

2023-2024 Graduate University Catalog

College of Online Learning

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Undergraduate Programs and Admissions

Undergraduate Programs and Admissions

Mission

The College of Online Learning (COL) exists to provide quality educational and development opportunities for adult and graduate students desiring to follow their calling in a faith-infused environment.

Undergraduate Programs

The COL programs are designed to provide the opportunity to attend college as a full-time student while still engaging in full-time employment. According to the recommendations by the Council for Adult and Experiential Learning (CAEL), the program is structured much like the 350+ online programs nationwide. Classes meet online in an accelerated format. The seminar-style classes allow adults to share how text theory applies to their current work environments.

The following degree programs are offered through COL:

- Associate of Arts in General Education
- Associate of Arts in Leadership
- Associate of Arts in Business Management
- Bachelor of Science in Allied Health
- Bachelor of Science in Applied Biology
- Bachelor of Science in Business Management
- Bachelor of Science in Behavioral Health
- Bachelor of Science in Church Ministries
- Bachelor of Science in Criminal Justice
- Bachelor of Science in General Studies
- Bachelor of Science in Humanitarian Relief and Development
- Bachelor of Science in Psychology

Admission Requirements

Evangel University's COL programs are designed for students whose life-stage is not compatible with a residential campus experience and who want to complete their undergraduate degree or start their college education. A minimum GPA of 2.0 and two years of significant work experience is preferred for acceptance.

Evangel University's COL will consider applicants who:

1. Submit a completed [online application](#).
2. Submit official transcripts from all U.S. schools attended for college credit.
3. Submit an official high school transcript or GED, unless at least 15 credits have been accepted in transfer.
4. Submit official evaluations of foreign transcripts from a National Association of Credential Evaluation Services (NACES) member organization. Visit www.naces.org for lists of member organizations.
5. Submit a Test of English as a Foreign Language (TOEFL) examination score report (required of all international student applicants and all student applicants whose primary language is not English). A minimum score of 523 is required on the paper-based test, or 193 on the computer-based, or 70 on the internet-based test.
6. Indicate acceptance of Evangel University Community Covenant by signing the application form.
7. Complete an interview, if requested by the Admissions Committee.
8. Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for Probational Acceptance. See *Admissions Categories in General Information*.
9. Students applying for online undergraduate degree programs who have been out of high school five years, or more are exempt from ACT/SAT exam requirements and are considered for admission on the strength of their prior academic performance. Individuals who apply in the five years following high school graduation may apply under traditional or ACT/SAT test optional admission.

Transfer credits are evaluated at the time of application. Qualifying credits (C- or above grades) may be applied toward the COL baccalaureate degree at Evangel.

Undergraduate Admissions Categories

If accepted, the student will receive an official letter of acceptance valid for up to one year from the date of the letter. Students may enter the program upon meeting minimum requirements of admission to the specific program. By the act of accepting admission to Evangel University, students acknowledge and agree to the following: That they will be bound by and comply with the University standards and policies, including but not limited to those standards and policies set forth in this Catalog and in the Student Code of Social Conduct. Primary and ultimate responsibility for knowing and conforming to these standards, policies, and degree requirements resides with the individual student.

Regular Acceptance. All admissions criteria have been fulfilled and all admission materials have been received.

Conditional Acceptance. The student has not met all admission requirements. Remaining requirements must be fulfilled before the deadline provided in the acceptance letter.

Probational Acceptance. Students admitted who have not achieved the minimum GPA or other assessment criteria will receive Probational Acceptance. Students admitted probationally are encouraged to meet with their advisor following matriculation to help ensure academic success.

Undergraduate Academic and Graduation Requirements

Undergraduate Academic and Graduation Requirements

(See the Academic Policies and Procedures section of this Catalog for policies and procedures that also apply to the College of Online Learning Undergraduate programs.)

COL Undergraduate Requirements

All candidates for Bachelor of Science must fulfill the following minimum requirements:

- Completion of 124 semester credits.
- Earn a cumulative grade point average of 2.0 on all semester hours earned at Evangel University.

The degree earned is recorded on the transcript at the end of the semester in which all the degree requirements are completed. The last day of the semester as indicated by the academic calendar is the official graduation date. A student's Cumulative GPA at degree conferral is final and cannot be changed.

General Education Requirements

To receive the associate or baccalaureate degree, a candidate must have satisfactorily completed the General Education requirements described in the table below. See degree plans for specific requirements prescribed in these areas which may differ from the list below.

