

# CARSON-NEWMAN UNIVERSITY

## Adult & Graduate Catalog 2020-2021

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## PURPOSE OF THIS PUBLICATION

This publication is intended as a description of the academic programs and activities of Carson-Newman University. It is not an offer to make a contract. It is sometimes necessary or appropriate to change the programs offered. Carson-Newman University retains the right to terminate or change any of its policies, programs, requirements, course offerings, instructor assignments, and any and all other aspects of its educational and other programs at any time without prior notice.

## NONDISCRIMINATION POLICY

Carson-Newman University does not unlawfully discriminate on the basis of race, color, sex, national origin, disability, age, veteran status, or genetic information in provision of its education policies, programs, services and activities or employment opportunities and benefits.

The university does not unlawfully discriminate on the basis of race, sex or disability in its education programs and activities pursuant to the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act (ADA) of 1990.

Inquiries and/or charges of violation concerning Title VI, section 504, ADA, the Age Discrimination in Employment Act (ADEA) or any other of the other referenced policies should be directed to the Director of Human Resources, 1646 Russell Avenue, Suite 204 Fite Building, Jefferson City, Tennessee. 37760, telephone 865-471-7164.

The university is required by Title IX of the Education Amendments Act of 1972 and its implementing regulation at 34 C.F.R. Part 106 not to discriminate unlawfully on the basis of sex in its education program or activity. This prohibition extends to employment and admission. Inquiries about the application of Title IX may be directed to the Title IX Coordinator, Shelley Ball, Assistant Vice President for Student Services, 2130 Branner Avenue, Maddox Student Activities Center, Office # 2009-C; telephone 865-471-3238; [sball@cn.edu](mailto:sball@cn.edu) and/or to the Assistant Secretary of Education for Civil Rights, U.S. Department of Education.

## CATALOG YEAR

Carson-Newman University defines the academic year as beginning with the fall semester and concluding with the end of the summer session in the subsequent summer. The Carson-Newman Adult & Graduate Catalog, although released in the summer, becomes effective with the beginning of the fall semester and is in force during the above defined academic year barring any addendum and revisions.

The course offerings and requirements of Adult and Graduate Studies Program at Carson-Newman University are continually under examination and revision. This catalog presents the offerings and requirements in effect at the time of publication but is no guarantee that they will not be changed or revoked.



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## 2020-2021 Academic Calendar and Timetable of Dates

		<i>Deadline for course refund for course withdrawal</i>	<i>Session Begin date</i>	<i>Deadline to remain enrolled &amp; make a course change without a fee</i>	<i>Deadline to drop with a W</i>	<i>Courses dropped beginning this date until the end of the session are graded WF</i>	<i>Session End Date</i>
FALL 2020	Fall Semester	<i>August 18, noon</i>	<i>August 19</i>	<i>August 28</i>	<i>October 28</i>	<i>October 29</i>	<i>December 12</i>
	Session A	<i>August 18, noon</i>	<i>August 19</i>	<i>August 25</i>	<i>September 24</i>	<i>September 25</i>	<i>October 18</i>
	Session B	<i>October 9, noon</i>	<i>October 12</i>	<i>October 15</i>	<i>November 9</i>	<i>November 10</i>	<i>December 12</i>
Spring 2021	Spring Semester	<i>January 12, noon</i>	<i>January 13</i>	<i>January 22</i>	<i>March 31</i>	<i>April 1</i>	<i>May 6</i>
	Session A	<i>January 12, noon</i>	<i>January 13</i>	<i>January 19</i>	<i>February 18</i>	<i>February 19</i>	<i>March 5</i>
	Session B	<i>March 6, noon</i>	<i>March 15</i>	<i>March 19</i>	<i>April 15</i>	<i>April 16</i>	<i>May 6</i>
Summer 2021	Full Summer Session	<i>May 7, noon</i>	<i>May 10</i>	<i>May 14</i>	<i>July 25</i>	<i>July 26</i>	<i>August 13</i>
	10-week term	<i>May 14, noon</i>	<i>May 17</i>	<i>May 22</i>	<i>July 1</i>	<i>July 2</i>	<i>July 23</i>
	Session A	<i>May 7, noon</i>	<i>May 10</i>	<i>May 13</i>	<i>June 10</i>	<i>June 11</i>	<i>June 25</i>
	Session B	<i>June 25, noon</i>	<i>June 28</i>	<i>July 1</i>	<i>July 29</i>	<i>July 30</i>	<i>August 13</i>

Students enrolled in a session who do not plan to enroll in a subsequent session must notify the Office of the Registrar by the last day of the session in which they are currently enrolled. Failure to notify the registrar will result in charges and processing of an administrative withdrawal. Students who choose not to continue enrollment in any session within the semester may be considered withdrawn for the semester and must contact the Office of Financial Aid to process a withdrawal. Financial Aid recipients withdrawing or discontinuing enrollment may not earn all financial aid which may result in a bill due to the University.

The last date to drop a course without being charged for the course in the module is before the module begins. Module classes are part of an academic term. Students who confirm enrollment or begin attendance in any course will incur charges. To not incur charges, courses should be dropped by the date and time indicated on the Timetable of Dates. Dropping module courses during any term may result in aid recalculation or return of funds for that term. When a student drops all courses or discontinues attendance, the student is a withdrawal and follows the withdrawal policy for refunds and financial aid re-calculations. Financial Aid recipients withdrawing or discontinuing enrollment may not earn all financial aid which may result in a bill due to the University.

See <http://www.cn.edu/administration/registrars-office/academic-calendar> for the traditional 15-week calendar and for the Mayterm and traditional summer terms.

### 2020-2021 Calendar of Holidays and Campus Events

Labor Day (campus closed) .....	Monday, September 7
Convocation .....	Tuesday, September 1
Homecoming .....	Saturday, October 31
Thanksgiving .....	Saturday, November 21-Sunday, November 29
December Commencement .....	Friday, December 11
Martin Luther King, Jr. Holiday (campus closed) .....	Monday, January 18
Spring Break (campus offices open) .....	Saturday, March 6 – Sunday, March 14
Easter Holiday (campus closed) .....	Friday, April 2 – Monday, April 5
Student Research, Creativity, and Performance Day - .....	Thursday, April 15
Spring Commencement - .....	Friday, May 7
Memorial Day Holiday (campus closed) .....	Monday, May 31
Independence Day Holiday (campus closed) .....	Monday, July 5

## Carson-Newman University

Carson-Newman University, a Christian, private, liberal arts institution, is located in Jefferson City, some 25 miles east of Knoxville. Carson-Newman offers a campus of stately white-columned buildings on rolling, grassy hills close to Cherokee Lake and near the Great Smoky Mountains.

Carson-Newman has been named to the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement. Carson-Newman has also been recognized by Washington Monthly as one of the top ten liberal arts college in the nation. The University's reputation is born from its commitment to Christian excellence and academic rigor as manifested through 50 undergraduate majors and a number of graduate programs in applied theology, business, counseling, education, nursing, and social entrepreneurship.

### Mission Statement

Our mission is to help our students reach their full potential as educated citizens and worldwide servant leaders.

### Vision Statement

Carson-Newman University will be the Christ-Centered, liberal arts-based university of choice in the Southeast for education and service.

### University Identity and Values

Carson-Newman accomplishes its mission by integrating excellence and Christian commitment within a caring community. We believe that faith as well as learning make the whole person and are dedicated to developing both the spirit and mind of each student. The University is a community of learners committed to academic quality and persona; growth by encouraging *selfless service, excellence, learning, and leadership*. These core values form the basis of our identity as an institution of higher learning and provide guidance to members of our organization. Devotion to these values helps us to achieve our mission and guide us toward fulfilling our vision as a University. Carson-Newman is committed to:

1. *Preparing servant leaders by providing men and women of character and intellect to serve with and among others. Our graduates will be equipped to occupy places of leadership and will use their God-given talents in service to others.*
2. *Working toward excellence in all that we do by developing individuals who are better able to live out their faith as educated citizens promoting an attitude of stewardship for God's creation, and fostering an appreciation for truth, beauty, and goodness.*
3. *Providing access to higher education to students through additional flexible educational opportunities outside the conventional course delivery model.*
4. *Promoting the wholeness of life by recognizing the inherent value of self as well as others and welcoming a diverse population to share in the pursuit of excellence.*



5. *Being an integral part of the Appalachian region by providing multifaceted resources, opportunities, and community engagement programs.*
6. *Confronting and addressing the challenges of the future by providing its graduates with the capabilities to be lifelong learners.*

## Carson-Newman University History

In the early 1840s, a number of Baptist leaders in East Tennessee desired to offer better prepared ministers to area congregations. The East Tennessee Baptist Educational Society, which was comprised of two groups with a common interest, applied in 1850 for a charter to establish an institution of higher learning. Afforded the use of a local church building, Mossy Creek Missionary Baptist Seminary opened to students in the fall of 1851. The Tennessee Legislature granted the school's charter in December of that year.

As noted in their founding documents, the founders possessed a twofold intent: "to promote education in general, and among the ministry in particular." Over time, that ideal has become the institution's DNA of Christian service as evidenced in student volunteers as well as in the lives of alumni.

The institution produced its first graduate, Richard Scruggs, in 1855. Manifesting the ideal of "education in general," Scruggs went on to become a physician. The following year, the second graduating class reaffirmed the school's mission by producing a lawyer and a minister, in that order.

The 1889 merger of men's and women's institutions made Carson-Newman an early entrant in coeducation in the region. Throughout its history, the institution has instilled a deep commitment to service in its students. The fruits of its labor, its alumni, have filled schoolrooms, courthouses, hospitals, boardrooms, pulpits, and mission fields the world over in spreading the lessons of Carson-Newman's motto of Truth, Beauty, and Goodness.

Servant leadership programs abound on campus; the effects of which are staggering. Appalachian Outreach and its volunteers have provided more than 2200 weeks' worth of home repairs in 25 years; Baptist Campus Ministries sends out more than 300 fall and spring break volunteers annually; Bonner Scholars provide approximately 10,000 hours of service per year; and Community Connections offers a student-run agency that matches area needs with helpers.

Global education and broadening students' horizons are staples of the Carson-Newman experience. Scores of international students study at Carson-Newman each year while others travel from campus to study abroad. Recent efforts have included a two-week study trip to South Africa, archeological excavation in Jordan, earthquake relief work in Haiti, a focus on healthcare in South Korea and ministry in Zimbabwe.

Giving back to God through diligent study and by serving His creation combine to make the double helix of the Carson-Newman experience. The heritage is tailor-fit to the vision of Dr. Randall O'Brien, President of Carson-Newman University: "C-N's future will be built on the twin pillars of academic rigor and Christian excellence." Carson-Newman students learn to think, to write, to read well, and to present and enter into the give and take of argument so as to become educated citizens and worldwide servant leaders.

## Adult and Graduate Admissions

### Admission Policy

Carson-Newman University seeks students who have demonstrated the ability and motivation to gain full benefit from a challenging program of liberal arts education, professional and/or graduate study in a Christ-centered context. Students are considered for admission based on their academic credentials (coursework and grades attained, relevant test scores), references, and other requirements established by each academic (undergraduate and graduate) program along with additional factors that demonstrate probability of college success at a Christian institution of higher learning.

Carson-Newman University does not discriminate on the basis of race, color, gender, national origin, disability, age, genetic information, or veteran status in provision of its education policies, programs, and activities.

To be considered for admission, applicants must meet academic requirements and other admission criteria established by the University. The University reserves the right to deny admission to applicants who do not possess adequate academic preparation and/or those who fail to meet other admission criteria. Students who are admitted are required to abide by University policies and regulations.

Program directors for each academic program evaluate all applications and applicable references, test scores, interview results, and transcripts before making an admission recommendation. When a decision is reached, the applicants are notified of their admission status. Admissions may be granted to begin in fall, spring, or summer depending on the specific program. Please refer to individual academic programs for admission deadlines.

### Carson-Newman University Transfer Credit Policies

Carson-Newman University accepts transfer credit from accredited colleges and universities and endorses the guidelines for transfer of credit as outlined in the “Joint Statement of the Transfer and Award of Credit” developed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Council for Higher Education Accreditation (CHEA). Courses recommended by the American Council of Education (ACE) are evaluated on a course by course basis. Some courses must be authorized for acceptance by a department chair.

- Carson-Newman University accepts transfer credit from other institutions for courses which are essentially equivalent to courses offered at Carson-Newman University.
- Elective credit may be granted for courses from academic disciplines in which Carson-Newman University offers coursework, as long as the courses are reasonably applicable to a baccalaureate degree and do not violate another University policy.
- Credit for technology or skill-oriented courses is not accepted, unless Carson-Newman University offers similar courses, e.g. music performance.
- Credit for institutionally specific courses, e.g. chapel, convocation, lecture series, etc., is not accepted.
- Credit for freshman seminar courses may be granted as interdisciplinary course credit depending upon evaluation of the course from the transferring institution.
- Credit for courses considered developmental is not accepted.

Credit from institutions not accredited by a regional accreditation agency is generally not accepted, unless a recommendation is made by a Carson-Newman University department chair or unless the institution has gained recognition through AACRAO (American Association of Collegiate Registrars and Admissions Officers). The student may petition for credit from unaccredited institutions.

All grades are recorded for courses which are accepted for transfer. Grades are recorded on a 4.0 grading scale. Plus and minus quality points are not computed in the transfer grade point average. Grades from other institutions will be replaced only when the course is repeated.

Courses transfer with the hours and level from the original institution. Therefore, a course may satisfy a content requirement, but may not satisfy other Carson-Newman University requirements. (For example, a minimum 36 semester hours numbered 300 or higher and taken at a 4-year institution are required for graduation.)

