

CHAPTER 1

Looking back...

August 31, 1953

Tennessee State Board of Education
Office of Commissioner of Education
Memorial Building
Nashville, Tennessee

Gentlemen:

The enclosed "Progress Report" is being submitted after consultation with members of the State Department of Education whose advice had been asked on what steps we should take first in the direction of securing further approval of our college as an institution for teacher preparation in Tennessee.

Attention is called to the fact that Trevecca Nazarene College has had state approval since 1925 for its two-year elementary teacher curriculum, based on our status, as of 1925, as a junior college. Since 1942 we have given four years of arts and science courses culminating in the A. B. degree, and our graduates have been accepted for graduate work by George Peabody College for Teachers, Vanderbilt University and many other institutions where they have been admitted.

A few years ago we requested recognition by the board as a four-year teacher training institution under the condition that work which we were not equipped to offer and did not care to attempt to offer toward the, then, Permanent Professional Certificate should be taken by our students at Peabody College. Our request, being irregular as to existing regulations, was not granted at that time.

However, under the new regulations now taking effect, it has appeared to us that the former reasons for deferring our approval as a senior college might not be considered to apply. Thus, we are renewing our request, indicating on our list of proposed programs of teacher preparation what work we would hope to do on our own campus and what part we would expect, at least for a considerable period of time, to have our students take at Peabody College.

May we thank you for your consideration once again in this matter.

Sincerely yours,

L. Paul Gresham, dean

LPG/ff

Introduction

Trevecca Nazarene University's School of Education's evolution into what it was by 2003 did not happen quickly. It took the hard work and leadership of several visionaries to bring it to the unit it became. From teacher workshops to innovative teacher education programs leading to master's degrees and, ultimately, to the very first doctorate at Trevecca, the education unit progressed from a department to a division and finally to what it is today – a school. The educational objective of Trevecca Nazarene University's (then College's) Department of Education was to give prospective teachers an understanding of the nature and needs of the child, the meaning of education, the ways of teaching, and a grasp of the whole field of education in its various aspects.

In 1954 under the distinguished leadership of Drs. L.P. Gresham and Homer Adams, Trevecca's administration realized its first break when Trevecca was granted full approval for teacher education majors by the Tennessee Department of Education. This date marked the first significant academic achievement in Trevecca's history. As the story was told, Vanderbilt University in Nashville, Tennessee, was seeking approval by the state department for teacher education, and Trevecca was informed that even though her request may have been submitted prior to Vanderbilt's, it was in the best interest of the approval process to grant both institutions the approval in 1955 at the same time (Wynkoop, 1976).



Dr. Homer Adams

According to Dr. Adams, in a State Department Accreditation summary, *“Trevecca in the 1950s was heavily involved in preparation of teachers for the public schools. This emphasis has continued and today TNU has more graduates teaching in Tennessee than any other university. In 1952 the State embarked on a project to re-write certification regulations. Dr. Mackey and Dr. Gresham appointed me (high school principal) to represent Trevecca on the statewide committee. We worked on this project for two years. I remember our first meeting was at Belmont College, which had just changed its name from Ward-Belmont.*

When the new regulations were completed and approved, each college was evaluated in the light of the new standards. The work was complete in 1954. Trevecca, along with all other colleges except for Vanderbilt, was approved. She[Vanderbilt (sic)]had discovered that she was training teachers and was not organized for the challenge. The committee outlined correctives to be completed in the next year. The announcement was to be made, in 1954, and a list of approved colleges published.

Then an unusual thing happened. Dean Farr, Chairman, and A. B. Cooper, Director of Certification, came to me and asked if Trevecca would be willing to wait a year to be

announced approved so that Vanderbilt would not be alone. I agreed to it. I suppose I checked with our President and Dean. Trevecca waited for a year for the announcement, along with our friend across town. The announcement was made in 1955 for both. We enjoyed all the benefits of approval during that year. Farr and Cooper appreciated our agreement, but I never heard from Vanderbilt. They probably were not told.

Looking back on it, I'm convinced that it was the right thing to do. Vanderbilt has been our friend across the years:

- *She loaned Trevecca money to buy the property on 4th Avenue.*
- *When we were not yet accredited by SACS, the Vanderbilt Registrar wrote a letter saying they admitted Trevecca graduates to do graduate work on the same basis as those from any other school.*
- *In 1976-78 Vanderbilt helped to get the P.A. Program at Trevecca started and then accredited in record time.*

Trevecca has had a warm relationship with Peabody and Vanderbilt across the years.”
(Summary document written by H. J. Adams, spring 2002, Trevecca Archives)

From 1954 to the present time, Trevecca has not wavered from this objective, but, as educational programs developed, the objective and mission have been expanded to stay on the cutting edge of educational trends. Each decade in Trevecca's history represents some of the most innovative and creative program offerings to match the time and era for which it existed. One can quickly review the timeline to see how members of the Trevecca administration employed the best in the field of education to make these innovations happen. Also, they engaged in creative thinking in order to take risks and seek out the best to be offered to educators throughout the Southeastern region of the United States and, as programs developed, touched many other regions for students. From whatever perspective, the meaning was apparent: to display the importance and value of reaching the significant milestones stated below.

- 1966 Summer Teacher Workshop Programs
- 1978 First Feasibility Study for Master's Degree
- 1981 Kinderhaus' Implementation Begun
- 1984 SACS Level III – First Master's Course in Education Taught
- 1993 Administration and Supervision Master's Degree Renamed to Educational Leadership Redesigned under ISLLC Standards – First Approval in the State
- 1998 All Licensure Programs Found in Full Compliance by State
- 1999 Ed.D. Program (Cohort 1) Started – SACS Approval, School of Education Transition from Departments/Divisions

- 2000 MLIS Program (Peer Group 1) Started – SACS Approval
- 2001 School of Education Housed in Mackey Building; First Graduates of the Ed.D. Program

Historically, even at the beginning of education in the United States, there were mixed signals as to what constituted a school or valid education for students. This review will illustrate how Trevecca's history was not exempt from the same kinds of signals and struggles to promote change and advancement for what so many of Trevecca's constituency wanted from a traditional liberal arts Christian institution. Given the changes of growth and outreach to adult programs, Trevecca never wavered (then or now) in keeping her mission in clear focus: training young men, women, and adults with a Christian perspective.

As described in Phi Delta Kappa's *Fastback 160* (n.d.) series, John Dewey was just beginning to get comfortable in his grave when the Russians, of all people, reached down and stuck a spear into his heart. The year was 1957. Dewey had died five years before, secure in the knowledge that he was America's preeminent philosopher of education. Then the Russians launched Sputnik 1. As Walter Cronkite might have said, "This meant that we were behind in the race for space." Many Americans went into a grim panic. In those days, whenever things went badly for Americans, the custom was to assume that one of their own had sold them out. On this occasion, Dewey was the target of such an accusation.

The indictment went something like this: John Dewey was the father of progressive education. Progressive education was a kind of gooey, precious, romantic philosophy that stressed permissiveness and life adjustment (*Fastback 160*, n.d.). There was no place in it for rigorous thinking, discipline, or social responsibility. Moreover, progressive education was championed by know-nothing education professors and had taken over as the dominant philosophy of American schools. Dewey was badly misinterpreted by critics who had obviously not read him (*Fastback 160*, n.d.). This was the era of questions.

While this era of questions was happening in America, this era was also the beginning of change and questions for Christian higher education. Trevecca continued with her strong allegiance to and involvement with the public schools, as well as higher education. Professors at that time, who were teacher educators, counselors, and administrators, had the awesome responsibilities of teaching about past knowledge acquired from experience and research. Also, the charge to create new knowledge and to advance the intellectual abilities of educational scholars in their broad range of disciplines was obvious.

As the story unfolded in teacher education, teacher workshops, and master's and doctoral programs at Trevecca, the questioning, probing, complaining, and criticizing for each of these areas may have sounded very similar to what those who had gone before in public and private schools experienced. These were good times for Trevecca but also difficult times, raising many ethical and philosophical

issues. In the perspectives shared to create this history of the Trevecca programs in education, the ones who in the earlier years led the way were Dr. A.B. Mackey, Dr. L.P. Gresham, Dr. Homer Adams, and Dr. G. L. Pennington.

Truly, a phenomenon had taken place as the above-mentioned leaders were, indeed, in their time of history, leaders of Maslow's Hierarchy, Level 5 (i.e., self-actualization). Most significantly, Dr. Adams, a leader with professional will and personal humility, was vigorously in pursuit of a clear and compelling vision, stimulating higher standards, and organizing people and resources; he worked effectively with others and made incredible, productive contributions through his talent, knowledge, and skills as a servant leader of God. He charted a future plan of action for Trevecca in the unknown and certainly unexpected future of higher education for the small, traditional liberal arts Christian college.



Dr. and Mrs. Adams

In America's early days, Harvard's first president and faculty members insisted that there could be no true knowledge or wisdom without Jesus Christ. Bowling, *In Grace-Full Leadership* (2000) noted "Harvard's 'Rules and Precepts' adopted in 1646 included the following statement: Everyone shall consider the main end of his life and studies to know God and Jesus Christ which is eternal life (p.35)." As described in this quotation, Dr. Adams, academic scholar, first-ever Trevecca graduate to receive the Ph.D. from Peabody College, Nashville, Tennessee, clearly identified as one who chose to live his life and lead. It would be an omission to recognize Dr. Adams and not include Mrs. Beatrice Adams in that recognition, as the record unmistakably shows the incredible support the First Lady contributed with her love for administrators, faculty, staff, and students. She must be characterized as a gracious First Lady of the campus during the Adams' administration. His motivation during his presidency was a desire for both of them to serve God as stewards of their

own talents and aptitudes and lead Trevecca through the difficult and good times.

It should further be noted that Dr. Adams, as a visionary, with his optimistic, in-depth reasoning based on his wealth of knowledge and experience and his insightfulness in seeing the big picture (yet to come for Trevecca), had an ability to ask thought-provoking questions. Descriptions such as *administratively skilled* and *excellence-oriented* characterized his leadership. He would be recognized as the giant who took risks, became persuasive in understanding the andragogy for teaching adults, and recognized that strong academic research was within the grasp of Trevecca's opportunity to move outside the traditional box of thinking and program offering.

This vision would bring on the possibility of mission renewal for Trevecca. Bowling (2000) noted significant elements of leadership:

If the mission of an institution is clearly and pervasively renewed, re-embraced, revived, then there results a kind of new beginning, and the cycle starts over. . . having the capacity to adapt to change and even facilitate change, without eroding the essence of the organization or entity he or she leads. (pp. 35-36)

Such leaders as Dr. Adams, a man beyond his time, had the capacity to change. As a man of God, modeling an exemplary Christian lifestyle and epitomizing reverence, humility, and optimism, Dr. Adams was a grace-full leader in his time and place in Trevecca's history from February 1979 until March 1991. Moving Trevecca Nazarene (then) College from a Level II to a Level III institution marked a major achievement of his administration on graduate education and will be recognized throughout this story.

With the retirement of Dr. Adams, in March 1991, Trevecca's Board of Trustees elected Dr. Millard Reed as the ninth president of Trevecca College, which would soon find its status changed to "university" as one of the eight Nazarene colleges/universities in the United States. In this review, the role Dr. Reed played with his administrative team will focus on moving Trevecca from a Level III to a Level V institution to include a major restructure administratively as a Christian higher education institution.

As one reads through this historical review of these entities, he or she should capture the vision each administration had:

- 1954: Trevecca granted full approval for teacher education;
- 1966: first summer teacher workshop program developed by Dr. G. L. Pennington;
- 1983: first master's degree under Dr. Adams' administration, Dr. Melvin Welch chairing the committee writing the prospectus;
- 1991: newly elected president of Trevecca – Dr. Millard Reed;
- 1992: Dr. Stephen Pusey, vice-president for academic affairs;
- 1993: Division of Education, under Dr. Welch, first in Tennessee to receive program approvals under new standards;
- 1998: all licensure programs granted full approval by the SBOE;
- 1998: Dr. Welch, dean of the division of education, chairing the faculty in writing the initial proposal for the Ed.D. in Professional Practics, Trevecca moving from a Level III to a Level V institution; and
- 2000: Dr. Esther Swink starting the MLIS Program; the School of Education theme "Soaring to Higher Heights."

As one will read, together the Trevecca personnel connected to establish the appropriate climate needed to serve as staff, faculty, and administrators for the traditional and non-traditional students, making the pathway to success an incredible journey. Now, the story continues.

“Learning should be a joy and full of excitement. It is life’s greatest adventure; it is an illustrated excursion into the minds of noble and learned men, not a conducted tour through a jail.”

–Taylor Caldwell, 1900 – 1985, American Writer

CHAPTER 2

As I see it...

*W*e all know that sometimes another in our midst will see “it” before the rest of us do. My brothers and I used to play that “riding in the back seat of the car” game called “I See,” where the person who first saw a particular object out the car window yelled out the line “I see ‘it,’” but using the word for whatever “it” might have been, and thus scored a point! Some see things before others! We sometimes call them entrepreneurs, and they are at the very heart of my reflections on Trevecca’s contributions to educators from teacher workshops, begun in the 1960s and the first master’s degree in education introduced in the early 1980s, and to the Doctor of Education degree, a first of its kind launched in 1998.

During my student days at Trevecca in the late 60s, I was vaguely aware that on some Saturday mornings in the spring, the parking lots on campus would fill up with area teachers who were coming to campus to take what they called a “workshop,” usually to satisfy some special certification requirement. I remember thinking that many of the attendees looked just like my own teachers back in Virginia. They ate lunch with us in the cafeteria and always brought a real energy with them to campus. I can recall thinking that I wanted to be like some of them and take a workshop someday!

When asked by Dr. G. L. Pennington, workshop program founder and director, to teach my first workshop in June 1979, I learned that there had been some on campus in those early days who feared that opening up Trevecca to the general public in this way could potentially have some negative impact on the traditional campus culture and were not enthusiastic supporters of his efforts. Dr. Pennington had already caught a vision, the “it,” that others had failed to see, and moved steadfastly forward in his work, as did his successor, Dr. Ed Whittington. Hundreds of workshops and thousands of attendees later, Dr. Pennington’s vision for serving educators has been validated over and over again. Nationally recognized consultants and organizations graced the campus for more than four decades, presenting the latest in teaching theory and practice to these masses of educators who were the more effective practitioners for it. I believe that Pennington’s “I See It” moment informed the macro view of the institution, while the foundation and trajectory for the graduate programs in education to follow were clearly established.

At the invitation of Dr. Homer Adams, another alumnus, Dr. Melvin Welch, came to the college in 1980 as Director of Alumni Relations from a career in public and higher education. As his role expanded beyond that responsibility, it soon became apparent that

Dr. Welch was very adept at “I See It,” as well. One early assignment was to initiate a master’s degree for educators that would get approval by the Southern Association of Colleges and Schools in a timely manner. He caught that vision, and soon hundreds of new faces began showing up on campus in pursuit of a graduate degree. This program grew rapidly and widely, impacting Tennessee teachers in new and fresh ways, and it continues to contribute to the professional growth of many. Upon the election of Dr. Millard Reed as Trevecca’s president in 1991, Dr. Welch, once again, got a new assignment, Dean of Education and Administrative Assistant to the president. While I cannot confirm it, I suspect that even in those frenetic first days in his new assignment, a daunting doctoral degree dream was born. Might he have already seen “it”? What I can confirm is that Dr. Welch’s vision for this project was unwavering and that, despite the inevitable challenges associated with implementing something of this magnitude, he “saw it” and brought it to pass! Now from the testimonies of hundreds of Ed.D. alumni from many professional backgrounds and serving in top leadership positions nationwide, the answer is clear! Some see possibilities before others do. Dr. Welch is indeed one who does!

It has been my privilege to have been associated with these programs continuously since my initial workshop in 1979. I have been able to see the concrete results of rich programs for which some had such a clear vision. My life has been enriched in working with these top notch colleagues – true entrepreneurs for sure – and inspiring students summer after summer, in first the workshop program and now in the Doctor of Education leadership program. I also am a better Trevecca alum knowing that my alma mater has aggressively “stepped up” and has been intentional over these many years to fulfill a vital element of Dr. J. O. McClurkan’s vision for Trevecca – SERVICE.

Gary Streit, AB Trevecca ’67; MS, University of Tennessee; PhD, University of Illinois; High School Teacher; Professor; Provost at Olivet Nazarene University; President, Malone College; presently a consultant for the Higher Learning Commission of the North Central Association of Colleges and Schools

Psychology and Education (1954 -1965)

Mrs. Bracken, Dr. Mackey, Mrs. Mackey, Mrs. Shelton, Dr. Adams,
Miss McClain, Mr. Howick, Dr. Wise, Dr. Pennington

While the education department had a different structure in its early days, education courses were taught prior to 1938. In fact, under Dr. Mackey the College personnel developed the department, The Junior College of Liberal Arts offering courses in Economics, English, History, Mathematics, philosophy, French, and Psychology and Education (Wynkoop, p. 170). As stated in the 1954-1964 Trevecca Nazarene College Catalogs, students who attended Trevecca during this period were from the Southeast educational zone of the Church of the Nazarene, and students enrolled in courses in the Department of Education and Psychology leading to an undergraduate degree for teaching. Even though it was not clear if any particular faculty member chaired the department, these were the names listed in this order under the heading of Department of Education and Psychology for the years 1954 through 1964: Mrs. Bracken, M.A., D.D.; Dr. Mackey, M.A., LL.D; Mrs. Mackey, M.A. B.S. in L.S.; Mrs. Shelton, B.S. Public School Art, Bible; Dr. Adams; Mr. (Dr.) Wise; Miss McClain; Mr. Howick; Dr. Pennington. (Pages 11-14 below taken from 1954-1964 Trevecca catalogs.)

The Department of Education and Psychology had several objectives:

- To give the student an understanding of human nature, the principles of growth and development, and the factors which function in human behavior, in order that he may live fully and work efficiently as a member of society.
- To give to prospective teachers an understanding of the nature and needs of the child, the meaning of education, the ways of teaching, and a grasp of the whole field of education in its various aspects.
- To afford those who do not plan to do school work a basis for the understanding of and appreciation for the school as an institution and the home and community as important educational agencies.

Departmental Major. A major may not be taken in the department unless the student also completes a major in another department. Courses required of all majors include Psychology 201-2-3, Education 103, 210, 213-14-15 and 216, although only courses numbered above 200 may count on the 36 hours required for the major.

The departmental minor. Twenty-four hours of courses numbering above 100, or 27 hours unless Psychology 100 preceded Psychology 201 in the student's program. Typical courses included the following (general education courses not listed even though required in the program for teachers):

- 200. Introduction to Education
- 205. Rural School Problems
- 210. Principles of Elementary Education
- 213-14-15. Materials and Methods in Elementary School and Secondary Schools
- 216. Observation and Directed Teaching
- 221-22-23. Physical Education
- 302. Public School Administration
- 404. History and Philosophy of Education
- 406. Education Tests and Measurements
- 407. Principles of Counseling

The many other faculty who taught during the 1960s included William P. Sloan, Mr. Heaberlin, Mr. Powers, Dr. William Greathouse, Koy Phillips, Amy Person, Dr. Childers, Mrs. Alta Lindsay Redford, Leon Chambers, Ramon Unruh, Adrian Hollins Phillips, John W. Dix, Mabel Cooner Greene, Mildred Forman Chambers, Harold Hammond, Thomas Hemmerly, C. T. Duckett, Lois Kendall Eades, Clifton M. Taylor, and others.

The following information, taken from the catalog, gives a snapshot of students' financial situation from 1954-1965. All expenses at Trevecca Nazarene College were kept at a minimum, and present charges were considerably lower than those of most other colleges. It was, therefore, evident that the college could only accept payment on a cash basis. Tuition, fees, and room rent for each quarter were due and payable in advance.

Tuition and Fees:

Matriculation fee (payable only once)	\$ 2.00
Registration fee, each quarter	\$ 1.00
General fee, each quarter	\$10.00 (\$12.00 in 1959 -1964)
Tuition for Academic Instruction, each quarter	\$ 4.00
Departmental: Education 406 fee	\$ 2.00
Typewriter rental, each quarter	\$ 5.00
Room and Board	\$ 1.25 to \$3.50
Room, lights, water, heat, each week	
Room Deposit (refundable)	\$ 5.00

Scholarships:

The Freshman Scholarship value was \$72.00 in 1954, \$100.00 in 1958, and \$225.00 by 1964, based on the student living in the Southeastern educational zone of the Church of the Nazarene and being ranked in the upper 10% of his or her high school graduating class, with a letter of recommendation from his or her pastor or principal of the high school.

The scholarship for freshman, sophomore, and junior classes was based on scholarship, character, educational promise, the need of the student, and at least a 2.5 cumulative GPA for the preceding year. A class scholarship had a value of \$72.00 in 1954, \$100.00 in 1959, and \$225.00 in 1964.

The college offered a limited number of assistantships annually to sophomore, junior, and senior students of exceptional ability and dependability. Holders of assistantships were expected to render certain services, such as reading papers, assisting in laboratories, or doing other work for administrative officials or chairmen of the division of departmental study. The value of the award was \$96.00 in 1954, \$100.00 in 1959, and \$225.00 in 1964; each holder was expected to render five hours of service a week for the year. No student could hold an assistantship and a scholarship at the same time.

The average load was 16 hours; the maximum, 18 hours. A student could not register for 17 hours unless his or her average for the preceding quarter was at least a B and unless he or she failed no course, or for 18 hours unless his or her standing for the previous quarter was at least a GPA of 2.5. Students entering the quarter late were limited in the number of hours they could carry, and students who did industrial work were also limited by the amount of work they did and the level of their ability. Exceptions to the load limitation regulations were made only by a majority vote of the faculty committee or administration.

Students who wished to work for part of a quarter's expenses had to accumulate work credit in the office in advance of that quarter. Expenses for board were arranged for by the student according to his or her own convenience since the college cafeteria honored official meal tickets of small as well as larger denominations. Meal tickets were issued by the business office for cash or for work already done.

The students listed below were named as their enrollment and graduation was based on institutional credibility since the college was not statewide or regionally accredited for teacher education. From 1956 through 1965, a review of college catalogs and Dardas, Trevecca's yearbook, from the Trevecca archives, listed these students as majoring in (with many graduating from) the Education-Psychology department:

1956: Beatrice Sharpton Cottle, Violet Coulter, Mavis Sharpton, Alene Whitmon

1957: Emily Ruth Hamilton

1958: Paul Brown, Charles Rolen Cork, Hazel Davis, Nelzene Edmonds, Mary Ann Evans, Roberta Anne Griffin, Nina Griggs Gunter, Jettie Clinton Griffin, Bertha Inez Jackson, Herman Clayton Lawrence, Mary Lou McCormick, Martha Gwendolyn Pearson, William Ring, and others.

1959: Jo Lynn Armstrong, Thelma Bruckner, Lucille Bush, Robert Bush, Hazel Browne Davis, Irmgard Louise Haerr, Kathy Hemmerly, Joyce Lewis, Janey Sue Little, Shirley Mahoney, Marlene Minix, Mary Evelyn Nelson, Mildred A. Pearson, Doris Scott, Dwight A. Scott,

Elizabeth Stucki, Ed Whittington, David Wofford, Patricia Losey Young, and others.

1960: Lloydette Beard, Helen Burch, William Elkins, Betty Helms, Frances Howick, Patsy Jones, Eleanor Knotts, Jean Ledford, Helen Leeper, Ann McDonald, Peggy Jo Neal, Lillian Pickett, Glenda Putnam, Beulah Riddle, Dorothy Shields, Faye Steward, Nada Ulm, Arlene Unruch, Beverly Wood, and others.

1961: Joseph Adkisson, Linda Cook, Karen Cox, Oren Frazier, Martha Gray, Barbara Greer, Theresa Gunter, Lea Joy Harner, Ann Hunley, Orval LeJeune, Phyllis Ann Lobb, Mildred McDowell, Edith Mingledorff, Joe Moses, Wendell Poole, Charlene Ragsdale, Yvonne Rhodes, Phyllis Sark, Ruth Shannon, Ruth Six, Melvin Welch, Joyce Woodard, Sylvia Young, and others.

Through the years from 1956 to the late 1960s, the Psychology and Teacher Education Department students were actively involved in the Student Education Association (SEA), the predecessor to the Trevecca Association of Supervision and Curriculum Development (TSACD). The list above does not necessarily include all the students who majored in psychology and education and became teachers as the archival records appear to be incomplete. Therefore, this select group was chosen as representative of those years. In addition, Dr. Pennington, supervisor of teacher education, was diligent in school visitations and the professional development of the student teaching experience.

Many of these graduates have gone on to connect with and engage as professionals in the field of education. Their achievements are notable and recognizable even now. The name Dr. Pennington surfaced even prior to his becoming director of teacher education in 1965, and Dr. Welch along with Dr. Whittington, Dr. Swink, and Mr. Joe Moses have served to keep teacher education programs moving forward.



SEA 1962

SEA 1963

The S.E.A. provides exclusive services and activities for those who are entering the teaching profession. Special speakers, luncheons, and films sponsored by the club help introduce the classroom atmosphere. They sponsor National Education Week and Teacher Appreciation Week. Officers are: Carolyn Estep, president; Carolyn Collins, vice-president; Mary Moore, secretary; Dianne Peters, treasurer; Sara Casdorff, reporter; Dr. Pennington, sponsor.



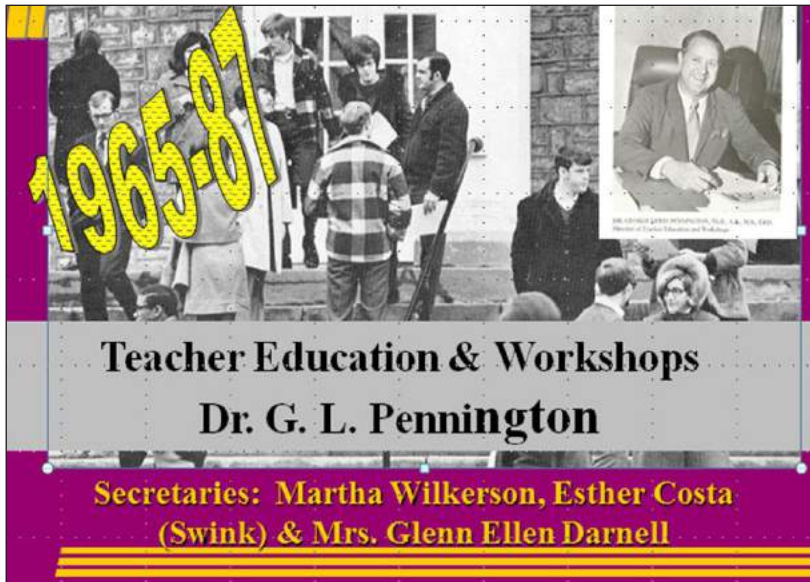
Joy Nell Thaxton, student teacher, teaches a sixth-grade class at Glencliff Elementary School as part of her teacher-training program.



G. LEWIS PENNINGTON
Education, Psychology
 Th.B. and A.B., Trevecca Nazarene College; M.B., Peabody College; Ed.D., University of Mississippi.

Dr. G. L. Pennington (1965 - 1987)

Pennington Heads Teacher Education Department in 1965 and Teacher Workshops in 1966



Dr. G. L. Pennington was the first designated department head of teacher education at Trevecca Nazarene College in 1965. He was no stranger to the work place and clearly demonstrated leadership practices way beyond his time of service. As a strong churchman in the Nazarene denomination, he, likewise, was a leader who moved programs under the jurisdiction of teacher

workshops and teacher education to a different level, but not without struggles. Dr. Pennington refused to be quiet and refused to sit back, but pushed ahead with ideas and accomplishments that enhanced greatly what was to become the School of Education at Trevecca. Often Dr. Pennington encountered difficult issues and situations with the academic dean. Dr. Pennington's innovative delivery system



Arleigh Winston Best

and model disrupted the traditional faculty and dean to put pressure on his style, but his courage and appearance as a gentle giant in education prevailed. One could easily describe the years with *"rough times never last, but tough people do."* While his achievements were many in promoting the visibility of Trevecca, his frustrations, according to history, were just as prominent. But there was no doubt in any one's mind that these earlier undergraduate Teacher Education Programs set the stage for what was to come. Dr. Pennington proved during his tenure the successful connector and engager of programs he would be.

During Dr. Pennington's most early tenure, the first black student, with an excellent academic record and who was an educational psychology major, was admitted. Because of this unique time in the history of the college, the members of the Board of Trustees took official action in 1965 to recognize Arleigh Winston Best and to initiate Trevecca's commitment to the Civil Rights Act of 1965. The resolution was adopted on April 4, 1965, by the Board of Trustees. Trevecca, according to her history, made this a proud moment but also indicated that it should never have taken this long to break the barriers of segregation in a Christian college.

In the early days of teacher education, Trevecca's academic structure did not include director-level positions. Furthermore, the academic disciplines of psychology and education were combined and functioned singularly as one department. Within this collective unit, a designated professor served as chairperson, ensuring all standards and accreditation issues were maintained. According to the Trevecca Catalogs for the years 1970-1976, those serving included Dr. Wayne Lee, Dr. Drell Allen, Dr. Ken Slifer, and Dr. Jim Caldwell.

Under the guidance of Trevecca's director of teacher education, Dr. Pennington, the Trevecca Teacher Workshop Program was created in 1966. This year was when the "hollering" really began because his vision for opening the doors of opportunity through Middle Tennessee and, in particular, Davidson County for teachers through post-baccalaureate programs raised eyebrows quickly on the part of the administration. Most people understood, even if they did not hear these exact words, what Dr. Pennington must have been thinking: There are going to be times when we cannot wait administratively to move forward. Either you are going with us or we will go without you (Collins, 2001). The name Dr. G.L. Pennington will be indelibly imprinted as a progressive educator who would put Trevecca in the forefront of highly innovative undergraduate teacher workshop programs for the practitioner.

The Workshop Programs were designed for practicing teachers and administrators in grades K-12 needing additional college-level credit in order to meet requirements for teacher licensure and professional development. Workshop courses met almost exclusively on a one week, five day, Monday through Friday schedule generally from 8:30 a.m. to 4:30 p.m. Each course provided three quarter hours of undergraduate college credit. Educational tours and graduate courses were later added to the course offerings but were designed for longer time frames due to their different nature and content level.

Dr. Pennington had learned of college-level workshop programs while employed as an elementary school principal in Atlanta, Georgia. A fellow principal, who had connections with the Economy Book Company, discussed such a program with Dr. Pennington and recommended a highly successful workshop instructor, Jetta Evans. Upon being contacted by Dr. Pennington, Ms. Evans agreed to teach a course during the summer of 1966. Instructor Evans completed the course syllabus for Phonics in the Teaching of Reading, which was submitted to the Tennessee Department of Education for approval. Upon receiving approval, the course was advertised and generated 94 students. The first workshop was so successful that three courses were scheduled for the second summer, 1967. The enrollment for those three courses totaled 530 teachers and administrators.

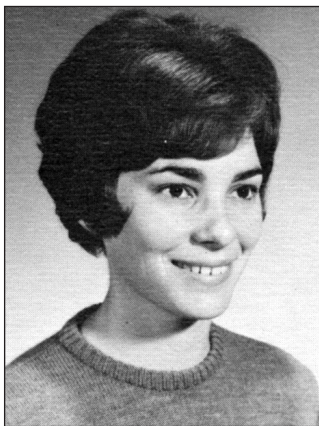
Enrollment in these professional education workshops began growing each year with over 600 teachers from Middle Tennessee and surrounding areas participating, as shown on page 18 for the

**Teacher
Education
Workshop
Program
Launched
in 1966**

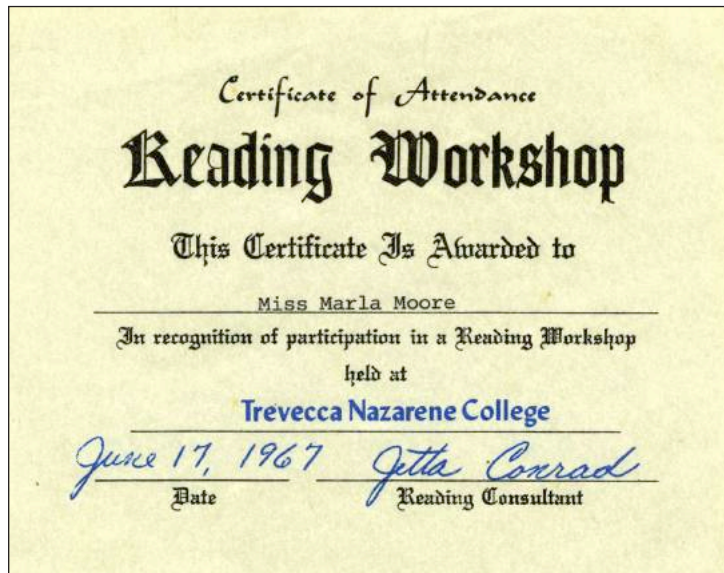
years of 1966 to 1975. One has to wonder if Dr. G.L. Pennington, who was ahead of his time and a visionary leader, anticipated the Level III graduate programs at Trevecca.

Year	Workshops Conducted	Enrollment
1966	1	94
1967	*3	326
1968	9	674
1969	23	1047
1970	17	582
1971	21	547
1972	21	508
1973	14	517
1974	24	573
1975	30	600 +
1976	29	255
1977	27	248
1978	32	252
1979	37	301
1980	35	413
1981	39	457
*1982	35	454

Sources: Wynkoop, 1976, p. 278 – Enrollment Data (1966-1975); Trevecca Archives – Enrollment Data (1976-1982). *The workshop program began to decrease in enrollment as noted in *A Prospectus to Southern Association of Colleges and Schools by Trevecca Nazarene College. A Proposal for a Master of Education Degree* (1983) – the master’s program was implemented, changing the dynamics of recruiting and program offerings.



Marla Moore



In 1967* the three workshop courses taught were EDU 420 – Modern Mathematics, taught by Dr. Floyd L. Blanton, division chairman of Science and Mathematics at Abraham Baldwin College, Tifton, Georgia; EDU 421 – Science For the Elementary School, taught by Prof. John Dix, Chairman of the Division of Science and Mathematics, Trevecca Nazarene College; and EDU 415 – Use of Phonics in the Teaching of Reading, taught by Mrs. Virginia Patton, reading consultant with teachers, and reading consultant Jetta Conrad. Ironically, Miss Marla Moore (now Dr. Marla Streit) was a participant in one of the first three workshops and in 1987 became a professor in the workshop program. She shared her Reading Workshop Certificate of June 17, 1967 (as shown on p.18).

Those who contributed as faculty in the program in these earlier years were Jane Batey, William Bentley, Dr. John Chilton, Sara Chilton, Dr. Jill Copeland, Carole Costa, Jean Cranshaw, Dr. John Dix, Carl Eby, Martha Eby, Rick Egnor, Jetta Sue Evans, Dr. Karen Firestone, Dr. Ann Fuqua, Walter Heck, Dr. R. C. Henderson, Pauletta Janaway, Dr. Ralph Leverett, Jerry Love, Jay Mick, Philip Pennington, Dr. Lottie Phillips, Alfonso Randalls, Joy Robertson, Dr. Tom Rosebrough, Bill Schneider, Carolyn Smith, Priscilla Speer, Emily Stinson, Dr. G. Streit, Dr. M. Streit, Dr. Krista Swensson, Sally Thompson, Ray Thrasher, Dr. Earl Vastbinder, Dr. Darwin Waterman, Dr. Melvin Welch, Dr. Johnny Wheelbarger, and many others through the years. (The names listed above appear as printed in the workshop bulletin.)

The curricula for teaching degrees did not change in these decades; however, the real focus was on encouraging Trevecca education majors to take courses as required from their home state as this was the criteria for receiving licensure. The State of Tennessee accepted Trevecca graduates with the above criteria, as Trevecca, being located in Nashville and even though not accredited, remained in close contact with the Department of Teacher Education, State Department of Tennessee. In the ensuing years, Trevecca was plotting her course as President Mark R. Moore successfully led the institution to her first education accreditation on December 3, 1969.



On the inside cover of the first Summer Workshop Program in the introductory message from Dr. G. L. Pennington, he explained that these course offerings were designed for “professional growth programs and certification purposes for the teacher of the school systems throughout Tennessee and surrounding states.” Dr. Pennington further stated that participants “found the workshops of very high quality and very practical and beneficial in aiding them in the solution of the problems of their classrooms” (retrieved from Trevecca Archives).

The 1970 Summer Workshop Program included the following courses:

- Aerospace Science Workshop: Education 432 or Science 432 – Aerospace Science Seminar. The “**Flying Teachers Seminar**” will include briefing, seminars, and tours at the following places: Leave Nashville, Tennessee, by air transportation Monday morning,

June 15, 1970; Cape Kennedy, Florida; Manned Space Flight Center, Houston; Air Force Academy, Colorado Springs, Colorado; North American Defense Command Center, Colorado Springs, Colorado; Return to Nashville, Tennessee, by air transportation, Saturday p.m., June 20, 1970. Instruction in the seminars was conducted by highly competent persons at the Space Center at Cape Kennedy, Florida; the Manned Space Flight Center in Houston, Texas; and the North American Defense Command Center and the Air Force Academy, both of Colorado Springs, Colorado. They were persons who are trained both scientifically and technologically and were working daily in the Nation's Space Program.

- Innovative Practices in Education: Education 426 – Innovative Practices and the Process of Change in Education – Grades 1-12. Mr. A. Randalls, Jr., Supervisor of Science in the Metropolitan Public School System.
- Supervision of Student Teaching: Education 417 – Supervision of Student Teaching. Mrs. Kittie Mae Taylor, director of Elementary Education, Taylor University; delegate to the Congress of Reading in Paris, France; author, managing editor of Florida Reading Quarterly.
- The **Roy Skinner Basketball Clinic**: Education 400 – Basketball Clinic. Coach Roy Skinner, Vanderbilt University's Men's Head Basketball Coach. Coach Skinner has conducted many basketball clinics in the Southeast.
- Other courses taught included Social Studies for the Elementary School – Grades 1-6 (Dr. James Oxendine), Social Studies for the Secondary School – Grades 7-12 (Dr. Homer Adams, Dean of DeKalb College), Materials and Methods of Pre-School and Kindergarten Education Workshop (various specialists in the field of pre-school and kindergarten), Communication and Human Relations in the Classroom (Dr. Paul Cleckner), Corrective Reading in the Elementary School (Dr. Wayne Lee), Science for the Elementary School Teacher (Prof. John Dix), Language Arts for the Elementary School Teacher (Kittie Mae Taylor), Using Art in the Elementary School Instructional Program (Mrs. Jetta Sue Conrad), Science for the Secondary School Teacher (Prof. John Dix), and Modern Mathematics for the Elementary School Teacher (Dr. Floyd Blanton).

The workshop curricula consisted of a full range of courses with educational content and methods for grades K-6 and with similar courses for grades 7-12. In addition, a variety of other courses was offered, such as classroom management, the metric system, dealing with stress and anxiety in the classroom, values clarification, school integration, teacher-made audiovisual materials, educational tours, and athletic coaching. A particularly popular workshop course was the annual Reading Conference hosted by the Metropolitan Nashville Public School System. As the program broadened to meet the needs of

teachers, additional licensure programs were offered in the fields of library services, special education, and English as a second language.

The educational tours provided credit in history, education, social sciences, and religion. These tours included the American Museum of Atomic Energy in Oak Ridge, Tennessee; Epcot Center in Orlando, Florida; the World's Fair in New Orleans, Louisiana; and The Kennedy Space Flight Center at Cape Canaveral, Florida. During a workshop at the Kennedy Space Center, a representative from Nashville's Channel 8 suggested possible tours to different states and foreign countries. Eager to provide a broader range of courses, Dr. Pennington arranged foreign workshop tours to such destinations as Hawaii, The Holy Land, Europe, the Caribbean, and several other countries.

For a short period, student teaching was created as a summer option. This teacher-training requirement met the need of many teachers employed under temporary licensure because they had not yet completed the student teaching requirement. This program was arranged with the Tennessee Preparatory School at state-operated elementary and secondary schools where students resided after being removed from their homes by court order. Workshop students were both instructed and supervised by Trevecca faculty for the duration of their student teaching assignment.

During the late 1970s, Dr. Pennington did influence the college administration to allow a professor at least to write a proposal for a master's degree in education, but the administration members quickly decided not to submit the proposal as they felt there were not enough credentialed faculty to support a program. Although the program proposal is a part of the history, that proposal ended up just being placed in a file. During these early times, however, Trevecca was beginning to think about graduate programs. The *Nashville Banner*, April 20, 1978, printed the following release from Trevecca:

Banner April 20, 78 p. 18 TREVECCA COLLEGE ARCHIVES

Trevecca Plans New Graduate Program

A new school of graduate studies is being developed at Trevecca Nazarene College with plans for an initial graduate program in education to begin classes in June 1979, an official said.

Richard Felix, Trevecca's vice president for financial development since 1974, has been named director of graduate studies. He was also appointed professor of education.

"His new responsibilities will include the total development of a school of graduate studies at Trevecca," the official said.

The Southern Association of Colleges and Schools and the state Department of Education are being notified of the college's proposed new program of graduate education, it was noted.

Initial feasibility studies among Metro Nashville teachers indicate a need for a

master's degree in education, the official said. He added that further feasibility studies with local teachers, alumni, senior education majors, as well as other Nazarene educators in the Nazarene Southeast Educational Zone, will be conducted in the near future.

The official said there has been discussion relative to offering graduate work in fields other than education. "It will be the responsibility of Dr. Felix to lead the way in the assessment of needs, development of priorities, and finally the development and coordination of these programs," the official said.

The new graduate studies head holds the Ph.D. degree in education with an emphasis in higher education from the University of Notre Dame.

Dr. Richard Felix, vice president for development/vice president for institutional advancement (1976-1978), wrote a prospectus based on the data collected from the workshop participants at Trevecca. The response from approximately five hundred educators was overwhelmingly positive. The study was submitted to the Southern Association of Colleges and Schools (SACS). Unfortunately, the institution was experiencing financial difficulties, and, through the counsel of SACS, the request was withdrawn.

This withdrawal, however, did not stymie the teacher workshop program as it continued to grow. Additional components or extensions of the workshop program were 1) a master's degree in education through the University of Northern Colorado and 2) an undergraduate program in Orlando, Florida. Responding to workshop students' interest in graduate education, Dr. Pennington began exploring available opportunities for such a program at Trevecca. One opportunity that began to materialize was with the University of Northern Colorado in Greeley, Colorado. Its administration agreed to partner with Trevecca for a master's degree in curriculum and instruction.

The program, while originating at and managed by Northern Colorado, included a complete master's degree at Trevecca. All courses were offered, taught, and evaluated by Northern Colorado faculty but with Dr. Pennington as the Trevecca consultant. Classes were then conducted at both the Northern Colorado and Trevecca campuses with graduation exercises offered at both locations. However, the degree was granted by Northern Colorado and not Trevecca. It should be noted that Mrs. Rosemary Pennington, wife of Dr. Pennington, and Mary Lou Pennington (Del Rio), his daughter, were among the first graduates as alumnae of Trevecca to receive this degree.

As I look back...

When I received an urgent phone call from the Central Office of my new school district, I knew there was a problem. I was politely informed of my deadline to acquire a master's degree. I had not read the fine print. This immediate problem needed a fast solution. As a mother to three children who were my first obligation, I thought of someone who could help me.

A phone call was made to Dr. G. L. Pennington who usually had solutions to most educational problems no matter where one lived. Before I hung up, I sensed how gracious and understanding he was. He made an opening available for a required class in the University of Northern Colorado at Nashville site he headed. He registered me, but I lived nearly three hours away from the campus, which complicated things. He saw no problem and convinced my husband that he could "chauffeur" me and also become a student, too. Those weekends were convenient to complete a semester's work. Giving advice to those who had a high work ethic like he did delighted him.

I noted by the full classes that we weren't the only ones attracted by this arrangement. It was more than convenience. Dr. Pennington always surrounded himself with other qualified professors who were on "the cutting edge" of education reform. This was appealing to teachers who needed their creativity recharged. Dr. Alonzo Randall, who led the Nashville Teacher Center, was a good match. They gave more effective methods to motivate us. This program profited from scores of teachers who had attended summer workshops at Trevecca and brought added revenue. Both he and Dr. Randall acknowledged being drop-outs and overcoming their individual situations. This added to their transparency.

Dr. Pennington was a visionary in his own quiet way. He always thought "outside the box" and respected their creativity. This guidance gave me power.

Though quiet, he enjoyed watching the joy and laughter of his son, Steve, who is an effective professional children's worker. His daughter, Mary Lou, followed his wisdom and applied it as an effective principal. His wife was the Mom who also found her way teaching. The generous love he shared in his home was effective.

*Look back at my career, I felt enthusiasm and dared to be different. Kentucky's education was going through reform at this time. An educational journalist from the Louisville Courier-Journal visited primary schools investigating where successful education reform was displayed. From the newspaper articles, she signed a contract with Heinemann press who produced her book, *Making Change: Three Educators Join the Battle for Better Schools* by Holly Holland. I was that teacher.*

That honor was not mine alone. Dr. G. Louis Pennington, a gentle giant, passed by and taught me a better way to teach. I am indebted.

(Irmgard Williams, BA, 1959; MEd, 1977).

The Northern Colorado master's program at Trevecca began in 1975 and continued until 1981. The program that continued a relatively short period of time produced nearly 250 graduates before it ended due to public colleges and universities in Tennessee questioning and resenting out-of-state competition. The Northern Colorado program became the forerunner to Trevecca creating her own master's degree program under the leadership of Dr. Welch in 1984.

In 1978, Trevecca began the process of establishing an off-site undergraduate program in Orlando, Florida. This extension type of program was begun as a non-residential one with shared offices and classrooms at Southern College, a local institution in Orlando. The program of studies, a two-year associate's degree in such areas as religion, business, and economics, served as preparation for students

to transfer to a four-year college. Part of the program consisted also of international study tours, special needs categories, and educational workshop courses. The workshop courses were to follow the Nashville model of three quarter hours focusing on instructional topics of interest and need. This extension program did not generate the expected student response, causing it to be discontinued after a couple of years.

Streit Reaches 36 Consecutive Years Teaching in Trevecca's Summer Programs



Dr. Gary Streit

The year 1979 was a significant one because it was in that year Dr. Gary Streit, 1967 Trevecca graduate, began his long association of consecutive teaching years with Trevecca's Education Department. Dr. Streit taught in the Summer Workshop Program, beginning with Education 350W – three quarter hours, Teaching Reading in the Content Areas, and the cost of the course for students was \$90.00. In addition, he taught Teaching Adolescent Literature in Grades 5-12, Education or English 475, three quarter hours. With Dr. Streit as the instructor of these courses, they were quickly received as positive and popular courses for which teachers should be enrolled.

This was the beginning of a journey no one could have imagined that would eventually place him in the unique status of having taught in the workshop program consecutively longer than any other instructor. At this writing, Dr. Streit continues this journey as a trendsetter in sharing and teaching at the doctoral level (Chapter 7) at Trevecca. The goal of taking adult learners to a higher level of learning was a hallmark of his academic acumen. Also, Dr. Marla Streit, 1968 Trevecca graduate, began serving



Dr. Marla Streit

as an adjunct professor in 1987, teaching School Library Administration, 340W, three semester hours. She has taught in the MLIS Program and serves as a doctoral adviser. Trevecca would be honored as the years passed with the future holding Drs. Gary and Marla Streit as the most distinguished faculty of those having served with doctorates in Trevecca's earlier workshops, master's, and doctoral programs.

This achievement of longevity for Dr. Gary Streit constitutes 36 years (at the date of publication), a remarkable historical record for faculty participation in programs at then Trevecca Nazarene College, and now University.

When Trevecca was experiencing a significant financial drought, the Teacher Workshop Program was enjoying a high degree of success. This most positive workshop enrollment boost provided Trevecca with a much-needed monetary infusion when college revenues had dipped to a severely low figure.

Dr. Mark Moore, Trevecca's president at that time, declared that workshop tuition monies had been immeasurably significant in helping sustain Trevecca through this extremely difficult financial period.

EXHIBIT IX-14f	
TEACHER WORKSHOP PROGRAM	
September 1, 1980 - August 31, 1981	
TOTAL ENROLLMENT	751 Regular Workshop Participants 28 Workshop Students enrolled in regular TNC Classes 25 TNC Students (10 students with total of 75 hours) 156 Equivalent enrollments through Ind. Study (468 ÷ 3 =156) 1 Participant in International 18 Kindergarten Student Teaching Equivalent enrollment (54 ÷ 3 = 18) 16 Elementary Student Teaching Equivalent enrollment (48 ÷ 3 = 16) 16 Secondary Student Teacher Equivalent enrollment (48 ÷ 3 =16) 6 Special Education Teaching Equivalent Enrollment (18 ÷ 3 = 6) <u>1,017</u> Based on 3 and/or 4 hour workshop enrolles Equivalent to full-time enrollment of 254.
TOTAL INCOME	\$91,375.88 <u>1,875.00</u> To be transferred from Student Tuition Fund \$85,333.00 (10 Regular TNC Students taking a total of 75 hours at \$25 per hour).
Expenses known by Director's Office	
Consultant's Fees and Expenses General Expenses Professional Salaries Professional Expenses Staff Salaries Student Labor Publicity, Publicatioons Equipment, New Social Security Retirement Workshop Workmen's Compensation	\$31,543.51 2,597.85 15,946.23 728.90 7,450.45 821.60 3,438.40 996.12 1,986.73 1,724.05 85.00 <u>\$67,318.84</u>
Total Expenses	
September 1, 1980 thru August 31, 1981 NET GAIN \$25,932.04	
*Financial figures based on information contained on the General Ledger Print-out. August 1981 figures based on information available to our office thru August 28, 1981.	

This example of a Teacher Workshop Budget shows the net gain of \$25, 932.04 of funds used annually to strengthen the financial assets and operation for the traditional undergraduate program and later for the master's degree program (see Trevecca Archives).

Additionally, The East Campus for adult education was established. Dr. Pennington was involved in the suggested overall adult education curriculum to monitor the quality of courses offered. These classes met in the College Hill Church Annex across the street from the campus.

Serving as academic coordinator for those programs, [he] was exploring the potential for a connection with the Salvation Army School for Officer Training in Atlanta, with the idea of offering an associate degree in practical ministries. That connection was established and operated successfully for a number of years. (Chilton, 2001, p. 85)

Over the life of the Trevecca Teacher Workshop Program that began with one phonics course, the number of course offerings ranged from a low of 15 to a high of 48. The average number of workshop courses for each summer was in the range of 30 to 35. Student enrollment averaged from 400 to 700 to 800 per summer with a record of 1,047 in the summer of 1969.

Courses offered in the program were selected according to student interests, trends in educational circles, and requirements for teacher licensure renewal and the Tennessee Career Ladder Program. Several reasons for the teachers' strong interest in the workshop program were (a) the availability of college-level courses taught during the summer months when teachers were not on assignment; (b) courses that satisfied the Tennessee Department of Education requirements for teacher licensure and professional development; (c) courses taught in a one-week format; (d) the Tennessee Department of Teacher Certification's recommendation of the Trevecca program as a good option for teacher licensure credit.

Given the reasons cited above, both public and non-public school teachers were the primary benefactors of the workshop program. Teachers came from all across Tennessee as well as neighboring states. One example of the program's attraction to educators included teachers coming from the Pensacola Christian School in Florida, attending for several summers and completing courses in order to maintain their Florida teaching license.

A strong emphasis in the design of the workshop courses was a blend of theory and practice. This blending proved invaluable in instructional periods of two 3-4 hour segments each day for five consecutive days. The instructors needed significant skill in guiding learning that was informative, sequentially organized, and combined with appropriate and motivating activities to maintain a high level of learner interest and involvement.

Considerable effort was made to employ highly regarded professionals such as college instructors and heads of departments, K-12 instructional leaders, workshop practitioners, and college deans. The result was instructors with considerable subject matter expertise to captivate and lead workshop attendees toward a broader understanding of course subject matter, new approaches to instructional presentation, and a firm commitment to excellence in teacher education.

In 1980 a significant recognition of Trevecca's success in teacher workshops was reflected by the workshop program being listed in the American College Testing (ACT) Catalog of successful



Dr. and Mrs. Pennington at their retirement celebration

programs for adults. It was subsequently selected as one of three programs out of 900 identified in ACT regional conferences on adult programs as an example of quality college course offerings.

The Trevecca Teacher Workshop Program continued from 1966 to 1987, a period of 21 years, under Dr. Pennington until his retirement in December 1987. In these early years, he was never notably recognized. Dr. Pennington's wife, Rosemary, was a driving influence through her many contributions to students and workshop faculty.

These fine folks truly made an exceptional team! Under his leadership and with the capable help of his secretaries through several years, Ms. Martha Wilkerson, Mrs. (now Dr.) Esther Costa-Swink, and the late Mrs. Glen Ellen Darnell, the programs became not only a state-wide opportunity for educators but also a far-reaching recruitment means beyond the state.

Mrs. Glenn Ellen Darnell remained the secretary until the 1990s, when she retired with the workshop program being re-conceptualized as a result of the new requirements from the State Department of Education.



Martha Wilkerson

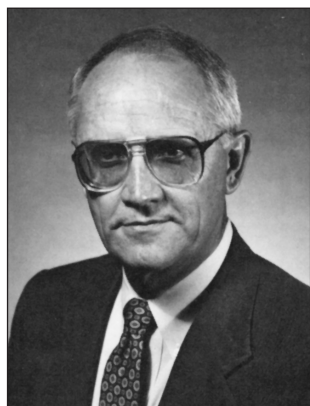


Esther Costa



Glen Ellen Darnell

Dr. Ed Whittington Heads Post Baccalaureate (1988 – 1991)



Dr. Ed Whittington

In 1988, under the leadership of Dr. Ed Whittington (B.A., 1959), former director of personnel for elementary teachers in Davidson County Schools and a graduate of Trevecca Nazarene College, along with the continued assistance of Mrs. Glenn Ellen Darnell (B.A., 1950), remaining as secretary to the Post-Baccalaureate Program, the shift in the focus was quickly becoming evident. The admission process was designed to meet the educational needs of persons already holding a bachelor's or higher degree and who were seeking one or more of the following options:

1. To meet teacher licensing/certification requirements,
2. To take courses for personal enrichment, and
3. To complete prerequisite courses for admission requirements to other academic programs.

Students who held a bachelor's degree could attend or participate in these programs under the auspices of the Post-Baccalaureate Office for a very nominal tuition rate, which was approximately one-third the rate of the regular undergraduate tuition. Any undergraduate classes offered by the college were available at this rate.

The emphasis of the workshops was centered on the solution of the problems that confront teachers in their respective areas of study. The problem-solving approach was used in conjunction with dialogue, group work, and individualized instruction. Most of the workshops were held for one week: 8:30 a.m. to 4:30 p.m., Monday through Friday. In most instances, a participant could earn two semester hours of undergraduate credit. The guidelines were specific:

1. Post-Baccalaureate classes must have an enrollment sufficient for the class to make.
2. Post-Baccalaureate classes were generally offered as regular undergraduate classes during the fall and spring semester with the exception of Educational Foundations, which was offered at the later evening hour.
3. Tuition cost for each workshop was \$50.00 per semester hour for persons holding a four-year baccalaureate degree from an accredited institution and not working on a second degree. A \$10.00 resource material fee was also charged in the summer session for each workshop course (*1990-1991 Teacher Workshop Program Catalog*, p. 6).

4. Because of the tuition rate, the pay for instructors had been \$400.00 per credit hour for a faculty member with a master's degree and \$500.00 per credit hour for a faculty member with a doctoral degree.

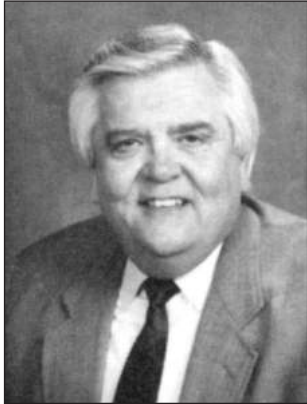
The *Trevecca Fact Book* denotes an enrollment of 446 participants in the summer of 1991, Dr. Whittington's last summer as the director of the Post-Baccalaureate Program. The academic requirements due to accreditation from SACS and the State Department of Education in Tennessee were beginning to take on new criteria because of the changes in teacher certification endorsement areas. Dr. Whittington was put in the situation of having to defend his actions with the State Department regarding Trevecca's misunderstanding of the changes being made. Trevecca was quick to recognize the wealth of knowledge, understanding, and expertise Dr. Whittington brought to the workshop program. Dr. Whittington was characterized as a leader whose vision included making the connection to the new standards. "I don't know where we should take this program, but I do know if the right questions are asked by the right people and even if it were to require vigorous debate, the college will find a way to make this program great to carry on the tradition left by my predecessor," said Dr. Whittington, who had already made a significant impact on moving the workshop forward with the necessary changes.

The Post-Baccalaureate Program included over 30 faculty members from various academic backgrounds. Some of the faculty members were full-time at Trevecca, and others served as adjuncts representing many fine public and private institutions and schools. For example, in 1991, the Teacher Workshop Program faculty included the following: Professor Kay Beasley, Dr. John Chilton, Professor Carole Costa, Professor Judy Cummings, Professor Marsha Denton, Dr. John Dix, Professor Lori Dorschel, Professor Carl Eby, Professor Martha Eby, Professor Rick Egnor, Professor Jetta Evans, Professor Nancy Fullerton, Dr. Ann Fuqua, Professor Jean Gordon, Dr. Clinton Hackney, Professor Carol Hatfield, Professor Rose Mary Mosier, Professor Pam Newton, Professor Phillip Pennington, Professor Woodward Pigg, Professor A. Randalls, Jr., Professor Joy Robertson, Professor Bill Schneider, Professor Carolyn Smith, Dr. Gary Streit, Professor Marla Streit, Professor Ray Thrasher, Professor Sara Tune, Professor Chris Ward, Dr. Ed Whittington, and Dr. Gary Yarnall, and others. (Names appear as printed in the Teacher Workshop Bulletin, Trevecca Archives)

*"The primary purpose of a liberal education is to make one's mind
a pleasant place in which to spend one's leisure."*

—Sydney J. Harris, b. 1917 American Journalist

Joe Moses Leads Post Baccalaureate Programs (1991 – 2001)



Joe Moses

The academic dean of the college, Dr. William Strickland, a graduate of Trevecca, Nazarene Theological Seminary, and doctorate in church history from Vanderbilt University, with the approval of President Adams, offered Mr. Joe Moses a position to work with graduate programs. During this transitional period, Mr. Moses was unaware of the workings within the incoming administration of Dr. Reed. At the same time, Dr. Welch was reassigned by Dr. Reed to be the director of graduate studies in education and assistant to President-Elect Reed. Mr. Moses, a former principal of an elementary school in Dayton, Ohio, and a 1961 graduate of Trevecca College, began his employment August 1, 1991, to assist Dr.

Welch in Graduate Studies located in the lower level of the McClurkan Building. Mr. Moses began his work with the Post-Baccalaureate Program in the fall of 1992.

When Mr. Moses began his tenure at Trevecca, a change in course offerings imposed by the Tennessee State Department of Education began to take place. Mr. Moses added a perspective to the leadership with his background and his knowledge of teacher/educator relationships needed to encourage and bring about change. His kind but persuasive demeanor created the exact climate needed to continue with the program. The following quotation summarizes Mr. Moses, a leader of distinction and a man of great character and Christian principles: “The doors we open and close each day decide the lives we lead” (Flora Whittemore).

The Teacher Workshop Program gradually declined as teacher practitioners selected other options for the furtherance of their educational coursework (see below).

1994	1995	1996	1997	1998	1999	2000	2001
198	193	147	116	140	115	70	50

Source: *Trevecca Fact Book*

The reasons for the decline were several. Most significant was the demise of the Tennessee Career Ladder Program that had provided a virtual stream of workshop students in need of courses for teacher licensure and professional development. A second reason was the advent of area graduate degree programs for licensure renewal, which, in some school districts, included a significant teacher salary increase. Coupled with this was a notable increase in the number of undergraduate summer courses and programs offered by Nashville and Middle Tennessee colleges and universities.

During the period of decline, the tuition for Post-Baccalaureate courses was \$100.00 per semester hour with an instructional fee of \$20.00 per class and an application fee of \$25.00. The classes

were offered during the weekday, evening, and Saturdays. The faculty included the following: JoAnn Blevins, Michael Brooks, Sheila Clyburn, Linda Creek, John Chilton, Marsha Denton, Ann Fuqua, Mack Hargis, Carolyn Hatfield, Joel Helton, Terry Kopansky, Meredith LeBlanc, Barbara Landrum, Alan Matthews, Alice Patterson, Kathleen Phillips, Gary Streit, Sherrye Teague, Kim Wise, and others. (Names appear as printed in the Teacher Workshop Bulletin, Trevecca Archives.)

The Post-Baccalaureate Teacher and Workshop Programs (SACS 1991) had three components that were reviewed and approved through the Trevecca Teacher Education Council: (a) initial licensure requirements, (b) additional licensure requirements, and (c) professional development. The program outlined the following plan for workshop evaluation: (a) student participation in classroom activities, presentations, responses to course assignments, and successful completion of course requirements, (b) student evaluation of each workshop course at its conclusion, (c) departmental review of course syllabi and end-of-course projects and other assignments, and (d) departmental review of instructors' teaching performances. The program personnel monitored general responses and attitudes of students toward those courses, reviewed student written course and instructor evaluations, and provided the comments to each instructor for review and improvement.

After reviewing all evaluations, the director made a composite summary to send to the professors. The evaluations were used in making hiring decisions related to continuations of teaching assignments and in making decisions about adding courses to or removing courses from the program. Such evaluative instruments as the PPST and NTE were used as screening instruments for the students in the program. The director reviewed these and other elements, such as GPA and student teaching evaluations, as indicators to make predictions about the students' success in teaching.

As I look back...

In the late 1990s I decided to do something about my dream of becoming an elementary school teacher. I spoke with Ed Whittington, Director of Teacher Education at Trevecca, who counseled me to meet with Joe Moses, Director of Post-Baccalaureate Studies. Mr. Moses helped define a program of study for me. With both bachelor's and master's degrees in chemistry, it was a relief to discover that I did not need another degree! Both gentlemen were encouraging and made my dream seem like a real possibility.

*I was working full time, so began by taking any evening classes that were available. I started with *The Exceptional Learner* in the fall of 1997, and then took *Children's Literature and Tennessee History* in the spring of 1998. Our daughter Katie was born on Commencement Day in May 1998, so taking classes was put on hold for over a year. At that time I decided to quit work to go back to school full time.*

All along, the strength of the post-baccalaureate studies program lay in its people – from Ed Whittington and Joe Moses to Jerilyn Johnson in the education office to the professors and even the students. Dr. Chris Ward modeled a passion for teaching – a passion which ultimately led her back to the elementary classroom. Dr. Kathleen Phillips’ peaceful classroom presence still influences my teaching. Dr. Marsha Denton taught me to write thorough, well-thought-out lesson plans that take into account the needs of every student. The education students – both post baccalaureate and traditional undergraduates – functioned as a family. We learned together and challenged and supported one another, bringing perspectives from different places of life to class discussions. Some of those classmates of mine became dear friends and – eventually – coworkers! My education via Trevecca’s post-baccalaureate program left me well-prepared to teach. I am thankful for all who had a hand in that process.

(Sharon Stueckle did her student teaching in the fall of 2001. She is currently in her 11th year of teaching second grade at Roy Waldron Elementary in La Vergne, TN.)

With the phasing out of the original Workshop/Post-Baccalaureate Programs due to state and teacher licensure requirements, the director’s job description was rewritten so that the position would encompass a variety of administrative duties, leading to the hiring of Mr. Jerry Doyle (2001), who served at the discretion of the dean of education, Dr. Welch, through 2002.

In retrospect, the Trevecca Teacher Workshop Program provided a most satisfactory selection of teacher education courses for many teacher practitioners. This program began with a single course in phonics, expanded to include much needed courses in nearly every educational curricula area, and attracted thousands of teacher practitioners to Trevecca during its 31-year program existence.

Because of Dr. Pennington’s wisdom, foresight, and tenacity, the program provided quality instruction in a Christian environment for teachers who became better prepared instructors and educational leaders. Today, Trevecca Nazarene University continues as a leader in teacher education by developing and expanding her programs to prepare undergraduate-, master’s-, and doctoral-level educators for teaching service at all levels. Even though critics could argue or insist that to follow those prominent leaders from the earlier days would be almost impossible, there is much to be said about the leadership from those early years and its impact on the ensuing years up to the present.

The Teacher Education Department was led by Dr. Tom Rosebrough, Dr. Wanda Staley, Dr. Ed Whittington, and Dr. Ruth Cox. The educational experiences of the students varied from early childhood through life-long learning. The objective was to create better professional opportunities for learning to make advances in the many professional arenas in which professors taught. With the

approval of the Tennessee Department of Education and the accreditation of SACS, Trevecca moved from Level II (baccalaureate), to Level III (master's degree), and to Level V (doctorate). This objective was achieved under the leadership of Dr. Welch and Trevecca's administration. The Trevecca story clearly revealed the big news of dreams becoming reality but not without the struggles and strains of setting trends and goals far beyond what could ever have been imagined.

“Knowledge and understanding are life’s faithful companions who will never be untrue to you. For knowledge is your crown, and understanding your staff; and when they are with you, you can possess no greater treasures.”

–Kahlil Gibran, 1883 -1931,
Lebanese Poet, Artist, and Mystic

CHAPTER 3

As I look back...

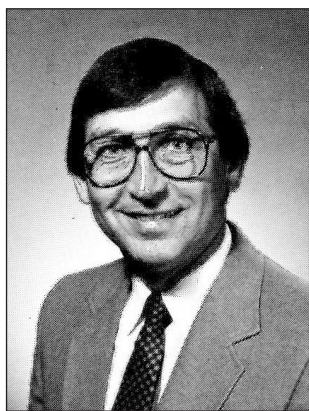
The professors I loved and found engaging in the classroom were John Chilton, Randy Carden, Barbara McClain, Hal Cauthen, Dean Gallup, and Dean Steve Harris. The Director of Teacher Education, Dr. Tom Rosebrough, was a professor of high expectations and always well-prepared in the classroom. I was a student in the fifth-year program. Dr. Rosebrough made me feel like he was invested in my future, and he is one that I miss when I think of my days at TNC. However, during his last year and much to my surprise, Dr. Rosebrough confided in me that he would be leaving Trevecca at the end of the school year, not because of the students but due to the administrative changes taking place. He felt his role would be diminished in the new structure. As he said, "It was time to move on."

(Teresa Furr-Watkins, BS, 1990, MEd, 1991)

Dr. Tom Rosebrough, Director of Teacher Education (1977–1990)

"A talented, dedicated, and well-prepared teacher in every classroom."

– U.S. Department of Education Teacher Initiative



Dr. Tom Rosebrough

As recorded in *A Vine of God's Own Planting* written by Dr. John Chilton, Trevecca's Teacher Education Program has always been one of her strongest academic areas, and the Nashville and mid-state school systems are full of Trevecca graduates who have distinguished themselves in the classroom and at all levels of school administration. Dr. Tom Rosebrough assumed the leadership of that program in 1977 and worked hard to develop an even more effective curricula and faculty.

Chilton (2001) referred to a February 1978 Treveccan article containing Dr. Tom Rosebrough's report to the constituency on the innovations he and his faculty carried out. Rosebrough stated,

One cannot help being impressed by the fine reputation Trevecca has, not only for her teachers but also for her students in general. The Nashville community seems to think very highly of our people. Our teachers are known in Nashville and throughout the Southeastern Zone for their dedication, their responsibility, their willingness to do the extra amount of work that good teaching demands, and their sound academic preparation. (p. 60)

During the tenure of Dr. Tom Rosebrough from 1977–1990, the Teacher Education Program took on a new trail-blazing approach with the innovations and challenges of the new leadership. The faculty included Mrs. Nancy Hazelwood (1978-1998), Mrs. Carole Costa (1976-1995), Dr. Johnny Wheelbarger (1976-1987), and Dr. Ralph Leverett (1979-1989). Mrs. Barbara Reed served as the departmental secretary. With this fine team, Trevecca’s Teacher Education Program, approved by the Tennessee Department of Education, always met the requirements for program approval. During the Rosebrough years of service, the programs were fully accredited by SACS. Secondary and elementary graduation numbers during Dr. Rosebrough’s tenure were as follows:

	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988
Sec	12	19	20	9	5	11	11	6	9	7	9	7
Elem	16	33	31	19	8	22	11	17	21	11	18	12
Total	28	52	51	28	13	33	22	23	30	18	27	19

Source: *Trevecca Fact Book*

The teacher education programs were the one primary strand of approved undergraduate programs which were validated by the State Department of Tennessee through the various visits and approval process. Dr. Tom Rosebrough’s insightfulness and comprehensive study made it possible for Trevecca to think beyond the four-year degree. Under his excellent leadership, Trevecca launched its first five-year degree program only to be outdone earlier by Belmont Baptist College. Belmont’s program was a pilot program with only 10 students, thus leaving Trevecca the door of opportunity to reach out to an open enrollment, assuming teacher education majors were appropriately qualified to begin the five-year program.

According to 1989-1990 Catalog,

The Elementary Education major is designed to prepare teachers for grades K-8 or 1-8. Students can choose to complete a four-year program with this major and a Professional Elementary minor (includes student teaching), or a five-year which has a double major in Elementary and an Arts and Science area (Humanities, Social Science, General Science, or Mathematics) for a B.S. and then a fifth year which includes a Curriculum and Instruction M.Ed. with a full year internship in a public school. (p. 109)

The goal of the undergraduate component was the preparation of quality classroom teachers of Christian character and ideals, teachers who would serve their communities by being good role models. Trevecca teachers brought something extra to the classroom—a dedication fueled by a Christian value system. Trevecca graduates continued to secure teaching positions at a time in the 1970s and 1980s when the demand had been low. Trevecca’s enrollment of 96 students in 1976 to 94 students in 1983 signified stability in the undergraduate programs.

Students have long appreciated the quality in teacher education. Of the 10 full-time and adjunct faculty members teaching in the education program, five had their major responsibilities in education while five taught courses related to their areas of expertise. Even though only four held doctoral degrees, they all kept abreast of educational trends and active in education associations and professional development activities.

In 1979, the teacher education director and faculty designed a “Teacher Education Teddy Award” specifically to honor an outstanding teacher education student who, through his or her years of the program, demonstrated the best of the best. The award signified outstanding achievement academically, successful enhanced student teaching experiences, command of best practices in collaborative faculty and student engagement, and, as a student, a strong work ethic in the classroom as a model teacher. The award was not designed to be given annually unless criteria had been met. The award was chosen by the teacher education faculty and presented in the final awards chapel at Trevecca. Dr. Tom Rosebrough, the originator of the award, was commended for this designated first teacher education award. Past winners of the Teddy Award are listed below – given to the Outstanding Senior Student in the Teacher Education Program (from the Trevecca Archives):

1979 – Karen Carter	1984 – Beverly Adams
1980 – Diana Appleby	1985 – Paula Kingery
1981 – Lynn Wilson	1986 – Gregory Tinker
1982 – Nancy Coleman	1987 – Alanda Jones
1983 – Brenda Steen	1988 – Denise Franklin

Kinderhaus Founded in July 1981

The Trevecca campus was in a unique educational community where the young and the elderly interacted on a daily basis. Approximately 800 retirees lived adjacent to the campus in Trevecca Towers, a high-rise residential complex, composed of three units. Also, adjacent to the campus was the Trevecca Health Care Center, a 240-bed extended care facility, servicing geriatric patients of Middle Tennessee. At the other end of the age spectrum, Trevecca operated an Early Childhood Learning Center for children ages three to five. Many achievements were accomplished under the guidance and capable leadership of Dr. Rosebrough.

The self-study in the spring of 1982 submitted to SACS the plan for the creation of Trevecca Kinderhaus, an early learning center, administered by the Department of Education and Psychology. Kinderhaus began its organization under the leadership of Mrs. Susan Johnson-Miller, director, and Dr. Tom Rosebrough, chair of the department. The Steering Committee was composed of Dr. Tom Rosebrough, Mrs. Susan Johnson-Miller, Mrs. Doreen Crossman, Mrs. Jan Harris, Miss Joy Spruill,

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Kinderhaus Accredited by SACS

Trevecca Kinderhaus has been accredited by the Southern Association of Colleges and Schools Commission on Elementary Schools. The Trevecca Nazarene College preschool has become the only university or college preschool in an eleven state southern region to be accredited by the Southern Association of Colleges and Schools. The award announcement was made by Dr. James Kimbrough, Chairman of the SACS Commission on Elementary Schools, during the Association's 88th Annual Meeting in New Orleans in December. The award was officially presented by Dr. Elizabeth Lane and Dr. John Ed Cox, Chairperson and Executive Secretary respectively, Tennessee Commission of Schools.

Kinderhaus is an early learning center for three, four, and five year old children founded in July 1981 by the Department of Education and Psychology chaired by Dr. Tom Rosebrough. The preschool has three primary purposes: (1) To provide a valid learning experience for the children enrolled, (2) To serve as a laboratory setting for Tre-



Left to Right—Dr. William Strickland, Dean of the College, Dr. Tom Rosebrough, Chairman of Department of Education and Psychology, and Dr. Homer Adams, President, celebrate Trevecca Kinderhaus' accreditation.

vecca's early childhood education college students who are preparing for a teaching career, and (3) To provide research opportunities for Trevecca faculty.

Dr. William J. Strickland, dean of the College, and Mr. M. L. White, chief fiscal officer. Mr. Ed Whittington, director of elementary personnel for Davidson County schools, served as a consultant.

The charter proposal for Kinderhaus was approved by the Board of Trustees of Trevecca Nazarene College in March of 1981, and the school opened its doors on June 29, 1981, with an enrollment of 25 pre-schoolers. Kinderhaus occupied a building leased by the college from Trevecca Towers. In February 1982, Kinderhaus was granted a license from the Tennessee Department of Human Services to operate as a childcare center. The policy-making authority for Kinderhaus was ultimately the President's Cabinet. The chair of the administering department, the Department of Education and Psychology, made all the major policy recommendations to the Kinderhaus Steering Committee.

As stated in the Self-Study (1983), the primary purpose of Kinderhaus was to *provide a valid educational experience for the children enrolled in the early learning center. The facility will provide for three age groups of children: kindergarten, four year olds, and three year olds. All instructional planning including curriculum, facilities, and personnel will be formulated keeping in mind the overall needs (cognitive, affective, psychomotor, and spiritual) of the enrolled children as the nucleus of emphasis. Three auxiliary purposes underlie the program at Kinderhaus: (1) to plan and execute a dynamically modern program and facility continuously designed to meet the developing need of young children, (2) to provide a center in which students of early childhood education may secure internship placement, and (3) to provide the opportunity for students and staff to research innovative practices in child development. (sect. C, p. 2)*

The establishment of Trevecca Kinderhaus, as reported in the Trevecca SACS Study, represented a critical and valuable program, and, even though it ran its course from 1982-1992, it proved invaluable as a part of the Teacher Education Program at Trevecca. The program was approved by the State of Tennessee. During a nine-month period in 1982-1983, the number of children enrolled in Kinderhaus is listed below:

7/ 82	8/82	9/82	10/82	11/82	12/82	1/83	2/83	3/83
43	39	35	40	44	45	49	50	52

Source: *Trevecca Kinderhaus Self-Study, May 1983*

Trevecca Kinderhaus, as the center was called, was staffed and operated under the supervision of the Department of Education and Psychology during the tenure of Dr. Tom Rosebrough. Trevecca's Kinderhaus later became known as Trevecca Early Learning Laboratory School (T.E.L.L.S.). Through innovative curricula, the center provided a valuable service to the Nashville area while serving as a laboratory school and practicum site for students enrolled in the Early Childhood Education Program. On several occasions, the local media highlighted the unique services involving the intergenerational program of Kinderhaus. This type of service was representative of the forward thinking of the institution and a commitment to service to a broad range of constituencies.

In addition to the quality laboratory preschool that operated as a vital part of the undergraduate Teacher Education Program, many other strengths were evident in a program that had been graduating well-trained teachers since the state first approved the program in 1954. Trevecca graduates had an excellent reputation in the Metropolitan Nashville Public Schools, the Southeast, and throughout the nation and the world.

As I look back...

My teaching experience at Kinderhaus began after first teaching kindergarten at the College Hill Church of the Nazarene Daycare. When Trevecca took over the daycare, the name was changed to Kinderhaus. Later it was changed again to T.E.L.L.S. (Trevecca Early Learning Laboratory School). This innovative approach to learning was a new approach in that era and was on the cutting edge, giving a more hands-on approach to learning for the Trevecca students and myself. Trevecca students could observe the preschool and kindergarten students as part of their early childhood development coursework. One of the rooms contained a one-way window where students could observe the children's behavior and interaction during lessons and play without the children being aware they were being watched. Many times I was unaware my teaching was being observed.

It was a blessing for me to work with Peggy Perry, Dr. Tom Rosebrough, Dr. Susie Johnson-Miller, and the many dedicated teachers. Many teachers and Trevecca students who worked at Kinderhaus with me remain close friends with me today.

Another blessing was the opportunity to enroll my two sons, Ryan and David in Kinderhaus and T.E.L.L.S. Both boys went on to graduate from Trevecca. Ryan also majored in education, and both he and I have received our master's degree in Educational Leadership from Trevecca as well. I retired from the Metro Davidson County School System after teaching for 30+ years. I continue to use my educational experience in retirement as a home school tutorial teacher and interventionist at a Metro Public School. Ryan has served as a teacher, principal, and is now a headmaster at a private middle school. As you can tell, Trevecca has been an integral part of the Harris family story. The picture on the right shows my son Ryan and his two classmates dressed for a play the students performed.