Adult Studies Seminar	3 credits
Behavioral/Social Sciences	3-9 credits
Bible	6 credits
Essential Christianity	3 credits
English Composition	3-6 credits
Humanities	3-12 credits
Natural Science	3-7 credits
Diversity	3 credits
B.S. Courses (Stats, Science, Computer Science, Geography, etc.)	3-6 credit
Electives	26-49 credits
TOTAL:	76-79 Credits

Minimum Grade Requirements. Degree-seeking students must maintain satisfactory academic progress in courses. No more than two grades of D will be applied to graduation. The lowest acceptable grade for any course in a major is a C-. Only three courses will be accepted with the grade of C-. Any course with a grade lower than a C-, as well as any course with a C- beyond the three allowed, must be repeated. Students must pay the current rate of tuition to repeat a course.

Demonstrated Learning. The policies and procedures for the awarding of credit by examination are set forth in the Academic section of this catalog. Procedures for COL students to demonstrate learning through life experiences are explained during the student's consultation with the Academic Advisor and during the Prior Learning Seminar course. Students who plan to participate should enroll in the Prior Learning Seminar course to be eligible to submit material for evaluation.

Graduation Honors for Undergraduate Students. For College of Online Learning baccalaureate degrees, a student who has earned less than 60 credit hours at Evangel and attained a cum GPA of 3.60 and above will be eligible to receive an Award of Distinction.

Graduate Studies

Graduate Studies

Overview

Overview

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, strategic leadership, 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. A student who is not planning to pursue a graduate degree may select from a variety of professional development opportunities.

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. 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
- Doctor of Strategic Leadership

General admission and degree requirements for Graduate Studies are determined by the Academic 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.

Licensures and Certifications

Evangel's degree programs prepare graduates for licensure/certification within the State of Missouri. Requirements for licensure may differ from state to state. Please consult professional licensure/certification requirements for your career within a state of planned practice including:

- Accounting (CPA)
- Finance

- Licensed Professional Counselor
- Social Work
- Early Childhood/Elementary [birth-grade 6]
- Elementary [grades 1-6]
- Middle School [grades 5-9 in two content areas: math, science, social studies, English/Language Arts, and business]
- Special Education [K-12 Mild/Moderate Cross Categorical]
- Art Education [K-12]
- Music Education [K-12: vocal or instrumental or both]
- Physical Education [K-12]
- Spanish Education [K-12]
- Biology Education [grades 9-12]
- Business Education [grades 9-12]
- Communication Arts [grades 9-12: journalism and English]
- Mathematics [grades 9-12]
- Social Science [grades 9-12]
- Speech & Theatre [grades 9-12]
- M.Ed. School Counseling K-12
- Ed.D. [superintendent K-12]
- Ed.L. [school principal K-12]
- Literacy [Special Reading K-12]

Admissions

Admissions

Admission Requirements

Master Degrees

1. Hold an earned baccalaureate degree from an accredited college or university or be accepted into an Evangel University 5-year BS/MS degree program.
2. 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.
3. Provide official results of required entrance examinations (see specific program requirements listed in this catalog).
4. Meet specific departmental requirements as stipulated in the individual program descriptions.

Doctor of Education Degree

1. Hold an earned master's degree from a regionally accredited college or university.
2. Have a grade point average of 3.0 or better in the master degree program.
3. Provide official transcripts of master's degree program work.
4. Provide official results of any required entrance examinations (i.e., TOEFL for non-native English speakers).

Application Procedures

Applicants to Graduate Studies shall submit the following:

1. [Graduate Admission Application](#), including a personal statement of faith and life goals.
2. A current resumé
3. Official transcripts of all undergraduate and graduate credits (*School Counseling and Secondary Teaching programs require 2 copies of each official transcript*).
4. Signed Evangel University Lifestyle Covenant Agreement.
5. Three letters of recommendation (*see specific program requirements for details*).
6. Official score reports of appropriate entrance exams (*see program requirements*).
7. Nonrefundable application fee of \$25.
8. *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.

By the act of accepting admission to Evangel University, students acknowledge and agree to the following: That they will be bound by and comply with the University standards and policies, including but not limited to those standards and policies set forth in this Catalog and in the Student Code of Social Conduct. Primary and ultimate responsibility for knowing and conforming to these standards, policies, and degree requirements resides with the individual student.

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 Students Enrollment Coordinator](#) at 417-865-2811 ext. 8276 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 for non-degree seeking) 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 [Graduates Studies Enrollment Coordinator](#).

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

Audit. Students who wish to attend graduate classes for personal enrichment, but 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.

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.

Bachelor's Completion, Bachelor's Equivalency and Early Admission

Applicants without an undergraduate baccalaureate degree who desire to enter a graduate degree program have options including completing their undergraduate degree, pursuing bachelor's equivalency, or pursuing early admission to a graduate program. Individuals who wish to pursue early admission must have a minimum of 75 undergraduate credit hours and a minimum cumulative 3.0 grade point average on undergraduate work from a regionally accredited institution. Credits earned at an institution holding specialized accreditation will be evaluated on a case-by-case basis.