Some academic departments may have specific requirements which are more restrictive. In these cases, the department chair should be contacted for more information.

Class standing of transfer students is determined by the number of hours accepted for transfer to Carson-Newman University.

The complete transfer policy of credit is available at [www.cn.edu](http://www.cn.edu) under the Office of the Registrar webpage or contact the Office of the Registrar at 865-471-3240 to request a copy.

### *Credit by Examination*

There are several college approved testing programs whereby students can establish proficiency in subject areas. Students may not receive credit by examination once college coursework has been attempted in the subject area. Credit for coursework by examination will be added to a student's transcript only during the period in which a student is pursuing a degree at Carson-Newman University. Credit earned by examination is limited to a maximum 32 hours. Approved programs are:

Departmental Examinations - Students who can provide supporting evidence demonstrating achievement in a subject offered by Carson-Newman University may be able to receive credit by departmental examination. Arrangements for these examinations should be made with department chairs. The fee for departmental examinations is \$10 per credit hour, excluding nursing exams.

College Entrance Examination-Advanced Placement (CEEB-AP) Test - Credits earned by an advanced placement examination may be used to meet liberal arts core requirements for degrees offered at Carson-Newman University.

Students with high performance levels in English, math, chemistry or another high school subject may bypass the required courses by taking the College Entrance Examination Board-Advanced Placement (CEEB-AP) Test. Advanced Placement tests are administered at high schools. Scores should be sent directly to the Office of the Registrar at Carson-Newman University. Carson-Newman University grants advanced placement and credit for a score of 4 or 5 on each CEEB-AP examination, subject to department approval. Some departments will award credit for a score of 3. Departments will determine if the advanced placement credit may be part of the major sequence. The fee for establishing CEEB credit at Carson-Newman University is \$10 per credit hour.

Advanced Placement Examination	Score	C-N Equivalency	C-N credit hours
American Government and Politics	3,4, or 5	Political Science 102	3
Biology	4 or 5	Biology 101	3
Calculus AB	4 or 5	Mathematics 151	3

Calculus BC	4 or 5	Mathematics 151 and 152	6
Chemistry	4 or 5	Chemistry 103 and 104	6
Comparative Government and Politics	4	Political Science General Education	3
Computer Science A	3	Computer Science 107	3
Computer Science AB	3	Computer Science 107	3
Economics: Macro	4 or 5	Economics 220	3
Economics: Micro	4 or 5	Economics 210	3
English Language/Composition	4 or 5	English 101	3
Environmental Science	4 or 5	Biology 102	3
European History	4 or 5	History 333	3
Human Geography	4 or 5	Geography elective	3
Music Theory	4	Music 111	3
Music Theory	5	Music 111, 112	6
Physics B	4	Physics 103	4
Physics B	5	Physics 103 and 104	8
Physics C	4 or 5	Physics 201	4
Physics C: Electricity and Magnetism		Physics 104	4
Psychology	4 or 5	Psychology 101 or 102	3
Statistics	4 or 5	Mathematics 201	3
U.S. History	4	History 201	3
U.S. History	5	History 201 and 202	6
World History	4	History 133	3
World History	5	History 133 and 134	6

The College Level Examination Program (CLEP) - CLEP is designed to measure knowledge acquired through non-traditional means, i.e., the workplace, as well as through formal study. Carson-Newman University grants credit according to the following provisions:

1. CLEP credit is limited to introductory courses.
2. CLEP credit is given only for subject examinations. (Students seeking English composition credit must pass both the essay and objective sections of the subject examinations entitled College Composition Modular.)
3. CLEP credit may be given for scores that are equal to or exceed the ACE recommended score of 50 on each approved exam.
4. The fee for establishing CLEP credit at Carson-Newman University is \$10 per credit hour.

CLEP Subject Examination	Score	C-N Equivalency	C-N credit hours
American Government	50	Political Science 101	3
Calculus with Elementary Functions	50	Mathematics 151	3
College Algebra	50	Mathematics 120	3
Financial Accounting	50	Accounting 201	3
College Composition Modular	50	English 101	3
(Essay to be graded by Department of English and combined scores will determine if credit is granted.)			
History of the United States I:			
Early Colonization to 1877	50	History 201	3
History of the United States II:			
1865 to the Present	50	History 202	3
Human Growth and Development	50	Psychology 202	3
Humanities	50	Humanities general education	3
Information Systems and Computer Applications	50	Computer literacy general education	3

Introduction to Educational Psychology	50	Education elective	3
Introductory Business Law	50	Business Administration 301	3
Introductory Psychology	50	Psychology 101	3
Introductory Sociology	50	Sociology 101	3
Pre-Calculus	50	Mathematics 125	3
Principles of Marketing	50	Marketing 300	3
Principles of Microeconomics	50	Economics 210	3
Principles of Macroeconomics	50	Economics 220	3
Trigonometry	50	Mathematics 125	3
Western Civilization I: Ancient Near East to 1648	50	World History general education	3
Western Civilization II: 1648 t present	50	World History general education	3

For further information about CLEP tests, contact the Carson-Newman University Student Success Center at 865-471-3567, visit the web [www.collegeboard.com/highered/clep/index.html](http://www.collegeboard.com/highered/clep/index.html), or write to: College Level Examination Program, Box 1821, Princeton, NJ 08540

International Baccalaureate - Credit will be awarded to those students who score 5 or higher on the Higher-Level examinations in transferable subjects. Lower-division (100-200 level) credit from 3-8 hours will be awarded per examination, subject to the review and approval of the appropriate department, with a maximum award of 32 hours. Credit is NOT awarded for completion of Subsidiary Level Examinations.

#### *Academic Credit Through the Military*

Veterans of the U.S. Armed Services, and members of the military reserve, may receive up to 40 hours of academic credit for military training based on recommendations of the American Council of Education. Credit is evaluated based on applicability to the declared major or degree of pursuit. If the declared major or degree changes after the veteran enrolls, the University reserves the right to re-evaluate military transfer credit and add or remove credit as it applies to the declared major of pursuit.

Consult the University Registrar for more information. All transcripts of previous education and training through the military should be submitted for evaluation by submitting the Joint Services Transcript or transcripts from the Community College of the Air Force or the Coast Guard Institute.

### **Time Limit on Transfer Credits**

#### *Undergraduate Programs*

Courses meeting the Liberal Arts Core requirement do not have a time limit for adult undergraduate programs. Courses used for elective credit toward the total number of hours required for the degree do not have a time limit. Courses meeting major requirements for the Bachelor of Arts or the Bachelor of Science taken more than 15 years prior to the enrollment at Carson-Newman University will transfer only with departmental approval. An exception to this policy may be granted with approval of the department chair for the program in which the student plans to major.

### *Graduate Programs*

The time limit for transfer graduate credit is 5 years. See specific graduate programs for specific information on transfer credit policies.

### **Readmission**

Students who have been enrolled in Carson-Newman University previously but who have not attended Carson-Newman for a semester, or more may apply for readmission. Students must complete the readmission form and pay a \$25 readmission fee.

In order for readmission to be granted, the student must be in good academic, disciplinary, and financial standing with the University. The deadline to apply for readmission is two weeks before the semester begins. Students who have been readmitted may register on the last scheduled day of registration for fall and spring semesters. (See leave of absence policy.)

### **Admission Appeals**

Each completed application will be reviewed and evaluated within the appropriate academic department before making an admissions recommendation. The applicant will be notified when an admission decision has been made. Graduate applicants will be notified as to which admission category he/she has been assigned (see categories of graduate admission).

If an applicant wishes to appeal an admission decision regarding admission requirements, categories of admission, independent study, time limits to degree or other concerns, he/she must submit a written letter of appeal to the appropriate department for consideration. Undergraduate admissions appeals may be sent to the Office of Adult and Graduate Studies. Graduate admissions appeals may be sent to the appropriate graduate academic department.

### **Academic Fresh Start**

Academic Fresh Start is an undergraduate academic forgiveness program designed to assist returning students who demonstrate a greater level of academic maturity after having separated from an institution of higher education for at least three (3) calendar years. Students who otherwise did not reach their full academic potential during their first attempt at college are given a second chance to earn their degree without the penalty of the past unsatisfactory performance counting against them. Academic Fresh Start initiates a new Grade Point Average (GPA) for the student.

Readmitted students who formerly enrolled at Carson-Newman University as well as transfer students who meet institutional requirements for admission and who have not enrolled or pursued any collegiate credits at any institution of higher-learning for a minimum period of three (3) calendar years are eligible for Academic Fresh Start.

#### **Student Requirements**

1. Separation from all collegiate institutions for at least three (3) calendar years (36 consecutive months.)
2. Readmission to the University or admission as a degree-seeking transfer student.
3. Have an overall cumulative GPA below 2.00 at the time of application for the Academic Fresh Start.
4. Submission of a formal application to the office of Adult and Graduate Studies requesting Academic Fresh Start. Application must include an academic plan. Applications may be made

at time of readmission or admission, but prior to completing fifteen (15) hours of coursework at Carson-Newman.

5. Students must complete at least fifteen (15) semester hours of course work at Carson-Newman with a minimum GPA of 2.0 or higher for all work attempted (including repeats.)

#### Terms of Academic Fresh Start

1. The student may be granted a Fresh Start only once.
2. The student's official academic record will retain all previous academic work attempted; however, courses taken and previously failed will be excluded from the GPA calculation. Courses with a grade of D will be excluded when a grade of C or better is required in the student's major. GPA and credit hours will reflect courses for which passing grades were previously earned and retained.
  - a. Courses with grades of D or F must be repeated when they are required for the student's major.
  - b. All remaining courses for the current degree must be completed at Carson-Newman University. No transient credit will be accepted after Academic Fresh Start is initiated.
  - c. All program requirements must be met.
  - d. Previously earned passing grades and satisfied program requirements will not be forfeited.
3. This policy is independent of financial aid regulations. All coursework accepted toward degree requirements will count in Financial Aid Satisfactory Academic Progress calculations and may limit eligibility for financial aid. Financial aid requirements at the time of application for the Fresh Start will apply. Students should check with the Office of Financial Aid once transcript evaluations have been completed to determine remaining financial aid eligibility.
4. Any student who has previously earned an Associate degree or higher is not eligible for Academic Fresh Start.
5. Student who participate in Academic Fresh Start are not eligible for honors distinctions (e.g. Cum Laude, Magna Cum Laude, and Summa Cum Laude.)
6. The student's transcript will record the date and start of the Academic Fresh Start.

## Undergraduate Admissions (Degree Completion)

### Degree Completion (BBA, BSOL, BSIS) Admissions Requirements:

1. Completed application for admission.
2. Applicants must be classified as an adult student.
3. Applicant must have completed at least 48 transferable hours.
4. Applicant must have an earned cumulative 2.0 GPA from college-level credit coursework.
5. Applicants should complete the liberal arts core requirements prior to enrolling in a degree completion program. However, students may substitute up to 16 hours from the degree completion program to meet core requirements.
6. To be eligible, applicants must be able to earn 36 hours through Carson-Newman's degree completion courses. And, at least 36 hours must be earned at the junior/senior level.
7. Applicants who transfer in comparable courses above 36 hours may have those courses considered for substitution for equivalent courses in the degree completion program.

## Graduate Admission

### Common Requirements for Graduate Admissions

1. Completed application for admission.
2. One official transcript of all undergraduate and/or graduate programs of study. Also, one official graduate transcript showing courses which are being transferred to Carson-Newman University to apply toward the Master's, the EdS, or the EdD degrees (maximum of 9 semester hours for the master's and EdS degrees and 12 semester hours for the EdD, completed within the last five years)
3. Official test scores as required by individual graduate programs
4. See specific graduate program for additional admissions requirements.

### Categories of Graduate Admission

Admission to the program does not guarantee completion.

#### 1. Admitted – Degree Seeking Student

This category means that the candidate has met all the specified requirements for admission into the degree program and that the candidate may take all the course work leading to the degree program to which he/she was admitted.

#### 2. Admitted – Non-Degree Seeking Student

This category is for those individuals who want to take courses in the graduate studies program but who are not working toward any graduate degree at Carson-Newman University. A copy of an official transcript showing graduation from a regionally accredited four-year baccalaureate program and/or master's program is required before graduate credit can be issued. The transcript must be from the institution that granted the baccalaureate degree. For the MSN degree, individuals will be admitted on a space available basis. A maximum of twelve graduate hours with C grades or better, taken before being admitted into a degree program, may be applied toward the Master of Arts in Teaching degree, the Master of Science in Nursing degree, and the Master of Science in Counseling degree.

#### 3. Admitted – Non-Degree Certificate-Seeking Student

This category is for those individuals who want to take courses in a graduate studies program to earn a certificate rather than a graduate degree at Carson-Newman University. Admission would be determined by individual graduate program and the type of the certificate.

#### 4. Conditionally Admitted

This category is for those who have not met all specified requirements but have been permitted to begin taking courses in a degree program. The conditionally admitted candidate will be sent a letter from the graduate studies program outlining what must be completed before being fully admitted. A maximum of twelve graduate hours with C grades or better may be applied toward the Master of Arts in Teaching, the Master of Science in Nursing, and the Master of Science in Counseling degrees.

A student can take no more than nine hours as a conditionally admitted student for the Master of Arts in Social Entrepreneurship, the Master of Arts in Applied Theology, and the Master of



Business Administration degrees. A student can take no more than 12 hours in the Ed.S. Collaboration and Leadership in Counseling and the dual degree in Master of Science in Counseling and the Educational Specialist in Counseling. A maximum of six hours with a C or better may be applied toward the Master of Education. Conditional admittance is not applicable to the Educational Leadership Licensure program, the Educational Specialist in Education, or the Doctor of Education (Ed.D.).

