families in a contemporary society, the development of a personal theory of an evidence-based marital counseling approach with couple and family counseling.

COU 534: Integration of Christianity and the Counseling Profession (3 cr.) Facilitates the student's integration of the Christian faith with professional counseling practice at the personal, theoretical, and pragmatic level. Topics include thoughtful discourse to integrate Christian theology with the practice of counseling, a theistic model for counseling, and spiritually focused interventions.

COU 582: Classroom Management (3 cr.) Presents models of classroom management and related discipline issues. Topics include research orientation with a focus on diversity of current American culture and classroom practice. Required by DESE for school counseling students with a non-education bachelor's degree.

COU 590: School Counseling Practicum (3 cr.) Provides 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. 150 hours with a minimum of 40 direct service. Prerequisites: (unless individually waived by professor) COU 509, COU 521, COU 523, COU 582, COU 625.

COU 591: School Counseling Internship- Elementary (3 cr.) 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 (300 hours with a minimum of 120 direct service) includes guidance curriculum activities, individual planning, responsive services, and system support. Completion of COU 591 School Counseling: Internship-Elementary satisfies initial certification as an elementary counselor. Prerequisites: (unless individually waived by professor) COU 590 and Candidacy Approval.

COU 592: School Counseling Internship- Secondary (3 cr.) Provides 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 (300 hours with a minimum of 120 direct service) includes guidance curriculum activities, individual planning, responsive services, and system support. Prerequisites: (unless individually waived by professor) COU 590 and Candidacy Approval.

COU 595: Practicum- International Counseling (1 cr.) Examines individual and group counseling skills in the context of an international and multicultural setting. Topics include counseling models shown to be effective for identified culture, development of cross-cultural sensitivity through an examination of the country's

national identity and cultural features. Students will attend weekly seminars prior to their travel and receive daily group and individual supervision during the trip. Diversity coursework prior to the class is preferred. This class does not meet the Prerequisites for starting internship or replace COU 597 Mental Health Counseling Practicum.

COU 596: Internship: Intercultural Counseling (1 cr.) Provides counseling students an opportunity to learn, develop and apply counseling skills in a multi-cultural setting, primarily in an international context. Topics include counseling models shown to be effective in the identified culture, application of skills in individual and group sessions, development of cross-cultural sensitivity through an examination of the country's national identity and cultural features. In preparation, students will attend weekly seminars prior to their travel and then receive group and individual supervision each day that services are provided. It is preferred that students have taken a diversity counseling class prior to this practicum. Prerequisites include COU 506, COU 526

COU 597: Mental Health Counseling Practicum (3 cr.) Provides field-based, 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 or 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).

COU 598: Counseling Internship (3 cr.) Provides a multi-semester experience resulting in one credit for each of 100 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 600 hours (240 must be direct [face-face] client therapy contact) of supervised counseling services. Prerequisites: COU 506, 521, 526, and admission to Candidacy.

COU 599: Field Continuance (0 cr.) This course is designed to facilitate a student's continuation of internship hours required for the program. Must have program coordinator's permission to enroll.

COU 604: Career Counseling (3 cr.) Investigates the theoretical framework for career education. Students will apply counseling skills and tools to assist individuals with career development. Topics include major theories of career development, sources of occupational information, principles of assessment in career counseling, career decision making through the lens of multiculturalism, gender, age, and lifestyle.

COU 610: Assessment (3 cr.) Examines assessment procedures commonly used in counseling. Topics include a review of

historical basis for assessment, test statistics, cultural factors related to assessment, test selection, ethical considerations, and the relationship of assessment procedures to diagnosis and treatment.

COU 611: Intelligence Testing (3 cr.)

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.

COU 613: Diagnostic Assessment (3 cr.)

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

COU 625: Group Counseling (2 cr.)

Engages advanced level study of theory and practice of group counseling. Topics include various theoretical approaches to group work including the basic principles of group dynamics, processes, developmental stages, member roles, and leadership tasks. Prerequisites: COU 523 Counseling Skills.

COU 625: Counseling Groups Lab (1 cr.)

Provides experiential learning through group participation. Students will apply knowledge into the practice of group counseling by leading and facilitating group process. Additionally, students will utilize their experience as group participants to analyze group process and dynamics.

COU 627: Social and Cultural

Diversity (3 cr.) Focuses on counseling interventions when working with clients of diverse racial, ethnic, and cultural

backgrounds. Topics include counseling special populations regarding age, gender, sexual orientations, disabilities, and socio-economic status.

COU 628: Crisis, Trauma, and Recovery (3 cr.)