Candidates for a master's degree must have earned a minimum of 150 credit hours before a graduate degree will be conferred. Eligible early admission degree programs and the number of elective credit hours required for each approved degree is shown below.

Individuals without a bachelor's degree who are interested in pursuing a master's degree have the following options:

Option 1: Finish their bachelor's degree through Evangel's College of Online Learning. Financial aid is available for qualifying individuals at the undergraduate level. Options include:

- a. Pursuing a limited number of credits through prior learning assessment (PLA)
- b. Testing out of courses
- c. Taking advantage of our seven-week online courses

Option 2. Pursue bachelor's equivalency through Evangel's College of Online Learning. Students will need to earn a combined total of 120 credit hours with past credits plus prior learning assessment, test out, and/or undergraduate courses. Financial aid is not available for PLA, Test Out, or undergraduate courses needed to meet Bachelor's equivalency. Applicants would be admitted as non-degree seeking until bachelor's equivalency is met. Upon completion of 120 credits and certification of bachelor's equivalency, students can then pursue a master's degree of at least 36 hours.

Gap hours may be earned through multiple methods including:

Prior Learning Assessment (PLA). Documentation of learning through life experience as demonstrated through the Council for Adult and Experiential Learning recommended portfolio process. Portfolio credit enables experienced ministers to demonstrate college-level learning acquired through ministry, missions, and church-leadership experience.

Credit by Examination. Course credit may be earned through examination programs like the College Level Examination Program (CLEP), former military Dantes Standardized Subject Tests (DSST), Excelsior College UExcel Exams, and tests designed by university professors.

Military Experience. The American Council on Education (ACE) collaborates with the Department of Defense (DoD) to review military experience and recommend appropriate college credit for members of the Armed Forces.

Workplace Training and Professional Credentials. Courses, licenses, certifications, apprenticeships, government agencies and professional associations are evaluated by the American Council for Education (ACE) which provides recommendations for such academic credit.

Foreign Language Proficiency. Speakers of English and an additional language may be awarded up to 32 credit hours for demonstrated mastery of a foreign language as determined by the language expert.

Academic Policies and Procedures

Academic Policies and Procedures

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 Academic 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.

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.

Grading

Each course earns one grade, combining the results of class work, research, and examinations. Grades are reported to students at the end of each semester. Only final semester grades become part of a student's permanent record. Grades are indicated by letters, with the following value in honor points given to each:

Meaning of Grades

Grade	Significance	(Per hour of credits)
A	Excellent	4.0
A-		3.7

B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D		1.0
D-	Passing	0.7
F	Failure	0
XF	Failure Due to Academic Dishonesty	0
I	Incomplete	0
AU	Audit	0
W	Withdrawal	0
WP	Withdrawal Passing	0
WF	Withdrawal Failing	0
P	Passing	0
S	Satisfactory (Doctoral only.)	0
U	Unsatisfactory (Doctoral only.)	0

Quality Points. An incremental, cumulative grade point average is required of students attending EU. To graduate, an undergraduate student must achieve at least a C (2.0) average.

The minimum cumulative grade point averages required are determined by the number of GPA hours, as indicated by the following scale:

Semester Hours	Minimum Required GPA
1-29.5	1.50
30-44.5	1.70
45-59.5	1.90
60+	2.00

Incomplete Grade

An Incomplete (I) grade may be granted as a temporary final grade when a student is unable to complete coursework by the last day of class because of illness, accident, death in the family, or other satisfactory reason. To be eligible, a student should have completed at least 70 percent of the course requirements and have an overall passing grade for the completed coursework. Students who do not meet these requirements should contact their advisors to discuss the possibility of withdrawing from the course.

Students must complete and sign the Incomplete Grade Request Form and submit it to the course instructor. Instructors may approve or deny the request and may request documentation. The approved, completed form must be fully signed and submitted to the Registrar for entry of the I grade. All incomplete coursework must be completed and the I grade cleared by the following deadlines:

- *Doctoral students:* Incomplete grades must be cleared within 45 days following the last day of the semester.
- *Master students:* Incomplete grades must be cleared within 90 days following the last day of the semester.

Some Incomplete grades may be extended to be cleared later than the above deadlines because of exceptional circumstances, but such exceptions are only granted on a case-by-case basis with the Registrar.

An Incomplete grade that is outstanding after these deadlines will be changed to an F grade or the grade designated by the professor.

*For Incomplete dissertation and doctoral final exam preparation courses, faculty will record an S (Satisfactory) or U (Unsatisfactory) grade based upon the students' progress. Once the coursework has been completed, a final grade will be assigned.