*Effective May 31, 2020: In response to the COVID19 Pandemic, provisional admission is extended through 18 graduate hours for all programs in Education (including doctoral programs). As circumstances will differ for each student, exceptions may be made on an individual basis.*

#### 5. Not Admitted

This category means that the completed application has been reviewed and admission has been denied on the basis of the failure to meet one or more of the admissions criteria. The applicant will be notified in writing that admission has been denied and provided with the reasons for denial.

If for any reason the graduate faculty decides that a graduate student should not continue in the program, he or she may be required to withdraw before completion.

### Examination Requirements

#### Graduate Record Examination (GRE)

The Graduate Record Examination (GRE) is one option students may choose to meet admission testing requirements for certain graduate programs. Phone: 1-800-GRE-CALL for information and scheduling. The GRE code for Carson-Newman University is 1102.

For students conditionally admitted into a Graduate Studies in Nursing program, the GRE must be completed, and results received during the first semester of enrollment. For students conditionally admitted in Education and Counseling, the GRE must be completed within the first twelve hours of coursework.

*Effective May 31, 2020: In response to the COVID19 Pandemic, provisional admission is extended through 18 graduate hours for all programs in Education (including doctoral programs). As circumstances will differ for each student, exceptions may be made on an individual basis.*

#### Graduate Management Admission Test (GMAT)

The Graduate Management Admission Test (GMAT) is the assessment for graduate business school candidates. Students must meet the GMAT testing requirements for the MBA program.

### International Students Graduate Admission

In addition to the admissions criteria specified for individual graduate programs, international student must meet the following requirements:

1. Tests for International Students: Minimum computer based TOEFL score of 210, TOEFL iBT score of 74 (undergraduate) or 79 (graduate), IELTS score of 6.0 (undergraduate) or 6.5 (graduate), or PTE academic score of 53. Graduate applicants scoring between 170 and 209 (computer based TOEFL), 60 and 78 (TOEFL iBT), 5.5 and 6.4 (IELTS), or 44 and 52 (PTE academic) may be

admissible but must complete TESL 560, 563, 564 in addition to degree requirements. Applicants without the required English language test score may be admissible but will be tested for English language proficiency upon arrival and may be required to complete additional English language study in the Carson-Newman English Language Institute before beginning full-time graduate studies. International students who have earned an undergraduate or graduate degree at a United States college or university or who have successfully completed study in the Carson-Newman English Language Institute are exempted from the TOEFL/IELTS/PTE requirement.

2. If deemed necessary, undergraduate transcripts from non-U.S. institutions must be submitted for a professional credential evaluation from an agency that is a member of the National Association of Credential Evaluation Services (NACES).
3. All international students must submit proof of proper immunizations and health status prior to enrollment. The University requires proof of immunizations for measles of all incoming students. A doctor's office record confirming the disease, or proof of measles immunization since 1980, is needed to satisfy this requirement. Any questions or appeals due to extenuating circumstances related to immunization requirements must be filed with and approved by the Health Services University Nurse prior to the student's enrollment. Immunizations can be obtained from a family physician or a local health department. A physician's examination report is required. For significant health problems or those that would limit participation in physical activity courses, a physician's report is also required. Appropriate forms are provided by the University.
4. International students are required to purchase insurance through a plan approved by the University. International student accounts are charged during the fall semester for six months of coverage and during the spring semester for the remaining six months of coverage. See cost section for current rates.
5. Adequate financial resources must be available to cover the cost of attending Carson-Newman University. University financial aid programs are limited to U.S. students and are not available to international students.
6. Form I-20 will be issued only after acceptance for admission to Carson-Newman University has been approved and the University receives the enrollment deposit of \$500.00, and a current (6 months) certified bank statement.

Please refer to the Financial Information section for a breakdown of expenses. All tuition, fees, and charges are payable on or before registration. Carson-Newman University will assume no liability for any expenses incurred by international students.

## Costs 2020-2021

Following is a list of major expenses which will be incurred by an undergraduate (degree completion and RN-BSN) and graduate student at Carson-Newman University. Tuition and fees for full-time students cover the basic costs (fees for labs, classes, equipment, activities, etc. not included) of class instruction, matriculation, basic medical care in the University wellness center for minor illnesses and accidents, admission to concert/lecture series, athletic events held on campus excluding special tournaments, and contributions to several student organizations and publications.

The University reserves the right, beginning any term, to change the charges for tuition, fees, room, and board without notice.

### Tuition (cost per credit hour)

#### Undergraduate (Degree Completion)

BBA – Business Administration .....	\$350.00
BS. Organizational Leadership .....	\$350.00
BS. Interdisciplinary Studies .....	\$350.00

#### Graduate Programs (cost per credit hour)

MA. Applied Theology .....	\$450.00
MA. Social Entrepreneurship .....	\$500.00
Master of Business Administration .....	\$500.00
Counseling	
Masters .....	\$450.00
Educational Specialist .....	\$500.00
Education	
Masters .....	\$415.00
Educational Specialist .....	\$550.00
Doctorate (excluding Dissertation) .....	\$550.00
Master of Science Nursing (online) .....	\$650.00
Master of Science Nursing (on ground) .....	\$625.00

(Graduate students enrolled in undergraduate courses will pay undergraduate tuition for those courses.)

Technology Fee..... \$25.00 per credit hour

## Special Fees

International Student Application Fee (one time) .....	\$100.00
Auto Registration/Parking Tag (per year) .....	\$35.00
Dissertation Fee .....	\$550 per credit hour
I.D. Card (replacement) .....	\$15.00

International Student Fee (per semester: fall, spring, and summer) .....	\$125.00
International Student Insurance (per year – amount subject to change).....	\$1680.00
(International students are required to purchase insurance through a plan approved by the University.)	
Nursing Malpractice Insurance (approximately per year) .....	\$80.00
Portfolio Fee (per semester).....	\$10.00
Graduate Studies in Counseling Internship Fee.....	\$225.00
Student Teaching	
Enhanced Student Teaching Fee .....	\$400.00
Job-Embedded Practitioner	
Supervised Teaching Fee \$650 (two semesters required) .....	\$1,300.00

## Residence Hall Room Rates

### Room and Board (per semester)

#### Women's Residence Halls:

Alumni	Traditional 2-person room with double occupancy .....	\$1,775.00
	with single occupancy (private).....	\$2,520.00
	Single-person room.....	\$2,060.00
Burnett	Traditional 2-person room with double occupancy .....	\$1,495.00
	with single occupancy (private).....	\$2,135.00
Swann	Traditional 2-person room with double occupancy .....	\$1,775.00
	with single occupancy (private).....	\$2,520.00
	Single-person room.....	\$2,060.00

#### Men's Residence Halls:

Heritage Hall - Traditional	2-person	room	with	double
occupancy \$1,495.00				
				with single occupancy (private).....
				\$2,135.00
Butler Hall -	Traditional	2-person	room	with double occupancy .....
				\$1,775.00
				with single occupancy (private).....
				\$2,260.00

#### Appalachian Commons Apartment Complex:

Standard 4-bedroom apartment with 4-person occupancy .....	\$2,200.00
Standard 2-bedroom apartment with 2-person occupancy .....	\$2,555.00

## Meal Plan Rates (per semester)

### Residential:

Unlimited Meal Plan .....	\$2,580.00*
12 Meal Plan (any 12 meals weekly) * .....	\$2,305.00*

**Commuter:**

100 meal/semester block plan (available only to Appalachian Commons

Residents and Commuters) \*\* .....\$1,310.00\*\*

40 meal/semester commuter block plan (commuters only) \* .....\$675.00\*\*

\* Includes initial \$100 declining-balance (Eagle Bucks) account per semester.

\*\*Includes initial \$250 declining-balance (Eagle Bucks) account per semester.

You can add \$25 increments for Eagle Bucks by paying with cash, check, money order, debit card, or credit card online or at the cafeteria (see dining services).

All charges must be paid in full on or before final registration. All fees and charges are subject to change.

**Registration and Tuition Charges**

*Students who register for courses incur tuition charges.* The student will be responsible for payment of tuition charges for course registration unless the Office of the Registrar is notified by the student to cancel his/her course registration prior to the day classes begin.

Payment for tuition and fees is due prior to the day classes begin. If, by the end of registration, a student fails to make arrangements for payment of his/her student account, the student's registration may be cancelled!

If a student makes arrangement for payment of tuition and fees after being dropped from course registration and class rolls, reenrollment must be approved by the Student Accounts Office, the Provost, and the University Registrar. If re-enrollment is approved, the student will be subject to late registration and re-enrollment fees.

**Payments**

Tuition, fees, and all other costs for the semester are payable upon registration. For students with definite commitments of funds from the Office of Financial Aid, the difference between the total cost for the semester and the financial aid commitment is payable upon registration. Payment of the difference between enrollment charges and financial aid can be made by cash, personal check, DISCOVER CARD, VISA, MASTERCARD, or through the payment plan. Information on the pay plan can be found at [www.cn.edu/payplan](http://www.cn.edu/payplan) (links to Official Payments website). After logging in, chose Tennessee and then Carson-Newman.

By enrolling, the student agrees to pay all expenses incurred by Carson-Newman University to collect any outstanding debt, including attorney and collection agency fees. Carson-Newman University reserves the right to report the status of any outstanding indebtedness owed to credit reporting agencies.

Students must settle their account for the current semester, including library fines, traffic fines, and infirmity charges, etc., before they will be eligible to enroll for a subsequent semester or before a transcript of their academic record can be released by the Office of the Registrar.

**Refunds**

When dropping a class but not withdrawing from school:

A refund will be given to those students who drop a course by the last day of the drop/add period during a regular semester. To receive a refund for a course in an accelerated module (5-week or 8-week,) the student must drop before the course begins. Dropping a course may affect financial aid. Contact the Office of Financial Aid for more information.

When withdrawing from school:

If a student elects to withdraw after beginning attendance, the student must contact the Office of the Financial Aid to initiate the formal withdrawal process. Any situation in which all classes are dropped is considered withdrawal from the University. The date of withdrawal used to compute refunds is determined by the date the student is considered withdrawn from the University.

Students registered for any class offered in a module (sessions A, B, C, D, or E; see academic calendar) are considered enrolled in the semester. Students who do not plan to continue enrollment in the next session scheduled after the session of current enrollment must notify the Office of the Registrar NLT noon on the business day preceding the start of the next session in order to avoid charges. Students who choose not to continue enrollment in any session within the semester may be considered withdrawn for the semester and must contact the Office of Financial Aid to process a withdrawal. Financial Aid recipients withdrawing or discontinuing enrollment may not earn all financial aid which may result in a bill due to the University.

If a student with federal (Title IV) student financial aid withdraws, drops out of school, or is dismissed from the University, the Office of Financial Aid will determine the portion of federal aid that has been earned and the balance that must be returned to the federal or state program. Federal assistance is earned based upon the student's days in attendance and has no relation to the tuition refund percentage computed above. For specific questions concerning the computation of earned federal aid, please contact the Office of Financial Aid.

During each semester's drop-course period, a student may voluntarily reduce or cancel a commitment for room and board (i.e., a meal plan). Charges for both are computed to arrive at the amount refundable.

After the semester's drop-course ends, room-and-board commitments are considered non-cancelable. However, an alternative room assignment can be authorized by the Carson-Newman University Residence Life Director, and a meal plan can be changed but only to one that offers more meals per week.

If a student withdraws from the University, moves off campus after the semester's drop-course period ends, or is dismissed from the University for disciplinary reasons, no refund will be granted for any portion of room charges.

If a student withdraws from the University or moves off campus with the permission of the Carson-Newman University Residence Life Director, the student will receive a prorated refund of his or her board charges only up to midterm. If a student withdraws from the University or moves off campus without the permission of the Carson-Newman University Residence Life Director or is dismissed from the University for disciplinary reasons, no refund will be granted for any portion of the board charges.

Charges for a meal plan commitment that a student voluntarily reduces during the semester's drop-course period or subsequently cancels by withdrawing from the University or by moving off campus with the permission of the Carson-Newman University Residence Life Director are recomputed

based on the ratio of whole weeks remaining in the semester to total weeks in the semester, and a refund is credited accordingly up to midterm. No refund will be paid for a partial week. Any unused portion of the declining-balance account is not refundable.

The unused portion of a student's declining balance account will be transferred from the fall to the spring semester only if the student continues to have a meal plan that includes a declining-balance account. At the end of the spring semester, the unused balance of a declining-balance account is forfeited. It is not refundable and cannot be transferred to any subsequent period.

Refunds of tuition for Mayterm and summer terms are not allowed after the start of each term. For students with federal student financial aid, the portion of federal assistance that has been earned and the balance that must be returned to the federal or state program will be determined by the Office of Financial Aid.

### **Damage to University Property**

When damage occurs in the residence hall or elsewhere, the student or students responsible for that damage must pay the cost of repair or replacement.

## Financial Aid

Financing higher education is one of the major concerns for students and parents. Carson-Newman University offers a comprehensive financial aid program that includes federal, state, and institutional resources of aid where applicable. The Office of Financial Aid at Carson-Newman University is available to assist families in completing the steps that are necessary in applying for aid. Students wishing to apply for any type of assistance must complete the Free Application for Federal Student Aid (FAFSA). This information is used in a formula established by the U.S. Congress to calculate the expected family contribution, known as the EFC. The EFC is an amount that students and families are expected to contribute towards the student's educational costs. Many types of assistance are based upon financial need, which is defined as the student's educational cost minus the EFC. The FAFSA should be completed even if students think they will not qualify, are requesting merit only awards, or are requesting loan or work-study employment. In addition, to receive assistance from federal student aid programs, students must also be U.S. citizens or eligible non-citizens; be admitted into a degree program; and continue to make Financial Aid satisfactory academic progress (FASAP) every semester.