Provides advanced study of crisis and trauma and the ramifications for the victim and family system. Topics include evidence-based treatment modalities of crisis intervention and trauma recovery, practical skills of intervention, development and implementation an effective therapeutic treatment approach, cultural implications, and existential issues.

COU 632: Psychology of Education (3 cr.)

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

COU 651: Addiction Counseling (3 cr.)

Introduces the multiple etiologies of addiction development. Topics include assessment, intervention, and relapse prevention for chemical and behavioral addictions; understanding, assessing and treating addictive behaviors within a systems context of family, friends, community, and culture; the role of a Christian worldview.

COU 675: Human Sexuality (3 cr.)

explores human sexuality from an integrated psychological, physiological, sociological, and theological perspective. Topics include human dynamics including psycho-sexual development, human reproduction, sexual identity, and sexual disorders, perspectives regarding appropriate expression considering scriptural principles.

COU 695: School Psychological

Examiner Practicum (3 cr.) 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. Prerequisites: COU 610, COU 611 and COU 613.

COU 696: Counseling Professional

Capstone (1 cr.) Provides students with a forum to acquire information related to developing and maintaining a professional practice. This is a professional practice seminar with a schedule of topics planned based on common issues and previous experiences. Student input is welcome to create meaningful learning experiences.

MASTER OF EDUCATION DEGREE PROGRAMS

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

Graduate Education Program Learning Outcomes. A graduate of the education program will:

1. Demonstrate a commitment to lifelong learning and improvement through reflection on, engagement in, and application of educational research and identified best practices.
2. Demonstrate an engagement in deep-level reflection on, study of, and conversation about the integration of their Christian faith with their learning, life, and vocation.

3. Demonstrate an understanding of the central concepts, tools of inquiry, and structures of their discipline within the context of a global society.
4. Demonstrate an understanding of and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of students.
5. Demonstrate an ability to design curriculum and to engage in and lead curriculum planning based on state and district standards.
6. Build learning networks through creating strong relationships and professional partnerships with school and university personnel, families, and community agencies to produce greater student success.
7. Explain how students learn and develop and provides opportunities that support the intellectual, social, and personal development of students.
8. Demonstrate 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.
9. Clearly articulate a personal mission as an educator, drawing on the rich resources of a Christian understanding of vocation, and faithfully carries out that mission.
10. Commit to continuous growth in their spiritual, emotional, and physical life, and contributes to the growth and wellness of others.
11. 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.

12. Effectively design and implement instruction for diverse groups of learners, aligning instruction with national, state, and local standards in a positive learning environment.

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.

Transfer Courses. The Master of Education in Literacy, Curriculum and Instruction Leadership, or Educational Leadership may approve transfer of a maximum of 9 graduate credit hours required in the student's program from another accredited institution. Courses considered for transfer credit must be applicable/equivalent to coursework required in the Master of Education Degree Program with a grade of at least a B- or better.

Master of Education in Literacy

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

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

Master of Education Literacy Program Learning Outcomes

I. Foundational Knowledge:

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

II. Curriculum and Instruction:

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

III. Assessment and Evaluation:

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading MidProgram and End of Program Interrater reliability through discussion and comparison between the two professors conducting evaluations 95% of students proficient in all competencies Each fall semester the Program Coordinator and team will review the data from the summer practicum (Literacy Lab). and writing instruction.

IV. Diversity:

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

V. Literate Environment:

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum

materials, and the appropriate use of assessments.

VI. Professional Learning and Leadership:

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Literacy Partnerships. A credit limit of 12 credits earned through Literacy Partnership courses are accepted towards a Master of Education at Evangel University. The credits must meet program requirements as per the degree requirements for each respective master's degree program. These courses will be preapproved by the Graduate Education Committee.

Master of Education in Literacy Program Requirements

EDU 512	Special Education: Consulting with Parents and Teachers	2 credits
EDU 563	Educational Assessment	2 credits
EDU 582	Special Studies in Classroom Management and Discipline	2 credits
EDU 633	Educational Psychology Applied (elective)	3 credits
RDG 513	Content Area Reading Education	3 credits
RDG 522	Language Development and Literacy	2 credits
RDG 543	Methods of Reading for Students with Literacy Problems	3 credits
RDG 611	Individual Assessment—Intellectual	2 credits