Withdrawal Grades

Students may withdraw from a class and receive a W with no GPA penalty through the end of week 9. During weeks 10 through 14, withdrawal requires either WP (Withdraw Passing, no GPA penalty) or WF (Withdraw Failing, counted as an F for grade calculation). *No withdrawals are accepted during final examination week.*

A student may repeat a course to earn a higher grade (thus, more honor points). For a class to count as a repeated course, the class must be taken both times at EU. In all cases, the grade earned the last time a student takes the course replaces the earlier grade. The record of the previous grade remains on the transcript, but it does not affect the grade point average.

Graduation Requirements

Requirements for graduation with the master's degree include:

1. The satisfactory completion of all courses listed on the student's approved program.
2. 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.
3. A cumulative graduate grade point average of 3.0 or higher on all graduate work completed at Evangel University.
4. Completion of the comprehensive examination with scores stipulated by the department (for the Counseling program).
5. Completion of a research thesis, project, dissertation or non-thesis option as required by the department.
6. Candidates must complete the Application for Graduation early in the semester in which all requirements will be completed. Application deadlines are provided in the university's academic calendar.

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

1. Have completed the Application for Graduation.
2. Have paid the graduation fee.
3. 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. The degree earned is recorded on the transcript at the end of the semester in which all the degree requirements are completed. The last day of the semester as indicated by the academic calendar is the official graduation date. A student's Cumulative GPA at degree conferral is final and cannot be changed.

Graduate Counseling Programs

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 graduate 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.

Graduate Counseling Programs Degrees and Certificates

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 of Science 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.

Program: Graduate Counseling Programs

Type: Master of Science

Master of Science in Clinical Mental Health Degree Requirements

Requirements are the same for the seated/residential and online programs except that online students are required to take COU 510 Residency I (0 credit) and COU 511 Residency II (0 credit).

Item #	Title	Credits
COU 503	Human Growth and Development	3
COU 506	Psychodiagnostics	3
COU 507	Research Methods	3
COU 508	Mental Health Foundations	3
COU 521	Professional Orientation and Ethics	3
COU 523	Counseling Skills	2
COU 523	Counseling Skills Lab	1
COU 524	Clinical Interventions and Evidence Based Treatments	3
COU 526	Counseling Theories	3
COU 527	Couple and Family Counseling	3
COU 534	Integration of Christianity and the Counseling Profession	2
COU 597	Mental Health Counseling Practicum	3
COU 598	Counseling Internship	3
COU 598	Counseling Internship	3
COU 604	Career Counseling	3
COU 610	Assessment	3
COU 625	Group Counseling	2
COU 625	Group Counseling Lab	1
COU 627	Social and Cultural Diversity	3
COU 628	Crisis, Trauma, and Recovery	3
COU 696	Counseling Professional Capstone	1

Elective Courses

Take 6 credits of elective courses.

Item #	Title	Credits
COU 505	Child and Adolescent Counseling	3
COU 526	Counseling Theories	3
COU 595	Practicum: International Counseling	1
COU 596	Internship: Intercultural Counseling	1
COU 651	Addiction Counseling	3
COU 675	Human Sexuality	3

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 of Science 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.

Degree Pathways

Students in this degree program will choose one of two certification pathways: the School Counseling Certification or the School Counseling Certification with additional School Psychological Examiner Certification.

School Counseling Certification Pathway

This pathway consists of 60 total credit hours for students with teacher certification or 69 credit hours for those without teacher certification.

School Counseling Certification with Additional School Psychological Examiner Certification (SPEC) Pathway

Three additional courses are required for the SPEC Pathway: COU 611 Intelligence Testing, COU 613 Diagnostic Assessment, and COU 695 SPEC Practicum.

Students with teaching certification are not required to take COU 504 The Exceptional Student and COU 582 Classroom Management courses. Instead, they take COU 611 and COU 613 to replace those six credits, and then the COU 695 SPEC Practicum for a total of 63 credit hours.

Students without teaching certification take 69 credits with the SPEC.

Upon completion of their SPEC certification requirements, graduates may work as psychological examiners or diagnosticians in school settings working with special education, gifted education, and other specialized programs requiring assessments.

Non-degree seeking students who have a teaching or student services certificate in addition to a master degree in Counseling Psychology, Educational Psychology, School Counseling, or Education, also may seek certification as a school psychological examiner pending transcript reviews.

Program: Graduate Counseling Programs

Type: Master of Science

Master of Science in School Counseling Degree Requirements

Electives to satisfy school psychological examiner coursework are not included in the total 60 credits below.

In addition, the below courses COU 504 and COU 582 may be replaced by an elective course.