(**Janice K. Harris**, MEd, 1989)



Janice Carter Lovell was teacher assistant to children above, 1977



Dr. Wanda Staley, Director of Teacher Education (1989–1991)

With Dr. Rosebrough's decision to leave Trevecca, Dr. Wanda Staley, graduate of Trevecca Nazarene College, was appointed director of teacher education by President Adams and Dr. Strickland. She served from 1989-1991. Dr. Staley received a master's degree from Lehigh University and a Ph.D. from Kent State University. This short period of time was assumed to be spent preparing for a forthcoming Tennessee State Department of Education visit in October 1991 to review the Teacher Education Program. Dr. Staley, a highly capable educator, apparently had been misguided as to the criticality of the state visit. Dr. Strickland reported to Dr. Millard Reed, the newly elected president, the process was lagging and basically the documentation for the report would not be ready for the visit.

Mr. Frank Ruckman, graduate of Trevecca 1970, served as a teacher, principal, coach, computer consultant to Tennessee State Department of Education, professor and administrative assistant to Dr. Wanda Staley. Dr. Ruckman was highly credentialed with incredible knowledge and skilled in technology. In addition, he served as director of graduate studies and earned the EdD during this time. He also served on the teacher education council and graduate council for master's programs. (see chapter 6 for details on Dr. Ruckman).

Adams Building, Tidwell Hall, McClurkan Hall, Bud Robinson Hall

"The interval between the decay of the old and the formation and the establishment of the new, constitutes a period of transition which must always necessarily be one of uncertainty, confusion, error, and will and fierce fanaticism." –John C. Calhoun

These workshop programs, teacher education programs, and master's and doctoral studies became a journey of change. The complexity of what was going to happen was unknown to all the entities impacted. This illustrates why change must be regarded as a journey as there were so many unknowns; it was impossible to determine or predict the outcome. To describe further this change, the coming together of three entities with long traditions of solo operation was now to become entrenched as engagers or connectors to ensure compatibility as a team creating the Division of Education.

To set the stage, President Reed and Dr. Pusey met with Dr. Welch at various times to strategize how best to ensure that improvements and awareness of the interrelatedness of the workshop programs, the teacher education unit, and the graduate-level programs and work places might better serve the public and institution through a restructuring of work locations and facilities. Adult learners arrived on campus almost always having to go from one location to the other to make an effort to determine

what programs were available. Bringing these entities together in one central location was not an easy task as it required a complex implementation plan, a process of unwieldy and cumbersome change. The assignment given to the chairman of the Education Department, Dr. Welch, was a decision to bring together these groups to include giving up the “turf” of three different departments to become one. Was the merger of these three separate entities readily embraced? No. Did it invade the already established comfort zone? Yes. Were the people involved in formulating the change initiative cognizant of what was happening, and when? Yes. Was there a timetable? Yes. Were benchmarks set up to gauge progress toward a clear understanding of why this was happening? Yes. Was the plan flexible? Yes.

To understand better the issues involved, Dr. Welch with the authority of the President’s Cabinet (i.e., Dr. Reed, President; Dr. Stephen Pusey, vice-president for academic affairs; Mr. Mark Myers, chief fiscal officer/ vice-president for financial affairs; Mr. Steve Harris, dean of student services; Mr. Jan Forman, dean of enrollment services; Rev. Fred Huff, vice-president for church relations; Mr. Claude Diehl, vice-president for development and institutional advancement; Dr. Welch, administrative assistant to the president & dean of education) recommended the use of a vacant first-level floor in the Bud Robinson Building, formerly the college cafeteria, and later a resident hall, and a portion of the first adjoining level being occupied by the Management and Human Resources (MHR) Department. With this new location, the college administration allowed the department of education the unique privilege of designing the layout for the three groups coming together. Even with this generous approach, the difficulty of planning required the physical movement of faculty and staff who very much enjoyed the locations of Adams Building (workshop), Tidwell Hall (teacher education), and McClurkan Hall (graduate education) and had been in these locations for years. Once the administrators of each unit were told explicitly this would happen, then the planning and management of the plan became doable. How could the directors, faculty, and staff connect to each other and at the same time have a safety net for recognition? Recognizing how important it was to have a plan for each department to include the stages and steps to be taken, by whom, at what point, and to what end made for a much better collaborative effort and team work. Under the leadership of Dr. Welch, Dr. Whittington, and Mr. Moses, the departments were assured of maintaining their autonomy as an entity to a large degree, which increased the morale and feeling of security needed to make the process work.

One evening Mrs. Joyce Welch, Mrs. Doris Moses, and Mr. Moses joined Dr. Welch in the Bud Robinson building to take a stab at the first layout of the area. Using brightly colored ribbons, they quickly designated each area for teacher education, workshop, and graduate education including a common entry foyer and special workroom areas and conference room. With great excitement the following day, each department was invited over to see exactly where faculty offices would be. For the first time, personnel had a glimpse of how the connection would come together. In addition, the directors were allowed to decide what office each faculty member would have and where the secretarial areas would be placed.

In using this strategy, it was easy to recognize that change was made by individuals first, then institutions. Obviously, for this change to work, the support from leaders of the departments had to be unwavering. The transition was not easy: It was a time of uncertainty and confusion, and not without error, but overall the transition was successfully achieved as each faculty, administrator, and staff member, and the University administration proved that working together, and taking one step at a time, made a difference in the total acceptance of this historic change.

It took time for adjustment, transition, and all that goes with it, but, without question, everyone became much more cognizant of how customer service was achieved. As administrators, faculty members, and staff members observed how the students were thrilled now to be able to park in one location and go to only one building to receive the services, a solid bridge was being built and positive impressions were beginning to form. John C. Calhoun knew exactly what he was talking about when he expressed the stages of change: “The interval between the decay of the old and the formation and establishment of the new, constitutes a period of transition which must always necessarily be one of uncertainty, confusion, error, and will and fierce fanaticism” (p. 90). This change was significant, the engagement and connection different, but moving from Bud Robinson Hall to the Mackey Building, formerly the college library, was to create another challenge.



Division of Education



Dean of Education Office

CHAPTER 4

As I look back...

As an education major at Trevecca, I was more than prepared to be a successful elementary teacher. Trevecca gave me a solid foundation of early childhood development and strategies for learning that were necessary for a career as an educator. My time at TNU stretched me to be a thinker and to apply my knowledge to real life situations. Dr. Chris Ward was fundamental in teaching me to be open and accepting to new ideas. This lesson proved to be invaluable, as education is always changing.

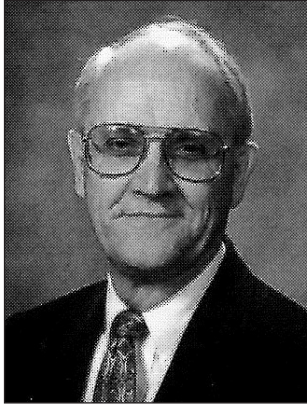
Trevecca professors not only prepared me to be an instructor of academics, but also to prepare me to be a teacher who loves and cares for each child who walks in the door. Through the example of my professors, I learned how to be a servant leader and be Christ's love in action.

My professors cared about me as a whole student, not just as a future educator. My parents divorced while I was a student at Trevecca. As I worked to juggle family issues and school, there was a period where I struggled as a student. More than once, Dr. Ed Whittington took the time to pray with me. Dr. Chris Ward took extra time out of her schedule to help me with assignments. Other professors did the same, praying with me when struggles seemed too overwhelming. I also saw Christ's love in action when Dr. Whittington came to visit me at my first job assignment, just to see how I was doing and be a familiar face who believed in me. These professors cared about me as a person, not just as a student in their classroom. They were Christ's love in action at Trevecca and a model for me as a future educator.

(Holly Hayes BS, 1998; Master Teacher, Westwood Elementary; Manchester, Tennessee)

Dr. Ed Whittington, Director of Teacher Education (1992-2000)

Having served for 27 years as a teacher/administrator with the Nashville, Tennessee, public schools, I felt honored to be asked to accept the position of Director of Teacher Workshops. Following in the footprints of Dr. G. L. Pennington, a professional educator and Christian gentleman who had organized and developed the Trevecca Teacher Workshop Program, would not be easy. From their beginning, these comprehensive training/licensure programs served countless numbers (thousands) of aspiring and practicing educators from Tennessee and the southeastern United States plus educators worldwide.



Dr. Ed Whittington

This was the beginning of major transitions as a result of newly elected Dr. Millard Reed, President. His naming of Dr. Melvin Welch as Divisional Chair of Education would create an administrative structural change, bringing together the entities of teacher workshop, teacher education, and graduate programs. I accepted a joint temporary position of Director of Workshops and Director of Teacher Education. Mr. Joe Moses assumed various duties including teacher workshop. I was then appointed as Director of Teacher Education.

Dr. Rosebrough left an impressive teacher education department with many achievements. I was privileged to work with a most competent and professional faculty that included Mrs. Carole Costa, Dr. Marsha Denton, Mrs. Nancy Hazlewood, Dr. Kathleen Phillips, and Dr. Chris Ward. These faculty members performed at a high level of professional competency as they instructed, supervised, counseled, and encouraged Trevecca students to perform at a high success level throughout their college careers. My initial reaction to this new assignment was positive; it certainly was a high point in my career for I could now be a part of a faculty assigned to help prepare teacher education students who could become strong professional educators in the competitive arena of classroom teaching wherever they chose to serve.

The faculty of the Teacher Education unit felt extremely privileged to be part of the Trevecca educational team established when Dr. Millard Reed became Trevecca Nazarene University's president. With Dr. Melvin Welch as the Dean of Education, the program department began to establish itself further toward excellence in both the undergraduate and the graduate programs. A key ingredient was the performance of additional Trevecca professors from both the graduate educational department and the general college faculty. The cohesion of the participating faculty groups helped complete a significant array of student-centered professors who delivered exceptionally strong instruction to future educators.

As you read through the 13 years I was so blessed to serve, you will find the story highlights of transitional adjustments, enhanced program development, rigorous state visitation requirements, and team paradigms of planning. Together our incredible faculty and staff influenced lives and hopefully made a difference in the successful outcomes of many students who are now living their dream from having experienced an excellent teacher education program at Trevecca. God's hand was truly on us!

(Ed Whittington, BA, 1959; MEd, 1964; EdD, 1985)

"The whole is never the sum of its parts—it is greater or lesser, depending on how well the individuals work together."

– Chuck Noll, former coach, Pittsburgh Steelers

Dr. Ed Whittington's appointment as director of teacher education in 1992 was a significant move forward for the department. Not only did he bring a wealth of experience having served for 27 years as a teacher, principal, and director of personnel for Elementary Schools and Metropolitan Nashville Public Schools, but also the leadership skills he brought during his tenure proved to be of great value. His positive, enthusiastic, and exemplary Christian lifestyle was evident to students, parents, faculty, staff, and all with whom he had contact. Blanchard, Zigamari, and Zigamari's (2000) quotation in *Leadership and the One-Minute Manager*, "Leadership is not something you do to people. It's something you do with people" (p. 137), is fitting to describe Dr. Whittington's leadership style. Working synergistically under Dr. Whittington characterized how he was able to bring his team together to achieve far more than he could alone. His team was constantly working to improve the teaching and learning experiences in teacher education.

The teacher education unit was a significant entity of the Division of Education. One of the many positives of the unit happened due to the engagement and integration of undergraduate and graduate faculty. Dean Welch chaired the divisional unit consisting of workshops, teacher education, and master's and doctoral programs. These collaborative meetings paved the way for a stronger faculty/administrator structure. Each separate entity held unit faculty meetings on a regular basis. Each unit director reported to Dr. Welch and met with him on a regular basis to discuss budgetary and operational issues. In addition, the invaluable support of the newly appointed vice-president for academic affairs, Dr. Stephen Pusey, served all in extraordinary ways (see Chapter 7). This structure proved to enhance the connectivity of all faculty and staff in developing relationships with students and other academic disciplines. Dr. Welch was characterized as a positive and enthusiastic leader of the team and demonstrated his desire to provide the support needed to achieve divisional and college goals. It should be noted that Dr. and Mrs. Welch often provided social gatherings in their home as a way to bring the unit together.

A Dark Cloud Hovering Over Teacher Education Programs in 1991

To describe this period as a disconnect or lack of engagement from the previous administration with the Tennessee State Department of Teacher Education characterizes the situation. The times had been going well, but a change in direction happened, causing Trevecca almost to lose her accredited status with the Teacher Education Program. Dr. Millard Reed had been elected president of Trevecca Nazarene College in March 1991. Even though his official start time was July 1991, it was apparent major decisions were of the utmost importance in the teacher education academic area. Upon his election, and shortly thereafter, as recorded in the minutes of the Board of Trustees Report of October 1991, Dean Strickland informed Dr. Reed that the education programs were scheduled to be reviewed October 5, that the study documentation was to be submitted August 15th, and that no one had

begun the process of writing. Dean Strickland further stated, “Normally such a study takes a full year for completion, so it is entirely possible that one or all three of our educational programs will lose accreditation with the fall visit.” When asked if there could be a delay, he indicated that a one-year delay had already been granted and that three appeals for further delay had been rejected. The full impact of this conversation required swift action on the part of newly elected President Reed. As a new president, he discovered a gift in the compassionate of Dr. Connie Smith in the State Department Office, and the delay was granted. As a part of the granted delay was a promise by Dr. Reed that he would return to Dr. Smith’s office with a team in place and a strategy and calendar for the visit “within sixty days.” The detailed summary of the particulars creating havoc in how to proceed is described in Chapter 6, the transitional period from the Adams to the Reed Administration.

However, Dr. Reed, after consultation with trusted advisers Dr. Snowbarger, Dr. Adams, Dr. Strickland, Dr. R. T. Williams, and Dr. Nease, appealed to the man on campus whom all agreed could do the job, Dr. Melvin Welch, a Ph.D. in Education and a man of extended experience with the state offices. Dr. Reed named him the first dean of education. It would be a fair assessment to acknowledge Dr. Welch and Dr. Reed had several conversations. The dark cloud and the hollering had reached a pivotal point, and without hesitation Dr. Welch informed President Reed that the present director of workshop programs, Dr. Whittington, would add enormously as a team member in the teacher education process. As dean, Dr. Welch led the graduate-level program to ensure Trevecca would rise to the occasion again to meet all requirements. Realizing this would not be an easy task, Dr. Welch knew that, to make this happen, as Jim Collins (2001) would say in *Good to Great*, as the book underlined the right people had to be in the right seat on the bus. So the dean of education began to chart a course of action quickly to avoid the potential disaster of a possible shutdown of the programs.

Dr. Whittington’s incredible skills, coupled with years of experience, made this formidable task achievable. His fine teacher education faculty and faculty from other academic disciplines joined together to create a positive environment, bringing balance and identifying the issues submitted by the state department for continued program approval of the 18 standards at the basic and advanced levels. Based on the timeline to write the report, review it, and edit it, it was necessary to engage the Trevecca faculty who faced an arduous task ahead.

Putting a document together for the teacher education department required someone who could think through this process and properly involve the total unit. The document had to include a thorough description of the design of the curriculum, delivery system, general education requirements, specialty studies, professional studies, clinical and field-based experiences, relationship with schools, admission to teacher education, advising, faculty load, faculty development, governance, and resources. The writing process began to take shape and was eventually recognized as a doable document for moving the unit forward. Dr. Robert L. Griffin, interim vicepresident for academic affairs, reported on October 15, 1991, that Dr. Welch had completed the first draft of the self-study.

The Tennessee Department of Education scheduled the visit for October 6–9, 1992. Dr. Marcia Keith–Chair, Dr. Carolyn Phipps–Co-Chair, Mr Ralph Bohannon, Dr. Patricia Brooks, Dr. Lynn Cagle, Dr. Paul Clark, Ms. Lynn Ferrell, Ms. Deanna Gilbert, and Dr. Jan Hayes were appointed as the team to review, assess, and evaluate the education licensure programs of Trevecca Nazarene College. Ms. Janice Faulk, Ms. Karen Hanna, Ms. Betty Long, and Dr. Connie Smith served as observers. These program areas included Elementary Education K-8, Elementary Education 1-8, English 7-12, Mathematics 7-12, Biology 7-12, Chemistry 7-12, History 7-12, History/Government 7-12, History/Economics 7-12, Vocal/General Music K-12, Instrumental Music K-12, Health K-12, and Physical Education K-12.

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

INSTITUTION: Trevecca Nazarene College
UNIT RECOMMENDATION: Approval With Stipulations

Standard	Description	Team Finding	
		Basic	Advanced
I.A	Design of Curriculum	NM	NM
I.B	Delivery of the Curriculum	M(W)	M(W)
I.C	General Education	NM	
I.D	Specialty Studies	M(W)	M(W)
I.E	Professional Studies	M(W)	M(W)
II.A	Clinical and Field-Based Experiences	M	
II.B	Relationship with Graduates	NM	NM
II.C	Relationship with Schools	M(W)	M(W)
III.A	Admission	M(W)	M(W)
III.B	Monitoring Progress	M	M(W)
III.C	Advisory Services	NM	NM
III.D	Completion of Program	M	M
IV.A	Faculty Qualifications and Assignments	M(W)	M
IV.B	Faculty Load	M(W)	M(W)
IV.C	Faculty Development	M(W)	M(W)
IV.D	Faculty Evaluation	M(W)	M(W)
V.A	Governance	M(W)	M(W)
V.B	Resources	M	M(W)

M = Met
 NM = Not Met
 (W) = Weakness

As one can see, the visiting committee did not go easy on the Trevecca educational unit and scored the various areas accordingly, meaning there was still much work to be done and progress to be made. The personnel in the teacher education unit expected to receive a rather harsh report indicating weaknesses and/or met with weakness and did receive such a report as the summary shows. This led to some difficult discussions and a period of in-depth questioning by the State Department of Education.

Despite the weaknesses revealed in the summary report, Trevecca's strengths as an educational institution were displayed by the interview list of the many talented and professional persons involved in the review as appeared in the State Department document.

PART IV: Individuals Interviewed:

Academic Council

David Altopp, Professor of Health and Physical Education

Robin Annis, Student

Shirley Atnip, Cooperating Teacher

Jill Baker, Student Teacher

Robinson Blann, Chair, English Department

Christina Bramble, Student Teacher

Larry D. Buess, Associate Professor of Mathematics

Dr. James Caldwell, Professor of Psychology

Joy Callis, Student

Brenda Campbell, Student Teacher

Dr. Randy Carden, Professor of Psychology

John Chilton, History Professor

Sara Chilton, Curriculum Services Librarian

Belinda Clark, Graduate Student

Mrs. Meribeth Crutchfield, Cooperating Teacher

Janeene Davis, Student Teacher

Nancy Dill, Principal

Dr. John Dix, Chair, Science and Mathematics Department

Susan Dobbs, Student Teacher

Dr. Paul Doyle, Adjunct Professor

Dr. Carl Eby, Supervisor of Audiovisual Services

Carole Anne Eby, Assistant Professor of English

Elementary Education Students

Stephen Farnsley, Professor of Music

Jan Forman, Dean of Enrollment Services

Dr. Ann Fuqua, Professor of Mathematics

Wanda Garner, Graduate Student

Graduate Council

Graduates of Teacher Education

Mrs. Delores Griffin, Cooperating Teacher

Ann Hagler, Graduate Student

Mark Hall, Media Services Librarian

Steve Harris, Dean of Students

Dr. Nancy Hazlewood, Coordinator of Field Experience

Mr. Junior High, Principal

Ms. Kim Jacobs, Cooperating Teacher

Rebecca Jenkins, Student

Deirdre Johnson, Student Teacher

Mrs. Rejeaner Joy, Cooperating Teacher

Dr. Porter King, Adjunct Professor

Mrs. Mary Ann Ledsinger, Cooperating Teacher

Maintenance Personnel

Barbara McClain, Professor of Music

Scott Miller, Student Teacher

Dr. Richard Moore, Associate Professor of Education

Ms. Cynthia Moseley, Cooperating Teacher

Dr. Joe Moses, Assistant Dean of Education, and Director of
Teacher Workshops and Special Programs
Fred Mund, Music Chair
Dr. Terry Pruitt, Associate Professor of Education
Dr. Steve Pusey, Vice President for Academic Affairs
Michelle Ramey, Student Teacher
Recent Graduates (6)
Dr. Millard Reed, President
Ray Richards, Vice President of Financial Affairs
Mr. Robert Sadler, Principal
Secondary Student Teachers
Alan Smith, Professor of Physical Education
Dr. Ronald Smith, Professor in Mathematics
Annie Stevens, Professor of English
Dr. Harold Steward, Professor in Sciences
Student Body President
Student Teachers From the "Workshop Program"
Students in Dr. Tandy Taylor's Language Development Class
Dr. Tandy Taylor
Teacher Education Council
Teacher Education Advisory Council
Mrs. E. Ray Thrasher, Director of Library Services
Undergraduate Students From Seminar Class
Chris Ward, Assistant Professor of Education
Ronald Webb, Principal
Dr. Melvin Welch, Dean of Education, Director of Graduate
Studies in Education and Administrative Assistant to
the President
Dr. Edward Whittington, Director of Teacher Education
Roger Wolpe, Student, MAT 1040
Joan Wood, Graduate Student

School Visits To:

Granberry Elementary
Hattie Cotton Elementary
McMurray Middle School
Wright Middle School

Sources of Evidence:

Advisory Faculty Evaluations
Budget Document
Counseling Syllabi
Document References
Edit Report for 1991-92 Teacher Education Graduates
Enhanced Student Teaching Handbooks (1990-91, 1991-92,
1992-93)
Enhanced Student Teaching Procedures and Conditions for
Admissions
Exit Interview Questions
Faculty Development Meeting Minutes
Faculty Handbook
Faculty Vita - Data Sheets
Field Experience Evaluations
Final Report on Teacher Enrollment - January 17, 1992
Financial Aid and Grant Descriptions
Financial Aid Graphs
Five Year NTE Report
Graduate In-Services, Summer, 1990
Policy Manual

Post-Baccalaureate Evaluation Report
Post-Baccalaureate Vita
Practicum Packets
Professional Studies Component (1992 Class Competencies)
Program Philosophy and Objectives
References - Matrix, State Department Guidelines, Knowledge
and Skills
Report of Teacher Education Graduates
Response to SACS Report
SACS Report
Specialty Studies Component
State Board of Education Teacher Education Policy
State Policy Guideline Knowledge and Skills
Student Logs and Lesson Plans
Student Teacher Course Syllabi
Student Teaching Evaluation Forms
Student Teaching Packets
Syllabi - Fall, 1992
Teacher Education Classified Listing - 1992
Teacher Education Faculty Meeting Minutes
Teacher Education Survey
Teaching Internship Handbook, 1991-92
Tennessee State Board of Education Master Plan K-12
Trevecca Nazarene College Catalog 1992-93

Classes Observed:

American History I
American Puritans
Critical Reading and Writing
EDU 2550
EDU 3320
EDU 5100 - Introduction To Education Research
EDU 6155 - Substance Abuse/Child Abuse and The School
English Composition
Foundations of Education
Human Growth Development
Introduction to Literature
Language Arts (Elementary)
Library - Curriculum Lab
MAT 1040
MAT 1100
MAT 3060
PHY 1110
Social Studies - Elementary School
Theories Personality
World Civilizations II

FOLLOW-UP REPORT
UNIT AND PROGRAM APPROVAL ACTION
FOR
TREVECCA NAZARENE COLLEGE
NASHVILLE, TENNESSEE
JULY 29, 1994

I. PROFESSIONAL EDUCATION UNIT

Unit Action: Approved
Basic and Advanced

II. PROGRAM/LICENSURE AREAS

Program Actions:

**Approved:
Basic**

Elementary Education K-8
Elementary Education 1-8
English 7-12
Mathematics 7-12
Biology 7-12
Chemistry 7-12
History 7-12
History/Government 7-12
History/Economics 7-12
Vocal/General Music K-12
Instrumental Music K-12
Health K-12
Physical Education K-12
Post-Baccalaureate Program

Advanced:

M.Ed. Elementary Education
(non-licensure)
M.Ed. Curriculum and Instruction
(non-licensure)

**Approved with Stipulations:
Advanced**

M.Ed. Educational Leadership

The Division of Teacher Education and Accreditation will continue to work with Trevecca Nazarene College in correcting deficiencies identified in the Stipulations. Progress toward correcting Weaknesses will be reported each year by Trevecca Nazarene College as part of its annual report to the Division of Teacher Education and Accreditation.

Dr. Smith shared with President Reed, Dr. Pusey, Dean Welch, and other members of the unit the summary of the professional review. The State Board of Tennessee and the Commissioner's Advisory Committee gave the Teacher Education Program full approval.

The final reports listed the following strengths of the program:

1. The dedication of the full-time faculty to the students was noted as particularly outstanding.
2. The courtesy and hospitality of the students, faculty, and staff were exemplary.
3. The culture of the institution promoted a feeling of "family."
4. Library staff provided a great deal of service to students.
5. The curriculum lab was exemplary.
6. The clinical program was found to be a strength.
7. Recent graduates were complimentary of the education they received. Many also indicated they would pursue a master's degree at Trevecca.
8. Exit interviews represented a strength.
9. The Honors Program was a definite strength.
10. The organization of the Documents Room was exemplary.
11. Students showed a genuine commitment to teaching.

During the meeting with Dr. Smith, it was obvious a positive trend was emerging; however, there was no question as to any more delays or extensions to be granted to Trevecca. With the approval, she detailed the formal process of two to three years based on Dr. Reed's agreed upon timetable. Following the above team visit, all documents were sent to the SBOE for required action and the yearly review by the Commissioner's Advisory Committee for unit and program approval. Staff of the Tennessee State Department of Education's Division of Teacher Education and Accreditation assisted Trevecca's teacher education faculty in developing a plan to correct identified weaknesses. The program approval process involved up to a three-year progress review and would include three levels: Full approval, Approval with stipulations, and Denial of approval. Dr. Connie Smith had notified Dr. Reed and Dr. Welch in a letter of December 7, 1992, of these requirements.

During these almost three years, the Trevecca teacher education unit began to see immediate success and continued to work diligently in the process to secure and maintain program approval. As expected, Trevecca met and enjoyed a new and participatory role with the State Department in the ensuing years. To demonstrate the rebounding of the Teacher Education Programs, Trevecca received three letters from the Tennessee State Department of Education. The first letter from Dr. Charles Smith, Commissioner of Education, on August 19, 1993, went to Dr. Reed and Dr. Welch

and provided updates and approval. The second letter, on June 27, 1994, from Wayne Qualls, granted the approval by The Commissioner's Advisory Committee. The final letter, on August 24, 1994, was notification of the SBOE's action on July 29, 1994 (see Trevecca Nazarene University Archives). These three letters clearly placed Trevecca's education units in approval and cleared the way for Trevecca to make a new beginning and create an innovative program building to exceed anything ever before in the pathway to success for students interested in becoming teachers through a now highly competitive teacher education unit. The education department had stepped up to the plate and determined to put the programs back on track. The approval process and detailed documents are recorded in Tennessee Board of Examiners Report, Trevecca Nazarene College, October 4-7, 1992 (Trevecca Nazarene University Archives).

This was the good news for putting the teacher education unit back on track. The State Department of Education Board of Examiners reiterated to Trevecca's team that, even though the unit had made significant progress, with this delay, Trevecca must now begin to engage in new standards being put into place. This was the shot in the arm the unit needed as now, to stay on schedule, the 1997 state visit would come fast and without any delays. The documents and process to be followed were accelerated. This new edict stretched the faculty, increased the work load, and required an intense preparation to begin immediately. In other words, yes, the education unit had to get ready for another state visit. The purpose of sharing the mandate given to Trevecca after falling far behind in maintaining standards is to give the reader of this book an idea as to the importance of connecting and the value of engagers with the academic disciplines, as well as with the faculty, staff, and administrators. This process denoted the significance in ensuring Trevecca's commitment to maintaining a healthy and viable relationship with the accrediting bodies.

The Teacher Education Department under Dr. Whittington began a new and fresh start for future program trends. With a strong faculty of credentialed academic professionals, including Mrs. Nancy Hazlewood, Ms. (now Dr.) Kathleen Phillips, and Dr. Chris Ward, the path to success seemed much brighter. These fine academicians were advising, planning, and preparing teacher education students with the most current trends and pedagogy available. The primary courses taught in the teacher education program during the Whittington years included Learning and Cognition in Children, Early Childhood Curriculum, Play in Early Childhood, Methods of Math and Science K-8/practicum supervision, Methods of Social Studies K-8/practicum supervision, Professional Issues, and Supervision of Student Teachers.

To serve as the governing body of the Teacher Education Department, a Teacher Education Council was formed under the direction of Dr. Whittington and faculty members, including Mrs. Hazelwood, Dr. Phillips, and Dr. Ward. In addition, faculty from the various disciplines for secondary majors joined the council meetings when the agenda included areas of curricula matters for students with majors in music, English, history, math, and the sciences.

New Conceptual Framework Design Enhances Holistic Teacher Development

Mrs. Nancy Hazelwood was known as the “thinker” and for her tenacious ability for writing required accreditation documents. She was a strong teacher and leader in the student teacher seminars, Classroom Organization and Management Program (COMP), and the education management courses. The unit’s conceptual framework, written by Mrs. Hazelwood and faculty, was systematically integrated and demonstrated. The education department developed a conceptual framework model called “The Teacher as Holistic Developer.” The model was thematic: It was *“grounded in a holistic paradigm, knowledge-based and was both transitional and transformational as it reflected continuous interaction with the changing environment of the professional community”* (Teacher Preparation Programs, Book 1, 1997, Appendix A, p. 1 – Retrieved from Trevecca Archives). There was always ample evidence to validate the department model with these everyday practices in the program.

The philosophy undergirding the Conceptual Framework was complementary to the mission of the University. The philosophy reflected a holistic paradigm that was grounded in a strong belief in the potential of each candidate when nourished holistically in the cognitive, emotional, physical, social, and spiritual areas of being. Each candidate was valued as an active participant in a community of learners in which higher education and school faculty and students were involved in generating and sharing ideas and understandings. The belief in the professional community as a resource of cultural environments, experiential learning, and technological tools was central to each program. Through active engagement, candidates created meaningful growth and constructed essential change in the development of their professional dispositions for teaching.

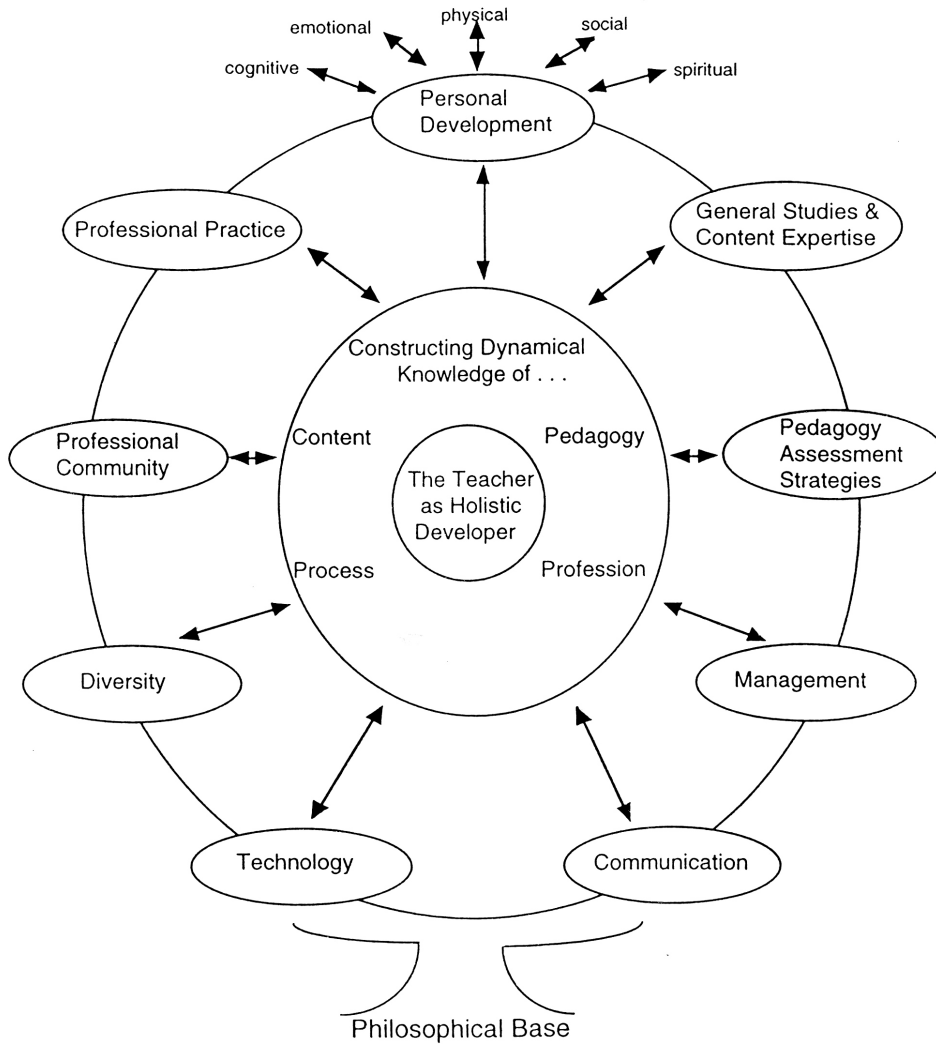
A belief in the acute need for intellectual vitality was evidenced within each program. Each program was designed to engage candidates in constructing dynamic knowledge in general studies and content expertise, pedagogy and assessment strategies, management, communication, technology, diversity, and professional practice. Each program required the integration of studies and practices from multicultural and global perspectives (Philosophical Base and Rationale for Conceptual Framework, Appendix B, 1997 Tennessee State Department of Teacher Education Document, Trevecca Archives)

The Conceptual Framework PowerPoint was presented to the on-site Tennessee State Department of Education team during the 1997 visit as described here. The holistic paradigm that drove the program emanated from the belief that students are individuals, that they are changing and dynamic and need the integration of human experiences. Knowledge and relationships must be life-centered in order to create meaning. Therefore, the program focused on such learning that presented multi- and cross-discipline learning and real world experiences. It was recognized that learning styles or schemes or constructs derive from previous experiences, acquired skills, values, and beliefs. To accomplish comprehensive learning, a relationship was created between the demands of the curriculum and the

APPENDIX B

GRAPHIC REPRESENTATION

Themes of the Teacher Education Conceptual Framework



University Mission Statement: "Trevecca Nazarene University is a Christian community providing education for leadership and service."

suppositions each student brought to the learning experience (School of Education, 1997, Trevecca Nazarene University State Visit [PowerPoint slide]. Retrieved from Trevecca Nazarene University Archives).

Knowledge construction related directly to the concept of constructivism. The department of education sought to have students derive meaning from their own making based on multiple sources of information. Within this context, Trevecca's education faculty attempted to build students' capacities to their fullest potential and to foster their knowledge into holistic, non-linear thinking. Cognitive

self-direction was nurtured holistically so that the student combined an emotional intelligence with a cognitive intelligence that enhanced professional dispositions.

Although the knowledge base and model had kept the same intent of the previous programs, the conceptual framework was a dynamic system that was continually expanding and constantly evolving. Cooperation and collaboration were evident within the classrooms, across university departmental lines, with other professional colleagues, and into the public school sector. Rigor involved strong content studies and professional and pedagogical instruction that required mastery of studies connected to reflection, critical thinking, and relevant problem solving. The integration of knowledge required students to plan, implement, and evaluate their learning experiences related to their prior experiences, exceptionality, and cultural backgrounds.

Authentic practice and assessment occurred through in-school assignments required in six courses for the elementary programs and three courses for the secondary programs—prior to student learning. Systematic procedures were in place that provided for the necessary attention and control of the program. Sequential governance aspects were logical and structured to provide regular input and attention for the operation of the program. The department was vested with the responsibility and authority to operate all facets of the licensure programs in education. The programs of study showed congruence with the mission of the University and dialogue interactions with the liberal arts professors and their programs as well as feedback from the public education sector.

Additional information from the PowerPoint presentation provided the on-site visiting team a snapshot of the teacher education program: *“We are a dedicated, committed, loyal group of educators at Trevecca who loves what we are doing. We are the BEST that Trevecca can offer! We are visionary! We are eager to learn! We are eager to share and WHO WE ARE will show you how our education efforts continue to unfold.”*

The instructional staff was comprised of 10 full-time faculty and a pool of 15 part-time faculty the program director was confident about using; the faculty had credentials from some of the best institutions of higher education:

- Nine graduated with doctorates from Peabody College of Vanderbilt University.
- Eight graduated with doctorates from Tennessee State University.
- One obtained the doctorate from Middle Tennessee State University.
- One doctorate was conferred by the University of Wyoming.
- One doctorate was obtained from California Western University.
- One graduated with a doctorate from Columbia University.

Although the meaning of “diversity” was broad, for the Trevecca Teacher Education Department it included a faculty of 10 females and 15 males. Of this group, two were African Americans and 23 were Caucasian. With a strong emphasis and belief in research, 17 of the faculty (part time and full

time) had been published. The 15 part-time faculty members had a total of 349 years of experience in education, which was an average of just over 23 years each. The average part-time faculty member had taught at Trevecca for 8.2 years. This same pool of 15 represented a diversity of roles—other than as part-time faculty members at Trevecca:

- Four were current building administrators.
- Two were technology coordinators.
- Four were public school classroom teachers.
- One was a Tennessee State Department of Education employee.
- One was currently a Metro Nashville central office administrator.
- One was a retired Metro Nashville administrator.
- One was a full-time employee at another university.
- One was an educational consultant.

This distinguished group of competent, experienced faculty had a total of 302 years of experience in education, which averaged 30.2 years each, and a total of 95 years at Trevecca, which was an average of 9.5 years for each member. As these group members prepared students to face the world of education, they had the knowledge gained from experience in public and/or private schools. The faculty had a total of 165 years in public or private schools, which was an average of greater than 16 years each.

Mrs. Nancy Hazelwood brought experience to the essential task of writing for teacher accreditation standards. Her experience in writing for the teacher accreditation standards was at the highest level. With the team of faculty, Dr. Whittington was able to motivate and challenge all faculty to stay current



State Department visit exhibit room (TSAC)



State Department exhibit room (TSAC)

in the required teaching and field experiences. During this time, it could be said Trevecca had the distinction of being leaders in the public and private colleges/institutions within the State of Tennessee and throughout the Southeast educational region for the Church of the Nazarene. Mrs. Carole Costa retired in 1995, and Mrs. Hazelwood following the state visit approval in 1997.

With the appointments of Dr. Kathleen Phillips (1995) and Dr. Marsha Denton (1998), the Teacher Education Council continued to serve with Dr. Whittington, Dr. Ward, and representatives from the various secondary majors, such as Mr. David Diehl, Dr. Fuqua, Mr. Moses, Dr. Richard Moore, Dr. Phillips, Dr. Pusey, Ms. Marian Sanders, Ms. Tonya Seckora, Mr. Gary Sharpe, Dr. Annie Stevens, Mrs. Thrasher, Dr. Ward, Dr. Welch, and Dr. Whittington. The Teacher Education Council had a direct connection to the academic disciplines for teacher education admission screening, program development, and assessments.

In conjunction with the Teacher Education Council, collaboration with the professional community was on-going. Regular meetings of the Teacher Education Advisory Committee provided opportunities for program planning and evaluation of all facets of the curriculum. The Advisory Committee was composed of faculty who taught general, content, professional, and pedagogical studies; student representatives; and public school practitioners at the elementary, middle, and secondary levels. Agreements and collaboration with schools and cooperating professionals ensured quality field experiences and supported candidates' desired learning goals (Trevecca Nazarene University Archives). Diversity among faculty resided more in their rich background and experiences than in their natural ethnicity. Dr. Whittington's strong background from having served as director

of Elementary Personnel in Metropolitan Nashville – Davidson County Schools, a large inner-city school district, added immensely to the selective current Trevecca faculty. To emphasize diversity in the Teacher Education Department, faculty members were selected to serve on an accreditation team for early childhood programs in Japan. Additionally, collaboration began between Trevecca and Tom Joy Elementary School where its principal and several of the teachers were African American and where the student population was primarily African American and inner city.

Dr. Ward, associate professor of education, taught several courses; however, K-8 methodology courses in math, science, and social studies with emphasis on literacy integration, plus early childhood education, were her focus. During the early years of Trevecca's Ed.D. Program, Dr. Ward served as an adviser and reader for dissertations and taught courses in the Instructional Effectiveness Program. Dr. Ward, during the spring of 1998, took a sabbatical leave to teach fifth grade mathematics under Dr. Simpson, the principal and a strong and excellent supporter of the Teacher Education Program. The purpose of the sabbatical was to grow, mature, and become stronger in the area of teaching, as well as provide currency in what was going on in the school system in order to prepare Trevecca students better upon her return to teaching the college-level courses.



Dr. Stella Simpson

With this particular experience, Dr. Whittington recommended Dr. Stella Simpson, who had served as principal at Tom Joy Elementary, to Dr. Welch, dean of the Division of Education at that time, as a first full-time African American faculty member at Trevecca in 2002. This appointment enhanced and moved Trevecca to a most important benchmark in her history. Dr. Simpson's wisdom, wealth of knowledge, classroom-teaching experience, administrative experience as principal, and recipient as a charter member of the Peabody Vanderbilt Leadership Academy changed forever the importance and value of diversity at Trevecca. Having this added value to the teacher education program made for a significant landmark achievement in the Trevecca Teacher

Education Program. Also, Dr. Simpson joined the master's and doctoral faculty in a pursuit of excellence in teaching.

Trevecca's teacher education candidates were required to participate in a variety of field experiences. These field experiences were of high quality, consistent with the conceptual framework, and well-planned and sequenced, and they represented a variety of experiences in diverse public school settings, including varying exceptionalities (i.e., special needs), cultural diversity, and different age levels. Field experiences provided the candidate opportunities to relate the principles and theories of the conceptual framework to practice, thus creating meaningful learning experiences for all students. Through practica, micro-teaching, and clinical experiences, K-8 and 1-9 candidates had a minimum of six different field experiences that were a concurrent part of professional and pedagogical courses prior

to student teaching. Secondary candidates had a minimum of three. The culminating field experience enhanced student teaching for a 15-week period that included two diverse settings.

In order to prepare teacher education candidates to be successful in an interethnic society, Trevecca's teacher education faculty scheduled candidates' assignments for practica or microteaching in schools identified as bilingual centers, such as Cameron Middle, Whitsett Elementary, J. T. Moore Middle, Hillsboro High, and Haywood Elementary Schools. Additionally, all candidates were assigned to inner-city school settings for their practica or microteaching or part of the student teaching. These settings included Napier, Johnson, Warner, Tom Joy, and Brick Church Elementary Schools; Wright, Cameron, East, and Two Rivers Middle Schools; and Glencliff, McGavock, and Maplewood High Schools (Tennessee State Department of Teacher Education prepared by Trevecca Division of Education [teacher education], pp. 4-10, Trevecca Archives).

One of the many strengths of the Teacher Education Department was the effort to communicate meaningful information to other departments and academic disciplines. Advisors in other departments were kept abreast of their advisees' test scores, and the distribution of the most recent *Teacher Education Handbook* and updates was a strength. In addition, the formation of the teacher induction program played a significant role. With the focus of Teacher Education as Holistic Developer, this was the appropriate time for the Trevecca Teacher Education Program to implement an induction program. NCATE was urging university teacher education programs to maintain contact with their graduates and provide some support in the first year of teaching. The Tennessee State Department of Education mandated university involvement in induction also.

One of the ways the implementation was complemented was by developing a university-urban school partnership with Tom Joy Elementary (professional development school). Most pre-service elementary students participated in a practicum or student teaching placement there. Trevecca's teacher education professors spoke at in-services and conducted professional development seminars for their teachers. The Tom Joy faculty registered for Trevecca's graduate coursework. Because Trevecca had such a good relationship with Tom Joy, many graduates were hired there, and Trevecca education faculty members were able to follow these first-year teachers with visits and support them as a part of the induction implementation.

The first-year teachers would attend afternoon gatherings on campus for networking, discussions, speakers, and inquiry studies on current topics. They received valuable feedback from these experiences to improve the preparation of teachers. The induction process allowed Trevecca's professors to stay in close contact via e-mail, telephone conversations, and visits. As shown in the picture (p. 63), it was a very important connection to have the induction experience in the President's Dining Room with Metro teachers, Trevecca graduates, and faculty. Having a guest speaker to include Tom Ward, former principal of Metro Magnet Schools and strong educational leader, to share his wisdom and experiences

enhanced the purpose of the dinner meeting. The induction program put Trevecca in a much more visible position and status within the Middle Tennessee School districts.



Teacher induction dinner (PDR), Jernigan Center

The uniqueness of the faculty in teaching was clearly identified through course syllabi with a uniform style that described the professors' commitment to refer to knowledge bases, diversity, inclusion, relevance to everyday life, and technology. Syllabi reflected many teaching strategies and a variety of teaching methods. Dr. Whittington's incredible past experiences as a successful educator gave him an insightful approach to observing and assisting teachers through various teaching strategies.

The variety of settings required assignments in inner-city schools or schools with a significant inner-city student population. These inner-city experiences were for all teacher education majors K-12. In an effort to provide a positive diversified experience, Dr. Whittington identified Tom Joy Elementary School as a place for teacher education students to observe and experience a positive inner-city school environment under the leadership provided by Dr. Simpson, principal, and the faculty. This experience was one of the first ever for Trevecca students to venture into such an opportunity to teach and learn and proved to be an added value to the student teaching process.

The added dimension of teaching excellence was noted as Dr. Ward's unique classroom teaching skills, passion for learning, and professionalism were recognized by students and faculty with her being the recipient of the Trevecca Teaching Excellence Award, the highest teaching award given by the faculty and students. Dr. Ward's previous teaching experience in Metro Schools and the later

significance of her college teaching put Trevecca at a higher noteworthy benchmark. Dr. Ward spent many hours outside the classroom visiting schools, preparing lessons, advising students, and keeping abreast of the current trends in teacher education.



ASCD faculty and staff ready for Homecoming Parade

Dr. Marsha Denton, a highly qualified instructor, brought energy, enthusiasm, and learning to a new level in the teacher education and the doctoral programs. She was known for her rigid, high– expectation focus while serving as a dissertation adviser and classroom teacher. Dr. Denton was the first faculty adviser of Trevecca’s student chapter of the Association of Supervision and Curriculum Development (ASCD), and serving with her were Dana Neeley as editor; Laura Thrasher, vp for Programs; Lynn Keaton, vp for communications; Elizabeth Woerner, treasurer; Lora Bourland, secretary; and Kari Thomas, post-baccalaureate adviser. With Dr. Denton’s leadership, this organization became very active in establishing the many successful projects.

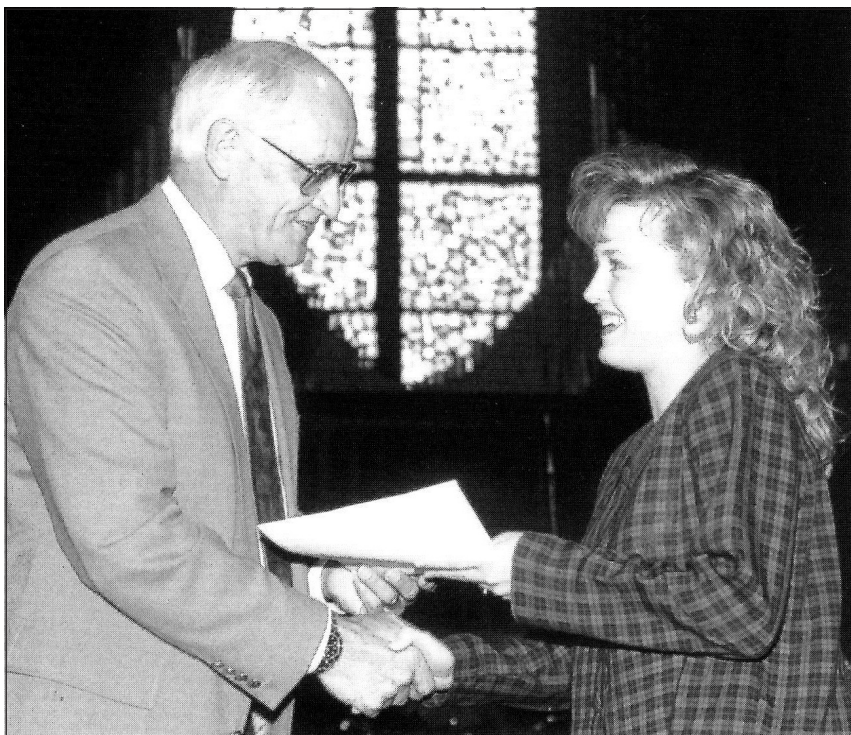
The table (see next page) denotes the enrollment numbers for elementary and secondary education majors as well as Post-Baccalaureate students during Dr. Whittington’s tenure:

Teacher Education and Post Baccalaureate Enrollments

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Sec	47	32	37	37	39	45	36	26	23	24
Elem	106	100	104	94	109	101	109	107	84	80
Total	153	132	141	131	148	146	145	133	107	104
Post-Bac	79	65	51	54	68	66	48	64	56	35
Total	232	197	192	185	216	212	193	197	163	139

Source: *Trevecca Fact Book*

It was during this time that Dr. Randy Carden, psychology faculty member at Trevecca, designed and created the first Undergraduate Research Symposium. With this symposium open to all students in undergraduate programs, the first student in the Teacher Education Program to participate was Karissa Knox. Dr. Ward served as sponsor for Karissa's presentation of "Sociodramatic Play and Creative Drama," for the April 18, 2000, program.



Dr. Whittington presents Jennifer Austin with the Phi Delta Lambda Education award.

With the help of Mrs. Jerilyn Johnson and Mrs. Joyce Houk as staff, faculty and administrators were assured of an effective team effort to serve students. Most often staff persons are not recognized for outstanding work provided. Mrs. Houk encouraged students and set an example of cordiality as secretary during her time. Mrs. Johnson was very student-oriented, providing a positive and enthusiastic climate as the secretary to the Teacher Education Department.

As I look back...

*T*revecca transformed my life.

The year was 1994. I was 39 years old, working in the corporate world, and realized that if I was ever going to realize my desire to become a teacher, I had better do it soon. With the support and encouragement of my wife, I began searching for an institution of higher learning that would be suitable for a post baccalaureate student, and, at the time, Middle Tennessee State University seemed to be the best choice.

Then, a co-worker of my wife suggested that I check out a small college, then known as Trevecca Nazarene College. At the time, I knew nothing about Trevecca, but decided to follow up on this suggestion. I made a phone call to the admissions office, and the decision was made to enroll in the Teacher Education Program at Trevecca in the spring of 1995. Attending Trevecca was the best career decision I have ever made. It was such an encouragement to start each class with a devotion and prayer. The small class sizes allowed for meaningful interaction between students and instructors. Course work was challenging but relevant and prepared me well to begin my teaching journey. These faculty members made an indelible impression on my teacher training: Prof. Jeff Frame, Prof. Hazlewood, Dr. Terry Pruitt, Dr. Ward, Prof. Lena Welch, Prof. Joy Wells, Dr. Whittington, and Prof. Wolfgang. Specifically, I enjoyed the Zaner Bloser course taught by Dr. Phillips.

Trevecca has a great reputation for preparing teacher candidates well across the state of Tennessee and beyond. I was able to obtain a teaching job in the Metropolitan Nashville Public Schools district immediately after receiving my teacher certification in 1997. I received a Master's Degree in Educational Leadership in 2000, which allowed me the ability to move into school administration.

I am grateful for the opportunity to share my story, but even more grateful for the role Trevecca has had in transforming my life!

(John M. Garland, Principal; Gateway Elementary School; Metropolitan Nashville Public Schools; Nashville, Tennessee)

I arrived at Trevecca in the fall of 1994 to play baseball and attend school. At that time, I had no clue what major I wanted to pursue.

After a couple of changes during my freshmen year, I ended up in the Division of Education. Over the next 3 1/2 years, I found a home within the Division of Education. I can still recall sitting in my first education course taught by Dr. Whittington where he helped us figure out why we wanted to pursue a career in education along with our first practicum experience. Through that course, my excitement and passion for working in education was confirmed and was a large part of why I am still working in public education.

After 11 years of classroom teaching, I moved into an academic coaching position, and now I am completing my fifth year as an assistant principal. I feel a large part of my success in teaching and in educational leadership is due to the lessons that I learned at Trevecca. Perhaps the biggest takeaway for me was how important it is to build strong relationships with students, staff, parents, and other stakeholders.

This one of the strongest aspects of Trevecca's Teacher Education Program and one that was modeled on a daily basis by the faculty members. This was also one of the main reasons I decided to return to Trevecca to pursue my master's degree. While there were so many whom I had the pleasure of working with during my time at Trevecca, I would really like to highlight the great work of Dr. Welch, Dr. Whittington, Dr. Hazlewood, Dr. King, and Dr. Moore.

(Stephen Sheaffer, BA, 1998, MEd, 2001; EdD, 2014; Academy Principal, Athletic Director—Overton High School; Nashville, Tennessee)

I was enrolled in the teacher education program from 1995–1998. I consider my time in the Teacher Education Program some of the most formative years of my life. Trevecca's Division of Education not only shaped me academically, but spiritually, and professionally as well. I can say without hesitation that I learned much about serving students through the practicum and student teaching experiences. Trevecca equipped me to be a successful classroom teacher through these experiences. As it turns out, God had a different plan for me; yet, my time in the teacher education program prepared me to be a professional in any field. I learned invaluable lessons like the two most important people in the school building are the secretary and the janitor. I carried that understanding of how to treat people who don't have titles into every position I have held, and it has served me well. Such advice was the foundation of my understanding of servant leadership.

Every professor I had was the consummate professional, and it was obvious each had a deep faith in Christ. I can still remember devotionals in Dr. Whittington's class. They were also so heartfelt, and many times were the exact encouragement I needed to get through a rough day. If given the opportunity to change my path, I would not change my time in Trevecca's Division of Education as it prepared me for life in any profession.

(Julie Rigsby, BA, 1998; MEd, 2000, EdD, 2016; Director of Enrollment Management; School of Graduate and Continuing Studies; Trevecca Nazarene University)

Mackey Library Becomes the New Home for the School of Education

"In order to accomplish something, you must be willing to do whatever it takes to accomplish it." – Mike Hernacki

After having served for several years in Bud Robinson Hall and with the administration and Board of Trustees' approval for a new state-of-the-art library, the now school of education faculty, staff, and department heads were ready to surprise the administration with a new proposal. In 1998, Dr. Welch wrote to the President's Cabinet requesting the Mackey Building be renovated to become not only the School of Education but also the first state-of-the-art academic classroom building on Trevecca's campus.

To make this happen, the President's Cabinet, while accepting the proposal, first had the Earl Swensson architectural firm assess the structure of the building to determine if renovating would be the best option for the building. Through the various discussions between the President's Cabinet and Swensson architectural firm, the concept was approved by the Board of Trustees.

Following construction of the new Waggoner Library, the old Mackey Library Building was completely renovated to provide the official home for the School of Education and the first "hallmark" academic classroom building on campus. The Mackey Building was a beautiful state-of-the-art, technology-driven building as a \$2.3M renovation. In March 2001, faculty, students, and staff moved into the Mackey Building, School of Education.

As preparations were being made to move to the Mackey Building, collaborative teamwork became the theme. The faculty and staff, originally three separate entities on campus, had already been uprooted, teacher education from the Tidwell Hall, post-baccalaureate from the Adams Building, and graduate education from the McClurkan Hall, all of these to Bud Robinson Hall, a most sensitive move as turfs were quickly defined. However, a most visible and exciting change in attitude and perspective

happened as the move to Mackey provided a much clearer direction not only of location and office positions, but also through early visits during the reconstruction and design of the area designated for the newly named School of Education. Students in teacher education and graduate programs quickly became aware of the change in structure. This moment proved to be an excellent time to lead the way in new means of thinking. During the transition, all faculty, staff, administrators, and students were informed that this was a work in progress, and, as time moved on, each person would find the new system to include a deeper and more professional level of support and services rendered by the School of Education.

When the position of director of teacher education became open due to the retirement of Dr. Whittington, the divisional chair, Dr. Welch met privately with Dr. Ward, Dr. Denton, and Dr. Phillips to indicate the strategy for the position of teacher education director. Dr. Welch expected that Dr. Ward and/or Dr. Denton would apply for the position, but no one from within did so. Therefore, the search went outside the institution. The primary restructuring measures included all faculty participating in both undergraduate- and graduate-level teaching. The new structure required faculty members to shift their paradigms regarding their teaching philosophy. Specifically, the new system would not fit the style of a very rigid and strict traditional teacher.

This structure did bring some disappointment and change as a highly-credentialed faculty member was not making the move. The contributions made by Dr. Ward (as described in this Chapter) were invaluable. The loyalty and commitment of Dr. Ward to Dr. Whittington, who was retiring, was clearly obvious. Dean Welch felt a significant let down to receive Dr. Ward's resignation in 2000 but respected her decision to return to public schools. What a great gain for Metro Schools and a huge loss for Trevecca's teacher education.

These continued changes reflect the correlation in a story of the conductor of a famous English chamber orchestra. An interviewer of the conductor suggested that conducting such an orchestra, where all members were soloists in their own right, must be very pleasurable. The conductor agreed, but he noted, there could also be problems because they all thought they knew better than he did how the music should be interpreted. They also made quite sure he knew why their approach was infinitely better than his. This effectiveness, however, the conductor said, was a matter of collaboration. Well, the changes being made in the School of Education had many parallels to the orchestra story. All members were well qualified and "soloists" in their own particular specialist area. They inevitably had views about how the operations should be run and about their positions in it. So how does a leader make change and connect, or at least reach consensus, about the operations? If all individuals hold firm, the restructure will never take place. It was the collaboration of each one that made this change possible.

The newly appointed leadership team of Dr. Swink, Dr. Cox, Mr. Moses, and Dr. Welch spent many hours in planning sessions with faculty and staff to determine how to integrate the best of

all positions for efficiency purposes. As with any transition, changes were being made with the understanding there would be no soloists in the newly designed structure. Where teams are engaged in genuine dialogue and collaboration, there is continuous development through learning together. Wasn't that what the faculty members were teaching in the classroom? Throughout the entire moving process, the administration emphasized the need for the quality and integrity of programs, and, because of the highly-credentialed faculty, this goal was achieved. After all, students, faculty, and staff, who used to walk from one side of the campus to the other to locate the three entities, were now in one central location. With these changes, significant enrollment growth was taking place.

So it was time to move from Bud Robinson, a place all had truly loved and enjoyed, but the many nights of planning until the early morning hours by the faculty and administrators to move to Mackey were beginning to become a reality. Interestingly enough, the Earl Swensson architectural firm's representatives not only commended the team for dreaming big, but also made it clear the team had gone outside the four walls in designing classrooms and office space. Even though the School of Education would be housed as the primary academic unit in the Mackey Building, it was uniquely designed to be shared and used by the traditional and nontraditional students. With ever-increasing enrollment in adult and graduate programs and the state-of-the-art technology (i.e., SMARTBoards, document cameras), the facilities would become the "hallmark academic classroom building" on the campus.

Some of the faculty and administration could not envision the plans brought to fruition. They were the strict traditionalists on campus. Their voices could be heard. However, the dream was coming true, and it was clear that the time of the full orchestra was about to begin.

***Would you like to go on a tour?** Close your eyes, place your trust in the tour guide, and the journey through the new School of Education – Trevecca's first hallmark academic classroom—will be yours to see. As you enter the Mackey Building from the central campus quad, you will almost touch, feel, and smell the character and uniqueness of a building that has four walls of the past with tomorrow's thinking inside. The immediate foyer clearly identifies the name of the people for whom the building is named as Dr. and Mrs. A. B. Mackey, whose lives totally embraced learning, teaching, and futuristic thinking. Now step lightly as your shoes have touched the embedded "lamp of learning" engraved in the center of the exquisite tile floor. To make this happen, it would require a significant increase in the budget. This was not an easy decision for the administrative team. However, it was the right choice. Quickly allow your eyes to glance from the floor to the center wall where you immediately see the quotation: "Education is a possession of which No Man can be robbed (unknown)".*

The main level floor was designed for teacher education. It will captivate your creative minds as you find teaching labs and such comfort for learning. Do you notice the classroom with floor to ceiling observation windows? What an incredible opportunity the observation room offers to present students

enrolled and future students as visitors could watch a class without interruptions. Surely, you notice the electronic SMARTboards for use as a teaching tool for students and faculty. These additions are made in this facility where the BEST will train the STUDENT to be the BEST!

As you go down the stairwell, you will notice the letter “T” for Trevecca woven within the wrought iron rail. Upon reaching the lower level, you will see the first commons area for students to sit comfortably, engage in conversations, and take advantage of locker space and vending area. As you move on through the lower level, the MAC Lab and PC Lab become an eye catcher as new technology is available anytime of the day and evening for on-campus and off-campus students. Do you notice the large extended classroom directly across from the commons area where one classroom is designed to become three large open areas serving as a place for academic major meetings, conferences, and other large gatherings?

The elevator with its gold gleaming from the doors takes you to each level, and, as you reach the third level, the door opens for the entrance to the new home of the School of Education. As you enter the reception area, you will feel the warmth not only of the design of the staff offices, but also of the open area lending itself to a positive climate for customer service. By now you must be wondering where the faculty offices are located. As you stroll through the hallways, you will find individual faculty offices designed for students to come in, sit down, and engage in academic conversations. You will also notice, as you continue through the hallways, three large conference rooms nicely furnished and equipped for use for teacher education, post-baccalaureate, and graduate studies. Also, other campus academic units will have access to these conference rooms. Finally, you will see a well-designed area for faculty to enjoy conversation, breaks, and lunch or just have a place to sit for a cold glass of iced tea.

You must not stop your tour as other features are noticeable. The four corner offices house the director-level positions, and there are two designated work room areas where the copy machines, fax, and work area spaces for staff and faculty are housed. The wall space and open areas allow for decorative pieces of educational art and picture displays of students and their achievements.

The tour has been completed, and the goal has been accomplished for combining the entire educational unit, which was once so divided all over the campus but now has become the School of Education orchestra with no solos: a comprehensive unit involving all campus academic disciplines and experiencing a “hallmark” moment in the pursuit of educational programs.

The journey of the School of Education was not without hard knocks and unbelievable learning moments. The thinking began with the very conceptualization of the renovation of the Mackey Building: How does one best serve people, people who are Trevecca students, alumni, and friends? All of these experiences in making this happen led to the view that the integrated components in a synergized team are inevitably of greater value than the separate parts: real collaboration. Excellence does not happen by chance. Welcome to a journey that has just begun and will continue.



Dr. Cox, Dr. Welch, Dr. Swink



Dr. Welch, Dr. Reed, and Dr. Pusey cut ribbon for Mackey (SOE) Library Dedication



Rev. C.R. Thrasher, Mrs. Ray Thrasher, Dr. Gerald Skinner, Mrs. Jeanne Sugg, Dr. Millard Reed, Dr. Melvin Welch, Mrs. Lyla Mackey in School of Education receptionist area



Mrs. Jeanne Sugg



Portraits of Dr. and Mrs. Mackey



Group forum room



Mac computer lab



Conference room



Documents conference room

*“Coming together is a beginning, staying together is progress,
and working together is success.”*

–Henry Ford

CHAPTER 5

As I look back...

There are qualities of an effective teacher that can be coached or guided throughout an educator's development. Literacy instruction, for instance, may be improved through specific and thorough coaching of Balanced Literacy practices. Some qualities, though, are not so easily identified or coached; these qualities are more innate or are more naturally evident. The ability to establish and maintain relationships, I believe, is one of the natural skills all effective teachers possess. Educators are relational individuals. The Trevecca Nazarene University School of Education faculty embodies and exemplifies this relational skill through their interactions with their students. This is apparent in my current studies at Trevecca and was clearly evident as an undergraduate student, as well.

There was a time during my undergraduate studies at Trevecca when I was not sure if I was making the correct choices regarding my future and career. I had many questions about my future and wondered if the choice I had made to be an educator was the correct choice for me. I certainly felt like I was an effective educator or at least possessed the qualities needed to serve as a foundation for a successful future in education, but I was facing tough questions and second-guessing my decisions. Perhaps all undergraduate students face this dilemma at some point in their studies and question if they have made the correct decision, but I chose to have this internal struggle at an inopportune time before my senior year of college.

I scheduled a meeting with Dr. Ruth Cox, Director of Teacher Education, and prepared my comments for withdrawal from the teacher education program. I knew this would not be an easy discussion as Dr. Cox always held her students to the highest expectations and deeply desired to see them excel in education. I knew she would be disappointed in my decision and would ask me some tough questions about my choices. I gathered my thoughts for the meeting, met with Dr. Cox, and left her office as quickly as I could after the meeting concluded. I remember leaving her office, relieved the meeting was over, but wrestling with a feeling of uncertainty regarding the decision I had made.

The next day, I received a letter from Dr. Melvin Welch, Dean of the School of Education, in my Trevecca mailbox. The letter was sealed inside of an official Trevecca School of Education envelope. I figured this letter was my official withdrawal notice from the school of education. The envelope, though, contained something very different. It was an inspirational, relational letter from Dr. Welch encouraging me to rethink my decision to leave the School of Education.

After reading the letter, I scheduled another meeting with Dr. Cox. I thought this new meeting was going to be more difficult than the first because I was going to have to ask for forgiveness for, again, changing my mind. I sat down with Dr. Cox, nervously shared my comments and ended with, "I made a mistake." I fully expected some rebuttal or courageous conversation about my thoughts, but she simply smiled and said, "Welcome back. This is the right decision." I had two more classes that year with Dr. Cox and have since enjoyed leadership classes with her at the Master's and Doctoral levels.

The intention of this reflection is to illustrate the Trevecca School of Education is, just like educators, a relational entity. I am sure many universities or faculties would have dismissed my decision and sent me on my way to wander, aimlessly, in charting a new course. Maybe I would have received a phone call from an admissions counselor at another university regarding my decision, but I feel certain I would not have received a personalized letter from the Dean of the School of Education and experienced a personal interest in my decision from the Director of Teacher Education. As educators, we are supposed to help our students achieve and recognize when they need counsel and guidance. The Trevecca School of Education recognized this in me, made a personal investment in my life, and modeled for me what it means to be relational. I still have the letter from Dr. Welch in its original, official Trevecca School of Education envelope in the top drawer of my desk. I refer to it from time to time and recently read it again before entering the doctoral program at Trevecca. The words are still very inspirational and encouraging to me. I am forever grateful to Dr. Welch and Dr. Cox for this example in my life, taking a personal interest in me, and desiring to see me develop as a relational educator.

(Lance Forman, BS, 2002; MEd, 2006; EdD, 2016; Principal, Smith Springs Elementary; Nashville, Tennessee)

Dr. Ruth Cox, Director of Teacher Education (2000–2003)

In the fall of 1999, Dr. Ed Whittington informed Dr. Welch that he would be retiring at the close of the school year in 2000. Early in the spring of 2000, Dr. Welch made a phone call to a potential prospect he wanted to interview for the Director of Teacher Education position. At the other end of the call was Ruth Cox, a principal in the Duval County School System in Jacksonville, Florida. When the call came, she and her husband were packing for a weekend trip to Atlanta to attend the SEC men's basketball tournament, and she was not interested in discussing a possible job change. Ruth had not attended Trevecca Nazarene University as a student and did not know anyone who worked at the



Dr. Ruth Cox

college, including Dr. Welch. During the short conversation, Ruth quipped that “there was not an ocean there.” She ended the conversation with a negative response and best wishes in the continued search. Dr. Welch was persistent, and, when the couple returned Sunday evening, a package was sitting near the front door. Dr. Welch had sent several textbooks, a catalog, and additional materials. He followed up the package with a phone call the next day. Monday’s call was more promising and ended with an invitation for Ruth to visit the campus the upcoming weekend. Dr. Welch, not having met Ruth Cox, went to the airport to pick her up. Suddenly he wondered how he would recognize her since he had not even seen a photograph of her. Looking around his car for something on which to write her name, he saw a promotional car litter bag with the name of the university clearly printed on the plastic hanging on the dashboard. He took the bag and went into the terminal to meet her. Stepping off the plane, Ruth spotted the name and made her way to him, asking if he was Melvin Welch. And so began the transition of the Director of Teacher Education from Ed Whittington to Ruth Cox.

Settling into the office in the Bud Robinson Building, Ruth depended on Jerilyn Johnson, the secretary for the Teacher Education department, to assist with the transition and to provide historical and procedural information about undergraduate teacher education. Jerilyn worked endlessly to orient Ruth to the operations and activities. Just a couple of months into the school year, Jerilyn Johnson was offered a position at the Trevecca Towers and left the department, necessitating another new person, Debby Flippo, entering the department during its transitional time.

There were two full-time instructors, Dr. Marsha Denton and Dr. Kathleen Phillips, in place when Dr. Cox arrived. Dr. Phillips taught most of the language arts related courses, and Dr. Denton focused on the math and sciences. Additional expertise was given by Dr. A. Patterson and Dr. R. Moore, although most of their teaching loads were in the graduate education programs. Several adjunct instructors rounded out the educational course schedule. Dr. Cox chose to teach the first course for education majors. During this Foundations of Education course, she required the students to serve 40 hours in the public school classroom to gain first-hand practical experience with K-12 students. Teaching this course provided her the opportunity to get to know the students as well as assess their disposition and fit for teaching. As a side benefit, it afforded her the opportunity to become acquainted with personnel when she visited the schools to observe the work of her students. This course became Dr. Cox’s “signature” course, which she taught throughout her tenure in the undergraduate program.

The first significant interaction with students began with the advising process. Much was learned during that first encounter with the students. Although Dr. Cox had been an adjunct for three different universities in Florida, she had not been involved with the fundamental process of enrollment in courses. She asked many questions and received many answers from various experienced individuals.

There was a picture puzzle sitting on a specially made “coffee” table in the reception area of the Bud Robinson Building. The students were invited to add a piece or two as they waited for appointments. Not only did this occupy their time, but also it set the tone that the department was committed to helping them create the “picture” of the life and career they envisioned. Advising was an opportunity to form relationships and to help the students matriculate smoothly through their college experience. Dean Welch always supported and helped make possible innovative approaches to teaching and learning.

From the first year as Director of Teacher Education, Dr. Cox worked in concert with the other Schools of Education in colleges and universities in Metro Nashville and across the state. Ongoing meetings assisted in program improvement, integration of new policies, and interaction with other professionals in the similar positions at their colleges. Having been consistently involved in professional activities in her educational roles in Florida, including working with the SACS, Dr. Cox became involved in the SACS accreditation process for K-12 schools across the state of Tennessee. Dr. Welch recommended her to serve on the State Accreditation Team, and she continued in that position for a period of six years. The Department of Teacher Education was a busy place during the first transitional year. Not only streamlining the interworking and processes, the School of Education made the transition from the Bud Robinson Building to the refurbished Mackey Building. In the midst of these activities, the faculty continued their focus on students. Dr. Denton served as the faculty sponsor of the ASCD student chapter. Her passion for growing the students through a professional organization resulted in activities such as a formal dinner for their initiation as well as students demonstrating their teaching excellence by attending and presenting at local and state conferences. Dr. Denton was intent on the students living out their commitment. Often the Student Leadership Committee would meet early in the morning prior to breakfast. She knew that each student had a different schedule, and the only time all of them could gather was at 4:00 am! The students embraced their responsibilities and made the tenets of the organization happen.

For several years the department hosted a fair where students would set up displays of effective practices or illustrations of their work in public school classrooms. Other departments across campus were invited to participate and to visit. This fair offered the opportunity for the teacher candidates to promote their craft and demonstrate mastered skills.

At the close of the 2000-2001 school year, Dr. Denton was offered a position with a nationally renowned researcher. She moved to the West Coast to pursue that opportunity. At the same time, Dr. Phillips decided to return to her first love, the elementary school classroom.

With the vacancies in faculty positions and the increasing enrollment in the undergraduate teacher education program, additional instructors were needed. Dr. Sheila Clyburn was added to the education faculty when she and her husband moved back to Nashville. Dr. Michael Clyburn, her husband, who had previously served on the faculty at Trevecca, returned as the Director of the Management and Human Relations (MHR) program. Dr. Sheila Clyburn’s experience focused on early childhood and reading.

In her previous work in Nashville, she had served as the administrator of Kinderhaus, Trevecca's early childhood center, and her firsthand experience provided a strong background. Dr. Michael Brooks joined the faculty in 2001. He served in both the undergraduate and graduate programs. His expertise centered on human development and classroom management. Additional needs were filled by adjuncts who had the credentials and expertise.

The second year of transition, 2001-2002, was spent reviewing the operation of the department. In anticipation of the State's Department of Education seven-year visit for reaffirmation of the program, an effort was undertaken to streamline record keeping. Student folders were assembled in a consistent format, information sheets were standardized, and contact sheets were instituted. All student information was gathered into one file per student and made accessible to him or her. The excellence in the classroom by experienced and committed instructors resulted in the program being rated in the top quartile of teacher education programs in the state of Tennessee. It was reassuring to have the chair of the state team to recognize this organization with a declaration that there had been much improvement in the teacher education program since the last visit. The faculty preparation was underway for the campus-wide SACS accreditation visit. Dr. Welch led the charge in focusing the faculty in the development of the conceptual framework. He asked Dr. Cox to work with different faculty committees to draft the values, beliefs, vision, and mission statements. After many hours, they were crafted and presented to the full faculty for editing and approval. Once written, these foundational ideals became the commitment of the department. An exciting time indeed!

With positive recommendations of the undergraduate teacher education programs from the teams from both the Tennessee State Department of Education and the Southern Association of Colleges and Schools in fall 2002, the undergraduate program was poised to focus on developing new programs and building enrollment. The faculty began to envision the means by which the teacher education program would continue to provide quality teachers to K-12 schools.

On a personal note, moving into an organization such as the School of Education as the "new girl on the block," it was amazing how quickly I was accepted and felt valued. Melvin, Joe, and Esther welcomed me to the leadership team with open arms. Under Melvin's progressive and innovative leadership, we were able to build on an established foundation and, as a team, develop the framework for the future. This exciting venture reinforced my commitment to education as well as the real essence of teamwork. Thank you, Melvin, for your influence on my life as an educator.

(Ruth Cox, Director of Teacher of Education, 2000-2003)

Father Theodore Hesburgh said, "The very essence of leadership is [that] you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet."

Dr. Ruth Cox, a graduate of Asbury College with a bachelor's degree in Elementary Education, a master's degree in Elementary Education from Eastern Kentucky University, and an Ed.D. in Educational Leadership in the spring of 2000 from Nova Southeastern University, was contacted for a possible move to Trevecca from a principalship in Jacksonville, Florida. Dr. Cox brought a new vision with ideas quickly identifying her leadership style to conceptualize the big picture of teacher education. She clearly knew how to blow the trumpet and purport a vision which resonated with the faculty and staff, creating a picture of what was needed and how to achieve it. Trevecca's teacher education unit faced the inordinate task of preparing for an accrediting visit, and having the right person in the right seat of leadership was critical for this process. Following the strong, positive leadership provided by Dr. Whittington made the transition for Dr. Cox smooth and manageable. From that solid base, she envisioned future goals and extended possibilities.

During this time in Trevecca's Teacher Education Program, students earned licensures in eight areas (biology, chemistry, child development and learning [K-8], English, history, mathematics, music, and physical education). Numerous graduates were placed throughout the Middle Tennessee area. Schools and districts sought the teacher candidates because of their achievement and integrity. At one time it was documented that there were over 2700 teachers in Tennessee who were graduates of Trevecca Nazarene University.

The Teacher Education Program governance included The Teacher Education Advisory Committee, The Teacher Education Council, and Teacher Education Program Review Sub-Committee. The Teacher Education Council was composed of Brett Armstrong, Steve Blakeman, Michael Brooks, Mindy Burch, Sheila Clyburn, Ruth Cox (Chair), David Diehl, Sam Green, Ann Fuqua, Ruth Kinnersley, Porter King, John Loudermilk (student), Alice Patterson, Leroy Pepper, Julie Simmons, Stella Simpson, Alan Smith, Prilla Speer, Annie Stevens, Esther Swink, Ray Thrasher, Julie Van Beek, and Melvin Welch (see next page for Teacher Education Governance Designation).

Enrollment numbers follow for elementary and secondary education majors including those in the Post-Baccalaureate Program during Dr. Cox's tenure while Dr. Welch was dean of the School of Education*:

*Enrollment for 2002 is displayed on the PowerPoint Slide for State Visit 2002 (see p. 95).

	2001	2003
Secondary	32	40
Elementary	79	93
Teacher Education Total	111	133
Post-Baccalaureate	48	73
Total	159	206

Source: *Trevecca Fact Book*

TEACHER EDUCATION PROGRAM

GOVERNANCE

The Department of Teacher Education assures the involvement of faculty, students, and practitioners in the governance of the Teacher Education Program through two official groups that function in cooperation with the Teacher Education faculty. These groups and their responsibilities are:

Teacher Education Advisory Committee - This Committee meets during each semester of the school year to address current needs and issues that affect the Teacher Education Department. This Committee studies and reviews issues, procedures and other information then makes suggestions and recommendations to the Teacher Education Council for consideration and appropriate action.