Carson-Newman University offers the following types of assistance: scholarships and grants, loans, and part-time employment through the work-study program. These types of assistance may be awarded individually or in combination depending upon the needs of the student and family. Priority for awarding assistance will be reserved for processed application data received on or before February 1. The financial need of a family will also be used in priority of awarding funds as well. Notification of assistance will be in the form of an award letter and will also be available for viewing via C-N Connect at the student's convenience. New students must first apply and be accepted for admission to Carson-Newman University before an award letter is prepared. Continuing students need only to complete the FAFSA each year and maintain satisfactory academic progress. For additional information on any financial aid or scholarship program please contact the Office of Financial Aid or view online at <http://www.cn.edu/administration/financial-aid>.

### **How to Apply for Financial Aid:**

1. Complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). FAFSAs should be submitted no later than February 1 prior to the fall semester. If a paper application is needed, students may request one directly from the U.S. Department of Education.
2. List Carson-Newman University with our federal code: 003481.
3. Once all forms have been received, a financial aid counselor will review the file for eligibility for financial aid, and an award letter notification will be generated outlining the proposed assistance.

NOTE: Federal and/or state regulations governing the application process and awarding of financial aid may change. These changes may impact the awarding and renewal of financial aid at Carson-Newman University.

Student responsibility in completing necessary forms and returning them to the Carson-Newman University Office of Financial Aid as quickly as possible cannot be over emphasized.



Information and forms are available on the C-N Financial Aid website at [www.cn.edu](http://www.cn.edu) or may be obtained by writing or calling:

Office of Financial Aid	865-471-3247
Carson-Newman University	or
1645 Russell Avenue	1-800-678-9061
Jefferson City, TN 37760	

No aid is automatically renewable; all aid requires application each year. Priority deadline is February 1 for aid to be awarded for the following fall semester. For further information, please e-mail the Office of Financial Aid at [financialaid@cn.edu](mailto:financialaid@cn.edu) or consult our website. More detailed information is also available in the *Financial Aid Handbook*, online.

### **Initial Eligibility and Financial Aid Satisfactory Academic Progress (FASAP):**

- Initially, to be eligible to receive financial aid, you must be admitted into an eligible program. Financial aid is considered renewable up to 150% of the approved program of study, provided you satisfy the standards of Financial Aid Satisfactory Academic Progress (FASAP) as outlined below.
- You will be considered as making satisfactory progress in receiving financial aid provided that you are eligible to re-enroll at Carson-Newman and that you are making progress at a rate not less than demonstrated by the following qualitative and quantitative scales:

#### Qualitative

Number of cumulative credit hours attempted	1-30	31-45	46-59	60+
Minimum cumulative GPA required	1.50	1.70	1.90	2.00

#### Quantitative

Number of attempted fall/spring credit hours	30	24	12	9
Number of credit hours a student must earn	20	16	8	6

67% of attempted credit hours

Number of required credits to earn degree	120
Maximum number of cumulative attempted credits (150%)	180

*Summer Semester:* All of Carson-Newman Satisfactory Progress Standards will apply to the summer semester as well as to fall and spring. Our review to determine Satisfactory Progress will affect distribution in the summer.

### **FASAP Evaluation Process:**

- REVIEW Each Term:** Review for FASAP will be conducted at the conclusion of each term, including summer. Students who are determined to be ineligible for further aid will be notified. It is your responsibility to ensure that lost eligibility is restored.
- WARNING Status:** Students will have one semester of WARNING on the first instance of a failed FASAP calculation. Warning notice will be sent to your C-N email account if e-consent on file.

3. **UNSATISFACTORY Status:** A subsequent calculation failing FASAP will result in Financial Aid UNSATISFACTORY standing (suspension), and students will be ineligible for financial aid without a successful appeal. Unsatisfactory notice will be sent to your C-N email account if e-consent on file.
4. **APPEALS FASAP:** Students may appeal an unsatisfactory status for FASAP calculation. Appeals must be made by the deadline given in each notification. Students not approved on appeal must regain eligibility by meeting the state standards.
5. **PROBATION Status:** Students that filed a successful appeal from an unsatisfactory status will be granted probation in which they will be eligible for financial aid. After the probation, students must meet the standards satisfactorily to continue aid eligibility.
6. **W, F, or I Grades:** All grades of F, W, WP, WF, U, or I will not count as hours earned but will count as hours attempted.
7. **REPEATED Hours:** Repeated hours will count towards attempted hours but may not be countable in enrollment status for the term depending upon the number of times repeated for a grade. For example, if you earned 3 hours with a grade of “D” twice, and you decided to repeat the course to earn a better grade, the repeated 3 hours will not count in your enrollment status for the term that it is a second repeat. Hence your enrollment status for the term will be calculated as: registered credit hours - second or more repeated credit hours = enrollment status for federal financial aid purposes. This is subject to change as Federal Regulations are subject to change. All attempted hours will count against your 150% of degree credits limitation.
8. **TRANSFER Credits:** Transfer credits accepted by Carson-Newman University for credit will count in attempted and in total earned hours.
9. **TELS HOPE Awards:** Evaluation to determine continued eligibility for TELS HOPE awards will occur upon attempting 24, 48, 72, 96, and 120 hours for coursework completed after high school graduation and is a separate process than FASAP calculations. If you fail to meet TELS SAP, you will be sent a written notification with important information, and future TELS awards may not be available to you. Your TELS HOPE grade point average is not calculated the same as your Carson-Newman grade point average calculation. Visit our consumer page to learn more.
10. **APPEALS TELS HOPE Loss:** Students may appeal TELS HOPE loss on reasons other than grade point average.

## State Programs

For application, full award rules, and application deadlines, see [www.tn.gov/collegepays](http://www.tn.gov/collegepays).

### Tennessee Math and Science Teacher Loan Forgiveness

The participant must be a resident of Tennessee at least one (1) year prior to application deadline; attend an eligible postsecondary institution seeking an advanced degree in math or a science or certification to teach math or science; agree to teach math or a science in a Tennessee public school system two (2) academic years for each year funded provided by the program; and sign a promissory note that stipulates the cash repayment if service obligation not met. Awards shall be two thousand dollars (\$2,000) per academic year and shall not exceed the thousand dollars (\$10,000) for all years required for the teacher's program of study. The applicant must reapply each year.

### Tennessee Teaching Scholars Program

Participation is limited to college juniors, seniors, and graduate candidates admitted to a teacher education program in a Tennessee college or university. The participant must be a Tennessee resident, be enrolled at least half-time if a graduate student and not be a licensed teacher or receive the scholarship while employed in a teaching position. The candidate will incur an obligation to teach at a Pre-K through 12 level one year in a Tennessee public school for each year an award is received and must sign a promissory note that stipulates the cash repayment if service obligation is not met. The award may be renewed three times for a total of four years based on funding. The recipient must maintain at least a 2.75 grade point average to remain eligible. The applicant must reapply each year.

### Graduate Nursing Loan Forgiveness Program

The participant must be a Tennessee resident, hold an unencumbered Tennessee Registered Nursing License, be enrolled in an eligible Tennessee college or university in a program leading to a master's degree in nursing education. The candidate will incur an obligation to enter a faculty or administrative position at a college or university in Tennessee in a nursing education program and sign a promissory note that stipulates the cash repayment if service obligation is not met. The award is renewable up to four years of full-time enrollment and based on funding. The applicant must reapply each year.

### Tennessee Rural Health Loan Forgiveness

The participant of this program must be a Tennessee resident for one (1) year prior to application deadline, sign a promissory note stipulating the cash repayment if employment obligation in a health resource shortage area for one (1) year for every year of funding received is not met, may not accept any other financial aid that carries with it a service obligation, and must be enrolled in the Nurse Practitioner Program at Carson-Newman University. The award amount shall not exceed twelve thousand dollars (\$12,000) per academic year, or the cost of tuition, mandatory fees, books and equipment, whichever is less. The applicant must reapply each year.

## **Federal Programs**

### **Teacher Education Assistance for College and Higher Education (TEACH)**

The TEACH Grant is a non-need-based award. This grant is for students who are pursuing teaching credentials in high need fields. The student must agree to teach for four years in a high need field and high need area, must score above the 75th percentile on a college admissions test, or have a cumulative grade point average of at least 3.25 on a 4.0 scale for an undergraduate degree. For more information go to [www.teach-ats.ed.gov/ats/index.action](http://www.teach-ats.ed.gov/ats/index.action). Should the teaching requirements not be fulfilled, the grant retroactively converts to an Unsubsidized Direct Loan.

### **Federal Direct Stafford Loans**

A Federal Direct Stafford Loan is a federally guaranteed loan, and therefore does not require a credit check. Graduate students are eligible for the Federal Direct Unsubsidized Stafford Loan. The Federal Direct Unsubsidized Stafford Loan is a non-need-based loan that begins to accrue interest upon disbursement. The student borrower is responsible for repaying accrued interest and principle. The Free Application for Federal Student Aid (FAFSA) is required to determine eligibility for this program. The FAFSA may be filed at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) with Carson-Newman University's school code of 003481. The annual limit for graduate students is \$20,500 but may be capped at a lower amount when the cost of attendance for a particular program is less than the annual borrowing limit. Additionally, students must not be in default on prior student loans and have remaining aggregate limit available for additional annual loans. More information is available at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

### **First-Time Borrowers**

Students who wish to participate in the Federal Stafford Loan program must accept the loan via a signed award letter or online at C-N Connect. Students can accept the full amount awarded, or they can request a loan reduction. Typically, students are awarded the maximum amount of Stafford loans which they are eligible to receive.

First-time borrowers must also complete Entrance Counseling and sign a Master Promissory Note (MPN). The MPN is a serial promissory note that allows the student to borrow for up to 10 years on the same note without signing another promissory note. Entrance Counseling and MPN may be completed online at [www.studentloans.gov](http://www.studentloans.gov).

### **Previous Borrowers**

Students who wish to continue participating in the Federal Stafford Loan program must accept the loan online via C-N Connect. Students can accept the full amount awarded, or they can request a loan reduction. Typically, students are awarded the amount of Stafford loans which they are eligible to receive.

### **Direct Federal Grad PLUS Loans**

Federal Grad PLUS Loans are available only to graduate students. Often a graduate student's cost of attendance is covered through other federal loan programs. Any graduate student interested in this loan should contact the Office of Financial Aid for eligibility.

### **Private Loans**

Private loans are consumer-based education loans that are not part of the federal government programs. Private loans are more expensive than the federally guaranteed loans and should only be used after all other forms of financial aid have been exhausted.

If you determine that a private loan is needed, please research your options carefully. Each lender has different fees, interest rates, and repayment options. Most private loans require a co-borrower. Maximum loan amounts vary depending on the amount of other financial aid you are receiving. Some lenders may defer repayment of principal and interest until student ceases to be enrolled at least half-time.

Once you have selected a lender, please complete the application on lender website or call a lender to request an application. You will also be required to complete a Private Education Loan Applicant Self Certification form. This is available on our website or from the Office of Financial Aid.

## **Graduate Assistantships/Scholarships**

### **Graduate Assistantships**

Any student may apply for available graduate assistantships. Preference will be given to fully admitted, degree-seeking graduate students. Awards will be made based on the following criteria: need, commitment to the profession, and ability to work 10 or 20 hours per week in the appropriate department. Applications may be obtained by contacting the department chair of the program in which you plan to enroll.

Additional information is available online at [www.cn.edu/admissions/graduate-and-adult-admissions/graduate-assistantships](http://www.cn.edu/admissions/graduate-and-adult-admissions/graduate-assistantships).

### **Lucile R. Anderson Scholarship**

Scholarships available to graduate students in education are funded through an endowment established by Dr. Lucile R. Anderson. Award is made on the basis of Christian commitment to teaching. The number of scholarships and amount to be awarded will be determined each semester. Applications may be obtained by contacting the Teacher Education Office. The application deadline is the first day of classes each semester. The recipient(s) will be selected by vote of the Graduate Studies in Education faculty.

## **University Gift Aid Cap Policy**

University aid is considered the last gift dollars applied to the student charges. The University reserves the right to reduce, modify, or cancel awards when aid limits are exceeded, and/or the University determines at any time you are no longer eligible for the assistance. No cash credit balance refunds will be generated from University funds as the last resource.

## **Disbursements**

All financial aid will be credited to your student account each term. For traditional semester attendance, disbursement is scheduled three weeks from the start of the term, upon confirming you have begun attendance in each class anticipated. Until the aid is disbursed to your student account, aid will be pending. Award amounts will be based upon your actual attendance in each class. For instance, if

you register for 12 credit hours, but only begin attendance in 9 credit hours, your award amounts will be recalculated for 9 credit hours. It is important to begin attendance and have your schedule finalized by the last day to make a schedule change without a fee (Census date) each term. Disbursement dates for module classes are scheduled within 24 hours of each census date during each module of anticipated enrollment

## **Veterans Educational Assistance**

Carson-Newman University has been approved by the Tennessee Higher Education Commission to provide programs and courses of instruction to veterans of the United States Military or dependents of deceased or disabled veterans eligible for educational benefits.