Item #	Title	Credits
COU 500	School Counseling Curriculum	3
COU 503	Human Growth and Development	3
COU 504	The Exceptional Student	3
COU 506	Psychodiagnostics	3
COU 507	Research Methods	3
COU 509	School Counseling Foundations	3
COU 512	Professional Relationships in School, Family, and Community	3
COU 521	Professional Orientation and Ethics	3
COU 526	Counseling Theories	3
COU 523	Counseling Skills	2
COU 523	Counseling Skills Lab	1
COU 534	Integration of Christianity and the Counseling Profession	2
COU 582	Classroom Management	3
COU 590	School Counseling Practicum	3
COU 604	Career Counseling	3
COU 610	Assessment	3
COU 625	Group Counseling	2
COU 625	Group Counseling Lab	1
COU 627	Social and Cultural Diversity	3
COU 632	Psychology of Education	3
COU 697	School Counseling Professional Capstone	1
COU 591	School Counseling Internship I	3
COU 592	School Counseling Internship II	3
	Total credits:	60

Master of Education Degree Programs

Master of Education Degree Programs

Overview

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

Graduate Education Mission Statement

The Evangel University Department of Education, in cooperation with the other University departments and through its own curriculum development, implements professional career preparation programs in educational leadership at the graduate level. Leadership preparation in curriculum and instruction along with school principal, reading specialist, and superintendent certification direct the content of our graduate programs. Through these programs, the Education Department provides for the spiritual, intellectual, cultural, physical, and emotional development of the Christian educational leader as one who is dedicated to the improvement of and service

to the students for whom they are responsible and the local, national, and world communities.

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

Master of Education Degree Programs Degrees and Certificates

Master of Education in Curriculum and Instruction Leadership

Overview

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. A non-certification TESOL track is also available.

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, encourages 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 opportunities for all students.

Program: [Master of Education Degree Programs](#)

Type: Master of Education

Master of Education in Curriculum and Instruction Leadership Requirements

Program Plan Without TESOL Emphasis

Item #	Title	Credits
EDU 509	Action Research	3
EDU 512	Special Education- Consulting with Parents and Teachers	2
RDG 513	Content Area Reading Education	3
EDL 515	Administration of Special Programs	3
EDL 525	School Law and Ethics	3
EDU 535	Educational Technology	2
EDU 563	Educational Assessment	2-3
EDU 582	Special Studies in Classroom Management and Discipline	2-3
RDG 633	Current Issues and Trends in Reading Education	3
EDL 527	Communications for Effective Leadership	1
EDL 565	School Supervision and Improvement	3
EDL 643	Organizational Management	3
EDL 675	Administration of Instructional Programs	2
RDG 620	Leadership in Literacy	2
EDU 590-592	Seminar in Educational Topics	2
TES 636	Second Language Acquisition	3

With TESOL Emphasis: 32 credits required

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

Course work options: Choose from above: 19 credits.

TESOL Emphasis Requirements: 13 credits as follows:

Item #	Title	Credits
TES 533	Language and Culture	3
TES 536	ESL Methods	3
TES 545	History and Structure of the English Language	3
TES 597	Practicum in ESL Instruction	1-3
TES 636	Second Language Acquisition	3
Total credits:		30-32

Master of Education in Educational Leadership

Overview

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 K-12 building principal certification.

Program Learning Outcomes for MEd Educational Leadership

The Missouri Leader Standards convey the expectations of performance for educational 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 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 growth plans

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.
 1. A minimum of three (3) years teaching experience approved by the Department of Elementary and Secondary Education.
 2. Successful completion of the building-level administrator's assessment designated by the State Board of Education.

Program: Master of Education Degree Programs

Type: Master of Education

Required Courses

Item #	Title	Credits
EDL 509	Action Research	3
EDL 515	Administration of Special Programs	3
EDL 525	School Law and Ethics	3
EDL 527	Communications for Effective Leadership	1
EDL 535	Leadership in Elementary and Secondary Curriculum	3
EDL 545	Foundations of Educational Administration	2
EDL 555	The Principalship	3
EDL 565	School Supervision and Improvement	3
EDL 643	Organizational Management	3
EDL 675	Administration of Instructional Programs	2
EDL 685	Educational Leadership Capstone	1
EDL 694	Educational Leadership Internship	3
Total credits:		30

Master of Education in Literacy

Overview

The Master of Education in Literacy program prepares education 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

1. **Foundational Knowledge:** Candidates understand the theoretical and evidence- based foundations of reading and writing processes and Master of Education in Literacy program requirements.
2. **Curriculum and Instruction:** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. **Assessment and Evaluation:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading Mid-Program and End of Program Interrater reliability through discussion and comparison between the two professors conducting evaluations 95% of students proficient in competencies Each fall semester the Program Coordinator and team will review the data from the summer practicum (Literacy Lab) and writing instruction.
4. **Diversity:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. **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.
6. **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.