RDG 620	Leadership in Literacy	2 credits
RDG 633	Current Issues and Trends in Reading Education	3 credits
RDG 653	Reading Diagnosis	3 credits
RDG 690	Reading Practicum I (Literacy lab required for certification only)	3 credits
RDG 691	Reading Practicum 2 (Literacy lab required for certification only)	3 credits
ELECTIVES:		
EDU 698	Research Project	3 credits
EDU 699	Research Thesis	3 credits
RDG 590	Seminar in Reading Topics (up to 6 hours with advisor approval)	1-6 credits
EDU 590	Seminar in Educational Topics (up to 6 hours with advisor approval)	1-6 credits
TES 636	Second Language Acquisition	3 credits
TOTAL		30 CREDITS

Master of Education in Curriculum and Instruction Leadership

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

Program Learning Outcomes for Curriculum and Instruction Leadership

1. The educator demonstrates understanding of content knowledge in his/her discipline and creates/supports differentiated and engaging learning opportunities based on student intellectual, social, and personal development.
2. The educator demonstrates skills in long-range planning and curriculum development including implementation and evaluation of curriculum based upon standards and student needs.
3. The educator supports/creates learning experiences that utilize a variety of instructional strategies to encourage critical thinking, problem solving, and performance skills in students including appropriate use of educational technology.
4. The educator supports/creates positive learning environments encourage active engagement in learning, positive social interaction and self-motivation.
5. The educator models effective verbal, non-verbal, and media-communication techniques to build effective relationships with students, parents, school colleagues, and community members.
6. The educator is a reflective practitioner who effectively uses assessment strategies and data to plan, monitor, and evaluate student achievement and school processes to continually improve learning opportunity for all students.

Master of Education in Curriculum and Instruction Leadership Requirements (Without TESOL Emphasis) Choose from Below

EDU 509	Action Research	3 credits
EDU 512	Special Education: consulting with Parents & Teachers	2-3 credits

EDU 535	Leadership in Elementary Secondary Curriculum	3 credits
EDU 563	Educational Assessment	2-3 credits
EDU 582	Special Studies in Classroom Management & Discipline	2-3 credits
RDG 633	Current Issues & Trends in Reading Education	3 credits
RDG 513	Content Area Reading Education	3 credits
EDL 515	Administration of Special Programs	3 credits
EDL 525	School Law & Ethics	3 credits
EDL 527	Communications for Effective Leadership	1 credit
EDL 565	School Supervision & Improvement	3 credits
EDL 643	Organizational Management	3 credits
EDL 675	Administration of Instructional Programs	2 credits
EDU 590	Literacy Workshop	3 credits
RDG 620	Leadership in Literacy	2 credits
TES 636	Second Language Acquisition *	2 credits
TOTAL		30 CREDITS

* Or other special course offerings as approved by advisor.

With TESOL Emphasis: 32 credits required.

This is a non-certification program. The TESOL emphasis will not fully meet the requirement for the ELL K-12 endorsement in the state of Missouri.

Course work options: Choose from above: 19 credits

TESOL Emphasis Requirements: 13 credits as follows:

TES 533	Language and Culture	3 credits
TES 536	ESL Methods	3 credits
TES 545	History & Structure of the English Language	3 credits
TES 597	ESL Practicum	1 credit
TES 636	Second Language Acquisition	3 credits

Master of Education in Educational Leadership

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

Program Learning Outcomes for MEd Educational Leadership.

Introduction The Missouri Leader Standards convey the expectations of performance for professional leaders in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. Thus, these standards recognize that leaders continuously develop knowledge and skills.

Therefore, the Missouri Leader Standards employ a developmental sequence to define a professional continuum that illustrates how a leader's knowledge and skills mature and strengthen throughout their career.

Professionals in school leadership positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

Standard #1 Vision, Mission, and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Quality Indicator 1: Establish the Vision, Mission and Goals

Quality Indicator 2: Implement the Vision, Mission and Goals

Standard #2 Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans for staff.

Quality Indicator 1: Promote Positive School Culture

Quality Indicator 2: Provide an Effective Instructional Program

Quality Indicator 3: Ensure Continuous Professional

Learning Standard #3 Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

Quality Indicator 1: Manage the Organizational Structure

Quality Indicator 2: Lead Personnel

Quality Indicator 3: Manage Resources

Learning Standard #4 Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources

Quality Indicator 1: Collaborate with Families and Other Community Members

Quality Indicator 2: Respond to Community Interests and Needs

Quality Indicator 3: Mobilize Community Resources

Learning Standard #5 Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner. *Quality Indicator 1: Personal and Professional Responsibility*

Learning Standard #6 Professional Development

Education leaders have the knowledge and ability to ensure the success of all students by remaining current on best practices in education administration and school-related areas as evidenced in his/her annual professional development plan.