### **Benefit Programs**

The primary entitlement programs administered by the Military Affairs Office:

Montgomery GI Bill® - Active Duty (MGIB-AD) Educational Assistance Program [Chapter 30]  
Vocational Rehabilitation & Employment (VR&E) Program [Chapter 31]  
Montgomery GI Bill® - Selected Reserve (MGIB-SR) Educational Assistance Program [Chapter 1606]  
Post 9/11 GI Bill® - Harry W. Colmery Veterans Educational Assistance Act [Chapter 33]  
Survivors' & Dependents' Educational Assistance (DEA) Program [Chapter 35]  
Veterans Work-Study Allowance Program  
Federal Tuition Assistance

Carson-Newman University has been approved by the Veterans Administration to participate in the Yellow Ribbon Program. Veterans or dependents of veterans who qualify for the Post-9-11 GI bill must be 100% eligible to participate in the Yellow Ribbon Program. For information on current policies for the Yellow Ribbon Program, contact a University School Certifying Official or the Military Affairs office.

### **Policies and Procedures**

Federal guidelines and regulations are specific regarding eligibility to receive veterans' educational benefits. Official decisions on eligibility are made by the VA or the appropriate government office and not the C-N Military Affairs office.

To receive educational benefits, eligible recipients must be accepted for admission to the University. The application for VA Educational Benefits must be completed and submitted to the Department of Veteran Affairs by the student recipient. The Notice of Benefits Eligibility (NOBE) or Certificate of Eligibility (COE) must be to the School Certifying Official. Recipients who have received VA educational benefits and plan to transfer to Carson-Newman University from another college must also complete and submit a Change of Program or Place of Training Application (Form 22-1995). Official transcripts from all colleges and universities attended must also be submitted in order to determine prior credit.

The Carson-Newman University VA Educational Benefits Recipient Statement of Understanding and Acknowledgment of Policies must be signed and submitted to the School Certifying Official before enrollment certifications will be processed. For additional information concerning Veterans Educational Benefits, please contact the Office of Military Affairs or a School Certifying Office.

A University School Certifying Officer will submit the enrollment certification for eligible veterans or their dependents. Enrollment certifications are submitted after the eligible student has completed the registration process. Applications and all supporting documents should be submitted at least eight weeks before the start of the first semester of enrollment for first time recipients. Certifications for first time Chapter 35 beneficiaries cannot be submitted until after the first day of class attendance of the first term of enrollment.

Eligible recipients must be pursuing an educational objective, which is defined at Carson-Newman as leading to an associate, bachelor, master, or doctoral degree. Recipients must be degree seeking students and designate an approved major and program of study.

Courses approved for certification are those that are required for the recipient's major and program of study. Recipients of educational benefits must work closely with an academic advisor to make certain that courses taken are part of degree requirements for their chosen academic program. Excessive elective courses or courses in which a passing grade has been earned (except for courses in which a grade of "C" or higher is required) will not be approved for certification.

Students receiving educational benefits are responsible for notifying the School Certifying Official for any change in enrollment that would affect receipt of educational benefits. Satisfactory attendance, conduct and progress, as defined by the University, must be maintained in order to continue receiving benefits. VA Educational Benefit recipients who are placed on academic probation must meet academic progression standards in order to continue receiving VA educational benefits. A course for which a student received an "Incomplete" must be graded within one academic semester or the beneficiary will be subject to retroactive adjustment in the semester's training time, which may result in an overpayment and recovery of benefits.

All veterans, National Guard, and Army Reserve recipients must submit a copy of their DD-214 and a copy of their Joint Services Transcripts or official transcript from the Community College of the Air Force (CCAF) to the Office of the Registrar for evaluation of transfer credit.

### **Veterans Tuition and Fee Deferment**

For students receiving educational assistance benefits administered and provided by the United States department of veteran affairs (USDVA), or under other governmentally/military funded educational assistance paid directly to the school will receive a deferred payment of the required tuition and fees until the student's monetary benefits from the USDVA, or other governmental agency have been received. Approval is contingent upon a student beneficiary demonstrating benefits eligibility with sufficient entitlement to cover tuition and fees and no outstanding debt to the USDVA or Carson-Newman from prior semesters. The deferred payment will be initiated with Carson-Newman student accounts upon the student beneficiary's request for benefits and SCO's certification for benefits. Deferred payment will reflect the estimated pending aid from the USDVA, or other military education benefit. The student will be responsible for on-time payment of the remaining balance. Students will not be penalized to include assessment of late fees, the denial of access to classes, libraries, or other

institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Any covered individual will be able to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Carson-Newman University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.



# Academic Policies, Procedures, and Regulations

## **Student Responsibility in Meeting Degree Requirements**

Responsibility for knowing and following academic requirements, including both academic and common degree requirements for graduation, rests with the student. Academic requirements are specified for each graduate degree program at Carson-Newman University and these, as well as the common degree requirements, must be met before a degree is granted. Advisors, assigned to assist students in their progress toward degree completion, program directors, and appropriate administrators will provide specific information concerning these requirements, but the student alone is responsible for fulfilling them.

The administration and faculty of Carson-Newman University believe that the educational and other programs of the University described in this catalog are effective and valuable. However, the ultimate results of programs offered in terms of achievement, employment, professional licensing, or other measures, are dependent on factors outside the programs, such as the personality and energy of the student, governmental or institutional regulations, and market conditions. Therefore, except as specifically stated herein, Carson-Newman University makes no representation or contract that following a particular course or curriculum will result in specific achievement, employment or qualification for employment, admission to degree programs, or licensing for particular professions or occupations.

## **Academic Calendar**

The academic year at Carson-Newman University includes a fall and a spring semester and several accelerated terms offered during the summer. Fall semester begins in August and ends in December. Spring semester begins in January and ends in May. The summer session includes several accelerated terms which commence after the conclusion of the spring semester and end before the beginning of the new academic year.

### *Undergraduate Programs*

Fall and spring semesters include 14 weeks of instruction and one week of exams and a minimum of 24 credit hours for full-time enrollment. Adult degree completion programs include modules within the semester. Please consult the academic calendar for term dates.

The official final exam schedule is made available to students prior to the end of the semester. Students who have three exams scheduled on one day may request changing one of their exams to another day during the exam period. For more information contact the Office of the Registrar.

To be eligible for consideration of receipt of Title IV funds, an academic year is defined as completion of 24 semester credit hours during an academic calendar year.

### *Graduate Programs*

Graduate programs include modules within the semester, comprise the full length of the 15-week fall or spring semesters, and accelerated modules in the summer depending on program. Please consult the academic calendar for term dates. Full-time enrollment differs by graduate program. Please

see minimum enrollment requirements under Course Loads for full-time requirements by graduate program.

### **Academic Standing Undergraduate Programs**

To maintain acceptable scholastic standing and to graduate from Carson-Newman University, a student must have a minimum cumulative GPA of 2.00, a minimum institutional GPA of 2.00 (coursework attempted at Carson-Newman), and a minimum GPA of 2.00 in all coursework attempted in the major and/or minor (unless specific department requirements are higher).

#### *Academic Probation (Undergraduate)*

A student is placed on Academic Probation when the institutional or cumulative GPA is below the minimum level determined by the total number of credit hours attempted, as indicated by the following table:

Hours Attempted

Minimum C-NU and Cumulative GPA required

12-29 1.70

30-59 1.80

60-89 1.90

90 or above 2.00

Any student whose institutional GPA or cumulative GPA falls below the minimum required by the above table will be placed on Academic probation, and the notation of the probation will be made on the student's academic transcript. A student on Academic Probation will not be permitted to enroll in more than 14 hours for the semester; in addition, any student on Academic Probation will be required to follow instructions as outlined in their letter of probation from the Provost.

A student who has attained the minimum institutional GPA and the minimum cumulative GPA (as indicated by the table above) by the end of the first semester on probation will be removed from probation. Once a student is placed on probation, the student will be allowed to continue enrollment if academic progress is demonstrated by achieving a semester GPA of 2.0 or higher or a cumulative GPA equal to or greater than that required by the total number of hours attempted for satisfactory academic progress (see table). A student who earns a 2.0 GPA for the term on probation but who does not raise his or her cumulative GPA to meet satisfactory academic progress as outlined on the above table, will be allowed to remain enrolled on continued academic probation. While on probationary status, the student must achieve a semester GPA of 2.0 or higher or a cumulative GPA equal to or greater than that required for minimum standards for satisfactory academic progress to avoid suspension.

Prior to registration for each semester in which a student is on Academic Probation, the student must first meet with a Student Success Center staff member to develop an Academic Recovery Plan for achieving the required level of academic success. After meeting with a Student Success Center staff member, the student must meet with his/her advisor and the department chair. After submitting the approved plan to the University Registrar, the student will be permitted to register. Some students are admitted on Academic Probation and must meet requirements as stated in their letters of acceptance.

#### *Academic Suspension (Undergraduate)*

A student is placed on Academic Suspension when;

- the student failed to meet requirements for continued probation, or
- the student failed to pass 6 hours during their first term of full-time enrollment as a freshman, or
- the student failed to pass 12 hours during the freshman year.

The first time a student is placed on Academic Suspension, that student will be suspended from the University for one semester. The second time a student is placed on Academic Suspension, that student will be suspended from the University for two semesters. The notation of the suspension will be made on the student's academic transcript. A student who is suspended a third time is subject to dismissal from the University (see below).

A student who has failed to attain the minimum institutional GPA and the minimum cumulative GPA (as indicated by the table above) after the probationary period will be suspended. The notation of the suspension will be made on the student's academic transcript.

Readmission to the University after Academic Suspension is not guaranteed. A student who has been suspended who wishes to re-enroll at the university must complete the following steps:

- Apply for readmission to the university through the Office of Adult and Graduate Studies by completing the application for readmission,
- Write a letter of appeal to the Suspension Review Committee, addressed to the Office of the Provost.
- Complete and submit the Academic Suspension Appeal Application and attach copies of documentation from a physician or health care provider (in the event of illness or medical condition), from a parent/guardian (in the event of a death-in-the-family or other family emergency), or other appropriate documentation in support of the appeal request.

Any student readmitted after Academic Suspension will be placed automatically on Academic Probation.

Students who are allowed to re-enroll after the suspension review process are not guaranteed eligibility for financial aid and should contact the Office of Financial Aid to determine eligibility.

#### *Academic Dismissal (Undergraduate)*

A student who is Academically Dismissed from the University will not be eligible for continued enrollment at Carson-Newman University. The student has been given opportunity to improve his/her academic performance and has been unsuccessful.

Students will be subject to Academic Dismissal and a notation of the dismissal will be made on the student's transcript if:

- the student receives a third academic suspension, or
- the student failed to meet specific academic requirements as indicated in his/her letter of acceptance.

Students who have been dismissed may submit an appeal in writing to the Provost who will render a final decision.

### **Academic Standing Graduate Programs**

A minimum overall GPA of 3.00 is required to remain in academic good standing. A grade of C or better must be made in all courses applying to a graduate degree. A maximum of 6 credit hours with "C" grades may be applied toward the MAAT, MBA, MASE, EdS and EdD. A maximum of 9 credit hours with "C" grades may be applied toward the MAT, MED, MSC, and MSN.

#### *Academic Probation, Suspension and Dismissal (Graduate)*

See specific policy per graduate program.

**Tests and Final Examinations**

Final exams are given at the end of each semester or accelerated module. No faculty member is authorized to administer a regular final exam at any time except as scheduled.

**Student Authentication and Academic Dishonesty**

The unique username and password login credentials for Edvance360 shall serve as the Proctor Policy for all adult and graduate online courses.

Academic dishonesty may include but is not limited to the following: giving or receiving aid on tests, plagiarizing papers, assignments, book reviews, removing and/or copying test questions from office files. The course instructor/professor will address any incidents of suspected dishonesty. After hearing the student and considering all the evidence, this person will levy sanctions if guilt is determined. The instructor/professor will report these actions to the Provost, who shall levy any sanction more severe than the loss of course credit.

Academic dishonesty may result in sanctions including, but not limited to, an F and loss of credit for the course. Additionally, the effect of these sanctions on the student's GPA may impact financial awards. Gross dishonesty or a recurrence of academic dishonesty may result in expulsion from the University. Any student who receives an F in a course due to academic dishonesty will not be allowed to drop the course even if the F is assigned prior to the last date to drop a course with a W.

The student may appeal a finding of academic dishonesty and the resulting sanction first to the department chair; further recourse is to the Provost. For updates and questions related to this area, please contact the Provost's office.

**Class Attendance/Absences**

Attendance at all class meetings is expected, and students are responsible for all work (including tests and written assignments) of all class meetings. Each faculty member will establish consequences for class absences and publish them in the course syllabus. If students miss class for any reason, they must account for their absences to their instructors and arrange to obtain assignments for missing work. Students can make up class work missed if the absence was caused by a documented illness, the death of immediate family member, or participation in a University-sponsored activity. Otherwise, the instructor has no obligation to allow students to make up their work.

Any student who does not attend class by the last day to add a class during the registration period will be administratively dropped from the class for non-attendance. Attendance in an on-line course is determined by posting an assignment, participating in an on-line discussion, or submitted an assignment for the course. Enrollment status (full-time/part-time, etc.), billing, and financial aid eligibility may be affected by disenrollment from non-attended courses. Refer to the Withdrawal and Refund Section of the catalog for more detailed information.

Students who fail all courses due to non-attendance or lack of academic activity will be administratively withdrawn from the University for the semester. Financial aid recalculations will be processed for students who are administratively withdrawn from the University within 45 days of the date of determination. If a student is administratively withdrawn from the University, financial aid eligibility may be affected. For more information, see *Financial Aid Handbook*, Withdrawal from University section.

## Courses

### Credit Hour

A credit hour is defined as a unit of coursework represented by attainment of educational goals measured by learning outcomes. In accordance with federal regulation (34 CFR 600.2) one credit is awarded for a workload which reasonably approximates 37.5 hours per term. Non-lecture courses, i.e. labs, studios, performance-based or clinical-based courses, also require a minimum workload of 37.5 hours per term to receive one semester hour of credit. The University bases credit for internships on one semester hour of credit for 50 hours of work. Courses offered by alternative methods of delivery or in accelerated calendars require an equivalent amount of student engagement and workload to earn one credit hour.