Program: Master of Education Degree Programs

Type: Master of Education

Master of Education in Literacy Program Requirements

Undergraduate Prerequisites for Reading Specialist Certification: Child Psychology and Adolescent Psychology courses or Lifespan Psychology, Education of the Exceptional Child, and Evaluation of Abilities and Achievement courses.

Reading Specialist Certification Track: 30 hours of required coursework including the practica and 6 hours of electives.

Non-Certification Track: 24 hours of required coursework and 6 hours of electives, no practica required.

Item #	Title	Credits
EDU 512	Special Education- Consulting with Parents and Teachers	2
EDU 563	Educational Assessment	2-3
EDU 582	Special Studies in Classroom Management and Discipline	2-3
RDG 513	Content Area Reading Education	3
RDG 522	Language Development and Literacy	2
RDG 543	Methods of Reading for Students with Literacy Problems	3
RDG 611	Individual Assessment- Intellectual	2
RDG 620	Leadership in Literacy	2
RDG 633	Current Issues and Trends in Reading Education	3
RDG 653	Reading Diagnosis	3
RDG 690	Reading Practicum	3
RDG 691	Reading Practicum	3

Electives:

Item #	Title	Credits
EDU 698	Research Project	3
EDU 699	Research Thesis	3
	RDG 590	1-6
	EDU 590	1-6
	Total credits:	30

Special Education Certificate

This certificate provides students with Department of Elementary and Secondary Education certification as Special Education Director (K-12) while acquiring advanced knowledge and skills in the fields of educational administration and special education. It allows M.Ed. in Educational Leadership and and EdD students to gain special education director certification.

Coursework includes:

EDL 698 Internship I (1 credit)
EDL 699 Internship II (2 credits)

MEd program will add 3 credits:
EDL 757 Differentiating Curriculum and Instruction (3 credits)

Program: Master of Education Degree Programs

Type: Certificate

Total credits:

6

Master of Organizational Leadership Program

Master of Organizational Leadership Program

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.

Master of Organizational Leadership Program Degrees and Certificates

Master of Organizational Leadership

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.

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.

Advancement to Candidacy Status. 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: Master of Organizational Leadership Program

Type: Master of Science

Program Requirements

Item #	Title	Credits
MOL 501	Foundations of Leadership	3
MOL 502	Emotionally Intelligent Leadership	3
MOL 527	Communications and Community Relations	3
MOL 645	Managerial Finance	3
MOL 665	Organizational Design and Development	3
MOL 672	Marketing	3

Elective Track 1: Strategic Management Track

Item #	Title	Credits
MOL 601	Strategic Management	3

Elective Track 2: Organizational Leadership Track

Item #	Title	Credits
MOL 503	Followership	3
MOL 504	Organizational Spirituality	3
MOL 650	Organizational Analysis of the Environment	3

Elective Track 3: Individualized Track

9 credits from the above tracks' offerings.

Total credits:	30
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Certificate in Lean Six Sigma

The Lean Six Sigma graduate-level certificate provide comprehensive training in identifying and addressing organizational problems. Students will learn how to recognize causes, collect appropriate data, and develop a plan that accomplishes organizational goals.

Program: Master of Organizational Leadership Program

Type: Certificate

Certificate Course Requirements

Item #	Title	Credits
MOL 555	Lean Six Sigma Theory and Practice	3
MOL 556	Lean Six Sigma Project	4
Total credits:		7

Doctor of Education Program

Doctor of Education Program

Evangel University's Doctor of Education (EdD) in Educational Leadership, Curriculum, and Instruction program is an online, cohort-based program. The practical degree program is student centered and project based. Evangel EdD students come from a variety of backgrounds including teacher leaders, instructional coaches, university staff and faculty, and K-12 administrators. The program includes two required, one-credit residency courses that are held in the summer each year. 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, this degree would provide the education and training for an individual to be a

curriculum specialist, an assessment officer, or a professor in an educator preparation program. In all coursework, use of technology as an instructional tool will be emphasized and articulated.

Program Pathways

The EdD in Educational Leadership, Curriculum, and Instruction offers pathways for Instructional Leadership, K-12 Administration (meets Missouri requirements for Superintendent and/or Building Principal Certification through DESE), and Higher Education Leadership. Students must choose a pathway within the first year of the program. To receive an EdD degree, you must complete a minimum of 80 hours of coursework beyond a bachelor's degree. A minimum of 30 credit hours must be at the master's level (500-600 level) and a minimum of 50 at the specialist/doctoral level (700+ level). Programs of study are created by the program coordinator aligned to the students' previously completed coursework and pathway choice.