Quality Indicator 1: Increase knowledge and skills based on best practices

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

One (1) of the following:

1. A permanent or professional Missouri certificate of license to teach; OR
2. A baccalaureate degree from a state-approved teacher preparation program;
3. A recommendation from the designated certification official from a state-approved teacher preparation program which is included on the Application for Initial Missouri Teaching Certificate; and
4. Achieve a score equal to or greater than the Missouri qualifying score on the assessment designated by the State Board of Education for initial certification.
 - A. A minimum of two (2) years teaching experience approved by the Department of Elementary and Secondary Education.
 - B. Successful completion of the building-level administrator's assessment designated by the State Board of Education.

Required Courses

EDL 509	Action Research	3 credits
EDL 515	Administration of Special Programs	3 credits
EDL 525	School Law and Ethics	3 credits
EDL 527	Communications for Effective Leadership	1 credit
EDL 535	Leadership in Elementary and Secondary Curriculum	3 credits
EDL 545	Foundations of Educational Administration	2 credits
EDL 555	The Principalship	3 credits

EDL 565	School Supervision & Improvement	3 credits
EDL 643	Organizational Management	3 credits
EDL 675	Administration of Instructional Programs	2 credits
EDL 685	Leadership Capstone	1 credit
EDL 694	Educational Leadership Internship K-12	3 credits
TOTAL:		30 Credits

Educational Leadership Courses

EDL 509: Action Research (3 cr.)

Acquaints graduate students in Education with literature about educational research methodologies. Topics include development of an understanding of such methodology considering assessment and instruction; becoming a critical reader, consumer, and producer of research reports; improving teaching and learning in classrooms of all levels; develop, conduct research, and use the data to answer significant questions about individual or collective student learning concerns or issues.

EDL 515: Administration of Special Programs (3 cr.) Provides a broad overview of the essential elements of special education, guidance and counseling, activity and other student support programs as outlines by the E.L.C.C. and I.S.L.L.C. standards as well as the EAD Knowledge Base. This course is designed as an entrance level course for the study of student personnel programs.

EDL 525: School Law and Ethics (3 cr.) Explores practical knowledge of constitutional, statutory, case law, and ethics relevant to issues affecting the organization and administration of public schools.

EDL 527: Communications for Effective Leadership (1 cr.) Emphasizes speaking, listening and writing skills for educational leaders. Topics include internal communication with school faculty and staff as well as external communication with parents and community.

EDL 535: Leadership in Elementary and Secondary Curriculum (3 cr.)

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

EDL 545: Foundations of Educational Administration (2 cr.)

Introduces the major issues involved in educational administration. Topics include the Evangel University Christian Leadership Development Model, 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.

EDL 555: The Principalship (3 cr.)

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

EDL 565: School Supervision and Improvement (3 cr.)

Introduces supervision and personnel issues. Topics include essential elements of recruiting, training and nurturing quality instructional staff members as outlines by the E.L.C.C. and I.S.L.L.C. standards as well as the EDL Knowledge Base.

EDL 643: Organizational Management (3 cr.) Examines aspects of educational organizational behavior. Topics include organizational culture, leadership, motivation, change, conflict, and decision-making, the No Child Left Behind Act and maintaining high standards of scholarship.

EDL 675: Administration of Instructional Programs (2 cr.) Equips the administrator with the tools to guide curriculum development, instructional development, and staff development within a school.

EDL 685: Educational Leadership Capstone (1 cr.) Provides 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. This is the last course a student takes in the Educational Leadership program.

EDL 694: Educational Leadership Internship (3 cr.) Provides Field and Clinical Experiences for (3) semester hours with a minimum requirement of three hundred (300) clock hours as required by DESE for certification.

Master of Education Courses

Education

EDU 500: Research Project/ Thesis Off Campus (0 cr.) Allows 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.

EDU 501: Implementing Vocational Business Education Programs (3 cr.) Investigates curriculum development and implementation of vocational business education classes on the high school and middle school level. Topics include 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.

EDU 507: Research Methods and Statistics (3 cr.) Explores basic research processes. Topics include the skills necessary to develop and conduct graduate research projects, issues related to the philosophy of science, the development role of scientific inquiry, and issues related to research design.

EDU 509: Action Research (3 cr.) Acquaints graduate students in Education with literature about educational research methodologies. Topics include development of an understanding of such methodology considering assessment and instruction; becoming a critical reader, consumer, and producer of research reports; improving teaching and learning in classrooms of all levels; develop, conduct research, and use the data to answer significant questions about individual or collective student learning concerns or issues.

EDU 512: Special Education- Consulting with Parents and Teachers (2 cr.) Explores counseling techniques, current issues, trends, and problems in all areas of exceptionalities, including the gifted and at-risk populations. Topics include communication skills with exceptional children and their families and

are determined by current legislative initiatives and school trends.