### Course Load

For purposes of Financial Student Aid (FSA), the University defines full-time course load for undergraduate programs (Degree completion and RN-BSN) as 12 credit hours, three-quarter time as 9 credit hours, and half-time as 6 credit hours per semester. For graduate programs, full-time is defined as 9 credit hours and half-time is defined as 6 credit hours per semester.

For purposes of Veterans Administration Benefits Eligibility, the university defines full-time course load for graduate programs as 9 credit hours per semester and 6 credit hours as three-quarter (3/4) time. For graduate programs taught in non-standard terms (less than 15 weeks in length), the following definitions apply:

- For programs taught in 7- or 8-week modules: 4.5 credit hours is defined as full-time, 3 credit hours is defined as three-quarter time.
- For programs taught in 5-week modules: 3 credit hours is defined as full-time.

For purposes of NCAA certification of eligibility, students must be enrolled full-time per semester. For programs in modules, students must be enrolled in each module within the standard semester. For final semester of enrollment (the semester of graduation), special eligibility conditions may apply, for more information contact the NCAA Compliance Officer.

For purposes of SEVIS Certification for international students, students must be enrolled full-time per semester. For programs in modules, students must be enrolled in each module within the standard semester. For final semester of enrollment (the semester of graduation), special eligibility conditions may apply, for more information contact the Designated School Official.

### Independent Study

No catalog courses may be taken on an independent study basis with the exception of those courses that are designed to be taken independently, as indicated below. Appeals may be made only if there are extenuating circumstances, such as the failure of the department to offer a course in a timely fashion. Independent study courses are approved on an individual basis by the Dean of Adult and Graduate Studies.

The following Education Department topics courses are designed to be taken independently:

- EDUC 534: Topics in Education (3 hours)
- EDUC 637: Topics in Content Field (3 hours)
- EDUC 631: Research in the Content Field (3 hours)

EDUC 632: Applied Research (3 hours)

EDUC/NURS 580: Topics in Child and Family Studies (3 hours)

COUN 634: Topics in Counseling (3 hours)

TESL 569: Topics in Teaching English as a Second Language (1-3 hours)

Forms for enrolling in these courses are available in the appropriate office. A student must have the necessary approvals prior to registration and may enroll for no more than a total of six (6) semester hours of topics courses taken independently within the graduate program.

### **Authorization to Take Courses at another Institution**

Students who are currently enrolled at Carson-Newman University, and wish to take course work at another institution (including correspondence/extension work), must obtain the approval of his or her advisor, the chair of the department, and the University Registrar for the corresponding Carson-Newman course by completing the “Authorization to Take Courses at Another Institution” form.

The University Registrar will indicate on the course authorization form whether the student is in good standing at Carson-Newman University and has permission to take the approved course(s). Students who wish to apply for financial aid for coursework at another college should consult the Office of Financial Aid.

Courses taken at another institution and transferred to Carson-Newman as part of a graduate degree program may not exceed the number of credits allowed for transfer as prescribed by each graduate program.

### **Undergraduates Taking Graduate Courses**

Approved undergraduate students may take a maximum of 9 graduate hours, with no more than 6 graduate hours during any one semester. A maximum of 17 hours per semester (graduate and undergraduate combined) is allowed. Graduate hours will be accepted for graduate credit if the student is accepted and enrolls in a Carson-Newman graduate program. No undergraduate credit can be earned from the graduate course(s), and the course(s) cannot be used to meet undergraduate graduation requirements and therefore will not count toward enrollment status for federal aid eligibility.

Prior to application, the student must have 105 earned semester hours of undergraduate credit, an approved degree plan indicating graduation within two semesters and a minimum GPA to meet graduate school admission requirements. See the Adult and Graduate Studies Office for application and further details.

## **Grades**

### **Grading System**

The basic unit of credit at Carson-Newman University is the semester hour. Most courses carry three semester hours of credit (though some carry as few as one and some as many as twelve). One semester hour normally represents one hour of lecture or recitation or two hours of laboratory work per week.

Master of Arts in Teaching degree candidates who are taking undergraduate courses follow undergraduate grading and repeat policies. At the end of each semester and at the end of all summer

sessions, grades are available to the student through his/her campus C-N Connect account. Grades will be mailed by request only. Forms to request grades to be mailed are available in the Office of the Registrar.

Grade Points (based on a 4.00 scale)

Grade	Performance Level	Grade points per semester hour of credit
A	Superior	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0
VF	Administratively withdrawn failing	0
WF	Withdrew failing	0
WP	Withdrew passing	0

Passing grades are assigned grade points per each semester hour of credit (A=4, B=3, C=2). A student's grade point average (GPA) is calculated by dividing the number of grade points the student has accumulated by the number of semester hours attempted in graded (A, B, C, F) courses. For example, total grade points earned (10) divided by graded hours attempted (6) would yield a 3.0 GPA. (The attempted semester hours in which a student earns an S or P are not used in this calculation.) The grade report will have two GPAs listed. One is the semester average. The other is the cumulative GPA. Grades of AU, I, IP, N, NG, P, S, and W are not included in the GPA computation. An F or WF received in any course will figure in the GPA computation.

#### Temporary Grades

**Incomplete (I):** The student has failed to complete the course in the allowed time due to illness or some justifiable delay. The Incomplete (I) will carry no grade points and will not be included in the GPA computation. A grade of F will be assigned if the Incomplete (I) is not removed by the deadline determine by the instructor which can be no later than the end of the next semester regardless of whether or not the student is enrolled at Carson-Newman (the deadline for removing an incomplete grade earned during any summer term is no later than the end of fall semester). No student can graduate with an Incomplete (I) on their transcript.

**In Progress (IP):** To be used for graduate projects or practicums that extend beyond one semester. An In Progress (IP) will carry no grade points, will remain on the final transcript, and will not be included in the GPA computation.

**Audit**

Qualified students may audit courses upon approval of the instructors. No credit is given for an audit. Tuition for auditing courses is the same as for credit.

**Grade Appeal**

If a student disagrees with a grade received, he or she may request a review of the coursework upon which the grade was assigned. If an appeal is made, it must be in writing within one semester of the date the grade in the course was assigned and begins with a conference with the instructor of the course. If not resolved in this conference, the appeal moves to the Dean of Adult and Graduate Studies. If the grade appeal has not been resolved at these levels, it moves to the Provost for final review. The Provost may refer a grade appeal to the Graduate Committee for their study and recommendation.

**Repeating a Course for a Grade***Undergraduate Programs*

Students may repeat any course. The grade from the most recent attempt, with no additional hours attempted, will be used in calculating grade averages. Stated differently, the LAST grade earned will be the grade of record and will be used to determine if University requirements have been satisfied. The following provisions apply:

1. If the course was taken at Carson-Newman University, it must be repeated at Carson-Newman University for the grade replacement to be permitted.
2. If the course was taken at another college, it may be repeated at any accredited institution, including Carson-Newman University.
3. After the second repeat, the grade replacement provision is no longer applicable, and each attempt will figure into the grade point average.
4. All grades will be entered on the student's permanent record.

*Graduate Programs*

Graduate students may repeat any graduate course for which the grade of F is earned. (EXCEPTION: MSN students may not repeat courses with a failing grade.) Courses in which a passing grade is earned are not repeatable except grades of "C" needed to regain academic good standing. Limits to the number of course repeats are specific to each graduate program. Please refer to specific programmatic policies accompanying each graduate program description further in this catalog.

**Leave of Absence**

Students who must be absent from the University for the purpose of intellectual or personal development may request a break in enrollment for a maximum of two semesters. The application to Request a Break In Enrollment must be completed by the student and approved by the student's advisor and the University Registrar. If approved, the student will be guaranteed readmission at the end of the specified time, providing the terms of the request have been satisfactorily fulfilled. Students who are on an institutional approved break in enrollment will not meet the guidelines for federal approved pursuant to 34CFR668.22(d) and will be subject to begin repayment under the terms of any federal loan that has been borrowed. In addition, a student on an institutional approved leave of absence or break in enrollment will not be considered continuously enrolled for the Tennessee Hope Scholarship (TELS).



Recipients of Title IV funds who are enrolled but must withdraw from the University for medical or family emergency may request a leave of absence (LOA) through the University Registrar. If the leave of absence is approved, the student will be considered enrolled for the purposes of federal loan deferments. The LOA is seen as temporary interruption in the educational program. As such the student must return within the specified time period and resume enrollment in the same coursework that was interrupted. Tuition cost will not be the responsibility of the student to re-enroll in the same coursework. As such, the student will not qualify for additional disbursements of federal aid. This type of leave of absence may not exceed a total of 180 days in any 12-month period. If the student does not return from a LOA, the University is required to process withdrawal retroactively to the date the LOA began. This may result in loan payments being due at an earlier date. Please refer to the Refunds section for withdrawal information.

## **Registration**

Each semester, during a period of time designated in the University calendar, students may register for the courses to be taken the following semester. During spring, students may register for Mayterm and summer terms. This registration is done in consultation with the faculty advisor during the registration period. After registration is complete, any changes in the projected schedule must be processed in the advisor's office or submitted to the Office of the Registrar at designated times or during registration confirmation on a drop/add form which must be signed by the faculty advisor.

It is important that all students register. Failure to register results in delays at registration confirmation and may mean needed classes are not available. Registration confirmation is required for all students prior to attending class. Registration confirmation is scheduled immediately prior to the beginning of classes during the fall and spring semesters and on the first day of each of the other terms.

All tuition and fees are paid before a student begins classes unless other arrangements have been made with the Student Accounts Office. Failure to make arrangements for payment of tuition and fees will result in the deletion of the student's registration.

The student may add a new class or drop an existing class without a grade during the first week of classes by completing a change of course (drop/add) form. Registration must be completed by the end of the first week of classes.

Financial aid is based on a student's enrollment and eligibility status. The Office of Financial Aid may adjust the financial aid award if the student's enrollment status changes.

A grade of W will be assigned when the student drops a course between the end of the first week and the end of the tenth week of the semester. The W will not be reflected in the student's GPA, but the class and grade will show on the student's permanent record (transcript). After the last day to drop with a W, the student will be automatically assigned a WF for any drop. The WF will be reflected in the GPA, and the class will show on the student's permanent record.

Changes in registration after the first week of classes in a semester carry a \$10 fee for each class change made.

## **Withdrawal from the University**

Students ceasing attendance from all classes before the close of the semester are considered withdrawn and must officially withdraw by contacting the Office of Financial Aid. It is imperative to

complete this process in order not to jeopardize future financial aid and to understand the earned financial aid calculation. The Office of Financial Aid will process the withdrawal, regardless of whether a student has officially withdrawn or unofficially left, in order to determine the amount of financial aid a student has earned. Unearned financial aid will be returned to the programs. Returning unearned financial aid may result in a balance due to the University. The process is completed by the Student Accounts Office, where tuition refunds are given as outlined under Refunds in the Costs section of this catalog.

A student who officially withdraws before the last date to drop with a W will be assigned W grades. A student who officially withdraws from the University after the last date to drop with a W will be assigned a grade of WP for courses the student is passing or WF for courses the student is failing. The grade of WP or WF will be determined by faculty evaluation of the student's performance up to the day the student is considered withdrawn from the University. The official withdrawal date is based on the date of notification of the withdrawal.

A student who ceases class attendance in all courses before the end of the semester and does not officially withdraw is considered to have unofficially withdrawn and will be administratively withdrawn from the University. Students who are administratively withdrawn from the University will receive a grade of WF for courses registered for during the term of administrative withdrawal. The date of withdrawal for unofficial withdrawals is the midpoint of the semester. Exceptions to the midpoint may be reviewed on a case by case basis, if appropriate documentation is provided by the professor. Using the midpoint may result in unearned financial aid being returned to the program.

## **Graduation**

Students are required to complete an application for graduation and submit it with a program evaluation to the appropriate department chair by the following deadline schedule below. The application for graduation may be found on the Office of the Registrar website ([www.cn.edu/registrar](http://www.cn.edu/registrar)) and the program evaluation may be completed through C-N Connect. Deadlines for applications for graduation are as follows:

December graduation -	September 1
May graduation -	December 1
July graduation -	March 1

Commencement ceremonies are held in December and May. Students must be present to receive degree(s) unless sufficient reason is given, and absence is approved through the Registrar's office.

- Undergraduate students completing degree requirements in the summer session may participate in the May or the December ceremony of the same calendar year.
- Graduate students who graduate (complete degree requirements) in July may elect to participate in the December commencement ceremony immediately following their July graduation (i.e. in the same calendar year) or may elect to participate in the May ceremony of the following calendar year.

## Student Records

### Official Academic Records

The official academic transcript for each student is maintained by the Office of the Registrar and is stored in an electronic format. Other academic information, non-permanent but relating to the student's enrollment and academic progress, is also stored electronically. Official transcripts as authorized by the student or former student may be requested for third party release.