Admissions Policy

Candidates for admission to the EdD program must meet the following criteria:

- Hold an earned master's degree from a regionally accredited college or university
- Have a grade point average of 3.0 or better in their master's program coursework
- Provide official results of required entrance examinations

Transfer Policy

The EdD program coordinator may approve transfer of a maximum of 9 credit hours earned beyond the master's degree from another accredited institution upon admission to the EdD program. Prospective students who have completed a Specialist of Education (EdS) in Educational Administration or Curriculum and Instruction may transfer up to 15 credit hours from their EdS degree program to satisfy coursework in the EdD program.

Courses considered for transfer credit must be applicable/ equivalent to coursework required in the EdD program with an earned grade of at least B-. Transfer courses must also have been completed within 10 years of the candidate's admission to the EdD program.

Candidacy and Satisfactory Progress

Students become candidates for the Doctor of Education (EdD) upon acceptance into the program. Course Embedded Assessments (CESAs) and course grades are used as benchmarks to determine satisfactory student achievement of program outcomes and completion. Evidence of satisfactory progress toward completion of the EdD must be shown each term for a doctoral candidate to continue in the program. The evidence includes:

- Maintaining a 3.0 GPA
- Satisfactory and timely completion of assignments
- Satisfactory attendance in the online program
- Earned scores of 3 or 4 on each Course-Embedded Assessment (CESA)

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.

Doctor of Education Program Degrees and Certificates

Doctor of Education in Educational Leadership, Curriculum and Instruction

Degree Requirements

Evangel University's Doctor of Education is a Missouri Department of Elementary and Secondary Education-approved superintendent certification preparation program. Students seeking Missouri Superintendent Certification must meet the following requirements:

Professional and Academic Requirements:

- Hold permanent or professional Missouri certificate of license to teach;
- Have a minimum of three (3) years of experience as a building or district-level administrator at a public or accredited nonpublic school;
- Achieve a score equal to or in excess of the qualifying score on the required superintendent assessment.

Leadership Pathways

Students choose one of the following two leadership pathways and take the elective courses in the pathway.

Instructional Leadership Pathway

Electives

- EDL 735 Advanced Instructional Leadership
- EDL 752 Innovative Instructional Design
- EDL 763 Accessing and Utilizing Educational Funding
- EDL 767 Success-Ready Instructional Design

Higher Education Leadership Pathway

Electives

- EDL 735 Overview of Higher Education Leadership
- EDL 756 Student Development in Higher Education
- EDL 758 Academic Leadership in Higher Education
- EDL 762 Institutional Finance

Program: Doctor of Education Program

Type: Doctor of Education

Required Courses

(23-35 Credits)

Item #	Title	Credits
EDL 701	Leadership Seminar- Communication and Public Relations	1
EDL 702	Leadership Seminar- Politics in Education	1
EDL 705	Ethics and Decisions of School Leaders	3
EDL 709	Resource Management	3
EDL 711	Advanced Supervision	3
EDL 713	Diversity and Multicultural Competence	3
EDL 729	Data Analysis for School Improvement	3
EDL 733	Teacher as Leader	3
EDL 751	Advanced Curriculum and Design	3
EDL 755	Evidence Based Instruction and Learning	3
EDL 757	Differentiating Curriculum and Instruction	3
EDL 759	Contemporary Issues in Curriculum and Instruction	3
EDL 761	Educational Funding	3

Doctoral Program Requirements

Item #	Title	Credits
EDL 720	Introduction to Dissertation Research	2
EDL 723	Research Methods and Statistics	3
EDL 781	Leadership Internship	3
EDL 790	Dissertation Seminar and Proposal	3

Electives (12 Credits) from Chosen Leadership Pathway

Total credits:

50

Doctor of Strategic Leadership

Doctor of Strategic Leadership

The Doctor of Strategic Leadership program exists to provide a way for students to pursue knowledge about leading their organization with intentional strategy. Organizations are looking for strategic thinkers and leaders who can provide forecasting about future trends in organizations. Leaders who think strategically organize information in a methodical way while apply practical theories of leadership to supplement their forecast. Strategic leaders inform their strategy with field specific statistical and numerical models to appraise current practice within a field or setting. These projections coupled with modern and contemporary leadership theory are what set them apart from leaders who do not engage in strategic thinking. Strategic thinkers always consider the future and attempt to intercept a need before it is a need. This type of forecast is invaluable to the company's bottom line and helps leaders in organizations stay laser focused on their mission to avoid mission drift. Strategic leaders know data mining without action is fruitless and causes organizations to become stagnant and irrelevant. This program addresses strategic leadership from several different perspectives with a student's concentration, Strategic Foresight, as the center of its mission.