Composition: Dean of the School of Education
Director of Teacher Education
Education Department Faculty Members
Liberal Arts Faculty (Licensure Programs):
English, Math, Music, PE, Science, Social Science
Liberal Arts Faculty (Support):
Communications, Psychology, Sociology
Public School Personnel (4)
Students (2)

Teacher Education Council - This is the decision-making body for all official action taken by the Teacher Education Department. It meets each semester to initiate and respond to needed policies, regulations, appropriate programs of study and the general and specific operating procedures identified as necessary to maintain the proper functioning of the Department.

Composition: Dean of the School of Education
Director of Teacher Education
Vice-President for Academic Affairs
Teacher Education Faculty Members
Director of Graduate Studies in Education
Director of Post Baccalaureate Programs
English Department Faculty Member
Music Department Faculty Member
Department of Human Performance Faculty Member
Science & Math Department Faculty Member
Social & Behavioral Science Department Faculty Member
Director of Library Services
Students (2)

Teacher Education Program Review Subcommittee - This Subcommittee of the Teacher Education Council will serve as an arm of the unit's policy making and advisory bodies. This Subcommittee will meet regularly for the purpose of promoting an on-going process for ensuring the intellectual vitality of professional education programs as well as recommending requirements and objectives for professional education programs.

Composition: Director of Teacher Education
Teacher Education Department Faculty Members
Liberal Arts Faculty (English, Music, PE, Science & Math,
Social & Behavioral Sciences)

Recommendations for review and action are directed to the Teacher Education Council from the Teacher Education Advisory Committee and the Teacher Education Program Review Subcommittee. Students who have questions concerning action taken by the Teacher Education Council have the right to appeal through the established due process procedure stated in the University Catalog.

With Trevecca's strong ties to the Nazarene denomination, her Teacher Education and Post-Baccalaureate Programs served the Southeast United States. Students enrolled in the Teacher Education Program ranked among the best in the Southeast with strong high school scores, GPAs averaging 3.41, and ACTs averaging 23.4.

Under the leadership of Dr. Cox, the teacher education unit was committed to all aspects of exemplary teaching and made a concerted effort to expand the program and take it to the next level. While the curricula offered some of the best and most current knowledge, growth required faculty consistently to embrace training and seek research opportunities. In order to prepare teacher candidates for the real world, students were required to serve one of their student teaching placements in a high-needs school or an inner-city setting. Numerous teacher candidates found their "true calling" through these experiences. Soon after joining the faculty of the School of Education, Dr. Cox implemented a weekend retreat for the students entering the education program of study. During that weekend, *The 7 Habits of Highly Effective College Students* was taught. Teaching students to be effective in their personal lives set the stage for their embracing the study of pedagogy and skill development in instruction in the classroom. Students were provided many opportunities for attendance at conferences, stipends for professional development, and guest speakers for classes to enhance exemplary teaching.

The School of Education and, in particular, the teacher education unit were in remarkably good health; however, their challenges included seeking NCATE approval in the years ahead. Even though the record shows clearly the State of Tennessee Department of Teacher Education used the NCATE standards as a benchmark for colleges and universities seeking state and NCATE approval, to reach the NCATE goal the institution had to increase dramatically the number of faculty who participated in research to support the scholarly teaching that Level V status required. During this time, Trevecca was responding to the growing shortage of teachers within the Metropolitan Nashville area and nationwide. Trevecca was committed to offering strong programs and to promoting action research and special projects at all levels.

It was during a long evening and early morning hours that the School of Education (SOE) leadership team of Dr. Cox, Dr. Swink, Dr. Welch, and Mr. Moses was in the conference room on third floor of Mackey working on documents for the forthcoming 2002 SACS and State Department of Education Accreditation visit. The primary focus of the meeting was the urgent need to initiate a theme or a concept to align the programs with State and SACS requirements. Through the examination of numerous documents, research of other programs, and review of TNU's purpose, Dr. Cox began to verbalize the concepts and suggested several words which synthesized what would become the conceptual framework for the SOE.

The pivotal concepts began to form a framework of being, knowing, and doing: being—who students were as people; knowing—the pedagogy learned while in the education courses; and doing—the skills acquired for actual performance. As the conversation continued, it became apparent that

these ideas were applicable to all levels of the SOE—undergraduate, graduate, and doctoral. Dr. Cox’s perspective of teacher training and the underpinnings of graduates’ effectiveness encouraged a discussion about how the teacher education department and the SOE should be challenged to foster an abiding respect for intellectual effort, ideas, disciplinary knowledge, and professionalism. As the ideas began to form, the graphic of a circle unfolded, embracing the notion that these three words were actually unending—no beginning, no ending, but rather circular. Being fully grounded in subject disciplines and pedagogy, professors would model and encourage rigorous inquiry and critique that promoted candidate growth and kept professors at the cutting edge of educational trends and issues.



A high level of professionalism was demanded of professors, and students were expected to develop a knowledge base of school practices and educational issues as well as pedagogical skills. These expectations promoted being, knowing, and doing as described in the conceptual framework. In the development of the conceptual framework, the team expressed that the Christian perspective be evident and that of reaching the world. Thus, in the center of the word track, a simple figure was developed: an adult holding the hand of a student looking toward the world with the cross overshadowing them. The faculty later joined in the collaboration by writing a detailed document embracing the new conceptual framework model as the shared vision of the SOE. Today, the conceptual framework remains in place and, with the use of an apple in its design as displayed on the second floor of the Mackey

Building, remains a central focus for the SOE. In the Trevecca Archives, one will find the theoretical research-based document written by Dr. Alice Patterson to support the conceptual framework. The original conceptual framework narrative achieved its purpose in making the connection among the undergraduate teacher education, master's degrees, and doctoral programs. The narrative from 2002 follows:

Section 2: The Conceptual Framework Being, Knowing, and Doing-- Educators: Shaping the Future

This slogan of the conceptual framework for the School of Education of Trevecca Nazarene University provides an underlying structure that informs and frames the entire unit. The conceptual framework also gives meaning and direction through an articulated rationale for the unit's operation. The conceptual framework also provides a route toward achievement of the NCATE standards:

- *candidate knowledge, skills, and disposition;*
- *assessment;*
- *field experiences;*
- *diversity;*
- *faculty qualifications, performance, and development, as well as unit accountability.*

To comprehend Trevecca, the reader must first understand the mission statement: "Trevecca Nazarene University is a Christian community providing education for leadership and service." The mission statement of the School of Education reinforces the Trevecca Nazarene University mission statement: "It is the mission of the School of Education to model compassion, character, and competence so that our students emulate and embrace these qualities in service and leadership."

***Being**, the concept and commitment that shapes Trevecca, develops from the university's basic belief that God is, is knowable, and that beliefs inform actions. To understand Trevecca is to understand being. Shaped by the values of Trevecca and by the assumptions about being, **knowing** provides the major emphasis for the entire School of Education, that is teaching and learning. **Doing** develops from both being and knowing. The school adheres to theorists' views that "knowledge is positional, that it relates to the knower's values and experiences, and that knowledge implies action" (Banks, 1999, p .7). Inherent in Trevecca's heritage, mission, and program is the assumption that because of who we are (being), we seek to learn (knowing), and to teach (doing).*

***Being**, the first component of the conceptual framework, can be articulated through Trevecca Nazarene University's motto, developed within the Wesleyan theological position*

and the organizational content of the Church of the Nazarene (Chilton, 2001, p. 54): “To be rather than to seem.” Concepts that inform “being” include authenticity, genuineness, character, passion, and compassion. The pillars that embody this component are Christian values, commitment to service and learning, achievement, beliefs, and ethical standards.

*In the development of **being**, who we are, we must begin with the inner person (Maxwell, 1998). The depth of character shapes one’s inner being. Out of this depth of character develops power. The most fascinating power that each one of us possesses is the power to be ourselves (Starratt, 1995, p. 40). Only I can be me, as stated by Starratt (1995) – no one else can be me. That is one of the unique traits of being who we are which is dictated by what we see (Maxwell, 1998).*

*In the perspective of learning in relation to **being**, being refers “to the whole person – to something that goes on all the time and that extends into all aspects of a person’s life; it means all our levels of awareness and, indeed, must include our conscious minds” (Vaill, 1996, p. 26). Vaill said further that to assume that learning as a way of being is an approach for all, being must include both interpersonal being as well as personal socially expressive being. These two concepts exist in relation to learning as a way of being. In other words, there are no boundaries for being. In our daily interaction with people, a personal formation occurs, according to Starratt (1995); in that, we form ourselves by our actions. Collectively, all teach all.*

*In Reyes’ book, *The 10 Commandments for Teaching: A Teacher’s View*, students expect teachers to teach, to inspire, and not just to assign busy work. Students seem to be saying, “Teach us!” (p. 36). The acts of teaching, according to Bogue (1991), are to inform and to inspire, to discipline and to discomfort, and to evaluate and to encourage. The being disposition encompasses continual learning (Vaill, 1996); life-long learning is nothing less than a developmental process of learning as a way of being. Vaill continues that the more completely a person achieves learning as a way of being, the more he/she will realize there is more to learn and will also understand that the learning can be achieved in the ease of a richer and richer realization of this way of being. McBer (2000) interviewed middle school students to determine their thoughts on a good teacher. Some of their responses follow: is kind, is generous, has faith in you, encourages you, listens to you, treats people equally, cares for you, does not give up on you, just to name a few.*

What is a good teacher? To answer that question, the realm of teacher effectiveness research is critical in order to measure the disposition of being. Cloer and Alexander (1992) concluded that teachers that displayed humanistic, inviting qualities were effective classroom leaders. Brophy (1979) found that teachers who believed in their students were more likely to increase student learning. Research conducted by McBer (2000) found

three factors that teachers control that impact teaching: teaching skills, professional skills, and classroom climate. Sabine's (1977) teacher effectiveness research determined that students excel under two teacher characteristics: teachers challenging students, and teachers caring for students. Historical research by Rosenshine and Furst (1973) identified what they considered to be the top five characteristics of effective teachers: clarity, variability, enthusiasm, opportunities for students to learn, and task-oriented behavior. More currently, Good and Brophy (2000), using findings from the mostly widely replicated studies, describe the characteristics that teachers demonstrate "who elicit strong achievement test scores" (p. 378): teacher expectation, role definition, sense of efficacy; student opportunity to learn, classroom management and organization; curriculum pacing; active teaching; teaching to master; and a supportive learning environment. To summarize the answer to the question, *What is a good teacher?*, using Kounin's (1970) term, an effective instructor possesses "withitness"; in other words, the competent teacher is well-informed.

A critical aspect in the journey of **being** is to refine the craft of teaching (Perrone, 1991). This refinement takes place by becoming and remaining a reflective educational practitioner. Loosely defined, reflective teaching, according to Wilen, Isheler, Hutchison, and Kindsvatter (2000), is teachers' "scrutiny of and decision making about their teaching practices" (p. 368). Reflection can be viewed as an active process of exploration and discovery (Boud, Keogh, & Walker, 1985). After synthesizing the research literature on teacher reflection, Kennedy (1990) surmised that reflection is an ongoing process that allows teachers to learn constantly from their own experiences by considering multiple alternatives to situations, creating and assessing outcomes, and studying knowledge with the perspective of various goals and thoughts in mind. As a result of the experience at Trevecca Nazarene University, the students, without regard to race, ethnicity, or physical condition, are transformed in the context of Trevecca Nazarene University's commitment to being. A crucial element of this transformation centers on Trevecca Nazarene University's commitment to diversity. According to Starratt (1995), the task of a school is to form a people by teaching history of the people as that history impacts and challenges current day knowledge. Using song, poetry, art, heroic models, customs, and traditions is means of bonding individuals in the school to a sense of being.

Knowing, the second component of the conceptual framework, develops logically and philosophically from "being." Whatever the philosophical undergirdings of a unit's conception of knowledge, no educational institution can minimize the basic commitment to "knowing," teaching and learning. In her classic book on curriculum, Hilda Taba emphasized five functions for content of education. The first, "Four Levels of Knowledge," includes these currently appropriate areas: facts, skills, and processes; basic ideas; concepts;

thought systems or methods of problem solving (Taba, 1962). In order to achieve its commitment to knowledge, this unit concentrates on five pillars of the knowledge base: communication, competency-based curriculum, interdisciplinary approaches, research, and technology.

Communication can be defined as the “essence of organizations” (Katz & Kahn, 1978, p. 223). Lunenburg and Ornstein (2000) contended that communication is “the lifeblood of every school organization, and links the individual, the group, and the organization” (p. 180). Specifically, Reyes (1991) stated: that communication is the essence of teaching; there is no more important tool for teachers than communication.

Competency-based education is a systematic approach aimed at improving the teaching/learning process. In a competency-based program, tasks or competencies define the content of the learning experience (Task Trainers, Inc., 2000). A competency-based model promotes the learning and leadership development process of students (University of Massachusetts Boston, 2000). Competency-based education provides for numerous learning opportunities to prepare students to demonstrate competency. Competency can be achieved through instruction and experiential learning. At the advanced level, competency-based education takes into account prior learning that has been acquired through life/work experiences. The flexibility of a competency-based program allows for students at varying levels of leadership potential, aspirations, and experiences to develop at an individualized pace.

Interdisciplinary instruction is equally concerned with the learning process, skills, and ways of knowing that are unique to the different disciplines, subjects, or domains” (Wood, 2001, p. 3). Jacobs (1989) noted that a teacher intentionally “applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience” (p. 8). Interdisciplinary instruction is enhanced among older students due to the accumulated knowledge base that constructs relationships and patterns; thus, learning becomes more meaningful (Jensen, 1998). The brain constructs meaning when patterns are discovered, and interdisciplinary methods “create much more relevance and context and, more important, help students understand the connections in learning” (p. 96). Rather than practicing concepts and isolated facts for the sake of practice, interdisciplinary methods allow a teacher to provide purposeful learning in a context, and practice is for the sake of future learning.

In *Applying Educational Research: A Practical Guide*, 4th ed., Gall, Gall, and Borg [1998] argued, “A major characteristic of a profession is that it has a base of research knowledge” (p. 3). They further argued that if educators are to be regarded as professionals, they will need to know about the knowledge generated by researchers and will themselves

generate research. “Surely, the desire and ability to seek answers to puzzling questions, i.e. the desire and ability to do research, is an essential attribute of the professional teacher” (PKD Fastback 162). Numerous experiences at both initial and advanced levels enable students to acquire, refine, and develop skills and become consumers, evaluators, and generators of research, both quantitative and qualitative.

David Loertscher, espousing the integral role of technology resources in the library, cited the research conducted by Keith Lance in Alaska, Pennsylvania, and Colorado (2000) for schools having an abundant learning technology environment, students achieved greater gains on standardized examinations of achievement. Carol Collier Kuhlthau, advocate of the “inquiry approach to learning” in information literacy, cited in her research “Students Learning in the Library” (1999), the highest level of student learning happens when student employ library skills in locating materials or utilize some type of new technology. In the five-year study, Kuhlthau noted by 1999 the fifth tier (greatest mastery) had been achieved in the largest numbers reporting using a plethora of resources for creating their own meaning.

Doing, the third component of the conceptual framework, develops from the other components, “being” and “knowing” and is demonstrated through the richness of field experiences at each level. The pillars of doing include field experiences, practica, life-long learning, research, and diversity.

Beginning in EDU 1500, the foundations course, and in each methods course, undergraduate and post-baccalaureate students are involved in varied field experiences, including observations, mini-teaching, and directed full-time teaching. Students are tracked through coursework to ensure diversity of experiences, in grade levels, cultures, racial mixes, socio-economic levels, and gender. Each student participates in two placements during the student teaching experience not only to ensure diversity but also to broaden the teaching experiences of the pre-service teacher.

At the graduate level, the professional practice required in the MLIS program work experience is in a library environment under the guidance of practicing professionals. The program also includes a portfolio, as part of the exit assessment components assessment for the exit assessment, which requires evidence of professional knowledge, demonstration of technological competency, plans for life-long learning, and understanding of customer service.

In addition to varied activities in each class in the advanced level, educational leadership students, becoming familiar with ISLLC standards, participate in an extensive portfolio experience that includes “shadowing” a current administrator/supervisor, conferencing with the school leader regarding seven areas, developing case studies, and preparing a video

or PowerPoint presentation. Class experiences that provide a practitioner's approach to hone teachers' competencies are woven throughout the entire program for instructional effectiveness. In the Ed. D. program, "doing" begins in the first semester with the first action research class and continues throughout the three years. In the symposium the student demonstrates knowledge gleaned through action research, a means of "knowing" through "doing."

In conclusion, the school of education provides a high caliber, diversified program for all students whether they are undergraduates in the teacher education program, post-baccalaureate students completing initial teacher licensure, masters of education students in educational leadership or instructional effectiveness programs, students in the masters of library and information science program, or doctoral students of professional practices. Critical to the School of Education's scope are the following tenets that are key to the conceptual framework.

Being

- *Reflects on practice*
- *Participates in the professional community*
- *Pursues spiritual development*

Knowing

- *Understands content*
- *Understands intellectual, social, and personal development*
- *Understands diversity*

Doing

- *Designs instructional strategies*
- *Manages and motivates*
- *Communicates and collaborates*
- *Plans and integrates*
- *Evaluates*

To reiterate, these tenets embody the overall conceptualization of each main component of the conceptual framework.

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It is worth noting how the entire SOE faculty, staff, and leadership team formulated the conceptual framework to identify and mesh with the mission of Trevecca. During the transition period of Dr. Welch's retirement and Dr. Swink's appointment as dean of the School of Education, Dr. Swink asked Dr. Cox to lead the faculty in identifying overtly the values and beliefs and revisit the mission of the SOE. Small teams worked diligently and brought the drafts back to the whole faculty: Being – Christian values, commitment to service, commitment to learning, beliefs, and compassion; Knowing – communication, competency-based, interdisciplinary instruction, research, and technology; and Doing – practica, field experiences, life-long learning, diversity, and research. This was “WHO WE ARE,” Trevecca's School of Education, the Best Place to be for being, knowing, and doing! Dr. Swink, in her creative thinking, designed the conceptual framework on a wall mounting, which is currently displayed at the top of the stairwell at the entrance of the SOE.

With her leadership skills, the expertise of having served as a principal of a large elementary school in Jacksonville, Florida, and her ability to engage and inspire teamwork, Dr. Cox demonstrated a work ethic as an example for her faculty and students. Meeting and greeting students with her friendly smile and calming personality, she was highly esteemed by all; however, if necessary, she clearly was equally a strong decision maker in difficult times.

To make any teacher education unit successful, a leader had to understand clearly the process and timelines and be equipped to interpret standards for the program. With this understanding in mind and throughout her term as director of Teacher Education, Dr. Cox embraced the Tennessee Department of Education and NCATE standards. Her understanding of these standards ensured the successful inclusion of dispositions and a thorough knowledge of skills. The structure of the evaluative process, as defined and facilitated by the outside assessment consultants used by Trevecca, infused field experiences and clinical practices, embraced diversity in a wide variety of means, modeled best practices for faculty, and oversaw budgetary issues. In addition, her presence was always noticeable as a positive influence, for she served on the Teacher Education Committee, University Graduate Council, and


Teacher Education Advisory Council. Although not a graduate of Trevecca, Dr. Cox embraced the University as if she were.

The teacher education unit was a thriving entity, and, with the team of faculty and administrators supporting Dr. Cox, no one was surprised when Dr. Cox presented an exceptional report to the State officials about the state and status of the teacher education unit. This report included Dr. Swink and Dr. Simpson sharing the detailed focus of the six state standards in partnership with NCATE. It was well received by the Tennessee Department of Education visiting team of Dr. Ken Nye, chairperson, State Board of Education; Dr. Sharon Teets, director, Teacher Education, Carson-Newman College; Mr. Bobby Snyder, assistant superintendent, Henderson County Schools; and Mrs. Dawn Robinson, educator – State/NCATE Board of Examiners, Cleveland, Tennessee. (At the printing of this historic review, it should be further noted that Dr. Swink accepted the challenge of submitting documents with the outstanding faculty and staff for NCATE Accreditation in 2008 and received for the first time ever full NCATE status for the University.)

The entire SOE collaborated and worked hours to meet State and SACS standards. This collaboration included the “best of the best” faculty and staff to achieve and sustain highest accredited approval. The faculty included Mrs. Judy Bivens, Dr. Brooks, Dr. Burch, Mrs. Clyburn, Dr. Cox (director of Teacher Education), Dr. King, Mrs. Ruth Kinnersley, Mr. Jamen McGranahan, Dr. Moore, Dr. A. Patterson, Mrs. Beth Purtee, Dr. Ruth Reynard, Dr. Julia Simmons, Dr. Stella Simpson, Mrs. Speer, Dr. Swink (director of Masters of Library and Information Science Program), Mrs. Thrasher, and Dr. Welch (dean of the School of Education). The unwavering support from the faculty and staff gave credence to the excellent support from the administration – Dr. Pusey, vice president of Academic Affairs, and Dr. Reed, president. The support staff included Jaime Bartling, Pam Costa, Debby Flippo, Andrea Gales, Rena Irwin, Jo Ann Poole, and Karla Wardlow. The PowerPoint presentation, demonstrating the engagement and connectivity of the SOE team as a collaborative unit, to the SACS and State teams follows:


**Trevecca
Nazarene
University**

“A Christian community providing education for leadership and service.”




“It is the mission of the School of Education to model compassion, character, and competence so that our students emulate and embrace these qualities in service and leadership.”

Trevecca granted full approval for teacher education major



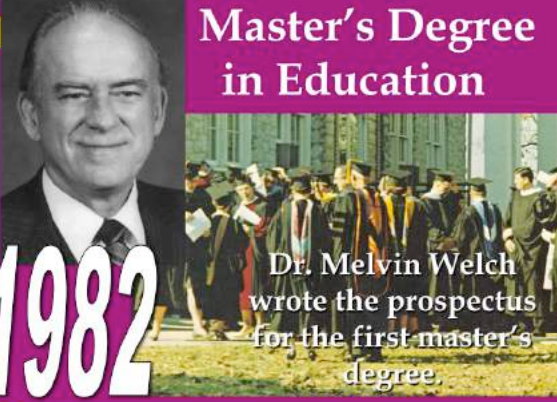
1954



1965-67

Teacher Education & Workshops
Dr. G. L. Pennington

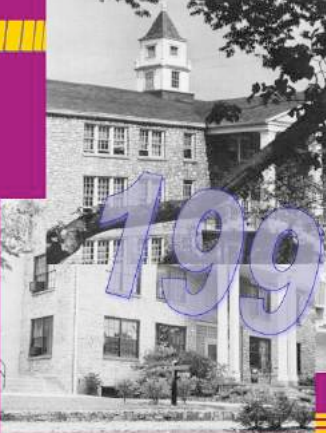

Secretaries: Martha Wilkerson, Esther Costa (Swink) & Mrs. Glenn Ellen Darnell



Master's Degree in Education

1982

Dr. Melvin Welch wrote the prospectus for the first master's degree.


1991

Dr. Millard Reed
President



1993

First in Tennessee to receive program approval for new standards

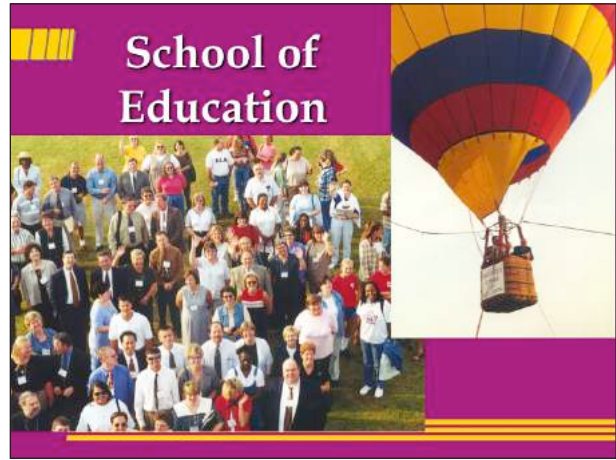


1996

Dr. Melvin Welch chaired the faculty in writing the initial proposal for the Ed.D. in Professional Practices



- Previous visit
- All licensure programs were found to be in compliance by the Commissioner of Education and fully approved by the State Board of Education on July 31, 1998.





SACS 2002

October 6th – 9th

**Tennessee
State Department
of Education**

October 19th – 23rd

Who We Are...

EDUCATORS: Shaping The Future

Ohio State **Nova**

Peabody College
of
Vanderbilt

Columbia **Tennessee State University**

University of Tennessee **University at Albany**

Trevecca
Nazarene
University

University of Illinois

Full-Time Faculty Teaching Experience

- 527 years total
- 174 years at TNU
- 290 years total in public/private

Faculty Diversity

Full-time University Faculty

Females	11
Males	11
People of Color	1

Adjunct Faculty Graduate Programs

- 5 School Administrators
- 3 Technology Coordinators
- 1 Classroom Teacher
- 1 State Department Employee
- 1 School Superintendent
- 1 Retired Metro Schools Administrator
- 2 Library Science Coordinators

School of Education Enrollment Fall 2002

Program	Enrollment
Undergraduate TED	171
Post-Baccalaureate	66
M.Ed. EL	174
M.Ed. IE	51
MLIS	64
Ed.D.	72
Total	598

Conceptual Framework



Christian Values

Commitment to Service

Commitment to Learning

Beliefs

Compassion

Being

Communication
Competency-based
Interdisciplinary Instruction
Research
Technology

Knowing

Field Experiences
Practica
Life-long Learning
Diversity
Research

Doing

Being

THIS IS WHO WE ARE!

School of Education

The Best Place To Be

Knowing

Doing

“There has never been another you. With no effort on your part you were born to be something very special and set apart. What you are going to do in appreciation of that gift is a decision only you can make.”

–Dan Zadra

State Department of Education Recognizes School of Education Assessment System

According to the Teacher Education Handbook 2001-2002, the SOE assessment system was described as follows:

Formal and informal assessments are a comprehensive, systematic, and of the professional and pedagogical studies of each licensure area in the Teacher Education program. Authentic, performance-based assessment is directly linked to course objectives and instruction within the professional and pedagogical core. Good assessment is an integral part of good instruction. There is diversity in assessment as there is diversity in instruction. The context for an assessment process should be one of enthusiasm rather than one of dread.

In the professional and pedagogical studies, instruction and assessment are linked to a common set of learning objectives in each course. During the field experiences, practica, clinical, microteaching, and enhanced student teaching, students are required to actively accomplish complex and significant tasks, by using prior knowledge, recent learning and appropriate skills to solve realistic and authentic problems. Many of the assessment tasks involve hands-on/minds-on experiences which become a learning process, not just a grading process. The major purpose of both formal and informal assessment is to focus on reflection, self-assessment, and self-improvement by the teacher candidate.

All assessments were directly related to and incorporated in the themes of the Conceptual Framework through various processes and evaluations, as shown In the charts on the following pages from the *Teacher Education Handbook 2001-2002* (pp. 21-23).

FORMATIVE & SUMMATIVE PROCESSES AND PROGRAM EVALUATION INCORPORATED IN THE CONCEPTUAL FRAMEWORK THEMES

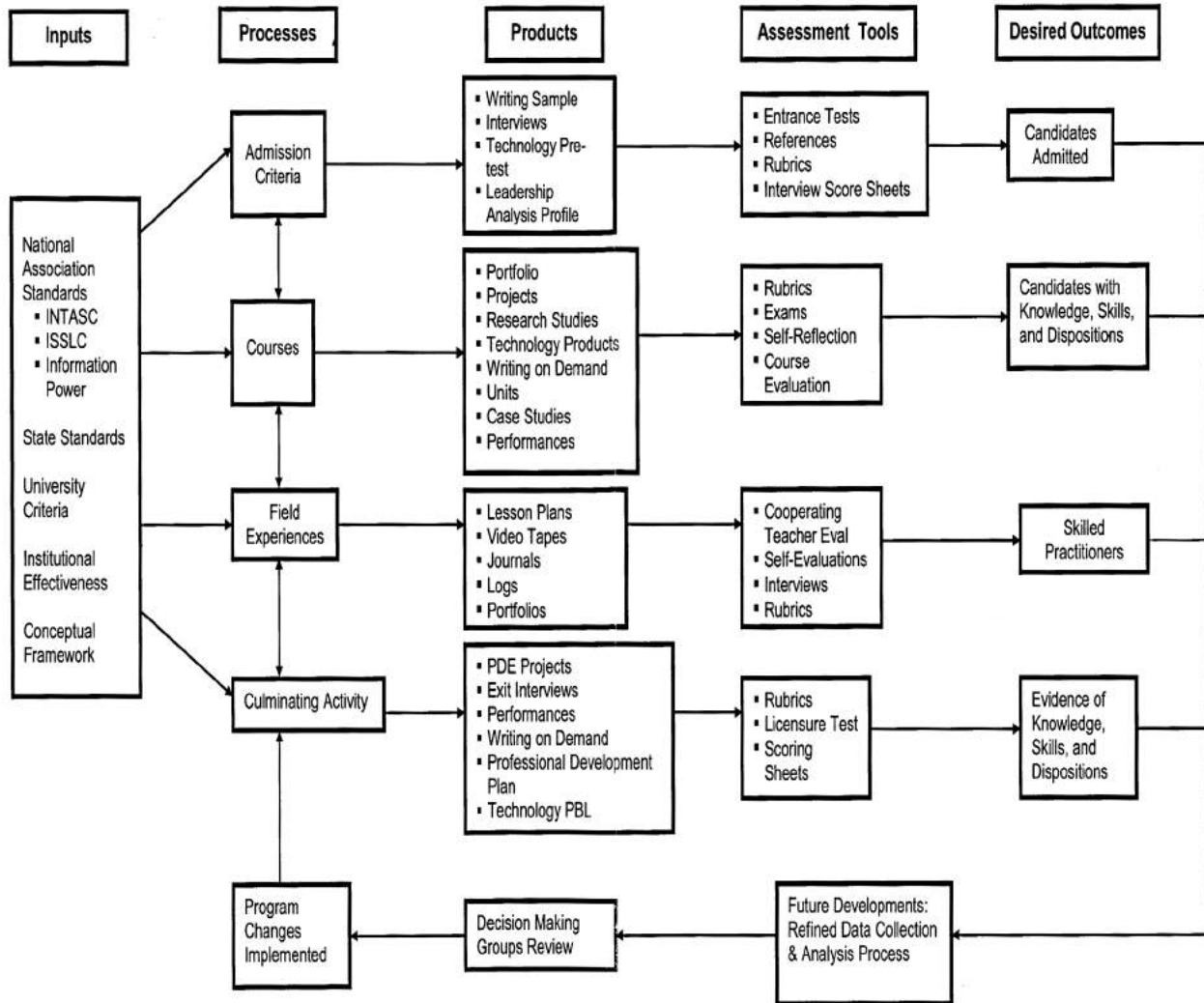
Strand	Focus	Processes	Evaluation
Personal Development	Formative	<ul style="list-style-type: none"> • Advising • Financial Stewardship • Chapel attendance • General studies • Screening • Field experiences • Portfolio 	<ul style="list-style-type: none"> • Satisfactory completion of course requirements • University classroom interactions • Campus/community/service involvement
	Summative		<ul style="list-style-type: none"> • Student self assessment • Portfolio

General Studies & Content Expertise	Formative	<ul style="list-style-type: none"> • Required content courses in General & Content Studies 	<ul style="list-style-type: none"> • Satisfactory completion of course requirements • Passing score PPST • 2.5 overall GPA • 2.8 GPA in Professional Core & Major
	Summative	<ul style="list-style-type: none"> • Matrices knowledge & skills 	<ul style="list-style-type: none"> • Passing score NTE/Praxis PLT K-6 or PLT 7-12 & Specialty Area • Portfolio
Pedagogy & Assessment Strategies	Formative	<ul style="list-style-type: none"> • Instruction & Management Models, Strategies, Practices, Unit of instruction • Educational Tests & Measurements • Professional & Pedagogical Studies 	<ul style="list-style-type: none"> • Practica • Micro-teaching • Learning activities, lessons, units
Management	Formative	<ul style="list-style-type: none"> • Instruction & Management • Practica • Micro-teaching 	<ul style="list-style-type: none"> • Satisfactory completion of course requirements • Evaluations: cooperating teachers & university supervisors
	Summative	<ul style="list-style-type: none"> • Enhanced Student Teaching 	<ul style="list-style-type: none"> • Satisfactory evaluations: cooperating teachers & university supervisors • Student reflections & self-evaluations • Student Teacher Journal • Portfolio
Communication	Formative	<ul style="list-style-type: none"> • Speech Communication • English Composition • Critical Reading & Writing • Communication elective 	<ul style="list-style-type: none"> • Satisfactory completion of course requirements • Demonstration of effective communication skills
	Summative	<ul style="list-style-type: none"> • Student Teaching Seminar • Peer videotaping in Enhanced Student Teaching • Senior Exit Interviews 	<ul style="list-style-type: none"> • Demonstration of competence • Portfolio
Technology	Formative	<ul style="list-style-type: none"> • Computer Literacy • Educational Media & Micro Computers • Professional & Pedagogical Studies 	<ul style="list-style-type: none"> • Satisfactory completion of course requirements • Integration of technology
	Summative	<ul style="list-style-type: none"> • All field experiences • Enhanced Student Teaching 	<ul style="list-style-type: none"> • Demonstration of integration & competence

Diversity	Formative	<ul style="list-style-type: none"> • Foundations of Education • Practica • Professional & Pedagogical Studies 	<ul style="list-style-type: none"> • Satisfactory completion of course requirements • Evaluation reports: Practica & Micro-teaching Experiences
	Summative		<ul style="list-style-type: none"> • Enhanced Student Teaching • Portfolio
Professional Community	Formative	<ul style="list-style-type: none"> • Practica • Content & Professional & Pedagogical Studies • Micro-teaching 	<ul style="list-style-type: none"> • Advising • Screening • Satisfactory completion: Professional Core Pre-Professional Field Experiences
	Summative	<ul style="list-style-type: none"> • Professional semester: Enhanced Student Teaching Student reflective thinking & continuous self assessment 	<ul style="list-style-type: none"> • Enhanced Student Teaching • Senior Exit Interview • Student Teacher Journal • Portfolio
Professional Practice	Formative	<ul style="list-style-type: none"> • Practica • Micro-teaching • Enhanced Student Teaching • Student Teaching Seminar • Membership-TNU ASCD 	<ul style="list-style-type: none"> • Satisfactory completion of all aspects of the Teacher Education Program
	Summative	<ul style="list-style-type: none"> • Induction 	<ul style="list-style-type: none"> • Satisfactory first year teaching - induction into the profession

Once again as engagers and connectors, the leadership team with the faculty one evening spent several hours discussing and brainstorming in an effort to design a flow chart using the cyclical approach. Previously, the SOE's assessment system, as previously described, was linear, providing the assessment tools and tracking; however, the assessment system lacked the overt closure of its loop for accountability of the 360 model utilized by current assessment standards. The State Department of Education's accreditation team questioned how the assessment loop was closed. It was a critical period for Trevecca programs to be able to ensure the components of inputs, processes, products, assessment tools, and desired outcomes. The incredible wisdom, teaching experience, and knowledge base, better described as the "intellectual capital" of the team, designed an assessment diagram as a working document for achieving success (see following diagram).

School of Education Assessment System



Furthermore, once the design was completed and the narrative polished, the framework was set into motion. This assessment tool was formally presented as a part of the total conceptual framework for Trevecca's education programs and praised, as well as recognized, by the State Department of Tennessee and SACS. It should be noted Olivet Nazarene University was one of the first to request permission to use this model, and, from that point on, it became duly recognized by several institutions as a means to put assessment in the forefront of program planning. Dean Welch praised the leadership of Dr. Cox, Dr. Swink, Dr. A. Patterson, Mr. Moses, Dr. King, Dr. Moore, and others, proving the programs of excellence met the highest standards in preparing teachers and moving educators to the highest level of critical thinking.

SOE Embraces the 21st Century Technological Wave

Technology was just coming to the forefront when Dr. Cox collaborated with Mrs. Tracie Pennington, a Metropolitan Nashville Public Schools teacher and Trevecca graduate (BS, 1983, MEd, 1996), to showcase a program called “See me, See you.” The program included the first-ever videoconferencing allowing Mrs. Pennington to be in her classroom connecting with the Trevecca campus using Macintosh computers for real-time conversation. The Trevecca Nazarene University Board of Trustees and teacher education faculty were chosen as the first observers of this unique and creative demonstration. This achievement was the beginning of implementing technology for teacher education students and impacted significantly the future of technology inclusion in teacher education.

Moving into Mackey Building with the state-of-the-art technology was initiated by Dr. Cox demonstrating the use of the SMARTboard to President Reed and members of the administrative cabinet. Trying to balance the financial cost with the need to provide the best furniture and technology was not an easy task. Mr. Mark Myers, Chief Financial Officer, proposed equipping one classroom as a model rather than providing the SMARTboard for all classrooms in the uniquely renovated Mackey Building, which was now going to become a campus-wide technology hallmark for those classrooms. It was Dr. Cox’s convincing demonstration of the Smart Board that persuaded President Reed to move forward with the full proposal for SMARTboards in all Mackey Building (12) classrooms. Later it would be known Mr. Myers was pleased with the change of decision to make this happen.

Dr. Cox was a consistent supporter in all programs. Along with all her successful administrative duties, she was well known as an inspiring, motivational, and excellent professor and classroom teacher in undergraduate and graduate programs. She made an indelible imprint on Trevecca’s master’s and doctoral students through this venue.

Trevecca’s student chapter of the Association of Supervision and Curriculum Development (TASCD) continued to grow and thrive under Dr. Denton. Students were involved in projects and professional development for the teacher education students. Annually, Dr. Denton and the ASCD student members attended the national conference. In addition, the faculty, administrators, and students participated in an induction banquet.

With incredible insight, Dr. Welch knew at that moment when dean of Enrollment Management, Jan Forman, introduced him to Dr. Cox, a Kentucky basketball fan and loyal friend, that she was the right and best choice for director of Teacher Education. The fact she was a Rick Pitino fan and gave Dr. Welch a book on leadership in that first interview resonated with him as well. Dr. Cox projected a winning leadership style for teacher education and a win-win scenario for the SOE. Presently, she continues to serve in the SOE as a full-time faculty member in Graduate Education Programs.

TNU ASCD 2001

Trevecca Nazarene University's Association for Supervision and Curriculum Development

Motto: Modeling Christ in the Classroom

John 15:5 "I am the vine and you are the branches. If any man remain in me, he will bear much fruit."

ASCD continued its efforts to serve education students in a variety of professional education opportunities. The group's service project concerned working with the residents at Mercy Ministries in Nashville. Members led seminars, prepared meals, and shared Christ with the girls there. The organization's leadership endeavor this year focused on TNU's pencil adoptee, Moore Middle School. ASCD hosted a statewide Polaroid Drive-In Conference in September, the Moore Leadership Conference in October, and the Professional Education Conference in February.

Two officers served on the state TASCSD board: Halisha Sharpton, TNU ASCD president, served as membership chairperson, and Dana Neeley, TNU ASCD vice president for communications, served as a member of the board.

ASCD officers Joanne O'Kain, Jamie Mills, and Halisha Sharpton take time to ride rollercoasters at the summer conference.



TNU ASCD Members and Education Faculty

ASCD members invite all education majors to join during Club Rush.



As I look back...

I attended Trevecca from 1998-2002 for my bachelor's degree in Elementary Education. I knew I wanted to go to Trevecca because I would be able to be myself, and not just a number. Teaching has always been a passion of mine, and I knew that's what I wanted to do with my life. Being a part of the Education Department of TNU, I made some of the best friends one could have, ones that follow your dreams with you, ones that help you in times of need, and ones to laugh with. This program helped me realize that teaching students is more than teaching curriculum, but teaching children. I was involved with ASCD as a student member, and it was great to have a professional experience while still being a student. I have such fond memories of my professors teaching us valuable lessons about children, classrooms, schools, professionalism, and people skills. When I realized I needed more of an education to decide where my life was going, I attended TNU from 2002- 2004 to acquire my masters of Curriculum and Instruction.

As I accepted my first teaching job, I was scared, nervous, and really excited. Once I got into my classroom, I knew I could handle it, as TNU had prepared me for this endeavor. I knew how to write good lesson plans, manage students, and work with others. Thinking about my first class still brings a smile to my face! I have taught 12 years in the classroom, and don't regret my decision to become a teacher. At my school I have been a team leader, Teacher of The Year, and mentor teacher. I created a musical theater after school program in my building that has earned nationwide recognition as well. I am very thankful I had such a positive and rewarding experience at TNU. These life lessons that I learned at Trevecca are applied every day, and I am blessed to carry on the tradition of a great education program. (Joanne O'Kain, BS, 2002; MEd, 2004; EdD, 2014; Teacher, Roy Waldron Elementary; LaVergne, Tennessee)

Trevecca's Education program is one of the best in the country. It trained me for the real world, for real classrooms, not just some scenario in a textbook. Each professor I had challenged me and never accepted some memorized, standard answer. They made you think about how all of the theories and best practices should be applied in a classroom with real children.

The field experiences were just as important as the classroom instruction. I was placed in a variety of classrooms. I had always thought I wanted to teach kindergarten. Truthfully, even thinking about teaching the older grades, basically anything above third

grade, intimidated me. I can remember my advisor, Dr. Michael Brooks, telling me that I would be okay and might even like the older grades once I completed my practicum. I discovered I loved the upper elementary/middle school students and that was really where I wanted to be.

The most important thing I learned while at Trevecca was how to be a servant leader. I served on the leadership team, data team, and helped to implement the mentor program in my school as lead mentor. It was my training I received at Trevecca that helped me be successful as I served in those roles. I was able to teach and touch lives because of the education I received at Trevecca; and for that reason, Trevecca will always have a special place in my heart.

(Robin Crossett-Felts, BS, 2003; Erin, Tennessee)

***D**r. Cox is an amazing teacher with useful and insightful real life experience to bring to her students. As a freshman, I was in awe of her in my first class Foundations of Education. She has a knowing confidence in her abilities as a teacher, administrator, and a mentor, and that gift truly inspired me. I wanted that kind of confidence when I left the program and headed out to teach the little ones of the world.*

What I remember most is Dr. Cox's great teaching style in which she used information from many different sources and then combined that knowledge for us into a simplified, understandable version. She could express her thoughts and teachings easily. I was fortunate enough to have her as a teacher in both my undergrad and master-level classes, and her teaching style was key to my understanding and digesting the wealth of information being given. She is also very friendly, which made it easy to communicate with her. I had high expectations for myself, but so did she, and I'm grateful she was the backbone of the Teacher Education Program at Trevecca. She honestly enriched our lives with all that she had to share. I owe my success in teaching to Trevecca and Dr. Cox, all of whom impacted me in a significant way! Thank you, Dr. Cox, for always encouraging me!

(Kristen Bledsoe, BS, 2006; MEd, 2008; Former Teacher & Principal, Nashville, Tennessee; Financial Services, Trevecca Nazarene University, Nashville, Tennessee)

CHAPTER 6

As I look back...

Strange as it may sound, I hoped to connect my personal and professional perspectives as to being pertinent to the journey I have traveled. Having been a school teacher, a registrar, a director of admissions, an alumni director, a college professor, and landing at Trevecca College was the path chosen for me, based on my belief God had called me for these purposes and experiences. Was this the beginning of the puzzle of my life with larger pieces to be put together?

Looking back, I am reminded of my earlier years of putting puzzles together. Finding the right pieces for the right fit for teacher education, workshops, and graduate programs sounds similar to getting the right people in the right seat on the bus. I also figured out I might have to be bold and brave to connect the pieces needed to ensure they would fit. Will I have all the pieces? Why should they be connected? Who would be the connectors to pave the way? Will connecting the pieces make a real difference? This has been a most unusual journey for me, complete with the challenges of new adventure, the unknown, and surprises coupled with motivation to step in the territory of exciting leadership opportunities.

The opportunity to serve with Dr. Homer Adams and be a part of charting a new designation of a first master's degree at Trevecca would become an engaging experience. Later serving as the assistant to the president and dean of education under the late Dr. Millard Reed, I played a significant role for the oversight of moving Trevecca from Level III to Level V for the first-ever doctoral program in Nazarene colleges and universities in the United States. These endeavors would become a hallmark of the academic highlight of my career and obviously were the big pieces of the puzzle yet to be discovered.

To make this happen, I quickly accepted that wisdom is, and starts with, the humility to accept the fact that I would not have all the right answers or pieces immediately. I needed to seek the courage to learn to ask the right questions with the right persons choosing the best puzzle pieces and putting them in the right place. Further, I recognized building relationships represented a large piece. Bonding with faculty and administrators might be difficult, yet, as a rewarding challenge, I knew this puzzle piece was critical for the on-going success of my engagement in moving the pieces in the right spot.

Finally, I kept asking myself, "Is this where I am supposed to be? How could I possibly fail?" In looking back, I found it was the many professional leaders with whom I worked and who possessed positive leadership skills, sharing their innovative approaches, armed with giftedness, and being exemplary in their work, who influenced me. They represented

the best team anyone could have holding the necessary pieces of the puzzle needed to lead us effectively to a pathway of success. The most remarkable thing was all the pieces came in place as a matter of choice. One person doing a puzzle might be okay, but choosing the right pieces with consensus was the key to a beautiful landscape of togetherness. Together we chose to succeed.

I am grateful as a Christian leader that, even though at times I may have misplaced the puzzle pieces, I chose to use my mind to think through, my heart to love through, my lips to speak through, and my hands to touch each piece of the puzzle...through Christ... as looking back clearly indicates how important looking ahead was to achieve a pathway to success.

(Melvin Welch, BA, 1961, Trevecca Nazarene College; MEd, 1965, Middle Tennessee State University; PhD, 1980, Peabody of Vanderbilt University; School of Education, Dean Emeritus, Trevecca Nazarene University)

Dr. Melvin Welch, Director of Master's in Education (1983-2003)

How did it all begin? Well, everything has a beginning, and the history of the teacher education and workshop programs, master's and doctoral programs certainly adds to the many perspectives worth sharing. There were lessons and connections considered as Trevecca was finding her way into a much broader public arena, not only in Nashville, Tennessee, but also throughout Middle Tennessee and the Southeast educational zone designated by the Church of the Nazarene.

If a description could be given to this history lesson about Trevecca's education programs, one might consider these phrases:

- The Ugly Ducklin'
- Let the "hollering" begin and listen as it gets louder and louder
- The Say-nothing history and Just Let It Be
- What's inside the black box that many of you do not know?

What was there for Trevecca to compare "what" it might become and "how" might it distinguish itself? There was indeed an early vision in the 1950s and 1960s as a result of Dr. A.B. Mackey, Dr. A.K. Bracken, Dr. L.P. Gresham, and Dr. Homer Adams. It was the leadership style of these fine educators who first had a vision for Trevecca to become a college with a viable teacher education unit. These were men of professional will and personal humility, men in vigorous pursuit of a clear and compelling vision and stimulating higher standards, who organized people and resources and worked effectively with others. They made productive contributions through their talent, knowledge, and skills and were way ahead of their time on "higher order thinking skills."

Dr. Pennington was a leader who could be uniquely labeled as a thinker and one who would have said “There are going to be times when we can’t wait for somebody.” Specifically, Kesey (as cited by Collins, 2001) believed, “Now, you’re either on the bus or off the bus” (p. 40). To paraphrase Collins (2001), Dr. Pennington’s thinking would be probably something like this: “I don’t know where we should take this program, but I do know that if I start with the right people, ask them the right questions, and engage them in vigorous debate, we will find a way to make this program great.”

The hollering really started as Dr. Pennington began opening doors throughout Middle Tennessee, in particular Davidson County, with workshop opportunities for teachers. In the years to come, his vision was the hope that the teacher education might lead the way for Trevecca to offer graduate programs in education someday. Dr. Pennington refused to be quiet and just sit back, but pushed ahead with ideas and accomplishments that enhanced greatly what was to come in education in the future for the college.

While his achievements were many in promoting the visibility of Trevecca, Dr. Pennington’s frustrations, according to history, were just as prominent. But there was no doubt in anyone’s mind that these earlier undergraduate programs under his leadership set the stage for what was to come for Trevecca. Collins (2001), in *Good to Great* gave sage advice: Put the best people in the biggest opportunities but make sure someone is not in the wrong seat on the bus. During this period, an obvious disconnect in the administration of the academic programs was prevalent. Dr. Pennington’s will and determination to think outside the box was critically observed.

Dr. Melvin Welch Heads School of Education



Dr. Melvin Welch

In 1980, Dr. Welch, former Davidson County school teacher, registrar, director, and dean at the University of Tennessee at Nashville, was appointed director of Alumni Services as the first full-time position; however, within a short time President Adams would place him in a strategic position to enter the arena of Trevecca’s education programs. The appointment of Dr. Welch, based on his previous eight years of administrative experiences in adult programs at the University of Tennessee at Nashville, with an enrollment of 6000 adults, might add a dimension of knowledge needed to seek graduate program options at Trevecca. Once again, Trevecca was beginning to load the bus with persons in the right places at the right time. No one could predict the life-changing experience this would be or the transformational changes to take place in the future.

During one of Nashville’s heaviest snowfalls on December 28, 1982, President Adams made a telephone call to Dr. Welch requesting they meet in his office. Even though Dr. Welch lived 11 miles

from campus and was an inexperienced driver in snow, he came to the meeting. During the visit, Dr. Welch remembers vividly glancing out the windows of the second floor of Adams Administration Building in the office of the president, while Dr. Adams was describing his vision for the future of Trevecca's education programs. This was a life-changing moment for Dr. Welch because he would be soon appointed to serve as chairperson of a committee to begin writing the first-ever prospectus for graduate-level programs at Trevecca Nazarene College. The disconnect reared its head in this new adventure, changing the scope and direction of potential master degree programs and bringing them to new levels! The study, if successful, would change the institution from a Level II to a Level III.

The impressive and intellectually stimulating conversation in Dr. Adams' office on that snowy day will always highlight Dr. Welch's professional career. Dr. Welch was honored to be selected, appointed, and given the task to make this happen. What he did not know at this time was that the dean of the college had someone else in mind to head up the study and serve as chairperson! Neither was it apparent the "ugly ducklin" would show its head or that there was a "more in the black box that had not even been opened yet" thinking that would include many interesting parts to an already mixed coupling of puzzle parts to be put in place. This would be considered a major step for a very traditional liberal arts college with faculty who could become pretentious in their thinking regarding this "thinking outside the box" by a president of a private, undergraduate mind-set audience yet to be convinced.

As one may reflect, this change was an extremely distinctive moment in the history of Trevecca. At this point, the protocol would include a request to the Tennessee State Department of Education and SACS for a substantive change in academic programs. For a liberal arts college connected to a specific church denomination, there were certain concerns and issues with the plausibility of a strictly scrutinized process by Tennessee state public and private institutions.

With the approval of the request, validation of Trevecca's ability to serve adults at the graduate level became a priority. Serving as a backdrop for the master's feasibility study was the Summer Workshop Program already described in this narrative. The feasibility study clearly showed evidence to support its growing programs as a background of strong academic standing and positive posture in the Nashville community.

To set the stage for this preliminary action, the decision to engage in the feasibility study was based on thorough and extensive review of data. A survey conducted among 295 educators had a response of 227 interested in pursuing graduate study at Trevecca. With a strong undergraduate education program led by Dr. Rosebrough and a successful Summer Workshop Program led by Dr. Pennington, Trevecca's strength and stability for such an undergraduate base supported the rationale for a graduate program. However, this was not to say the process would not create some level of havoc with the director and faculty in teacher education as this would make for a not-so-comfortable zone of change in the department.

Educators in the Nashville and the Middle Tennessee area as well as graduates of the institution had been persistent in their requests for the establishment of a degree offered by Trevecca at the master's level. The consistent request of various constituencies together with the success of the undergraduate programs had been the primary factors in the decision to pursue the graduate program. As a part of the regular procedure in preparation for each summer, a survey was conducted to determine the needs and expectations of the participants. Enrollments in the undergraduate teacher education program and summer workshops had been consistently high. With the present predictions regarding teacher shortages for the future, this percentage of students was predicted to increase. To support the instructional program areas, it was clear educators were seeking options regarding program delivery and program design (see tables below).

TABLE I-I

POSITIVE RESPONSES FROM TENNESSEE EDUCATORS TO THE SUMMER, 1983
QUESTIONNAIRE REGARDING SPECIFIC INSTRUCTIONAL AREAS OF INTEREST IN
PURSUING GRADUATE STUDY AT TREVECCA

Areas of interest in the master's program	First Choice	Second Choice	Third Choice	Total Interest
Elementary Education	65	34	15	114
Educational Administration	30	28	25	83
Curriculum and Instruction	26	45	24	95
Early Childhood Education	17	29	15	61
Special Education	16	12	23	51
Other Fields	15			15

TABLE I-II

POSITIVE RESPONSES FROM TENNESSEE EDUCATORS TO THE SUMMER 1983
QUESTIONNAIRE REGARDING SPECIFIC INSTRUCTIONAL AREAS OF INTEREST IN
PURSUING GRADUATE STUDY AT TREVECCA

TIME/FRAME MODEL	MASTER'S DEGREE	GRADUATE STUDY ONLY	TOTAL
I. Summer Quarter			
a. Mornings and Afternoons			
1st choice	144	45	189
2nd choice	5	3	8
3rd choice	1	0	1
b. Evenings			
1st choice	21	8	29
2nd choice	39	9	48
3rd choice	7	2	9
2. Fall, Winter, Spring Quarters			
a. Weekends (Friday p.m. and Saturday)			
1st choice	20	8	28
2nd choice	41	12	53
3rd choice	26	6	32
b. Week Days (Morning and Early Afternoon)			
1st choice	5	2	7
2nd choice	2	3	5
3rd choice	18	2	20
c. Week Days (After School Hours)			
1st choice	21	2	23
2nd choice	44	8	52
3rd choice	11	8	19

As this chapter of the history unfolded, it was highly noticeable Trevecca had a minimum number of professors in education with doctorate credentials meeting the criteria for pursuing this request, including Dr. Pennington, Dr. Rosebrough, Dr. Chilton, and Dr. Welch. One of the strong and positive points included the highly notable recognition of Dr. Adams as an academic leader who had begun earlier establishing a relationship with SACS, in particular. At this point, President Adams had also made a decision to move forward in appointing Dr. Welch as the chair of the Graduate Studies Committee and associate dean of graduate studies; interestingly enough, there was no dean of graduate studies position.

In 1982 Dr. Strickland, academic dean, sent Dr. Rosebrough a memo on September 14, indicating his wish for Rosebrough to serve as the person to head up the M.A. self-study and suggest the members of the committee (see memo below).



INTER-OFFICE COMMUNICATION

September 14, 1982

TO: Tom Rosebrough
FROM: Bill Strickland
SUBJECT: M. A. Study

When Dr. Adams and myself visited with Dr. Henry Ashmore of the Southern Association in Atlanta on August 3, 1983, he suggested that we go ahead with our Masters Degree Self-Study rather quietly and discuss it with him when he visits us with the Visiting Committee in April, '83. We would probably want Dr. Pennington to do an updated interest inventory next summer to those attending the Summer Teachers Workshop. The earliest we could officially approach SACS would be January, 1984, after we learn the results of our accreditation study and visit. We would then try to start the program either in the summer or fall of '84.

Would you be able to head up the M.A. Self-Study? If so, who would you suggest to be members of the Planning Team?

The process was to be kept quiet. Dr. Welch acknowledged Dr. Strickland to be demanding at times, demonstrating his unique, work ethic and strong leadership style. Dr. Strickland chose the wisdom and experience of Dr. Rosebrough, who put him in his comfort zone. It was also obvious Dr. Rosebrough, a very close, personal, and professional friend to Dr. Strickland, was not comfortable with Dr. Welch being named the chairperson of the committee. Moreover, Dr. Strickland supported Dr.

Rosebrough as the chairperson of the self-study. Dr. Strickland did not endorse Dr. Welch immediately as the chairperson. Because Dr. Welch possessed the experience as a connector and engager with adult education programs, it was quickly determined President Adams would take a strong upfront position about who would be leading the study. Moving forward would be the beginning of a major restructuring of teacher education and workshop programs. This strategic move signaled to the dean and director, a change of major proportions related to faculty, curricula, delivery system, and pedagogy. These were testing times for the administration and brought various reactions within and outside the college from her constituency.

About six months into the study, Dr. Welch, the chairperson of the committee, was asked to attend a meeting in the conference room in the Adams building with two key administrators: Dr. Strickland, dean of the college, and Dr. Rosebrough, director of teacher education. Dr. Rosebrough presented a document with several of the names of the faculty of the Teacher Education Department and others suggesting that the changing of the administrative structure of the Teacher Education Department was not acceptable in their view. The possibility that Trevecca was seeking a status change to Level III meant eventually the reorganizing of the administrative structure of their department. This group insisted the Trevecca Teacher Education Program, as it was then, should remain and graduate-level programs should not be an option for consideration. Let the record stand and be clearly noted that both the dean of the college and the director of Teacher Education were men of integrity and loyal to their profession. On the other hand, their opposition to the process was less than supportive to the change that the master's degree program approval would create unless Dr. Welch would consider this a mandate to step aside and allow Dr. Rosebrough to head the study.

During the meeting, Dr. Welch did not waver in emphasizing that Dr. Adams had appointed him as director of the Self-Study and that SACS had recommended two leading educators from Emory University to consult with him. No compromise was reached, and Dr. Rosebrough left the room. Dr. Welch reiterated to Dean Strickland, "I am the chairperson, and I am going to lead the study." Dr. Welch politely dismissed himself from the room. Even though Dr. Strickland possessed a strong work ethic and was dedicated and committed to Trevecca's success, he did not possess the experience and skills needed to move the study forward. Dr. Welch's decision was obviously a disappointment to both the dean of the college and director of teacher education. However, President Adams had already determined who would serve on the committee. Dr. Welch was assured of President Adams' support and held to the following thought: This is a very important lesson—that one sometimes has to confront the most brutal facts of the current situation, whatever they might be, but keep one's faith. Ultimately, when the dust settled, Dr. Welch remained standing and positioned to lead the new program.

The timetable (p. 113, SACS Report) shows this action in March 1983, the naming of the committee by President Homer Adams and the appointment of Dr. Welch as chairperson.

Time Table for Master's Degree Programs

March, 1983	President Adams appoints members to Graduate Studies Committee and Chairman, Dr. Melvin Welch.
April, 1983	President Adams holds first meeting for organizational purposes of Graduate Studies Committee.
Summer, 1983	Feasibility study conducted in Nashville and Middle Tennessee
August, 1983	Graduate Studies Committee reviews and finalizes calendar of events for proposal study, visits with Dr. Jean Hendericks, and Dr. Virginia Nelms for consultation. State Department of Education notified of Graduate Studies Program intent.
September, 1983	Series of Graduate Studies Committee Meetings held; Dr. Welch, working with Dr. Jean Hendericks who appointed Dr. Virginia Nelms, and Mr. Robert Williams, Librarian at Cumberland College, agrees to assist with library area of study.
October, 1983	<p>Draft document including purpose, administrative organization, faculty, admission and curriculum sent to consultants by Dr. Welch.</p> <p>Mr. Robert Williams, Librarian, meets with Trevecca Librarian, Mrs. Ray Thrasher, and chairperson, Dr. Melvin Welch of Graduate Studies.</p> <p>Trevecca faculty votes unanimously to endorse the program.</p> <p>Graduate program presented to Academic Affairs Committee of Trevecca Board of Trustees by Dr. Melvin Welch. Program received unanimous approval.</p> <p>Consultant visitation with Graduate Studies Committee, Dean of College and President.</p>
November, 1983	<p>Visitation of Mr. Robert Williams, completion of prospectus for Southern Association.</p> <p>Associate Dean for Graduate Studies position announced.</p>
December, 1983	Submission of prospectus to Southern Association.
January, 1984	Completion of forms to be used in Graduate Program. Anticipate Advisory SACS visitation team.
February, 1984	Printing of graduate bulletin, applications, class schedules
March, 1984	Selection process for additional faculty and staff.
April-May, 1984	Processing of student applications.
June, 1984	Expectation of enrolling students in summer session
August, 1984	Projected date for first graduating class.
Fall, 1985	Evaluation visitation team from SACS.

So with the designated chair assignment of the committee going to Dr. Welch, and the assistance of Dr. Benberg of SACS, Dr. Jean Hendricks and Dr. Virginia Nelms both of Emory University, the process was heading in the right direction. Mr. Robert Williams, librarian at Cumberland College, Williamsburg, Kentucky, was appointed as a valuable resource person who contributed immensely to the study. Joining Dr. Welch, chairperson, and serving on the initial committee, in March 1983, were Dr. Fuqua, Dr. Leverett, Dr. Pennington, Dr. Quiggins, Dr. Rosebrough, and Dr. Strickland. The perceptions and wisdom of academic disciplines outside of education by Dr. Quiggins (communication) and Dr. Fuqua (science) were invaluable in the quality and integrity of the process. The challenges for Dr. Welch to initiate and establish connectors via faculty and outside professionals proved to be a critical phase of documentation for success. Even though faculty in the undergraduate teacher education program expressed opposition to this new way of program planning, the continued strong support from President Adams to ensure Trevecca's commitment to move forward in obtaining Level III status did not go unnoticed. This period of time was an encroachment on the very traditional liberal arts faculty. To overcome the distractions of the myths surrounding the graduate programs was an arduous task. This may not have been a war, but certainly battle lines were drawn, creating an interesting environment for changing Trevecca from a Level II to a Level III status with SACS.

The initial study and prospectus received approval from the President's Cabinet, Administrative Council, and the college's faculty. The Board of Trustees was given the opportunity to endorse the concept. Dr. Welch, as chairperson, quickly recognized that leading the study did not mean coming up with the many answers to important questions and issues or motivating everyone to follow, but having the humility and perseverance to grasp the fact that he did not yet understand enough to have the answers and to ask the questions that would lead to the best possible insights. However, the resistance came not from having a strong, credentialed team to pave the way, but from fearing territorial concerns within the present academic structure that simply would not work for the future.

The dialogue that took place in this new endeavor did not always have a positive flavor or the support of not only the undergraduate faculty but also some college administrators. Surprisingly, members of the Trevecca College Board of Trustees were beginning to raise the flags of the impact such a change might have on the highly desired traditional academic programs adhering to the Nazarene denominational perspective. Changing from Level II to Level III meant the beginning of a culture change, which might very well have put Trevecca in an uncomfortable position. In addition, the change in academic standards, library resources, and financial support to maintain the program surfaced as issues of deepest concern.

All of a sudden, the ugly duckling, hollering, and loud tones of concern, plus questioning the mission of Trevecca were the most noticeable perspectives being hammered. While the chairperson of the committee began to take the heat, it was again recognizable that one of the primary reasons for his selection was his strong background in adult higher education. Creating this environment, Dr. Welch

needed to be cautiously guarded and engaged in dialogue with many different colleagues. To enhance promoting the vision for a master's program and deal with the many issues would indeed become a daunting task.

Some of the major concerns presented were primarily the far-reaching goals of the size of the program and where Trevecca envisioned its future. The concerns became questions to answer in two areas. The first was programmatic:

- Would the program be situated only on campus or at some point go beyond the campus to offer the degree?
- Would the program requirements place different library needs which would have to be met?
- Was it to be a so-called "cash cow" to help Trevecca stabilize financially?
- Would these changes impact the on-going traditional students in positive and negative ways?

The second series of questions dealt with how a graduate program would impact Trevecca's culture and the strong denominational ties to the Church of the Nazarene.

- What might this new culture of potential Christian/non-Christian educators bring to campus?
- Would the mission and purpose of the college be sacrificed at any level?
- How could Trevecca ensure the standards of the church as well as academic standards were being imposed?
- Could this serve as a new venue to provide services to many fine educators who had never heard of the Church of the Nazarene?
- Why would Trevecca not want to reach out to these persons through a non-traditional approach with a Christian perspective?
- Would Trevecca be placed in a judgmental position, if she reached outside the denomination?
- Would the sacrifice to demonstrate the true Christian way of life by ensuring Trevecca's mission not be compromised?
- Would not Trevecca have the options to indicate that any student in the program on campus should show respect by honoring of the guidelines of the institution?
- Was this the first opportunity for a Nazarene college to step out on faith and reach out to influence all to serve the Christ-like environment needed in the world today?

The committee took all of these issues very seriously in writing the narrative for the requested program changes. While the task seemed impossible at times, and the continued focus kept in the forefront student issues more than academic ones, the academic committee headed by Dr. Welch faithfully and judiciously presented a prospectus which included hours of writing, discussions, committee approvals, and Board of Trustees' action. The process (see June 18 letter) for submitting the



TREVECCA NAZARENE COLLEGE

Nashville, Tennessee 37203-4410

June 18, 1985

Dr. Tom Healy
Vice President for Academic Affairs
University of North Florida
4567 St. Johns Bluff
Jacksonville, Florida 32216

Dear Dr. Healy:

Enclosed, you will find a copy of the following materials:

1. Original prospectus - December 1983
2. Report of SACS - February 10, 1984
3. Response by Trevecca to report - August 30, 1984
4. Official catalog of the college
5. Brochure and announcement
6. Graduate bulletin (revised edition will be available by July 1)

An updated report of enrollment, and program progress for Fall 1984 to Summer 1985 will be sent to you by June 28.

Should you need other materials, please feel free to contact me.

Sincerely,

Melvin Welch
Associate Dean for Graduate Studies

MW:ah

Enclosures

prospectus clearly demonstrated the Graduate Studies Committee seriously considered all the above issues and eventually honored all parties involved in a satisfactory document to be submitted and presented to the various entities of higher education and the college. Even though the process was working with well thought out strategies and objectives, there were still those who fanned the flames and even petitioned a stop gap measure against the development of the program prior to its submission for consideration by SACS and the Tennessee State Department of Education.

The Graduate Studies Council was composed of the associate dean of Graduate Studies and six members of the faculty who held the earned doctorate. The Graduate Studies Council was responsible for the following:

- Developing policy and procedures relating to the graduate program
- Approving courses for graduate studies
- Determining admissions policy and procedures
- Serving as an appeals committee for student grievances
- Evaluating systemically graduate curricular offerings, graduation, and retention rates, and student performance.

The Graduate Studies Council had the final responsibility for the approval of policy recommendations and internal operations as well as implementation of the program.

Selecting faculty for the Masters of Education Degree Program reached throughout the academic full-time faculty of all disciplines. (Note: In some instances, exceptional expertise or high productivity substituted.) Efforts continued to be made to strengthen the faculty, developing appropriate instruments for faculty evaluation and faculty development. See Table II-I on the following page for Academic Faculty to Participate in Graduate Program in 1984-85.

*“One looks back with appreciation to the brilliant teachers...
with gratitude to those who touched our human feeling...”*

–Carl Gustav Jung

TABLE II-I

ACADEMIC FACULTY TO PARTICIPATE IN GRADUATE PROGRAM 1984-85

FACULTY NAME	SEX	DEGREE	AREAS OF DEGREE	WHERE DEGREE WAS EARNED
James R. Caldwell	M	PhD	Educational Psychology	University of Southern California
Randy L. Carden	M	M+76 qtr.	Clinical Psychology	Middle Tennessee State University
John F. Chilton	M	PhD	Social Studies	George Peabody College for Teachers
Carole A. Costa	F	M+45 qtr.	Elementary Education	George Peabody College for Teachers
Ann K. Fuqua	F	PhD	Science Education	George Peabody of Vanderbilt University
Ronald F. Gray	M	EdD	Math Education	University of California at Berkeley
Nancy W. Hazelwood	F	MEd+45 qtr.	Curriculum and Instruction	Middle Tennessee State University
Ralph Leverett	M	PhD	Special Education	Vanderbilt University
G. L. Pennington	M	EdD	Education Administration	University of Mississippi
James G. Quiggins	M	PhD	Speech Communication and Human Relations	University of Kansas
Thomas R. Rosebrough	M	PhD	Early and Middle Childhood Education	Ohio State University
Earl E. Vastbinder	M	MD	Adolescent Medication	Ohio State University
Melvin Welch	M	PhD	Educational Administration	George Peabody of Vanderbilt University
J. J. Wheelbarger	M	EdD PhD	Curriculum and Instruction Educational Administration	University of Virginia George Peabody College for Teachers

Those individuals seeking admission to the program were required to give evidence of their ability and desire to pursue graduate-level work. All applicants must have completed an undergraduate degree from an institution, which was regionally accredited by SACS or by other regional accrediting

bodies. Other applicant requirements included a cumulative grade point average of at least 2.7; an acceptable score on the GRE, NTE, or MAT; a letter of recommendation; and an interview by the associate dean of education. Transient and special students were given consideration based on a letter of good standing, and students could transfer a maximum of 12-quarter hours into the approved degree. The application for the admission consisted of one page with required data made easy for the graduate to complete (see below). There were three categories of students: regular graduate, special graduate, and transient graduate. All applicants were required to submit an official transcript. The GRE, MAT, or NTE was required as well as the listing of all colleges and universities attended for proper documentation required for admission.

Trevecca Nazarene College
Nashville, Tennessee 37203

APPLICATION FOR ADMISSION TO GRADUATE PROGRAMS

Classification: M.Ed.
 Elementary Education _____ Regular Graduate Student _____
 Curriculum Instruction _____ Special Graduate Student _____
 Administration-Supervision _____ Transient Student _____

1. Name in full _____
 (Last) (First) (Initials) (Maiden name if applicable)

2. Present mailing address _____
 Street City State and Zip Code

3. Social Security Number _____ Place of Birth _____

4. Date of Birth _____ Sex _____ Race _____ Are you seeking a Trevecca degree? _____

5. Present Position _____

6. If a teacher, give certificate number _____ Areas of Certification: _____

7. Proposed graduate major _____

8. Universities and colleges attended:

Name	Location	19	to	19	Degree
Name	Location	19	to	19	Degree
Name	Location	19	to	19	Degree

9. Have college transcripts been submitted? Yes _____ No _____

10. Have admissions test scores been submitted? Yes _____ No _____
 If yes, check which: GRE _____ Miller Analogies _____ NTE _____

11. List names and addresses of the references whom you have contacted:

12. If accepted for admission to Trevecca, I agree to abide by all rules and regulations of the college as long as I am enrolled as a student.

Date _____ Signature of Applicant _____

Phone Number: _____ Home Phone Number: _____ Office

_____ Place of Employment

Mail the completed application with
 \$15.00 fee payable to Trevecca to: Associate Dean For Graduate Studies
 Trevecca Nazarene College
 Nashville, Tennessee 37203

Trevecca possessed a strong undergraduate education program on which to build its graduate program. Since 1965, the first year the Tennessee State Department of Education began its approval system under new guidelines, Trevecca had been a state-approved institution for teacher preparation. Much of the strength of the undergraduate program in the ensuing years could be attributed to the aggressive and committed faculty leadership in this area. Trevecca education graduates served with distinction throughout the nation and occupied leadership positions in Nashville, Tennessee, and the entire Southeastern region of the United States. One of the impressive, outstanding features of the Trevecca education program had been the Trevecca Summer Workshop for Educators as a result of one who connected with educators, as mentioned earlier, like Dr. Pennington did.

The nature, structure, and organization of graduate-level courses in education were predicated on the needs of educators and the school systems which they served. In conjunction with the State Department of Education, courses and programs were carefully planned to insure all requirements would be met. One could conclude upon perusal of the program majors offered that Trevecca was indeed ahead of her time as, even though there was no computer lab on campus, a course called “Computers in Education” was offered. Now this would be considered connecting for the future!

MAJOR IN ELEMENTARY EDUCATION

<u>Foundation Core</u>	Hours	Total Hours
EDU 5100 Introduction to Educational Research	4	12
EDU 5010 History of Western Education	4	
EDU 5040 Foundations of Elementary Education	4	
<u>Major Core</u>		
EDU 5300 The Teaching of Developmental Reading	4	16
EDU 5330 Children’s Literature	4	
EDU 5390 Science for the Elementary School Child	4	
EDU 5370 The Teaching of Elementary Mathematics	4	
EDU 5350 Language Arts for the Elementary School Child	4	
EDU 5400 Social Studies for the Elementary School Child	4	
EDU 5810 Seminar: Trends and Issues in Elementary Ed (required)	4	
<u>Enrichment Core</u>		
EDU 5200 Piagetian Theory	4	16
EDU 5540 Computers in Education	4	
EDU 5570 Learning Disabilities, Middle School Education	4	
Early Childhood Education (any course from C & I)	4	

<u>Individual Professional Development</u>		
EDU 5890 Planned Field Experience	1-4	6
EDU 5900 Individual Inquiry	2-6	
TOTAL QUARTER HOURS		50

MAJOR IN CURRICULUM AND INSTRUCTION

<u>Foundations Core</u>	Hours	Total Hours
EDU 5100 Introduction to Educational Research	4	12
EDU 5010 History of Western Educational	4	
EDU 5720 Introduction to Curriculum Development	4	
<u>Major Core</u>		16
EDU 5730 Models of Curriculum Development (required)	4	
EDU 5740 Instructional Theory (required)	4	
EDU 5750 Learning Theories and Styles	4	
EDU 5760 Leadership Skills	4	
EDU 5770 Supervision of Instruction	4	
EDU 5540 Computers in Education	4	
*EDU 5810 Seminar: Trends and Issues in Elementary Education	4	
*EDU 5820 Seminar: Trends and Issues in Early Childhood Education	4	
*EDU 5830 Seminar: Trends and Issues in Middle School Education	4	
*EDU 5840 Seminar: Trends and Issues in Learning Disabilities	4	
*EDU 5850 Seminar: Trends and Issues in Secondary Education	4	
<u>**Enrichment Core</u>		16
Individual Professional Development		
EDU 5890 Planned Field Experience (required of some students)	1-4	2-6
EDU 5900 Individual Inquiry (at least 2 hour is required of all students, 6 hours for thesis students)	2-6	
TOTAL QUARTER HOURS		50

*Choose one

**Choose An Enrichment Emphasis: Elementary Education, Early Childhood Education, Middle School, Learning Disabilities, Secondary Education.

See Appendix D for Graduate Course Descriptions.

*MAJOR IN ADMINISTRATION AND SUPERVISION

	Hours	Hours Total
<u>Foundations Core</u>		
Introduction to Education Research	4	12
History of Western Education	4	
Educational Organization and Administration	4	
<u>Major Core</u>		
Educational Supervision	4	20
The School Plant	4	
School Finance	4	
School Law	4	
School and Community Relations	4	
<u>Enrichment Core</u>		
Learning Theories and Styles	4	12
The Principalship (required of those seeking principal's certificate)	4	
Leadership Skills	4	
Computers in Education	4	
Seminar: Trends and Issues (choose from the five C & I courses)	4	
Individual Professional Development		
Planned Field Experience (supervised administrative or supervising field work or 3 years of acceptable experience)	1-4	6
Individual Inquiry (at least 2 hours is required of all students, 6 hours for these students)	2-6	
TOTAL QUARTER HOURS:		50

(Taken from "A Prospectus to Southern Association of Colleges and Schools by Trevecca Nazarene College – A Proposal for a Master of Education Degree Program," December 1983, Retrieved from Trevecca Archives.)

*See archival records for April 1, 1986, letter indicating Dr. James T. Rogers, executive director of Commission on Colleges was informed by Dr. Welch that one full-time equivalent faculty member with a doctorate in Administration and Supervision had been employed to meet the standards of this program.

Because graduate programs were structured to meet the needs of adult students, the majority of classes were held in the late afternoon and early evening during the regular school year. The class schedule, which brought graduate students to the college at a time when few other classes were being held, ensured adequate space was available.

With the help of a lot of good faculty and a president who believed this was the right time and place for Trevecca to step forward, the first fully approved master's degree was offered in June 1984 as required by SACS prior to official approval, and Trevecca was now a Level III institution of higher learning. Dr. Welch, director of the master's program, taught the first class, June 11, 1984, EDU 5720: Introduction to Curriculum Development. This was a new day and an incredible achievement under the Adams' administration, and history may very well denote its significance as the years continue in its development. The Graduate Education Program began on campus with 22 students in 1984. Upon perusing the 1984 class schedule, one finds a strong diversity of faculty and courses being offered during the first summer classes.

SUMMER 1984		GRADUATE CLASS SCHEDULE				TREVECCA NAZARENE UNIVERSITY	
First Term – June 11 – July 1							
COURSE	COURSE TITLE	PERIOD	TIME	BLDG. RM	INSTRUCTOR	DAYS	CREDIT
EDU 5720	Introduction to Curriculum Development	1	8:00 a.m. – 10:30 a.m.		Dr. Melvin Welch	MTWTF	4
EDU 5370	The Teaching of Elementary Mathematics	1	8:00 a.m. – 10:30 a.m.		Dr. Tom Rosebrough	MTWTF	4
EDU 5040	Foundations of Elementary Education	2	10:45 a.m. – 1:15 p.m.		Dr. Tom Rosebrough	MTWTF	4
EDU 5610	Instructional Procedures for Learning Disabled	2	10:45 a.m. – 1:15 p.m.		Dr. Ralph Leverett	MTWTF	4
EDU 5600	Characteristic and Need of Learning Disabled	3	1:30p.m. – 4:00 p.m.		Dr. Ralph Leverett	MTWTF	4
EDU 5010	History of Western Education	3	1:30p.m. – 4:00 p.m.		Dr. John Chilton	MTWTF	4
Second Term – July 9 – July 31							
EDU 5730	Models of Curriculum	1	8:00 a.m. – 10:30 a.m.		Dr. Phyllis Schutts	MTWTF	4
EDU 5510	The Middle School Child	1	8:00 a.m. – 10:30 a.m.		Staff	MTWTF	4
EDU 5360	Classroom Management	2	10:45 a.m. – 1:15 p.m.		Dr. Ann Fuqua	MTWTF	4
EDU 4040 UG/Gr	Play in Early Childhood Education	2	10:45 a.m. – 1:15 p.m.		Mrs. Nancy Hazlewood	MTWTF	4
EDU 5300	Teaching Development Reading	3	1:30p.m. – 4:00 p.m.		Dr. Virginia Nelms	MTWTF	4
EDU 5750	Learning Theories and Styles	3	1:30p.m. – 4:00 p.m.		Staff	MTWTF	4
Special Graduate Workshop – July 17 – 27							
EDU 5540 UG/Gr	Methods of Using Computers in the Classroom		1:30 p.m. – 5:00 p.m.		Mr. Jerry Love	MTWTF	4
EDU 5300 class will meet M, T, W, from 1:30 p.m. to 4:45 p.m. with special reading consultant							

For the first time ever, Trevecca now offered a substantial distinction between undergraduate and graduate programs. The graduate course work was steeped in theory and research with appropriate applications made by faculty who were experienced in public and private classroom settings. All students enrolled in the graduate program took a research course (Introduction to Research), where they developed a proposal to be implemented in the course Individual Inquiry. In this course, students were required to engage in research, ranging from a thesis to literature searches, extensive research papers, to small experimental research projects to be carried out in an educational setting. Graduate

students had the option of a thesis or a non-thesis program of study. All students were required to perform satisfactorily on a comprehensive written examination at the end of the program.