EDU 520: Teacher Leadership in Schools (3 cr.) Investigates components of teacher leadership in K-12 schools. Topics include leadership styles, organizational management, leadership for school improvement, and curriculum and instruction leadership.

EDU 527: Analysis of Teaching and Learning (3 cr.) 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.

EDU 533: Theories, Problems, and Practice in Curriculum Development (3 cr.) Explores contemporary curriculum development theories that impact the organization and structure of schools today. Topics include comprehensive analysis of the process of curriculum development.

EDU 535: Educational Technology (2 cr.) Acquaints teachers with the broad range and interrelated use of instructional media materials and techniques. Topics include the practical problem of choosing, using, and inventing instructional materials.

EDU 535: Educational Technology Lab (0 cr.) Accompanies EDU 535 as the laboratory component.

EDU 536: Methods in Secondary Teaching Specialty (3 cr.) Emphasizes the fundamentals of teaching methods, curriculum, and techniques in a selected subject area. The student will select the major area of emphasis.

EDU 543: History and Philosophy of American Education (3 cr.) Explores the basic philosophical and historical foundations that undergird the American educational system.

EDU 563: Educational Assessment (3 cr.) Supplies professional educators with the tools and techniques to assess student achievement.

EDU 582: Special Studies in Classroom Management and Discipline (2 cr.) Presents models of classroom management and related discipline issues. Topics include research-oriented discussions, diversity of American culture and classroom practices.

EDU 584: Building a Community-Based Career Ready Curriculum-Tier 1 (3 cr.) Assists practicing teachers in developing timely relevant curriculum regarding community career needs to students throughout Springfield Public Schools. This two-tiered course represents a collaborative effort between Springfield Public Schools and Evangel University and the Springfield business community. Prerequisite: Permission of professor.

EDU 585: Building a Community-Based Career Ready Curriculum- Tier 2 (3 cr.) Assists practicing teachers in developing timely relevant curriculum regarding community career needs to students throughout Springfield Public Schools. This two-tiered course represents a collaborative effort between Springfield Public Schools and Evangel University and the Springfield business community. Prerequisite: Permission of professor.

EDU 590-592: Seminar in Educational Topics (2 cr. each) Seminar in current educational topics.

EDU 627: Seminar in Student Teaching (1 cr.) Addresses current issues in education. Conducted by faculty and university supervisors for all student teachers. Corequisite: EDU 697.

EDU 633: Educational Psychology Applied (3 cr.) Explores the progression from practitioner to research scientist. Topics include psychological theory, research, and practice in the classroom.

EDU 690: Practicum in Subject Area Specialty I and II (1 cr.) Provides students with clinical experience in which students are assigned to the school for three or more hours per week. Experiences are in the subject area specialty.

EDU 691: Practicum in Subject Area Specialty III (2 cr.) Provides students with clinical experience in which students are assigned to the school for three or more hours per week. Experiences are in the subject area specialty. This course will be taken the semester prior to student teaching.

EDU 697: Supervised Student Teaching (8 cr.) Student observe and then teach under the direction of a cooperating educator and University supervisor.

EDU 698: Research Project (3 cr.) Provides students with 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.

EDU 699: Research Thesis (3 cr.) 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 cr.) Examines diagnostic, methodological, organizational, and administrative issues related to content reading instruction. Topics include research and application of strategies for developing functional reading in content fields.

RDG 522: Language Development and Literacy (2 cr.) Explores the issue of emergent literacy and the relationship of language development and early literacy. Topics include human growth as it relates to the development of oral language, reading, and writing.

RDG 543: Methods of Reading for Students with Literacy Problems (3 cr.) Explores effective instructional strategies which assist students with literacy problems. Topics include preventive, early intervention, and remedial strategies.

RDG 590: Seminar in Reading Topics (2 cr.) Seminar in current reading topics.

RDG 611: Individual Assessment-Intellectual (2 cr.) Presents the theoretical and assessment process of human intelligence. Topics include definitions and nature of intelligence, research, development, standardization of intelligence, discusses and critiques major individual intelligence tests, and develops student assessment techniques and skills.

RDG 620: Leadership in Literacy (3 cr.)

Examines 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. Topics include 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.

RDG 633: Current Issues and Trends in Reading Education (3 cr.)

Discusses current issues and trends in reading education. Topics include the whole language philosophy and its effect on reading curriculum and classroom design.

RDG 653: Reading Diagnosis (3 cr.)