Doctor of Strategic Leadership Program Learning Outcomes

1. Critique leadership theories in various workforces to improve an organization's position and strategy.
2. Appraise and construct meaningful analytic systems and processes within the organization to improve strategic forecasting.
3. Articulate the role of strategic plans in organizational budgets, marketing plans, innovation, and change initiatives.
4. Analyze trends and determine direction for innovation and technology in organizations.
5. Examine the role of human resources and its impact on resilience in organizations.

Doctor of Strategic Leadership Degrees and Certificates

Doctor of Strategic Leadership

Program: Doctor of Strategic Leadership

Type: Doctorate

Doctor of Strategic Leadership Course Requirements

Item #	Title	Credits
DSL 700	Leadership Theory and Practice	3
DSL 730	Managing and Responding to Risk in Organizations	3
DSL 720	Budgets, Finance and Resource Allocation in Organizations	3
DSL 750	Marketing that Informs the Strategic Plan	3
DSL 710	Board Leadership and Governance	3
DSL 740	Technology in Organizations	3
DSL 760	Strategic Foresight	3
SLF 820	Innovation and the Creative Future	3
SLF 800	Strategy for Human Resource Development	3
SLF 830	Consulting Principles	3
SLF 810	Global and Cross-Cultural Leadership	3
SLF 840	Anticipating Change	3
SLF 850	Developing a Resilient Organization	3
SLF 860	Assessing the Strategic Plan: Data Analysis	3
DSL 820	Applied Project	4
DSL 821	Applied Project	3
DSL 822	Applied Project	3
	Total credits:	52

Doctor of Strategic Leadership (

Program Code

DSL

) Classes

DSL 700: Leadership Theory and Practice

Exposes and familiarizes students with foundational leadership theories and concepts as they relate to strategic leadership. Students will engage in appreciative inquiry and reflection to comprehend course topics. Topics include: Leader's personal philosophy of strategic leadership and foresight, organizational change readiness and resilience, innovation and the changing workforce, organizational structure, structure and risk communication, and overview of board leadership, governance, budgeting and marketing.

Credits: 3

Program: Doctor of Strategic Leadership

DSL 710: Board Leadership and Governance

Credits: 3

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DSL 720: Budgets, Finance and Resource Allocation in Organizations

Disseminates students to the relationship between foundational leadership theories, forecasting equations and concepts related to budgets, finance, and resource allocation in organizations. Topics include strategies, structures, and the environment; budgetary decision making and politics; financial management and analytical models, and effectively communicating data.

Credits: 3

Program: Doctor of Strategic Leadership

DSL 730: Managing and Responding to Risk in Organizations

Exposes and familiarizes students with foundational leadership theories and concepts as they relate to strategic leadership. Students will engage in appreciative inquiry and reflection to comprehend course topics. Topics include: types of risk within organizations, framing risk and risk narrative, internal vs. external risks in a cross-cultural context, risk's impact on industries and settings, potential positive and negative outcomes associated with managing risk, how to gauge risk in strategic planning.

Credits: 3

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DSL 740: Technology in Organizations

Equips students with foundational leadership and forecast theories as they relate to the use of technology in organizations. Topics include using artificial intelligence in the workplace, leading a digital work environment, managing connectivity and information-

sharing in a globalized industry and economies, gauging social media's impact on organizational culture and employee autonomy, engaging and empowering a virtual workforce, and addressing ethical concerns related to employees and technologies in and outside of the workplace.

Credits: 3

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DSL 750: Marketing that Informs the Strategic Plan

Devises and broadcasts marketing strategies related to the strategic planning of the organization. Students will understand and develop their own responses to the argument between Christian marketing principles and conventional marketing strategies. Topics will include advertising, affiliate marketing, analytics, authenticity, blogging, branding, competition, consumer behavior, content marketing, customer value, effective communication, email marketing, evolution of marketing theory and concepts, ethics, hooks, how to guide decisions balanced with an understanding of markets and competition, influence, keyword research, lead magnets, marketing campaigns, networking, partnerships, persuasion, podcast, readability, return on investment, role of marketing, SEO, social media marketing, statistical benchmarks, StoryBrand marketing, truth and the WOW factor.

Credits: 3

Program: Doctor of Strategic Leadership

DSL 760: Strategic Foresight

Examines and explains the conceptual framework for strategic foresight in organizational leadership. Topics include: systems thinking, environmental scanning, scenario development, framing- purpose and scope, research- information and scanning intelligence, forecasting-baseline and scenarios, visioning- vision and goals, planning-mission and strategy, acting-initiatives and results.

Credits: 3

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DSL 820: Applied Project

Credits: 4

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DSL 821: Applied Project

Credits: 3

Program: Doctor of Strategic Leadership

DSL 822: Applied Project

Credits: 3

Program: Doctor of Strategic Leadership

DSL 823: Applied Project

Continuation, taken as needed.

Credits: 1

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