To receive the master's degree, students had to earn 50-quarter hours of credit with a cumulative grade point average of 3.0 or better on a four-point scale in the total work attempted while registered in the program. Every degree candidate had to complete all requirements within a six-year period. Any exceptions were to be approved by the associate dean for Graduate Studies and the Graduate Studies Council.

The workshop programs for education had been a positive and strong financial support network, thanks again to Dr. Pennington, so Trevecca allocated the surplus funds as an intent to initiate a graduate program. As the workshops continued to enjoy success, the surplus funds were designated to absorb some of the costs of the graduate programs.

The Master of Education Budget Projection had a goal of 60 regularly enrolled graduate students. The 60 students X 28 hours = 1680 hours @ \$75.00 per semester hour for revenue of \$126,000.00 The projected expenses to include professional salaries, staff salaries, benefits, general expenses, equipment, and professional expenses were estimated at \$116,000.00 (see table below). The new revenue plus the already manageable budgets of teacher education and educational psychology programs aligned the financial status to indicate a readiness to move to master's level (Prospectus to Southern Association of Colleges and Schools, Trevecca Nazarene College, Proposal for a Master of Education Degree Program, December 1983, Retrieved from Trevecca Archives).

TABLE VI-I

MASTER OF EDUCATION BUDGET PROJECTS (1984-1985) GOAL: MINIMUM OF 60 REGULARLY ENROLLED STUDENTS

I. Projected Income 1984-1985

60 students X 28 hours = 1680 hours X \$75.00 per hour = \$ 126,000

II. Projected Expenses

Professional Salaries	\$ 90,000
Staff Salary	11,000
General Expense	4,000
Equipment	4,000
Professional Expense	5,000
Benefits	2,000
Total Expenses	\$116,000

Library resources for education had been expanded under the guidance of the dean of the college, the chairman of the education department, and the director of learning resources. Specific funds were allocated to assist in broadening the book and periodical holdings and subscribe to ERIC and Dialog. The incremental support needed for the development of a graduate program could thus be seen in faculty appointments, library holdings, equipment purchases, and many types of indirect support. The support for library resources was greatly advocated by Mrs. Thrasher, director of the library, known for her sensitivity and desire for Trevecca to move forward with graduate programs.

One of the more exciting and innovative approaches for the new graduate program in education was the need to create a design, format, and delivery system for adult learners who could attend classes only on Saturdays. With Trevecca's growing positive recognition in the state, it seemed appropriate to go outside the campus to test her ability to enter the arena of off-campus programs. In addition, it would mean including the credentialed faculty holding doctorates and a strong adjunct base of faculty to ensure its success. It was just a short time until professional educators with an incredible sense of how to develop such a way of offering programs entered the Trevecca possibilities of connectors and engagers. Dr. Moss (see page 131) became a champion of this approach and joined the Trevecca Graduate Program faculty and administration.

As taken from the SACS Report and letter to President Adams, the following characterized the action taken by an evaluation committee consisting of Dr. T. Lavon Talley, director of Teacher Education and chairman of the Graduate Division at Oglethorpe University, and Dr. Thomas Healy (Chairman), associate vice president for university relations at the University of North Florida, who visited Trevecca Nazarene College on July 21-23, 1985, to review a request to move to Level III. Dr. Henry Ashmore, interim executive director of SACS, served as the Association's staff representative for the committee.

On letterhead stationery from the University of North Florida, the following excerpt was included in a July 29, 1985, letter to Melvin Welch from Thomas C. Healy, associate vice president for university relations:

Dear Melvin,

I want to thank you, Dr. Adams, and everyone at Trevecca for the most professional manner in which we were received. The attitude which permeated your campus was one of, "Here is what we have, what can be done to improve it?" it makes it much easier for committee members to operate in such a supportive environment. You can be very proud of what you are doing at Trevecca College. It was a pleasure to work with all of you.

The members of the visiting Committee wish to commend President Adams, Associate Dean Welch, faculty and staff for their thorough preparation for the visit and the candid and open manner in which committee members were received. Everyone interviewed

was most professional and provided numerous insights which will improve the quality of graduate education at Trevecca College.

As listed in the official SACS Document, August 1, 1985, persons interviewed listed in the following order: Melvin Welch, Associate Dean for Graduate Studies, Homer J. Adams, President, William J. Strickland, Dean of the College, LaRue Moss, Coordinator Off-Campus, James M. Kelley, Adjunct Faculty, Bill Aiken, Adjunct Faculty, Richard H. Seay, Adjunct Faculty, John F. Chilton, TNC Faculty, Ann Fuqua, TNC Faculty, Mark Hargis, Adjunct Faculty, (Mrs.) E. Ray Thrasher, Director of Library Services, Merritt L. White, Chief Fiscal Officer, and Tom Rosebrough, Chairman, Education and Psychology. Committee members also interviewed approximately 40 graduate students in groups of five to ten.

This commendation and response from the SACS team was also validated by the State of Tennessee Teacher Education Department. Ms. Betty Long and Mr. Martin Nash, representing the Tennessee State Department of Education, were among the many advisers implementing guidelines for program approval. These were exceptionally strong, highly trained officials who ensured that rigor was obvious in the programs to be offered and approved.

With all the work, effort, and time having been put into the process for Trevecca to receive her first-ever graduate-level program approval by the Graduate Studies Committee and, in particular, the inordinate time given by Dr. Welch, President Adams invited him to attend the SACS Conference in New Orleans representing the entire committee. A side note of humor happened when Dr. Welch was in Dr. Adams' hotel room, waiting to go to dinner, and a knock on the door came. Two people very surprised to see each other were Dean Strickland and Dr. Welch, neither of whom knew the other was going to be there. Generally, just the president and dean would attend these prestigious meetings. What an honor it was for Dr. Welch not only to be the surprise at the meeting but also to have Dr. Adams allow him to attend. This was a moment he would never forget (see memo on next page).

“You become successful by helping others become successful.”

—Anonymous



TREVECCA NAZARENE COLLEGE

Nashville, Tennessee 37203-4410

DATE: December 5, 1985

TO: Members of Graduate Council

FROM: Melvin Welch *M.W.*

SUBJ: SACS Accreditation

I was privileged to attend the SACS Conference in New Orleans on December 2 and 3 when full approval for Trevecca's Master's Program was granted. Together, we can all accept credit for the success of OUR program. And, I sincerely appreciate your support in this endeavor.

You may be interested in knowing that 93 educators attended an organizational meeting in Chattanooga recently. In Memphis, I met with 23 educators to explore possibilities for a program. It is our hope to begin Winter '86 in Chattanooga, and possibly Spring/Summer in Memphis.

You have my best wishes for a blessed Holiday Season!

Dr. Bill Strickland
Dr. Ralph Leverett
Dr. LaRue Moss
Dr. Tom Rosebrough
Dr. Ann Fuqua
Mr. Rick Egnor
Dr. G. Lewis Pennington
Dr. James Quiggins

333 Murfreesboro Road • (615) 248-1200

Trevecca Approved as a Level III, Master's Degree Granting Institution of Higher Education Good News for Trevecca

Dr. Melvin Welch Named Associate Dean

Graduate Program in Education to Begin in June.

Trevecca Nazarene College will offer the Master of Education degree beginning in June 1984. Following an extensive study and a January, on campus visit, from a committee of the Southern Association of Colleges and Schools, Trevecca was given permission to launch the graduate program.

Two majors will be available, Elementary Education and Curriculum and Instruction. A third major in Administration and Supervision is planned for the future.

The undergraduate department of Education continues to offer a quality program to prepare teachers of Christian character and ideals for the classroom. It is a department goal to produce "teachers who will serve their communities by being the kind of role models their young students deserve and need."

Trevecca has had an outstanding teacher workshop program since 1966. Approximately 500 educators have enrolled each year. This program was cited by American College Testing in 1980 in their Catalog of Successful Campus Practices.

More than 700 educators had overwhelmingly indicated interest in pursuing a degree or graduate studies at Trevecca.



Dr. Welch

Dr. Melvin Welch, who served as Chairman of the Graduate Studies Committee, was named Associate Dean for Graduate Studies by President Homer J. Adams. Dr. Welch will officially assume his duties in June. Currently, Director of Alumni Relations, Dr. Welch came to the College in 1981 from the University of Tennessee where he was Dean of Admissions. —4 Records at the Nashville

A 1961 graduate of Trevecca, Welch holds a M.Ed. from Middle Tennessee State University and a Ph.D. from George Peabody College of Vanderbilt University.

Active in professional organizations, he is currently president of the Tennessee Association of Collegiate Registrars and Admissions Officers and a member of the National Committee on Records Management for AACRAO.

He was Administrative-Transitional Officer for merger of U.T. Nashville and Tennessee State University 1979-1981.

Dr. Welch lives in Donelson. His wife, Joyce, is a Metro teacher. They have one son Todd who is a junior at McGavock High School.

NASHVILLE BANNER
Trevecca program accredited by SACS

Trevecca Nazarene College's graduate program in education has been fully accredited by the Southern Association of Colleges and Schools.

At its meeting early this month in New Orleans, the association changed the status of the program from candidate to full accreditation.

Trevecca officials said full accreditation became possible after the program's first class graduated last June. Trevecca initiated the program in the summer of 1984.

Trevecca graduate students proud

By Aimee A. Terrell
1515 16th Ave., S.

There comes a time in the life of some educators when the attainment of a hard earned added degree makes one swell with pride. Those of us that will be graduating from Trevecca Nazarene College this spring with our masters degree in education owe so much to this institution and its fine faculty and staff.

We not only are proud to be the second class in their graduate program but are also proud to have learned the graduate program was fully accredited in December, 1985.

Our goal couldn't have been reached without the help of the associate dean of graduate studies, Dr. Melvin Welch. Only in small schools can individual attention be given with a sense of genuine caring. Trevecca possesses this quality.

Congratulations to my peers and thanks to Trevecca.

The announcement of Trevecca's approval came from SACS in a letter addressed to President Adams dated December 13, 1985: (see next page).

Even with all the requirements well laid out, the disparity in the thinking processes of those faculty who supported the program fully and those who did not was evident. This was a game-changing experience for all faculty. Obviously, it did not make for easy going early on for even those who fully supported a master's degree. The fears of lack of rigor and high standards in the curricula at



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

795 Peachtree Street, N.E. • Atlanta, Georgia 30365
Phone 897-6100 Area Code 404

December 13, 1985

President Homer J. Adams
Trevecca Nazarene College
Nashville, Tennessee 37203

Dear President Adams:

The Committee on Standards and Reports for Institutions at Levels II-IV has reviewed the report of the visiting committee to Trevecca Nazarene College and your institutional response.

I am pleased to inform you that the Commission on Colleges of the Southern Association of Colleges and Schools at its Annual Meeting in December, 1985, has approved the recommendations of the Standards and Reports Committee to grant your institution membership at Level III. You, your faculty, and staff can be proud of this accomplishment.

A Progress Report should be submitted, in duplicate, to this office by June 1, 1986, addressing improvement in the area of library staffing. Where appropriate, please provide documentation to support your response.

Congratulations. Whenever our office may be of assistance, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Rogers", written over the typed name and title.

James T. Rogers
Executive Director
Commission on Colleges

CC: Henry L. Ashmore

the graduate level were legitimate. The continued strain and stress of the “this is my turf and comfort zone” mentality of a traditional teaching faculty involved a learning curve and required professional development training experiences to keep the program moving at the required level. The dean of the College and director of Teacher Education were most forceful in their hesitation to accept any changes in the carefully designed structure. The continued need for accepting change administratively and program strategies was not easy.

Noticeable was the continued difficulty of the teacher education faculty composed of excellent faculty who had achieved a high teaching level in the comfort zone of teacher education courses, yet were stepping into the new arena of advanced course teaching based on academic and professional qualifications and competencies, and new criteria for course development were not easy. So one would expect unsettling issues to remain and new concerns to abound as the associate dean began the full implementation of the program. This transition was more prevalent and deepened further the relationship between the dean, teacher education director, and the now associate dean for graduate studies. While the director of teacher education had developed a strong professional connection with his faculty and possessed extraordinary professorial teaching skills, his demeanor, disposition, and engagement now reached a pivotal point in moving forward or creating a hostile environment for the much-needed team effort to move the master’s degree programs forward.

Having to provide a positive climate for change was not easy. Undergraduate faculty who had provided excellent classroom experiences were now being shifted to engage at the graduate level with the same focus. The changing of teaching schedules from weekday to evening and Saturday was not an easy adjustment. Having to revamp and restructure teaching pedagogy to meet the criteria imposed by SACS for master’s degree level was something this faculty could not do, but the change of style and program planning produced a learning curve totally unexpected. As one could visualize, if the director of the teacher education did not support this major shift of program planning, one would assume the faculty would find it just as difficult. The director was a highly qualified professional administrator and faculty member who possessed the highest credentials for teaching at the undergraduate and graduate levels. During the time the director continued in the position, it was obvious the combination and connectivity needed to embrace fully the concept was out of reach.

This period of transition and adjustment became much greater as a new focus about how to reach adults off-campus who needed a program design, delivery system, and format doable on the weekend. The administration accepted it was time to reach out to a new recruiting style and adult market. The challenges would be many but the opportunities were even greater. Again, Dr. Adams and Dr. Welch were connecting and engaging Trevecca to a new trend in higher education.

As I look back...

LaRue Moss was born on a dirt-poor farm near Lewisburg, TN. One of seven children. They did not have electricity and milked 38 cows by hands. Her family was so excited when she was born, the first girl after five boys, that the father ruled that the five could stay home from school to celebrate. She went away to Lipscomb College at age 16, her 32 year-old brother joining her as a college freshman. Her father's farewell comments and admonition to her is a classic. This is told in the tape of her chapel message at Trevecca in 1988. LaRue met her husband Royster Moss when they worked together in a grocery store. His family were Nazarenes. He was named for C. R. (Royster) Thrasher.

In 1981 after an ordeal of pain that baffled the doctors, LaRue had surgery to remove a tumor on a nerve in her spinal cord. She had four more surgeries and was left partly paralyzed. She was mid-way in her dissertation which she finished later. Her memory was affected and she had to learn her material all over. In 1985, LaRue came to Trevecca with a unique proposal—to offer our new M.Ed. at off-campus sites. She and Dr. Welch connected enthusiastically in their professional thinking making for a strong, positive force in the days ahead for Trevecca. The focus was to provide a way teachers could continue to teach and pursue graduate work on week-ends. I approved the plan through appropriate channels, LaRue coordinated the plan working with Dr. Welch. At one time, 1100 masters candidates were enrolled. Adjunct faculty, carefully selected, taught the courses. Requirements were strict but it was a popular approach. It more than paid its way for Trevecca.

(Homer J. Adams, Former President, Trevecca Nazarene College)

Dr. LaRue Moss, Coordinator of Off-Campus Programs (1985)

Today's success...leaders will be those who are most flexible of mind. An ability to embrace new ideas, routinely challenge old ones, and live with paradox will be the effective leader's premier trait. Further, the challenge is for a lifetime. —Tom Peters

In the fall of 1985, under President Adams and Dean Strickland, assisted by Dr. Welch, a new and unique concept for off-campus programs for students whom advanced study was geographically inaccessible was initiated. During the winter of 1985, the administrators, Graduate Studies Committee, and SACS approved the concept of organizing the off-campus satellite program.

In particular, the recommendation made in 1985 by Dr. Welch of Dr. LaRue Moss, an innovative, fiery redheaded educator, was by far a most successful addition to the graduate faculty and

administrative staff. Dr. Moss had previously served in Metro Schools and already achieved a positive level of recognition for her expertise, knowledge, and collaboration with adult learning. She earned a bachelor's degree from Tennessee Wesleyan, a master's degree from Tennessee State University, and her doctorate from Peabody College. Dr. Moss left a similar role in a state university to serve as coordinator under the director, Dr. Welch, associate dean of graduate studies. Dr. Moss would become known in the days ahead as one of the most exciting, outside the box thinkers and motivators. Additionally,



Dr. LaRue Moss

she was a workaholic, spending endless hours even with some major physical handicaps she had endured from her earlier years. However, she was a strong Christian woman with immense faith in God, who gave everything she had in the work place.

It would soon surface that not only did she possess the ability to recruit, organize, and move the Trevecca programs into a new market of off-campus learning, but also she forged ahead with program design and delivery system suitable to, but not necessarily popular with, the state schools to attract adult learners.

In other words, the neighboring public institutions, including The University of Tennessee, Middle Tennessee State University, Tennessee State University, Austin Peay State University, Memphis State University (now University of Memphis), as well as private institutions, namely Belmont College (now University), Lambuth College, Lipscomb College (now University), and Union University, were not very happy with the visibility and recognition Trevecca was beginning to receive as an institution promoting master's programs on the cutting edge for the working adult.

In earlier Chapter 2, a similar situation was noted with Dr. Pennington ruffling the feathers of Middle Tennessee Higher Education Institutions. Dr Pennington's early-on thinking indicated he was ahead of his time and trends for non-traditional programs.

As I look back...

“Wise and inspiring” is how I would describe Dr. LaRue Moss as my graduate teacher and advisor. She had an incredible presence and such a selfless, generous, and insightful attitude to match. Dr. Moss brought a refreshingly new sensitivity and a solid in-depth analysis/understanding of current educational issues. I was privileged to have thrived personally as well as professionally under her guidance. Dr. Moss spirited all of her students to confront and resolve our own personal and professional issues and attitudes with regards to becoming a better individual and educator.

(Nancy Brown, Special Education Teacher)

It is important to note that the specific guidelines and policies related to Trevecca offering on-campus and off-campus master's programs were clearly identified and followed during the early implementation. Most noticeable for Trevecca was the approval by the Commission on Colleges (COC) of SACS in June 1988 that the M.Ed. degree with majors in educational leadership and curriculum and instruction would be offered for off-campus delivery.

The record must clearly show that Trevecca repeatedly received invitations from school systems, primarily in West Tennessee, to begin these opportunities for teachers in the areas. To make this happen, Trevecca followed the guideline of having at least 50% of the faculty teaching in the program as full-time faculty at Trevecca. Needless to say, the program began growing fast and expanding its course offerings with the approval of the Tennessee State Department of Education and SACS COC, but not without criticism and controversy.

Throughout the history of the off-campus programs, Trevecca served students in Ashland City, Charleston, Chattanooga, Clarksville, Columbia, Crossville, Dayton, Dyersburg, East Memphis, Estill Springs, Fairview, Fayetteville, Gordonsville, Hohenwald, Jackson, Jamestown, Jasper, Lawrenceburg, Lewisburg, Lexington, Memphis, Parsons, Sale Creek, Savannah, Selmer, Shelby County, Shelbyville, Somerville, Springfield, Tullahoma, and Waynesboro. The Graduate Cycle chart below includes enrollment data for on- and off-campus sites.

		Graduate Cycles		
Site	Program	Beginning Semester	Ending Semester	Enrollment Number
Ashland City		A&S	Fall 85	June 87 17
Springfield		A&S	Fall 85	June 87 10
Chattanooga I		A&S	Winter 86	June 87 37
Chattanooga II		A&S	Winter 86	June 87 28
Columbia		A&S	Winter 86	June 87 34
Memphis I		A&S	Spring 86	August 87 45
Savannah I		Elem	Spring 86	August 87 20
Savannah II		A&S	Spring 86	August 87 29
Fayetteville		A&S	Summer 86	August 87 27
TNC II		A&S	Fall	June 88 28
TNC III		A&S	Fall	June 88 21
Chattanooga III		A&S	Fall 86	June 88 39
Clarksville		A&S	Fall 86	June 88 31
Memphis II		A&S	Fall 86	June 88 38
Memphis III		A&S	Fall 86	June 88 38

Jasper	G&C	Fall 86	June 88	21
Lawrenceburg	G&C	Fall 86	June 88	28
TNC I	G&C	Fall 86	June 88	26
Memphis IV	A&S	Fall 86	June 88	40
Memphis V	A&S	Fall 86	June 88	40

The approval process was stringent, and, for the most part, Trevecca was able to meet the continued scrutiny and approval process for quality and integrity. However, even though Dr. Moss was a leader for women way beyond her years, she possessed an enormous desire to continue serving these areas although it was obvious Trevecca was beginning to lag behind in support resources and, in particular, full-time faculty to teach in these programs. Dr. Moss was able to recruit strong faculty full time and brought a new dimension to these programs through adjunct faculty who were leaders in the State of Tennessee in their given professional educational job experiences. Dr. Porter King, an educator with wisdom and experience, served with distinction during Dr. Moss's tenure, as will be mentioned throughout the chapters on master's and doctorate programs. Dr. Billy Escue came on board in 1987 as a strong and experienced educator who added a positive dimension to the faculty and administration as described later.

Among the many adjuncts under Dr. Moss were the names of Dr. William Aiken, Dr. Nelson Agee, Dr. James Armstrong, Dr. Charles Beamon, Dr. Charles F. Carrick, Jr., Dr. Dorothy Carrick, Dr. Paul Doyle, Dr. Willie James Epps, Dr. Michael Hammond, Dr. Mack Hargis, Dr. Bess Hicks, Mr. Van Latture, Dr. Fannye Love, Dr. Oscar Love, Dr. Mary Nell Mason, Dr. William Miller, Dr. Glenn Moore, Dr. Terry Pruitt, Dr. Richard Seay, Dr. William Schneider, and many others. These incredibly talented adjunct professors earned degrees from The University of Tennessee, Peabody College/ University, Tennessee State University, East Carolina University, The Citadel, Kansas State University, and Middle Tennessee State University. With these impressive credentials from institutions of higher learning, and professional positions to include principals, supervisors, superintendents, Tennessee State Department of Education, and seasoned educators, Dr. Moss's influence and selectivity of faculty placed Trevecca on the cutting edge of providing the very best for the adult learner.

“Comfort and prosperity have never enriched the world as much as adversity has.”

–Billy Graham

As I look back...

*A*fter teaching five years in public schools in Illinois and Tennessee, nineteen years at another college, then six years as director of a service district for the Tennessee Department of Education, I was looking for another place to serve. LaRue Moss, a gift from God for me in many ways, called me (1986) to ask if I would work at Trevecca “for just one year.” Twenty-four years later, 2011, I retired, somewhat, from the period of my life that was the most rewarding in many ways, especially spiritually. From the first meeting with the director of graduate education, Dr. Griffin, I felt at home, rewarded, and consistently blessed. In addition to my primary assignment, graduate education, I taught English and journalism for undergraduates, attended chapel, loved the ballgames, and became a dues-paying member of the Trevecca community. Even as I write this, I fondly remember students, specific chapel speeches, close games, and the lasting experiences of working at Trevecca.

Selmer TN, “Finance and Facilities” was my first assignment; the last: “Diversity” at Soddy-Daisy, where the fantastic group feted me with a retirement party: cake, autographed Bible to replace the one they said was used up, and treasured memories. In addition to these classes, my record included many other classes in the program for master’s students. The first summer, 1987, was the first assignment of many to Memphis, and later to other West Tennessee sites. These remote sites refreshed my connections with the state, gained from six years in the State Department of Education. In all, the assignments ranged from Memphis to Cleveland, and many sites along the way. Even now, these connections last as friendships and professional associations.

The long list of colleagues at Trevecca includes the graduate faculty, both full-time and part-time—lasting friendships from administrators, faculty, staff, and students. At the first meeting, with Dr. Adams, Dr. Strickland, and Dr. Griffin, I was somewhat apprehensive about the new role, the new place, and the new people. My concern increased when I realized that of the three blanks on the contract (president, dean, teacher), the only blank left was “president.” Dr. Adams laughed at the oversight, and that began my rewarding association with the leaders of Trevecca, men and women of God, of the highest standards of integrity and service. Dr. Welch, with unsurpassed energy and determination, led the SOE to major achievements, recorded elsewhere. His hospitality, concern for others, willingness to lift the fallen place him in the roll of good leaders.

For all the efforts of researchers and raters, no irrefutable measure exists to determine real greatness, even academic excellence. Drawing from experiences and credits from nine

colleges and universities, and considerable traveling and living, I have some basis for quality—lasting quality. In this context, one observed that “ships are not built in the water” but the real measure of their worth is in the water, how they perform. In my occasionally humble view, I rate Trevecca in the highest tier of quality places to learn, to be molded, to perform in the race that really counts. The ultimate test will be how we measure up to the standards of “the lowly Galilean.” For that test, Trevecca prepares well, and I am grateful for my experience in her company.

(**Porter King**, BS Murray State University, 1957; MAEd, Murray State University, 1960; MA, George Peabody College, 1968; EdS, George Peabody College, 1970; PhD, George Peabody College, 1972, School of Education, Faculty Emeritus)

*A*fter leaving David Lipscomb College, I was teaching part-time at various places and had a small counseling practice. While teaching a class at AVCO, I met LaRue Moss. She told me she was going to hire me. She asked me where I wanted to work. She gave me the choice of Tennessee State University, Trevecca, and Belmont. I told her I didn't know anything about Trevecca. She replied it was a “sweet little school” experiencing some financial difficulties in which she was trying to help them to overcome. She asked me if I wanted to teach adjunct to see if I liked it. Then she asked me if I wanted to go to Memphis to teach. I asked her what was in Memphis, and she told me Trevecca had a Guidance and Counseling Program there. Off to Memphis, I went. I spent a lot of time in Memphis – first at a school in East Memphis then at Lemoyne-Owens, a Historic Black College. I was at Lemoyne Owens so often the students called me the “white Bill Cosby.” That was the beginning of my career at Trevecca.

In 1988 I became an adjunct professor in the Elementary and Middle School Guidance and Counseling program. Dr. Moss told Dr. Welch to hire me full-time; however, Dr. Welch explained to Dr. Moss it did not quite work that way. Therefore, I did not become a full-time professor until 1990 at which time I became the Director of the Guidance and Counseling program, and the only full-time professor teaching in the program.

Not too long afterwards, the State of Tennessee changed the standards for Guidance and Counseling. Students were going to have to take a year off from work to complete an internship. During this time, there were still a large number of teachers in the pipeline getting either their master's degree or their +30 in Guidance and Counseling. However, in about two years with this new mandate, it was going to be very difficult to maintain those numbers.

Along the way, I began teaching undergraduate psychology classes. An opportunity came along in 1998 to move to teaching in both undergraduate psychology and graduate counselling necessitating me leaving the School of Education and moving to the Department of Behavioral and Social Sciences. I still maintained the directorship of the Graduate Counseling Program until 1999 when Dr. Peter Wilson took it over. I wanted to be able to be at home at nights and on Saturdays. The shift to teaching undergraduate psychology courses allowed me to do so.

Dr. Welch was the best boss I ever had. We worked together, drove to various off-campus sites, and always enjoyed a meal. During our travels, he would bring up ideas about programs and getting things done. He was high energy, and when I got to work at 7:00 a.m. he was already there. When there were issues to be resolved, his response was to work together as a team to find solutions. He always allowed me to give reasons as to why I tried things. He welcomed ideas and really gave me the opportunity to be creative. He loved the school and was constantly thinking of ways to make it more efficient. When he shared his vision for the doctorate, it was obvious he had put a lot of own thinking and creativity in developing and designing the program. He was met with a great deal of resistance but never in my presence said anything bad about his disclaimers. I was on Grad Council when the tough decisions created strong opposition and was asked about my vote. I told the other members if it were a PhD in mouse trap making he would still have my vote, and I bet it would be the most successful one in the state. He was a great leader and much was learned from his leadership and character.

(Terry Pruitt, BA, David Lipscomb University, 1968; MA, Middle Tennessee State University, 1974; EdD, Vanderbilt University, 1984; Professor of Psychology)

I became acquainted with Trevecca through Dr. Franklin Jones, Dean of the School of Education at Tennessee State University (TSU), in late 1998. As I was completing my doctorate at TSU, I mentioned to Dr. Jones that I desired to teach on the college level. He suggested I speak with Dr. LaRue Moss at Trevecca Nazarene College. Dr. Moss was employed with Metro Nashville Schools but also served in a leadership role in Trevecca's SOE graduate programs. After meeting with her, I was soon offered an adjunct position. The Lord blessed me tremendously by sending me to Trevecca! I soon hoped that a full-time position would open up. I served as an adjunct for two and one-half years and taught a full load each semester.

My first assignment was in January 1999 to teach school law in Memphis at LeMoyné-Owen College, one of Trevecca's many off-campus sites. Over the years, I have reminisced often about this first course. I knew teaching on the college level and Trevecca were a good fit for me.

Part of the application process for new teachers applying for the master's program in educational leadership was the personal interview. A band of us would travel from Nashville to the off-campus sites to complete the interviews and answer any questions raised by the prospective students. Often we travelled in the SOE van, and Joe Moses or Alice Patterson did the driving. It was a fun time, and we enjoyed a delightful meal on our return trip to Nashville.

Dr. Melvin Welch, Dean of the School of Education, was a master at getting things accomplished. There was no assignment too big, which he and his staff evaluated, organized, planned, and carried through with the plan in an efficient and timely manner. Dr. Welch has a heart for Trevecca. It was a wonderful experience to work 10 years with Joe Moses. As Dr. Welch's assistant, he displayed the utmost professionalism and courtesy each day. The SOE was blessed to have him. It was also superb to work with Nancy Hazlewood, Kathleen Phillips, and Chris Ward. The entire SOE team during this time were all excellent. It was my privilege to be part of that team.

(Richard Moore, BS, Austin Peay State University, 1972; MA, University of Northern Alabama, 1984; EdD, Tennessee State University, 1987; Professor of Education, Emeritus)

The master's program experienced significant growth in enrollment during the several years in enrollment while serving as a leader in Tennessee to equip teachers and administrators. As news spread and the recruitment process became more vigorous, the demand for rigor and acceptability increased in program planning. The growing pains with large enrollments and delivery system became a focal point in assessment of the program.

Below are the enrollment numbers as indicated in the Trevecca Nazarene College Enrollment Analysis for Masters – Education for the years 1984–1989.

<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>
192	572	755	904

(Retrieved from Trevecca Nazarene University Archives)

With a few years of successful program delivery giving Trevecca an opportunity to fine-tune program operations, there were other issues to consider. Questions were beginning to surface as to

the real intent of Trevecca's large and continued expanding off-campus programs. During this time, even the Trevecca Board of Trustees raised pertinent issues concerning the difficulty in maintaining the quality of instruction and whether or not Trevecca might be approaching a significant change in enrollment pattern, seemingly going away from her mission and the distinctive Christian climate as held from her beginnings. However, it had to be noticeable that other institutions of higher education were branching out to adult learners. These conversations were being held by the Trevecca Board of Trustees while at the same time SACS in 1987 noticed the rapid growth and expansion in off-campus sites being interpreted as a "substantive change" in the institution. As stated in *A Vine of God's Own Planting* (2001), Trevecca learned later that SACS members were responding to criticism being given by other Tennessee colleges and universities. This new approach, in their opinion, encroached on the market of students they had enjoyed for years (p. 121). The off-campus design met a more flexible schedule for teachers, and this flexibility could have started the trend for educators to search for new ways to earn the master's degree with assured certainty of high quality, rigorous class work, and highly credentialed faculty.

However, Trevecca was beginning to be labeled as a "diploma mill" by various institutions of higher learning throughout the State of Tennessee. Dr. Moss created some tumultuous moments as her demanding leadership style created issues new to the Trevecca administration. It was no secret that Dr. Moss and Dr. Strickland did not see eye to eye on the delivery system, budgetary issues, and the many off-campus locations for which the program was being offered. This wedge was also placing a heavy responsibility on Dr. Welch in balancing the different positions taken by both Dr. Moss and Dr. Strickland. Dr. Strickland preferred to continue his strong work ethic, dominance even with Dr. Moss' heavily documented statistics, data, and program evaluations to support the position that these programs were stringent and met requirements.

Dr. Moss was faithful to the institution but not always accepted by the administration. As a leader, she even presented spread sheets showing the administration the exact cost, expenditures, and so-called profit. It should be noted that Dr. Welch on several occasions expressed his concern to Dr. Moss that she was not hired to determine the financial expenditures and/or the use of the funds generated through these programs even though the operational expenses were to be closely regarded. The members of the administration were very generous in assuring Dr. Moss of their support for operational expenses while at the same time appropriately guarding the overall financial issues of these programs. Trevecca was indeed the recipient of a huge profit on these programs, but never lost focus of the desire to maintain integrity and quality in the delivery system. The argument could be validated both in her favor and against the idea that Trevecca had possibly not only reached her limits in off-campus delivery but also exceeded the enrollment agreement for these programs and would soon be reprimanded by the Tennessee State Department of Education.

No one can deny that Dr. Moss was a connector who gave the master's program a major boost at a time Trevecca was in dire need financially. At the same time, it would be accurate to indicate her role required Trevecca now to take another look at the programs, in particular, the off-campus offerings. At this time, Dr. Moss's tenure ended as coordinator of these programs not only due to these issues but also for health reasons. However, let the record clearly show that Trevecca took a major step forward in the strong leadership provided by Dr. Moss, a most unique, highly qualified leader showcasing women leaders at their best. Dr. Moss was an engager and connector beyond any imagination as a leader who made an indelible imprint on Trevecca's graduate students and programs.

Dr. Moss continued serving as an effective off-campus coordinator, and the growth and continued success were considered both a plus and negative for the graduate programs. This had become a tumultuous time or one might consider it a period of turmoil, trying to piece together what good things were going on in the master's programs and the lack of administrative leadership surfacing. It was an interesting phenomenon to watch the unfolding of how to preserve the adult population but effectively smooth out the issues needing to be resolved. Dr. William Griffin was named director of graduate programs, as Dr. Welch had been asked by Dr. Adams to head up the undergraduate admissions.



Off-campus graduates with Dr. Seay, Dr. Hargis, Dr. Moss, Dr. Welch, Dr. Aiken, Dr. Doyle, Dr. G. Moore

As I look back...

After deciding to make the move from the classroom to the library, I needed to add library certification to my certificate. I earned several hours at MTSU before our family moved to Middlesboro, Kentucky in 1977. During the years in Kentucky I commuted to Union University in Barbourville, Kentucky and UT in Knoxville, Tennessee to complete my library certification and to work on my Master's degree. When circumstances brought us back to Nashville in 1985, Dr. Melvin Welch, friend and mentor, encouraged me to "get all of my eggs in one basket" and apply to Trevecca to complete my Master's. Looking back, I can truthfully say that was the best educational decision I ever made. Working full-time as Librarian at Highly Heights Middle School, the classes were perfectly scheduled in the evening, on Saturdays, and in the summers. Even though the classes were not in my field of Library Science, they helped make me a better educator. After receiving my M.Ed. in 1987, I continued on to complete my +30. Life-long learning is one of my goals and my time at Trevecca was so special I would have become a "professional student" if someone would have sponsored me.

(Carolyn Hatfield, BS, Peabody College for Teachers, 1961; MEd, Trevecca Nazarene College, 1987; +30, Trevecca Nazarene College; Librarian, Retired)

Welch Named Director of Undergraduate Admissions – Transitional Time (1987-1991)

Even though Dr. Welch would not be leaving the college, Dr. Adams recognized the strong background Dr. Welch had while serving as dean of Enrollment for Undergraduate Admission at the University of Tennessee at Nashville; therefore, Dr. Welch was appointed as director of admissions for undergraduate programs in the summer of 1987 and served through the spring of 1991. This meant an exit from serving as associate dean of graduate studies. The record clearly shows the connections and engagement Dr. Welch held with recruitment at the graduate level would support the rationale for the need of strong leadership for Trevecca's undergraduate continued decreasing enrollment. During his years of work in recruitment for undergraduate programs, a slow but steady growth emerged. As in the late period of his tenure as director of admissions for undergraduate programs, the freshmen enrollment reached 208 as a new high in 1991. One of the unique recruitment strategies Dr. Welch created included an incentive that students already enrolled who assisted in the recruiting of new students would receive a \$25.00 rebate as a token of appreciation for enrollment in the fall of 1991. This idea was a new way of doing old jobs and created a positive approach for the future.

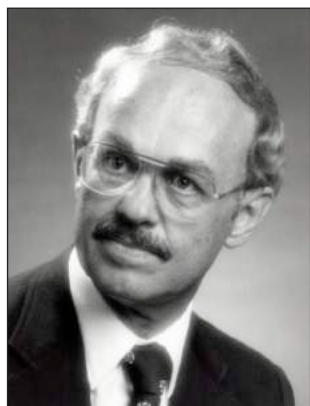


Admissions counselors with Dr. Welch



Dr. Welch, Director of Admissions at General Assembly booth with Dr. John Donoho, former dean of students at Trevecca.

Dr. William E. Griffin, Director of Graduate Studies (1987 – 1989)



Dr. William E. Griffin

Dr. William Griffin, director of Graduate Studies in Education led the programs from February 1987 to 1989. Dr. Griffin received his bachelor's degree from Glassboro State University, his master's degree from the University of Delaware, and his doctorate from Nova University. Prior to this, he had served as a professor, director of teacher education, superintendent of schools, high school principal, elementary school principal, and a teacher in both elementary and secondary schools. His public school experience included working with school systems in New Jersey, Delaware, and Maryland. He was charged with providing day-to-day leadership, coordinating off-campus activities with Dr. Moss, the coordinator of Off-Campus Graduate Studies, serving on

Graduate Council, heading faculty development, and serving as chairman of a committee preparing for a forthcoming SACS visit. Connecting and engaging the faculty, staff, and administration in the overall process for accreditation of programs were led by Dr. Griffin.

Under Dr. Griffin's leadership, Dr. Escue served the program in Administration and Supervision, Dr. Jerry Jones served in Guidance and Counseling, and Dr. King served the program in Curriculum and Instruction. In addition, interviews were being held for a program leader in Special Education. Dr. Moss, Coordinator of Off-Campus Graduate Studies in Education, continued employment on approximately a half-time basis (see letter on page 145).

The recommendations from the SACS Visiting Committee were presented to the Graduate Council on February 26, 1988. They included the following:

- The mission statement of the college must be rewritten to include the new items included in the criteria section and emphasis must be given to the graduate students.
- A written policy must be published governing the evaluation of graduate students.
- A feasibility study should be made to determine the need for on-site coordinators at the major sites; particularly, Memphis, Chattanooga, and Clarksville.
- Policies must be established and published relating to the employment of part-time faculty.
- The off-campus program should not be expanded further until additional full-time faculty are hired and resources and support services are committed to the program.
- A WATS line should be installed for the convenience of the off-campus students.
- The Alumni Director should visit the off-campus programs for the purpose of setting up chapters in these locations.
- An investment policy should be developed, published, and approved by the Board.
- A comprehensive safety program should be developed for the campus.

The following suggestions were made:

- Clear and specific goals should be established to coordinate with the student evaluation program.
- The undergraduate faculty should be more involved in the development of courses for the graduate program.
- The full-time faculty should be more involved in the selection of part-time professors.
- Scheduling of classes and short time spans should be studied to insure that the quality of off-campus courses is equal to the availability of on-campus courses.
- Dr. Joseph Stevenson's Evaluation Model should be implemented.
- The employment practices used in providing full-time faculty for the program should be used in providing part-time faculty for the program.
- The overload policy should be the same for the full-time faculty and for the part-time faculty.
- The same support services should be made available to the off-campus sites as are available to on-campus students.
- The insurance bonds on those who have access to the liquid assets of the college should be increased.

In 1988 the Graduate Studies in Education Prospectus submitted to SACS for the visiting committee on February 14–17 gave supporting evidence of enrollments for the program areas and the distance from campus to the site. The sites, enrollment, and distance from the Trevecca campus were as follow:

Site	Distance	Enrollment
Trevecca Nazarene University	0	83
Parsons Jr. High, TN	110	15
Selmer Jr. High, TN	160	16
Fayette County High, Somerville, TN	150	28
Riverside School, Columbia, TN	40	7
New Providence M. School, Clarksville	45	46
Shelbyville High School, TN	60	22
Brainerd High School, Chattanooga, TN	145	106
Sherwood Jr. High, Memphis, TN	200	319

The total enrollment for spring 1988 was 684 with FTE calculations of 684 students enrolled for six graduate hours = 4104 semester hours or 4104 divided by 9 = 456 FTE. The income from the M.Ed. programs for 1986–87 was \$1,367,239, and the expenditures were \$353,210.00. As with the leadership of Dr. Griffin and all the others as written in this narrative, the education programs were critical and boosted Trevecca's financial status for all academic programs and operations.



TREVECCA NAZARENE COLLEGE

Nashville, Tennessee 37203-4410

February 22, 1988

Dr. Gerald L. Cates
Associate Executive Director
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Cates:

It was a pleasure to host the team which visited our program last week. I have been through numerous visits of this nature and I have never had such a fine team to work with. You must have pushed a magic button in your computer to generate a list of such excellent professionals.

President Adams and I have conferred and agreed to request placement on the June agenda of the commission for our response to the recommendations. We believe that the recommendations presented to us will strengthen our program and provide us with guidance for appropriate evaluation.

The work of the team was thorough and efficient. They were careful to approach all of their work in a highly professional manner. Their record of interviewing more than one hundred (100) individuals in three days would be difficult to match. They related to our students in such a fine manner. The students have been very complimentary of the approach used by the team members.

President Adams, Dean Strickland and I have every reason to be proud of the results of this visit. We believe that it was in order to host such a team and to have our "substantive change" reviewed. As a result of the teams work, we feel we can now continue our service to a wonderful group of students.

I would be happy to serve on a team if you feel that I could contribute at some future date. If you will send me the appropriate forms I will return them promptly.

Thank you for your assistance in assembling the team. It was pleasure to work with them and you.

Sincerely yours,

William E. Griffin, Director
Graduate Studies in Education

cc Dr. Homer Adams

333 Murfreesboro Road • (615) 248-1200

The satellite concept included offering the degree of Master of Education in an organized, structured track at several sites across the state. In addition to the accessibility of the classes, the program included features such as weekend classes, summer classes, full-time and adjunct faculty members carefully selected because of their academic credentials, commitment to the principles and policies of Trevecca, and professional experience and expertise. Students enrolled in both off-campus and on-campus courses simultaneously, could transfer credits from other colleges, and could pace their work according to their needs. However, all students were regularly counseled by a faculty member. Dr. Johnny Wheelbarger was director of Library Services from 1976 – 1984.

Mrs. Thrasher, director of library, began as director of library services and without hesitation reinforced fully the support services needed for graduate programs. Mrs. Thrasher's staff included Mrs. Chilton, Ms. Pamela Day, Mr. Hall, Ms. Elisha Keen, Mr. McGranahan, Mrs. Purtee, and Mrs. Speer. Although students met at school buildings across the state, all courses included considerable research and investigative papers. Professors provided books and other materials from the Mackey Library of Trevecca, as well as materials (both print and non-print) from other sources. Graduate students in urban areas had access to libraries at universities, colleges, public libraries, and professional libraries in local school systems—many of which were extensive.

Trevecca contracted with some area colleges for the use of their libraries, for both faculty and students. In addition, inter-library loans offered access to materials not immediately available to students. Professors distributed many handouts to students, thus extending the print resources for research. Recognizing the challenge to provide library materials to the growing number of graduate students, the college had substantially increased the budget allocation for the library and projects major expenditures annually. All students were enrolled in advanced research techniques and wrote an exit paper in their program.

This innovative program leading to the Master of Education degree received steady praise from participants, professors, and other professionals in education. Enrolling over 40% minorities, the program proved especially popular in rural areas of the state; however, the largest cohorts, called cycles, included Memphis and Chattanooga.

The highly credentialed faculty approved for off-campus teaching at this time included the following full-time professors: Dr. Chilton, Dr. Escue, Dr. Fuqua, Dr. Griffin, Dr. Jerry Dale Jones, Dr. King, Dr. Leverett, Dr. Moss, Dr. Rosebrough, Dr. Welch, and Dr. Whittington. To add to this illustrious faculty were part-time adjuncts who brought strong academic support to the program. These included Dr. William C. Aiken, Dr. Nealon R. Agee, Dr. James Armstrong, Dr. Lovelle Atkisson, Dr. Charles Beamon, Dr. Charles F. Carrick, Jr., Dorothy A. Carrick, Dr. Joe Cornelius, Dr. Paul Doyle, Dr. Willie J. Epps, Bruce Gibbs, Dr. Millie Goodson, Dr. Michael Hammond, Jr., Jerry Hargis, Dr. Bess Hicks, Van Latture, Dr. Fannye Love, Dr. Oscar Love, Dr. Mary Nell Mason, Dr. William Miller, Dr. Robert Glenn Moore, Dr. Nancy Moss, Pam Wyatt Newton, Dr. Chrystal Partridge, Dr.

Anthony Pendergrass, Dr. G. L. Pennington, Dr. Pat Peterson, Dr. Alan Powell, Dr. Terry Pruitt, Dr. Richard Seay, Dr. Joseph Stevenson, Dr. William Schneider, Dr. Stephen Tench, Donald J. Wixted, Mrs. Patricia Wyatt, and Dr. Cordell Wayne Zellner.

Graduate programs were really in the forefront and Trevecca was on the cutting edge of new trends and ways to offer additional enrichment areas for the already existing programs of elementary education, curriculum and instruction, and administration and supervision. With the expertise and foresight of Dr. Moss and Dr. Pruitt, the area of Guidance and Counseling K-8 seemed a unique opportunity once again to demonstrate leadership in developing this enrichment area.

In a letter dated April 1, 1986 (see Trevecca Archives), to Dr. Welch from Dr. James T. Rogers, executive director, Commission on Colleges, the approval to include Guidance and Counseling K-8 was granted. Even with all the planning, there was no possible way to envision where and how this particular major would develop in the overall future program development. However, as noted in, "As I Look Back..." reflections by Dr. Pruitt, the connection and engagement of putting this program on the forefront were now in place. This major in Curriculum and Instruction had an Emphasis: Guidance and Counseling K-8. Prerequisites for this program required a bachelor's degree, an elementary teaching certificate, and two years of teaching experience (or one year teaching experience plus 600 hours of internship.) (The program description below was taken from Trevecca Archives – 1987-1989 Graduate Catalog.)

<u>Foundation Core</u>		Hours	Total Hours
EDU 5100	Introduction to Ed. Research	3	6
EDU 5720	Introduction to Curriculum Development	3	
<u>Major Core</u>			
EDU 5520	Curr. Issues In Career. Ed. & Guid. Serv.	3	18
EDU 5740	Instr. Theory & Design	3	
PSY 5420	Person. Theor. & Larng. Styles	3	
PSY 5430	Human Rel. & Group Processes	3	
PSY 544	Guid. & Educ. Testing	3	
PSY 5480	Tech. of Couns. And Ethics	3	
Individual Professional Development			
PSY 5900	Individual Research	3	3-6
PSY 5450	Practicum (Required)	3	
<u>Enrichment Core</u>			
SOC 5960	The Family in Society	3	3-6
EDU 5650	Exceptional Children & Youth	3	
Total Semester Hours			33

Note: PSY 5900 must be taken by those students seeking the master's degree.

This program required the same admission criteria as developed for the beginning programs already in place. One of the issues pertinent to this program was the ever-changing standards constantly being reviewed by the State Department of Education in Tennessee but in particular for Guidance and Counseling.

In 1988, Dr. Pruitt became an adjunct professor for this program. Dr. Pruitt was connected to Dr. Moss, and, once his name was presented to Dr. Welch, there was no doubt that Trevecca would be fortunate to add him in 1990 as a full-time faculty member. Dr. Pruitt was from the very beginning an educator and professional counselor in his own rights. His solid foundation of previous years of experience, his charm, enthusiasm, and strong credentials added greatly in enhancing the program. In addition, Dr. Pruitt became a champion with his unique qualification to engage in both on- and off-campus program offerings. His Christian character, quality teaching skills, calm demeanor, and deportment solidified the professionalism he brought to the program. He served under Dr. Welch and Dr. Bill Griffin, and, eventually, as the program changed and successfully emerged to another level, he served under Dr. Peter Wilson, director of the Ph.D. Counseling Program.

During the short three years Dr. Griffin was director, he demonstrated effectively his ability to support these programs in a strong, positive manner. Dr. Griffin was a man of character, a Christian gentleman with a warm-heart, and a great spirit. His work in professional development, evaluation, management, lifelong learning, and group leadership was exemplary.

The leadership of the graduate programs would begin to realize an emerging transition affecting the operations. The climate and culture of the graduate education program appeared to be somewhat in disarray. As one can see from Dr. Strickland's (see pages 149-150) letters dated February 16, 1989, April 14, 1989, and April 12, 1990, there was a series of individuals who served as directors of Graduate Education. These included Dr. Griffin, Dr. Escue, Mr. Ruckman, Dr. J. Jones, Dr. Escue again, and Dr. R.T. Williams. These were successful educational administrators of strong character with immense experiences in adult education. Each contributed greatly to these programs. This became a period of disconnect creating a less than desirable climate for recruiting, program stability, and administrative support.

*“What you are is God’s gift to you,
What you do with yourself is your gift to God.”* –Anonymous



INTER-OFFICE COMMUNICATION

DATE: February 16, 1989
TO: Faculty and Administrators
FROM: William J. Strickland, Dean of the College
SUBJECT: Personnel Change

This is to announce that as of May 12, 1989, we will have a personnel change in the job of Director of Graduate Studies in Education. Dr. William Griffin who has served as Director for the past two years has resigned, and while a search is underway for a new Director, Dr. Billy Escue will assume the position of Acting Director of Graduate studies in Education. Dr. Escue will immediately assume responsibility for the summer program.

We appreciate the fine work of Dr. Griffin and wish him well in his change of assignment. Dr. Griffin has been invited to remain as a full-time professor at Trevecca. He will be the commencement speaker at the Graduate Education Commencement on May 6.

We look forward to the leadership of Dr. Billy Escue who has been a part of the Trevecca Graduate Program in Education since the fall of 1987. Dr. Escue holds the Ph.D. degree in Administration from George Peabody College for Teachers and has had wide experience in administration and teaching in the public schools as well as teaching at the college level.

We anticipate that the Graduate Program in Education will continue at the high professional level for which it is noted and with its personal concern for students.



INTER-OFFICE COMMUNICATION

DATE: April 14, 1989
TO: Faculty and Administrators
FROM: William J. Strickland, Dean of the College
SUBJECT: New Director of Graduate Studies in Education

Mr. Frank D. Ruckman has been appointed the new Director of Graduate Studies in Education. He will be joining us in July and assume full responsibilities beginning this fall. Dr. Billy Escue will serve as Acting Director for the summer semester.

Mr. Ruckman is a graduate of Trevecca Nazarene College with a B.S. degree in Elementary Education. He received an M.Ed. degree in Educational Administration and Supervision from Middle Tennessee State University. He earned a plus-45 hours in Administration and Supervision from Middle Tennessee State

University. Mr. Ruckman is certified in Elementary Education, General Science, Principal K-12, Supervisor K-12, and Superintendent.

His administrative and teaching experience include serving as principal of Westmoreland High School in Tennessee, assistant principal at Gallatin Junior High School and Union Seventh School in Gallatin, and teacher and coach at Union Seventh School. He served as a Computer Consultant to the Tennessee Department of Education and as Director of Computer Services for the State Department. More recently he has been Director of Teacher Education at Indiana Wesleyan University in Marion, Indiana.

We welcome Mr. Frank Ruckman and look forward to his leadership and the continuation of a high-quality graduate program in Education.



INTER-OFFICE COMMUNICATION

DATE: April 12, 1990
TO: Graduate Education Faculty and Students
FROM: William J. Strickland, Dean of the College
SUBJECT: New Director of Graduate Studies
in Education

Dr. Jerry Jones will become the new Director of Graduate Studies in Education following the spring commencement on May 5, 1990. He will serve until about the middle of August and then be on leave for about eight months completing another assignment and return in May 1991. Dr. Jones has an Ed.D. degree in Administration and Supervision from Virginia Polytechnic Institute and State University. He was a Professor in Graduate Studies in Education at Trevecca from 1987 to 1989. His current assignment is teaching in the Education Department at West Virginia State College. Previously, Dr. Jones taught at Rio Grande College in Ohio and served as Associate Dean of the College. He has also been a School Superintendent, Principal, Counselor, and Teacher in public schools in West Virginia. We welcome Dr. Jerry Jones back to Trevecca.

Dr. Jones succeeds Mr. Frank Ruckman who has served as Director this past year. We appreciate the services of Mr. Ruckman and wish him well in his new assignment as Assistant Director of Teacher Education at Trevecca.

Dr. Billy Escue and Dr. R. T. Williams will be assisting Dr. Jones in administering the Graduate Program in Education. While Dr. Jones is on leave, Dr. Escue will serve as Interim Director and Dr. Williams as Assistant Director.

Dr. R. T. Williams, Special Counsel to President (1989 – 1991)



Dr. R. T. Williams

Dr. R. T. Williams, perceived as a giant educational leader who provided valuable assistance in an effort to strengthen the graduate programs, encountered major issues in off-campus programs. It was no secret the tenacity of Dr. Williams led him to his goals, as he was a tough, feisty, genuine leader, and the right man who came at the right time. David Lloyd George's quote described Dr. Williams best: "Don't be afraid to take a big step if one is indicated. You can't cross a chasm in two small jumps." Dr. Williams' incredible wisdom and intellectual acumen inspired others during his short term. His demeanor clearly classified him as an engager and very impressive connector; however, his tone, style, and obstinate personality were often misread by his public.

In addition, his professional, scholarly attributes contributed to his association with Dr. Malcom Knowles, whom he brought to campus for a series of meetings. With Dr. Williams being the great thinker and inspirational teacher, his understanding of adult pedagogy surpassed even the best of educational leaders' perspectives.

To understand better the journey Dr. Williams traveled as special counsel to President Adams, one would have to reminisce with Dr. King, Dr. Moore, Mr. Moses, and Dr. Welch in their early morning travels to Memphis, Tennessee, to visit off-campus sites with a late night return to campus. His courage charmed them, his wit enlivened them, and they gained great strength and confidence by every experience they encountered with him. He recognized that leadership is all about solving problems. The issue of credentialed faculty teaching off-campus, complex class scheduling, relationships with off-campus coordinators, and, most importantly, the appearance of adult educators matriculating in the master's cycle not having met academic admission criteria required serious scrutiny of admission files. The insightfulness, wisdom, incredible sense of humor, and ability to confront unequivocally the major anxiety of these issues with off-campus programs clearly identified the essence of leadership he possessed.

His tenure, even though short at Trevecca, allowed him to travel extensively, and Dr. Welch had the opportunity to visit his home, and here is his description:

Upon visiting his home in west Nashville, the first glimpse I got as I entered was a silk, 6 foot tall tree, decorated with flight tickets validating his travels. Much to my surprise in the first several weeks of my new assignment, Dr. Williams terminated his services at Trevecca. He submitted a travel expense bill of \$11,000.00 to the administration. These were all the receipts on the tree at his house. Interestingly, I had been in my position for only a short period of time and the approval form for reimbursement came to my desk from Dr. Bill

Strickland, academic dean, indicating Dr. Williams would not be paid if I did not sign the approval. This could be classified as one of the many unpleasant run-ins I had with Dr. Strickland in operational oversight. Obviously, I refused to approve, or sign, as Dr. Williams did not report to me nor was I, for the pleasure of the academic dean, usurping my authority of clearing the deck on financial issues for Dr. Williams. As Dr. Williams related to me later, President Adams and Dr. Strickland reached an agreement without me, rightfully so, and paid him \$6500.00 for his travel which, with my understanding, was for the total time he served from 1989-91. Finally, this great man of many kindnesses, Christian leader of strong faith, and molder of consensus, took my hands to share a prayer. I shall never forget that moment, during my tenure or forever, as he blessed Trevecca and my future with the most unbelievable choice of words. I shall hold those words dear to my heart, but cannot share them in this writing.

*“Blessed are they who have the gift of making friends,
For it is one of God’s best gifts. It involves many things,
But above all, the power of going out of one’s self,
And appreciating whatever is noble
And loving in another.”*

–Thomas Huges

In Memory of the Late President Millard and Mrs. Barbara Reed, 1991–2003

A man of hope for each day, grace for each moment, great joy with a song in his heart daily, lived truth for each day – these phrases so aptly described Dr. Millard Reed. Additionally, he shared wisdom along the way and preached the gospel of Christ unapologetically believing God’s love was unchangeable; he stated that God knows exactly what we are and loves us anyway on the human level. In the spiritual realm, Dr. Reed’s belief was characterized by the realization that people can understand God’s love by getting to know Him through Jesus Christ.

➤ *I knew Dr. Reed as an exemplary leader, a scholar of theology in his own rights, and a leader of great passion as a minister and university president. He was a man who did not watch the clock, but spent endless hours studying, preaching, and leading by grasping a vision to lead Trevecca forward during his years of service.*

➤ *I was privileged to be there in those first historic days, weeks, and months as difficult decisions had to be made quickly due to unanticipated happenings.*

➤ *I sat in his office and listened almost to the actual heartbeat of a leader who was determined to set the course and cross the finish line.*

➤ *I walked the campus from one side to the other with him and from building to building as his keen, sharp mind glistened with ideas to be tested and tried.*

➤ *I drove him to the airport and traveled with him thousands of miles and hours as he gave selflessly of his energy and time.*

➤ *I sat in hundreds of meetings listening to a man of incredible wisdom who sought earnestly the best thinking of those whom he trusted, loved, and served.*

➤ *I was there through excitement, prestige, and notable achievements that happened: The changing from a college to a university and the SACS announcement of the first-ever Ed.D. Program approved for Trevecca were greeted by President Reed with great joy for his staff, faculty, and administration. He was a man of vision!*

➤ *I was there at the Ed.D. summer ISLE Sunday a.m. service when he so loved to speak from Colossians 1:28: “We proclaim him, counseling and teaching everyone with all Wisdom. . . .” He gave spiritual insights to the diverse and grateful listeners in the cohort, ending with communion for all.*

✧ I, along with Joyce, was privileged to work closely with Dr. and Mrs. Reed to ensure special occasions, dinners, and homecoming events took place. The Reeds were most gracious for every kindness expressed to them. Mrs. Barbara Reed was the “life of the party” and so giving and caring to staff, faculty, and friends of Trevecca.

✧ I was there when, during the Reed Administration, Dr. Reed would give praise and recognition for all who made possible the completion of the Waggoner Library; the renovation of the Mackey Building, new home for the School of Education; the addition of the Masters of Library and Information Specialist Program. Additionally, I was there when Dr. Reed made possible the re-design and renovation of the main floor of the Adams Building; the creation of Quick Family Center for Instructional Technology; the approval to offer a second doctoral degree, a D.A. in theology and Bible in the spring of 2002; the first endowed chair in a Nazarene institution (a \$1,000,000.00 gift); the completion of the new softball field and soccer field, the first time two TNU sports teams made it to the national tournaments; the addition of three hundred parking spaces for the university parking; and the more than 1,800 enrolled students in 2001.

✧ I was there when he and I designed Trevecca’s first Presidential Chain and MACE as gifts from the Welch and Reed Family forever to be used in official ceremonial events, including Commencement.

✧ I was privileged to sit in the Office of the President engaged primarily as a listener in many conversations as his colleague and friend as sometimes he just needed someone there.

✧ I was beside him in his darkest moments of serious illness in intensive care. I was so touched to be the one at his bedside in intensive care when he spoke softly, smiled, quoted the Apostles’ Creed, and quietly said, “I am ready to meet my Savior if He is calling me home to heaven.” His eyes closed, and I wiped tears from my eyes, placed my hand on his hand, and prayed a prayer that he never heard or remembered. Thanks be to God’s touch as Dr. Reed lived to share his remarkable story.

✧ I was there any time of day and night when he, just as many of us, experienced difficulty and hardships in his family. I felt honored to be trusted by the Reed Family.

✧ I enjoyed many precious, humorous moments, some of which can be shared and others not as my loyalty was always to him.

✧ He was there with us at the exact moment and time when the doctor walked into the waiting room to give us the news that our son’s, Todd’s, cancer was in the lymph nodes and the days ahead would be an experience of a lifetime.

During the last several years of his life, Dr. Reed and I shared our almost daily devotional time together at the Trevecca Health Care Center, a time that continues to sustain me spiritually. Together we sang hymns to Barbara, read scripture, and shared prayer requests. On Christmas day, 2013, I was all alone in his hospital room talking to him even though I was not quite sure if he knew I was there. I just received a phone call from a friend sharing the singing of “Amazing Grace” by a seven-year-old boy. I placed the phone to his ear. He slightly opened one eye and it appeared to me Dr. Reed was signaling he knew his time was short. Within a few hours, he went to be with his Lord Jesus Christ.

Inspiring and beautiful memories will forever last for Joyce and me on our journey with Dr. and Mrs. Reed, president of Trevecca 1991–2005. He was such a man of God who not only inspired me but also led and influenced hundreds to accept Christ so that one day we may all join together in Heaven.

Dr. and Mrs. Reed would be pleased to know they were remembered and revered as President and First Lady. He not only was a mentor to me, but also loved God, his family, and his church and treasured every day of his Trevecca journey.

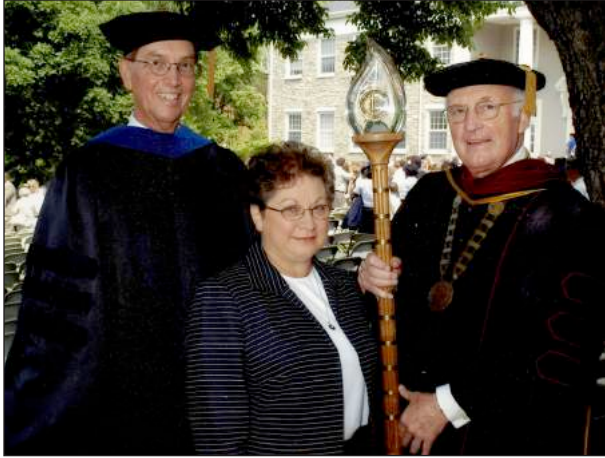
—**Dr. Melvin Welch**, assistant to President Reed, dean of education (1991-2003)



The President's Cabinet Retreat



Dr. and Mrs. Millard Reed



Dr. and Mrs. Melvin Welch and President Reed



Commencement in the quad



Christmas dinner in the McKay Parlor



Dr. Reed greeting members of his cabinet.



President's Cabinet at Eight Gabel Inn



Dr. Welch, Dr. Reed and Dr. C. Smith

**Presidential Transitional Era for Dr. Homer Adams and
Newly Elected President, Dr. Millard Reed
March – July 1, 1991**

In the first 90 days of transition, Dr. Millard Reed, newly elected president by the Trevecca Nazarene College Board of Trustees in March 1991, had begun to engage in conversations, visiting the various campus buildings, searching for information and data needed for taking office on July 1, 1991. The forming of a team, meetings of engagement with the out-going president, and reviewing of the financial health of the institution and the multitude of assessments involved in learning the culture would become a major part of this transitional period. Highly noticeable was the enthusiasm of Dr. Reed's leadership style, and especially prominent were the several visits to offices to meet faculty, deans, directors, and staff not to exclude his already magnetic love for students. Having been a successful minister, as well as a prominently known "pastor" of one of the largest churches in the city of Nashville, made the transition easily adjustable since the role as president was in the same locale as his previous 17 years as pastor had been. The faculty, administrators, staff, and students were enamored with his style.


With the many areas of responsibility Dr. Reed assumed, the financial status of the college encumbered his entrance into the higher education arena in a significant manner. His connections and engagement with highly successful business leaders and members of the Board of Trustees, as history showed, served him well during these difficult beginnings.

Not only did the overall health financially of Trevecca place a heavy load upon his entry, but it was soon known that the teacher education and graduate-level programs were far from satisfactory in meeting high standards needed for continued accreditation approval. It was during one of the many visits to offices President Reed came upon Dr. Welch, serving as director of admissions. During a late April evening, newly elected President Reed made a surprise visit in to Dr. Welch's office for what would later be known as highly significant moments of a change in leadership.

This cautiously guarded approach would make one wonder what might be in the black box of the newly elected president. First, Dr. Reed announced to Dr. Welch that as president he would be moving to the office presently occupied by Dr. Welch and further announced Dr. Welch would be moving to another position but no specifics were mentioned. Dr. Welch politely indicated the desire to remain in the present office located in the Martin Building, nicely decorated, facing Lester Avenue with easy access for visitors and employees. President Reed indicated without any hesitancy that these were the very reasons he would be moving the president's office to this location rather than staying in the historical administration building where all former presidents had resided.

The story line became very interesting as on this same evening, soon-to-be President Reed indicated some sweeping administrative changes were in the making, which would impact Dr. Welch's future. Dr. Reed began sharing about teacher education and graduate program issues. Meetings

and conversations were now taking place on a regular basis between Dr. Reed and Dr. Welch. Dr. Reed suggested a lunch time for one of the meetings, specifically requesting Dr. Welch to consider prayerfully the administrative changes to be made. During the luncheon Dr. Reed asked Dr. Welch if he had prayed regarding the most recent conversation between the two of them. Trying to promote a joyful climate, Dr. Welch replied, "I got a busy signal trying to reach God, thinking perhaps you were on the line with Him, and that the answer was going to be 'yes, I will accept the positions you have asked of me.'" Interestingly, what was to be Dr. Reed's administrative style was his response. Dr. Reed said, "I am sure glad you accepted as on July 1, I will be having to terminate 51 positions and you would have made 52." Dr. Welch was elated to realize how blessed he was now to become a part of the Reed administrative team. In addition, it was made obvious the academic dean and Dr. Reed, while both strong leaders, were quite different in leadership style and operations. The two simply were not compatible and yet both were highly qualified leaders in different ways. Dr. Strickland was most professional in submitting his resignation. It was decided Dr. Strickland would consider returning to the classroom to teach if he would like. Between May 2 and May 7, a positive resolution was achieved.



INTER-OFFICE COMMUNICATION

DATE: May 2, 1991

TO: Faculty and Administrators

FROM: William J. Strickland
Dean of the College

This is to announce that I have submitted my resignation as Dean of the College effective July 1, 1991. A contract was issued to me for next year which I appreciate, but I feel that a change is best for me and the college at this time.

It has been a pleasure to work with all of you and I cherish your friendship.

I would encourage all of us to work together to effect a smooth transition.

Once again, Dr. Welch was put in a precarious situation as both Dr. Adams and Dr. Reed were testing the waters with him. Former president Dr. Adams was still engaging Dr. Welch in conversations which Dr. Reed did not know about and Dr. Welch did not know who knew what at the time. Dr. Welch recalls how difficult these days were as his appreciation for Dr. Adams and long-term friendship could not be impacted by these transitional issues. It was during this time, Dr. Welch was struggling as the out-going president was in dire need of smoothing out as best he could the academic problems in

teacher education and graduate programs that the new president would face. Dr. Reed was initiating contact with Dr. Welch, confidentially, of changes to be made, which created an awkward situation. Dr. Adams had just a few hours earlier sent Dr. Welch a letter requesting reassignment of duties terminating Dr. Welch's services rendered as director of admissions to become acting-director of the Graduate Education Program. The same day Dr. Welch received Dr. Adams May 13th letter, a response was immediately returned. The handwritten response from Dr. Welch shows the emotions of the response as this was one of the most difficult decision-making moments for Dr. Welch. Dr. Adams,



TREVECCA NAZARENE COLLEGE
Nashville, Tennessee 37210-2877

May 13, 1991

Dr. Melvin Welch
Trevecca Nazarene College
333 Murfreesboro Road
Nashville, TN 37210

Dear Melvin,

I am asking you to become Acting-Director of the Graduate Education Program until the end of this fiscal year and of my administration.

- The College needs you.
- You have rich experience in this area.
- You are the only solution at the present.
- It would be a personal favor to me.

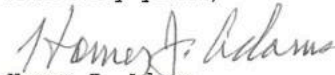
You would begin on May 20 and serve until July 1. Dr. Reed is considering arrangements to be made after that date.

Please say you will accept. The well-being of the College is at stake.

It would be good if I could have your response today. There is a meeting of the graduate faculty tomorrow and an announcement should be made.

Your generosity and years of devoted service to Trevecca Nazarene College are deeply appreciated.

Sincerely yours,


Homer J. Adams
President

HJA:dg

cc: Dean Strickland



May 13, 1991

Dear Adams,

I have just received your May 13, 1991 letter requesting that I become Acting-Director of the Graduate Education Program. And, I appreciate your kind words. You have indeed been a very dear friend to me.

Today I am very tired and feel I must immediately begin resuming my duties as Director of Admissions. This semester I have taught 1 graduate class (24 students) and 1 undergraduate (35 students) causing me to prepare, study and grade several hundred papers - all for scholarship funds to the college and because both areas needed a fill-in teacher. I say all of this to let you know I have not juggled my role in the critical area of undergraduate recruitment. My schedule and needs for our office are approaching the most difficult time of the season for Fall 1991.

More importantly, I have not been involved in the graduate studies office matters in over 5 years. I am totally out-of-touch with procedures, programs, cycles, etc., etc. To be blunt, I would have no idea where or what to do.

Let me quickly add that I have highest regards for Mr. R.T. Williams & consider him a choice friend. Yet, I can only be a good listener & resource person.

Finally, I have since being at Geneva every year failed to take my earned vacation time. THIS IS MY FAULT; yet, it really is because I always say YES when I should say NO!

Therefore, I am not willing to accept the Acting Director's role. If I could be of service (2 hours per day when here, I shall be happy to assist. I continue to ask myself why I am called upon in these situations but never a higher level.

The immediate solution to your problem must include those involved presently in these matters with perhaps strong resource people.

Please forgive me if I have let you down but I am more hurt because those who have been running it are letting you down. How can Dean Stuckland do this to you?

Again, if I can be of help as a resource person during the next few weeks, I shall be glad to do so, but as Acting Director, I must decline.

Surely, you know I have appreciated you so very much!

Sincerely,

Dr. Reed Welch

a man of immense integrity and professional, as well as personal friend of many years expressed his heartfelt appreciation in this May 13 letter of such notable respect for Dr. Welch.

The complexities of this scenario developing clearly made known the newly elected president and Dr. Adams had not discussed the contents of the letters. More interesting was that the newly elected president had just confidentially shared with Dr. Welch his intent to make significant changes not known to those whom it would impact. Dr. Reed trusted Dr. Welch to ensure the confidentiality of these meetings and discussions and further assured him, this would be the direction of change being

made. Dr. Reed pointedly declared that he would be relocating his office space for the office of the new president to Dr. Welch's present office, and that Dr. Welch would not be serving as the director of admission.

The book *From Good to Great* had not yet been written, but the early reflections of the soon-to-be new administration found Dr. Reed looking carefully at who was on the bus, what seats they occupied, and where the bus was going, a concept similar to and found in Collins' book. In addition, Dr. Reed's leadership style clearly demonstrated his goal was not a strategy to be the best, an intention to be the best, or a plan to be the best, but an understanding of who could lead the best in the areas of most need. This philosophy was crucial and distinctive of Dr. Reed's leadership style of the future.

President Reed requested to take Dr. Welch on a Saturday to Shoney's for lunch to set the record straight -- that if Dr. Welch were going to be on his team, Dr. Welch's responsibility would be to head the department of education at Trevecca with teacher education and graduate education programs; otherwise, there would be no role in his administration. Again, President Reed was fair, but clearly demonstrated change was not only needed but taking place at a very rapid pace due to the issues requiring continued teacher education accreditation. He convinced Dr. Welch that together they could put a new team into action, taking the bumps ahead, but succeed at putting Trevecca's division of education in a strategic position again. The caveat of the position change included the president naming Dr. Welch as director of the department of education and administrative assistant to the president. This was a totally unexpected game changer, and implementation of these changes was still highly confidential.

Mystery Letter to State Department of Education

The transition in a college for a new president and administrative team creates many challenges for the outgoing and incoming administrators. The election of Dr. Reed sent signals quickly as to who should start packing and guessing about who from outside Nazarene circles would be entering the new administration. Every attempt was made for a smooth changing of the guard, but not without some major issues and challenges.

Dr. Adams, the out-going president of Trevecca, was a highly recognized leader of the SACS, whereas, Dr. Reed was highly regarded in the city of Nashville as the senior pastor of First Church of the Nazarene, better known as the "Mother Church of the South," and a highly recognized and respected leader within the city and Nazarene denomination. It should be further noted with the transitional issues that the president was elected in March but did not begin official duties until July 1 of the same year. However, during those 90 days, using proper protocol, Dr. Reed took decisive action.

Trevecca already had a name for herself but upon an audit review, it was found that financially Trevecca was facing some difficult times. The sensitivity of these issues put Dr. Adams and Dr. Reed at

arm's length in their approaches; one president would be leaving, and the new one coming in preferred to find out and seek solutions in a different way. With major financial issues surfacing unbeknownst to the new president along with the teacher education department, Trevecca was under heavy scrutiny, and President Reed announced immediately a new road map for moving forward.

Even though the resignation of Dr. Strickland, academic dean in the Adams' administration, had been received, Dr. Reed received a telephone call from Dr. Strickland, informing him that the State Department of Education would be visiting Trevecca in August for a five-year review. As the conversation progressed, it was clear to newly elected President Reed that not only had Dr. Strickland not followed up with Dr. Staley, director of teacher education regarding this visit, but that no one in the department had begun to write, assess, and implement a strategy for the forthcoming study or visit.

Following this conversation between Dr. Reed and Dr. Strickland, a private meeting was arranged with Dr. Welch, to review, search, and determine an appropriate strategy. Dr. Welch was asked to draft a letter in confidence dated May 1 for the newly elected president to sign, for a meeting he would have with Dr. C. Smith at the Tennessee State Department of Teacher Certification.

The past experience of Dr. Welch's relationship with the State Department and his friendship with two mutual friends helped to pave the pathway Trevecca needed at this critical time. Joe Adkinson ('61), an alumnus of Trevecca and member of Nashville First Church of the Nazarene, and Wendell Poole ('61), also an alumnus of Trevecca, were both friends of Dr. Reed and Dr. Welch. Mr. Poole was the one who told Drs. Reed and Welch that Joe Adkinson worked for the State Department. Mr. Adkinson was the one who introduced Dr. Reed to Dr. C. Smith, supervisor of teacher certification in the Tennessee State Department of Education. This friendship circle and the mystery letter made for a very strong possibility of a serious and tough decision making meeting between Dr. C. Smith and Dr. Reed.

Dr. Reed was now placing a heavy responsibility on Dr. Welch in the few weeks before he would officially take office to arrange meetings for further updates on what had been done and the status of how to keep moving. The letter written by Dr. Welch became known as the mystery letter as Dr. Reed felt it was best not to include Dr. Adams or Dr. Strickland as a part of new negotiations regarding the fall visit.

For these reasons, Dr. Adams and Dr. Strickland were unable to get a copy of the confidential letter Dr. Welch had written for Dr. Reed that was sent to the State Department. The campus was buzzing about "who" had written the letter and how Dr. Reed got inside the State Department so quickly to meet and strategize with Dr. C. Smith. Thanks to Mr. Adkinson and Mr. Poole this door was opened for Dr. Reed. These two alumni played a pivotal role in a new beginning for the future of graduate education programs at Trevecca.

Enormous decision-making was taking place, and, among those decisions, the position of academic dean, a highly visible job, was now open. In Dr. Reed's July 12 letter to Dr. C. Smith, it was

noted that Dr. Reed had sought to fill the position quickly with his first choice choosing not to accept. At this time, conversations were still being held with Dr. Williams and Dr. Strickland. Realizing the possibility of filling this position by fall semester would probably not happen, Dr. Strickland kindly accepted to continue working through the month of July.



INTER-OFFICE COMMUNICATION

DATE: June 21, 1991
TO: Faculty, Staff and Administrators
FROM: Millard Reed *MR*
SUBJECT: Extension of Dean Duties

It is obvious by the lack of an announcement that we have not yet been able to secure the services of our new academic dean. Please keep this matter in your prayers. This position is a pivotal position for all that we do.