Examines current trends and procedures used in assessing literacy problems. Topics include classroom and clinical approaches and current research and knowledge base in literacy education.

RDG 690: Reading Practicum (3 cr.)

Provides students with 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.

RDG 691: Reading Practicum (3 cr.)

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

Teaching English to Speakers of Other Languages (TES)

TES 533: Language and Culture (3 cr.)

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

TES 536: ESL Methods (3 cr.) Provides a knowledge of materials and methods for teaching English to speakers of other languages. Corequisite: TES 597.

TES 538: Component Areas of TESOL (3 cr.)

Explores the details of teaching any one or a combination of the four component areas of TESOL: listening, speaking, reading, and writing. Topics include research about teaching these areas, systematic analysis of factors and guidelines in teaching each of the four skills, pronunciation, grammar, and vocabulary.

TES 539: ESL Materials, Curriculum, and Assessment (3 cr.)

Examines curriculum, materials, and assessment tools currently used in professional teaching of English to speakers of other languages. Topics include research-based discussion and course design.

TES 555: Advanced Grammar and Linguistics for ESL Teachers (3 cr.)

Explores grammar for ESL or FL Teachers. Topics include major morphosyntactic and semantic phenomena important for teaching ESL/EFL, practical and theoretical literature on teaching English grammar, practical exercises of grammar correction in writing with actual English Language Learners,

classroom activities for teaching points of grammar.

TES 593: Special Topics in TESOL (3 cr.) Discusses issues related to ESL teaching situations in K-12 schools in the United States. Topics include making content accessible to ELLs through scaffolding and sheltering techniques; aligning formative and summative assessments for ELLs with non-language assessments; working with classroom teachers and administrators.

TES 597: Practicum in ESL Instruction (1-3 cr.) Provides students with clinical experience in which students are assigned to an ESL/EFL teaching experience for 40-45 hours per credit hour.

Doctor of Education in Educational Leadership, Curriculum and Instruction

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

With an emphasis in Curriculum and Instruction, the degree would provide the education and training for an individual to be a curriculum specialist, an assessment officer, a, or a professor in an educator preparation program. In all coursework, use

of technology as an instructional tool will be emphasized and articulated.

Learning Outcomes for Doctor of Education

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
2. Promote a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Demonstrate ability to lead personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Demonstrate ability to collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Demonstrate understanding of the school leader's responsibility acting with integrity, responsibility and in an ethical manner.
6. Demonstrate understanding of responding to and influencing the larger political, social, economic, legal, and cultural context.
7. Demonstrate understanding of a leader's responsibility to monitor and implement best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
8. Supporting appropriate applications of technology for their field of specialization
9. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies
10. Use data to improve learning

Requirements. Students seeking Missouri Superintendent Certification must meet the following requirements:

Successful completion of the district-level
The approved graduate credit should include:

- A. Foundations of educational administration; City school administration; school supervision; curriculum construction; research and evaluation; school finance, school law; school staff personnel administration; school/community relations; and school plant design and operation.
- B. A recommendation from the designated certification from a state-approved educational specialist or advanced degree program for the preparation of superintendent; this must be part of the Application for Superintendent's Certificate.

Required Courses

EDL 701	Leadership Seminar: Communication and Public Relations	1 credit
EDL 702	Leadership Seminar: Politics in Education	1 credit
EDL 705	Ethics and Decisions of School Leaders	3 credits
EDL 709	Resource Management	3 credits
EDL 711	Advanced Supervision	3 credits
EDL 713	Cultural Competence	3 credits
EDL 720	Introduction to Dissertation Research	2 credits
EDL 723	Research Methods and Statistics	3 credits
EDL 729	Data Analysis for School Improvement	3 credits
EDL 733	Teacher as Leader	3 credits

EDL 751	Advanced Curriculum and Design	3 credits
EDL 755	Evidence-Based Instruction and Learning	3 credits
EDL 757	Differentiating Curriculum and Instruction	3 credits
EDL 759	Contemporary Issues in Curriculum & Instruction	3 credits
EDL 761	Educational Funding	3 credits
EDL 781	Leadership Internship	3 credits
EDL 790	Dissertation Seminar and Proposal	1 credit
EDL 796	Dissertation: Directed Research	3 credits
EDL 796	Dissertation: Directed Research	3 credits
EDL 796	Dissertation: Directed Research*	1 credit
TOTAL:		50 Credits

* As needed for completion.

Doctor of Education Courses

EDL 701: Leadership Seminar- Communication and Public Relations (1 cr.) Explores the nature, scope, principles and practices of public relations, communication and collaboration among professional educators and the school community.