Carson-Newman University provides for the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act, as amended. This act provides for the right of access by a student to his/her file and records with certain limited exceptions and prohibits the disclosure of information without the student's written approval, with certain limited exceptions, other than for disclosure of directory information. Directory information includes student name, address, telephone numbers, e-mail addresses, date and place of birth, dates of attendance, photograph, enrollment status (full-time or part-time), major and anticipated date of graduation, degree and awards, the most recent previous educational institution attended, and participation in school activities and sports. Students wishing to withhold directory information may do so by notifying the Registrar *in writing*. Such notification must be received during the first week of the student's enrollment each academic year.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. A student should submit to the Registrar, Chair of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to a hearing if the request to correct an alleged inaccuracy is denied. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
4. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University may disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit

personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

The Family Educational Rights and Privacy Act provides that educational records of a student who is a dependent of his/her parent(s) for Internal Revenue purposes may be disclosed to the parent(s) without first receiving the student's consent, provided documentation showing the student to be dependent under the provisions of the Internal Revenue Code is presented by the parent(s). Students may authorize the release of otherwise confidential information, i.e., grades, academic progress, class attendance, financial data, and disciplinary actions to parents or others by signing a consent form available in the Office of the Registrar.

Following is a partial list of records maintained in University offices and the official responsible for each.

Academic records and transcripts: Registrar

Student judicial records: Vice President for Student Affairs and Dean of Students

### Student Consent to Disclose Information

Students may authorize the release of otherwise confidential information, for example, grades, academic progress, class attendance, financial data, and disciplinary actions, to parents or others by signing a consent form available in the Office of the Registrar, located on the top floor of the Fite Administration Building.

Disclosure which may not legally be made except upon the consent of the student shall not be made by any University employee (except for access with certain limited exceptions as allowed by law) until the student's consent is on file in the Office of the Registrar. Disclosure shall be made only of the specific matters to which the student has consented and to the person designated by the student. Any University employee who is asked by any person (the student, a parent, or anyone else) to make a disclosure of confidential information which may be made only upon the student's consent, shall not make the disclosure unless first being advised by the Office of the Registrar that the student has consented to the disclosure and the consent has not been revoked by the student as of that date. University employees who are asked by parents of students and others to make such disclosure should be advised that disclosure may be made by the University if the student consents in writing on a Consent to Disclose Information form filed in the Office of the Registrar.

When disclosure is made, the disclosing employee shall first ascertain that the person to whom disclosure is made is indeed the person the student has designated. In each instance, no disclosure shall

be made except to a person who can recite the student-designated access code. When disclosure is made to the person in person, the employee should first secure from the person adequate identification. When disclosure is made by mail, the envelope will be marked “Confidential: To Be Opened by the Addressee.”

The University is not legally obliged to disclose in each instance to which the student consents. If circumstances exist which causes a University employee to believe it may not be in the student’s best interests for a disclosure consented to by the student to be made, the employee should report the situation to the University Registrar.

### **Transcripts**

Transcripts shall be processed by the Office of the Registrar upon request from the student or former student. Students may request an official transcript by utilizing the on-line service at <https://iwantmytranscript.com/CN> or by completing the request form in the Office of the Registrar. Official transcripts will be furnished only after all accounts have been satisfactorily settled with the University. Students utilizing monthly payment plans must receive approval from the Student Accounts Office before an official transcript can be released. Currently enrolled students may request an unofficial copy of their record for campus use only.

## Office of Student Services

The Division of Student Services encompasses student life outside the classroom. It provides leadership for a well-balanced co-curricular program and utilizes the Wellness Model with its six areas as a foundation for student growth and development. The six areas include spiritual, social, emotional, career, physical, and intellectual development. The co-curriculum is designed to support the mission of the University. The Student Services Office is located in the Maddox Student Activities Center. The office phone number is 865-471-3235.

Student Services offers a wide variety of programs and services under the supervision of the Vice President for Student Services. These services include Student Conduct, Campus Ministries, Residence Life, Student Activities, Recreational Services, Counseling, Health Services, Department of Public Safety, First Year Experience, Conference Services, and Appalachian Outreach.

### Student Conduct

Carson-Newman strives to help students become responsible in all aspects of their lives. In situations where students exhibit irresponsible/disruptive conduct or violate college policy, disciplinary action may be implemented. Student conduct is governed by policies set forth in the *Eagle Student Handbook* and the *Guide to Residence Life*. When a violation occurs, students are afforded rights outlined by those documents. Infractions may be handled in a variety of ways depending on the severity and frequency of the violations. Please consult the Student Rights and Responsibilities section in the *Eagle Student Handbook*. The Division of Student Affairs reserves the right to contact a student's parent or guardian as appropriate in the event of problems associated with psychological concerns, health related problems, or other areas covered under the Student Affairs umbrella.

### Campus Ministries

Campus Ministries offers students, faculty and staff opportunities for spiritual growth, fellowship and Christian service. Campus Ministries provides leadership for the Community Life and Worship (CLW) program, crisis ministries, counseling and personal development services, and Christian student organizations. The Baptist Collegiate Ministries organization is led by the Campus Ministries staff and student leadership teams (B.A.S.I.C. - Brothers and Sisters in Christ, Communications, InReach, Missions, OutReach, and Seed Company Worship Band). Growth ministries and organizations include discipleship, Bible studies, fellowship, worship, evangelism training, missions promotion and enlistment, social action, recreation, retreats, conferences, outreach, DiscipleNow teams, and fall/spring/summer missions experiences on the state, national, and international levels. Campus Ministries is located in the Campus Ministries House, 2214 Branner Avenue, adjacent to the Maddox Student Activities Center. Phone number 865-471-3537.

### Counseling Services

Counseling Services' mission is to support Carson-Newman students in defining and reaching their full potential academically, emotionally, socially, and spiritually. We will connect with, care for, and comfort students to enhance their success and well-being.

Counseling Services will offer at no cost to the Carson-Newman student individual/couples/group counseling, crisis intervention, educational programs, and referrals to student support services on campus along with referrals to community resources. While providing these services, Counseling Services strives to promote a holistic, nurturing and spiritual environment to address the developmental needs of Carson-Newman students. Each year Carson-Newman students seek help to succeed with relationships, stress, sadness, anxiety, adjusting to school and other reasons. To set up an appointment, please call 865-471-3350 or stop by the Kathleen Manley Wellness Center, located directly across from First Baptist Church on the corner of Russell Avenue and Ken Sparks Way next to Burnett Hall. For further information please visit [www.cn.edu/counseling](http://www.cn.edu/counseling).

### **Campus Nurse**

The Campus Nurse promotes the wellness of students through campus-wide programs, clinics, individual treatment, and education. The nurse's office is located in the Kathleen Manley Wellness Center, and the phone number is 865-471-3350. The office is open during fall and spring semesters Monday through Friday from 8:00 a.m. to 4:30 p.m., while University administrative holidays are observed. The nurse treats minor illnesses and injuries and can refer student patients to the clinic nurse practitioner or doctor as needed. All clinic services are free of charge. Tennova Hospital, located on West Highway 11E, is available for care 24 hours a day.

### **Residence Life**

For questions pertaining to residence life, please contact the Residence Life Office, located in the Student Activities Center, 865-471-2009. See Fees and Expenses for per semester costs. There are six residence halls at Carson-Newman University: Alumni (F), Burnett (F), Butler (M), Heritage (M), Swann (F), and Appalachian Commons (M/F). Each room is furnished with a bed, mattress, chest of drawers, desk, and chair. Mini-blinds are provided for all windows. However, residents must supply their own linens and other personal items. For convenience, a coin-operated laundry facility is available in each residence hall. Each room is equipped with both cable and telephone outlets. Cable service is included in the cost of the room and local phone service is free of charge; however, students will need to make individual arrangements for long-distance phone service. A computer network is also available by which residents may communicate with various departments on campus from the convenience of their rooms, as well as have access to the library and the Internet.

### **Department of Public Safety**

The Department of Public Safety (DPS) is located at 2209 Branner Avenue. Office hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday, except for lunch. The office phone number is (865) 471- 3559. DPS has security officers on-duty 24 hours a day and all officers are licensed by the State of Tennessee. Officers may be reached at any time by calling (865) 548-9067. DPS also maintains a private protective service license through the State of Tennessee. The Jefferson County E-911 office should be contacted for life-threatening emergencies by dialing 911.

DPS works in concert with the local police, fire, and other emergency responders to maintain a safe campus and ensure that all crimes are reported immediately and investigated. A daily crime and fire log are available for review as mandated by both state and federal laws (under Student Services)

which provides both students and staff with important safety tips and what to do in the event of an emergency.

### **Vehicle Registration**

All personal vehicles belonging to students, faculty or staff members must be registered with the Department of Public Safety and within three (3) days after they are brought on campus. Students must purchase a parking decal at the office during normal business hours. Parking decals cost \$40 each and are valid from August 15th through August 14th of each school year. There is no refund for a parking pass when a student graduates or withdraws before the expiration date of the decal.

All vehicles are required to have valid insurance coverage in order to be brought on campus. To register a vehicle, the student or employee must provide the make and model of the vehicle and the state license plate number. No vehicle may be registered that does not belong to the owner or the owner's parent or legal guardian. The campus parking regulations may be found on the department's website <https://www.cn.edu/administration/student-affairs/department-of-public-safety/carson-newman-university-parking-regulations-campus-map>. Drivers on campus should make themselves aware of the campus parking regulations to avoid parking citations.

### **Campus Alerts**

Carson-Newman University has partnered with LiveSafe ® to provide notification to students, faculty, and staff in the event of an emergency. Every student is encouraged to sign up for LiveSafe ®. This system will be used for emergency notification in the event of severe weather warnings and other campus emergency information. In the event of a campus emergency, a text message will be sent to the phone and email address of students who sign up for the service.

### **Information Technology**

Computer accounts, including C-N Connect, C-N Email, C-N Online/Edvance360, and access to the Carson-Newman computing network are active within 24 hours of becoming a new Carson-Newman student. Graduate students who formerly attended C-N will need to notify the Information Technology Services (IT) with their student ID number so your account may be re-activated. The username is automatically set to the first initial, middle initial, and full last name. Example: John D. Smith would have a username of jdsmith. If two students (past or present) have the same first initial, middle initial, and last name, the student information system automatically assigns a random number after your name. Please see your acceptance letter for your username or contact the IT Help Desk at 865-471-3506 or [helpdesk@cn.edu](mailto:helpdesk@cn.edu) for assistance.

NOTICE: C-N Connect password change does NOT affect your email, Edvance360, or network access password. While all accounts use the same username, the password will be different after logging onto C-N Connect for the first time. Your password is initially set as the last six digits of your social security number. Once you change the password in C-N Connect to something new all other passwords are still set to the last six digits of your social security number until you manually change them. Use of the



computing facilities is a privilege available to faculty, staff, and students of Carson-Newman University, subject to compliance with all Information Policies. Locate all policies at [www.cn.edu/it](http://www.cn.edu/it).

### **Complaint and Grievance Procedures**

In accordance with our mission as a Christian University within a caring community, Carson-Newman has established a Complaint Grievance Policy as well as procedures to assist students in the resolution of student complaints and concerns. A student who believes that he or she has not received fair treatment by a University employee or student or who has a complaint about the action or in-action of a University employee or fellow student may file a complaint with the Office of Student Affairs. The procedures adopted by the University have been established to assist student in the resolution of complaints or grievances in an expeditious, fair, and impartial manner.

Informal complaint procedure: When minor concerns or situations arise, students should first seek resolution with the individual with whom the complaint exists. Before filing a formal written complaint, the student should seek resolution with the appropriate University employee who is most directly associated with the concern. The employee with whom a concern is raised is expected to handle the matter in a fair and professional manner and to take action to resolve it in discussion with the student.

Formal complaint procedure: In matters where informal discussions do not yield a satisfactory resolution or in a case where the matter is more serious, the student who wishes to have a complaint addressed by the University should follow the Formal Complaint Procedure as outlined in the *Eagle Student Handbook* ([www.cn.edu/administration/student-affairs/student-handbook](http://www.cn.edu/administration/student-affairs/student-handbook)).

In the event that a complaint cannot be resolved at the University level, a student may contact the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). To file a complaint with the SACSCOC, contact the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097, telephone 404-679-4500. To access the Commission's complaint policy, procedures, and the Complaint Form, please contact the Southern Associate of Colleges at the above address or access the complaint policy on the web at <http://www.sacscoc.org>.

### **Academic and Community Services**

#### **Advising**

All students are assigned an academic advisor upon acceptance into an academic program. Students must be approved by their advisor to register for classes during the early and final registration periods.

#### **Bookstore**

The University Bookstore is in the Student Activities Center. A complete service is offered to the students, including a variety of paperbacks, clothing, school supplies, as well as required textbooks. The bookstore hours are from 8:00 a.m. to 4:30 p.m. Monday through Friday. Books may be purchased on-line.

#### **Career Services**

Both students and alumni may take advantage of career counseling and exploration, development of skills needed in the job search, as well as the on-campus recruitment program. These services are available in the Student Success Center.

### **Center for Educational Service to Appalachia**

A variety of educational programs emphasizing regional literature, arts, and scholarship are offered for area schools, teachers, and community. Contact the Director of the Center for Educational Service to Appalachia.

### **Disability Services**

Carson-Newman University seeks to provide reasonable accommodations to "otherwise qualified" students. To request accommodations, contact the Coordinator for Students with Disabilities and Case Manager at [dhumphrey@cn.edu](mailto:dhumphrey@cn.edu) or 865-471-3268.

### **International Student Services**

The Office of International Student Services plans activities and co-curricular programs for international students. Some of the services provided by this office are part-time staff coordinator, airport service at the beginning and end of each semester, assistance with checking into campus housing, international student orientation, assistance with opening bank accounts, periodic shopping and sightseeing trips, and assistance in integrating into the University community. Information is available about holiday tours which include homestays. Contact the Coordinator for International Student Services.

### **Library**

The Stephens-Burnett Memorial Library is open seven days a week during the regular semesters; with hours from 7:45 a.m. to midnight Monday through Thursday, 7:45 a.m. to 7:00 p.m. Friday, 10:00 a.m. to 5:00 p.m. Saturday, and 2:00 p.m. to midnight Sunday. In addition, a 24-hour study room adjoins the Maples Café located on the main floor. The library features a variety of spaces, technology, and services to enhance learning and collaboration. Please see the library website for more information: [www.cn.edu/library](http://www.cn.edu/library).