In light of this delay, Dean Strickland has very kindly agreed to continue his service to the college as Dean and Director of Graduate Education for an additional month. His service then, will continue through the month of July. I am deeply grateful to Dr. Strickland for this additional expression of love for the school and support for me.

dfg



INTER-OFFICE COMMUNICATION

DATE: June 21, 1991
TO: Ray Richards, Alan Bond
FROM: Millard Reed *MR*
SUBJECT: Extension of Dean Strickland Duties

Dr. Strickland has agreed to continue the duties of the Dean's office through the month of July. Accordingly his remuneration should be continued at the dean level through that time.

dfg

The mystery letter opened the door as Dr. Reed and Dr. C. Smith agreed that the best approach for seeking a quick solution to the forthcoming fall review was to place Dr. Welch in charge of the study. Dr. C. Smith, a strong educational leader with incredible talents and skills, approved a delay and agreed to provide Dr. Welch needed assistance to start the study, set a time line, and place Trevecca back in a position to renew its favorable status in education. Dr. Adams was very surprised that the report to the state and documentation had not even begun.

It was on a Saturday in late July that Dr. Adams and Dr. Welch ran into each other at Plant Operations, getting rid of boxes at a dumpster. Dr. Adams, who had now completed his presidency, asked Dr. Welch if he had written the mystery letter. Dr. Welch's friendship, admiration and highest respect for Dr. Adams had not diminished at all; therefore, Dr. Welch simply told him that he had written the letter upon request by Dr. Reed to Dr. C. Smith. As a gracious man of kindness and always with a smile, he responded, "I thought so and so glad you did." To be more candid, Dr. Adams was responsible for Dr. Welch coming to Trevecca and his experience with Dr. Adams was one of highest respect, but Dr. Welch did manage to leave the scene quickly rather than allowing for an extended conversation. At this point, the old team was still packing up to leave and the new team was moving in, and Dr. Welch wanted to make sure his place was secure. It appeared obvious that Dr. Welch was staying and Dr. Strickland and Dr. Staley were returning to the classroom as faculty. In this situation, the action of those involved seemed to be a win-win for all regarding the transition.

By this time, Dr. Reed had been successful to a degree, putting together cabinet member positions. In a letter of July 9, Dr. Reed announced to the Board of Trustees his cabinet assignments and other information of importance regarding the transition. Dr. Reed, who had maintained a good relationship with Dr. Adams, responded July 10 to a request from the former president, seeking office space for future use, and copied Dr. Adams on his letter of July 9.

TO: Board of Trustees and Campus Personnel
FROM: President Reed *NR*
SUBJECT: President's Cabinet and Other Positions
DATE: July 9, 1991

While the data shared with you in my memo of one week ago caused some notations in the local news media, the functions of our school are moving in a very fine fashion one week later. Many of those whose jobs were terminated have been able to find other employment and we are keeping in touch with the remainder.

CABINET POSITIONS:

Today I am announcing a re-organization of the "President's Cabinet" and key persons to fill those positions as follows:

Academic Vice President - (Not yet filled)

Please note that we are moving to the titles used by all of our sister Nazarene Colleges with the term "Vice President." Please pray for us in our continued search for this important position.

Vice President for Fiscal Affairs - Ray Richards

Ray is a 1955 graduate of Olivet with an A.B. in Mathematics. From '55-'69 he served as an Industrial Engineer, was Business Manager at TNC from '69-'72, Bethany Nazarene College from '72-'81 and as a Health Care Administrator from '81-'91. He and his wife Nadine will be moving to Nashville soon. He has been on the job since June 11th.

Vice President for Institutional Advancement - Claude Diehl

Claude has been a part of the "Trevecca Family" since 1969. He received his B.A. in Religion and Philosophy from Olivet and his Masters of Education from Vanderbilt in 1985. He will continue to serve in recruitment for the MHR program.

Vice President for Church Relations - (Not yet filled)

This position has not been filled officially for some years, but Pleais Hampton has carried out the assignments of the office. He will continue to serve our churches even as a person is named to the cabinet post.

Dean of Students - Steve Harris

Steve, our only remaining cabinet member, received his B.S. from Olivet and his M.S. from Middle Tennessee State University. He has been on the faculty and staff here at Trevecca since 1979 and has been Dean of Students since '84.

Dean of Enrollment Services - Jan Forman

Jan received his B.A. in History and English from Trevecca and his Masters in Social Studies Education and Secondary Administration from West Virginia University. He has done additional work at Marshall University and Ohio University. For the last four years he and Eugenia have served Nashville First Church in Christian Education. (Note: This position is a new one created with a focus on service to the students incorporating recruitment, admissions, retention, student aid, and the registrar.)

Administrative Assistant to the President - Melvin Welch

Melvin is a Trevecca grad and has 30 years of service in the public school, undergraduate, and graduate settings. His Ph.D. was earned at George Peabody of Vanderbilt in Higher Education. He has served Trevecca since 1982. (Note: This new position on the cabinet is appointed by the president and will serve the cabinet as secretary ex officio.)

These four vice-presidents, two deans, and one administrative assistant will serve me as my cabinet. We have had our first orientation session and will meet through a major portion of the day both Thursday and Friday. Please hold us in your prayers as we provide leadership for the school.

* * * * *

Dean of the Division of Education - Melvin Welch

With the chief academic officer assuming the title "vice-president," we will make our first step toward a division structure with the creation of "The Division of Education" which Melvin Welch will serve as "Dean." Other divisions will be established in counsel with the various faculties at times agreed to by them.

Other "Shifts" in Ministry Assignment:

Tim Whitaker will bring his "retention" office to "Enrollment Services" and become a part of the "team" led by Jan Forman.

Gary Wood will move from the Career Planning office and serve with Dean Harris providing supervision of college owned housing and assistance in a variety of areas.

Gerald Willis will move from admissions and take on the Career Planning duties providing counseling for students and others. HE WILL ALSO JOIN ME IN THE FULFILLING OF THE CHAPLAIN DUTIES formerly carried out by Don Dunnington.

THERE WILL, NO DOUBT, BE OTHER CHANGES. THESE ARE THE MOST SIGNIFICANT TOWARD THE NEW YEAR.

I HAVE SENT THIS MEMO TO YOU TO INFORM YOU BUT ALSO TO APPEAL FOR YOUR PRAYERS. GOD HAS A WONDERFUL FUTURE FOR HIS SCHOOL. LET'S BE ALERT TO HIS GUIDANCE, OBEDIENT TO HIS WILL, AND CLAIM HIS GOOD DESIGN.

dfg

Dr. Homer J. Adams
319 Wimpole Dr.
Nashville, TN 37211

July 10, 1991

Dear Dr. Adams,

Enclosed is a memo that I'm sending to Trustee Members and Campus Personnel today. I knew it would be of interest to you.

I am also happy to make available Room 306 in the Adams Administration Building for your office. Dr. Strickland has indicated that as his suggestion, and he also suggested that that would please you. Your "distinguished professor" function will be more than a hollow title. You will be held in high regard by all and I look forward to watching you function on this campus.

Sincerely,



Millard Reed
President

MR:dg

Enclosure

P.S. The key can be secured from Charlotte Scott in the Dean's Office.

The 90-day transitional period showed great strength in leaders joining to ensure administratively that all departmental, academic programs, and student success would continue on a path of success. As one might expect, transitional issues needed quick responses at times, yet working with units outside the institution did not necessarily match on the university calendar. So it was July 12, following many conversations, that Dr. Reed wrote Dr. C. Smith of the decision to administratively re-structure the Division of Education, effective August 1, 1991, with Dr. Welch as the first dean of education at Trevecca.

July 12, 1991

Dr. Connie Smith
Director of Teacher Education and Accreditation
Tennessee State Department of Education
Nashville, Tennessee 37243-0375

Dear Dr. Smith:

I am enclosing a copy of my letter to you dated May 1 in which I asked for a delay regarding the report to and visit from the Tennessee State Department of Teacher Certification. I thank you again for your positive response to my request.

You will also notice (item 4) that I promised to be back with you in about sixty days to introduce a then-to-be appointed director of the Graduate Education Program.

You are aware that soon after our meeting, Academic Dean William Strickland submitted his resignation to me. This had not been anticipated and it has delayed my schedule of action. My first wish was that I might secure the new Academic Dean of the College and then make other appointments and decisions in concert with him. Through May and June, I have been optimistic that my first choice would accept our invitation. After weeks of delay, however, he has declined.

In the light of that delay, I have worked closely with William Strickland and R. T. Williams and taken the following action:

- I. We are firm in our resolve that our Graduate Education Program be of the highest quality and in conformity with or exceed the standards of excellence. In the light of that resolve we make the following decisions:
 - A. That increased emphasis be placed on the "on-campus" program to enlarge the enrollment and enrich the offerings. With the increased on-campus emphasis, the present off-campus programs would be maintained until the cycles are completed, but no new off-campus enrollment would be accepted for the immediate future.

- B. That for new cycles on-campus (within an approximate 30 mile radius of Nashville), we emphasize the generic programs such as Elementary Education and Curriculum and Instruction.

However, it would be possible to start cycles on-campus this fall in Administration and Supervision and Elementary Counseling, K-8. (Memo to Graduate Education Faculty June 25, 1991.)

II. Administrative Structure Re-organization Plan for Division of Education

For sometime an administrative re-organization structure plan for the Division of Education has been reviewed in an effort to better coordinate the undergraduate Teacher Education, Post Baccalaureate Teacher Workshop Programs and the Graduate Studies Programs in Education. Such change seems appropriate with the forthcoming visits of SACS and the State Department of Education Certification Division. Effective August 1, 1991 the following administrative structure will be implemented:

- A. The Dean of the new Division of Education will administratively supervise and coordinate the responsibilities of the undergraduate education area, teacher workshops and graduate studies. (See attached flow chart.)
- B. The Dean of Education will serve as the liaison officer to the Tennessee State Department of Education.

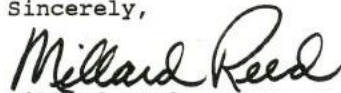
Effective August 1, 1991, Dr. Melvin Welch will assume the duties and responsibilities as Dean of Education at Trevecca Nazarene College.

(Memo was shared with the Graduate Education Faculty and Staff, the Head of the Department of Education (undergraduate) and the Director of Teacher Workshops July 9, 1991.)

I hope you will concur with the wisdom of these actions.

I also ask that you guide Dr. Welch and me regarding further strategy. I will call your office Monday afternoon. If you have a time for us either Tuesday or Wednesday, we would be very happy to come to your office and respond to your guidance.

Sincerely,



Millard Reed
President

MR:dg

Enclosures

P.S. I am interviewing Dr. Robert Griffin, recently retired Professional Educator on Monday-Tuesday of next week toward the position of "Interim Dean."

bc: Melvin Welch
William Strickland
R. T. Williams

At the opening of the first semester for Dr. Reed as president, one of the main start up events was the President's Dinner hosted by Dr. Reed and First Lady Barbara Reed. The relationship the Reed team created with administrators, faculty, staff, and students was one of positive, exciting, humorous, and joyful gatherings. The first President's Dinner included an incredible buffet, a challenge from the president, his topic was "Sharing the Vision," and a time of recognition for administrators and faculty. Dr. and Mrs. Adams were gracious and always well received, and Dr. Reed made special note of Dr. Strickland as revealed in an August 26, 1991, letter.

August 26, 1991

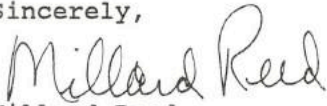
Dr. William Strickland
Campus Mail

Dear Doctor Bill,

I was so pleased for the way your moments unfolded Monday night at the President's Dinner. I was delighted by Mike's presentation which so eloquently outlined some of the details of your distinguished service to the school, I was thrilled by the response of all the people, and I was absolutely delighted by your humor and response. It was a treasured moment Bill, and enabled all of us to feel, with you, that you have served well and that the transition is a comfortable one for you and for us.

My prediction is that you are going to have some greatly enjoyable years functioning in the class room and making a tremendous contribution to the student body.

Again, I express my admiration to you and look forward to continued shared ministry.

Sincerely,

Millard Reed
President

MR:dg

President Reed's Administrative Cabinet was now almost complete. Ray Richards, vice-president for fiscal affairs; Mr. Claude Diehl, vice-president for institutional advancement; Mr. Steve Harris, dean of students; Mr. Forman, dean of enrollment services; and Dr. Welch, administrative assistant to the president. It would soon follow that Dr. Robert Griffin would be named interim vice-president for academic affairs.

Dr. Griffin brought immense expertise, experience, and wisdom to this much-needed transitional time. With the urgency of the accrediting issues with the State Department of Tennessee regarding teacher education and graduate programs, a leader of Dr. Griffin's caliber established an immediate climate of collaboration, team building, and optimism. Dr. Griffin and Dr. Welch worked extensively together, engaging the various disciplines and departmental chairs in meetings to ensure plausible

outcomes. The familiarity of Dr. Griffin to the task ahead based on previous experiences encountered prior to his retirement provided a climate of cordiality and working relationships needed to move the education programs forward.

With the strong relationship and bonding held between President Reed, Dr. Griffin, and Dr. Welch and with the need for a positive approach forward, Dr. Welch was asked to present a report to the entire Board of Trustees on October 15, 1991.

REPORT TO THE BOARD OF TRUSTEES
FALL, 1991

-125-
October 15, 1991
EXHIBIT # 3 -3 pages

I count it a privilege to have the opportunity to share with you my interest and concerns for the education programs; that is, Undergraduate Teacher Education and Graduate Education. My primary focus today will be on Grad. Ed.

It was 1983 when I accepted the challenge to write the prospectus for the first Master's Degree program in education at Trevecca. Soon after I accepted the position of Associate Dean of Education, I recognized the road would not be smooth. But since I like challenges, I will willing at that time to give it my best.

Today as I report to you, I feel the same challenge I felt in 1983; yet, it is with a great deal of sadness. You see—what I started in 1983—no longer exists.

In the past five years the program has become much more complex with unstable leadership—4 Directors in 3 years.

When I left the program there were approximately 500 students and the program was organized and manageable. I suggested time and time again that a crisis was eminent. We are now in that crisis. This is unfortunate!

Even though the program I so proudly presented to you 8 years ago, no longer exists, and even though we must face some serious difficulties in the next 12 months, I can only offer my complete commitment to President Reed and to you The Board of Trustees. I have presented an unpleasant side of the program. I want you as a Board of Trustees to know the crisis and problems will not be corrected by your next board meeting in spring 1992. However, we will be well up the road, I hope. Let me share some positive news.

President Reed began taking action soon after becoming President regarding The Grad. Ed. Program. The new President was advised almost immediately that there were some serious management problems in Grad. Ed. The President did seek my advice, as

well as others, regarding how Trevecca should approach the State Dept. of Education to request a delay in the previously set State Visitation Committee to evaluate our image and perception throughout the State has not been positive the past 3 years. The State Evaluation. Visit to our campus was supposed to this month! (We would not have passed.) But Dr. Reed visited the State Dept., and was granted a 14-month delay for the visit and evaluation. The new date will be the first week in October 1992. This was a tremendous accomplishment. The State Dept. officials were very impressed with Dr. Reed.

Upon receiving the approval for a delayed visit, Dr. Reed came to me and asked Me if I would consider being the Dean of Education. To be candid, I really was not interested; yet, I certainly have maintained a serious concern for the Grad. Ed. Program.

I agreed to become the first Dean of Education. Very soon after my appointment, Dr. Reed and I visited the State Dept. of Education to begin building a relationship, and to discuss Dr. Reed's proposal for a delay. Also, we were there to discuss Grad. Ed. Retrenchment. The State Department had early in the year been notified by the Adams' Administration that the Grad. Ed. Program would retrench from Memphis and Chattanooga, and that a greater emphasis would be placed on-on-campus programs and some off-site campus.

This Fall Term we have 500 graduate students. In January, we will drop to 250 and by the summer, there will be less than 100—that is; unless, we move fast, and efficiently to correct our problems. You can see we have a real enrollment problem.

To help correct our crisis, Joe Moses, 1961 alumnus of Trevecca, retired school was employed as Assistant to me beginning on the same day I did on August 1. In less than 48 hours, we found one big Mess! Hundreds of records incomplete, verbal promises made by previous college administrators, and very inefficient management of the Memphis and Chattanooga Programs. Joe Moses has worked day and night to correct our problems. For example, in less than 3 weeks, we found approximately 200 student incomplete files but we notified the students of our change in policy and administration. By Sept. 14, Joe had reduced the 200 to 4! (The State Dept. told me to get our act together or it could be over.) I really can't describe how serious the problem is as it related to our image.

In my opinion, it is a tragedy the program has collapsed and it is now somewhat like Vanderbilt football—no where to go but up!! OR This quote may describe our situation. I have found the enemy and it is us!

Another area of concern in my first few weeks in the position was the budget. Monies were being spent—no control on travel, office operation areas, etc. I was surprised I began seeking advice from Ray Richards and shared my concern. His advice and Cooperation has been so helpful. To correct some of the budget problems in Grad. Ed., I recommended a per diem on travel for faculty, etc., rather than a free ride. I have also in the past month reduced my staff by two positions.

Dr. Bob Griffin, VP for Academics, has provided strong academic advice. I am committed to the difficult task ahead. It will take some serious planning, Creative thinking and hard work toward recruitment.

Our grad program can and must return to a quality program. It can be managed responsibly and it can be a positive influence in our city and state.

Preparing for our forthcoming visit by the State is somewhat scary. It is even political! We have to be ready for this visit! The criteria and standards imposed on us by the State and NCATE are stringent! I am presently working very close with State Dept. official and a consultant preparing for our State Evaluation. I am encouraged.

Overcoming all of the problems of the past will not be easy, but we will do it! We need your patience and understanding the next 12 months.

I ask you to forgive what seems to be such an unpleasant way of describing the Situation but I must be fair and honest with you.

There are hundreds of educators who love our program. All over the state they are begging us to offer our program. But retrenchment is necessary! We must learn to be top, quality managers so we can return to Memphis and Chattanooga and other places if we so desire.

Joe and I visited Memphis and Chattanooga last week. These teachers testified of their appreciation not only for the educational opportunities offered by Trevecca but for the spiritual benefits as well. This was very refreshing! It was very difficult to say, sorry, we cannot keep the program going!

On Sunday morning of this week, as I was leaving to go to church, my doorbell rang. It was a grad. Student from Jamestown, TN who had his family with him. I had him in class 5 years ago. He said, "I just stopped by to say THANKS to Trevecca and you. I will always be thankful to the College."

It is an honor to serve. Most of my years of service have been difficult; however, with the new administration, I am very happy! Today I love Trevecca and I appreciate each of you. And, I am happy serving my Lord. It is a joy to serve.

Respectfully submitted,
Melvin Welch
Dean of Education

One of the many aspects of the position of any departmental chair, divisional head, or dean includes the financial budgetary issues of programs of this magnitude. With the opportunity ahead to keep the master's program afloat came at the same time, the challenge of assessing the weaknesses and strengths. A strong link of President Reed's new administrative team was Mr. Ray Richards, who had served as business manager at Bethany Nazarene College and Trevecca.

Dr. Welch's success in the master's program and the need for its continuation received immeasurable support from the financial wisdom of Mr. Richards. Offering courses off-campus was the best approach as the difference in the financial impact made on the total budget would be more pronounced for financial success. Off-campus programs did not require the use of campus facilities, and, for the most part, the off-campus programs were provided free access to the various county and district schools for Saturday and, if needed, evening classes. The primary expense was that of faculty pay for overload or adjunct pay to include travel pay.

Mr. Richards had served as the business manager at Trevecca from 1969–1972. From 1991–1994, he served as vice-president of finance during the Dr. Millard Reed Administration. It was during this last tenure, his strong financial wisdom, expertise and knowledge became critical to the several programs but primarily to the master's degree in education. During this time, he worked very closely with President Reed and Dr. Welch to strengthen the financial process and procedure related to cost analysis.

As I look back...

From a budgetary standpoint, adult education became a significant contributor to the success or failure of the overall university budget. Up until 1991, it had not been a story of success. This was due to the operating within a loose budget that was not monitored, thus the programs became one of impending failure. Added to its severity was the lack of academic management over too many satellite locations and the real possibility of losing its accreditation.

Beginning in the fall of 1991, Dr. Millard Reed, newly elected president, recognized the growing concern and lack of control. In the several steps he took, one was the appointment of Dr. Melvin Welch, highly regarded by the State Department of Education in Tennessee, as Dean of Education. The process of salvaging the programs became critical, so immediately budgetary controls were put into place, several satellite program operations were closed, and a new relationship was made with the SDOTE.

With this new beginning, and the strong, positive relationship of Dr. Reed, Dr. Welch and Mr. Richards, the closely monitoring of the education programs was enacted. Its subsequent success, the adult programs evolved into perhaps the largest contributor of financial resources on campus then and continued through Dr. Reed's and Dr. Welch's tenure.

It is further true that many of the campus improvements, and the security of faculty and staff salaries, have resulted because of the transition from an unstable academic program to one that, today, is held in the highest regard by the State of Tennessee and regionally.

(Ray Richards, AB, Olivet Nazarene University, 1955; Industrial Engineer, 1955–1969; Trevecca Nazarene College, 1969-1972; Bethany Nazarene College 1972-1981; Health Care Administrator, 1981-1991; Trevecca Nazarene College, 1991-1993; retired)

Year one seemed to pass quickly and with great success. However, it did not happen without huge budgetary cuts in staff, faculty, administrators, and some programs. Yet, it was the positive changes that held Trevecca steady, creating a much-desired atmosphere for success to be achieved. The ever-changing trends and desire to complete Dr. Reed's administrative team became the major thread woven in the now on-going tapestry of Trevecca's desire to achieve new heights.

In May 1992, Dr. Pusey was appointed vice-president for academic affairs. The leaving of Dr. Griffin as interim and the emerging of a new leader brought even stronger stability to academic programs. Dr. and Mrs. Pusey were both graduates of Olivet Nazarene University and were welcomed appropriately to the Trevecca Community. Dr. Pusey's strong background in education made for a very smooth transition. Having served as a professor in history, director of teacher education, dean of the School of Graduate and Adult Studies, as well as other administrative roles, Dr. Pusey fit perfectly with the team. He captured quickly the need for tightening the bolts and nuts of the academic environment and established immediately cordial and positive rapport with faculty, staff, and administrators.

As I look back...

Great leaders emerge at crucial points in the life of an institution and are able to impact its present and future direction in significant and positive ways. Dr. Millard Reed was one of those great leaders for Trevecca. It is easy to make this case by listing the many accomplishments of the Reed years, such as the institution's first strategic plan, new buildings and a major renovation of aging facilities, financial stability, key property acquisitions, a growing endowment, new academic programs, increased enrollments, and university status. Likewise, as this book documents, the decade that closed out the first century of the school's existence proved to be an exciting period of change and innovation for education programs.

Dr. Reed had many great attributes that made him successful as a college leader. He was mission-focused, visionary, transparent, inclusionary, and disciplined. I believe his most significant leadership quality was his ability to understand and motivate other people toward a vision that not only embraced the school's past and unique culture, but would serve to shape her in meaningful, relevant, and lasting ways for her future successes. To this end, Dr. Reed sought to put people with these same values in key administrative positions who were qualified and capable for their assigned roles and then allowed them to do their jobs, while holding them accountable to do those jobs well.

I joined Dr. Reed's leadership team in 1992, at the beginning of his second year as president, when he appointed me his vice president for academic affairs and academic dean. Having previously served as dean of the School of Graduate and Adult Studies at Olivet Nazarene University and, before that, as the university's director of teacher education and chair of the Division of Education and Psychology, I was at ease with my oversight responsibilities related to these programs. During these years, it was my privilege to work alongside Dr. Melvin Welch, a graduate of Trevecca's teacher education program, who was providing great leadership to the Division of Education, what later became known as the School of Education. With his broad knowledge of teacher education, at all levels, and his significant experience at Trevecca and in public K-12 and college education, Dr. Welch was uniquely qualified for his role. Important for Trevecca were Dr. Welch's long-term and deep connections with a myriad of key leaders within the Tennessee State Department of Education and among the Tennessee teacher education communities. These connections were so extensive that I often wondered, "Who doesn't Melvin know?" They would prove to serve the institution well throughout Dr. Reed's presidency and were critical to the successes of the education programs during these years.

Among the most enjoyable and engaging experiences I had in oversight of the education during this time period was my involvement with program approval and accreditation, areas in which I had developed some level of expertise. I especially enjoyed working with Dr. Welch in the development of and seeking approvals for the Ed.D. program, from the initial steps of “selling” faculty on the idea of the university’s first doctoral degree, getting the curricula approved, establishing a strong base for faculty research, and hosting a campus visit by a SACS Commission on Colleges review team to ultimately gaining SACS approval. Our leadership styles and skills complemented each other, Dr. Welch led a great team in the School of Education who helped develop the program, and Dr. Reed provided enthusiastic and visionary support. Throughout the process, we were confident that it could become a reality; thus, it was an exciting day in December of 1998 at the annual SACS’ meeting in Atlanta when Dr. Reed, Dr. Welch, and I heard Trevecca Nazarene University’s name read as being approved by the Commission for the Ed.D. and Level V status. We were able to celebrate this watershed event in Trevecca’s history, but also recognize what collective leadership, hard work, and collaboration could accomplish. I was privileged to be a part of all of it.

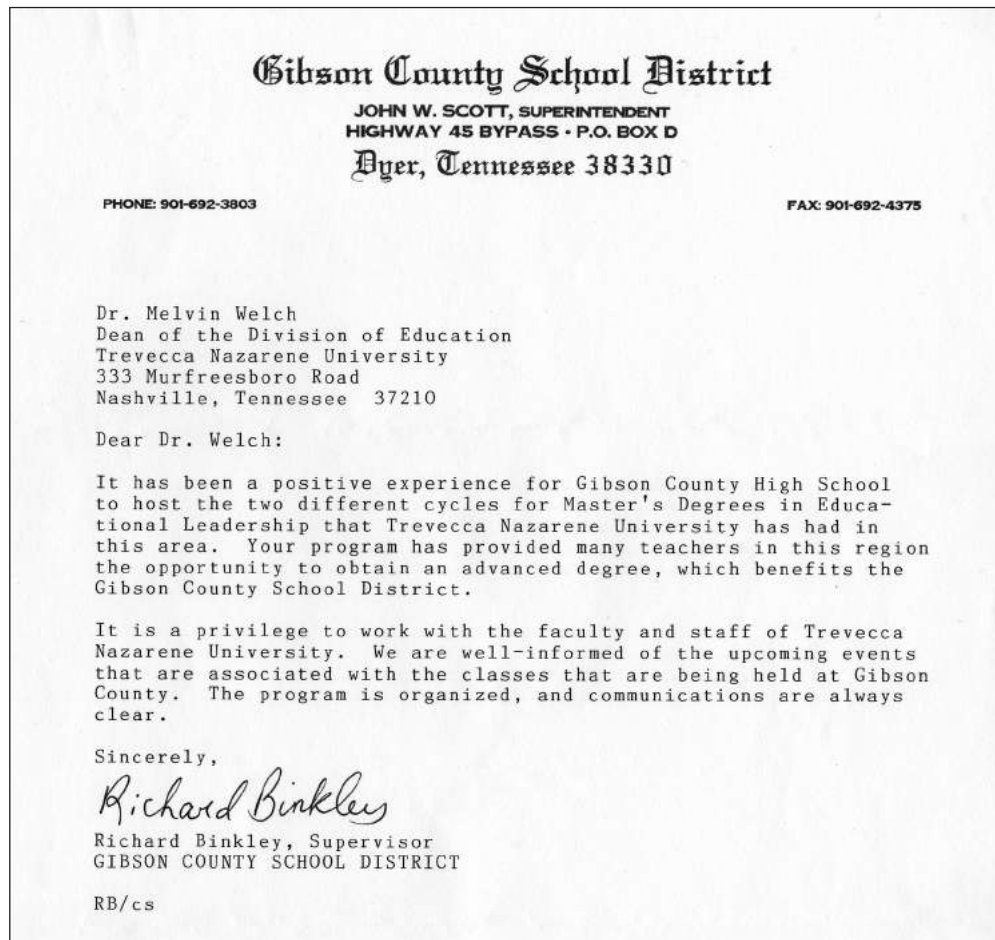
(Stephen Pusey, BA, Olivet Nazarene University, 1975; MA, Northern Arizona University, 1976; PhD, The Ohio State University; Provost, Trevecca Nazarene University; Nashville, Tennessee)

Navigating through the voluminous details of undergraduate and graduate program issues was his strength. His conceptualizing of details, and attention to SACS’ requirements as well as those from the State Department show clearly his understanding and ability to motivate and, challenge faculty, and work with all the issues. Upon reading the sections in teacher education, Dr. Whittington, Dr. Cox, Dr. Swink, and Dr. Welch, one will find Dr. Pusey’s total and extraordinary leadership in all of these areas. In particular, Dr. Pusey’s ingenuity in leadership provided Dr. Reed and Dr. Welch much aid on the pathway to success shown in Chapter 7.

With an accreditation visit forthcoming, Dr. Pusey was no stranger to the process. Dr. Pusey and Dr. Welch engaged in the greater issues facing the difficult situation Trevecca had been placed in by the State Department of Tennessee. With the help of a faculty who were eager once again to prove the value added needed for successful programs, teams were put together to unite and engage in all the various phases of the accrediting process. Dr. Pusey was a team leader. He was the master of keeping Trevecca in line with SACS Institutional Participation and Oversight Service-Eligibility and Certification Approval for off-campus sites. Dr. Pusey was very supportive of these off-campus programs.

The School of Education graduate faculty considered it a privilege to travel together for orientation, registration meetings, and generally held faculty meetings in the Trevecca van. Of course, these were often same day trips, which meant leaving campus in the early afternoon and returning in the late evening, depending on the location. The faculty team of Mr. Moses, Dr. King, Dr. Moore, Dr. A. Patterson, and Dr. Welch always made time for supper at Barnhill's Buffet in Jackson, Tennessee when traveling west. Throughout this story line, the many outstanding full-time faculty of Trevecca and a host of experienced adjunct faculty who traveled off-campus to teach have been listed several times. The incredible success of offering programs to the adult learner was applauded by the various administrators and school principals in those areas. Letters of support and appreciation came often and were of utmost important in choosing locations and schools for participation.

As a side bar to the pathway to success and connecting to the large base of interest in Middle Tennessee and West Tennessee, the reader of this story will see later how the connection allowed one assistant principal to enter the Ed.D. program and successfully complete it. (See Chapter 7, now Dr. Tom W. Barton) In addition, Richard Binkley, supervisor for Gibson County School District, and Jack McGee, principal at Central High School, Bruceton, Tennessee were among many who opened the door for off-campus sites at schools in west Tennessee (see letters below).





Central High School

POST OFFICE BOX 135
BRUCETON, TENNESSEE 38317
PHONE (901) 586-2161

JACK E. MCGEE
PRINCIPAL

Dear Dr. Welch:

There have been two cycles of teachers from this area that have received their Master's Degree from Trevecca Nazarene University at Bruceton-Hollow Rock High School.

There has always been a line of communication with Trevecca from the beginning with the information meetings, the involvement of the local school administration with the interview process, and through the completion of the program.

Your staff has kept us informed of dates and time use of our building. Having Trevecca Nazarene University at Bruceton-Hollow Rock has been a rewarding and enriching experience.

The program has been of great benefit to the teachers in our district and neighboring districts. I look forward to working with Trevecca again in the near future.

Sincerely,

Jack McGee
Principal



Covington High School

"Where Excellence Is Ordinary"



803 South College
Covington, Tennessee 38019



Telephone (901) 476-9847
Fax (901) 476-5778

PRINCIPAL
Henry Glaze, Jr.

ASSISTANT PRINCIPALS
Thomas W. Barton
Anthony R. Jones
Melissa A. Matlock

Dr. Melvin Welch
Dean of the Division of Education
Trevecca Nazarene University
333 Murfreesboro Road
Nashville, TN 37210

Dear Dr. Welch,

Covington High School has been happy to host TNU during the two cycles of graduate classes in Educational Leadership held on our campus. During those cycles the lines of communication between the staff at TNU and the administration at CHS, have been open constantly. This has been greatly appreciated by the administration at CHS due to the number of dates our campus has been used. Thank you for keeping us informed on dates for interviews, informational meetings, class times, and the like.

It has been our pleasure to host Trevecca here at Covington High School and we look forward to continuing our relationship with your institution.

Sincerely,

Thomas W. Barton
Assistant Principal
Covington High School

Connecting the dots and engaging with the teacher education, workshops (soon to be Post Baccalaureate Programs), graduate programs were easy adjustments for Dr. Pusey. The concept of off-campus adult learning matched with his previous experiences as well as the strong knowledge base he had in teacher education. Working with faculty, staff, and directors of program was his forte. Dr. Pusey was a major participant in faculty departmental meetings, as well as all academic program committees.

Graduates of the Trevecca master's programs will continue to be woven into the history of the pathway to success by those graduates shown in "Success Stories" and into the future years ahead as Trevecca continues to be a leader in education.

5-9-2001 "SUCCESS STORIES"		SUCCESS STORIES TNU Graduate Education	
Graduates of Trevecca's Master of Education who have become school administrators.			
Billy Kirk Alexander	Asst. Principal Franklin Freedom Intermediate School	Stephen Johnson	Assistant Principal, Adamsville Elementary School
Candis Angel	Asst. Principal at Mt Juliet High School	Anthony Jones	Assistant Principal, Covington H.S.
Teresa Avera	Superintendent of Instruction, Marion County Schools	Donnie Jones	Principal, Greenbrier Middle School
Ron Bales	Assistant Principal,	Yvonne Kittrell	Principal, Rutland Elementary in Mt. Juliet
Harold Barbee	Principal, Bransford Elem, Springfield	Jerry Levensgood	Assistant Principal, Rhea Central Elementary
Sheila Barnes	Big Sandy, Benton County	Jerome Macklin	Assistant Principal, Northside H.S. Jackson, TN
Tom Barton	Assistant Principal, Covington H.S.	Bobby McAdams	Principal, Hardin County H.S.
Greg Bell	Assistant Principal, Springfield H.S.	James McAdams	Assistant Principal, Caywood, Lexington, TN
Mike Bell	Assistant Principal, Big Sandy Elementary School	Juanita McClarty	Principal, Howard Elementary, Chattanooga
Veronica Bender	Principal, W.A. Wright Elementary, Wilson County	Randy McDaniels	Assistant Superintendent, Marshall County Schools
Tim Bible	Technology Coordinator, Marion County Schools	Jack McGee	Principal, Central H.S. Bruceton
Richard Binkley	Assistant Superintendent, Gibson County H.S.	Randy McNeece	Principal, Lyles H.S. Lyles, TN
Tony Burks	Principal, Crockett Elementary, Williamson County	Jimmy Meeks	Asst. Principal, Halls High School, Halls, TN
Billy Carey	Principal, Main Street Elementary, Humboldt	Hal Miller	Principal, Marion County High School
Gary Clark	Assistant Principal, Franklin Road Academy	Rick Miller	Principal, Modified School, Wilson County
Tommy Coville	Assistant Principal, Humboldt H.S.	James Morris	Principal, Ezell-Harding Elementary
Scott Crocker	Principal, Clarksburg High School, Clarksburg, TN	Michael Morris	Asst. Principal, Arlington Elementary, Jackson, TN
Art Crump	Principal Intern, Beech Elementary, Hendersonville	Janet Murphy	Asst. Principal, Dodson Elementary, Davidson County
Jeff Cursey	Principal	Jason Pearson	Principal, Hillsboro Elem/Middle, Williamson County
Susan Curtis	Assistant Principal, Franklin High School	Steve Peery	Principal, Clarksburg High School
Annie Davidson	Principal, Milan Elementary	Barry Potts	Assistant Principal, Stratford H.S. Metro Nashville
Bill Debruggee	Assistant Principal, Cass H.S. Cartersville, GA	Kim Roberson	Assistant Principal, Crossroads Elem (So. Pitt area)
David Delph	Principal, Gallatin Christian School	Linda Roland	Principal, Ross Elementary, Nashville
Clint Dennison	Assistant Principal, Southside Elementary, Lebanon	Michael Schwartz	Assistant Principal, Crockett County Middle School
Thomas Embry	Assistant Principal, Bruceton	Terry Sensing	Assistant Principal, McKissack Middle, Nashville
Roslyn Evans	Principal, Kenwood Middle, Clarksville	Randy Shannon	Principal, Camden H.S.
Joan Farr	Program Assistant, Lockland Middle School	Connie Jo Shelton	Principal, Nashville Christian School (Elementary)
Jimmy Fesmire	Superintendent, Henderson County Schools	David Smith	Principal, Whitwell Middle School
Wes Green	Assistant Principal, Red Bank H.S. Chattanooga	Debra Smith	Assistant Principal, Hunter's Bend and Oak View Elementary
Ron Guster	Principal, Alton Park Middle, Chattanooga	Rod Sturdevant	Superintendent, Bruceton-Hollow Rock Schools
Steve Haffly	Asst. Prin. Hardin County Middle School	Eric Swenson	Administrative Assistant, Huntington H.S.
Kenny Harris	Principal, West Hardin Elementary	Jane Tant	Attendance Supervisor, Clarksville/Montgomery County Schools
Paula Hayes	Asst. Principal, Glen Ellen Elementary, Clarksville, TN	Yolanda Thompson	Assistant Principal, Gardenview Elementary, Memphis
Lori Hassel	Principal, Tucker Road Elementary, Lebanon, TN	Gloria Treadwell	Principal, Crestview Middle School, Tipton County
Nancy Hemby	Principal, East Chester Elementary, Henderson, TN	Dawn Vincent	Principal, East Cheatham Elementary, Ashland City
Eddie Hickman	Assistant Principal, Central H.S. Columbia	Peggy Walker	Principal, St. Edwards School
Gill Hill	Assistant Principal, Cleveland, TN	James Williams	Assistant Principal, Central High School, Shelbyville
Erik Huth	President, M.N.E.A.	Raymond Woodard	Principal, Cheatham Park Elementary, Springfield
Lynn Hutson	Assistant Principal, Rosebank Elementary, Metro		

The following data were included in the reports of the President, Vice-president and Dean of Enrollment Management in the Board of Trustees Annual Report:
 master's in education enrollments: (Board of Trustees Report–October 1984–October 2003)

F'84	F'85	F'86	F'87	F'88	F'89	F'90	F'91	F'92	F'93	F'94	F'95	F'96
21/23	N/A	N/A	755	904	670	682	508	260	281	N/A	194	187
			F'97	F'98	F'99	F'00	F'01	F'02	F'03			
			236	236	246	282	258	246	217			

As I look back...

I do want to take the time to let you and the Trevecca staff know what a WONDERFUL experience attending Trevecca was for me. I was very fortunate to receive my Master's and Ed D. degrees from Trevecca and to be in the THIRD Doctoral Cohort. Dr. Alice Patterson was there through both of my experiences—THANKS Dr. Patterson for everything and for your encouragement. I appreciate learning in a CHRISTIAN and professional environment. I have recommended the program to anyone who is interested in receiving a QUALITY education. In all my years in attendance at Trevecca, I NEVER had one professor or mentor who was not HIGHLY EFFECTIVE. The memories from my days attending ISLE will last a lifetime. The program was unique yet rigorous. Thanks Dr. Welch for your vision and passion for learning and for encouraging others to do their best while still making it fun, which is a miracle.

(Brenda Benford, MEd, Trevecca Nazarene University, 1996; EdD, Trevecca Nazarene University, 2003; Pre-K Director, Hamilton County Schools, Chattanooga, Tennessee).

I started my master's program with Trevecca six months after I started my first teaching job. In the spring of 1993, I met with other educators from Marion and some surrounding counties. I believe there were 20 teachers in my class. We met at the Sequatchie Valley Electric Coop building in South Pittsburg, Tennessee. At the time I was teaching math at Whitwell High School and coaching boy's basketball, girl's volleyball, and boy's and girl's tennis. When you start your first teaching job, you cannot say no to anything.

I could not have pursued my master's degree without Trevecca. At the time, no university close by taught any classes off campus or on the weekends. Because of my teaching and coaching load, I could not attend any week night classes. I could only meet on weekends and Trevecca was the only school around with this schedule. With any other schedule design, I could not and would not have been able to receive my master's degree in Educational Leadership.

Every professor in the program was wonderful. All were prepared and an expert in the field. I would find later on in my career that every class and every assignment was directly related to the job I would do as an educational leader. It was not easy to get up early every Saturday morning and go to school, but Dr. Patterson, Dr. Welch, and Dr. King made it challenging and fun. I remember technology innovations that included a TV and VCR; it was the early 90s after all.

(Tim Bible, MEd, Trevecca Nazarene University, 1994; Assistant Principal, Whitwell Middle School; Technology Coordinator; Principal, Jasper Elementary School; Marion County Schools, Jasper, Tennessee).

I have had the pleasure of receiving all three of my degrees from Trevecca Nazarene University. I received my Masters in Educational Leadership on August 15, 2003. While I was working towards this degree I was also a full time educator and had been not been in the position of being a student for over ten years. I began this degree with some trepidation as to whether I could successfully take classes and work full time. I was pleasantly surprised that although the courses were rigorous they were also designed for the adult learner. With classes on Saturday it was easy to fit into my schedule. The classes and assignments were applicable to what I was doing as an educator and while I was getting the degree to advance to administration I was pleased that it also helped me grow as a classroom educator. The completion of this degree made me more than prepared to test for and receive my administrative license.

What I valued the most from the program was that it was a cohort model. I was greatly benefited from the fact that I was with the same group of educators for every class. This model provided not only support from those in my cohort, but also a strong relationship that lent to being able to acquire in depth knowledge from their various backgrounds and experiences. This cohort model was impactful for me that when I decided to get my doctorate in Leadership and Professional Practices I chose Trevecca once again because this degree also implemented the cohort model. These degrees as well as the relationships I

built from both my cohorts have been major influences on my past success as an assistant principal and my current success as the principal of Joelton Elementary School.

(Rebecca Welch, BS, Trevecca Nazarene University, 1992; MEd, Trevecca Nazarene University, 2003; EdD, Trevecca Nazarene University; Principal, Joelton Elementary, Metropolitan Nashville Public Schools, Nashville, TN)

Masters in Counseling

Upon establishing new programs, it was always important to recognize the strong leadership needed to employ and engage in positive and strong faculty recruiting. Dr. Pusey and Dr. Welch felt privileged to have had the opportunity to help implement this enrichment area in Guidance and Counseling. More importantly, the team members specifically joining the faculty would include not only Dr. Pruitt, but also Dr. Don Harvey.

According to Dr. Pruitt, *the program was beginning to grow so soon there would be a need to employ a faculty member to teach marriage and family therapy. There was not a marriage and family therapy program in Nashville. There was a hodgepodge of courses offered at various schools but not a free-standing marriage and family therapy program. President Reed told me about a friend of his named Dr. Don Harvey (Dr. Pruitt at that time did not know Dr. Reed had spoken earlier to Dr. Stephen Pusey and Dr. Welch with a most positive view regarding Dr. Harvey also). Dr. Reed told me how smart Dr. Harvey was with a PhD from Virginia Tech, which had begun a good 'marriage ' program. He said he didn't know if Dr. Harvey could teach but Dr. Reed did know Dr. Harvey could write. Dr. Reed said he would like for us to meet. I interviewed Don, but he didn't seem interested in the job. As a matter of fact, it was more like Don more or less interviewed me. He asked questions. He also met with Dr. Welch. At that time, Don was working for the Mental Health Center and writing a book. He did not appear to care much for the position. I informed Dr. Reed and Dr. Welch that I didn't think Dr. Harvey was interested in our particular counseling program. Dr. Reed asked me to keep the lines of communication open to see if anything would come of it. A few months later, Dr. Harvey called me and asked if he could come back and talk some more to Dr. Welch and me. When he came back, he seemed excited about the job. He was even more excited when he learned the Marriage and Family Therapy was growing and he would be put over it. With the arrival of Dr. Harvey in 1993, the counseling program had more substance because there were now two full-time faculty teaching in the program. Because Dr. Randy Carden was teaching research courses, he counted as the third-full time faculty member.*

As the program continued to grow, more and more adjuncts were being used. Another full-time faculty member was needed. Dr. Peter Wilson was already serving as an adjunct in the counseling program and working in Trevecca's Counseling Center. Dr. Welch and I were very pleased to now include Dr. Wilson as a member of the team.

Dr. Welch was the best boss I ever had. We worked together, drove to various off-campus sites, and always enjoyed a good meal together. During our travels, Dr. Welch would bring up ideas about programs and getting things done with a chalk board as Joe Moses drove the van. He was high energy, and when I got to work at 7:00 a.m., he was already there. When there were issues to be resolved, his response was to work together as a team to find solutions. He always allowed me to give reasons as to why I tried things. He welcomed ideas and really gave me the opportunity to be creative. You could tell he loved Trevecca and his job, always thinking of ways to make it more efficient. When he shared his vision of the doctorate, it was obvious he had put a lot of his own thinking and creativity in developing and designing the program. He was met with a great deal of resistance but never in my presence said anything bad about his disclaimers. I was on the Grad Council when the tough decisions created strong opposition and was asked about my vote. I told the other members if it were a PhD in mousetrap making, he would still get my vote, and I bet it would be the most successful in the state. He was a great leader and much was learned from his leadership and character.

As Dr. Harvey recounts, *I was the second full-time faculty member to come on board in the Counseling Program in 1993. Dr. Terry Pruitt was the first and directed the program under Dean Melvin Welch. As I remember, the counseling program was located under the education department and located in Bud Robinson Building. During my beginnings, this program curriculum was largely based on LPC licensure standard and this was a Saturday program. I came as a faculty member in the Counseling program (which was growing) but was told that if things continued to develop, I would have the opportunity to develop a Marriage and Family Therapy degree program which was also designed around the Tennessee State Licensure requirements. After the first year of teaching in the Counseling program, it was decided that we were at a point to develop the MFT program.*

After the first year of teaching in the Counseling program, it was decided that we were at a point to develop the MFT program. That was developed during my second year as a faculty member and was begun at the beginning of my third year, fall 1995. As we planned for the commencing of the MFT program, Terry also had the idea of beginning the degree in Counseling Psychology. He referred to this as "one stop shopping" where degrees in all three of the clinical licensure areas could be offered at one place—Trevecca. Dr. Peter Wilson came on board as the third full-time faculty member during this time. This would remain as the graduate faculty for this program for several years. All of these programs continued to grow, which allowed us to move from being a Saturday program to a program that offered classes at night and during the weekend. (Dr. Don Harvey, B.A., Bethany Nazarene College, 1970; M.A. University of Alabama, 1975; Ph.D., Virginia Polytechnic Institute and State University, 1983.)

*M.A. in Counseling

Core Requirements:

EDU 5100	Introduction to Education Research	3
EDU 5900	Advanced Research Seminar	3
EDU 5220	Lifespan Development	3
EDU 5230	Career and Vocational Theories	3
EDU 5240	Abnormal Psychology	3
EDU 5250	Counseling Diverse Populations	3
EDU 5420	Personality Theory and Learning Styles	3
EDU 5430	Human Relations and Group Process	3
EDU 5440	Guidance and Educational Testing	3
EDU 5450	Practicum in Counseling	3
EDU 5480	Techniques of Counseling and Ethics	3
Suggested Elective: (2 of 4 required)		
PSY 5320	Grief Counseling	3
PSY 5330	Counseling in Chemical Use and Abuse	3
PSY 5340	Sexuality Counseling	3
PSY 5350	Marriage and Family Counseling	3
PSY 5360	Advanced Intervention Strategies in Counseling	3
PSY 5370	Consultation Roles in Counseling	3
PSY 5380	Supervision of Counseling	3
Total Required		39

*Program description taken from Trevecca Archives: 1993-94 Graduate Catalog.

Reviewing the original counseling program and looking above to the one created by Dr. Pruitt and Dr. Harvey, one can see the significance of the planning of those involved in the program. In 1992, the newly appointed vice president for academic affairs arrived like a breath of fresh air to the academic arena. Dr. Pusey became very involved in the overall decision making but with a strategy of working together to bring about change. Dr. Pusey and Dr. Welch were very supportive of these new program changes. Dr. Welch praised the long standing team work and contributions made by the faculty. Were they always easy times? No. Transitional issues became interesting at times as President Reed, Dr. Wilson, Dr. Harvey and Dr. Pruitt dealt with a change in curricula.

Two specific situations became a brief part of the Ugly Ducklin' story as with the diverse student population and a changing world. It was a part of the story when graduate students enrolled in one of the courses where an alternative lifestyles' session was presented and rightly so. Several students wanted to miss class to attend a Nashville Parade, representing one of the examples of an alternative

lifestyle, and Trevecca students wanted to observe, take notes, and possibly meet with reporters. Their motive was sound, clear and positive. However, the University took the position that such action could lead one to feel Trevecca would be endorsing the lifestyle. Students in the class were able to reach a consensus with administrators and faculty that attending the parade, if held during class time, would not be appropriate because it was not a required class assignment. However, any student wishing to attend the parade, if held when class was not in session, could do so without causing a problem. The students, faculty and administration were able to bring resolution to this issue as the issue was pertinent to the class and the changing world.

Another example of how these fine professors were able to take a Christian perspective but respect other viewpoints in class discussions involved case studies in textbooks. As dean of education, Dr. Welch was always a good listener and fair in assessing the various perspectives about issues. Some case studies described in textbooks involved some very-deep seated feelings and expressions not necessarily complimentary to a Christian university campus culture. In general, profanity and vulgarity were quite common in written examples of case studies in text books, and, for some, much more than acceptable. For other students, the use of profanity in texts was not acceptable. They wondered why Trevecca would allow such textbooks to be used or allow the professor to discuss and engage in conversations for students to respond. In this particular case, President Reed, Dr. Pusey, and Dr. Welch clearly noted using the text was not an endorsement of these cases or terms used; it was indeed a necessary fact of life. To become a counselor, students were trained to listen to and learn from activities that needed to mirror real-life situations. The textbook was allowed to remain as a part of the program. The faculty, program directors, president and dean were able to reach consensus not necessarily always pleasing but acceptable for including these experiences in the curricula. This example illustrated the careful deliberation that was conducted for all interviewed and would later be saluted as a capstone cultural experience for a university with a primarily Christian culture, in finding ways to weave such experiences into understanding the views and values of the real world without compromising Trevecca's standards.

As Dr. Peter Wilson recounts, the M.Ed. in Guidance and Counseling for school personnel was first offered in 1988 and the Master's of Arts in Counseling (MA Counseling) program was added in 1991. This marked a transition away from a guidance and counseling curriculum that had been in place for several years. The previous program was aimed at preparing students for employment in public school systems. Changing to the Master of Arts in Counseling reflected a change to a more clinical emphasis. Student in the M.A. Counseling program received clinical training consistent with requirement for licensure as professional counselors who provide professional clinical services in clinics, churches, and private practices. The counseling program grew to such an extent that two other degrees were added: The Master of Marriage and Family Therapy was added first, followed by the Master of Arts in Counseling Psychology. By 1995, three clinical degrees, each leading to professional licensure with Tennessee and other states, were being offered. In 1996,

these programs became closer and more uniquely defined programs to be relocated administratively under the Division of Social and Behavioral Sciences.

(**Dr. Peter Wilson**, BA, Free Will Baptist Bible College, 1973; MA, Middle Tennessee State University, 1976; EdD, Tennessee State University, 1992.)

With the many months of planning by Dr. Pusey, Dr. Wilson, Dr. Harvey, and Dr. Pruitt, along with highly qualified adjuncts to include Dr. Carden, Dr. Dan Elkins, Dr. Roy Hamley, Dr. David Mathis, Dr. Frank Scott, and others the program began to grow. This program had a unique market for recruitment and serviced many students through its program delivery system and design. The thoroughness and rigor of the program design allowed Trevecca to achieve program approval as noted in this letter of August 16, 1996.

Dear Dr. Reed:

August 16, 1996

Thank you for the information submitted 19 and July 29, 1996, by your colleague, Dr. Stephen M. Pusey, Vice President for Academic Affairs, regarding the initiation of the Master of Arts in Counseling Psychology and the Master of Marriage and Family Therapy, effective fall, 1995; and, the deletion of the M.Ed. in Guidance and Counseling May, 1996.

Following careful review of your Prospectuses, I am accepting those Prospectuses, approving the new programs effective July 12, 1996, and not requiring any further information. Please include these programs changes in your institution's next Institutional profile and Self-Study Program.

Thank you for your notification to the Commission on Colleges regarding these changes.

Sincerely,

James. T. Rogers, Executive Director, Commission on Colleges

Cc: Dr. Stephen M. Pusey, Dr. Melvin Welch, Dr. Tom E. Benberg

(See Trevecca Archives)

The contribution and significance of these three outstanding men-, Dr. Pruitt, Dr. Harvey, and Dr. Wilson-were immeasurable. Dr. Pruitt, Dr. Harvey, Dr. Wilson were all team players. They led the crusade for a high quality program with highest distinction by their lifestyle, teaching credentials, leadership skills, currency of curricula, genuine professionalism, and engagement with students and became connectors to program trends. They demonstrated the highest ethical standards at all times, were a part of the School of Education in its early stages of development, observed the optimistic program capabilities for the future, and demonstrated the openness of Trevecca to support fully these programs. In 1996 the Master of Arts in Counseling Psychology and Master of Marriage and Family Therapy with their leadership gave no reason for looking as these Christian professionals paved the pathway to success in spring 2007 for an Ed.D. in Clinical Counseling. With Trevecca having already achieved level V for doctoral programs, converting the Ed.D., to now a Ph.D. Clinical Counseling: Teaching and Supervision degree, first ever Ph.D. at Trevecca Nazarene University was achievable.

As I look back...

Participating on the development team for Trevecca's first doctoral program was a highlight of my career in higher education! Dr. Welch was insistent on cultivating a culture of excellence, and he was the master of creating those special touches that modeled what he hoped each faculty member would emulate for the students. He was a motivational administrator.

Having worked in the corporate sector as a management consultant during the Total Quality Movement while completing my Ed.D. in Human & Organizational Development at Peabody Vanderbilt, I was enthusiastic about a platform to teach all that I had learned. I was given the privilege to design and lead the trio of courses in the subject matter for the first cohort's summer ISLE experience I, II, and III. Those were some of the most exhilarating days of my teaching career. The students were so eager to engage in the high-level theoretical discussions and innovative experiential praxis. Stephen Covey's Principle-Centered Leadership was a favorite text. The intensive immersion of those summers was grueling, yet so satisfying. I remember those first students so fondly.

Another innovative aspect of this unique degree program was the Action Learning Research Project versus the traditional doctoral dissertation. I was excited to direct these projects because I had been a part of the graduating class at Peabody Vanderbilt that piloted a similar kind of doctoral project expressly designed for practitioners. I appreciated the thoughtful decision to customize this degree for practitioners without sacrificing the rigor of doctoral -level research, and I was truly grateful to be able to help craft this process for Trevecca.

I remember all too well the nerve-wracking accreditation process with SACS! We worked so hard and were rewarded with success. The celebration was grand! How exciting to see my alma mater achieve Level V status with its first doctoral program. Participating in the hooding ceremony of those first graduates of the doctoral program was truly a memorable day!

All in all, I consider it to have been one of those rare sacred privileges to be a part of this "first" for Trevecca, an institution dear to me."

(Rondy Smith, BS, Trevecca Nazarene College; MA, University of Kansas; EdD, Peabody College of Vanderbilt University; former Director of Master's of Management; Certified Covey; Founding Executive Director, Rest Stop Ministries, Inc.; Community Life Pastor, Hermitage Church of the Nazarene.)

**Dr. Melvin Welch, Dean of Education
Director of Ed.D. (1998 – 2003)**

“Nothing happens unless first a dream.” – Carl Sandburg (Leadership Through The Ages, Collection of Quotations, Rudolph W. Giuliani, 2003, p. 37)

“Of all the paths a man could strike into, there is, at any given moment, a best path, which, here and now, it were of all things wisest for him to do. To find this path, and walk in it, is the one thing needful for him.”—Thomas Carlyle (Leadership Through The Ages, Collection of Quotations by Rudolph W. Giuliani, 2003, p. 45)

Finding the pathway to success was not easy nor can one just imagine or dream things will happen without recognizing the common ingredients of leadership. Through the years serving as director, divisional head of the department, and dean of education, Dr. Welch had the opportunity to work with many outstanding leaders primarily in the field of education. The years of observations and experiences of serving as an administrator at The University of Tennessee with the President, Dr. Ed Boling; Vice-President, Dr. Eugene Upshaw; Chancellor of University of Tennessee at Nashville, Dr. Charles Smith; Executive Assistant to Chancellor Smith, Martha Olsen; Chancellor of Tennessee State Board of Regents, Dr. Roy Nicks; and the many others as listed, in the preface, guided my thinking and affected my career path. The opportunity to serve first-hand as platform coordinator for the Nazarene Mission International (NMI) Convention at several General Assembly Conventions for the Church of the Nazarene under the inspiring leadership of Dr. Nina Gunter coupled with the enthusiastic leadership style of Dr. Reed and the persona of Dr. Pusey made the pathway to success possible.

Leadership happens through seeing, observing, being, knowing and doing; therefore, upon having played an important role in Trevecca moving from Level II to Level III, the question was not “Can Trevecca move to Level V?” but “Why Can’t Trevecca be the leader in offering the first-ever doctorate in Nazarene higher education in the United States?” Lasting impressions of the past Trevecca leaders, connected to present leaders who made the unthinkable happen. To say the insurmountable obstacles on this journey were taken lightly would be far-reaching and questionable.

Whether it was a dream, a vision, or a calling, Dr. Welch held true to all of these as a means to promote an idea, concept, or program design not generally acceptable for a small, Christian college. The vision was there but seemed shallow at times. Even though the past few years of academic leadership on the part of Dr. Welch was recognizable, this journey would be different in many ways no one could have imagined. Dr. Welch had confided in only a very few professionals, mostly outside the Trevecca family. With both a newly elected president and an appointed vice-president for academic affairs,

uncertainty loomed over the prospect of such an adventure into this unknown territory. Serious and very important issues and questions were now to be considered:

- Why would the mission and vision of Trevecca have to change rather than just be expanded?
- Why should a very traditional college/university even with successful master's programs desire to move to the doctoral status of Level V?
- Why not think of the prestigious association and connection for nation-wide exposure with such accreditation approval?
- Why would a college/university faculty seek only to remain focused on traditional programs?
- Why not consider the advantages of the exposure of doctoral students on campus with traditional students?
- Why not make the connection of strong, professional engagement through research efforts between faculty and students?
- Why not consider the necessary change in library resources, technology, and shared use rather than thinking of imposing on one or the other?

Dr. Welch believed the doctoral program would put Trevecca in a position of great visibility as a leader in education. The vision was so clear to him that this program would be far-reaching, successfully achieved, and capture an audience of adult learners influencing lives forever. Realizing success meant experiencing problem solving, strengthening weaknesses, overcoming adversities, but celebrating joy and triumphs also. All of these would be encountered on the journey of the pathway to success. Charles Paul Conn (1983), in his book *Making It Happen*, wrote, "Whatever it is, however impossible it seems, whatever the obstacles that lies between you and it, if it is noble, if it is consistent with God's kingdom, you must hunger after it and stretch yourself to reach it."

Ed.D. Program Development

In 1994, a big surprise was being put together as Dr. Welch had written a draft proposal to present to Dr. Reed and Dr. Pusey, asking permission to begin exploring the possibility of Trevecca offering an Ed.D. Program. This, if it happened, would make Trevecca the first Nazarene College/University in the Church of the Nazarene Institutions of Higher Education in the United States to offer the degree and would move Trevecca from a Level III (master's degree) to a Level V (doctoral degree) status with SACS.

When Dr. Welch attempted to set up the meeting with President Reed and Vice-President Pusey, both Mrs. Delores Green, the administrative assistance to the President and Mrs. Charlotte Scott, Dr. Pusey's administrative assistant, indicated they would have to know the purpose of the meeting. This

approach did not set well with these two administrative assistants, and rightfully so, as top administrative staff and head administrators would seem to have the right to have some understanding as to “why” a meeting would be requested. However, it was suggested to them the president and vice-president could not have concerns, in this case, not having advanced knowledge of the subject. As with good and very fine administrative assistants, Mrs. Green and Mrs. Scott were not comfortable with this protocol of insisting no one was to know the topic or reason for the meeting, including them.

Mrs. Green and Mrs. Scott were two of the best. They always made every effort to apprise their boss of the agenda for meetings. Perhaps it was the fact Dr. Welch served in a dual role -- the Dean of Education and Assistant to the President. Because he was requesting the meeting allowed for a perk or some level of clout in this situation. Whatever the reason, the meeting was set as requested to be held in the Office of the President.

Upon the arrival of Dr. Welch to the President’s office, Dr. Welch gave an apology but still no hint as to the meeting agenda. Moments later Dr. Pusey arrived with a quizzical look. Mrs. Green announced President Reed was ready for the meeting. As Dr. Welch entered the room, he gave Dr. Reed and Dr. Pusey, a copy of the proposal and asked them to read it while he stepped out in the foyer; then, he requested that if there was interest, they would invite him to come back in.

In about 10 minutes, Dr. Welch re-entered the President’s office. Both the president and vice-president seemed surprised and captivated but with some reservations. Dr. Reed gave thumbs up quickly. Dr. Pusey quizzed Dr. Welch with well-founded interest and concerns about the extensive amount of time a proposal of this nature would take, how best to strategize, the initial impact on faculty, and the initial inquiry to SACS that would more than likely indicate a tough road ahead, as the SACS personnel were likely not to approve a doctoral program for many good reasons. Dr. Pusey’s inquiring mind gave insight to his keenness, mental acumen, and thought-provoking style of leadership. Both men seemed unflaggingly optimistic. During this conversation, the experience, wisdom, and sound basis of credibility was apparent as the three administrative leaders quickly realized this would be a struggle. They realized it could be a failure or create the unknown, possibly questioning our rationale. Even with the struggle, hardship, toil, and frustration, new insights of how this may bring a level of success to the academic programs if approached optimistically, might prevail. Also, it was established in the meeting, that the most effective teams adopt a “learning framework,” realizing at first the concept would be difficult to sell, as to the readiness of a small liberal arts college to start this journey.

As the one introducing the proposal, Dr. Welch made it clear that testing the rationale and reasons would place all three of them in a unique situation. He offered some thoughts to be considered: How to break easily into a new culture? How to accept this would be a long journey? How to convince faculty, staff, students, and others that the first steps would represent only the beginning of the journey. The initial response of President Reed was one of excitement while Dr. Pusey seemed much more hesitant to jump on the bandwagon so quickly. However, Dr. Pusey’s keen awareness of program

issues, faculty support, and process to accomplish and accreditation issues served as a reminder of some of the difficult questions that had to be answered on this journey. His wisdom in these comments were of tremendous value. Much to Dr. Reed's and Dr. Pusey's pleasure, Dr. Welch shared that a highly responsible educator who was most insightful, extremely knowledgeable with accrediting standards, but, more importantly, well-versed and trained in expertise in program development was willing to assist us by recommending not only qualified consultants, but play a role in the background during the entire process.

At this point, Dr. Welch shared the name of Dr. Smith, Liaison for SACS and the State Department of Education State of Tennessee. Dr. Smith had met privately with Dr. Welch and agreed confidentially to strategize with Dr. Welch and the Ed.D. development team in this effort. Drs. Reed and Pusey were immediately impressed with her insightfulness in seeing the big picture for Trevecca with an incredible ability to ask thought-provoking questions; her optimism was contagious from her grasp of the issues. Administratively skilled and excellence-oriented characterized Dr. Smith. Her recognition and understanding of the andragogy for teaching adults were evident. The high expectation level she had for herself and the unbelievable work ethic in going the extra mile were immeasurable. Dr. Smith was a communicator, an effective communicator who would bring toughness and straightforwardness to the discussion table. How would one not want to risk the issues and process with a leader who already knew the links, connections, process, and standards Trevecca would have to meet?

After the initial shock and surprise by these two men, Dr. Welch asked if the next two or three months could be given quietly to some research on this issue and proposal. Dr. Pusey would have this time to meet with the Dr. Welch and others, planting the seed of the small plant that one day could become a large tree with branches of learning extended through the limbs. Dr. Pusey would play a major and pivotal role in the total process of unleashing this dramatic shift in what Trevecca would become in the future. With his inquisitive mind, sharpness of pending accreditation issues, and disposition of character, the vice-president as a partner in this journey would help ensure success.

Keeping this idea quiet was not as easy as one might have thought, because, as Dr. Pusey and Dr. Welch knew full and well, the president was a scholarly thinker, optimistic, and did not find it easy to remain low-keyed in the beginning stages of a major transition that could soon take place.

Even though Dr. Welch and Dr. Pusey worked closely together, Dr. Pusey was cautiously guarded about this topic, but, with his vast knowledge, skills, and previous background in educational program experiences, he eagerly accepted the role of engaging and connecting to the academic deans, faculty, and others needed to sell this program. Much was learned by his demeanor and ability to communicate with President Reed, who had already recognized his influence in leading faculty and administrators in the academic arena. Dr. Welch's and Dr. Pusey's strong, positive relationship within the university helped bring together representatives from each entity to form small groups to engage in dialogue, prepare analyses, possibly perform autopsies, and certainly ask a lot of questions. Yes, the journey was

long, but one step at a time made it happen, and the first step of credibility and strength was becoming contagious in the new culture to be established at Trevecca.

It was now time for Dr. Welch's team to begin the writing of a draft proposal for the various reviews needing to take place as a part of the journey on the pathway to success. The rationale, purpose, and vision of this program now rested on securing a strong, positive response from the University constituency as a whole. Trevecca Nazarene University sought approval by the Commission on Colleges of SACS for a substantive change from Level III to Level V. This request was based on the desire of the University to offer the Doctor of Education degree with a major in Professional Practices beginning January 1999. A notification of intent for this new degree program was provided to the director of the Commission on Colleges on September 19, 1997 (see opposite page). Reaffirmation of accreditation by the commission had been granted last in 1993.

Trevecca Nazarene University had a long history of delivering quality academic programs at the advanced level. The University began offering its first graduate degree, the Master of Education, in 1984 and then offered graduate degree programs in education, management, psychology, marriage and family therapy, religion, and physician assistant. In the fall of 1997, there were 467 graduate students enrolled at Trevecca. This was the second largest graduate enrollment among the 30 private comprehensive institutions of higher education in Tennessee with Vanderbilt University having the largest graduate enrollment. In fall 1997, there were 229 students enrolled in the three Master of Education programs.

While there had been discussion for a number of years about the feasibility of Trevecca offering a doctoral degree in education, it was in 1994, when the program received serious attention in the institution's strategic plan, that a formal study was undertaken. This study led to the development of the program by personnel in the university's Division of Education working collaboratively with qualified professionals from other academic divisions, particularly those from the Division of Business and Management.

To ensure a pathway to success, Dr. Reed, Dr. Pusey, and Dr. Welch were now strategically placed in a position to invite, encourage, and promote consensus among those faculty, administrators, and students who would experience the greatest change. More importantly, it was now time for Dr. Pusey and Dr. Welch to engage and connect with the divisional administrative team in education with other academic deans, directors, faculty, graduate council members, university-wide faculty orientation, and others, facing the final possible uphill battle in convincing the Board of Trustees to approve, adopt, and support the program.

So, while it was a celebration of the first step of the journey, now shaping the path, keeping the team moving, reinforcing the strategy, and realizing reinforcement required one to have a clear view of the destination, and it required being savvy enough make sure all understood change was not an event but a process. No one recognized better than Dr. Reed, Dr. Pusey, and Dr. Welch that to lead a process

September 19, 1997

Dr. James T. Rogers
Executive Director
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Rogers:

Trevecca Nazarene University has been offering a graduate degree in education since 1983. Because of the success of this program and the positive relationship that Trevecca has with school personnel in Middle Tennessee, the university administrator is currently studying the feasibility of a doctorate in education (Ed.D), to begin Fall 1998. The purpose of this letter is to notify your office of our intent and to initiate the process for a change to Level V. Trevecca was most recently reaffirmed at Level III in December 1993.

On September 16, 1997, Dr. Steve Pusey, our vice president for academic affairs, and Dr. Melvin Welch, dean of the division of education, met with Dr. Tom Benberg, associate director of the Commission on Colleges, to discuss the steps needed to be followed in order to address this change. An application form was secured at that time.

We appreciate any assistance and advice that your office may be able to provide as we consider this change.

Sincerely,



Millard Reed
President

cc: Dr. Steve Pusey, Vice President for Academic Affairs
Dr. Melvin Welch, Dean of the Division of Education
Dr. Tom Benberg, Associate Director of the Commission on Colleges

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required persistence, providing clear direction, ample motivation, and a supportive environment for those being required to change. Dr. Pusey's masterful organizational skills, calmness, sensitivity, and command of his faculty allowed the execution of this process to move forward. Dr. Welch's enthusiasm and acceptance of others' ideas, styles, and creativity combined from just a pattern of change to an embracing of the destination of offering the Ed.D.

The Division of Education administrators and faculty at the time the Ed.D. program was proposed included Dr. Welch, Dean of Division of Education; Dr. Whittington, Director of Teacher Education; Mr. Moses, assistant to the Dean of Education; Dr. King; Dr. Moore; Dr. A. Patterson; Dr. Denton; Dr. Ward; Dr. Philips; and Dr. Swink. This initial faculty and administrative group set the stage as the process began but not without controversy and major issues to be resolved. The ugly ducklin' reared its head again as this now invaded the turf of those not so sure this journey should be traveled. The bringing together of the three entities of teacher workshops, teacher education, and master's programs were now comfortably located in the Bud Robinson building after having been separate since the inception of each department. With the invasion of an Ed.D. Program, once again, the focus shifted to begin the orientation of how a doctoral-level program might affect teaching loads, delivery systems, program design, and best practices of andragogy yet to be realized. In particular, the Teacher Education faculty were hesitant due to the potential impact on their role and participation. Needless to say, as this program unfolded, the impact it made on the mission and goals of the now-University became more and more evident.

The Doctor of Education (Ed.D) degree in Professional Practics was supportive of Trevecca's mission to prepare individuals for positions of leadership and service in their chosen careers. The university had from its beginning not only placed an emphasis on programs that would prepare individuals for entry into various professions, but also on those programs that would assist professionals in the further development and enhancement of the skills necessary for their continued success. Consequently, the university's state of purpose emphasized the strong desire of the institution to provide quality graduate professional programs. The Ed.D. focused on the strengthening of the practical and instructional leadership skills of the professional educator, yet the diversity to be interwoven in the applicant selection clearly showed an interdisciplinary approach to enhance better the cohort groups.

The driving force of the rationale for the doctoral program was to provide practitioners with a program that was on the cutting edge of the educational environment and to permit the University to serve as a partner for change in education in the 21st century. More than ever, a need existed for adults and institutions of higher education to seize the opportunity to lead and, as proclaimed in Trevecca's motto, "to be rather than to seem." This new program, along with others offered by the University, promoted and fostered a model of leadership that presented an alternative to the standard tradition. The doctoral program was viewed as an extension of, not an inhibitor to, the current programs.

The University was committed to a rigorous and demanding course of study. Furthermore, the University placed a strong emphasis in the role of the faculty as models in the profession. It was the purpose of the University to develop in its graduates character, professional competence, and concern for others. Another rationale for the Ed.D. Program came from Trevecca's desire to provide professional education in a format that offered high quality in its content and presentation, but which was flexible enough in its delivery to meet the unique needs of the adult learner. At the time of this

proposal and program design, there were no doctoral programs in the state designed specifically with the working adult in mind.

Finally, a significant rationale for Trevecca offering a doctoral-level program was based on a strong belief there was both a need and a desire for professional training which integrated Christian principles at a time when almost anything of a religious or a values nature was viewed with disfavor in secular training.

The Graduate Council, the governing body of all graduate programs, met to review procedural and program changes for the doctoral program. The Graduate Council was composed of Dr. Pusey, Vice-President for Academic Affairs (chairperson); Dr. Welch, Division of Education; Dr. Whittington, Dr. Pruitt, Dr. Moore, Division of Education, Dr. Swink, Graduate Library and Information Science; Dr. Dan Spross and Dr. Henry Spaulding, Department of Religion; Dr. Rondy Smith, Department of Business; Dr. Mike Moredock, and Dave Lennon, Physician Assistant Program; Ray Thrasher, Librarian; and Becky Niece, Registrar.

In the Graduate Council meetings, there was a commonality among the diverse group representing different academic units for issues and concerns to be discussed. The wisdom and intellectual capital of Dr. Moredock, Dr. Rondy Smith, and Dr. Spaulding was significantly valuable as each brought to the table insightfulness, sharpness regarding these complex issues moving Trevecca to a Level V status. The opinions of these individuals were highly revered among the Trevecca community. There was no hesitancy among these leaders to ask pointed questions, raise critical issues, and pose differing perspectives. The tenacity of the combined effort, coupled with the other members of the council, made for successful resolution to the difficult decisions needed to move forward.

Dr. Welch presented a rationale for offering an Ed.D. Program in education at the October 17, 1997, meeting of the Graduate Council. It was noted a letter of intent had been submitted to the SACS Commission on Colleges staff and that the Division of Education was considering a full application to SACS for this program. A motion was made by Dr. Welch, seconded by Dr. Spaulding, that a recommendation be made to the Academic Affairs Committee of the Board of Trustees that the Graduate Education Program initiate an application to the SACS Commission on Colleges for changing the institution from Level III to Level V. The motion passed. It was clarified that the Graduate Education Program would need to bring the Ed.D. Program proposal to the Graduate Council at a later date and approve the program before it could be submitted to the Commission on Colleges (see page 198).

Dr. Welch informed the Academic Affairs Committee of the Board of Trustees of the results of the October 1997 visit by the Tennessee State Department of Education, which was a part of the regular five-year review process. Trevecca was recognized as having an outstanding graduate and undergraduate teacher education program. Dr. Pusey commended the education faculty and administration for their exemplary service on behalf of Trevecca and the teacher education students.

Minutes

Graduate Council
October 17, 1997

Present: Steve Pusey (chair), Terry Pruitt, Mike Moredock, Dan Spross, Henry Spaulding, Dave Lennon, Rondy Smith, Richard Moore, Melvin Welch, Ray Thrasher, Don Harvey

The meeting was called to order at 10:35. Steve Pusey led in prayer.

David Lennon presented a motion to approve a listing of course number changes for the physician assistant courses as they are converted to graduate-level courses and a list of new classes with course descriptions (see attached). Dave made a motion for this change which was seconded by Mike Moredock. The motion passed.

Melvin Welch updated the council on the recent Tennessee State Department of Education re-approval visit and thanked the council members for their participation. It was noted that Trevecca received a very favorable report in the exit interview.

Melvin Welch presented a rationale for offering an Ed.D. program in education. It was noted that a letter of intent had been submitted to the SACS Commission on Colleges staff and that the Division of Education was considering submitting a full application to SACS for this program. A motion was made by Melvin Welch, and seconded by Henry Spaulding, that a recommendation be made to the Academic Affairs Committee of the Trevecca Board of Trustees that the Graduate Education Program initiate an application to the SACS Commission on Colleges for changing the institution from Level III (master's degree level) to Level V (doctoral level). The motion passed. It was clarified that the Graduate Education Program would need to bring the Ed.D program proposal to the Graduate Council at a later date and approve the program before it could be submitted to the Commission on Colleges.

The meeting was adjourned at 11:30.

During this time, the School of Education had just completed a visit from the Tennessee State Department of Education for continued program approvals. President Reed always engaged in a positive approach in supporting the accrediting process. Dr. Pusey maintained a strong relationship with the School of Education as a strategic academic officer. To keep the accrediting agencies informed, Dr. Reed submitted a letter on November 11, 1997, to Dr. Connie Smith informing her that he had sent a letter to SACS requesting Trevecca move from Level III to Level V institution by offering an Ed.D. program in education.

Minutes

Academic Affairs Committee
October 21, 1997

Members Present: Mary Gulley (chair), Lois Hood, Robert Bumpus, Harry Curry, Marie Darsey, Thelma Rogers, Herb McMillan, Steve Pusey, Melvin Welch

Guests Present: Ray Thrasher, Lena Welch, Jeff Frame, Tim Green, Doug Lepter, Donna Tudor, Lois Wolfgang, Joe Moses

The meeting was called to order at 1:00 p.m. by Chairperson Mary Gulley. Herb McMillan led in prayer.

Harry Curry was elected as secretary.

Dr. Pusey, vice president for academic affairs, reviewed his annual report to the president. This included an overview of degree conferrals for 1996-97, enrollment reports for Fall 1997, a breakdown of majors for Fall 1997, an overview of academic costs, a profile of current faculty, upgrades in academic facilities, and future academic plans. Dr. Pusey noted that faculty professional accomplishments and their community and church involvement for 1996-97 will be presented to the board at the Tuesday dinner in a document titled **Faculty Laurels, 1996-97**. Copies of this document were given to members of the committee.

Dr. Pusey presented an overview of enrollment management and provided a handout which outlined the basic concept. He noted that he had been meeting with a committee composed of the vice president for academic affairs, dean of student development, dean of enrollment services, and vice president for financial services on such issues as enrollment, recruitment, retention, and academic planning.

Dr. Pusey presented a report as chair of the Strategic Planning Committee. He noted that at the last meeting of the committee, a decision was made to create a new seven-year strategic plan for the years 1998-2005. Hopefully this plan will be presented to the board for approval at the time of the March 1998 meeting. A three-year time cycle and sequencing for institution-wide strategic planning was also approved by the planning committee and a copy of the timeline was given to the members of the board committee. Dr. Pusey observed that strategic planning and enrollment management planning are very similar and supportive of each other.

Dr. Melvin Welch, dean of the Division of Education and director of the Graduate Education Program, informed the committee of the results of the October 1997 visit by

the Tennessee State Department of Education which was a part of the regular five-year review process. Trevecca was recognized as having an outstanding graduate and undergraduate teacher education program. Dr. Pusey commended the education faculty and administration for their exemplary service on behalf of Trevecca and our teacher education students.