EDL 702: Leadership Seminar- Politics in Education (1 cr.) examines the politics of education at the building, district, state, and national level. Topics include policy development and the changing role of government in education.

EDL 705: Ethics and Decisions of School Leaders (3 cr.) Explores leadership theories, power and authority in organizations, leader effectiveness and

decision-making processes, and organizational reform. Topics include ethical leadership and decision-making in organizations facing challenges and organizational change.

EDL 709: Resource Management (3 cr.) Examines school design, maintenance, and resource management. Topics include enrollment, location, staffing and equipping the organization with appropriate resources.

EDL 711: Advanced Supervision (3 cr.) Examines the evaluation of educational programs and personnel. Topics include school improvement through measurement outcomes, personal and program evaluation, systems theory, and the Christian leadership model.

EDL 713: Diversity and Multicultural Competence (3 cr.) Discusses the basic principles and practices of organizations regarding diversity and multicultural programs. Topics include how school personnel and organizational programs meet the needs of diverse and/or multicultural populations.

EDL 720: Introduction to Dissertation Research (2 cr.) Introduces the development of a research proposal. Topics include helping the student develop a deeper understanding of academic research and the structure of the dissertation project.

EDL 723: Research Methods and Statistics (3 cr.) Introduces the basics of educational research. Topics include statistical techniques, qualitative and quantitative research, research design, and methods to evaluate research and published articles.

EDL 729: Data Analysis for School Improvement (3 cr.) Examines the techniques used in evaluation of programs. Topics include identifying evaluation targets, collecting and interpreting appropriate data, developing an action plan, and reporting meaningful results to stakeholders.

EDL 733: Teacher as Leader (3 cr.) Explores the concepts of teacher leaders and the activities and responsibilities involved in leading teachers or adult learners. Topics include leadership concepts appropriate for classroom instructor or instructional coaches. The course is designed to move teachers to leadership roles within the field of education.

EDL 751: Advanced Curriculum and Design (3 cr.) Investigates the major components and theories of curriculum design at the organizational level.

EDL 755: Evidence Based Instruction and Learning (3 cr.) Examines research based and research supported teaching strategies. Topics include current theory and practices designed to improve classroom instruction.

EDL 757: Differentiating Curriculum and Instruction (3 cr.) Explores strategies to successfully differentiate instruction by differentiating the content, process, or product. Topics include the development of school programs that implement differentiated instruction.

EDL 761: Educational Funding (3 cr.) Investigates school budgeting procedures and the relationship with local, state and federal funding of school operations. Topics include Funding resources and management of private funds.

EDL 781: Leadership Internship (3 cr.)

Provides Field and Clinical Experiences for (3) semester hours with a minimum requirement of three hundred (300) clock hours. Topics include knowledge, insight and current issues facing practitioners while working with a current school leader.

EDL 790: Dissertation Seminar and Proposal (1 cr.)

Students develop a draft dissertation research proposal. Students will discuss theories of research and the process of hypothesis development.

EDL 796: Dissertation Directed Research (3 cr.)

Students 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.

EDL 796: Dissertation Directed Research (1 cr.)

Students will complete two 3-credit EDL 796 Dissertation Directed Research. If they have not successfully defended their dissertation research studies after completion of the two 3-credit courses, they will enroll in a 1-credit EDL 796 course each term until their dissertations are successfully defended. The Ed.D. program coordinator may approve transfer of a maximum of 15 credit hours earned beyond the master's degree (Specialist or Doctoral courses) from another accredited institution upon admission to the EdD program for coursework applicable/equivalent to coursework required in the Ed.D. Program with a grade of at least a B- or better.

Master of Organizational Leadership

The Master of Organizational Leadership is a 30-credit hour program that integrates Christian principles 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 can be immediately utilized in your organization through assignments and projects. Further benefit comes from interacting with other students from all types of organizations.

Master of Organizational Leadership Program Learning Outcomes.

Graduates of the MOL program will:

1. Explain essential concepts of budgeting, financial, and risk management, and marketing for organizational decision making.
2. Describe the dynamics of global and multi-cultural environments on leadership and organizational behavior.
3. Identify and demonstrate effective approaches and skills in written and oral communication to support organizational leadership effectiveness.
4. Interpret factors necessary to create an effective customer and market focus.
5. Develop a personal and organizational leadership philosophy that integrates Biblical values and ethics.
6. Appraise and construct strategies for developing the organization and its workforce.

Students completing the Bachelor of Ministry or Bachelor of Theology degree at Alphacrucis College will be granted direct

entry into the Master of Organizational leadership at Evangel University.