Dr. Welch discussed the feasibility of Trevecca offering an Ed.D. degree and made a video presentation in support of such a program. The committee was informed that a letter of intent has been submitted to the Commission on Colleges of the Southern Association. A motion was made by Herb McMillan, and seconded by Thelma Rogers, that the board go on record as having granted approval for the administration to submit a full application to the SACS Commission on Colleges for the institution to move from a Level III status with SACS to Level V. The committee members expressed strong support for the motion which passed unanimously. It was noted that the Ed.D. degree would need to be approved by the board at its spring meeting before it could be formally submitted to the commission.

Representatives from the faculty joined with the committee at 2:30 and discussion was held on the president's building recommendation. The following faculty participated: faculty member of the Library/Technology Center Program Committee--Ray Thrasher; faculty members of the Fine Arts/Chapel Program Committee--Lena Welch, Jeff Frame, and Tim Green; and faculty members of the Strategic Planning Committee--Lois Wolfgang, Doug Lepter, Tim Green, and Donna Tudor. A number of significant issues were raised. Faculty left the meeting at 3:35.

Further discussion was held by the committee after the faculty representatives left. A motion made by Herb McMillan, and seconded by Robert Bumpus, noted that while the academic affairs committee seriously weighed the need for both of the proposed buildings and, after discussion with the faculty, were hopeful that both buildings could be completed as soon as possible, they endorsed the president's recommendation of the concept to build the library/technology center first. The motion passed unanimously.

The committee expressed appreciation to the faculty for their understanding and attitude about the decision regarding the buildings and to Dr. Pusey and Dr. Welch for their leadership throughout the planning process.

The meeting was adjourned at 4:00.

Respectfully submitted,

Harry Curry, secretary

November 11, 1997

Dr. Connie Smith
Director of K-16
Tennessee State Department of Education
6th Floor, Gateway Plaza
710 James Robertson Parkway
Nashville, Tennessee 37243-0375

Dear Dr. Smith:

During our most recent visit for continuing approval, it was my privilege to meet with Mr. Martin Nash and Dr. David Sergeant, Chairperson of our committee, as a part of the visit process. First, I want to compliment the team appointed by the State Department for their thorough visit of our programs. Once again we felt a cordial spirit of team work.

During my visit with Mr. Nash and Dr. Sergeant, the conversation pointed toward Trevecca's interest for the future in program offerings. I did share briefly that Trevecca has an interest in pursuing the feasibility of a doctoral program for the future. I am now taking the opportunity to inform you (see enclosure) that I have sent SACS a letter requesting that Trevecca move from a Level III to a Level V institution by offering an Ed.D. Program in Education. A formal application has been received and the initial process has begun. Our proposal is taking a unique program approach and does not appear to duplicate the many fine programs in existence at other institutions throughout the state.

During the October meeting of the Trevecca Nazarene University Board of Trustees, the concept was endorsed after having been through the various institutional committees. For your information, the board also approved a new library and the renovation of the present library which may very well house the Division of Education in the future.

Dr. Melvin Welch, Dean of Education, has been named to head the study and Dr. Ralph Evans has been appointed as a consultant. As we engage in the study, we welcome advice from you and your fine staff of professionals.

I hope this information will be helpful to you. We look forward to our continued positive relationship with you.

Sincerely,



Millard Reed
President

cc: Dr. Jane Walters, Commissioner of Education
Mr. Martin Nash, State Department of Education - Teacher Certification
Tennessee Higher Education Commission
Dr. Steve Pusey, Vice-President for Academic Affairs
✓Dr. Melvin Welch, Dean of Education

enclosure

As stated earlier in this chapter, Dr. Welch had already privately discussed with Dr. Connie Smith the possibility of an Ed.D. being proposed for Trevecca. Even though Dr. Smith was not an official consultant regarding the program planning, conversations held between Dr. Smith and Dr. Welch were critically important in establishing a pathway to achieve the doctoral level. On January 9, 1998, Dr. Smith responded to President Reed's November 11, 1997, letter. In Dr. Smith's letter, she indicated her approval of Dr. Welch's selection as the team leader to develop the Ed.D. program. In addition, based on the recent program approvals, she further stated her confidence in Trevecca's overall quality of programs and the rigor of its content to be top priorities (see opposite page).

The Graduate Council met on February 13, 16, and 19, 1998 and the minutes of the meeting included Dr. Welch presenting a proposal for a Doctorate of Education in Professional Practics. A written document had previously been provided to all members of the council. A motion was made by Dr. Welch and seconded by Mrs. Thrasher. Discussion was held but tabled at noon the with council agreeing to meet again on February 16 to continue the discussion. The council reconvened on February 16 at 10:30 and continued the discussion on the motion to approve the Ed.D. program. The motion was tabled at 12:00, and the council members agreed to meet again within the next week to continue discussion. A motion was made by Dr. Spaulding, and seconded by Dr. Spross, that an open meeting of faculty be called to dialogue on the proposed program before the council discussion on the motion. It was agreed that this meeting would be held on February 19 at 3:00 p.m. and the council would meet immediately afterward.

In the February 19 meeting with faculty, there was a presentation by Dr. Welch on the proposal. The tone and climate of the meeting was overall positive but faculty members of undergraduate programs brought two issues to the forefront: availability of library resources and research. Faculty concerns were a misnomer as doctoral students would use the library on weekdays rarely and the research component was clearly designed to be evidence-based action research. In response, Dr. Welch clearly described the doctoral students using the library on Saturdays as most undergraduates had full access during weekdays and evenings. It was very clear that some traditional undergraduate faculty, including Dr. Randy Carden, Mr. Steve Hoskins, and Dr. Sam Stueckle, held strong reservations about the research component and the program changing the mission and purpose of academic programs at Trevecca. The misgivings of the traditional faculty's perceptions of changing the paradigm from a liberal arts college to a research university were major concerns.

The research component of the program was strongly presented as "action research" to demonstrate proficiency at a research level acceptable for institutions like Trevecca. Needless to say, there were strong oppositions from the few as either "they" did not understand the premise for what constitutes a doctoral program, or they did not want to go outside their comfort zone of Trevecca being strictly a Level III institution. Interestingly, even though those who raised the questions held a doctorate for the most part, none held academic credentials allowing them to teach in the doctoral program as presented,

January 9, 1998

Dr. Millard Reed, President
Trevecca Nazarene University
333 Murfreesboro Road
Nashville, TN 37210-2877

Dear Dr. Reed:

Thank you for your kind letter complimenting the State Department appointed Board of Examiners team that was recently on your campus and for the information concerning Trevecca Nazarene University's interest in moving from a Level III to a Level V institution by offering an Ed.D. program in Education. It is good to know that you have selected Dr. Melvin Welch, Dean of Education, to head the feasibility study and Dr. Ralph Evans as a consultant. Both individuals are highly skilled professionals. The results of their efforts should be well received.

Please keep us informed of your University's efforts to develop the program. We look forward to hearing about your progress.

Sincerely,



Dr. Connie Smith, Director
School Approval & Accreditation



Mr. Martin Nash, Assistant Director
Teacher Education & Accreditation

cc: Dr. Jane Walters, Commissioner of Education
Mr. James Abernathy, Executive Director of Accountability and Assessment
Dr. Melvin Welch, Dean of Education

which diluted their comments considerably. Even though the opposition faculty clearly had the right to dissent, most of their comments were out of context in terms of the many hours of planning and proposal writing having occurred over the past year. It was a discouraging tone and dampened the previous excitement of working so diligently to prepare for sharing the doctoral program details. Dr. Welch was adamant in saying the bus was headed in the right direction with right people in the right seats, and it would reach its destination.

Allowing some time for reflection, the faculty and graduate council met again a week later to seek more clarity on the issues presented in the previous meeting. Dr. Welch and the Ed.D. proposal committee gained some new understandings, in particular, the college faculty concerns for action research for the dissertation. It was important to note the concept of the dissertation known as Project Demonstrating Excellence (PDE). The PDE focused on a significant issue related to a field of specialization; it would involve identification of a problem, development and implementation of appropriate protocol, and analysis of qualitative research, and it produced the deliverables with a required competency: How well does the participant conceptualize, identify, develop, analyze, and demonstrate the understanding of action research?

It was further identified that each doctoral student would be introduced to the field of qualitative research as an “action oriented, consumer-based approach” to problem solving, data analysis, and research design. The statement of the problem, literature review, data analysis, and findings and conclusions would be clearly identified and student success achieved by a proposal defense and a final defense to determine if all competencies had been achieved at the highest level.

The college faculty met again. Even though a very few faculty still opposed the program, the overall review and discussion of the research component was acceptable. Library services were enhanced for the traditional students as a result of the many additional research opportunities made available during the weekday. Both graduate and undergraduate students benefitted from a compatible support network by the faculty supporting the Ed.D. Program.

The graduate council convened on February 19, 1998, at 4:45 p.m. following an open dialogue by the college faculty. A motion was made by Dan Spross, and seconded by Ray Thrasher, to close the debate and vote on the motion presented in earlier meetings. The motion to approve the Doctor of Education in Professional Practics passed with a unanimous vote. Dr. Pusey noted the proposal would now be submitted to the President’s Cabinet and to the Board of Trustees of Trevecca Nazarene University at their March 1998 meeting and the process would begin to submit a full application to the Commission on Colleges of SACS (see opposite page).

As the Dean of the Division of Education, Dr. Welch presented on March 17, 1998, to the Academic Affairs Committee of the Board of Trustees, a proposal on the Doctorate of Education degree with a major in professional practics and recommended approval of the program by the committee. This recommendation came with the prior approval of both the University Graduate Council and the President’s Cabinet. The intent was to submit the degree program to the SACS Commission on Colleges for consideration at their December 1998 meeting and, with SACS approval, begin classes with a pilot cohort group in January 1999. A motion was made by Lois Hood, and seconded by Thelma Rogers, that the committee recommend to the Board of Trustees approval for offering the Doctorate of Education in Professional Practics, under the conditions and timeline that were satisfactory to both the university administration and the Commission on Colleges of the SACS. The motion passed.

Graduate Council Minutes
February 13, 16, and 19, 1998

Present: Steve Pusey (chair), Dan Spross, Melvin Welch, Henry Spaulding, Terry Pruitt, Ed Whittington, Ray Thrasher, Becky Niece, Rondy Smith, Dave Lennon, Mike Moredock, Richard Moore

The meeting was called to order on February 13 at 10:30.

Steve Pusey informed the council that notification had been received by Dr. Jim Rogers, Executive Director of the SACS Commission on Colleges, that the prospectus which was submitted for the substantive change related to the Master of Science - Medicine degree had been approved with no additional follow-up and that the Physician Assistant Program could begin offering the degree in May 1998.

Melvin Welch presented a proposal for a Doctorate of Education in Professional Practices. A written document had previously been provided to all members of the council. After a brief overview, a motion was made by Melvin Welch to approve the program. The motion was seconded by Ray Thrasher. Discussion was held relative to the motion.

The motion was tabled at 12:00 and the council agreed to meet again on April 16 to continue the discussion.

The council reconvened on February 16 at 10:30 and continued the discussion on the motion to approved the EdD program. The motion was tabled at 12:00 and the council members agreed to meet again within the next week to continue discussion. A motion was made by Henry Spaulding, and seconded by Dan Spross, that an open meeting of faculty be called to dialogue on the proposed doctoral program before the council continued discussion on the motion. It was agreed that this meeting would be held on February 19 at 3:00 and that the council would meet immediately afterward.

The council reconvened on February 19 at 4:45 following an open dialogue by faculty on the proposed motion. A motion was made by Dan Spross, and seconded by Ray Thrasher, to close debate and vote on the motion. The motion to close debate passed.

The motion to approve the Doctorate of Education in Professional Practices passed with a unanimous vote.

Steve Pusey noted that the proposal would now be submitted to the President's Cabinet and to the Board of Trustees at their March 1998 meeting and that the process would begin to submit a full application to the Commission on Colleges.

The meeting was adjourned at 5:00.

The committee expressed appreciation to Dr. Welch for his leadership in the development of this new program (see page 206).

In this same board meeting, there were two faculty/academic administrative positions that were contingent upon either a June or December 1998 approval of the proposed Ed.D. program by the Commission on Colleges of the SACS. Dr. Alice Patterson, at that time employed on a part-time basis as recruiter in the Graduate Education Program and an adjunct faculty member, was recommended for a full-time position in the division. An additional assistant administrator-level position was recommended for Mackey Library faculty. Both of these positions were clarified upon notification by SACS of the status of Trevecca's application.

The most observable measure of the need for the Ed.D. in Professional Practices was the consistent interest in the program from a diverse population. At the submission of the report to SACS, over 300 inquiries had been received. These inquiries were solicited without any publicity, advertising, or promotion by the University. On July 20, 1998, over 100 potential applicants attended an information meeting with University faculty and administrators for a presentation on the proposed program. The projected enrollment for each cohort was 35. The program was received with great enthusiasm.

Minutes

Academic Affairs Committee

March 17, 1998

Members Present: Mary gullely (chairperson), Lois Hood, Harry Curry, Marie Darsey, Thelma Rogers, John Dunn, Steve Pusey, Melvin Welch

Guest Present: Mary Ann Meiners, Sam Stueckle, Dean Blevin, Brian Sims, Chris Farrell, Larry Buess, Harold Stewart

The meeting was called to order at 1:00 p.m. by Chairperson Mary gullely. Lois Hood led in prayer.

Dr. Pusey, vice-president for academic affairs, reviewed his mid-year report to the president.

This included an overview of the spring enrollment, recommendations for academic personnel, recommendations for promotion in rank, tenure, and sabbaticals for 1998-99, and issues related to academic facilities...

Dr. Melvin Welch, Dean of the Division of Education, presented a proposal on the Doctorate of Education degree with a major in professional practices and recommended approval of the program by the committee. This recommendation came with the prior approval of both the university Graduate Council and the President's Cabinet. The intent is to submit the degree program to the SACS Commission on Colleges for consideration at their December 1998 meeting and, with SACS approval, begin classes with a pilot cohort group in January 1999. A motion was made by Lois Hood, and seconded by Thelma Rogers, that the committee recommend to the board of trustees approval for offering the Doctorate of Education in professional practices, under the conditions and a timeline that are satisfactory to both the university administration and the Commission on the Colleges of the Southern Association of Schools and Colleges. The motion passed. The committee expressed appreciation to Dr. Welch for his leadership in the development of this new program.

The meeting was adjourned at 4:10 p.m.

Respectfully submitted,

Harry Curry, secretary

(This document is a reproduced sections of these minutes from the official bound copy of the Board of Trustees document in Trevecca Archives.)

The target group for the doctoral program was the educational practitioner. These practitioners derived from diverse settings, but included those primarily in the field of education, as well as those with business, music, medical, higher education, mental health, religion, and government interests and backgrounds. The key to the targeted population was “educational practitioners” in those broad areas. With this emphasis, the doctoral program did not try to be everything to everyone, but clearly identified the adult learner in professional areas.

A significant number of potential students had already completed graduate degrees at Trevecca. Over the many years, Trevecca had graduated nearly 3,000 professionals through its various master’s degree programs. Trevecca was the institution where many educational professionals looked for graduate education. The State Department of Education documented that more teachers in the State of Tennessee held master’s degrees from Trevecca than any one other institution of higher education. These statistics helped validate the probable success of the Ed.D. program.

The admission requirements for the program were rigorous and well established to include those holding a master’s degree from a regionally accredited educational institution: an application fee of \$50.00 (non-refundable); an official transcript of a master’s degree from a regionally accredited college/university with at least a 3.5 grade point average; test scores from GRE, MAT, GMAT, or NTE; professional experience documented by a resume and letters of reference, an interview, and a writing sample. Special emphasis was placed on the writing sample that took place in the technology lab, giving the applicant the opportunity to use his/her skills and/or knowledge in technology. Doctoral students were also given the option of a hand-written response.

The program format and delivery components were uniquely designed to meet the needs of working professionals. In this regard, it was very similar to the types of program delivery Trevecca had been offering to adults for several years. Generally, it was a lock-step cohort concept in which students stayed together in a group throughout the three years (nine semesters) of their program.

Students completed five semester hours of classroom instruction and one hour for the research component. Each four-hour class met only one Saturday per month to allow for preparation, reflection, and analysis time for the doctoral student and the faculty member to participate successfully in the program. Each student was required to complete three summer sessions, for nine semester hours, in residency on the Trevecca campus. The students were required to live in the residency halls. Each summer session included seven hours of classroom instruction and two hours for the research component. The summer coursework was provided in an intensive period of study over eight days in July. In order to ensure an opportunity for preparation, reflection, and analysis concerning the subject matter, the summer class actually began at the last meeting with the students during the previous semester, at which time they were introduced to the course and provided with appropriate assignments. Some completed assignments were not due until several weeks after the on-campus experience.

Based on the major components of the admission process, it was assumed the doctoral students would be high achievers who were academically motivated and who could analyze, evaluate, and synthesize written content. However, when a student's performance appeared to be below such levels, the adviser and appropriate university personnel would counsel the student in an effort to maintain the required level of participation in the program. The doctoral students had access to all services of the institution, including academic, social, and psychological counseling. To validate the quality and integrity of the program, the record clearly showed that even during the first year there were several students who were dismissed from the program due either to failure of the rigorous attendance policy or lack of conceptualization of content and writing skills at the doctoral level. Each student was afforded due process before the Doctoral Council with legal counsel representation. To be honest and candid, the Doctoral Council was caught off guard but held true to the standards of the program. All of these students' issues were resolved in an amicable manner.

The design of the Ed.D. Program dictated there be a variety of instructional strategies, including lecture, small groups within the cohort, written analyses, evaluation, multi-media presentations, guest speakers, field trips, and instructor, student, and cohort interaction. Monitoring students thus occurred through several procedures, such as performance on or completion of routine class assignments, articulation and verbalization in class discussion, completing written analyses of assigned topics, as well as critiquing of issues.

The Admission Committee was composed of Dr. Welch, Mr. Moses, and full-time faculty with the division of education – Dr. King, Dr. Moore, Dr. A. Patterson, Dr. Swink, and representatives from other academic disciplines to include Dr. Rondy Smith and Dr. Baxter, Division of Management and Human Relations. The committee was responsible to ensure the inclusion of a diverse cohort group.

According to the August 15, 1998, application submitted to SACS, in order to receive the Ed.D. degree in Professional Practices, the following academic requirements had to be met:

- Completion of 57 semester hours of coursework with a cumulative grade point average of 3.5 or higher on a 4.0 scale. No credit earned with a grade below B was accepted for meeting the graduation requirement.
- No elective courses and no transfer hours or substitution courses was accepted.
- Specific course requirements were as follows:

EDU 7001	Applying Quality Education Trends	4
EDU 7002	Action Oriented Research I	4
EDU 7003	Strategic Policy and Planning	4
EDU 7004	Action Oriented Research II	4
EDU 7005	Instructional Environments	4
EDU 7006	Cultural Influences	4

EDU 7051	Leadership and Organizational Behavior I: Interpersonal Effectiveness	5
EDU 7052	Leadership and Organizational Behavior II: Team Building	5
EDU 7053	Leadership and Organizational Behavior III: Action Learning	5
EDU 7151	Technology I	2
EDU 7152	Technology II	2
EDU 7153	Technology III	2
EDU 7201-09	Project Demonstrating Excellence	12
(See Trevecca Archives)		

The doctoral courses were specifically designed to include and demonstrate a successful understanding of all 18-program competencies through completion of required coursework and inclusion of at least six competencies as a part of the research project. All doctoral students submitted and qualified for acceptance for candidacy, fulfilled residency requirements, and submitted an application and fee at the appropriate time for graduation.

Curriculum and program oversight was provided through the same administrative and committee structure as all academic programs at the University. The Ed.D. Program was housed and administered through the Division of Education. The Dean of the Division also served as the Director of the Graduate Education Program, which included the Ed.D. With this structure, the faculty were involved in decision making and oversight through the various faculty committees and university academic groups.

The research component of the program was under the direction of the Project Demonstrating Excellence Council. This council was responsible for assigning research advisers and giving general oversight to the research component. The members included Dr. Welch, Dean of the Division of Education; Dr. Denton, Project Demonstrating Excellence Coordinator; such faculty from the division of education as Dr. King, Dr. Moore, Dr. A. Patterson, Dr. Swink; and such faculty from the Division of Management and Human Relations as Dr. Smith and Dr. Baxter.

The doctoral courses centered around 12 specified competencies with the courses that were predetermined by the graduate faculty. Among the skills specifically addressed in the curriculum was the ability to use action research, written analyses, current evaluative literature, and technology to assess and respond to trends and issues in education. In addition to the focus described in the curriculum, other courses included educational trends, organizational and leadership behavior, cultural diversity, and strategic policy and planning. The specific competencies are listed on the following page:

Ed.D. COURSE COMPETENCIES

EDU 7001 Applying Quality Education Trends (4 semester hrs.)

Competency: How well does the participant define, identify, and promote quality within themselves and/or in their organization?

EDU 7002 Action Oriented Research I (4 semester hrs.)

Competency: How well does the participant demonstrate an understanding and application of qualitative research and creative problem solving?

EDU 7003 Strategic Policy and Planning (4 semester hrs.)

Competency: How well does the participant understand and demonstrate the various components in planning and developing a strategic policy?

EDU 7004 Action Oriented Research II (4 semester hrs.)

Competency: How well does the participant demonstrate an understanding and application of qualitative research and creative problem solving?

EDU 7005 Instructional Environment (4 semester hrs.)

Competency: How well does the participant strategize the conceptualization of the instructional environment?

EDU 7006 Cultural Influences (4 semester hrs.)

Competency: How well does the participant respond to cultural elements that impact institutions and society generally?

EDU 7051 Leadership and Organizational Behavior I:
Interpersonal Effectiveness (5 semester hrs.)

Competency: How well does the participant demonstrate self-awareness and the desire and ability to continually improve in the defined areas of personal management?

EDU 7052 Leadership and Organizational Behavior II: Team Building (5 semester hrs.)

Competency: How well does the participant demonstrate the skill of facilitating a team-based organization or learning culture?

EDU 7053 Leadership and Organizational Behavior III: Action Learning (5 semester hrs.)

Competency: How well does the participant demonstrate the ability to design, implement, and measure a total system optimization effort?

EDU 7151-7152-7153 Learning and Instructional Technologies: Parts I, II, III (6 semester hrs)

Competency: How well does the participant successfully plan, identify requirements, acquire skills and prepare a quality training package to peers?

EDU 7201 -7209 Project Demonstrating Excellence (12 semester hrs.)

Competency: How well does the participant conceptualize, identify, develop, analyze, and demonstrate the project?

(See Trevecca Archives)

The 12-hour research component of the program, referred to as the Project Demonstrating Excellence (PDE), was both field-based and competency-based. It was a major project that permitted the doctoral student to focus on a significant issue related to his/her field of specialization. The doctoral student was required to complete five phases according to a timeline with a project adviser throughout the 36 months of the program. As a part of the project, the student demonstrated at least six of the 18 competencies that were a part of their program (12 in the coursework and 6 additional ones designed by the student, one of which must be in technology). At the conclusion of his or her program and the completion of the PDE, each doctoral candidate was required to present his or her findings in a research symposium opened to the university faculty and public.

As the start of a new program, the University made certain Trevecca was committed to the financial resources needed to support the Ed.D. program. Fortunately, the administrative structure support was already in place and operating because of the large graduate program in education that the institution had successfully maintained over a period of many years. The following budget was established for the Ed.D. program in the Division of Education for FY1998-1999:

<i>Graduate Education – Master Degrees</i>		
<i>Division of Education</i>		
ACADEMIC DEPARTMENT BUDGETS		
1998-99		
Account #	Account Description	Revised Budget
10-158-5-2100	GRADUATE ED.-PROF. SALARI	\$171,933.00
10-158-5-2200	STAFF SALARIES	\$42,518.00
10-158-5-2300	STUDENT LABOR	\$1,000.00
10-158-5-4100	GENERAL EXPENSE	\$8,000.00
10-158-5-4101	TELEPHONE	\$3,000.00
10-158-5-4102	PRINTING AND XEROXING	\$7,700.00
10-158-5-4103	SUPPLIES AND BOOKSTORE CH	\$1,050.00
10-158-5-4104	POSTAL CHARGES	\$2,100.00
10-158-5-4105	PUBLICATIONS	\$5,000.00
10-158-5-4200	COMPUTER	\$9,000.00
10-158-5-4206	ADJUNCT FACULTY	\$137,000.00
10-158-5-5100	TRAVEL-PROFESSIONAL EXPEN	\$4,500.00
10-158-5-5101	FACULTY TRAVEL/OFF CAMPUS	\$48,000.00
10-158-5-5102	TRAVEL	\$3,500.00
10-158-5-5200	PROFESSIONAL DUES	\$500.00
10-158-5-6100	EQUIPMENT-NEW	\$2,250.00
10-158-5-6200	EQUIPMENT-REPLACEMENT	\$900.00
10-158-5-7100	INSTRUCTIONAL MATERIALS	\$8,000.00
10-158-5-7101	LEADERSHIP INSTRUCTIONAL	\$45,000.00
10-158-5-7200	FACULTY DEVELOPMENT	\$3,000.00
10-158-5-7300	SITE COSTS	\$15,000.00

		\$518,951.00

		\$518,951.00

Teacher Education

Division of Education

**ACADEMIC DEPARTMENT BUDGETS
1998-99**

<u>Account #</u>	<u>Account Description</u>	<u>Revised Budget</u>
10-130-5-2100	EDUCATION - PROF. SAL.	\$164,468.00
10-130-5-2200	STAFF SALARIES	\$19,375.00
10-130-5-2300	STUDENT LABOR	\$4,600.00
10-130-5-4100	GENERAL EXPENSE	\$1,600.00
10-130-5-4101	TELEPHONE	\$490.00
10-130-5-4102	PRINTING AND XEROXING	\$3,480.00
10-130-5-4103	SUPPLIES AND BOOKSTORE CH	\$1,000.00
10-130-5-4104	POSTAL CHARGES	\$750.00
10-130-5-4105	PUBLICATIONS	\$400.00
10-130-5-4200	COMPUTER	\$15,000.00
10-130-5-4300	PHOTOGRAPHY	\$.00
10-130-5-5100	TRAVEL-PROFESSIONAL EXPEN	\$5,000.00
10-130-5-5200	PROFESSIONAL DUES	\$4,100.00
10-130-5-6100	EQUIPMENT-NEW	\$900.00

		\$221,163.00

		\$221,163.00

Post Baccalureate Studies

Division of Education

**ACADEMIC DEPARTMENT BUDGETS
1998-99**

<u>Account #</u>	<u>Account Description</u>	<u>Revised Budget</u>
10-170-5-2100	POST BACCALAUREATE-PROF.S	\$47,509.00
10-170-5-2200	STAFF SALARIES	\$20,301.00
10-170-5-2300	STUDENT LABOR	\$2,875.00
10-170-5-4100	GENERAL EXPENSE	\$1,975.00
10-170-5-4101	TELEPHONE	\$45.00
10-170-5-4102	PRINTING AND XEROXING	\$1,870.00
10-170-5-4103	SUPPLIES AND BOOKSTORE CH	\$135.00
10-170-5-4104	POSTAL CHARGES	\$750.00
10-170-5-4105	PUBLICATIONS	\$2,000.00
10-170-5-4200	COMPUTER	\$.00
10-170-5-4478	PUBLICITY & PUBLICATIONS	\$5,000.00
10-170-5-4680	CONSULTANTS	\$25,000.00
10-170-5-4685	CONSULTANTS TRAVEL	\$4,000.00
10-170-5-4700	INSTRUCTIONAL MATERIALS	\$4,000.00
10-170-5-5100	TRAVEL-PROFESSIONAL EXPEN	\$1,200.00
10-170-5-6100	EQUIPMENT-NEW	\$220.00
10-170-5-6200	EQUIPMENT-REPLACEMENT	\$150.00

		\$117,030.00

In the 1998 mid-year President's Report to the Board of Trustees, Graduate Education in 1997 and 1998 showed 2416 FTE, a +47% increase in credit hours. The starting of a new program of this magnitude constitutes the review of revenue versus expenditures. The master's program at its beginning required a start-up cost, but in just a few short years became a significant revenue producer for Trevecca. The Post-Baccalaureate program over the period of years of its existence added greatly to the financial success of revenues received. The revenue generated from the Teacher Education program varied from year to year based on enrollments. Therefore, the beginning of a doctoral program with

a suggested enrollment of 25 to 30 students would necessitate a risk for the University financially. However, beginning approximately the third year of the doctoral program, it was highly noticeable that the contribution of the doctoral program, along with the successful master's degree programs, made for a healthy financial status, allowing other less successful undergraduate and graduate programs to continue. The positive influence the master's and doctoral programs had on Trevecca and the impact on Christian Higher Education calmed the fears of the many naysayers who were now enjoying the advantages of these successful programs.

Trevecca Soars to New Heights

Celebration time for achieving Level V was a historic moment for Trevecca. The dream and vision of the administration, faculty, and staff of the School of Education was accomplished. The connecting influence of all major academic disciplines created a climate of cohesion unlike any previously.

Trevecca Nazarene University has been granted approval by the Commission on Colleges to offer doctoral degrees. The announcement of this action was made December 8 at the commission's annual meeting in Atlanta according to the Public Information Director Jan Greathouse. As a result of the action, TNU will begin to offer the Ed.D. program in January 1999. (Nazarene Communication Network News, December 1998)

In an email Dr. Pusey sent to faculty, administrators, and staff on December 10, 1998, he stated the following:

The action by the commission grants Trevecca full approval to offer the new degree. There is no conditional or probationary status. Actually, Trevecca was moved from Level III status with the association to Level V, which permits us to offer 'doctoral degrees in three or fewer major academic or professional disciplines.' In order to offer any degree beyond the Ed.D., the university would have to go through the substantive review process.

Viewing this accomplishment within the broader picture of Trevecca's history as a teacher education institution, Dr. Welch observed,

The addition of the Ed.D. is a natural step for Trevecca. The Teacher Education Workshop Program and the master's degree program have been significant parts of Trevecca's educational programs for the past twenty years, providing a strong base for the planning and the preparation that went into this program. We are excited about this new program and the way it will offer adult students an opportunity to join us in a collaborative effort with their schools, businesses, and employers to become better servant-leaders.

Dr. Welch further stated, "The faculty, staff, and administration accept the challenge of today's action for us to demonstrate our ability to provide quality educational programs with a purpose within the mission of the University."

For immediate release:

Trevecca to Offer Doctorate in Education

Nashville, Dec. 10--Trevecca Nazarene University has been granted approval by the Commission on Colleges of the Southern Association of Schools and Colleges to offer doctorates. The announcement of this action was made at the Commission's annual meeting in Atlanta on December 8.

With this action, Trevecca will begin to offer the Ed.D. in professional practices in a 36-month, non-traditional, non-licensure, technology-driven curriculum. The first doctoral cohort group of 30 students will begin classes on January 9, 1999.

The action taken by the Commission on Colleges is an important achievement for Trevecca. Following this action, Trevecca becomes the first Nazarene college or university to offer a doctorate in a stand-alone program. Trevecca is only the second private university in the state of Tennessee to offer a doctorate in education. Vanderbilt is the other private Tennessee university that offers a doctorate.

President Millard C. Reed notes the importance of this action: "It is a significant development in the history of Trevecca Nazarene University. It identifies Trevecca as one of the leading schools in education among small Christian universities."

According to Dr. Melvin Welch, dean of the Division of Education and director of Graduate Education Programs, "The addition of the Ed.D. is a natural step for Trevecca. The Teacher Workshop Program and the master's degree program have been significant parts of Trevecca's educational programs for the past twenty years, providing a strong base for the planning and preparation which went into this program. We are excited about this new program and the way it will offer adult students an opportunity to join in a collaborative effort with their schools, businesses, and/or employers to better serve our community."



Dr. Benberg (second from right), associate director of the Commission on Colleges, congratulates Trevecca Nazarene University administrators: (L to R) Rev. Fred Huff, vice chairman of the TNU Board of Trustees; Dr. Millard C. Reed, TNU president; Dr. Melvin Welch, dean of Trevecca's Division of Education; Dr. Tom Benberg and Dr. Stephen Pusey, TNU vice president for academic affairs.

Trevecca develops another level in education program

By **MONIQUE FIELDS**

Staff Writer

When what was then known as Trevecca Nazarene College offered its first master's degree in education in 1984, the private Christian school was quietly planning to become a university and then develop a doctoral program.

In 1995, it realized the first of its dreams. And recently, the school received approval from the Commission on Colleges of the Southern Association of Schools and Colleges to become a doctoral-level institution.

Trevecca is now the second private institution in Tennessee to offer a doctoral degree in education, joining Vanderbilt University.

President Millard Reed said the university has been developing the

program for at least two years and received encouragement from the education community.

"Clearly, there has been a need for higher education, and we've responded to that demand," he said.

Today, more than 300 students are enrolled in the master's degree program in education. Trevecca also offers master's degrees in religion, management, psychology and physician's assistant.

Its new doctoral degree in education in professional practices already has enrolled 30 students, who will begin classes Jan. 9. Another class will begin next fall.

The program is geared toward working adults, who will attend

classes on Saturdays. Most of the candidates will likely be educators, but someone who directs educational programs for a large corporation also may find the program useful, said Melvin Welch, dean of the division of education.

Trevecca is the first Nazarene college or university to offer a doctorate in a stand-alone program, and the change in status is part of the school's strategic plan to better serve its community, said Steve Pussey, vice president for academic affairs.

"We feel like we've already established ourselves as an institution of excellence in education," he said. "This is a natural step to move up a level and focus on doctoral degrees." ■

EDUCATION

Dr. Millard Reed
President
Trevecca Nazarene University
333 Murfreesboro Road
Nashville, TN 37210

January 4, 1999

Dear Dr. Reed:

The following action regarding your institution was taken at the December 1998 meeting of the Commission on Colleges:

Approved membership at Level V to offer the Doctor of Education degree with a major in Professional Practices and authorized a Substantive Change Committee to visit the institution to review continued compliance with the Criteria. The institution is requested to submit a report to visiting committee members prior to the Substantive Change Committee visit addressing the following sections of the Criteria:

Section 4.3.4. (Graduate Curriculum)

Describe in detail the format for course offerings. For semester courses, explain the activities of the students and faculty in addition to the monthly face-to-face meeting. For the summer residency program, explain in more detail the activities before, during and after the residency period.

Section 4.8.2.3 (Academic and Professional Preparation-Graduate)

Provide additional information and evidence about scholarly and research activities of the faculty teaching in the doctoral program.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.


Sincerely,



James T. Rogers
Executive Director
Commission on Colleges


The welcomed scrutiny of SACS criteria was articulated clearly in the January 4, 1999 letter from Dr. Rogers to Dr. Reed. Just as eager as the administration was in receiving the Level V approval, Dr. Pusey and Dr. Welch fully embraced the process to be continued in meeting all standards.

TREVECCA NAZARENE UNIVERSITY
NASHVILLE, TENNESSEE



OFFICE OF ACADEMIC AFFAIRS

The administration of Trevecca Nazarene University
is pleased to announce the
approval of a status change from Level III to Level V
by the
Commission on Colleges of the Southern Association of Colleges and Schools.
The first cohort group for the
Ed.D. Degree in Education commenced in January 1999.



The University appreciates the excellent work of the Division of Education
and the University faculty and staff in the development
of this doctoral program.

Opening Convocation – January 9, 1999

The inaugural event of the Opening Convocation for the first ever Ed.D. Cohort set the tone and climate, as the night before and the early morning of the gathering, Nashville had a layer of ice, blanket of snow, and 18 degrees, as a welcome to 29 of the 30 anticipated attendees. The impressive greeters included President Millard Reed's Cabinet of Dr. Pusey, Mr. Mark Myers, Mr. Harold McCue,

Mr. Forman, Rev. Mahan and Dr. Welch. Mrs. Thrasher, Director of Library Services attended along with the faculty of the School of Education and faculty from other disciplines to include Dr. Alan Matthews, Dr. Baxter, Dr. Denton, Dr. King, Dr. Kintner, Dr. Moore, Mr. Moses, Dr. A. Patterson, Kathleen Phillips, and Dr. Rondy Smith. Mrs. Mary Davis, Mrs. Johnson, and Mrs. Rena Irwin represented the staff members.

The decisive moment—filled with expectancy—was a noteworthy and memorable convening of doctoral candidates representing various professional entities, joining with enthusiasm, despite the weather, to attend the first session of the Level V doctoral experience at Trevecca Nazarene University. From the welcome of Dr. Welch, the prayer of Dr. A. Patterson, the academic charge from vice president for Academic Affairs, Dr. Pusey, to the extraordinary challenge by Dr. Millard Reed and a full breakfast buffet by Pioneer Food Service, it was an incredible time of acceptance with the new Trevecca family cohort members and a morning of a treasured memory.

Without any reservation, the cohort members were made aware of Trevecca's mission of leadership and service. This was validated with the scripture chosen as the theme for the event and program; Proverbs 16:3—"Commit to the Lord whatever you do and your plans will be successful." The eloquent and spiritual focus was captivated by Dr. Reed's comments and reading of Colossians, Chapter 1, verses 9-12:

For this reason, since the day we heard about you, we have not stopped praying for you and asking God to fill you with the knowledge of his will through all spiritual wisdom and understanding. And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God, being strengthened with all power according to his glorious might so that you may have great endurance and patience, and joyfully giving thanks to the Father, who has qualified you to share in the inheritance of the saints in the kingdom of the light.

From the moment each doctoral student met Dr. Reed, they caught the vision of this leader of strong Christian faith, and captured the heartfelt emotions of a spiritual leader and administrator who challenged the cohort members to connect and to embrace the journey which lay ahead. In his remarks, Dr. Reed shared these points:

- the challenges of the program, gain lasting friendships,
- being taught by some of the finest highly qualified faculty,
- making major adjustments with jobs, family, marriages,
- it will require letting the pressure be on HIS shoulders, accepting the responsibility to do the work guided by HIM, and knowing that some of the BEST opportunities will come.
- You must release, risk, be open minded, explore the new and the different, and grasp every inch of knowledge, in and out of the box, thinking and learning as much as you can.
- The fear, uncertainty, and moments of self-questioning, will be there, but your sense of

adventure, courage, humility, humor, confidence and patients will prevail through the guidance of Dr. Welch, Dr. Pusey and the host of administrators, faculty and staff who will travel this journey with you.

How exciting to have you on our campus! And, may the God of Grace, peace and love shower each of you on this very occasion and through the days, weeks, months and less than three years ahead.

God bless each of you! Together let's read Proverbs 3:16 on your table program. "Commit to the Lord whatever you do and your plans will be successful."

Dr. Welch concluded the convocation with instructions. The electricity felt in this monumental opening session was remembered as a treasure to be lived out by those who joined the program. All members of the cohort, administration, and faculty joined Dr. Welch for a picture on the steps of Jernigan without heavy coats in this most unusual setting for the first day, of many to come, as members of Cohort 1. The faculty members joined in to make welcome our first cohort and in so doing, escorted each to class on the first day of their journey.



President's Cabinet, Faculty, Staff, and Cohort I



Left to right: Dr. Pusey, Barb Ide, Dr. Reed, Julie Simmons, Randy Shannon, Ella Walker, Dr. Welch

Beginning Classroom and Plant Facilities in Question for Ed.D. Program

Those who have engaged and connected the dots to mapping curricula, writing course syllabi, defining course competencies with goals and objectives for a doctoral program or any program of significance, realize there are many issues that have to be considered. The doctoral faculty spent hours to ensure each course contained the primary strands of the degree, established high expectations, created measurements to ascertain certain skills, and built assessment strategies to achieve. However, no one could anticipate that first there must be a meeting place, better known as a classroom. Upon searching for classroom space on campus suitable for doctoral students, it was soon to be discovered there was no classroom easily accessible to be used for the first class. Going back to the beginning of this process of moving to Level V, the issue of turf surfaced loud and clear as Trevecca's primary reason for being on the 'hill' was for the traditional students and programs, and this included all the classroom space. The good news was that future planning would include a new state-of-the-art library, and renovation of the old library; however, in this planning, the availability of classroom space was lacking.

Not to be defeated or side tracked, Dr. Welch was informed by the administration that the only space available would be Tarter Student Activity Center (TSAC) for the first cohort to meet on Saturday. Great news! Hold on as it came with stipulations due to the use of this nice and doable area for Friday night undergraduate student activities, which would begin early evening, and end about 11 p.m. in the evening. While holding this thought, much to Dr. Welch's surprise, the room would

have to be cleaned, tables stored in storage area placed in the room, technology set up and any other classroom materials needed would have to all be assembled and completed prior to 7:30 on Saturday morning when the doctoral students arrived

There is always good news even with the less than good news! There was plenty of parking adjacent on Saturday morning, and TSAC also had a kitchen, and adequate bathroom facilities. Also, classes only met once a month. The surprises continued to come, as the set up for TSAC would have to take place after the late hours of student activities, and the administration clearly determined it would not be feasible to require Plant Opts personnel, who were responsible for traditional programs Monday through Friday, to return late Friday evening to properly set up the room. Later in the program, the cohort members were allowed to use a classroom adjacent to the Wellness Center in the lower level of the Moore Gymnasium. This was good news and progress for the program.

Determined not to allow these less than desirable situations, conditions and issues deter Cohort 1 and faculty from having, as close as possible, all the things needed such as chairs, tables, technology equipment ready, Dr. Welch and his wife, Joyce, were left with the responsibility of making the room set up happen. Always good news as Dr. and Mrs. Welch lived adjacent to the campus, so being at TSAC at 10:30 p.m. on Friday evening, encouraging traditional students to depart from the building quickly, taking 8-foot tables out of the storage room, placing 6 or 8 chairs around each table, removing trash, and all the other things needed would make for a late evening of set up, but workable. Was it easy? No. Was it worth it? Yes. As you can imagine, Dr. Welch was at TSAC by 7 a.m. on Saturday morning, greeting doctoral students and faculty with great enthusiasm. The coffee was ready and within just a few sessions, doctoral student reps began to engage cohort members to rotate bringing lunch as with another surprise, the cafeteria was not available for lunch as only the traditional students were the priority. This was not a disappointment as the camaraderie created in eating together and engaging in conversation made for a perfect and ideal classroom environment in an 8-hour day on Saturday. Cohort members working together on their studies, were equally as eager to bring food. Until you have visited a doctoral cohort on Saturday, you have not been exposed to a newly improvised Trevecca Food Court.

Classroom space was at a premium, so administrators and faculty always have Plan B. As shown in the picture, Dr. and Mrs. Welch opened their backyard for the May 1999 class for “learning” under the tent and shade, plus lunch for all. This environment proved to provide a pleasant setting, close to the campus, only the birds in the air, and the wind blowing through the trees did not encumber Dr. Kintner’s class to settle in to explore the field of action research, the powerful research question, and the premise on which doctoral students deepened their insights on evidence-based, project-based research to possibly include an intervention for their study.

Were these issues of inadequate classroom space in a building, no place on campus to eat at lunch and team building a deterrent? Absolutely not, Cohort 1 was fully cognizant of the issues, cooperated



Dr. Kintner teaching Cohort I in TSAC



Doctoral students meet in Dr. Welch's backyard



Dr. Welch's serving Cohort 1

without any negativity and adapted to their new environment. By the way, these were adults bringing in a wealth of experience, and exposure to various professional careers who gained a new understanding of collaboration and team building. Upon realizing Dr. Reed, Dr. Pusey, and the President's Cabinet were working feverishly on the new library being built and the renovation of the Mackey Building which both would become the future home of the doctoral program, all cohorts eagerly joined in to make these adjustments with a great deal of ease.

Doctoral Faculty – Course Syllabi and Dissertation Guide Surpass the Standards

The selection of highly-qualified faculty to engage and connect with doctoral students was a formidable task, strenuous, time consuming, and required being pragmatic. The Trevecca reservoir of current faculty was impressive. Already strong leadership and well-prepared faculty in the business management program, as well as other academic departments sought to seek out the course offerings as an opportunity to broaden their horizons of expertise. Once the news of Trevecca's Ed.D. was publicized, the many institutions of higher learning faculty located locally and in the Middle Tennessee area became a "pot of luck" of potential interest for faculty selection. Trevecca's masters and doctoral program now moving at a fast pace drew responses from tenured faculty, research-oriented faculty, problem based development, and the many other teaching areas as a part of a significantly new trendy delivery style and program design.

Course syllabi writing became a critical piece of matching the program design and delivery system. The heart of the syllabi written went far beyond a course description or set of goals and objectives. What would an eight-hour day include in a doctoral-level class? The engagement of many faculty members gathering in meetings for in-depth discussion of all courses strengthened the process. The selection of textbooks related to leadership, cultural influences, education trends, strategic planning, and the many other areas made for collaborative effort on the part of faculty. In addition, the student was given a detailed matrix to follow throughout the program. These sessions included education, business, medical, music, religion, and other academic disciplines to meet the needs of diversified student interest (see opposite page).

Extremely important would be the connection of reading assignments to reflection papers, small group presentations, lectures, videos, forums with guest lecturers, and a variety of other venues of learning. How to introduce for the first time simple technology for beginners and expanded technology for others as, even in 1999, with the exception of one student, none of the doctoral students knew how to do PowerPoint presentations. However, as early as the second cohort, doctoral students had increased technology skills putting additional pressure on Trevecca faculty to integrate more technology into courses. In addition, enhanced technology training for faculty became a priority. Entering the newly

Program Matrix I

Spr 1999	Sum 1999	Fall 1999	Spr 2000	Sum 2000	Fall 2000	Spr 2001	Sum 2001	Fall 2001
Action Oriented Research I (EDU 7002)*	Leadership I Interpersonal Effectiveness (EDU 7051)*	Action Oriented Research II (EDU 7004)*	Instructional Environments (EDU 7005)*	Leadership II Team Building (EDU 7052)*	Cultural Influences (EDU 7006)*	Quality Educational Trends (EDU 7001)*	Leadership III Action Learning (EDU 7053)*	Strategic Policy and Planning (EDU 7003)*
4 Sem. Hrs.	5 Sem. Hrs.	4 Sem. Hrs.	4 Sem. Hrs.	5 Sem. Hrs.	4 Sem. Hrs.	4 Sem. Hrs.	5 Sem. Hrs.	4 Sem. Hrs..
	Technology I (EDU 7151)*			Technology II (EDU 7152)*			Technology III (EDU 7153)	
	2 Sem. Hrs.			2 Sem. Hrs.			2 Sem. Hrs.	
PDE (EDU 7201)	PDE (EDU 7251)+	PDE (EDU 7202)+	PDE (EDU 7203)+	PDE (EDU 7252)+	PDE (EDU 7204)+	PDE (EDU 7205)+	PDE (EDU 7253)+	PDE (EDU 7206)
1 Sem. Hr.	2 Sem. Hr.	1 Sem. Hr.	1 Sem. Hr.	2 Sem. Hrs.	1 Sem. Hr.	1 Sem. Hr.	2 Sem. Hrs.	1 Sem. Hr.
		<i>Minimum of 6 competencies completed to date</i>			<i>Minimum of 13 competencies completed to date</i>			<i>Minimum of 18 competencies completed to date</i>
Topic Selection Initial Literature Review Proposal - statement of problem Introduction		Completed PDE Proposal	Survey Final Lit Field Research	Develop Review Design	Complete PDE Methodology	Conduct Field Study	Research Implement Refine	Culminating Experience Symposium
PDE Phase I (Planning)			PDE Phase II - (Development)		PDE Phase III (Research)	PDE Phase IV (Analysis and Reflection)		PDE Phase V (Presentation)
Year One			Year Two			Year Three		

* Course Competency

+ Student Generated Competency

renovated Mackey Building as the home of the School of Education in 2001 showed the tremendous support of the Trevecca administration. This building was fully equipped with Smart Boards, two complete computer labs, internet connections for quicker access to library materials, and a new way of engaging and connecting faculty and students during the time between each monthly meeting.

All colleges and universities have a particular format and style for the dissertation. Trevecca is no exception. Knowing the importance of the research component of the Ed.D. Program, the dissertation (PDE) was given considerable attention. All of the guidelines were made available in a Dissertation manual and used in the dissertation classes. Like many other institutions, a manual was created for the students and the advisers to use. To ensure the highest quality and consistency for the (PDE), unlike many institutions where students are required to obtain their own editors, Trevecca chose to provide an editor to all doctoral students. Because the person serving in this role was not a true editor but one who was ensuring the style and format Trevecca chose for the dissertation was properly adhered to, the term stylist was used rather than editor. Another unique feature of this process was rather than wait until the dissertation was completed to submit for review, the students submitted each chapter after the adviser had approved it. This process allowed students to be able to work on their corrections throughout the process rather than waiting to the very end to do so. Dr.

Sheila Clyburn, former faculty member, graduate of the Ed.D. (2004) Program, was a highly capable APA guru. Faculty members were involved in semester training on APA, and dissertation advisers and readers each received tutorial assistance. Each received a dissertation manual developed specifically for faculty to use to work with students.

The overriding focus of action research brought more questions than answers. Trying to determine an appropriate forum for doctoral students to demonstrate competencies embedded within the courses and the six they developed, as part of the dissertation was a far-reaching goal. The doctoral student developed and presented a PowerPoint presentation on the topic to meet the most pertinent action research possible. This gathering of doctoral students, faculty, advisers, readers, peers, and possible critical reviewers would place pressure in many ways.

If the doctoral dissertation presentation did not meet anticipated outcomes, this newly designed non-traditional program might be labeled as weak. Ensuring student success was of vital importance. The symposium was designed to force the doctoral student to be well-prepared, accept responsibility for having presented and defended their topic, research questions, validate the research design, and present deliverables to support the dissertation. The rigorous process of the dissertation mean some doctoral students would not successfully complete it. Even in the first cohort, several doctoral students were withdrawn from the program for this reason.

Recognizing the need to validate the research the students conducted, the symposium was developed to model two presentation formats found frequently at research conferences – poster session and colloquium. It is important to note the symposium was not in lieu of, but in addition, to the final defense. In fact, so much emphasis was placed on the final defense, students soon began to realize the defense was a “dress rehearsal” for the symposium.

The symposium provided the doctoral student a venue to present their research in a professional setting. Each student was allotted 15 minutes to present his/her research followed by questions from the audience. The symposium took place during the last summer of ISLE. By doing symposium during this time, the cohorts in year 1 and 2 of the program were able to get ideas for research topics, begin to network with other students in other cohorts, and were able to view first-hand what was expected at symposium.

In addition to the cohorts, the dissertation team members (adviser and reader) were required to attend their advisees’ symposium presentations. Students were encouraged to invited family, friends, and colleagues too. The symposium was open to the entire university community. An announcement went out campus-wide of the dates and times symposium was held. The Ed.D. Program contained several unique features with symposium being one of them. There were dissertation awards given to the top achievers for successfully going beyond the minimum and meeting high standards placed on the adviser, reader and student. Faculty members were given monetary rewards and students received plaques. Usually, 3 to 5 awards were given, if the dissertation met fully the criteria for research.

The priority for faculty selection came first from within the ranks of Trevecca professorial experience. The perusal of dozens of vitae, conversations with department deans, and interviews internally and externally, promoted a positive climate for deepening the possibilities of choosing the best faculty for Level V. Dr. Pusey, already known for collaborating and engaging in providing a positive climate, a knowledge base of program delivery systems, and a support network with the deans and directors at Trevecca, was immeasurably recognized. Dr. Pusey supported Dr. Welch from the beginning of the process of faculty selection, through consistent guidance, participation in departmental faculty meetings, faculty development and research options. The altruism promoted by Dr. Pusey in all academic departments and through the administration was ameliorating as the bar of academic excellence was set high.

How a small private Christian College could be so fortunate to have qualified faculty was of utmost value in faculty selection! These were academic faculty who had committed themselves to high expectations of influencing not only undergraduate student lives, but with Level V status, reaching for deeper and more concentrated teaching methods, ideology, and opportunities to expand and explore leadership effectiveness, cultural influences and quality trends for doctoral level adult learners. To showcase Trevecca's "best of the best" faculty throughout the pathway to success made for an interesting and diversified experience, creating a unique and healthy environment for learning. Even with the best starters, faculty turn-over, program changes, and availability with a program system and delivery system supersede anyone group of staying on board. The faculty roster at the beginning of the program included the following:



Dr. Don Kintner, professor of Sociology, who possessed strong personal skills and traits to teach the Action Oriented Research I, EDU. 7002 course. Dr. Kintner became the "ice-breaker" in the opening class session for he quickly connected with the learners. His methodical approach brought a sense of personal and individual value to each cohort member. The in-depth knowledge Dr. Kintner shared, steeped with a powerful influence of connectivity in research possessed, clearly demonstrated benchmarks of expectations for doctoral level work to be achieved. EDU 7002, competency-based course necessitates a high level of thinking as the dissertation topic declaration for students comes to fruition.

Dr. Alan Matthews, professor of technology, EDU 7151, Technology Part 1. The course competency was: How well does the participant successfully plan, identify requirements, acquire skills and prepare a quality training package to peers? Being technology savvy, life-time learner, student oriented, energetic, arduous, jovial made for an ideal learning experience for the adult learner under Dr. Matthews.

Dr. Marsha Denton, professor of Ed.D. Project Demonstrating Excellence, EDU 7201-7209, was eager to take on a challenge, serve as rule keeper, sanguine, scrupulous and seasoned in methodology. Dr. Denton was diligent, high achiever, demanding, stringent, tough and demanding with very high expectations for the Ed.D. Project Demonstrating Excellence.

Dr. Michael Brooks who was primarily a member of the teacher education faculty represented highest integrity and intellect for teaching. Dr. Brooks taught doctoral-level courses and advised dissertation students masterfully to a higher level of critical thinking. Being student oriented, passionate for learning, and well prepared characterized his professionalism. His sense of humor, and his unique and creative writings mesmerized the audience of learners served.

Mrs. Sheila Clyburn served as an instructor in teacher education, was an excellent classroom teacher and was highly skilled in APA. Mrs. Clyburn was the first APA Stylist for the Ed.D. Program. The enthusiasm, cheerfulness, calmness, and direct attention to student needs separated her from the stereotypical teacher.

 The Academy of Highest Professional Leaders, Professorial
Distinction, and Staff Recognition For Level V Achievement 

“The leadership we need is available in all of us. We have only to make it manifest.” –Harrison Owen

The professional leaders, faculty and staff participants in the School of Education, had one common goal: for each individual to demonstrate his or her ability to work with others to accomplish some agreement. Influencing and mobilizing through their abilities impacted greatly the capacity to lead. Having to choose leaders, faculty and staff who would bring distinction to the School of Education (SOE), was an arduous task. The ability to influence change using personal leadership qualities positively was what motivated the leadership, regardless of how much institutional power was already there.

As the reader peruses the academy roster, he or she must notice a significant historical trend unknown to Trevecca’s history. Woven into the many administrative and leadership roles, significant women played a pivotal degree of a change in thinking. Could it be women found a way to engage the fresh thinking and enthusiasm of the male colleagues? Trevecca was not known for placing women in the top tier of administrative or departmental areas. In the SOE, a trend was evident even with risk: The inclusion of women leaders would involve the creativity and ingenuity of both men and women leaders. The goal was to develop a climate making all feel as though this combination was the beginning of a new era of leadership and team building for the potential to move Trevecca as a university to the highest academic program achievement through the rigors and challenges of SACS. Equally important Trevecca Nazarene University, guided by Dr. Reed, Dr. Pusey, and Dr. Welch, would lead the way as the first-ever Nazarene college/university in the United States to become a Level V Institution and offering the first-ever doctoral education program.

The reader will see that the academy leaders were the best of the best men and women and, without question, put the School of Education on the map as a leader in the State of Tennessee and nationally as a result of the accomplishments these persons exhibited. It was an honor to be on the

cutting edge of impacting and influencing programs with these successful academy leaders. The poet Henry Wadsworth Longfellow put it this way (paraphrased):

The Lives of great men and women all remind us
We can make our lives sublime
And, departing, leave behind us
Footprints on the sands of time.

So now, as the reader peruses the academy leader descriptions, he or she must decide.

• **Dr. Homer Adams**, known as a distinguished academic scholar, was a visionary, optimistic, administratively skilled, and excellence-oriented. As a former president of Trevecca, he gave strong, enthusiastic support for the leadership of Dr. Melvin Welch and the potential Ed.D. Program of a Level V University. *“Noah did everything just as God commanded Him. This should be the heartbeat of every Christian leader. Live and lead in such a way that God’s presence is seen as a privilege and protection.”*—Briner

• **Dr. Millard Reed**, inspired others as a Christian scholar, with his unique ability to focus on the connection between spirituality, religion and managerial practice. He was the epitome of reverence, humility, and optimism. *“Those who have God’s Holy Spirit living in them have the supernatural ability to be winners who can influence anybody.”*—unknown

• **Dr. Stephen Pusey** was a kind, gentle administrator with a sincere and warm heart for leaders, faculty, staff, and students. He had a strong influence on decision-making deliberations and in-depth reasoning based on his wealth of knowledge and experience. *“Nothing so conclusively proves a man’s ability to lead others, as what he does from day to day to lead himself.”*—Thomas J. Watson.

• **Dr. G. L. Pennington** was a Christian gentleman, exemplary role model and leader of great hope and courage. He held fast to his dreams, and influenced others. *“I do the very best I know how—the very best I can; and mean to keep doing so until the end.”*—Abraham Lincoln

• **Dr. Ruth Cox** was administratively astute, mission-oriented, and committed to core values and ethical standards. Dr. Cox was seen as *“a combination of character (who you are as a person) and competence (what you can do) in pathfinding, aligning, and empowering in our work force”* (Covey, 1996, paraphrased).

• **Dr. Porter King**, a professor who taught with authority, achieved his authority through his wisdom, had a wealth of knowledge, was a critical thinker and excellent writer, cared about his students, and had a great sense of humor. *“Night and day, whether he sleeps or gets up, the seed sprouts and grows...”* (Mark 4:7).

• **Dr. Richard Moore**, a professor who knew school law, shared in an informative, challenging method unique to his teaching style, knew how to reach the heart and mind of his students, and was always well prepared. *“There is a choice you have to make in everything you do. So keep in mind that in the end, the choice you make, makes you.”*—John Wooden

• **Mr. Joe Moses** lived an exemplary lifestyle, modeled a positive work ethic, and had the courage to serve, challenge, and share. “*Goodness is the only investment that never fails.*” –Henry David Thoreau

• **Dr. LaRue Moss**, with her planning, courage, and dependability, was invaluable. Her integrity and feisty administrative style, along with her unbelievable work ethic, created sensitive accountability issues with major achievements in off-campus programs. LaRue’s motto was, “there is not substitute for boldness and no victory without a fight.” “*Be strong and courageous...*” (Joshua 1:6).

• **Dr. Alice Patterson** was a vibrant, enthusiastic classroom instructor, primary recruiter and facilitator of programs. Her professionalism, engagement, connection, and leadership ethics set her apart. Dr. Patterson, the mastermind behind the organizational efforts of ISLE, was always on top of every issue. “*It takes an enormous amount of internal security to begin with the spirit of adventure, discovery, and creativity. Without doubt, you have to leave the comfort zone of base camp and confront an entirely new and unknown wilderness.*” –Stephen Covey

• **Dr. Greg Patterson** whose kindness, respect, and compassion for students demonstrated clearly his personal insight and foresight, was an effective professor whose work ethic included going the extra mile with adult students.

*Through a closet full of clothes
I make my evil way into a school so full of fools
They’ll all regret this day for now
I have The power to Steal all that makes them smart
In the room most full of knowledge
is where I’ll make my start.* –Ron Clark (2004)

• **Dr. Stella Simpson**, a leader working for success, challenged students through rigorous teaching, feedback, and assessment. She was always prepared, notably resourceful, ready, enthusiastically motivated, and energetically capacitated. “*Whether people perceive a change as positive or negative depends not only on the actual outcomes of the change, but also on the degree of influence they believe they exert in the situation.*” –Daryl Conner

• **Dr. Connie Smith**, an optimistic and insightful leader, was administratively skilled, grasping ideas and issues and seeing the big picture with an incredible ability to ask thought-provoking questions. “*The world will belong to passionate, driven leaders...people who not only have enormous amounts of energy, but who can energize those whom they lead.*” –Jack Welch

• **Dr. Gary Streit** with professorial mental acumen created a teaching climate for learners. His expertise, knowledge, and wealth of experiences as a leader academically surpassed the highest level of critical thinking. He holds the distinguished honor of having taught a course every year from 1986 and continues to do so at this writing. “*Discover your uniqueness; then discipline yourself to develop it.*” –Jim Sundberg

• **Dr. Esther Swink** brought charm, elegance, taste, refinement, and culture to the team. Her enthusiasm and respect made her comments worthy of consideration. Her teaching skills and Christian role model made a positive impact as she clearly won the hearts of the adult learners. *“Excellence is the gradual result of always striving to do better.”* –Pat Riley

• **Dr. Rondy Smith**, a dynamic leader, was bathed in Covey and enthusiastic with a thirst for influencing learning. She was strategically influential, in recognizing early issues and creating solutions. *“This inherent capacity to choose, to develop a new vision for ourselves, to rescript our life, to begin a new habit or let go of an old one, to forgive someone, to apologize, to make a promise and then keep it, in any area of life, is, always has been, and always will be a moment of truth for every true leader.”* –Stephen Covey

• **Mrs. E. Ray Thrasher** was an administrator of strong work ethic, intellectually equipped as director of Library Services, and notably recognized by her peers for recognizing adult learner needs. *“Trust in the Lord with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him and he shall direct thy paths”* (Proverbs 3:5-6).

• **Mrs. Rena Irwin**, energetic, with a strong work ethic, was incredibly gifted with organizational and time management skills, detail oriented, and able to multi-task. Mrs. Irwin had oversight of full-time faculty and adjuncts for course schedules, payment for overload, and day-to-day operations as office supervisor and, most importantly, served as a high achiever on program knowledge and procedural matters for all entities within the School of Education. *“Success is the sum of the details.”* –Harvey S. Firestone

• **Mrs. Joyce Welch** was vivacious and ambitious, a high achiever with business acumen, a manager, admired, competent, customer service oriented, and the leader of the number one rated bookstore in Nazarene Colleges and Universities in the United States according to the Minter Auditing Report. With the remarkable ability to go beyond regular duties, Mrs. Welch brought a variety of products and a new line of clothing to the bookstore. For the adult learner in all programs, the bookstore hours were extended to Saturdays on a regular basis, and the availability of textbooks issued and delivered directly to classrooms was outside the trends and thinking for serving adults. Mrs. Welch was the first woman to receive the “President’s Service Award” at Trevecca Nazarene University, 1996. *“The fullness or emptiness of life will be measured by the extent to which a person feels that he/she has an impact on the lives of others.”* –Kingman Brewster

The academy was composed of administrators, leaders, faculty, and staff whom Dr. Welch was privileged to work with for the better part of 10 years or more. However, there also was a very highly-qualified faculty consisting of Dr. Baxter, Dr. Kintner, Dr. Brooks, Dr. Matthews, Dr. Denton, Dr. Phillips, Dr. Pruitt, Dr. Ward, Dr. Whittington, and some outstanding adjunct faculty who played an important role in the beginning several years of the program. Administrators and faculty all basically leaned heavily upon support staff, and, while the SOE was blessed to have many outstanding

secretaries or staff persons, Mrs. Irwin was the only one who directly engaged and led the way with the advanced programs. The staff constituted the glue that held the important role of academic offices together. Through the years, and as needed in the various units of the School of Education, these valuable staff employees included Dennis Boyd, Pam Clyburn, Pam Costa, Glen Ellen Darnell, Mary Davis, Molly Flatt, Debbie Flippo, Sharon Houk, Jerilyn Johnson, Marilyn Jordan, Edna Matthews, Vangie Oliver, Jo Ann Poole, and Vickie White. Without the engagement and connection of all these persons, with complementary skills and resources in those early years, the path of success could have faced different results. Their leadership, teaching, passion for learning, clerical work and love for Trevecca helped validate a paraphrase of Longfellow's comment: "as the footprints are on the sands of time and achievement." Dr. Welch added a favorite scripture in thanking and praising all with, "Delight yourself in the Lord; He will give you the desires of your heart" (Psalms 37:4). This HE did.

As I look back...

An integral component of the Ed.D. program was the summer residency. Dr. Alice Patterson worked closely with the development of ISLE each summer. Her thoughts on ISLE are below:

ISLE—Intensified Summer Learning Experience is the name of the residency component of the doctoral program. Throughout all of my years at Trevecca, ISLE has become one of my very favorite events from planning to welcoming the cohorts on campus, to the waving a feeble, exhausted good-bye at the end of the nine days. ISLE was originally termed SILE (Summer Intensified Learning Experience). Coming from the world of "educationese," I knew SILE would not be a term one would easily remember, so I reordered the letters to make ISLE.

ISLE was always a non-negotiable during the development of the Ed.D. Program. Dr. Welch knew a residency component would be required to receive SACS approval. He also knew the importance of the faculty buy-in for the residency to be successfully embraced by the students. In order for ISLE to work, he wanted the faculty to model what he envisioned ISLE to be. He used the concept if the students were to stay in the residence halls so were the faculty; however, the idea began to fade away. Dr. Welch lived adjacent to campus, Dr. Moore lived in the Trevecca Towers, Mr. Moses lived in the Trevecca Towers Annex, and Dr. King was a frequent visitor at Mark's Guesthouse; therefore, I was the only faculty member involved in ISLE who did not live on campus. I lived four miles from campus so the faculty residing in the residence hall became a non-issue.

Planning for ISLE was a great thrill for me. I had never been an event planner, but I learned to be one quickly – a skill that has boded well for me over the years. One cannot imagine the many, many details needed to bring a group of doctoral students to live and learn on campus for nine days. Planning began many weeks before ISLE; in fact, after the first ISLE completed, planning for the next ISLE began.

Students completed their ISLE registration card at the May class session. The students had the option to have either a single or a double room. They also chose the person with whom they wanted to share a bath. The doctoral students were, in my knowledge, the first students to be allowed to have both males and females in the same residence halls. What a history making moment!

The ISLE schedule was certainly one of rigor. The day began at 7:00 a.m. with breakfast in the cafeteria. Dr. Welch and I were always at the door to welcome the students when they came to the cafeteria. Class began promptly at 8:00 a.m. and continued until lunch. Lunch was a mid-day reprieve from class in the morning and afternoon. After lunch, students went back to class until dinner. Following dinner, students returned to class for the evening. During the first ISLE, the students came to Jernigan's lobby for time together. Each night Dr. Welch or Dr. Matthews would be playing the piano as Cohort arrived from a long day of class. Snacks were always waiting on them after their long day. The snacks were different each night. One night might be Krispy Kreme doughnuts while another night might be ice cream or watermelon. The students looked forward to the nightly treat. At the end of every evening, the students and faculty came together in a circle and prayed. With subsequent cohorts, the evening ended in the Mackey Commons with collegial interaction taking place across the hall in Rooms 102-104. However, from 1999 to 2003, as the cohorts grew from 25 to almost 70, the nightly prayer circle never ended.

During mealtimes, Dr. Welch did not want faculty to congregate among themselves but to disperse themselves among the students. He wanted the students to know the faculty were here to be part of their support mechanism. A key player in the supporting role was Mrs. Joyce Welch, Dr. Welch's wife. Mrs. Welch's warm and compassionate personality made the students feel comfortable. She quickly became an integral part of ISLE.

Knowing the doctoral students were going to be on campus for nine days, an overt effort was made to make them feel as much at home as possible. Prior to their arrival, a welcome sign was placed on each student's nightstand along with a cup of candy. It wasn't much, but it let the doctoral students know we cared about them and wanted them to feel welcomed to the campus. Dr. Welch and I were in the dorms awaiting the arrival of the students.

Dr. Welch knew exactly what he wanted the students to experience in ISLE. He knew he wanted them to engage in rigorous coursework, yet he realized there had to be time away from the classroom, too. In other words, during ISLE, the doctoral students lived and breathed learning. Each summer, attention was given to provide the students with cultural experiences and collegial interactions to help relax from a long day of learning. Cultural experiences included an organ concert, a lecture by Dr. Reed, and a lecture by Dr. Streit on the Academic Reglia. The collegial interactions were more entertainment in nature, such as a magician; a presentation by Dennis Boggs, a professional Abraham Lincoln presenter; a band playing oldies and current music led by Marvin Jones; and a bagpiper. Another part of the collegial interaction was each cohort displayed the many different talents beyond the academic. Some of the cohorts chose to have individuals perform while other cohorts chose to do a cohort skit. Most of the time faculty were asked to be involved in these skits. My greatest takeaway from the Cohort 1's collegial interaction occurred when Dr. Welch entered Jernigan Lobby from McKay Parlor with Dennis Boggs as Abraham Lincoln, and Mindy Conley exclaimed, "My God, it's President Abraham Lincoln!"

Even though the cohorts participated in commencement each spring, graduation was not until August. Therefore, the graduating cohort returned for the last summer of ISLE. Leave it to Dr. Welch to come up with the ingenious idea of having another hooding ceremony at the end of ISLE so the doctoral graduates would leave with Dr. Welch calling them "Doctor." Following the hooding ceremony, a formal banquet (usually a prime rib dinner) was held in the cafeteria to honor the graduates with all the cohorts attending.

Many great memories have been made during ISLE. Dr. Welch in his infinite wisdom knew the importance of the need for a cohort to bond. Cohort bonding took place in many forms with ISLE being just one. ISLE provided students a way to engage and connect with one another and with faculty.

Dr. Welch was meticulous in his vision for ISLE. It was my honor to put the details of his vision together to bring ISLE to life. ISLE has been an integral part of my career at Trevecca. Dr. Welch, I will forever be indebted to you for allowing me the opportunity to have such a rewarding and enriching, and at times exhausting, experience during my professional career.

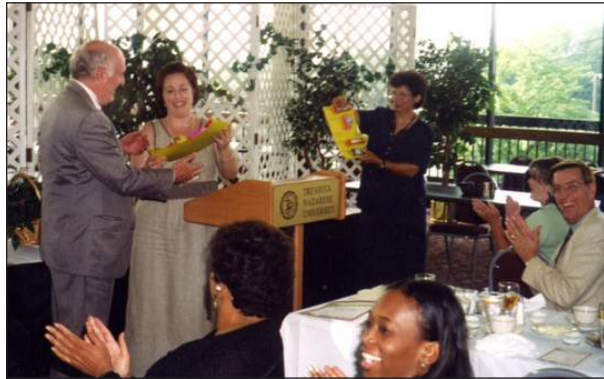
(Alice Patterson, BS, George Peabody College 1977; MEd, George Peabody College of Vanderbilt University, 1985; EdD, Vanderbilt University 1992).



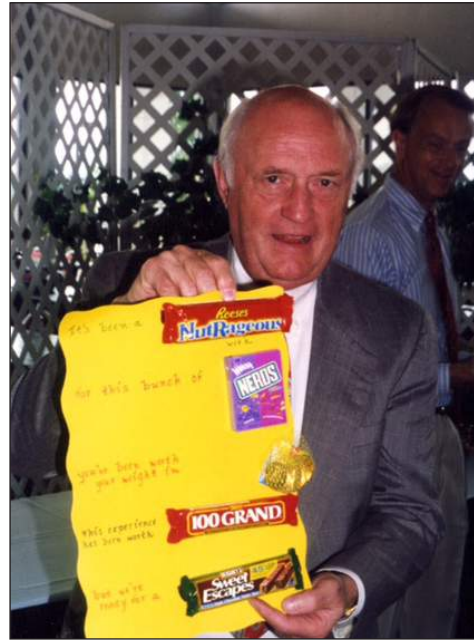
Breakfast Time



Skit Time – Ice Breaker



Mindy Conley, Barb Ide recognize Dr. Reed



**(Caption of the candy bar sign)
It's been NutRageous
For the bunch of Nerds
You've been worth your weight in gold and
this experience has been worth 100 grand
but we're ready for a Sweet Escape**



Cohort 4 enjoying lunch



Two Truths and a Lie skit



The Doctoral Choir



ISLE final banquet



Camp Cohort Don Kintner and Sweetie Joyce Welch



Joyce Welch, Queen of ISLE



Melvin and Joyce share a secret



Chow Time at Picnic Pavillion

Dr. Alice Patterson (1998 – Present)
Off-Campus Coordinator, Recruiter, ISLE

“Good, better, best; never let it rest till your good is better and your better is best.” –Anonymous

Dr. Patterson’s professionalism, engagement with master’s and doctoral students, and Christian leadership ethics kept the spiritual bar of excellence at the highest level. Being the mastermind behind the organizational efforts of Intensified Summer Learning Experience (ISLE), she was always on the top of every issue.

As a leader, she recommended the highly credentialed faculty members at the master’s and doctoral level as her widely known list of constituents throughout the State of Tennessee far exceeded any other administrative connection. As a state-wide recruiter for educators, she could have been labeled as Dr. LaRue Moss’ twin. Having a coordinator who provided the best combination for important directional change in curricula format and classroom settings put Trevecca’s program in a strategic position in the state of Tennessee. Her wisdom, experience, expertise, and work ethic were evident as they provided a new and refreshing style and impacted major decisions in the master’s and Ed.D. programs. Her status continued as a most favorable member of the academy.

By this time, Cohort I had completed two full semesters and was in the third semester of the program whereas Cohort II had just completed the first summer ISLE and was in the second semester when President Reed and Dr. Pusey requested Dr. Welch give a report to the Trevecca Board of Trustees.

Board of Trustees Report – October 2000–2003 (see Trevecca Archives)

Dr. Welch provided a report to the Board of Trustees on March 16, 1999, at the Plenary Session as a part of the Report of the President to the Board of Trustees. Dr. Welch’s remarks follow:

In the third year of the Reed Administration, I asked Dr. Reed if I could meet with Dr. Pusey and him to share some thoughts about future programs at the advanced level in education. I presented a brief paper requesting to be given permission to begin quietly the exploration for a doctorate in education. To be honest, I was so surprised at how quickly Dr. Reed and Dr. Pusey responded in a positive manner, yet with caution. As I recall, “I entered the room to light a spark, but ignited a flame that would forever change Trevecca.”

In 1994, Dr. Steve Pusey, vice-president for academic affairs, included the doctorate in education as a part of the institutional strategic plan. In late 1995, I began the preliminary data collection to seek out alternatives for a non-traditional Ed.D. Program at Trevecca. In the Academic Affairs Committee of the Board of Trustees in the fall 1997, Dr. Pusey presented the Ed.D. concept, which

was placed on the record as a part of the Plenary Session for the entire Board of Trustees to adopt as a concept.

It was during the Spring 1998 Board of Trustees' meeting that official action by you was taken for the program of study at the doctoral level to be submitted to SACS. I gave a presentation to the Board, and the official documents were submitted on August 14, 1998, with approval granted for Trevecca to move from Level III to Level V status on December 8, 1998.

At that presentation, I shared with the Board that on this day, we all celebrate this incredible achievement just like the one in 1954...45 years ago. So where we are today and what this has meant in the past four months of the Ed.D. Program must be shared.

Today YOUR Trevecca was the FIRST small private Christian University to submit a non-traditional, project-based Ed.D. in Professional Practics Program to SACS.

YOUR Trevecca was the FIRST of the eight U. S. Nazarene colleges and universities to take the bold, courageous step to endorse and approve the Program, which involved the Trevecca administration, faculty, and staff working hundreds of hours to make it happen.

TODAY, Trevecca has the FIRST COHORT. There were 217 inquiries, 92 applicants, and 76 interviews from which to select 30 students:

- 40% are teachers*
- 13% are principals*
- 10% are assistant principals*
- 20% are support personnel*
- 7% are management personnel*
- 10% represent others such as government and medical workers*
- 77% are female and 23% male*
- 7% are from East Tennessee*
- 63% are from Middle Tennessee*
- 27% are from West Tennessee*
- 3% are from out of state*
- 20% are minorities and 80% white*
- 57% graduated from the Trevecca master's in education program*
- 43% graduated from other institutions*

So 30 students were selected through a rigorous admission process. On Saturday morning, January 9, 1998, with a temperature of 18 degrees, ice, snow, 29 students showed up out of the 30 for the first Opening Breakfast Convocation event with the President's Cabinet attending an unforgettable moment. President Reed gave opening remarks. [One student did not show even though a person from West Tennessee with whom she was to ride made it. Unfortunately, Dr. Welch had to call the student

to inform her there were NO exceptions, making the difficult choice to enforce the attendance policy strictly, a necessary and required choice.]

The 29 students as of last Saturday have now completed 3 months of the 36-month program of which I attended every Saturday as oversight administrator and by choice. Morale and enthusiasm are at an all-time high, in spite of the fears of the rigorous and demanding curriculum and project. Dr. Don Kintner, an outstanding professor, is phenomenal at providing a true picture and example of academic teaching excellence.

The second cohort group is scheduled for August 1999 with a May 15, 1999, application deadline. As I report to you today, there have been 149 inquiries and 85 applications received from which we will choose 30 students for the second cohort group. You should know that the decision rendered by this Board represents more than a significant milestone in academics, but should have a lasting impact on the image, perception, and vision of the University. Further, your action is a mandate which the University must continue to recognize as they face the on-going operation and the forthcoming SACS visit on September 26-29, 1999.

Let me remind you this is a very important visit for the University, a visit in which the Committee no doubt will recognize weaknesses, suggest revisions, and submit recommendations that the University will have to consider. A nontraditional, project-based program which is on the cutting-edge must be scrutinized to ensure the standards are met and the institution is on target for on-going assessment at all times.

So I hope you will not only celebrate the moment today for another academic achievement, but also genuinely hold us in your prayers for the future.

The stakes are high as this is a doctoral program, which places YOUR university in a strategic time and place in the history of higher education as we enter the 21st century. So we should all stand proud of the 45 years of educational growth and determine that it is where we should be and must be to meet the challenges of the past, present, and future (see Trevecca archives).

Enrollment Data

The Ed.D. program has always experienced a healthy enrollment. The enrollment numbers from 1998 to 2003 for the Ed.D. were

	1998	1999	2000	2001	2002	2003
Semester	Spring	Fall	Fall	Fall	Fall	Fall
Cohort(s)	1	1-2	1-3	2-4	3-5	4-6
	21	45	68	69	73	71

As I look back...

As it became apparent that graduate studies on Trevecca's campus and at several remote locations in Tennessee were scheduled to begin, our team of librarians were on board. Working with administrators and professors, we sought to follow successful models among our peer universities; however, we found TNU to be on the leading edge of this movement. With committed and trusted the leaders, we forged a new path in our library to provide enriched offerings in master's and doctoral programs by making print and online databases available to students on our campus and at remote locations. The courses of study offered valuable insight to business people, educators, pastors, and those in the medical profession and many other professions across our zone.

The ultimate goal, of course, was a new library that would serve the specific needs of all our students in both traditional and nontraditional programs. It was a most rewarding experience to engage and work with Dr. Welch and the School of Education faculty and staff and, in particular, a privilege to collaborate with Dr. Reed's administrative team and Earl Swenson's architectural firm to ensure a state-of-the-art library. The Waggoner Library became the focal point upon arrival to the Trevecca campus and brought an aesthetically, breath-taking structure.

No one would deny Trevecca had reached a pinnacle of success in promoting research and housing the latest technology for the Ed.D. Program as well as all other academic programs. We see that success today thanks to the vision of our University's administrators. The connection and engagement of the library faculty and staff made for a strong support network leading to the pathway of success. Trevecca, once again, became a leader among its peers.

Looking back, I see the hand of God as he led us through these years of innovation.
(**E. Ray Thrasher**, BA, Trevecca Nazarene University, 1964; MLS, George Peabody College, 1968; director of Library Services, Emerita)

From the very beginning, Trevecca was most fortunate to have Mrs. Thrasher, director of library services. In order to support the new doctoral program, these additions were made:

- One additional professional staff member
- An additional \$15,000 per year for periodicals in education
- An additional \$20,000 per year for library materials

Trevecca was engaged in a capital campaign for a new \$10 million, three-story, and 60,600 square feet library and technology center. This building became a reality later and major benefit to all students and, in particular, the doctoral students in the fall of 2000.

In addition to the large number of holdings in education materials in the library, students had access to a number of other print and electronic resources. Trevecca was a member of the Nashville Area Library Alliance that sponsored the "ATHENA PROJECT." ATHENA created a virtual library catalog and gave Trevecca students access to collections from several other public and university libraries in Nashville. Within 72 hours, any of the doctoral students could have needed materials.

The library staff and administrators were totally committed to the doctoral program and initiated a plan of action to include extended library opening hours as well as additional staff to accommodate the program. Other areas of material access for review electronically were through ProQuest Direct at any off-campus Internet connection. Also, through a toll-free telephone line, doctoral students were able to receive additional assistance.

The library staff under the director of library services included Mrs. Prilla Speer, Mrs. Beth Purtee, Mr. Mark Hall, Mrs. Sara Chilton, Mrs. Pam Crandall, and Mr. Carl Eby. The role librarians and their staff played in the services rendered to undergraduates and graduates in the education programs must not go unnoticed. Throughout the development of teacher education, workshops, and master's and doctoral-level programs, Trevecca's unwavering support for library needs was solidified. As expressed throughout this story line, the education program may have created transitional issues but it made the additions of many books, and research databases available to all students and programs. In addition, doctoral study rooms were provided for student use. The most important asset was the staff. These highly trained professionals provided expertise in their particular specialty areas, orientation training to students, and were available for one-on-one personal service in accessing research materials. Finally, technological assistance was available. The role of our librarians was paramount in establishing a pathway to success!

The Faculty Research Professional Development Plan of the Ed.D. Program

From the very beginning of the decision to offer an Ed.D., the issue of research was of foremost importance. Recognizing the faculty of the university, in particular the doctoral faculty and dissertation adviser for the PDE, they would be required to become steeped in action research at a level unbending by the accrediting body. Likewise, the issue of faculty research drew harsh criticism from the overall university faculty. In many ways, it represented a forum of disapproval for moving forward with the doctoral program from academic disciplines outside the Division of Education. It should be known this new addition of scrupulousness met with some dissent even though the faculty been apprised that the faculty research requirement would be a work in progress but strictly adhered to. For many faculty, this would be a chance to apply for research opportunities and branch out into new areas of academia never afforded by Trevecca faculty.

Dr. Pusey demonstrated quickly with his objectivity the value and demand the research component of the doctoral program would bring to the faculty. Not only did he support the overall research approach, but also he provided many avenues by which faculty could begin to test the strength of the research program. Even when the program was initially approved by SACS, it was with total understanding that Trevecca must raise the bar of faculty research expectations. Dr. Pusey was the professional administrator determined to meet these demands. The precision, firmness, and rigidity of spending hours researching action research to include more effective ways for faculty to achieve the level needed were a priority of his support of the program. From the beginning of program planning, Dr. Pusey gave careful attention to all areas of the program by attending faithfully committee meetings, meeting with Dean Welch on a regular basis, and providing financial resources needed to move forward. The doctoral program benchmarks received were a huge credit to Dr. Pusey's leadership. The honor, joy, and excitement of the achievement were never overshadowed by even the efforts of some faculty to denounce, be non-supportive, and speak loudly against a program that, due to its very success, played a role in their positions. Even though it was unmistakably clear, traditional undergraduate faculty may not have realized the imminent financial gravity of support needed to maintain the programs in which they taught had it not been for these levels being reached. Years later, as the Program became more recognized and gained momentum, its financial increase to the University saved other programs for even those faculty who were non-supportive, potentially not having a job had it not been for the Level III and Level V programs.



Dr. Patterson, Dr. Denton, Dr. Ward, Dr. Welch, Dr. Kintner attend Action Research Conference at Mid-America Nazarene College in Olathe, Kansas



Ed.D. Faculty take a break at Action Research Conference

Dean Welch promoted a faculty Action Research Plan to encourage faculty to engage in meaningful professional development, especially action research projects in fall 2001. In support of this effort, the following was initiated:

1. **Book Study.** The faculty were each given a copy of *Scholarship Reconsidered: Priorities of the Professoriate* by Ernest Boyer.
2. **Action Research Project.** Several faculty chose to participate in research projects with recent doctoral graduates.
3. **Professional Presentations.** The School of Education provided funds for faculty to attend professional conferences and to make presentations. Dr. Pusey supported this effort in totality.
4. **Course Credit.** Faculty were allowed a one-course reduction on a rotating basis for those directly involved in teaching in the Ed.D. Program. Faculty would submit a research proposal.
5. **Library Connection.** A faculty member was named to work with those who were involved with Action Research Projects.
6. **Award.** An award for the Ed.D. Research Project of the Year was established, recognizing both student and faculty member.
7. **Publishing.** Advisers and students were encouraged to publish the results of their PDE research with recognition of an annual award for best published article.

8. **Stipend.** The faculty member who submitted the best Action Research proposal to the School of Education Faculty Research Committee was allotted a \$1,000 stipend.
9. **Collaboration.** Doctoral students collaborated with the Metropolitan Nashville School District in various Action Research projects (Note: Drs. Stella Simpson and Greg Patterson opened this door.)
10. **Publication.** The University allocated \$5000 to underwrite support for an Action Research publication in the School of Education. Volume I, Fall 2002, *Education in Action* was published to include several faculty research efforts and articles (see Trevecca Archives).
11. **Professional Development Allocation.** The University increased the annual professional development from \$600 to \$700 for full-time University faculty members.
12. **Grants.** The University added a new budget line item to support research grants. Faculty who applied submitted grants to the academic deans (see Trevecca Archives for full research draft).

In a document prepared by Dr. Pusey and Dr. Welch to comply with SACS (February 23, 2000), an Action Research Strand was submitted for EDU 7002, EDU 7004 and EDU 7201-7209 as seen in the example, Table IV, Skills Component. (See Trevecca Archives for complete report. Table on opposite page.)

In March 2002, a second Follow-Up Report to SACS was submitted documenting the in-depth review of action research and faculty research involvement to ensure Trevecca faculty members were connecting and engaging in a more meticulous effort to enhance doctoral students' understanding, as well as faculty's, in action research.

Trevecca was committed to employing competent, experienced faculty who had distinguished themselves in their teaching and professional careers. The demonstrated success of the master's degree program in education was evidence of the availability of qualified faculty and of the willingness of the institution to employ these individuals. The University had established a policy of assuring that the majority of classes for the Ed.D. Program would be taught by full-time faculty. The majority of the full-time Trevecca faculty who taught in the Ed.D. Program were members of the Division of Education; however, because of the interdisciplinary nature of the program, other university faculty also participated as course instructors on a regular basis. Likewise, qualified faculty from both the Division of Education and other divisions were responsible for advising doctoral students in their research projects. All full- and part-time faculty who taught in the program held appropriate degrees and academic experiences needed to comply with faculty responsibilities. The University committed also to employing qualified full-time and adjunct faculty as needed. The majority of adjunct faculty used in the Master of Education degree Program have had a long-term relationship with Trevecca. The adjunct faculty was highly-credentialed and represented principals, state department level educators, and others from professional fields to include music, business, and religion.

Table IV

Skills Component

<u>Action Research Strand</u>		
EDU 7002 Action Research I		
<i>Theorist</i>	<i>Area(s) of Concentration</i>	
J. M. Higgins	Problem Solving	
J. Glanz	Action Research	
J. McNiff		
Yvonna Lincoln	Qualitative Research	
Egon Guba		
Skills		
Powerful Question	Observation Approach	Reflective Practice
Creative Problem Solving	Action Research Techniques	Pre-Post Testing
Literature Review	Qualitative Data Collection Methods	Quantitative Data Collection Methods
EDU 7004 Action Research II		
<i>Theorist</i>	<i>Area(s) of Concentration</i>	
Walter R. Borg	Educational Research	
Joyce Gall		
Meredith D. Gall		
Paul Velleman	Data Desk	
Skills		
Scientific Method	Interviewing Questioning	Data Desk
Ethnographic Approaches	Application of Research Methodology	Content Analysis
Nature of Research	Problem Identification	
EDU 7201-7209 PDE		
Skills		
Students' application of ARI & ARII skill acquisition		

Because of the strong commitment of the University to quality education and service, the policies and procedures of faculty members included allowances for teaching, scholarship, and service. The doctoral program design of meeting class only one Saturday per month clearly allowed reflection time for the graduate student and the faculty member to participate successfully in the program. The summer intensified seminar (detailed earlier in the chapter) permitted faculty to have more than adequate preparation and teaching time to enhance the overall program.

The Trevecca faculty who supervised the doctoral students' research projects were actively involved in research efforts over a number of years. As was consistent with the nature of the professional doctorate in education, the majority of research conducted by the faculty was practical in nature and related to professional effectiveness. The Trevecca faculty at the inception of the program brought an extraordinary number of years of experience to the doctoral program; specifically, the combined number of years of experience exceeded 700 in education and almost 249 years at Trevecca. The breadth of experience these individuals possessed was not only varied but also unique. For example, Dr. King, full-time graduate faculty member at Trevecca, was editor of *The Tennessee Educational Leadership Journal*, the publication of the Tennessee Association and Curriculum Development—TASCD. Many other faculty published extensively in their fields as well as conducted in-service training for school board members, administrators, and teachers throughout Middle and West Tennessee.

In Dr. Welch's final year as dean of education, the first issue of *Research in Action* was published. These faculty presented and met the requirement for submission of their work to include:

EDUCATION IN ACTION
Volume 1

An Analysis of the Interlibrary Loan Requests Submitted to Waggoner Library, Trevecca Nazarene University, August 2000-July 2001

By BETH PURTEE
Pages 1 - 7

Changing Attitudes of K-8 Preservice Teachers toward the Middle School and Middle School Students

By MINDY BURCH and MICHAEL D. BROOKS
Pages 8 - 17

A Christian University's Challenge: The Viability of Recruiting the Homeschooled Student

By MICHAEL D. BROOKS and ELIZABETH M. BROOKS
Pages 18 - 24

Ed.D. Meets Level V Standards: A Description of Cohort 1 and Cohort 2

By: MELVIN WELCH and ALICE PATTERSON
Pages 25 - 30

The Effectiveness of Personal Action Plans on Progress Toward Goals: A Mini-Action Research Project

By ESTHER SWINK
Pages 31 - 38

Exploring the Presence of Plagiarism and Knowledge of Academic Honesty among Undergraduate Students in the School of Education

By PRISCILLA M. SPEER

Research Assistance Provided By JAIME BARTLING

Pages 39 - 43

Fostering Collegiality and Collaboration in Preservice Teachers

By RUTH COX and JULIA SIMMONS

Pages 44 - 47

The Impact of Theology on the Christian College: A Comparative Study of Institutions Representative of Theological Perspectives

By STEPHEN PUSEY

Pages 48 - 57

Information Technology Education: Toward a Research Agenda

By EDWARD C. ANTHONY

Pages 58 - 69

The Library Bill of Rights and Equitable Access

By JUDY BIVENS

Pages 70 - 81

Opportunities for User Involvement in the Testing of Software

By ALAN MATTHEWS

PAGES 82 - 86

A Plan to Address Adult Learning Styles and Computer Anxiety Issues in the Acquisition of Technology Skills by Post-Baccalaureate Students

By AMY HECKMAN And RUTH T. KINNERSLEY

Page 87 - 93

Teaching through the Multiple Intelligence Theory

By JULIA K. SIMMONS

Edited by DEBBY FLIPPO

Page 94 - 107

Technology Innovation and Teacher Change in an ESL Program: Providing Adequate Time for Shifts in Methods

By RUTH REYNARD

Pages 108 - 119

To Be Rather Than to Seem: Perceptions of the Dispositions of Student Teachers

By STELLA SIMPSON

Pages 120 - 131

What Is Action Research?

By ALICE PATTERSON, RICHARD MOORE, DON KINTNER

Pages 132 - 143

Writing for Reading

By PORTER KING

Pages 144 - 146

The number of highly credentialed faculty to support the Ed.D. Program was now increasing due to enrollments in both master's and doctoral programs including both full-time and adjunct faculty. Full-time faculty included Dr. King, Dr. Kintner, Dr. R. Moore, Dr. Cox, Dr. Swink, Dr. Mindy Burch, Dr. A. Patterson, Dr. Ward, Dr. Welch, Dr. Whittington, Dr. Sam Green, Dr. Pusey, Dr. Denton, Dr. Baxter, Dr. Ruth Reynard, Dr. Julie Simmons, Dr. Phillips, Dr. Wilson, Dr. Harvey, Mr. Moses, Dr. Pruitt, Dr. Matthews, Dr. Simpson, Dr. Jay Zajais and Dr. R. Smith. Adjuncts in full support of the doctoral program were: Dr. Charles Beaman, Dr. Michael Brooks, Dr. Doyle, Dr. Hammond, Dr. Hargis, Dr. B. Miller, Dr. Greg Patterson, Dr. Connie Smith, Dr. G. Moore, Mr. Van Latture, Mr. Gary Dyer, Dr. Bill Schneider.

The bringing together of such great educators, business leaders, and others within Trevecca was one of the most moving experiences of Dr. Welch's leading of the Ed.D. These included Dr. Baxter, Dr. Brooks, Dr. King, Dr. Matthews, Dr. Moore, Dr. A. Patterson, Dr. Phillips, Dr. Pruitt, Dr. Rondy Smith, Dr. Ward, Dr. Whittington, Dr. Zajas, plus the record showed many others.

As I look back...

Having lived in Nashville, Tennessee, all of my life, I was familiar with Trevecca and some of the fine graduates who earned degrees while attending this college (now university). It was during a teacher's meeting at the Randalls' Teachers' Learning Center where Dr. Louis Pennington and Dr. Ed Whittington were speaking that I became interested in the presentation and programs offered at Trevecca. In particular, Dr. Pennington shared an opportunity for interested students to become a part of a partnership the University of Northern Colorado and Trevecca Nazarene College were developing to assist future teachers and current teachers to take graduate courses to be offered at the Randall's Learning Center. This is when I began a long, rewarding educational experience and connection with many quality educators and instructors connected to Trevecca. Classes were provided after school hours at designated times. The challenging assignments and rigorous expectations were the "norm" in all of our courses. Even then, these programs would have been considered on the cutting edge under Dr. Pennington's leadership.

During the beginning of Dr. Millard Reed's presidency at Trevecca Nazarene University, it became obvious he had a powerful influence when he spoke to students about believing in themselves and always encouraging students and faculty to seek our goals while serving and praising our Heavenly Father for our blessings. I remember so vividly how Dr. Reed engaged in conversation with the faculty and was always very involved even with the adult learners.

Even though I had the privilege of serving as a teacher, principal and Central Office director of elementary principals in Metropolitan Nashville Schools, during these many years I was associated with Trevecca through the teacher education department. Trevecca would assign student teachers who were taking on-site “Methods in Education” courses in the schools where I was principal. These were learning and sharing experiences of which to place a value would be most difficult; however, it became a win-win for my school and many other schools in Nashville as Trevecca’s administrators and teacher education faculty were among the finest in the many universities.

Dr. Melvin Welch contacted me in the late spring of 2000 to ask me to join the adjunct faculty in graduate education, offering me the challenge of teaching in the first ever Ed.D. Cohort 1 for the fall of 2000. I have now taught one class for every cohort in the program since that first fall. Also, I have been privileged to teach in the Master’s of Education program. Working with Dr. Welch, Dr. Esther Swink, and Dr. Alice Patterson has been the most enjoyable experiences of my time at Trevecca. They were always available to assist, provide professional growth sessions, encourage, and support in every way needed. My colleagues in the School of Education treated adjuncts the same as full-time faculty, thus becoming like a second family to me.

Like Dr. Reed, Dr. Welch always modeled his expectations for the instructors he supervised and took the time to thank all of us for our dedication, time, and effort. It was amazing to work with his team of such high caliber, highly credentialed faculty. I can assure you driving to work on early Saturday mornings and reaching the “hill top” was a place and experience where you knew your day was going to be one of enthusiasm, peace, well-being, and the presence of a Godly atmosphere. I have and shall continue to recruit and encourage my many educational friends to apply and seek their educational pursuits at Trevecca. I recently heard the word “Blessing” is defined as a “Joy in Life.” As a result of Dr. Melvin Welch, Dr. Alice Patterson and Dr. Esther Swink and my many other colleagues at Trevecca Nazarene University, I certainly consider my work there to be one of my many ‘blessings’ in life.

(Greg Patterson, BS, Middle Tennessee State University; MEd, University of Colorado/Trevecca College; EdS, and EdD, Tennessee State University; school teacher, principal, Central Office Administrator [retired], Adjunct University Professor)

Trevecca Nazarene University and Olivet Nazarene University Connect in the Ed.D. Program

As recorded in the preface, once the doctoral program at Trevecca was approved, implemented, and up and going, Dr. Welch was asked to engage in a consulting role to assist in designing a similar program for Olivet Nazarene University. Dr. Streit, provost at Olivet, engaged in several conversations with Dr. Welch to work out a timeline and strategy for the sharing of ideas, collaboration, and program planning. Dr. Streit, a Trevecca alum, connector, engager, and enabler, was always searching for new and innovative approaches for academic programs. He paved the way for Dr. Welch to become an integral part of the planning.

To make any academic program a reality, many puzzle pieces must come together. Through an incredible support network put together with the full support of President Bowling, Dr. Carol Maxson, Dr. Jim Upchurch, Dr. Fran Reed, Dr. Bill Summers, and Dr. Karen Lea, all of whom were administrators or highly credentialed faculty, the pathways to success were within reach. After the hours of planning through meetings with The Higher Learning Commission of North Central Association and with Trevecca's assistance, the prospectus for the Olivet Ed.D. Program was put in place and reached accreditation approval as expected.

To strengthen the program's academic pursuit, Trevecca became a much more engaging and connecting unit, as Dr. Welch had now been named the Director of the Olivet Ed.D. Program. As discussed in this document, research focus, dissertation options, and program design were of utmost importance. Even though the Olivet curricula major were different, the strands for action research, dissertation, and evidence-based projects would be the same. The Olivet Ed.D. team was eager to find the best and accept the already experienced research teaching faculty at Trevecca as mentors for a program start-up.

Dr. Welch was very privileged to recommend **Dr. Agee, Dr. Burch, Dr. Swink, Dr. A. Patterson, Dr. Marc Haas,** and **Dr. Dwayne Gunter** as connectors from Trevecca's successful program to serve as adjunct faculty in the Olivet Program. This engagement of sister universities for many was considered an "academic treasure chest" for both institutions to share the best of the best in strong academic faculty. It should be also noted, Dr. Houston Thompson, a Cohort 7 graduate of the Trevecca Ed.D. Program, later played a major role, and, at this writing, serves as Director of the Olivet Ed. D. Program.

As significant as the faculty exchange in the two programs was, the real winners for both Trevecca and Olivet are better expressed and summarized in the following three Olivet graduate responses.

From Another Perspective...

The Ed.D. Program at Trevecca Nazarene University positively influenced the Ed.D. Program at Olivet Nazarene University in Bourbonnais, IL. Not only was the Olivet Ed.D. Program modeled off the Trevecca Ed.D. Program by the use of cohorts, rigorous curriculum, and fast-paced schedules, Trevecca graduates and staff left a lasting imprint on the Olivet Ed.D. Program and all of the students that walked through its doors.

Dr. Gary Streit, a Trevecca Nazarene University alumnus, taught the course “Intrapersonal Leadership” in our first semester of the Olivet Ed.D. Program. In the course, we focused on inward reflection, momentum for life, examined the competencies that we would like to improve upon, and the legacy that we would like to leave behind and the mark we want to leave on the world. Dr. Streit was dynamic, energetic, and made class fun. Since this was our first course in the Olivet Ed.D. Program, Dr. Streit solidified our decision to be a part of the Program and continue to work hard towards our degree.

Dr. Marc Haas, a Trevecca Nazarene University Ed.D. alumnus and adjunct professor, taught the course “Leadership Paradigms” in our second semester of the Olivet Ed.D. Program. In the course, we examined our life purpose, beliefs about leading and motivating, treating our neighbors as ourselves, and servant leadership. Dr. Haas brought great team building exercises into the classroom and did an excellent job exploring the different examples of leadership models.

Dr. Houston Thompson, a Trevecca Nazarene University Ed.D. alumnus, taught the course “Legal and Ethical Issues” during our second summer experience of the Olivet Ed.D. Program. In this course, we analyzed applying Christian ethics through individual impact, Christian relief, and Christian alternative institutions. Additionally, we examined the understanding of our ethical foundation and where our worldview came from. Dr. Thompson brought a prayerful “calm” to the classroom and helped our cohort dig deep into our soul. I believe that Dr. Thompson helped many members of our cohort understand themselves better and how we can have an even greater impact on society.

Lastly, Dr. Melvin Welch, a Trevecca Nazarene University alumnus and retired administrator, was the program director of the Olivet Ed.D. Program. He continually encouraged our cohort to get better as writers, researchers, critical thinkers, and organizers. He motivated everyone to put forth his or her best effort and always wore a smile while doing so. Dr. Welch and his wife Joyce brought laughter to the program and gave all of themselves to each and every student in order to ensure our success and show that they truly cared about all of us. Without Dr. Welch’s wisdom and feedback, my dissertation would not be half as good as it stands today. Dr. Welch always brought positive energy to every situation and modeled servant leadership throughout his tenure as the program director of the

Olivet Ed.D. Program. It was a pleasure and an honor to have Dr. Welch as the leader of our Olivet Ed.D. Program.

The Olivet Ed.D. Program reinforced my belief in service, doing the right thing, striving to maintain objectivity, and being a person who leads with moral authority by the way of Christ. It helped me to grow by examining my organization with a more critical eye and utilizing systems thinking in order to be able to handle complexity and adapt better to changing conditions. Also, the curriculum within the program helped me to think more deeply about who I am as a leader and how I can build better and more trusting relationships with others. Once leaders truly know who they are, then they can lead effectively and with more clarity.

(Mark Sedevic, EdD (ONU – Cohort 2); Currently the Commanding Officer of the Office of the Superintendent for the Chicago Police Department; U.S. Army Veteran; Married (wife-Janel) with two children (Abigail and Allison).

In 1987, I was fortunate to graduate from Trevecca Nazarene University. Some 20 years later, I was working in higher education as an associate vp of marketing and enrollment. I was keenly aware that the next step along my career path and growth as a leader was to earn a doctoral degree. Sitting in a leadership team meeting one afternoon, I listened carefully as my vice president shared the news that one of my colleagues had been admitted to the brand new Ed.D. in Ethical Leadership program at Olivet Nazarene University. I was intrigued by this new doctoral program and after careful review alongside several others, I made a firm decision to seek admittance to the Olivet Ed.D.

It was a bitterly cold February morning in Illinois when I walked across the parking lot in my best suit to interview with the Ed.D. Admissions Committee. My wife and daughter had traveled with me there and their support over the next three years was invaluable. Much to my surprise, as I entered the interview I met a very familiar face, long-time friend Dr. Melvin Welch, who was spearheading the efforts at Olivet in launching this new program. I was thrilled to gain admission and over the next three years, my leadership journey was dramatically impacted by many who have served both the Trevecca and Olivet Ed.D. communities: Dr. Melvin Welch and Mrs. Joyce Welch, Dr. Marc Haas, Dr. Gary Streit, and Dr. Houston Thompson, to name a few. My years of learning and growing with these men and women were a significant part of my growth and connection as a leader in higher education. I progressed to the role of vice president at my previous school and then in September 2014, had the privilege to return to my alma mater, Trevecca, to serve as associate provost for Graduate and Continuing Studies.

Many people would view these happenings as random or happenstance, but I choose to see the hand of God in my life in great and small ways and give Him all the glory. Our lives are not

patchwork quilts but rather a tapestry of God's grace and goodness. The men and women involved in the Trevecca Ed.D. who so ably assisted a sister school in launching an exciting Ed.D. Program, were God inspired. I was the benefactor of that relationship and am forever grateful!

(**Tim Eades**, BA, Trevecca Nazarene University, 1987; MMIN, Mount Vernon Nazarene University, 2007; EdD, Olivet Nazarene University, 2011; Associate Provost for Graduate and Continuing Studies, Trevecca Nazarene University).

One of the most significant milestones of my life thus far occurred in May 2010 when I walked across the stage at McHie Arena on the campus of Olivet Nazarene University and received my diploma for a Doctorate of Education in Ethical Leadership. I belonged to Cohort 1 and witnessed firsthand the growth and development of an educational program at the highest level. It was a monumental undertaking that required bold leadership, experience, wisdom, innovation, and relentless commitment.

I credit the leadership at Olivet for trusting the growth and development of this program by seeking the assistance of one of Trevecca Nazarene University's best, Dr. Melvin Welch. His success at implementing this program at Trevecca made him the perfect candidate to assist a sister institution in the desire to educate students at the doctoral level. The ingredients for this program would require a truly interdisciplinary perspective on leadership. One of the keys would be to inspire a shared vision across departmental lines to join in the endeavor to teach leadership from multiple perspectives. I believe I can speak on behalf of the first cohort by saying that Dr. Welch was seen as the stabilizing force behind the launch of the Ed.D. Program at Olivet. He was the voice of experience, mission, and excellence. On a prideful level as a TNU alumnus, he was a voice of Trevecca!

The Ed.D. lives on today and we are on the cusp of launching the program online for the first time in the year 2016. In keeping with the tradition and legacy already established through the Ed.D. Program, we embark on opening the door for Trevecca's reach to extend across the United States and beyond. I am touched by the thought of educating people across the world at the highest level. We have brothers and sisters who span across the globe!

(**Tom Middendorf**, BS, Trevecca Nazarene University, 1999; MA, Olivet Nazarene University, 2007; EdD, Olivet Nazarene University, 2010; Associate Vice President for Academic Services, Professor Of Leadership Studies, Trevecca Nazarene University).

Cohorts 1–5 Demographics and Dissertations (PDE) Titles

Cohort 1



Trevecca Nazarene University
Ed. D. Professional Practices
 Cohort 1 – Demographics

<u>Occupation</u>			<u>Gender</u>			<u>Region</u>			<u>Diversity</u>			<u>Grad Schools</u>		
Teacher	12	40%	Female	23	77%	East	2	7%	Black	6	20%	Trevecca	17	57%
Principal	4	13%	Male	7	23%	Middle	19	63%	White	24	80%	Other	13	43%
Assistant Principal	3	10%				West	8	27%						
Support Personnel	6	20%				Out of State	1	3%						
MOM	2	7%												
Other	3	10%												
Total	30	100%	Total	30	100%	Total	30	100%	Total	30	100%	Total	30	100%

Dissertations

- Dr. Theresa Avera *Study of the Effects of Facilitation Upon Implementation of Technology Within The Classrooms*
- Dr. Thomas Barton *Restructuring and Implementation of A New Discipline Plan for Covington High School*
- Dr. Melinda Conley *Attitudes of K-4 Visual Arts Specialists in the Metropolitan Nashville School System toward Technology, Technology Integration into the K-4 Visual Arts Curriculum and Technology Related Professional Development: A Descriptive Study*
- Dr. Susan Curtis *School Culture and its Relevance to School Effectiveness*
- Dr. Verna Dobbs *Relationship between Implementation of the Multiple Intelligences Theory in the Curriculum and Student Academic Achievement at a Seventh Grade At-Risk Alternate School*
- Dr. Robin Evans *Study of the Effects of Brain Gym and Learning in a Fifth Grade Math Class*
- Dr. Junior High *Implementation Fidelity of Selected Teaching Strategies' Impact on Student Learning*
- Dr. Barbara Ide *Restructuring for Character Education: A Two-Year Case Study of Lakeview Elementary School*
- Dr. Marcy Ingram *Parent Skills Training: A Solution to Child Abuse and Domestic Violence*
- Dr. June Johnston *Investigation of the Uses of Job Cost Data for Performance Improvement in Professional Design Services Firm*
- Dr. Luwin Lewis *Teen Care: A School Counseling Program Model That Reaches All Students*
- Dr. Lisa Montgomery *Study of the Effectiveness of Pre-Kindergarten Curriculum in Preparing Young Learners for Kindergarten*
- Dr. Barry Potts *Establishing an Urban High School Discipline Plan That Creates an Environment Conducive to Learning*
- Dr. Randy Shannon *Examination of the Effects of Hypermedia Supplement on Teacher-Referenced Scores in Biology I Classes at Camden Central High School*
- Dr. Geneva Silvernail *Enhancing Faculty Development of Part-Time Faculty at Caribbean Nazarene Theological College*
- Dr. Julia Simmons *Multiple Intelligence in Kindergarten*
- Dr. Rory Smith *Benchmarking Total Quality Management in the Restaurant Industry*
- Dr. Kathryn Stewart *Abstinent Way: A 90-Minute Lesson Plan on Sexual Abstinence*

Dr. James Tant
 Dr. Jane Tant
 Dr. Ella Walker

Performance Assessment in the Secondary Mathematics Classroom
Quality and Completion of Homework in the Middle School Classroom
Study of the Impact of the Fairley High School Career Development Program on Students' Career and Educational Decisions

Cohort 2



Trevecca Nazarene University
 Ed. D. Professional Practices
 Cohort 2 – Demographics

<i>Occupation</i>	<i>Gender</i>	<i>Region</i>	<i>Diversity</i>	<i>TNU Graduates</i>	<i>Application</i>	<i>Nazarene Affiliation</i>
Teacher 5 20%	Female 8 32%	East 1 4%	Black 6 24%	Trevecca 7 28%	First Time 20 80%	Nazarene 3 12%
Administrator 9 36%	Male 17 68%	Middle 16 64%	White 18 72%	Other 18 72%	Reapply 5 20%	Other 22 88%
Support Personnel 2 8%		West 1 4%	Other 1 4%			
Higher Education 4 16%		Out of State 7 28%				
Management 2 8%						
Government 1 4%						
Medical 2 8%						
Total 25 100%	Total 25 100%	Total 25 100%	Total 25 100%	Total 25 100%	Total 25 100%	Total 25 100%

Dissertations

- Dr. Ron Barredo *Continuing Clinical Competence Among Full-Time Allied Health*
- Dr. Karen Barber *Integrating Technology into the Curriculum*
- Dr. Robert Daria *The Impact of a Character Education Program on Student Behavior as Demonstrated by Academic Achievement and Discipline*
- Dr. David Dickerson *The Use of Discipline Tools as a Means of Determining the Most Effective Strategies to Improve Discipline at North Elementary*
- Dr. J. Scott Eddins *The Page High School Integrated Mathematics Program: An Evaluation of the Effectiveness of Course I*
- Dr. Ken Harmaning *Factors Which Affect Attrition in Adult Non-Traditional College Students*
- Dr. Roberta Hill *A Beginning and New Teacher Induction Program for the Franklin Special School District*
- Dr. Randy Lewis *Improving Organizational Effectiveness by Enhancing Small Church Administration*
- Dr. Russell Ladd *An Ethnographic Investigation of Parent Involvement in a Rural School*
- Dr. Mike Morris *The Development and Evaluation of a Model of Excellence for the Operation of Alternative Schools in Tennessee*
- Dr. Jane Morton *High Schools of the 21st Century*
- Dr. Deborah Nunn *The Impact of Generational Differences Awareness on University Programs and Services*
- Dr. Michael Plumley *Alternative Learning Environment for Elementary Level Students*
- Dr. Lorraina Scholten *Investigating the Relationship of Community Needs and Research in Undergraduate Social Work Education*
- Dr. George Small *Bridging the Gap between Traditional and Nontraditional Faculty at Mount Vernon Nazarene College*
- Dr. Jim Waters *How to Become a Number One School System*
- Dr. Brenda Welch *Study of Whether a Career Education Program Makes a Difference in Students Making Plans for Their High School Education*
- Dr. Richard White *Ethics at Work: A Compass for Centering and Aligning Values*
- Dr. Earl Wiman *The Effects of Soar to Success, a Reading Intervention Program, on Third Grade Students at Alexander School*
- Dr. Billy Williams *Implementation of a Reading Program*
- Dr. Brad Windley *An Evaluation of Technology-Based Learning in Tennessee Higher Education*

Cohort 3



Trevecca Nazarene University
Ed. D. Professional Practices
 Cohort Group 3 – Demographics

<u>Occupation</u>	<u>Gender</u>	<u>Region</u>	<u>Diversity</u>	<u>TNU Graduates</u>	<u>Application</u>	<u>Nazarene Affiliation</u>
Teacher 11 41%	Female 15 56%	East 8 30%	Black 4 15%	Trevecca 10 37%	First Time 27 100%	Nazarene 3 11%
Administrator 4 15%	Male 12 44%	Middle 12 44%	White 22 81%	Other 17 63%	Reapply 0 0%	Other 24 89%
Support Personnel 6 22%		West 2 7%	Other 1 4%			
Higher Education 3 11%		Out of State 5 19%				
Management 2 7%						
Medical 1 4%						
Total 27 100%	Total 27 100%	Total 27 100%	Total 27 100%	Total 27 100%	Total 24 100%	Total 27 100%

Dissertations

- Dr. Barry Abbott *Reducing Self-Injurious Behavior among Severely Low-Functioning Autistic Students*
- Dr. Ellen Anderson *Service Learning, Component Of Character Education: Does Participating in a Service Project Enhance a Child's Character Development and Self-Concept?*
- Dr. Michelle Bailey *The Effect of Block Scheduling on Standardized Test Scores at Northwest Whitfield High School*
- Dr. Brian Bell *Model for Implementing a Pedagogically Based Technology Design in a 21st Century High School*
- Dr. Brenda Benford *A Study of Title I Funded Developmentally Appropriate Pre-Kindergarten Programs in Public Schools*
- Dr. Jon Burch *Leadership Program and Course Development in the Liberal Arts University*
- Dr. Mary Hand *The Effects of Integrated Arts Education on Student Performance*
- Dr. Suzann Harris *An Investigation into the Implementation of a Campus Child Care Center in Conjunction with an Early Childhood Education Program*
- Dr. Dennis Haslip *Teacher Perceptions Concerning the Use of Specially Designed Software to Assist with the Development of Individual Education Programs for Students With Disabilities*
- Dr. Craig Johnson *Infusing the Arts into the Curriculum: Its Effect on Elementary School Reading and Language Achievement*
- Dr. Kathleen Kimble *The Accelerated Learner in a Brain Compatible Classroom*
- Dr. Betty Krogman *Can a School Program Guide Parents into Becoming Educational Advocates for Their Children?*
- Dr. Michael McDaniel *The Development of an Alternative United States History Class for Repeaters*
- Dr. Pam Merickle *Effects of Problem-Based Learning in Employee Relations Classes for Adult Education*
- Dr. Steve Peery *The Effectiveness of Block Scheduling in the High School Classroom*
- Dr. Beth Rickert *Differentiated Instruction : Meeting the Needs of All Learners within the Inclusive Classroom*
- Dr. Linda Robinson *Motivating and Assisting the Underachieving Student*
- Dr. Pattie Skates *Perceptions of Safety at Red Bank High School by Parents, Students, and Faculty*

- Dr. Chris Smallen *A Rural High School's Evaluation of Block Scheduling*
- Dr. Bernard Turner *Implementing Fundraising Strategies to Increase Corporate Giving to Meharry Medical College*
- Dr. Susan Whitworth *An Evaluation of School Library Programs with A Comparison to Student Achievement*
- Dr. Elizabeth Youngblood *Web-Supported Courses or Broadcast Course: Which Is More Effective for Delivering Pharmacology in Nursing*

Cohort 4



Trevecca Nazarene University
 Ed. D. Professional Practices
 Cohort 4 – Demographics

<u>Occupation</u>	<u>Gender</u>	<u>Region</u>	<u>Diversity</u>	<u>TNU Graduates</u>	<u>Application</u>	<u>Nazarene Affiliation</u>
Teacher 13 50%	Female 15 58%	East 4 15%	Black	Trevecca 7 35%	First Time 21 80%	Nazarene 3 12%
Administrator 7 27%	Male 11 42%	Middle 15 58%	White 26 100%	Other 19 65%	Reapply 5 20%	Other 23 88%
Support Personnel 1 4%		West 2 8%	Other			
Higher Education 2 8%		Out of State 5 19%				
Management 3 11%						
Total 26 100%	Total 26 100%	Total 26 100%	Total 26 100%	Total 26 100%	Total 26 100%	Total 26 100%

Dissertations

- Dr. Frances Baird *The Importance of a Scope and Sequence of Skills and Higher Order Thinking in an Elementary K-4 Art Program*
- Dr. Shara Cook *An Evaluation of the Implementation of the Whitfield County School's Youth Apprenticeship Program*
- Dr. Sheila Clyburn *Impact of Formal Training of Cooperating Teachers upon the Student Teaching Experience*
- Dr. Steve Davidson *An Analysis of the Use of Non-Traditional School Calendars in East Tennessee*
- Dr. Mary Gist *The Effects of School-Home Communication Strategies on the Grade Point Averages of Eighth Grade Students*
- Dr. Amy Guthrie *Year-Round Schools: A Study of Student Achievement*
- Dr. Beverly Hall *The Creation of a Leadership Skills Development Course for Tennessee Health Science Technology Students*
- Dr. Tracie Hogan *Not All Sugar and Spice : A Study of Adolescent Girls' Aggression*
- Dr. Kellie Holland *A Process for Improving Payment of Insurance Premiums by a Loan Servicing Department*
- Dr. Sean Impeartrice *A Study of the Effects of a Research Based Homework Policy in a Middle School Setting*
- Dr. Eddie Krenson *The Randolph School Resonance Program: New Paradigms For Teacher Development, Evaluation, And Compensation*
- Dr. Polly Pewitt *The Zero Dilemma: Enhancing Student Motivation for Increased Assignment Completion*
- Dr. Jerry Pyron *Year Round Education*
- Dr. Ryan Richards *Answering Accountability: A Social Studies Curriculum Alignment*
- Dr. Maidie Rosengarder *Art Taught as a Discipline: A Catalyst for Students Learning through Technology and Collaborative Teaching*
- Dr. Terry Shrader *A Study of the Effect of Varied Feedback Strategies Following Individual Assessment Index (IAI) Testing on Foundations of Mathematics II Scores at Centennial High School*
- Dr. Martell Souder *The Effects of an Integrated Language Arts Curriculum on Writing, Critical Thinking, and Character Development of 8th Grade Students*
- Dr. Betsy Steen *The Incorporation of Guided Reading in an Elementary School*
- Dr. Ed Towe *Effects of Spiritual Well-Being on Progress in a Program for Juveniles*

- Dr. Jonathan Ullrich *A Renaissance in Reading: Exploring the Impact of Reading Renaissance in the Primary Classroom*
- Dr. Ava Warren *A Study of the Effectiveness of the Algebra I Cognitive Tutor*
- Dr. Teresa Williams *Assessment of the Effectiveness of a New Faculty Mentoring Program for an Independent Unit School*
- Dr. Therese Williams *The Implementation of Curriculum Mapping in the Catholic Diocese of Nashville School*
- Dr. Richie Wood *A Brain Compatible Classroom Analyzed by Tennessee Biology I Gateway Exam*

Cohort 5



- | | | |
|---------------------|---------------------|----------------------|
| Dr. Mike Adams | Dr. Brett Gardner | Dr. Gail Reeder |
| Dr. Kay Boan | Dr. Donna Gray | Dr. Rebecca Sharber |
| Dr. Richard Brown | Dr. John Gunn | Dr. Leigh Anne Smith |
| Dr. Marvin Bunde | Dr. Marc Haas | Dr. Tony Smith |
| Dr. Emalie Egan | Dr. Angela Hilley | Dr. Timmy Tappan |
| Dr. David Esslinger | Dr. Clara Patterson | Dr. Lena Welch |
| Dr. Leslie Folds | | Dr. Judith Whalley |

Cohort 5 entered during the transition of Dr. Welch to Dr. Swink as the new Dean of Education. Dr. Swink led this prestigious group through graduation.

🌀 *Ed.D. Doctoral Graduate Perspective Segment* 🌀

To enhance the pleasure of doctoral graduates reminiscing, Dr. Welch gathered a collection of treasured thoughts, dreams, visions, and achievements leading to a pathway of success of Ed.D. graduates. The asking of “Why was I here,” “Where was I headed,” and “What destination was ahead of me” represented a symbolism of trust, respect, and communication to the unknown in the Ed.D. Trevecca journey. The rigorous academic work ethic, highly professional faculty, cohort collegiality, and the expectation of working toward some level of scholarly writing in this particular culture of learning created a challenging, thought-provoking, stimulating, and, at times, perplexing learning curve within this new environment.

C o h o r t O n e

Dr. Theresa Avera (2001)

The Ed.D. program was the hardest and most difficult program I have ever been a part of, yet it was the best and greatest program I have been a part of. I loved the program, and I have missed it many times. The professors were the best I have ever had, as well as the finest Cohort Group anyone could ask for. My PDE was researching technology and the classroom. I am finding how extremely useful this has been to my work. I am now directing the Title II Part D Education Technology grant for our school system. The entire purpose of this grant is teaching teachers how to use technology within the classroom. Needless to say, my PDE has been extremely useful in understanding and writing this grant, as well as knowing what kinds of training the teachers need. I have also been instrumental in training teachers in the use to up to date technology as well as purchasing this technology for some classrooms.

It is hard to put into words the impact Trevecca has had on me. I was so privileged to be a part of Cohort 1. Being in a Christian environment strengthened me, the excellent professors challenged me, Dr. Welch cared and covered me, and my life will be changed forever. Of course, there were days I wondered if I would make it, but Dr. Welch encouraged us each time that we would make it, and we did!

Having my doctorate has made some impact within the education community within my school system. I moved from being the Title I Supervisor to all federal programs (does not include Special Education). So now I do Title I, Title II Part A, Title II Part D, Title IV, and Title V.—basically, all of President Bush’s No Child Left Behind Program for Marion County.

(**Theresa Avera**, EdD, Trevecca Nazarene University, Nashville, Tennessee; Marion County Schools, Tennessee, Federal programs – retired; Jasper, Tennessee)

Dr. Thomas Barton (2001)

When considering how to put into words my significant thoughts and impressions of my time in the TNU Ed.D. Program, my first thoughts were of how well the program molded the whole body. Certainly the rigors of the program were at a level that, if successfully completed, would elevate my cognitive abilities. The seemingly endless writings ensured that when I completed the program, my writing ability would be on the doctoral level. The amount of reading, writing, and research assigned ensured that I would be well trained in the areas of time management and organizational skills. My presentation skills were also honed as the three years progressed.

When the program began, I was told we would be meeting only once per month and several days during the summer. The part that was not explained was that on that Saturday you met, you would be given enough work to last a month and a half (regular writings plus the PDE work), yet you were expected to have it ready by the next class meeting in a month. Looking back on the work load, I have come to realize that was absolutely the right way to go. There is no way to become an ABD (All But Dissertation) if you successfully completed the program. It was written during the three years we were enrolled.

I truly believe, however, that my spiritual life was affected in equal measure to my academic development. The amount of introspection required, particularly during the summer of 1999 while at ISLE through the use of Covey's *7 Habits*, forced each of us in Cohort 1 to take a hard, deep look at our core beliefs. For me, it changed some things about the way I live. The daily devotionals were a very welcome part of the program and helped greatly in spiritual development. Simply being in the presence of my classmates and professors, all of whom were Christians, and drawing from their testimonials and convictions was a big part of that development as well. Since finishing my coursework, I have served as Assistant Principal at Covington High School for one year, principal at CHS for 6 years, and supervisor of special education, Grades 6-12, for the past 7 years.

(**Tom Barton**, EdD, Trevecca Nazarene University, 2001; Supervisor of Exceptional Children, Grades 6 through 12, Tipton County Schools, Covington, Tennessee)

Dr. Barbara Corso Ide (2001)

I had always anticipated earning a doctoral degree (Ed.D.), but after investigating traditional programs, I found it difficult to make the commitment and maintain my position as an executive principal in a large urban school district. Therefore, when I learned of a new cohort program developed by Trevecca Nazarene University, I was intrigued. Another friend was applying and encouraged me to do the same.

From the application and interview process through the final seminar, I was impressed with the rigor and contemporary pulse of the program. Candidates for the program were expected to write competently and answer difficult questions during a panel interview. I still recall that I was given a

hypothetical situation involving a large monetary grant. The panel wanted to know what I would do with the funding. I was curious about a new “standards” movement and thought a research project would be a perfect vehicle to discover the most appropriate method(s) to implement standards into a school setting. Little did I know that in 2001, with the dawn of No Child Left Behind, the door to common national standards was about to swing wide open! The journey had begun.

The program’s academic structure supported our cohort as we maintained our careers. Classes that met on weekends and courses designed for a week-long campus event each summer were an ideal fit for my extremely busy lifestyle. A cohort of like-minded professionals seeking a common degree was the social allure of TNU’s program. We simultaneously supported and challenged each other to meet the extraordinary rigor of many of our classes.

Several instructors provided the academic thoroughness that often challenged our personal philosophies and leadership styles. Three professors were very significant in helping me develop as a leader. Dr. Rony Smith guided us through Stepten Covey materials during our summer residencies. The time on campus allowed me to delve deeply into the *Seven Habits* material and discover a purpose driving me to be a courageous and compassionate leader. That philosophy connected to a hymn and verse from Isaiah, Chapter 6, “Here am I, send me.”

Dr. Esther Swink, an extraordinary leader in her own right, led our cohort through the essential leadership books of that time. I needed a lot of guidance to get through *The Fifth Discipline*, but as I have moved forward in my career as a school administrator, I discovered that the background I gained in Systems Design allowed me to grapple with the cyclical nature of the politics of education, something that is so evident in a large urban district. Because I had the necessary knowledge, I was able to do what was right for teachers, students, and the community while avoiding any negative consequences from the district bureaucracy.

I also had a professor who challenged my core beliefs about the sociology of education. Dr. Ruth Reynard introduced herself by presenting us with an “Afro-centric” map of the world. That was the first day of her class. She was instantly challenging us to think broadly, to question our personal world in light of a much greater community that included diversity at a level I had never imagined. Ruth was provocative in her approach. The material was difficult, but I loved every minute of her classes. I remember that we had to write extensive responses to the assigned readings. Many of the readings were designed to assist/push our understanding of immigrant students. One particular evening I burst into tears because I was face to face with what my grandparents must have endured. I instantly had a personal definition of “assimilation” vs. “acculturation.” From that point forward I realized that working with students in a school rich with first generation émigrés was a privilege, not a burden. My interest in human geography continues today. I am a better world citizen because of my Cultural Sensitivity Course at Trevecca.

Finally, and most importantly, I was blessed with an adviser, Dr. Melvin Welch, and reader, Dr. Porter King, who provided guidance in the selection of an appropriate dissertation project and revision/editing suggestions leading to a very satisfying end product. Dr. King and I became partners working with students from several cohorts over the past ten years. He is the master of APA and the written word. Dr. Welch, however, was the personification of “leader,” showing all of us that responsibility for doctoral candidates didn’t stop at the classroom door. He was a true servant leader who made sure we had air conditioning when entire systems failed, that we had tables even if he had to move them himself, and that nothing would prevent the Ed.D. at TNU from becoming an accredited program! I truly believe that the academic stimulation provided in my doctoral program at TNU transformed me. It did not end with a bound dissertation and degree. The learning lives within me.

(**Barbara Corso Ide**, EdD, Trevecca Nazarene University, 2001; Nashville, Tennessee; Principal, School Improvement Coach, Metropolitan Nashville Public Schools – retired; Nashville, Tennessee)

Dr. Barry Potts (2001)

Trevecca Nazarene University’s doctoral program was one of the most valuable experiences I have had during my career as an educator. I was fortunate enough to be involved in the first cohort group of the program. I still have daily contact with several of the members many years after graduating. I chose Trevecca because of Dr. Melvin Welch. His vision and commitment to this program resonated throughout the entire faculty. They loved teaching and improving the quality of professional educators. Trevecca also offered a unique program. The ISLE week was a highlight of the program. The thought of professionals spending an entire week together in classes, reflecting on education, learning from each other, eating each meal together, and most importantly getting a closer relationship to God through nightly devotionals, oh how I cherish those days!

Even though the program was new, the coursework was very rigorous and relevant. You add commitment from Dean Welch, the Christian faculty members, intense coursework, and a solid action researched based dissertation, and you have the perfect doctoral program. In my mind, I would not have experienced being an administrator in Metro Nashville Public Schools, director in Human Resources of Metropolitan Nashville Public Schools, and adjunct on the college level, had I not attended Trevecca Nazarene University and their doctoral program in Professional Practics. I owe my career as an educator to Trevecca.

(**Barry Potts**, EdD, Trevecca Nazarene University, 2001; teacher, principal, Human Capital Partner, Metropolitan Nashville Public Schools; Nashville, Tennessee)

Dr. Randy Shannon (2001)

The ancient Chinese philosopher, Laozi, said that the journey of 1,000 miles begins with a single step meaning that the greatest accomplishments start with the most humble of beginnings. My journey came not in the form of 1,000 miles but rather 1,000 days, which is roughly the time it took to earn my doctorate of education from Trevecca Nazarene University. One thousand days – will it ever end? One thousand days–why go through this much trouble? One thousand days – how often do I have to drive to Nashville? One thousand days–what is I.S.L.E., and why does it last so long? These and several others were the questions that plagued me when I first thought about starting this journey.

Once I had started, I was teleported to a completely new world of academic responsibility with class after class and paper after paper. I do not remember those first classes other than I was not very happy, but I will never forget the first week of I.S.L.E. This may seem odd, but I really do miss that first time. It was very trying, to say the least, but by the same measure, it was a wonderful time with friends. The esprit de corps of the event taught me that I could and would overcome this challenge and any others that lie before me, which is a personal philosophy I retain to this very day. Prior to I.S.L.E., I was seriously thinking about leaving the program. The stresses of reading, driving, reading, writing, and reading were taking their toll in those early days of the program. However, all of that changed during the first I.S.L.E.

No cohort that followed in the program can fully appreciate the genuinely grueling rigor of those summer days that as of this writing were some 15 years ago. We were the very first cohort in the new doctoral program, and the University was learning with us just as much as we were learning with the faculty. I am proud that my entire cohort rose to the challenge and overcame this trial by fire. As much I would like to think that our collective success was because we were exceptional people who could adapt to life's challenges (and I.S.L.E. had its challenges), I know now that it was in large measure to the wonderful staff of the school of education. Under the leadership of the exceptional and always inspiring Dean Melvin Welch and the very capable Dr. Alice Patterson, this group of dedicated professionals guided us with love and wisdom through this doctoral maze.

We worked, worked, and worked some more during the mornings and afternoons, but each evening was filled with fun events that allowed us to decompress from the very tiring days. Sure, some of the events were a bit campy, but we enjoyed them all the same. We ate all our meals together; we took all our classes together; and we grew together as a family of colleagues. The University scaled back the workload after the first year. I.S.L.E., in its new form, continued to be a requirement our two remaining summers, but these never matched the sheer intensity of the first one.

Our cohort was privileged to sit at the feet of some wonderful faculty members. Each of them was committed to pushing us for all that we had and several lengthy papers, but in the end, what we learned more than anything else was to be rather than to seem.

As our cohort graduated in conjunction with the centennial of the University in 2001, I am humbled to have been part of this historic event in the story of Trevecca Nazarene University and am grateful to have been able to write these few words in reflection of my time in the doctoral program. One thousand days and a life changed forever. What do you say about a program and a University that has so profoundly altered your life for the better? Perhaps, thank you.

(**Randy Shannon**, EdD, Trevecca Nazarene University, 2001; teacher, principal Benton County Technical Center; Attorney at Law, Rule 31 Listed General Civil/Family Mediator; Camden, Tennessee)

Dr. Geneva Silvernail (2001)

Participation in the Ed.D. Program at Trevecca Nazarene University greatly influenced my role as an educational missionary. The distinct emphasis on professional practice grounded in reading and research, group discussions, and creative learning experiences enhanced my leadership as academic dean at Caribbean Nazarene College (CNC) in Trinidad and Tobago. As a direct result of my learning, I developed needed deliverables for the college, including an orientation program for adjunct faculty, an adjunct handbook, a mentorship program for new faculty, and grants for technological training of all faculty and staff. Obtaining the doctorate played a role in my later appointments as president of Melanesia Nazarene Bible College, Papua New Guinea, and vice president of Asbury Theological Seminary.

Trevecca has been blessed with the effective leadership of Melvin Welch, Steve Pusey, and other administrators as they initiated and conducted the Ed.D. Program in a student-centered androgyny. I felt welcomed, wanted, and empowered. I felt inspired, motivated, and challenged. I knew Trevecca was the place to study for my degree.

The relationships that developed during my studies led to opportunities for professors to serve with me at CNC: Rondy Smith (Four Roles of Leadership), Carol Anne Eby: (Christian Writer's Conference), Peter Wilson (Christian Counseling). Upon completion of their Ed.D., four of the graduates served as adjunct faculty at CNC. They used many of the teaching methods they had learned in the Ed.D. Program and introduced students to multi-cultural projects and activities.

I entered the Ed.D. Program during a major transitional period in my personal life and discovered a community of students and course facilitators who wanted me to succeed academically and professionally. Through emails and Skype calls, they encouraged me to complete the program even though I lived 2,363 miles away and the cost of one airline ticket was more than my monthly salary.

At the end of my second year, fellow students and professors visited and prayed for me during my surgery and the following 10 days, 4 of which were in intensive care. Understanding professors allowed me necessary time to complete my assignments, yet did not compromise on the required

amount of reading and research. Though understanding the medical circumstances, the academic rigor remained the same: to push myself beyond what I thought I was capable of doing while building confidence in my abilities to succeed. A difficult task, but they succeeded.

The Ed.D. academically stretched and challenged me beyond what I thought was possible. With all the travel and expense, with all the mental fatigue and physical exhaustion, and with all the emotional stress and tears, would I do it all over? Oh, yes, if I could do it at Trevecca with the same professors and my same cohort group.

(**Geneva Silvernail**, EdD, Trevecca Nazarene University, 2001; Vice President, Asbury Theological Seminary, Florida Dunnam Campus, Orlando, Florida; President, Melanesia Nazarene Bible College, Mt. Hagen, Papua New Guinea; Educational Consultant and Literature Coordinator, Asia-Pacific Region Church of the Nazarene, Philippines; Academic Dean, Caribbean Nazarene College, Upper Santa Cruz, Trinidad and Tobago—retired)

Dr. Rory Smith (2001)

All my early years, education was a real struggle for me. College somehow did not make sense and my personal comprehension, learning, and self-satisfaction were minimal at best. Because of this personal confusion, my grades reflected my attitude on higher learning. But, the desire to gain knowledge was there and in my quest, I became aware of Trevecca. The moment I enrolled I knew that I was at the right place at the right time. Some might find that odd, but I felt the peace and joy that I was so longing for in other universities of learning. I guess finding a Christian faith-based university was the real difference. I was shocked from the first time I sat in on my first class; we started the class with a prayer. How odd at the time, but to this day, it started my foundation of learning with the help of our savior, Jesus Christ: A simple lesson, learned by chance, but one that has made such an impact on me both personally and professionally. Thank you, Trevecca.

I guess the real lasting impression that Trevecca made on me was the faculty and the administration. I can remember numerous times that teachers would go out of their way to help me to grasp concepts and learning outcomes. I often thought; why do these teachers care so much and more importantly, so much about me. This was such a change from my other college experiences. I often felt at Trevecca that each teacher had a personal mantra, no student left behind. Not in the political sense that we are forced to practice today, but a true genuine concern for each student's progression. This excellent servant culture example changed the way I do business: From being a task master to believing in the higher good of each individual who wants to do, perform, and excel, but still demanding in quality. While learning at Trevecca, I starting asking myself many questions, but the most important question was "how does Trevecca create such an atmosphere of teachers truly caring about their student's?"

It didn't take long for me to come to the answer of how. Somewhere in one of my classes we were asked to attend a devotional for a well-deserving individual. The president of Trevecca at the time was Dr. Millard Reed and he was giving the devotional. As I fussed to myself about going, I sat in the audience, my mind wondering and thinking; how long will this last. Yes, it was self-centered, but sadly true. Then he spoke! From the moment Dr. Reed starting talking, I knew this was a man of God, a man who cared about me, a man who cared about all, a man who believed in his mission, a man who was led by God. I heard him say over and over, we must serve, we must serve one another, we must let everyone know that we love them and care about them. I'm sure many, if they looked at me, thought why are there tears in his eyes? I just knew in my heart that I was being taught by one who believed in the teachings of the "Master Teacher"; our savior. Oh, how he spoke with the power of the savior. I knew I had to learn more and I also knew at that very moment why Trevecca culture was to serve. It was through Dr. Reed's servant leadership, and I had to find a way to learn more about this man, this leader.

I remember the day that Trevecca announced that they were going to be a Level V University and do a doctoral degree. This doctoral degree was going to be in education with emphasis on management and leadership. This Ed.D. degree was primarily for teachers, and I thought, how am I going to get into this program with a business background? I was very fortunate that I was selected, and it changed my life. The intense pace at times was overwhelming, but I realized through the journey that I was learning things that would help shape my life. That through faith and desire, all things are achievable. This program has helped me to understand the true meaning of "Never Give Up." A lesson learned, a lesson which has served me well in all aspects of my life. The academics were stringent but very much life applicable. Not some academic exercise, but real life learning. But the learning environment was beyond that of academics: it was on a spiritual level, very hard to explain. Not the spiritual level of "shouting hosanna," not that there is anything wrong with shouting "hosanna," but a level of celestial learning that only comes from a divine purpose of gaining knowledge for personal growth. But once again, I knew it was led by a man of God that was on a mission, a higher calling, and I was at the right place at the right time. That man was Dr. Melvin Welch.

I first met Dr. Welch in an interview with, what I assumed was the Ed.D faculty selection committee. All these doctors in the same room, asked me questions on why I thought I should be considered to be selected for the Ed.D. program. After a few moments of this is what is expected of you in the program, Dr. Welch asked me a pointed question, "With your non education degree and your business background, why should you be considered to be selected into the education doctoral program? For a second, I thought, "why am I here, I don't have a chance?" And that is when I saw it in his eyes, a statement of affirmation of how important this journey was to him, total commitment. I wanted to say, I want to learn and become a better person with educating myself, but the only thing that came out was, "I will finish what I start." A determined statement, but when I said it I thought,

how unprofessional. But, looking back, I know this is one of the driving forces behind Dr. Welch's, don't quite, don't give up, keep pushing philosophy. I thank him for that lesson, a lesson that he exemplifies on a day-to-day basis in all aspects of his life.

Over the years, I have had the opportunity to know Dr. Welch and realized how his life is based on his faith. I know without Dr. Welch's leadership, commitment, and personal sacrifices I would not have made it through the program. His constant words of encouragement and his full dedication to the program showed us all what it means to be completely dedicated to a higher purpose, a worthy cause. But, that dedication and encouragement did not stop when we graduated, he continued to help us all and I know that his caring and his leadership touched everyone's heart. I have sat in on many meetings with co-horts, and many have shared their stories of how if it was not for Dr. Welch, they would not have made it. I remember sitting with Co-hort I and Co-hort II discussing the program, the impact of the program and how to help keep the program going in the future. Many ideas came up, but one idea of an on-going endowment would help the program for the future. After much thought, we all agreed. Brad from Co-hort II suggested we should name the endowment after Dr. Welch and his wife, Joyce, and we all thought that was a wonderful idea. With both Co-hort I and II in agreement, that was how the endowment came to be named after Dr. Melvin and Joyce Welch. It's a small token of appreciation with enormous respect to a man who cared enough to make a difference, and more importantly make it happen! Thank you so much to Dr. Welch and to your lovely wife who put so much into the program that has helped so many individuals, especially me!

(Rory S. Smith, Ed.D., Trevecca Nazarene University, Nashville, Tennessee; Created RHI, Inc. (Management Consulting Company) focusing on Management Skills and Development in the Service Industry, owns and operates 13 Shoney's and 1 Boomerang's "Boom's"; Mt. Juliet, Tennessee.)

C o h o r t T w o

Dr. Deborah Nunn Baruzzini (2002)

Having just completed my master's degree six months earlier, I was still in high learning mode and eager to begin the Ed.D. Program. My graduate program at MTSU was not one of a cohort design and so I had experienced all my classes with different individuals in no particular order of classes. The lock-step cohort nature of the Ed.D. Program provided the most memorable and enjoyable aspect of the program for me.

There was just one initial settling in period as the members of the cohort learned about one another, established cliques, discovered pecking order, friendships, alliances, and a "go to list" of compatriots who were gifted at research, writing, math, or other assorted specialties. It took about one semester for the roles to become apparent. Although the extroverts came out as being in charge in the beginning, the true leadership colors of the less vocal emerged after a little longer period of time. This

discovery period was necessary, sometimes painful, and always rewarding. We learned that we were a family – colleagues we could depend upon for just about anything. The level of compassion and generosity was palpable. If someone was sick, we figured out how to make her more comfortable. If someone had a personal disaster, we figured out how to support him. If someone had a personal joy, we celebrated with him or her. The arduous task of role understanding in my former graduate program was over almost as it began each semester with the advent of a new class full of unknown individuals as well as the familiar. The well-known “norming-storming-forming-performing” cycle changes every time group membership changes. We had very little of that to deal with at TNU.

I am pleased to admit that I looked forward to every single Saturday that the class met. The long days were so well planned and broken into segments so that our attention was mostly well kept. There was enough group work to keep us busy and engaged. The cohort system provided a good lens into the idiosyncrasies of our group members. We quickly learned how to adjust to our different learning and social styles. OK, sometimes the rewards were more apparent when we were grouped with certain individuals, but we had enough respect for each other to make adjustments.

The ISLE experiences were “cohort on steroids” events. The days were jam packed from early morning until late night. The rigor of ISLE was enjoyable and rewarding. In order to build attainment of so many credits into the week’s event each summer, we had long hours of assignments due too soon. But we had many opportunities for fun as well.

Finally, the lock-step process of writing the dissertation concurrent with the coursework provided an exceptional experience. Although we groused about the deadlines and the copious numbers of rewrites, our experience was successful – no ABDs at Trevecca. The dreaded ruler of the style editor made for a dissertation to be proud of.

How has this program affected my life? I was fortunate to have a newly-created job at my university concurrent with the three years of the Ed.D. Program. Because of the focus of the program on professional practice of an individual discipline, I was able to design the new office with the materials I created in my doctoral classes. How many individuals have this kind of opportunity? What a gift! Perhaps I enjoyed the program so much because every part of my professional life was linked and focused on leadership and organizational development. I have used the dissertation research on generational differences in many courses I have developed and taught. I have been invited to speak to many groups over the years. I have even facilitated two Trevecca faculty retreats, thanks to the professional development I encountered in the Ed.D. Program. I hope that the Ed.D. Program that launched me into a more advanced professional phase of life will never be watered down. I want my degree to continue to mean something very special – a trophy of intense accomplishment.

(Deborah Nunn Baruzzini, EdD, Trevecca Nazarene University, Nashville, Tennessee, 2002; Director, Research, Belmont University, Nashville, Tennessee; retired)

Dr. Scott Eddins (2002)

My experience in the Ed.D. Program at Trevecca has obviously impacted my life in many different ways, but perhaps the overall impression that I have is that it helped me to develop confidence and leadership skills that I carry with me to this day, and it continues to shape my professional career overall. This is not to say that this is the ultimate one can achieve from the experience – on the contrary, the experiences of the program were transformative in ways that impacted me on a very deep personal level. I experienced the program with a very diverse cohort, some of whom were in very different places personally and professionally, many of them having already achieved high status in their respective fields, and so they clearly had other reasons for completing the program.

The experience I had at Trevecca was that of embarking upon a mission, an important concept for those hoping to reach their true potential and achieve a personal best outcome. For some, that mission was a spiritual one, and I think we all benefited from the self-actualization opportunities that the program provided – this was a chance to peel away the attributes that weren't working and to soar with your personal strengths. This helped lay the foundation upon which we built the academic tenets of the program and worked towards quality research and deeper understanding of our chosen topic.

To me, this was very powerful. It was a time when I was able to peel back the layers of what I thought I knew about myself and start fresh to remold my core spirit and strengths, as well as embody the tenets of good stewardship and commitment to my community. There were definitely breaking points, moments where the program dismantled you down to your core values and forced you to rebuild leaner and stronger, to figure out where your true sources of strength lie, and to call upon them so that you can deliver better outcomes. This is an aspect that cannot be gained at a public institution – that purposeful devotion to self-development and spiritual need. It doesn't exist in any public institution curriculum that I am familiar with. Whereas public universities focus on turning out a standardized curriculum experience, Trevecca devotes critical resources to the development of self-identity.

My personal journey is anchored by the opportunity to select a dissertation topic that was most meaningful to my career. That is why I originally selected Trevecca for this experience; other models had a much different focus. Because I was able to focus on integrated math, it helped me to become one of the state's leading experts on a topic that is gaining recognition today. It led not only to my time as state math director, but as president of the ASSM, and gave me a voice in the formation of common core standards nationally, with an individualized responsibility to be a first line content editor for the standards.

All of this was tempered by the notable effect of the instructors, who consistently brought a passion and excitement to their classes. In particular, dean Dr. Melvin Welch, and the dissertation director, Dr. Alice Patterson, went above and beyond. These individuals lent great leadership and made

an incalculable difference in getting things started for the Ed.D. program. As charismatic figures that truly stood out to me, I found myself wanting to go not just to continue my personal journey, but because I didn't want to disappoint them with anything less than my absolute best work.

At this point, the things that matter to me most are relationships, both personal and professional. The truth is, I go out of my way now to make relationships the primary focus of my work habits, to be service leadership oriented, to push past boundaries and reach out to people – this is the way that real change is made. I fear that I may not have gotten to this point without the experiences I had at Trevecca, and for that I am very grateful.

(**Scott Eddins**, EdD, Trevecca Nazarene University, 2002; Nashville, Tennessee; Math Coordinator of Tennessee Department of Education, Coordinator, Millard Oakley STEM Center, Tennessee Tech University)

Dr. Roberta Hill (2002)

I began my doctoral journey in August 1999 not really knowing what to expect. I knew a terminal degree meant rigor, but not to the extent I witnessed. We were all given our marching orders, the program schedule of classes, and points of completion for our dissertation. This information made it very easy to decide if you are able to make the commitment. The nontraditional program was perfect for me. I had to determine what sacrifices I would make in order to complete the program successfully. I chose to go forward.

From day one we were encouraged and supported every step of the way. Dr. Don Kintner, our first professor for Action Research, was the ideal person to get us started. He was encouraging and accepting of our differences as we began to take shape as a cohort. There were times when I felt alone and somewhat overwhelmed, but through our meaningful devotions and prayers, God just stepped in and made things happen for me.

As time went by, and it seemed to pass quickly, we had to have various chapters of our dissertation completed. There was a sense of relief knowing that the end was approaching. The classes were being passed and the chapters were getting approved. The summer classes were spent with incredible instructors who wanted us all to succeed - Dr. Esther Swink, Judy King, Dr. Marsha Denton, and Dr. Michael Clyburn. However, they were intolerant of slackers, which was encouraging for those working so hard.

One memorable piece for me was to witness some behaviors and conversations that did not exemplify a doctoral candidate. So, I had a conversation with Dr Welch about when are the protocols of a doctorate degree discussed such as: the differences of an Ed.D and a PhD; when do you use Dr. at the beginning of your name versus, Ed.D. behind your name; what is expected of you globally, once you earn that title, and, more importantly what does Trevecca expect from you as one of their grads/alums?

Dr. Welch took this matter a whole step further; he didn't answer my questions, but developed a seminar to address these issues and others for all the cohorts. It was presented by Dr. Gary Streit. The seminar was great for everyone. Not having been an avid reader before, I discovered that I have developed an insatiable appetite for research. On a daily a basis, I read and collect knowledge on many different topics and continue to share with others those pieces that may make a difference in their lives. Thanks, TNU So glad I made the journey...

(Roberta Hill, EdD, Trevecca Nazarene University, 2002; Nashville, Tennessee; HR Supervisor for Franklin Special District in Franklin, TN)

Dr. Brad Windley (2002)

In the spring of 1997, I attended the original informational meeting held in Jernigan Student Center during which Dr. Melvin Welch announced the development of a nontraditional EdD program. I had recently completed a Masters of Education Program and an Educational Specialist Program and wanted to further my training in a doable format.

The program seemed attractive; however, I stewed over the decision for a few weeks until my office manager and cousin told me, "Send in your application! You know you will be kicking yourself for years if you do not!" She was correct, and I applied for the second cohort, was accepted, and joined a train that would carry TNU and me to new pathways, new ways of seeing problems, solutions, experiences that I would have never dreamed, and lifetime bonding with a network of professionals with whom I regularly collaborate.

On entering the TNU EdD Program, I had little idea of the planning, human resources dynamics, leadership engagement, faculty and staff commitment, institutional risk, and work that had all occurred well before our first class. The way had been prepared well before Cohort II's first meeting. At the convocation breakfast there were several things that I will always recall, one being wrapped in a blanket of respect and love by TNU, the School of Education, and Cohort II.

Dr. Welch said for the first time of many, many times to our Cohort, "I do not apologize for the rigor that you will engage. This is a Doctoral Program! We are chomping at the bit to start our first of the 36 meetings, not counting ISLE." I was blown away when Dr. Welch began by explaining where our classroom would be, that all our needed books and materials were waiting for us there as neither he nor the faculty wanted students to spend their time obtaining their books, but use that time engaged in learning.

The opening breakfast meeting was ended by, then president, Dr. Millard Reed invoking a Blessing on our Cohort, the EdD Program, and TNU. At that moment of Blessing, I felt the blanket of inclusion, support, love, and a relationship, all in the presence of God, come down upon my shoulders, never to be lost. As an Episcopalian, a Blessing is as this was an incredibly powerful experience for me.

At the end of that first day and just before our Cohort's dismissal with 2 months of work to be done before one month and the next Cohort meeting, a frighteningly clearer view of the task that lay ahead and a full day of fanny fatiguing seated learning came. Dr. Welch came into our classroom before we left, as fresh as a daisy, exuberant, and demonstrating his most positive attitude to say, "Just think you only have 35 more meetings to go and you will be done!"

What happened on that first day, the remaining 33 months of the TNU Doctoral Program, all beginning with the exploratory meeting catapulted TNU and the EdD Cohorts from an academic cannon to achieve Level V status among universities. The launch forever changed the institution, its view of itself, view by others, and launched new students into the world that would never look at the world around them in the same way, never view problems in the same way, but through the lens of evidence-based research capable of making things in this world better. Subsequently, not just Education but many students have received fresh energy and ability to exhibit their expertise in their callings. They shine respect on themselves and their Alma Mater.

Who would have never dreamed that the first exploratory meeting would have launched such an impact on the University, Tennessee, and the Region? Probably, Dr. Welch had that dream and felt confident that the efforts to establish TNU in the Level V status would create such an impact. His heart of purple and white and his vision for success of the School of Education never flags.

What do I see in the future for the School of Education and TNU EdD program? I see constant need for assessment, reassessment, adjustment; continuous total quality improvement paradigms within all education curricula that meet the ever-shifting changes in educational demand, student interests, and professional directions. TNU will have to keep their fingers constantly in the wind of higher education to detect and adjust to the needs as well as the direction of curricula and adult learning. However, it will be imperative to keep many things just as they are: the Christian-based learning dynamic, the bonding of the student, institution, and School of Education into the Trevecca Family, encompassing all with welcome, support, respect for the student and student's time. The Program will also need to focus on helping students see how they might make a difference in the world when they leave their Trevecca Nazarene University home and meet the challenges of the world armed with their gift of education.

(Brad Windley, EdD, Trevecca Nazarene University, 2002; Nashville, Tennessee; Doctor of Veterinarian Medicine, Owner of Animal Medical Clinic, Tullahoma, Tennessee)

Cohort Three

Dr. Brenda Benford (2003)

I do want to take the time to let you and the Trevecca staff know what a WONDERFUL experience attending Trevecca was for me. I was very fortunate to receive my Master's and ED. D degrees from Trevecca and to be in the THIRD Doctoral Cohort. Dr. Alice Patterson was there through both of my experiences—THANKS, Dr. Patterson, for everything and for your encouragement. I appreciate learning in a CHRISTIAN and professional environment. I have recommended your program to anyone who is interested in receiving a QUALITY education. In all my years in attendance at Trevecca I NEVER had one professor or mentor who was not HIGHLY EFFECTIVE. The memories from my days attending ISLE will last a lifetime. The program was unique yet rigorous. Thanks Dr. Welch for your vision and passion for learning and for encouraging others to do their best while still making it fun (which is a miracle). God bless you in all that you continue to do.

(**Brenda Benford**, EdD, Trevecca Nazarene University, 2003; Nashville, Tennessee; Director of Pre-Kindergarten Programs, Hamilton County Schools, Chattanooga, Tennessee)

Dr. Pamela Merickle (2003)

My experience, with Trevecca, fulfilled a lifelong dream to become an educator and provides new and exciting opportunities in higher education. The program is taught by world class instructors who model high standards, lifelong learning, and Christ's love and compassion. The Ed.D experience has enabled me to accomplish more than I could have ever dreamed of. Life has led me to work with other universities; however, my heart is always with Trevecca.

On a personal note, about half way through the program, my mother became ill and was dying. I spoke to my adviser Dr. Alice Patterson and expressed concern. I didn't want to drop out of the Program, but my stress was overwhelming me with this plus a full-time job while completing my studies. That day, Dr. Patterson encouraged me. She told me she would not let me fall. Her words were just what I needed to hear because she lifted my spirits and gave me hope to persevere.

On the day of my graduation, Dr. Melvin Welch provided a special location for my mom, who was in a wheelchair, to view me walk across the stage. Dr. Welch was not asked to do this and how he learned of my situation is a testimony to how much compassion he has in his heart for people. Dr. Welch's kindness brought me to tears and reminded me of Christ's love. Mom passed away one month later and the faculty came to her service..... I am forever grateful. Trevecca is an authentic place where one encounters Jesus' love.

(**Pamela Merickle**, EdD, Trevecca Nazarene University, 2003; Nashville, Tennessee; HR Special Projects and Organizational Development, Lipscomb University, Nashville, Tennessee)

Cohort Four

Dr. Eddie Krenson

As I think back on my Ed.D. journey, at Trevecca there are several significant impressions that emerge. The first impression, which has been reinforced over time, is how life changing the experience was and continues to be for me both personally and professionally. I am continually amazed that now, fully ten years after graduation, there is not a month that goes by that I do not draw upon what I learned as an Ed.D student at Trevecca. In my current work I conduct dozens of school improvement workshops all over the country for schools and school systems and each and every one of them, without exception, contains knowledge and information I garnered on my Trevecca Journey. The primary reason for the continued application of knowledge in my professional life is directly linked to the genius of the programs design, which turned out to be the incredible relevance both the program curriculum and the focus of the dissertation subject was to me personally and professionally.

In my three year journey, I was able to select a subject for my dissertation that would have a direct and lasting impact on the school where I was Head of School. The design of the Trevecca Ed.D. program enabled us to engage in research that would make a difference. In my case, the school served as the research site for my dissertation and I am convinced that enabling our workplace initiative to be guided and undergirded by research dramatically impacted the transformational potential of what we were seeking to do. In addition to the program relevance I was also struck by the fact that the program design allowed me to continue to meet the demands of running a school and at the same time to participate in the program as a full-time Ed.D. student.