Transfer Credit. The Master of Organizational Leadership may approve transfer credit of a maximum of 9 credit graduate credit hours required in the student's program from another accredited institution. Courses considered for transfer credit must be applicable/equivalent to coursework required in the Master in Organizational Leadership Program with a grade of at least a B- or better.

Advancement to Candidacy Status.

Students in this program must apply for candidacy after completion of 13 credits of graduate coursework at Evangel. Students approved for candidacy will be notified by letter from the Graduate Studies office.

To be considered for candidacy, students must:

- Be admitted into the MOL program. If admitted on provisional status, this must be removed.
- Have completed 13 credits of graduate coursework at Evangel.
- Achieve a cumulative GPA of 3.0 or higher on all 500 and 600 graduate coursework with no more than two grades of C.
- Submit candidacy forms to the Graduate Studies office. Candidacy forms are available for download on Course Commons or in the Graduate Studies Office.

Program Requirements

MOL 500	Organizational Leadership Program Orientation	0 cr.
MOL 501	Foundations of Leadership	3 credits

MOL 502	Emotionally Intelligent Leadership	3 credits
MOL 527	Communications and Community Relations	3 credits
MOL 645	Managerial Finance	3 credits
MOL 665	Organizational Design & Development	3 credits
MOL 672	Marketing	3 credits
TOTAL		21 credits

Elective Tracks

1. Strategic Management Track

MOL 555	Lean Six Sigma: Theories & Skills	3 credits
MOL 556	Lean Six Sigma Project	4 credits
MOL 601	Strategic Management	3 credits
TOTAL		10 credits

2. Organizational Leadership Track

MOL 503	Followership	3 credits
MOL 504	Organizational Spirituality	3 credits
MOL 650	Analysis of the Organizational Environment	3 credits
TOTAL		9 credits

3. Individualized Track

9 credits from the above tracks' offerings.

**MOL 555 is a Prerequisite for MOL 556.*

Master of Organizational Leadership Courses

MOL 500: MOL Program Orientation (0 cr.) Orients students to the Organizational lead

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

MOL 501: Foundations of Leadership

(3 cr.) Examines theories in leadership and management and analysis of assessing organizational leadership effectiveness. Topics include personal values, spirituality, ethical choices, and social responsibility; the leader's ability to influence workplace and public policy; development of a personal philosophy of effective leadership.

MOL 502: Emotionally Intelligent Leadership

(3 cr.) 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.

MOL 503: Followership

(3 cr.) Defines and explains theories and praxis of followership. Topics include theories of followership, leadership styles from the follower's perspective, whistleblowing, post-structuralist approaches to identity and workplace followership and analysis of followership in the workplace.

MOL 504: Organizational Spirituality

(3 cr.) Discusses the role spirituality and religion play in the workplace. Topics include spirituality's effects on the organization's productivity, corporate responsibility, spiritual disciplines in a multi-cultural work environment and spiritual leadership values.

MOL 527: Communications and

Community Relations **(3 cr.)** Explores effective professional communication

techniques for writing, speaking and listening. Topics include public presentations, formal report and grant writing, and preparation and analysis of policy, routine business communications and meeting facilitation skills.

MOL 555: Lean Six Sigma: Theory and Skills

(3 cr.) Provides the theory and skills for an approach (Lean Six Sigma) to address and solve business problems that meet both customer and business requirements. Topics include effective and efficient problem-solving skills that lead to process optimization, change management, and talent application; how to build a culture of change through a synergetic talent pool.

MOL 556: Lean Six Sigma Project

(4 cr.) Provides an opportunity for students to implement an organizational improvement project following the Lean Six Sigma model that meets both customer and business requirements. Topics include demonstration of 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.

MOL 601: Strategic Management

(3 cr.) 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. Topics include 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.

MOL 645: Managerial Finance (3 cr.)

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

MOL 650: Organizational Analysis of the Environment (3 cr.)

Explores concepts and approaches to develop and analyze an organization's relationship with its stakeholders. Topics include development and analysis satisfaction surveys, market analysis, quality function deployment (QFD).

MOL 665: Organizational Design and Development (3 cr.)

Explores the primary roles of managers and leaders within the context of organizational environments. Topics include economic, technological, political, and social contexts; globalization; organizational life cycles and their impact on organizational culture.

MOL 672: Marketing (3 cr.)

Discusses the role of public relations in customer relations, stakeholder communications, and business development. Topics include marketing tools, ethics and integrity in public communication about the organization, concepts that are essential and adaptable to organizations of any size or type, including nonprofits, government, small businesses, and corporations.

MOL 675: Developing People and Teams (3 cr.)

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