In addition to the monthly classes on campus, another life changing aspect of the program was the summer leadership components that were the focus of the three summers we spent in residence on the campus of the university for three weeks. Each summer in residence, we explored a different aspect of leadership that included not only leadership theory but challenged us to examine our own leadership styles. To this day, I continue to share much of what I learned in these summer experiences.

The final impression which emerged as one of the most compelling aspects of the program was how the power of human relationship was interwoven into the program design. By providing a cohort structure for students to learn, we were able to make the journey as a community of learners and to support each other as a family. This sense of belonging was reinforced by a caring faculty that challenged us to do our best while caring about us as individuals. The blend of academic rigor within a supportive and faith-filled environment caused us to grow not only academically but also spiritually. I continue to see my Ed.D. journey as one of the most significant chapters in my life and is one for which I will remain forever grateful.

(Eddie Krenson, EdD, Trevecca Nazarene University, 2004; Nashville, Tennessee; Vice-President, Nonpublic School Services, AdvancED, Atlanta, Georgia)

Dr. Theresa Williams (2004)

The Trevecca Ed.D. Program led me on a remarkable journey. Being able to complete the coursework and write a dissertation in three years was part of the attraction to the program. The instructors were amazing. They were organized, personal, and well prepared for each class. I enjoyed the teachers sharing their educational experiences with us.

I especially appreciated the way that Dr. Melvin Welch and Dr. Alice Patterson would check in with us each Saturday at the end of the day. This showed how much they were invested in our success, and this boosted me to persevere. Dr. Ruth Cox was also very inspirational. She is an educator to the core of her being.

The cohort group was my favorite experience. We were twenty-five people who loved to discuss professional as well as personal experiences and also enjoyed laughing together. We became like a family to one another. I quickly grew to have tremendous respect for gifts and talents of each member of our cohort. I have continued to stay in contact with many of my classmates.

This experience opened so many doors for me professionally. I have been invited to be on local, state, and national committees. I have been able to make contacts which have greatly supported the education of our students.

I consider graduating from a reputable university and obtaining a doctorate degree as a responsibility to move forward and share this knowledge. Trevecca has taught me to continue to grow and influence others through the love of God.

I am truly grateful to have had this opportunity. The Trevecca Ed.D. Program has made a significant impact on my life.

(**Therese S. Williams**, EdD, Trevecca Nazarene University, 2004; Nashville, Tennessee; Superintendent of Catholic Schools, Diocese of Nashville, Tennessee)

C o h o r t F i v e

Dr. Richard Brown

I have been promoted to Executive Vice Chancellor for Finance, Operations and Information Technology at UTC. Thanks to my wonderful educational experience at Trevecca, so many doors continue to open for my professional consideration. I am enjoying my current work...therefore, I am in NO hurry to move at this time. In the spring, I will open a new \$50 million Library - Teaching and Learning Center on the campus. This brings my collective built environment development and Master Plan goal attainments for the university in excess of \$400 million in state-of-the-art academic, research, student housing, and student support facilities. As with many great accomplishments, one never does it alone. I had to develop strong teams and equally strong leaders to collaborate and get the

job done. This was the essence of my experience and learning during my matriculation of the doctoral program at Trevecca.

The cohort model created enormous opportunities for the development of team-based learning and enhancement of one's leadership skill-sets. The academic rigor of the program was exceptional and I improved my communication and writing skills, along with the ability to provide expeditious research and literature reviews for any compelling issue or problem. The curriculum design enabled me to participate fully in a prestigious graduate-level Program, while continuing to work at the executive level in my field. The diversity of cohort participants enabled me to glean an abundance of knowledge of the P-16 educational paradigm across the State of Tennessee and at the national level. The doctoral degree from Trevecca is one held in high regard and respect within the academic community. I should know, given I have served the higher learning industry for over 30 years. I was recently selected and graduated from the prestigious Harvard University's Business School's Advanced Management Program; a residency based learning opportunity on the Harvard campus. I studied with national and international CEO's and leading financial experts from around the world. My educational preparation by Trevecca enabled me to excel and fully contribute to this learning experience, and I often found myself revealing to other participants that I gained such broad insights and critical thinking abilities during my educational experience at Trevecca Nazarene University. From a global perspective, I would respectfully suggest that Trevecca engage and embrace recruitment strategies to allow international students the opportunity to participate in graduate-level studies. Many of the professionals I met were often seeking new learning opportunities within the United States. We are still regarded as one of the best educational systems in the world.

Finally, I cannot express my gratitude and highest praise to Dr. Melvin Welch for his encouragement and pioneering insights to create the doctoral learning model used by Trevecca. Many universities, including my own, have used this design as a "best practice" model for its instructional rigor, curriculum design, and metric-based deliverables and outcomes. I often think about returning to Trevecca in a teaching role, just to give back to others what so many outstanding faculty, leaders and cohort participants have given so freely to me. We often find ourselves standing on the shoulders of others who have laid a firm foundation prior to our arrival. The College of Education within Trevecca University has truly built that substantial and strong foundation. I thank Trevecca and the work of its current administration for their longitudinal contributions and outstanding support extended to the field of education.

(**Richard Brown**, EdD, Trevecca Nazarene University, 2005; Nashville, Tennessee; Executive Vice-Chancellor of Finance, University of Tennessee at Chattanooga; Chattanooga, Tennessee)

Dr. Donna Gray (2005)

When I was invited to share my reflections about Trevecca's Ed.D. Program, I found it hard to summarize all of the impressions I had of my journey through the program. One thought, however, kept recurring: I am very thankful for Dr. Melvin Welch's vision for the Ed.D. Program that Trevecca offers and his welcoming presence. The program provided closure for me for a degree that I had started years before at a previous institution; it gave me a new confidence in my academic abilities and understanding of my parent's faithful encouragement. As a faculty member myself at Trevecca, I was privileged to see some of my colleagues from a different perspective: as my professors. Through its excellent faculty, the program has made a lasting impression on me.

The excellence of the faculty was an element that made a significant impact on me. I was able to watch (and participate with) such professors as Dr. Esther Swink, Dr. Ruth Cox, Dr. Ruth Reynard, Dr. George Kersey, Dr. Don Kintner, and Dr. Gary Streit (to name only a few) in action, and I have taken many of their ideas into the classroom with me. With Dr. Alice Patterson there to clarify the dissertation sections, we learned to "eat the elephant one bite at a time." I learned so much about academic writing, APA formatting, and concise wording from my dissertation adviser, Dr. Mindy Burch. I learned to embrace her feedback, and I have been able to use what I learned from her as I, in turn, advise Ed.D. students. Dr. Michael Brooks gave wonderful guidance as my reader. I am a better teacher and adviser for having been in all of their classes and under their guidance.

The skills I learned during my years in Trevecca's Ed.D. Program helped me to develop professionally both as a professor and as an administrator. I gained confidence and experience and learned about multitasking. I thank the Lord for the vision He gave to Dr. Welch, and I thank you, Dr. Welch, for following through with that vision and passing it on to others.

(**Donna Gray**, EdD, Trevecca Nazarene University, Associate Director of Academic Services)

Dr. Marc Haas (2005)

I feel honored to be asked to give my impressions and recollections of my doctoral journey at Trevecca Nazarene University. This program has had a remarkable impact on me personally and how I am perceived as a leader and educator.

From the very beginning, I knew this program was different. The School of Education offers this degree. It would have been easy to take a myopic approach and recruit only those in the educational field. I am a non-educator. I have spent my whole working career in business and manufacturing. The majority of my Cohort members were in educational leadership or instruction. But Dr. Melvin Welch and Dr. Millard Reed understood the importance of diversity and how a cross-sectional approach to teams would improve the "richness of discussion" and bring fresh opinions and points of view into the

classroom. I was pleasantly surprised to see multiple business and educational disciplines represented in our cohort. My classmates and I learned a great deal about each other's way of looking at issues that would not have been possible without this blending of experiences and perspectives.

Being a business professional, I appreciate a well-run organization. My first impressions of the Program were the "mechanics of the classroom." We completed all required registrations and commercial issues in the classroom. In addition, the books and other required material were presented at that time. All program expectations were clearly communicated—emphasizing the time and commitment that would be required to complete the program. These may seem like small things, but to a busy working adult they were time and stress savers. This showed a clear identification of the "Customer/Supplier Relationship" that is so critical in business. The once a month format was ideal for working adults, and the off campus workload was challenging but remained manageable.

All successful organizations are learning organizations. I remember hearing on several occasions that the program was changing and modifying its instructional design based on feedback received from previous cohorts or from its current students. I personally knew members of the preceding cohort and they would tell me that changes and enhancements to the program were based on their input. That created and ownership and connection from one cohort to the next. I believe that is why the program has been so successful over the years. The Ed.D. Program was built on a foundation of continuous improvement. The cohort before mine paved the way for me, and we mentored those who came after us.

I recall how representatives of Cohort 4 came to our classroom during the first few sessions and talked to us about what the future held and the academic rigors required to be successful in the program. It was like an older sibling looking out for a younger brother or sister. I was lucky enough to be able to "pay it forward" to the next cohort. I still remember how comforted they looked when I reassured them they were not alone and others have shared their same anxieties and fears and were successful. The advice was simple: listen to the instructors and stay on track. The lockstep program design and milestones were the key to success. It is a tremendous commitment of time, but I am still amazed how much I was able to accomplish in three short years.

Three short years—it seemed like an eternity when we first started. I am surprised how fast the time went by. The friendships and camaraderie within the cohort were incredible. These people became more like family than classmates. We shared the highest joys and the deepest sorrows. The team structure of the class design takes advantage of the collective knowledge of the group. While I learned the intended instruction, I feel what I was "taught" by my fellow cohort members was equally important. Their perspectives and experiences helped augment the learning. It made it more "sticky" and I will likely never forget it.

From a personal perspective, the program opened doors and presented opportunities that I might never have explored. The cutting edge curriculum reinforced critical thinking skills that have served me well. I have since taught at the higher educational level, lectured at prestigious universities

and most importantly, mentored younger colleagues and aspiring leaders. While the degree does not make you wise and a subject matter expert overnight, it does add a certain amount of credibility. It says this person was subjected to the rigors of a well-designed, principled-centered and relevant program in leadership. That knowledge is always with me and helps me everyday tackle whatever life throws at me.

In conclusion, being an affirmed Servant Leader, I will remember the relationships that developed during the program the most. My Cohort members and the Trevecca Staff will always be special to me. The program affirms how a team can accomplish incredible results by leveraging the skills and expertise of every member of the team. Above all, the doctoral program at Trevecca Nazarene University taught me “one plus one really does equal three.”

(**Marc Haas**, EdD, Trevecca Nazarene University, 2005; Nashville, Tennessee; Superintendent–Body Shop Operations, General Motors Corporation, Spring Hill Assembly, Marion, Indiana)

Dr. Lena Hegi Welch (2005)

I joined Trevecca’s faculty in 1988 as ABD (all but dissertation) from the University of Massachusetts at Amherst. Several advisor changes and 13 years later, I was still without a doctoral degree. I was disappointed in myself and even considered giving up teaching college because I didn’t have a “terminal degree.”

Mary Lou Kintner, the wife of Dr. Don Kintner (who later served as my dissertation adviser), was the first person who said, “You know, Lena, you should look into Trevecca’s Ed.D. program.” For me, the Trevecca program was a God-given means of personal and professional redemption. The people I met and the work I did for the doctorate in education restored my love of learning, renewed my passion for teaching, broadened my understanding of higher education administration, and introduced me to some of the dearest friends I’ll ever have. I am blessed to have been taught by some of the best teachers anywhere: Dr. Gary Streit, Dr. Esther Swink, Dr. Greg Patterson, Dr. Jea Agee, Dr. Mindy Burch, and, of course, the world’s best dissertation reader, Dr. Porter King.

I will never regret the time I spent at UMass learning the discipline of communication studies, but it wasn’t until I finished the Ed.D. at Trevecca that I found the sense of professional accomplishment I had been missing for so long. Thank you, Dr. Melvin Welch, for your vision of an Ed.D. program at Trevecca; it changed my life.

(**Lena Hegi Welch**, EdD, Trevecca Nazarene University, 2005; Nashville, Tennessee; Dean of the School of Arts and Sciences, Professor of Communications, Trevecca Nazarene University, Nashville, Tennessee)

The impact and the influence these graduates had and continue to have will forever make an indelible imprint on the story of the Ed.D.

Memories...



Barry Potts and President Reed in a serious moment



Welch backyard – small group study??



Casual time and relaxation at Welches



What a perfect setting for an ALMOST perfect group!



Is Rory serving or eating...good at both?



No one could out do the Tants...first cohort couple.



Stand up straight and proper, please!



Graduation banquet recognition



First Class Dining...May I seat you, please?



Now, this is prime rib...just ask Tom!



President Reed and Dean Welch enjoying the moment with doctoral students.



What is this all about?



Cohort members surprise the Welch Family on a Saturday at 7:30 a.m. with temperature below freezing as Randy Shannon offers a heart rendering prayer for Todd's cancer recovery...a moment never to forget!



What might Dean Welch possibly be saying?



Dr. Swink keeps a sharp eye on session.



So this is why we are at Trevecca?



Cohort 2 introduces a new step in style for Trevecca



Trevecca's newest travel choir...ready to sing!



Hats off to the Welches



Handing out fake diplomas or is it quartet time?



Cohorts 1, 2 and 3

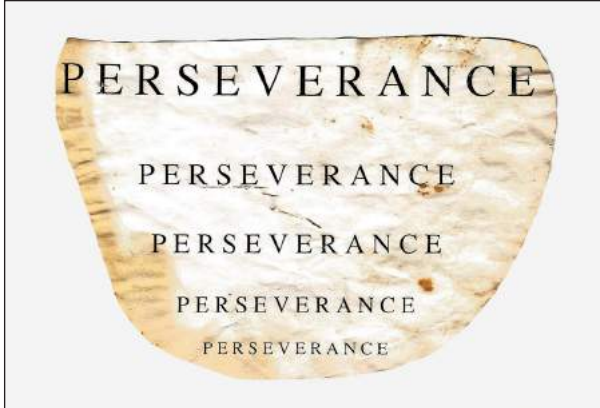


Looking for the hot air balloon and who will go up next?

Viewpoints



Impressive...delightful...and for real!



Where is the dean's shovel...just ask?



Rehearsal for big event



Prestigious looking Cohort 1 at entrance



Academic regalia, front row, ready to be hooded



How did we pull this off...sneaking in the Waggoner Library for a scholarly moment and time?



Nancy Dunlap greets new alumni.

CHAPTER 8

Dr. Esther Swink, Director Master of Library and Information Science (1998–2003)

As I look back...

Before I began the MLIS Program at Trevecca, I was a certified librarian. I felt that I was an innovative educator who was willing to try new things with my teachers and students. When I did not know about technology I would ask for help and research how to use technology with students. I had always had a desire to get my Masters in Library Science, so when Trevecca offered this degree, I was one of the first to apply. The Library Science Master's program from Trevecca changed my professional life. I became a stronger librarian, a teacher who encouraged the use of technology, and a lifelong learner. When I completed the program, I continued on and achieved my +30. I now teach as an adjunct professor for Trevecca in the MLIS Program.

(Sharon Thompson; MLIS, 2001; Antioch High School, Librarian)

“Libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore and achieve, and contribute to improving our quality of life. Libraries change lives for the better.” – Sidney Sheldon

“Google can bring you back 100,000 answers. A librarian can bring you back the right one.” – Neil Gaiman

Establishing the MLIS degree at Trevecca was an interesting and rewarding professional and personal experience. Dean Welch, Vice-President Pusey, and President Reed gave full encouragement and support. During the interview process when I was considering whether or not to accept the University's invitation, I spoke at length with President Reed. I asked if I could be assured that there would be support for a quality program. Without hesitation, he assured me of the University's and his personal support. At all times in those beginning years, I felt fully supported by the President, Vice President for Academic Affairs, and Dean of Education with both financial resources and personal encouragement as we worked to develop and implement the program. Faculty members who agreed to teach were enthusiastic and deeply committed to creating a high quality program. Students were excited and worked hard to become the best library



Dr. Esther Swink

media professionals that they could be. We had strong support from the Nashville library community including the state librarian and archivist, Dr. Edward Gleaves; the director of the Nashville Public Library System, Mrs. Donna Nicely; library directors from area colleges and universities, and administrators in local school districts. These busy professionals gave of their time to serve on an advisory committee to help us create and maintain a high quality program. Everyone involved in the early years of the Library and Information Science master's degree at Trevecca demonstrated commitment to the mission of preparing "library information specialists for life-long learning and effective leadership and service." Trevecca's library science graduates

continue to demonstrate that "libraries and librarians change lives for the better".

Throughout the development and implementation of the MLIS program, Dean Melvin Welch served as cheerleader and strong supporter. He provided resources, ideas and suggestions for improvements, and guidance in preparing reports for the state and substantive change documents for the Southern Association (SACS). In fall 2002 following the accreditation visits by the State and SACS, Dean Welch announced that he would immediately begin a sabbatical leave culminating in his retirement as of June 30, 2003.

(Esther Swink, Trevecca Nazarene University, BS 1969; George Peabody College for Teachers, MLIS, 1976; EdD, 1987; Vanderbilt University; Director of MLIS, Dean of the School of Education)

Begun during the education workshop program at Trevecca, the library science courses consisted of 19 credit hours required by the State Department of Education in Tennessee for certification/endorsement as a school librarian. By completing this coursework, teachers who chose to become school librarians achieved an additional area of licensure from the state's Department of Certification and Licensure. Administratively, the library endorsement program at Trevecca resided within the structure of the Department of Education. Mrs. Thrasher, director of the Trevecca Library, served as administrator of the program. The number of teachers entering this program through the years was significant.

In 1998, Dr. Melvin Welch, chair of Trevecca's Education Department, named a planning committee to move the library science endorsement program to a full master's degree in library science. The committee was comprised of Dr. Esther Swink who directed school libraries for the Metropolitan Nashville Public Schools; Mrs. Thrasher, Director of Trevecca's Library; Mrs. Hatfield, library media specialist in Metro Schools; Mrs. Chilton, former school librarian and Trevecca Librarian in charge of the Curriculum Library; and Dr. Welch. The group reviewed respected library programs at other higher education institutions, researched trends in library education, examined new state requirements recently adopted for school libraries, and identified the up-to-date terminology and current technologies necessary for modern libraries. Given that Vanderbilt University had closed the

library science program offered by Peabody College and the program at the University of Tennessee at Knoxville emphasized public and academic librarianship, the need for a program that prepared librarians for K-12 schools as a primary focus was evident.

In 1999, Dr. Welch requested Dr. Swink to create and direct the new master's degree in library science. This decision had full support from Library Director Thrasher, who had managed the library certification program, as well as the enthusiastic endorsement of President Reed. Following the visit in September 1999 by the Southern Association of Colleges and Schools (SACS) to review the new Ed.D. Program, Dr. Swink began identifying the coursework for the Master in Library and Information Science (MLIS) degree based on state requirements and best practices, preparing curricula, writing syllabi, identifying the required hours, establishing procedures, creating a brochure, selecting faculty, and planning student recruiting processes. With assistance from Dr. Welch, Dr. Swink wrote and submitted the proposal for the degree for approval to the Tennessee State Department of Education.

Of great benefit to the MLIS Program was the newly constructed Waggoner Library, a beautiful state-of-the-art facility. Working with Library Director Ray Thrasher and Earl Swensson Architects on design and with significant funding from the Waggoner family (for whom the library was named), President Reed championed the building of the new library that opened in 2000. This facility provided rich support to the MLIS program: up-to-date technology, a quality research collection, the Quick Lecture Hall named for donors Dr. and Mrs. Gerald Quick, an Instructional Resource Center focusing on Pre-Kindergarten through high school curricular resources, and a high quality library staff of professional librarians who became faculty for the MLIS Program.

During the preparation phase, Dr. Swink identified faculty to teach the courses. She assigned Mrs. Speer, who earned the Master of Library Science degree from Peabody College and had strong background and technological expertise as Research Librarian at Trevecca, to teach Research Tools and Strategies from a broad perspective. Fortunately, Mrs. Judy Bivens, with a library science degree from U.T. Knoxville and many years of service as librarian at Gallatin High School, came to work at Trevecca in 1999 and took responsibility for the Waggoner Library Instructional Resource Center. She was a leader in library organizations, had strong technology skills, and was assigned to teach a course in technology integration, another course focusing on creating an effective library environment, and another in leadership. In August 2001, Mrs. Kinnersley, with a master's in library science from University of Illinois, moved to Trevecca to be circulation librarian having previously worked at Olivet Nazarene University. (Mrs. Kinnersley became director of Waggoner Library in 2003.) She taught the library management course. Dr. Swink joined the Waggoner Library staff as director of the Library in 2001 when Mrs. Thrasher chose to step down as director because of concerns about her husband's health. Dr. Swink served as director of the library for two years at the same time that she directed the MLIS program and taught in the doctoral program in the School of Education. This arrangement created a positive, collaborative effort among the University librarians that gave strong support to

the MLIS Program. Others who taught in the first three MLIS groups included Dr. Matthews from Trevecca's Business and Technology area; Mrs. Charlotte McAnally and Ms. Peggy Morris, librarians from the Metro Schools central office of Library, Media and Technology Services; and Mr. McGranahan, technical librarian at Trevecca.

The selected faculty began working together as a team to identify admission requirements and processes, to prioritize course content, and to assure full coordination and articulation between/among courses. The team also adopted a mission statement for the MLIS program:

The mission of the master's program in Library and Information Science is to prepare library information specialists for life-long learning and effective leadership and service.

When the admissions application and forms needed to begin the program were in place, faculty conducted interviews of applicants in summer 2000. Upon receiving conditional approval from the State Department of Education, the MLIS Program began with 24 students in the fall 2000 session and continued operating with conditional approval through fall 2002. During their visit in fall 2002, the State committee recommended full approval for the program. The State Board of Education confirmed this recommendation in spring 2003. Also, in October 2002, the accreditation committee for the Southern Association of Colleges and Schools (SACS) recommended full approval. This action became effective by vote of the SACS board in spring 2003. These program approvals were significant in placing Trevecca in the forefront as a leading institution in the state of Tennessee with a primary focus on preparing librarians to serve in Pre-Kindergarten through 12 schools.

These program approvals were important also in validating that the criteria and program design had qualified under the new, more rigorous requirements of the State Department of Education. With full approval of both the State and the Southern Association, Dr. Swink and the MLIS faculty were able to move Trevecca forward as a leading institution for teachers and educators choosing the Master in Library and Information Science (MLIS) degree.

The MLIS degree consisted of 33 semester hours including ten courses and professional practice that would be completed in four semesters over a 15-month period. The courses, credit hours, and names and qualifications of faculty who taught the courses for the first MLIS peer group are noted in the following chart.

Course Title	Credit Hours	Teaching Faculty/Qualifications
MLI 5000 Professional & Ethical Issues	3	Dr. Esther Swink, EdD, MLS Former Elementary, Middle & HS Librarian; Library/Technology Director Metro Schools Education Professor & Director MLIS Program
MLI 5010 Information Technologies I	3	Dr. Alan Matthews, PhD Professor Business Technology
MLI 5020 Information Technologies II	3	Mrs. Judy Bivens, MLS Former High School Librarian University Instructional Resources
MLI 5030 Knowledge Environment	3	Mrs. Judy Bivens, MLS
MLI 5040 Fiction/Non-Fiction Resources	3	Ms. Peg Morris, MLS Former Elementary Librarian, Library Consultant Metro Schools/Retired
MLI 5050 Research Tools & Strategies	3	Mrs. Prilla Speer, MLS University Research Librarian
MLI 5060 Knowledge Management	3	Mrs. Ruth Kinnersley, MLS University Circulation Librarian
MLI 5070 Knowledge Leadership	3	Mrs. Judy Bivens, MLS
MLI 5080 Collection Development & Organization	3	Mrs. Charlotte McAnally, MLS Former Elementary Librarian, Central Office Technology Librarian Metro Schools
MLI 5090 Professional Practice	6 (200 clock hours over the 4 semesters)	Dr. Esther Swink, EdD, MLS
MLI 5100 Exit Seminar	0 Required Exit Assessment	All MLIS Faculty

Original Group Selected to Teach in the MLIS Program: Alan Matthews, Charlotte McAnally, Prilla Speer, Esther Swink, Peg Morris, Judy Bivens, Angela Garner (unable to teach)

During the fall and spring semesters, courses were scheduled on Friday evenings and Saturdays. Summer semester courses were on Thursday and Friday evenings and on Saturday during the day. Evening classes met from 6:00–9:00 p.m., and Saturday classes met from 8:00 a.m.–3:00 p.m. The MLIS Program was organized as a standardized, peer-group program. This meant that all students in a group took the courses together. No transfer credit was permitted. All students were assigned to Dr. Swink, MLIS director, for program advising and for oversight of the six hours of required professional practice.

For individuals holding a Tennessee teaching certificate, the MLIS Program provided the coursework and degree required for licensure as a Pre-Kindergarten – 12 school library information specialist. In addition, individuals seeking licensure as school library information specialists were required to pass the National Teacher Exam Specialty Test for Library Media Specialist. This test was taken near the end of completion of program requirements.

Individuals who did not hold a teaching certificate and who were seeking initial licensure as a school library information specialist only (not as a classroom teacher) completed additional requirements in addition to the 33 hours required in the Master of Library and Information Science Program to meet state standards. Additional work required consisted of 23 hours of professional education core courses at the post-baccalaureate level with a minimum of 9 hours of professional core being completed prior to beginning the MLIS courses. The capstone experience provided for these students to experience enhanced student teaching in two library settings full-time for fifteen weeks. Because the degree provided for licensure in grades Pre-Kindergarten through 12, the enhanced student teaching required the students to practice in two of the following grade levels: elementary, middle, or high school.

All students participated in a required Exit Assessment Seminar as the culminating evaluation of each student's work in the MLIS Program. The seminar consisted of three modules in which students were examined: Professional Knowledge, Technology, and Customer Service. The cohort was divided into three rotations; each group met with two to three faculty members to address the three modules. For the module in Professional Knowledge, the students presented a PowerPoint responding to questions based on state standards for library media specialists that had been given to them in advance. In the Technology module, students responded to questions regarding the use of technology for student learning. For the Customer Service module, they brought a prepared statement regarding good customer service in libraries and participated in a group discussion with the faculty leading the module. In each module, the faculty used rubrics to assess the students' work. It was gratifying that each of the Peer Group 1 students completed the exit assessment satisfactorily, making the required score or higher for passing each module.

The goal of the MLIS Program was for all students who entered to complete the full master's degree. However, a few students in each group who were certified teachers and already had

another master's degree opted to take only the courses required by the state to add the library endorsement.

The MLIS Program content was built on national standards as reported in Information Power: Standards for School Library Media Programs and on the recently revised program requirements for library science programs by the Tennessee State Board of Education. (Dr. Swink had served as a member of the committee that created the new recommendations.) The faculty selected textbooks, materials, and software for all courses from highly regarded and recent works in the fields of librarianship, technology, and education. Vice President for Academic Affairs, Dr. Pusey allocated a generous budget to Waggoner Library each year to build and keep current the library science collection.

The first peer group began classes in August 2000 and consisted of 24 students, four of whom sought certification only and 20 who sought the full master's degree. The following individuals comprised the inaugural Peer Group 1:

Lana Gail Bogie	Jan Underwood Brown	Melissa Dawn Brown
Monika Brown	Delores Eva Browning	Ramona Kathleen Bruey
Melissa Kay Cross	Sandra Kay Farris	Ann Wonderley Faulkner
Lydia Abbi Greene	Kimberly Jo Hale	Nancy Hindalong
Debra Kay Horsley	Suzanne Lovett	Judith Lee McCready
Sonia Genevieve Murray	Reeta Karen Parks	Pamela Gail Simpson
Yolanda Yvette Statom	Linda Sue Stephens	Linda Sue Thoel
Sharon Ruth Thompson	Nancy Trice	Heather White



Peer Group 1 students with MLIS Faculty and President Reed and Vice-President Pusey

Early in the preparation for the MLIS Program, Dr. Swink recruited a group of library professionals in the Nashville community to serve as advisors to the master's program. A luncheon was held on November 9, 1999, to welcome the individuals who agreed to serve. President Reed, Vice President Pusey, and Dean Welch all were present and made brief remarks. The photo below shows the Trevecca administrators and Advisory Committee members who were present at the inaugural luncheon.



L to R: TNU Library Director Ray Thrasher, Frank Grisham, MLIS Director Esther Swink, Vice-President Stephen Pusey, Donna Nicely, President Millard Reed, Charlotte McAnally, Dr. Ed Gleaves, Susan Whitworth, Dean Melvin Welch, Michael Rothacker

On August 25, 2000, a convocation to welcome the first peer group was held in the President's Dining Room. Dr. Swink convened the group and made introductions. Dean of Education, Dr. Welch, Vice President of Academic Affairs, Dr. Pusey, and Library Director, Mrs. Thrasher expressed greetings and provided information about the University. President Reed addressed the students about the vision of the University. Similar convocations were held for succeeding groups.



Esther Swink, Suzanne Lovett (Peer Group 1), Judy Bivens, Elizabeth Bearden (Peer Group 2) at Convocation for Peer Group 2.

Advisory Representatives

Roles/Qualifications

Dr. Edwin Gleaves	State Librarian and Archivist; Former Dean, Peabody College Library School
Dr. Frank Grisham	Director, Vanderbilt/Joint University Library; Former Vice-Chair Metro School Board
Mrs. Charlotte McAnally	Metro Schools Library Technology Coordinator
Mrs. Donna Nicely	Director, Metropolitan Nashville Public Libraries
Dr. Michael Rothacker	Director, Volunteer State Community College Library; Professor Peabody Library School
Mrs. Susan Whitworth	Library Coordinator, Metro Schools

One example of the strong support from the library community for the program was the action of Mrs. Donna Nicely, director of libraries for Metropolitan Nashville government. Because of the need for children’s librarians in the public library system and because of her strong support for Trevecca’s MLIS Program, Mrs. Nicely created a position description, waiving the requirement that librarians come only from programs accredited by the American Library Association, to allow students who graduated from the program to qualify for employment.

Peer Group 1 completed the four-semester program in December 2001. Peer Group 2 began the program in April 2001.



Members of Peer Group 2 and MLIS faculty with President Millard Reed and Vice-President Steve Pusey.

The chart below provides the enrollment figures for each group from 2000-2003.

Peer Group #	Year Started	Enrollment	Completion Date
1	August 2000	24	December 2001
2	April 2001	20	August 2002
3	April 2002	17	August 2003

At the end of the exit assessment, Peer Group 1 completed an evaluation of the MLIS Program. In narrative form, they listed perceived strengths of the program, identified the current or anticipated impact of the program on their careers, indicated if they were currently working as a library media specialist, and provided additional comments. In addition, they gave numerical ratings to 13 aspects of the program. The following chart shows the numerical results of the Program Evaluation.

Scoring key: 5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly Disagree

Items	Average Score
• The interview during the admissions process was thorough.	4.53
• The writing sample required during the admission process was challenging.	4.33
• The structure and format (block schedule, weekends) of the program met my needs.	4.67
• The time period of 15 months for completing the MLIS Program was adequate.	3.47
• The program's curricula was quite rigorous	4.67
• The facilities and resources (e.g., library classrooms, technology, instructional materials) were adequate.	4.00
• The use of a variety of methodologies and technologies (e.g., SmartBoard, PowerPoint, computer searches, WebQuests) enhanced my learning.	4.67
• The Professional Practice was a meaningful learning experience.	4.20
• The program effectively prepared me to be successful in the library and information science profession.	4.67
• The Exit Assessment was a challenging experience.	4.53
• The overall expectations of the MLIS Program were achieved.	4.60
• I would recommend Trevecca's MLIS Program to others.	4.80
• Average for the entire program	4.41

The graduates of the MLIS Program continue to be sought after by school districts in Tennessee. They have become employed as library media professionals, including directors of libraries, in Tennessee and in other states.

The following Peer Group 1 graduates submitted responses to a question about the impact the MLIS Program had on their personal lives and professional careers.

As I look back...

My experience was very positive overall. Personally, I enjoyed and felt camaraderie with the ladies in the group. Most of us were teaching full time as well as being in graduate school. The professors were approachable and welcomed feedback from us since we were the first group. I felt very challenged with the curriculum that, in turn, helped me to be very prepared for the Praxis Test. Most importantly, the program prepared me to become a happy, successful school librarian who had no prior experience as a librarian before entering the MLIS Program at Trevecca.

(Lana Bogie; MLIS, 2001; Granbery Elementary Librarian, retired)

I had a wonderful experience in the MLIS Program at Trevecca that impacted me both personally and professionally. I made lasting friendships with several members of the cohort group, and we still get together to enjoy our friendships and to share ideas. The professors taught us how to collaborate and be leaders in the school which has benefited me greatly at my school. Thank you, Trevecca!

(Jan Brown; MLIS, 2001; Chadwell Elementary Librarian)

“What office is there which involves more responsibility, which requires more qualifications, and which ought, therefore, to be more honourable, than that of teaching?”

–Harriet Martineau

CHAPTER 9

The Ed.D. Research Endowment



Dr. and Mrs. Melvin Welch

As I look back...

In January 2003, Dr. Rory Smith, Dr. Windley, and I began a series of luncheon meetings in Nashville, Murfreesboro, Tullahoma, as well as Dr. Smith's home to discuss how to approach the idea of a research endowment. Trevecca already had in place a faculty research committee, so it seemed appropriate to expand the option of how the endowment would fit. There was always a pre-determined meeting agenda; however, it was in the February 3, 2003, meeting that both Dr. Rory Smith and Dr. Windley indicated they thought the new endowment should carry and Joyce's and my names. To be more specific, they recommended the endowment be called The Dr. and Mrs. Melvin Welch Ed.D. Education Research Endowment. There was just one problem—it was my idea for the endowment. What impact would it have if I personally raised the money? I knew it could be an awkward position to be in by taking the lead and seeking funds for my own purpose. Now, you read the rest of the story.

Dr. Reed and Dr. Pusey met with Dr. Rory Smith, Dr. Windley, and me to share their many conversations of thoughts and ideas and to seek their guidance on the role the University might play. It was important to move quickly as Rory Smith, Brad, and I had suggested the kick-off dinner would be July 19 at the end of ISLE with all the doctoral students, their families, special guests and friends of the University, more specifically, friends of the Welches.

The conceptualization of the endowment was well received and almost the first question asked by Dr. Reed was, "What will be the initial goal for July 19?" Without hesitation, I shared that \$50,000.00 for the event and hopefully with pledges of \$75,000.00 was our goal. President Reed's reaction was that this was a lofty goal and one of which Harold McCue, vice president for University Advancement, should be involved. Harold was most familiar with not only fund raising but also the proper way to set up an endowment. Several meetings were held including Mr. McCue to inform Dr. Rory Smith, Dr. Windley, and me as to proper protocol. Interestingly, Mr. McCue added receiving \$50,000 with only four months to raise the money would more than likely not happen, indicating he did not want us to be disappointed. So, the challenge was taken on by the three of us agreeing to push forward and work toward the goal. The excitement was already building with Cohorts 1, 2 and 3 as it had been announced there was going to be a big event on July 19 for this purpose. Dr. Rory Smith and Dr. Windley agreed to speak individually to cohort members indicating the goal was set and encourage everyone to participate at a level of comfort for each.

As a part of my vision for seeking and achieving Level V, Mrs. Welch and I gave the first \$10,000.00. Quietly this was kept, but now only \$40,000 was needed even though the timeline was rapidly approaching. In early April, Dr. Reed, Mr. McCue, and Dr. Ken Southerland, a member of Mr. McCue's staff, met with me to find out how much money had been raised and the status of the intended goal. Rather than being totally dishonest, I simply responded the doctoral students and friends of the University were responding, and at the present time there was no definitive report. What we did not share was the doctoral students had been asked to make a commitment, submit a check for the amount, but date the check for July 19. Probably at the time, the holding of personal checks would be considered a violation of "check holding," but it was exactly what took place, not intentionally to be dishonest but more to be secretive.

In June Mr. McCue reminded me of his comment about how difficult it would be to reach \$50,000.00 to be given that evening plus pledges. I told him that probably this was accurate, that \$50,000.00 would not happen. Fast-forwarding to the July 19 event

with a huge crowd of doctoral students, University faculty, staff, and many friends of the University attending, this event became a hallmark moment in time for Trevecca. The program went smoothly, the atmosphere was optimistic, and the expectations were high as the time approached for the announcement of the amount of funds collected for the research endowment. With Dr. Rory Smith and Dr. Windley at the podium with me, it was an exhilarating moment. I spoke enthusiastically into the microphone to express that Dr. Reed and Mr. McCue were right as the total amount did not reach \$50,000.00 but in cash that evening and checks, presented to the administration was \$55,250.00+ with additional pledges to reach \$76,805.00. I expressed appreciation to all the donors and in particular gratitude for the tremendous amount of assistance given by Mr. McCue and Dr. Southerland. The audience decidedly stood with an enormous applause and accolades to Dr. Rory Smith, Dr. Windley, and me, who, in return, shared this success with all of those who made the first fund raiser for the Dr. and Mrs. Melvin Welch Ed.D. Research Endowment a success.

As the event of July 19 came to closure, I had a few months earlier decided to retire. In closing, I expressed in this way the emotional feelings of the evening:

“From the very beginning of the Ed.D. Program, Joyce and I knew there was something special we wanted to be involved in to give back in some small way a token of love and appreciation to Trevecca for allowing us to have this most wonderful journey. It is our intent and hope to continue supporting this endowment, and to stay in touch with all of you. Your naming as recommended by Dr. Rory Smith and Dr. Windley the endowment after us, and the University recognizing our efforts with the beautiful, impressive endowment wall (bronze/brass tree) in the Mackey Building, main level touched us so deeply. Seeing the tree with engraved leafs with your names, as donors will always hold a very special place in our hearts and memories. May God bless you!”

The endowment is what it is today because over 300 of you (at the printing of this book) have contributed. You have, as donors, made faculty research possible with over \$375,000.00 and kept the endowment alive.

(Melvin Welch, Dean, School of Education, Emertius)

SUSTAINING LEVEL V

As one reads the remainder of this chapter, the many planning sessions and documents prepared and needed to implement successfully the research endowment are shown. For a Level V institution, faculty competence in scholarly research must be evident. In support of the program, Trevecca already had in place research opportunities for faculty. This action alone, totally supported by Dr. Reed and Dr. Pusey, signaled strong support from the administration. The present research funds included faculty applying for grants, publishing, collaborating among the various disciplines, and making presentations. This made for a good beginning to encourage the administration to provide funds for research. At some point, the research monies for deepening the level of research and strengthening the incentives to participate would require the University to expand research funding. One of the foremost ways was to initiate a research foundation that would include allowing graduates, faculty, friends, and corporate donors to contribute to the University for research.

The establishment of the Dr. & Mrs. Melvin Welch Research Endowment for scholarly teaching, publishing opportunities for doctoral faculty, and, possibly, collaboration with doctoral students would be a major step forward for the program. This would not necessarily be an easy task, but the engagement and connection to the proper administrative unit on campus, Trevecca's Development Office under the leadership of Mr. McCue and Dr. Southerland, provided positive input to connect and take the new endowment to a pathway to success at another level. Mr. McCue and Dr. Southerland were on top of all the issues, legal ramifications, foundation versus endowment guidelines, and Board of Trustees approval from the very beginning. The process began with the appropriate questions:

1. Do you have a clear understanding of what an endowment is? Difference between endowment and foundation?
2. What is the primary goal of the endowment?
3. What are the objectives?
4. What would the statement of purpose be?
5. Who would be involved at the University level, more particularly from this division, department, or school?
6. Who will the target population be? Why?
7. What will the endowment be called to attract the target population?
8. Will you have an endowment board?
9. How will you determine the big picture? (Individual donors, group donors, lead donors, grants and partnerships)
10. What will make this endowment distinctive?

11. How will you and when will you celebrate the small and the large successes?
12. What are your strengths for making this happen?
13. What are the areas or hurdles that you will face?
14. Will there be a donor wall or display?

With these critical and important questions, the process was now on the starting line to begin making it happen. Dr. Reed and Dr. Pusey were both strong supporters from the very beginning and welcomed the opportunity for Dr. Rory Smith, Dr. Windley, Dr. Swink, and Dr. Welch to become engaged and connected with all that would have to happen. One of the more interesting notes of starting this endowment was that a new president would be elected for Trevecca in just a few months from Dr. Welch having presented the request for the endowment. However, as expected, no university president would oppose a group raising monies for sustaining Level V. At that time, it was not known that Dr. Boone would be the president. Dr. Boone jumped on board immediately in this endeavor upon receiving the honor as the newly elected president.

This chapter contains documents from Trevecca Archives related to the establishment of the structure used for the endowment board creation, research committee, requirements for SACS and Tennessee State Department of Education, the Shared-Governance Policy and Guidelines, legal document, and other pertinent information.

The **Education Faculty Research Endowment Board** was established as a framework of support for the University as a Level V Institution of Higher Education. The Endowment Board supported the efforts of the University Research Committee. The dean of education chaired the University Research Committee with members representing all academic disciplines for graduate programs. **The primary focus of the Endowment Board included the enhancement of scholarly teaching and publishing for faculty.**

The University Research Committee met on a regularly basis providing and determining the guidelines for scholarly teaching and publishing. The selection of action research forum speakers, faculty focus groups, grant writing, opportunities for conference presenting, and guidelines for submitting proposals was a major responsibility of the committee. **The Southern Association of Colleges and Schools and the Tennessee State Department of Education recommendations which were met to sustain Level V status, included**

The University must demonstrate a high level of faculty competence in scholarship, research capabilities of faculty teaching at the doctoral level, and provide adequate resources to attract and retain qualified graduate faculty. It is further suggested that the University demonstrate that it has allocated adequate full-time faculty resources to support the graduate programs.

The Education Faculty Research Endowment Board was made up of those individual professionals who clearly demonstrated an interest to provide research insight and a willingness to give of their time,

energy, and financial support for the primary purpose of assisting the University in complying with and maintaining the standards imposed by the Southern Association of College and Schools and the Tennessee State Department of Education.

While the University demonstrated its capability as a small private university to provide quality graduate-level programs in education, business management, counseling, religion and physician assistants, and is committed to employing faculty who have the academic credentials to support the programs, it recognized that *Sustaining the Level V* status moved the institution to a different and prestigious level.

Note: The following pages are taken from the original Research Endowment materials. (see Trevecca Archives)

Shared-Governance Policy and Guidelines

Objectives

1. To provide an ongoing means for supporting scholarly teaching and publishing venues for faculty.
2. To seek teaching and research opportunities which may be shared through the University Research Committee.
3. To promote a level of harmony for the faculty scholarly teaching and goals for publishing.
4. To become a donor for the endowment either as an initial or on-going participant.

Statement of Purpose

The Education Faculty Research Endowment Board serves without direct authority or decision making on behalf of the University, but may serve to:

1. Provide for learning opportunities for faculty in research.
2. Provide for a free flow of communication between the faculty research committee and University administration.
3. Provide input as to information and ideas related to currency in the field of research and access to such information including action research forum speakers, faculty focus groups, grant writing, opportunities for conference presenting, and suggestions for joint publishing by doctoral students and advisers.
4. Serve as a possible speaker bureau for advance level classes and scholarly teaching.

The President of the University, Vice-President for Academic Affairs, Vice-President for University Advancement and the Dean of Education serve as the review committee for the University.

- The **role of the President** includes overseeing the administrative operations and guidelines as it relates to institutional mission, purpose, and structure.
- The **Vice-President for Academic Affairs** serves as the primary link to the University Research Committee to review and make decisions regarding issues of research to determine if such are within the scope of the desired outcomes of the institution. If and when the endowment reaches an appropriate level, the vice-president for Academic Affairs will serve as the chief administrator for overseeing the disbursement of funds through recommendations of the University Research Committee.
- The **Vice-President of University Advancement** will serve as the liaison for providing a formal document for the establishment of the endowment board, and give direction as to the necessary procedures needed to formalize the board. In addition, the Vice-President will serve at the discretion of the President.
- The **University Administration** has agreed in concept that the endowment funds raised for this endeavor will not be used for operational expenses but that all contributions will go to the corpus of the endowment. The raising of these funds in no way diminishes the annual contribution contributed by the University for graduate programs and faculty research and publishing.
- The **University Administration** has agreed that the Dean of Education will initially recommend the members of the Education Faculty Research Endowment Board members to the President and Vice-President for Academic Affairs. The members will include representation from the educational, business, government and medical professions.

The role of board members may include the following:

1. Making individual contacts with their respective Cohorts to better share and communicate the purpose of the board and endowment, and any other potential donor. Before outside donors are considered, board members should share such names with one of the administrative officials as listed in this document.
2. The University will pay for all telephone calls and services rendered for contacting potential participants by board members.
3. The University is under no obligation for remunerations that do not come within the purview of the board. Board members serve at the pleasure of the University.
4. The board member understands that no monies received as contributions will be used for operational funds for the endowment. Trevecca Nazarene University will provide operating expenses for the establishment of the endowment.

5. All funds (contributions) in the endowment shall be held in trust by Trevecca Nazarene University. These funds shall be invested in accordance with the general investment guidelines of the University Investment Committee. Trevecca Nazarene University shall hold the corpus in perpetuity, paying 5% of the fund balance (including earnings) annually for use and sole benefit for faculty research and publishing designated to sustain Level V status, providing the corpus maintains a minimum balance of \$50,000.00. No award is to be made that will result in the invasion of the corpus. All realized and unrealized gains that are not awarded will revert to the corpus. In addition, no monies will be distributed for the designated purposes until the first interest is gained after the first full year of the endowment of \$50,000.00 has recognized earnings.
6. The University shall provide an annual report to the donor reflecting the amount of the corpus, interest earned, and how the funds were distributed as approved in the conjunction with the Academic Vice-President, University Research Committee and Endowment Board.
7. The Faculty Education Research Endowment shall be listed in University Publications as appropriately deemed by the Vice-President for Academic Affairs.
8. Board members will be encouraged to address all issues with a potential donor in a professional manner.
9. Board members may suggest a level of donor participation using guidelines provided by the Office of University Advancement at Trevecca.
10. If or when a potential donor makes a commitment as a donor, the amount of the gift will be confidential with only those persons within the University having access needed for record keeping.
11. Board members will encourage donor to become a sustaining participant.
12. Donors who wish to become a one time giver will have the privilege to mark such designation on their donor card.
13. Board members will agree to the guidelines available for contacting donors on a regular basis or according to the wishes of the donor.
14. Donors will be made aware of IRS Tax Deductible/Contribution Policy.

Education Faculty Research Endowment Board

The members of the board are recommended by the Dean of Education in the School of Education at Trevecca Nazarene University. It is desirable that the composition of the board include educators, business, government and medical professionals. The board may consist of no more than

10 members plus 2 members at large. Terms to be determined by the University Review Committee and the Endowment board.

Interim Endowment Board Members for 2003-2004

President	Dr. Millard Reed
Vice-President for Academic Affairs	Dr. Stephen Pusey
Dean of Education*	Dr. Melvin Welch
	Dr. Esther Swink
Vice-President for University Advancement**	Mr. Harold McCue
Business	Dr. Rory Smith
Veterinarian and THEC Member	Dr. Brad Windley
Educator	(TBA)
Educator	(TBA)
Government	(TBA)
Medical	(TBA)
Medical	(TBA)
Member at Large	(TBA)
Member at Large	(TBA)

*Dr. Melvin Welch serves Dean of Education through June 30th.

Dr. Esther Swink becomes Dean of Education July 1, 2003.

**Representative of University serves as ex-officio liaison

(Note: The above represents a tentative structure subject to change by the University and interim board)

University Research Committee

It is the intent of the institution to encourage faculty to participate in Action Research projects and to provide support when possible. The School of Education has established a Faculty Research Committee which will include all academic units that house graduate-level programs. The purpose will be to monitor such research and to provide oversight and suggestions as to how this might be effectively accomplished.

The research committee has adopted these guidelines:

1. Allow a one course reduction on a rotating basis for those directly teaching in the Ed. D. Program. This would require a research proposal approved by the committee. The use of sabbatical leave will be granted if time used is for proposal. Details to be determined by the Office of the Vice-President for Academic Affairs.

2. Named Ruth Kinnersley, Director of Library Services, as the full time faculty member to work primarily as a resource for action research projects.
3. Establish an award for the Ed.D. Project of the Year that recognizes both the student and faculty advisor. (Retroactive to beginning of the program)
4. Encourage advisors and students to publish the results of their PDE research work with recognition of an annual award for best published article approved by Faculty Research Committee.
5. Allocate a stipend to the faculty member who submit the best action research proposal to the Research Committee. (The deadline of February 15 has been established and all faculty members are participating.)
6. Establish a vehicle publication for #5 as a beginning publication to be sent to Colleges and universities within the Christian College Coalition as well as selected Institutions of higher learning. The University has designated appropriate funding for this publication. (Deadline for publication is March 1, 2003)
7. Sponsor once per semester a faculty research symposium at the University on scholarly writing and action research publishing even though funding is limited, the University is supportive of bringing in scholars in the field.
8. Assist in providing funds for faculty to attend professional meetings if designated a presenter and if the presentation is research related.
9. Collaborate with school systems to engage in action research. Education Faculty Research Endowment Legal Document

EDUCATION FACULTY RESEARCH ENDOWMENT

LEGAL STATEMENT:

This endowment is funded with gifts to Trevecca Nazarene University, Nashville, Davidson County, Tennessee, by graduates of the Ed.D program, and friends of the University. Additional funds may be added to the corpus at any time, including testamentary gifts.

ITEM I

DESCRIPTION/PURPOSE

This endowment is being established to provide an ongoing means for supporting scholarly teaching and publishing venues for faculty.

ITEM II

INVESTMENT OF FUNDS

All funds deposited in this endowment shall be held in trust by Trevecca Nazarene University. These funds shall be invested in accordance with the general investment guidelines of the University Investment Committee. Trevecca Nazarene University shall hold the corpus in perpetuity, paying five percent of the market value annually for use and sole benefit for faculty research and publishing designated to sustain Level V status, providing the corpus maintains a minimum balance of \$50,000. No award is to be made that will result in the invasion of the corpus. All earnings above the amount of the award will be added to the corpus as realized or unrealized gains. The initial award from the endowment will be made only after the fund has reached \$50,000 for a full year and earnings are available.

ITEM III

GUIDELINES

1. The University Research Committee in conjunction with the Academic Vice-President, shall serve as the selection committee for recipients of the annual award from the endowment.
2. Monies received as contributions to this endowment will not be used for operational funds for the endowment. The university will provide operating expenses for the establishment of the endowment.
3. Funds provided from this endowment in no way will diminish the annual contribution of the University for graduate programs and faculty research and publishing.
4. The Education Faculty Research Endowment Board has been established to support the raising of funds for this endowment and will provide, from time to time, research insight for the enhancement of scholarly teaching and publishing for faculty.
5. The university shall provide an annual report to the Education Faculty Endowment Board reflecting the amount of the corpus, interest earned, and how the funds were distributed.

6. In the event the University ceases to exist as an Educational Institution of the Church of the Nazarene, this endowment shall be dissolved and the funds assigned to the Church of the Nazarene Foundation for a similar purpose as designated in this agreement.
7. This endowment shall be listed in the University catalog and/or other appropriate university publications.

.....

This agreement is signed this 7th day of March, 2003

Trevecca Nazarene University

School of Education


 Millard Reed, President


 W. Melvin Welch, Dean

The established legal endowment created an environment for raising funds as described in detail above. The outpouring of support was rapidly exceeding what the University could imagine.

With the legal endowment already in place for faculty research, Ed.D. Cohort 1 sought permission to set up a University Scholarship Fund as described in the legal document signed by Dr. Reed and Dr. Melinda Conley, Cohort 1 Representative.

Ed. D. SCHOLARSHIP FUND

LEGAL STATEMENT:

This scholarship agreement was initially funded with gifts to Trevecca Nazarene University, Nashville, Davidson County, Tennessee, by students in Cohort I and II in the Ed.D. program. Contributions will be accepted from anyone wishing to support the Ed.D. program. Additional funds may be added at any time.

DESCRIPTION/PURPOSE:

With the desire to assist other students in their quest for the Ed. D. degree the students in Cohort I have established this scholarship fund. Only those students who have completed two years of the program are eligible to apply for the award.

GUIDELINES:

The University Scholarship Committee with recommendations from the Director of Ed. D. program shall serve as the selection committee for recipients of the scholarship funds according to the following guidelines.

1. The amount of the award will not exceed \$500.00.
2. A student may receive the award only once.
3. Financial need must be evidenced.
4. Applications are made in the spring semester of the program and awarded for the Summer ISLE. Announcement of receiving the award will be made prior to registration for the summer session.
5. In an emergency situation, a second award may be made, provided funds are available. The special need should be brought to the attention of the Director of Ed. D. program for disposition.
6. Awards may be used for tuition, required books/materials or for housing during the Summer ISLE. Payment is made directly to the student's account.

The school shall provide an annual report to the contributors reflecting the amount of the scholarship fund, and the name of the recipient.

In the event the university ceases to exist as an educational institution of the Church of the Nazarene, this scholarship shall be dissolved and the funds assigned to the General Board of the Church of the Nazarene for a similar purpose as designated in this agreement.

This agreement is signed this 26 day of April, 2002

Trevecca Nazarene University

Donor


Dr. Millard Reed, President


Cohort I Representative

Strategies and Issues Needed for Implementation

In a mid-afternoon meeting in Murfreesboro, Dr. Smith, Dr. Windley and Dr. Welch met, and these notes were taken, recorded, and later discussed with Dr. Reed and Dr. Pusey.

The strategies and issues needed for implementation may vary according to the donor(s). In addition, board members may be assigned responsibilities in the process.

1. Review of the letters of Cohorts I and II for details, substance, and accuracy.
 - When should letters be sent (date)? Should they be sent regular mail or certified?
2. Determine if board members (Rory and Brad) will call each cohort in their group or email them, etc. Long distanced calls will be assessed to the University.
 - Determine how much lead time between the letter arriving to cohort members and the time the follow occurs with telephone or email.
 - What advantage would there be to naming Dr. Roberta Hill and Dr. Ron Barredo to the board? In particular, for outside donors this would make a positive statement.
3. What if any consideration should be to the Dean making the calls to each also?
 - Who in the group might respond more positively if the Dean makes the call?
This would be a time consuming issue and chances are good I might not reach everyone, meaning the rumors start flying about who received a call first, etc.
If the Dean calls, should that be in the letter?
4. If the board members do not call, i.e., Brad and Rory, what consideration should be given to a letter of support on this?
5. Should there be a response card with this letter or should there be a notation in the first letter that a follow up is coming? (include response card)
6. What advantage would there be to designated various levels of participation with donor board showing this?
For example: If a major donor or lead gift, the donor board might read
 - Lead Gift - name of donor
 - Gifts of \$5000.00 or more have a specific notation
 - Gifts of \$500.00 or less just the persons nameBreakdown of gifts:
 - direct contribution to endowment
 - prefer to sponsor a lecture series (symposium)
 - sponsor conference attendance with guidelines
 - sponsor a sabbatical
7. How is the contribution to be paid and duration of time?

8. Should we, as board members, set a goal for what we might can raise and by when?
9. What level of giving might board members be capable of and duration of time for accomplishment?
10. Should there be an initial letter enclosed with the Dean's letter from the President of Trevecca.
11. What assignments do we need to consider beyond what is listed?

Other:

- As I raise monies from persons or potential donors outside the cohorts, I will include copies of articles published, roster of faculty academic credential, updated publishing happenings, plus the materials we are presently working on, etc.
- How do we plan to major event? Program? Speaker? Or other options?
Presentation of endowment - If we choose to let them bring their checks to the dinner, we could project the amounts (not names) on the screen and all watch as we see the grand total, but would need some tentative commitment prior to then to have some idea.
- Presentation of awards as designated in the Research Committee for writing and publishing

Comments

1. Both Smith and Windley agreed letter contained the right information even though it is long, but it represents Welch's personal feelings; therefore, length is understandable.
2. Both Smith and Windley agreed that the only thing missing from the letter was the name of the endowment. Both feel strongly the Welch name would enhance the letter.
Both asked what process was needed to name the endowment.
Both feel it should be named the Dr. & Mrs. Melvin Welch Research Endowment.
Welch presented the awkwardness of this approach, but felt very honored for this to be mentioned as an option. Welch further stated that often something like this is named after a major donor or lead gift; however, there appears to be no definite rationale at this point.
What is the process?
3. Both feel the letter needs to go out during the week of February 10th.
4. Both agreed each should make a call or email to members of the cohort groups or to say, you will soon get some good news in the mail. I will call you in the next couple of days as a follow-up. The person will not discuss anything in the email or call.
Both will copy me on the draft email to be sent so we can agree on content.
5. School of Ed will provide updates on email addresses to Rory and Brad.
6. Both may choose a couple of cohort members to help make contacts after email and Welch letter.

7. Both would like to talk or meet with Harold McCue for a chat session on best ways to initiate conversation and response. Open to a visit with you or telephone call.
8. Both think copy of graduation photo would be helpful in the initial letter from Welch
9. Both are interested in levels of giving. Welch shared the basic information regarding President's Club.
10. Both felt gifts or certificates for the levels were not necessary but a personal letter from the President on his letterhead would mean more to them with both the President and Welch signature.

The first donor list included many options and methods for contributing and becoming a part of the participants in the endowment. The immediate interest was phenomenal, creating excitement among the doctoral students, faculty, friends of the University, and selected special, potential donors with whom personal contact could make a difference. The various categories for reaching goals proved the donors were pleased to be recognized in this highly visible manner. Many of the donors in the first list have now exceeded the category as shown in 2003-04.

Donor Participation Options

- **\$25,000.00 - Lead Gift to be designated by a bronze plaque with an inscription on the donor wall. Payable over a five year period.**
- **\$10,000.00 or more - Engraved gold leaf with a stone. One gift paid in full has been received and one gift in progress.**
- **\$5000.00 or more - Engraved gold leaf with a stone. Five gifts with two paid in full and three in progress have been received.**
- **\$1000.00 or more - Engraved gold leaf with a stone. There were several gifts between \$1500.00 and \$3500.00 received.**
- **\$365.00 - The amount designated as a minimum for an engraved gold leaf. The endowment is reaching close to 75 donors with an engraved gold leaf at this level in which many have chosen to be sustainers for five years.**
- **\$5.00, \$10.00 and up to \$200.00 gifts are designated as 'Donor Friends' and the names appear on a donor list.**
- **Matching gifts are an option of which one gift has been received at \$2000.00**

Some have chosen to purchase a gold leaf 'in memory' or 'in honor' of someone. You are welcome to request the engraving you wish.

Having \$100,000.00 in the endowment during the year 2004 will make it possible for the first faculty award early in 2005. We are well on the way!

Many of you did not know the options regarding the engraved gold leaf and whatever you have already given will count toward your 'gold leaf' if you choose to participate at that level.

Your contribution is a tax write off and can be made on a monthly or annual basis with a check or pledge to 'Trevecca Nazarene University' and sent to Trevecca Nazarene University, Office of University Advancement, Nashville, TN 37210. Your gift amount is confidential to the University. (See attached form)

T H A N K S

***The Dr. & Mrs. Melvin Welch
Education Faculty Research Endowment
Donor List***

Lead Gift - \$25,000.00

***Drs. Mardon and Richelle Day
(Elizabeth D. and Emily R. Day)***

\$10,000.00 or more (gold leaf and diamond)

Dr. Melvin and Mrs. Joyce Welch
Dr. and Mrs. Rory Smith

\$3000.00 to \$5000.00 + (gold leaf and diamond)

Drs. John and Lora Donoho
Dr. and Mrs. Sam Hazell
Dr. and Mrs. Millard Reed
Dr. Harold Ivan Smith

Dr. Esther and Mr. Jeff Swink
Dr. Ed and Mrs. Pat Whittington
Mr. and Mrs. Don (Rena) Irwin
and AmSouth Bancorporation

\$1000.00 to \$2,999.00 (gold leaf and diamond)

Dr. and Mrs. Ron Barredo
Mr. and Mrs. Thomas (Connie Welch) Cooper
Mrs. Patricia H. Ging
Mr. & Mrs. Ronnie Grizzard
Dr. Dwayne and Mrs. LeighAnn Gunter
Drs. Moody and Nina Gunter
Ms. Jeanette Hoskins
Dr. Barb Ide
Dr. and Mrs. Sean Impeartrice
Mr. and Mrs. Bernard (Jean) Jackson
Dr. Kenneth O. and Mrs. Joy Welch King
Dr. Porter and Mrs. Judy King
Dr. and Mrs. Edward Krenson

Dr. and Mrs. Robert Mitchell, Sr.
Mr. and Mrs. Wendell (JoAnn) Poole
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Mr. and Mrs. Paul (Lisa) Reed
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Mr. Morris and Mrs. Sharon Vennum Stout
Drs. Gary and Marla Streit
Drs. James and Jane Tant
Dr. & Mrs. Winston (Joy) Thaxton, III
Dr. and Mrs. Jonathan M. Ullrich Family
Dr. Brad Windley

\$365.00 to \$999.00 (Engraved Leaf)

Dr. Theresa Avera
Dr. & Mrs. Tom Barton
Rev. & Mrs. Marvin Bunde
Cohort IV
Dr. Susan Curtis
Dr. Barb Ide
Dr. June Johnston
Dr. Pam Merickle
Dr. Lisa Montgomery
Dr. Alice Patterson
Dr. Ruth and Mr. David Cox
Dr. and Mrs. Scott Eddins
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Dr. Ava Warren
Dr. Lynn E. and Mrs.
Marilyn Webb
Dr. Teresa Williams
Drs. Ritchie and Selma Wood

Donor Friends

Anonymous Donor
Dr. Anthony Edwards
Dr. Michelle Bailey
Dr. Brian Bell
Dr. Brenda Benford
Rev. and Mrs. Joseph Biscoe
Deborah Kay Boan
George Borisow
Dr. and Mrs. Michael Brooks
Karen Brown
Richard Brown, Jr.
Timothy Lee Brown
Lee Brunfield
Marvin Bunde
Drs. Michael and Sheila
Clyburn
Dr. David Dickerson
Dr. Paul Doyle
Emalie Egan
Kim Fisher
Leslie Folds
Dr. and Mrs. Roy Fuller
Brett Gardner
John Gunn
Amy Guthrie
Dr. Mary and Mr. David
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Susan Perry Hardcastle

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Mrs. Gail (Reeder) Holland
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Dr. Greg Patterson
Dr. Steven Perry
Dr. Polly Pewitt
Dr. Barry Potts
Dr. Beth Rickert
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Lauren E. Rudd
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Dr. Geneva Silvernail
Dr. Patti Skates
Dr. Chris Smallen
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Dr. Bernard Turner
Mr. and Mrs. Todd (Rebecca)
Welch
Judith Whalley
Dr. Susan Whitworth
Dr. Earl Wiman
Rev. Myron and Mrs. Betty
Wise
Catherine Wright
Dr. Beth Youngblood

The most current donors and participants as of the publishing of this book are recognized alphabetically by name rather than amount given or categories. This was the newly revised standard for donor participation. Dr. and Mrs. Welch were very proud to know that more than 300 donors have given to the endowment, and, at this publishing, the endowment is moving closer to \$400,000.00. “Joyce and I love, appreciate each of you and are grateful for your kindness and generosity toward the endowment,” said Dr. Welch.

**The Dr. and Mrs. Melvin Welch
Education Faculty Research Endowment Donor List**

Ms. Helen Alexander	Dr. and Mrs. Jim E. Clark	Dr. Pamela Floyd
Dr. Ellen Anderson	Ms. L. Morgan Clements	Dr. Leslie Folds
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Dr. Sue K. MacArthur	Drs. Barry and Betsy Potts	Dr. Betty Steen

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Dr. and Mrs. Jonathan Ullrich	Dr. Justin Whitmer	
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Dr. Cindy C. Vassar		

“Talent is God-given. Be humble.

Fame is man-given. Be grateful.

Conceit is self-given. Be careful.”

—John Wooden

This I Shall Remember...

- *I shall remember that I arrived at my first day of work on my birthday, August 20, at Trevecca Nazarene College. Would you believe that all my regular full-time positions of employment, starting with my first day teaching and my first administrative position at The University of Tennessee, began on my birthday?*
- *I shall remember Dr. Charles Smith, Dr. William Greathouse, Dr. Homer Adams, and Dr. Les Parrott encouraging me to enroll and persevere to the finish line in earning the Ph.D. in Higher Education.*
- *I shall remember the day Dr. Homer Adams asked me to visit privately in his office, and Trevecca was closed for one of the heaviest snows, to announce I was his choice to serve as chairperson of the adventure toward moving Trevecca from Level II to Level III.*
- *I shall remember the incredible team with whom I worked to begin a major pathway to success for Trevecca to offer the first-ever master's program.*
- *I shall remember the vision God gave me for writing a brief proposal for Dr. Millard Reed and Dr. Stephen Pusey to capture a pathway to success for the first-ever doctoral program in Nazarene Higher Education in the United States, moving Trevecca from Level III to Level V.*
- *I shall remember the trip to Atlanta, Georgia to take the boxes of notebooks to SACS for the Ed.D. review. I was so honored my great friend Dean Jan Forman traveled with me.*
- *I shall remember being one of the honorary degree recipients on the 100th birthday of Trevecca Nazarene College/University.*
- *I shall remember during those past few years, as Dr. Reed's health began to wane, the many devotional and reminiscing times as we drove through the campus or just talked. On several occasions, Dr. Reed expressed his hope that one day the School of Education would recognize the Welch contributions in a way best not to put in words here. In my heart, I rejoiced just to think that he felt that way was enough without the actual honor.*
- *I shall remember these past few years of many notes and hours of conversation with Dr. Homer Adams as he expressed to me how he hoped Trevecca would recognize the Welch contributions in the same way as Dr. Reed expressed. What an incredible moment just to know Dr. Adams and Dr. Reed both shared these almost private times with me, even though again, I realized it was not to be or happen.*
- *I shall remember the role I was privileged to serve in during commencement, the designing of the Mace and Presidential Medallion, the many dinners, the prayer of the cohorts for Todd*

during his cancer, and the many experiences of joy, happiness, sadness, and challenges through these wonderful years.

- *I shall remember the many blessings Joyce and I have received when annually presented purple bibles to each doctoral student engraved with Trevecca Nazarene University.*
- *I shall remember the incredible connection and engagement of all the administrators, faculty, staff, and students through the years of my professional career, of which none matched the blessings from our heavenly Father provided for me in OUR (Joyce's, Todd's, and my) Trevecca experience. We love Trevecca.*

Finally, and most importantly, I shall remember, as I left the School of Education office area after having met privately with just the staff and sitting in the large high back chairs on my last afternoon of work, how the emotional moment of flashbacks of having spent these wonderful years began to weigh heavily on my heart. As I said my goodbyes, walked to the south exit on the third floor, and opened the door, the bell chimes were ringing, and this is what I heard as tears flowed from my eyes and I looked across the campus from the third floor stairwells:

*This is my story. This is my song. Praising my savior, all the day long.
This is my story. This is my song. Praising my savior, all the day long.*

***So this is our story. This is our song. It is because of each of you, I was able to carry on.
This is our story. This is our song,
I shall always thank my God, that each of you came along!***

What else is there to say? To God be the glory and may His hand forever be on this Hill Top as another story goes on.

– Melvin Welch



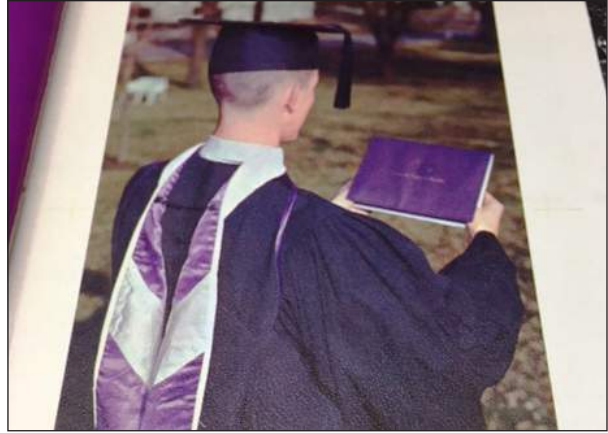
Dr. Boone meets with Dr. and Mrs. Welch about Pathways to Success



Book event planning session



Dr. and Mrs. Welch, Commencement 2000



Melvin Welch in first Darda color picture



Commencement preparation



Gary Streit and Melvin Welch present the T Award



Dr. Millard Reed, Dr. Kenneth and Joy King, Tom and Connie Cooper, Rebecca and Todd Welch, Dr. Melvin and Joyce Welch, Eloise Woodard, Jane and James Williams, at Welch farewell dinner



Judy and John Taylor at Welch farewell dinner



Jo Ann and Wendell Poole, Amy Heckman at Welch farewell dinner



SOE faculty and spouses at Welch farewell dinner



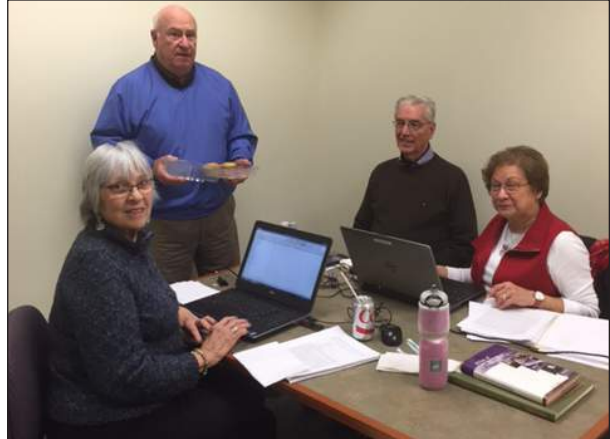
Drs. Swink and Cox at Welch farewell dinner



Board of Trustees and President's Cabinet prayer circle



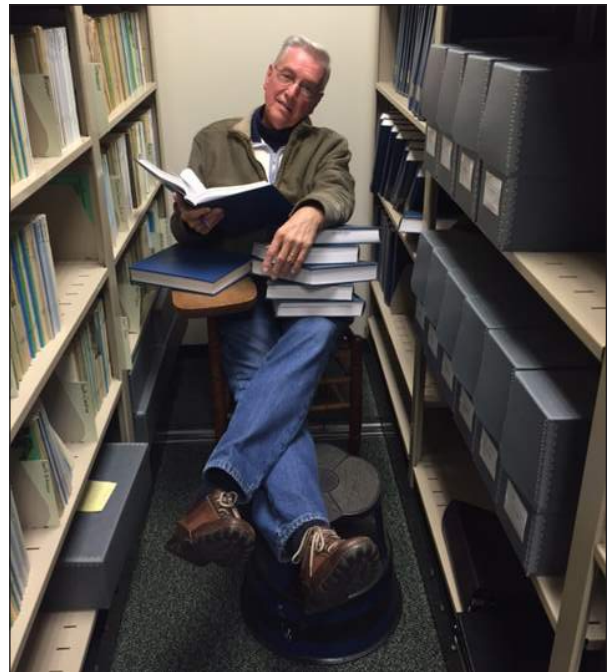
Editor's meeting: Dr. Patterson, Dr. Welch, and Dr. Gray



Carolyn and Dan Hatfield, Melvin and Joyce Welch indexing the book



Rick Hill and Melvin Welch – He's the man!



Melvin reviewing documents in archives.



Melvin Welch – I think I made it!

A c k n o w l e d g m e n t s

None of all that took place in the writing process, could have happened without my wife, Joyce, who ceaselessly provided encouragement. Joyce and I first met at the South Carolina District Youth Camp in Batesburg, SC in the 11th grade. We attended Trevecca together; and both became school teachers in Nashville. We had the joy of working together when Joyce retired from teaching and became manager of the Trevecca Bookstore. Many know her as the lady who was always available making Christmas bows, setting beautiful tables for dinners, and entertaining board members with First Lady Barbara Reed or providing meals in our home. She has been my source of uncensored advice, unequivocal support, and unconditional love. Her many contributions to my roles at Trevecca Nazarene (College) University and life cannot be measured.

To Dr. Homer Adams, Dr. Dan Boone, Dr. Stephen Pusey, and Mr. David Caldwell, whom I think so highly of, for their total support, understanding, access to whatever was needed, and full University support, I can only hope this book will be accepted as a gift of love, gratitude, and value in some way and meet your expectations about the history of the School of Education.

Having had the privilege to work directly with one who influenced my career in so many ways, I am indebted to Dr. Connie Smith for her professionalism and work ethic, serving as a leader throughout my career. Trevecca has been blessed to have had this relationship with her.

Expressing my appreciation to Dr. Alice Patterson, a true and genuine friend, with all her incredible wisdom, knowledge, and technology skills, would be almost impossible. Alice shared what I referred to as my prison cell, Room 207, Waggoner Library, for untold hours, assisting me with research documents, scanning, editing many days and hours to bring the project to fruition. To be truthful, this project could not have occurred had it not been for the extraordinary skills, and almost day-to-day advice, consultation, and side-by-side work rendered by Alice. Leeanna Patterson, Alice's daughter, gifted beyond my imagination, provided her technology skills as my own in-house ITS assistant. A special thanks to Mrs. Anna Patterson, mother of Alice, for sacrificing many hours away from Alice and Leeanna for my writing purposes. Anna, may God bless you for this gift!

Dr. Donna Gray, who served as the APA editor, uniquely qualified and gifted, was unwavering in her support of the project. Donna spent endless hours of reading and editing. How can I ever thank her for taking my calls, reading my typed and handwritten notes, and putting the hundreds of commas I missed, not to mention transitional sentences and all that goes with APA. You were absolutely SUPER!

Having a Graphic Designer work so closely with me was an amazing experience. Rick Hill, from the very beginning of the project, became an encourager and major source of strength. I was spellbound by his excitement to take on this project. His creativity, sharpness, imagination, vigor, and calmness throughout the process provided assurance of a successful project. Who would have ever

thought that, after my having been Rick's seventh grade teacher (1965) at Donelson High School, our paths would cross in this unique and enjoyable adventure.

A special note of appreciation goes to Kelly Huebscher, copy center manager, Kathy Garrett, production specialist, and Paula Jones, supervisor of the mail and copy center, for their support. Kelly was always ready, willing, and prepared to take on the work of testing the process for printing and binding. Hats off to her for an incredible job!

The director of library services, Dr. Ruth Kinnersley, provided Room 207, Waggoner Library, as my home away from home. The Waggoner Library faculty and staff, composed of Mrs. Annette Harber, Mrs. Beth Purtee, Mrs. Prilla Speer, Mrs. Karla Wardlow, and Mrs. Sarah Keil, were always available to assist my efforts in so many ways. Staff members JT Blue, Miss Katie O'Connell, Mrs. Cathy Lachiver and a host of student workers joined in the services rendered. I am truly totally indebted to this excellent library faculty and staff.

Mrs. Andrea Fowler, Trevecca's archivist, provided many documents and assisted greatly in retrieving information from the University Archives. Valeria Sanchez Lucas, student worker in Archives, spent hours scanning documents. Donna Tudor was instrumental in providing data for enrollment statistics and most helpful in suggesting how best to use the data. Waylon Johnson in ITS and the personnel at the HELPDESK were always ready to help me.

Dr. Esther Swink wrote the narrative for the MLIS, Chapter 8. Esther was always supportive during the process. Dr. Judy Bivens assisted in documents for the MLIS. Dr. Ruth Cox, blessed and gifted with many skills, wrote a large portion of Chapter 5, adding pictures encouragement on a regular basis. Dr. Ed Whittington and Dr. Chris Ward spent time with me on early drafts of the teacher education manuscript for successful completion of Chapter 4.

Noteworthy in the entire process was the assistance of Mrs. Anne Twining, administrative assistant to President Boone; Mrs. Peg Cooning, vice-president for external relations, including Mr. Matt Toy, Mrs. Leasa Williams, Michael Johnson, Mrs. Nancy Dunlap, Mrs. Christy Grant, Mrs. Mandy Crow, Mrs. Lisa Hathcock. In addition, I want to thank Dr. Dwight Gunter and Rev. John Miller for allowing the April 2 event to be held at Trevecca Community Church of the Nazarene. To Leasa and John for working out these details, I am grateful!

The indexing of a book required many "eyes." I could find none better than Mrs. Carolyn Hatfield and my wife, Joyce, who freely spent hours reviewing page by page, to ensure as closely as possible, the indexing of names, citations, and some documents. For the readers of the book, be sure you understand that any scanned documents could not be edited and appear as received from the archives as printed. What a kind gesture and incredible asset all of them were! Thanks.

One can never list or mention every name of persons who have influenced or changed one's life, but here I add thanks to Dr. Brad Windley and Dr. Rory Smith as they were exceptional in their support of the Welch Educational Research Endowment. Dr. Rory Smith, and his lovely wife, so graciously

provided the dinner on April 2nd as a gift of love and kindness and as a generous contribution. Dr. Smith and I have enjoyed sharing e-mails, praying for each other, and sharing our personal concerns. Dr. Windley shared almost weekly valuable insights and encouragement with e-mails at 2:00 a.m. (I didn't read them at that time.)

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Because of my parents and family who prayed daily for me, lifting my name up to our Heavenly Father, I give thanks to God for my wonderful heritage and incredible journey. In faithfulness to Him and from Him, I owe it all.

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