### **The William Blevins Institute for Spirituality and Mental Health**

The Institute is dedicated to exploring the relationship between spirituality and mental health. The Institute serves healthcare professionals, teachers, students, organizations, and all interested persons by providing education, information, research, training, and services to improve holistic health in our area. In addition, the Institute supports and encourages dialogue between clinicians, clergy, and all others interested in the connection between spirituality, religion, and mental health as these promote individual growth and wellbeing.

### **Opportunities Abroad**

The Center for Global Education promotes faculty and student exchanges between Carson-Newman University and other universities around the world. Opportunities are available for students to study abroad, such as Spring Break in Europe, Ireland May Term, Oxford Studies, Holy Land Tour,

Archaeology Dig, and Exchange Programs with sister universities in several different countries. Faculty members are given opportunities to lead seminars, receive Salzburg Seminar Fellowships, and travel to sister universities to strengthen relationships. There is not only a graduate degree program offered in Teaching English as a Second Language, but also an English Language Institute for those needing further English language study before entering undergraduate or graduate school. For information on any of these programs, you may contact the Center for Global Education.

## **Missions**

Local, national and international short-term mission opportunities are available for individuals and teams during Fall/Spring break, Mayterm, summer, semester, one or two year, and career mission assignments.

There are a wide variety of community mission opportunities for students, faculty, alumni, and friends of the University to participate in Jefferson and the surrounding counties. These ministries include work with the elderly, children, youth, mentally handicapped, poverty level people, and support ministries to local churches. Contact Mrs. Nenette Measels in the Campus Ministries Office.

## **Professional Organization Membership Opportunities for Graduate Students**

### **Chi Sigma Iota – Chi Nu Upsilon Chapter (Counseling)**

Chi Sigma Iota is an international honor society that values academic and professional excellence in counseling. Chi Sigma Iota promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

The Carson-Newman University Chi Nu Upsilon Chapter of Chi Sigma Iota was chartered in February 2011. The chapter recognizes students who have shown excellence in each of the areas listed in the mission statement.

### **Student Tennessee Education Association/National Education Association (Education)**

Graduate students join the Student Tennessee Education Association, with membership in the National Education Association (NEA) as a student member in order to provide evidence of liability insurance before being allowed to complete practicum experiences. Students who are already employed educators may use a different professional organization if they already hold membership in an organization other than the NEA. They may also become members of Best Buddies, an organization that provides opportunities for Carson-Newman students to provide enrichment activities for adults with disabilities. Students are encouraged to apply for membership in discipline-specific professional organizations; academic advisors may help students select the most appropriate professional organizations for their disciplines.

**Sigma Theta Tau International – Rho Mu-at-Large Chapter (Nursing)**

Sigma Theta Tau International is the international nursing honor society established in 1922 to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. The vision of the honor society of nursing is to create a global community of nurses who lead in using knowledge, scholarship, service, and learning to improve the health of the world's people. Rho Mu-at-Large is the local chapter of Sigma Theta Tau International established by Carson-Newman University and Tennessee Wesleyan College in November 2006. Invitations to join the Rho Mu-at-Large chapter will be extended to all master's students who have a GPA of 3.5 and have completed one-fourth of the program.

**Society of Biblical Literature or American Academy of Religion (Religion)**

Graduate Religion students are encouraged to apply for student memberships in the Society of Biblical Literature and American Academy of Religion.

## ADULT (UNDERGRADUATE) PROGRAMS

### University Learning Goals

Carson-Newman recognizes that there are many pathways to success. Traditional as well as post-traditional students are encouraged to pursue their passions as well as to become lifelong learners and servant leaders. To this end, the University's undergraduate curriculum is designed to provide graduates with the skills and knowledge needed to be competitive in a rapidly and continually changing world. In order to achieve these aims, Carson-Newman has identified the followings goals:

1. *Provide a breadth of knowledge through the delivery of a Liberal Arts Core curriculum to produce graduates with the ability to assimilate a range of knowledge across multiple academic disciplines with varied learnings practices.*
2. *Provide a depth of knowledge through the comprehensive study of an academic discipline to produce graduates with the appropriate skills to grow intellectually and ensure that all students are prepared for career success.*
3. *Ensure students can demonstrate critical and analytical reasoning skills when evaluating information by accessing and gathering relevant information, identifying pertinent suppositions, recognizing relationships, applying scientific principles, evaluating arguments, and solving problems by employing suitable strategies.*
4. *Ensure students are able to communicate effectively by demonstrating the ability to formulate clear written and oral arguments, speak articulately, and correspond with others using appropriate means.*
5. *Ensure students exhibit social responsibility and ethical awareness by understanding and embracing moral principles, acquiring the capacity for self-evaluation, acting responsibly, and fostering justice.*
6. *Ensure students have an appreciation for cultures and traditions by demonstrating an understanding of global perspectives and diversity, recognizing the values and beliefs of multiple societies, and exhibiting an awareness of the arts.*

### Common Requirements for Adult Baccalaureate Degree Programs

1. Catalog prevailing--Graduation requirements may be met under any Carson-Newman catalog published during student's enrollment at any post-secondary institution provided the catalog selected was published no more than 5 years prior to completion of requirements. The University reserves the right to change the requirements and/or the programs of study and to require students to meet them.
2. Semester hours--120-degree credit hours. Hours earned through Academic Skills Enhancement or the English Language Institute do not apply toward graduation.
3. Grade point average (Cumulative GPA) --Minimum C average (2.00 GPA) on all college work attempted. Minimum C average (2.00 GPA) on all work attempted at Carson-Newman University.

4. Grade point average in major, minor, certificate -program-Overall C average minimum (2.00 GPA) in the major, minor, and certificate program. Some departments may require a higher GPA than the university-wide minimum.
5. Junior/Senior credits--Minimum 36 semester hours of courses numbered 300 or higher and taken at a 4-year college. Sometimes a transfer course is 100- or 200-level at the college where it was taken may be equated to a specific upper-division Carson-Newman course; such courses do not count toward this requirement.
6. Senior (four year) college credits--Minimum 60 semester hours (applicable to transfer students from two-year institutions).
7. Residency requirements--Minimum 30 semester hours or 25 percent of the semester hours required for graduation, whichever is higher for baccalaureate degrees at Carson-Newman University.
8. Credit by examination--32 hours maximum.
9. Majors and minors--A student may complete only one major within a degree completion program.
10. Carson-Newman University credits in a major--Minimum 12 hours must be completed in a major at Carson-Newman University.
11. Carson-Newman University credits in minor -- Minimum 6 hours must be completed in minor at Carson-Newman University.
12. Degree plan--Degree plan for graduation, approved by advisor and the department chair, must be submitted to the University Registrar prior to the completion of the semester in which the student will complete at least 90 semester hours.
13. Approval of graduates-- must be approved by the faculty and Board of Trustees.

### Liberal Arts Core Curriculum

Any student entering Carson-Newman University who holds an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from an accredited post-secondary institution is considered to have satisfied all liberal arts core requirements at Carson-Newman University with the following exceptions: students are required to take LA-167 (NURS-421 for RNBSN majors) and Studies in Biblical Traditions.

## Bachelor of Business Administration

The Bachelor of Business Administration (BBA) is a 48-hour degree completion program designed for working adults who wish to complete their degree through an on-line program.

### Admission Requirements

- Complete online application.
- Bachelor of Business Administration students must be classified as adult students.
- Students should have completed at least 48 transferable hours to begin the program.
- Students must have a 2.0 grade point average on college credit.

- Students should complete the liberal arts core requirements prior to enrollment in the program. However, students may substitute up to 16 hours from the program to meet core requirements.
- Students must complete 36 hours through Carson-Newman's degree completion courses. Students must complete at least 36 hours at the junior/senior level.
- Students who transfer in comparable courses above 36 hours may have those courses considered for substitution for equivalent courses in the program.

#### Liberal Arts Requirements (36 hours)

Liberal Arts (4 hour)	
Liberal Arts 167	4
Studies in Biblical Traditions (8 hours)	
Religion 367 and 368	8
Studies in Communications (6 hours)	
English 101	3
Any COMM, ENG, or WRIT	3
Studies in Mathematics and Science (6 hours)	
Any Mathematics	3
Any BIOL, CHEM, GEOL, or PHYS	3
Studies in Personal/Social Awareness (3 hours)	
Any PSY or SOC	3
Studies to Enhance a World Perspective (9 hours)	
Any HIST or MILS 100	3
Any ART, MUS, TH, FE, or FILM	3
Any PSC or PHIL	3

#### Business Administration (47 hours)

ACCT 267 Organizational Accounting and Finance	4
BAD 267 Business Communication Tools and Leadership	4
BAD 268 Business Information Tools	4
BAD 367 Legal and Ethical Environment of Business	4
ECON 267 Principles of Economics	4
FIN 367 Financial Management	4
MATH 201 Statistical Concepts and Methods	3
MGT 333 Essentials of Management and Leadership	4
MGT 367 Project Management Essentials	4
MGT 464 Strategic Management	4
MGT 468 Entrepreneurship	4
MKT 467 Marketing and Leadership	4

#### Elective Hours (37 hours)

## Bachelor of Science in Interdisciplinary Studies

The Interdisciplinary Studies major is intended to develop a general understanding and interrelatedness of knowledge about humanity and the created order through humanities/fine arts, social/behavioral sciences, and natural science/mathematics as an adult learner degree completion degree option. The major explores various branches of human knowledge understanding that some disciplines have long established educational traditions while other are recently emerging displaying new methodologies and theoretical/analytical approaches to knowledge. The goal of the program is to develop interdisciplinary scholars equipped with various tools, skill sets, and knowledge from multiple disciplines in order to gain a new understanding of the world.

Program Director – Jeremy J. Buckner

### Admission Requirements

- Complete online application.
- Bachelor of Science in Interdisciplinary students must be classified as adult students.
- Students should have completed at least 60 transferable hours to begin the program having earned at least 50% of those hours from a 4-year university.
- Students must have a 2.0 grade point average on college credit.
- Students should complete the liberal arts core requirements prior to enrollment in the program. However, students may substitute up to 16 hours from the program to meet core requirements.
- Students must complete 36 hours through Carson-Newman's degree completion courses. Students must complete at least 36 hours at the junior/senior level.
- Students who transfer in comparable courses above 36 hours may have those courses considered for substitution for equivalent courses in the program.

### Liberal Arts Requirements (36 hours)

Liberal Arts (4 hour)	
Liberal Arts 167	4
Studies in Biblical Traditions (8 hours)	
Religion 367 and 368	8
Studies in Communications (6 hours)	
English 101	3
Any COMM, ENG, or WRIT	3
Studies in Mathematics and Science (6 hours)	
Any Mathematics	3
Any BIOL, CHEM, GEOL, or PHYS	3
Studies in Personal/Social Awareness (3 hours)	
Any PSY or SOC	3
Studies to Enhance a World Perspective (9 hours)	
Any HIST or MILS 100	3
Any ART, MUS, TH, FE, or FILM	3
Any PSC or PHIL	3



## Interdisciplinary Studies Major Courses (42 hours)

First Concentration	18
Second Concentration	12
Third Concentration	12

## Elective Hours (42 hours)

## Bachelor of Science in Organizational Leadership

The Bachelor of Science in Organizational Leadership (BSOL) is a 48-hour degree completion program designed for working adults who wish to complete their degree through an on-line program.

## Admission Requirements:

- Complete online application.
- Organizational Leadership students must be classified as adult students.
- Students should have completed at least 48 transferable hours to begin the program.
- Students must have a 2.0 grade point average on college credit.
- Students should complete the liberal arts core requirements prior to enrollment in the program. However, students may substitute up to 16 hours from the program to meet core requirements.
- Students must complete 36 hours through Carson-Newman's degree completion courses. Students must complete at least 36 hours at the junior/senior level.
- Students who transfer in comparable courses above 36 hours may have those courses considered for substitution for equivalent courses in the program.

## Liberal Arts Requirements (36 hours)

Liberal Arts (4 hour)	
Liberal Arts 167	4
Studies in Biblical Traditions (8 hours)	
Religion 367 and 368	8
Studies in Communications (6 hours)	
English 101	3
Any COMM, ENG, or WRIT	3
Studies in Mathematics and Science (6 hours)	
Any Mathematics	3
Any BIOL, CHEM, GEOL, or PHYS	3
Studies in Personal/Social Awareness (3 hours)	
Any PSY or SOC	3
Studies to Enhance a World Perspective (9 hours)	
Any HIST or MILS 100	3
Any ART, MUS, TH, FE, or FILM	3
Any PSC or PHIL	3

## Organizational Leadership (39-40 hours)

ACCT 267 Organizational Accounting and Finance	4
BAD 267 Business Communication Tools and Leadership	4
ECON 267 Principles of Economics	4
MGT 367 Project Management Essentials	4
MGT 468 Entrepreneurship	4
MKT 467 Marketing and Leadership	4
SOC 367 Leadership for Social Change	4

## Three (3) courses from the following (11-12 hours):

ENG 367 Novels and Emotional Intelligence	4
HIST 467 Women Changing the World	4
ID 366 Family Systems Theory and Leadership	4
ID 367 Human Emotions and Leadership	4
ID 368 Organizational Communication and Leadership	4
ID 467 Diversity in the Workplace	4
MGT 306 Organizational Behavior	3
MGT 333 Essentials of Management and Leadership	4

## Elective Hours (44 hours)

# GRADUATE PROGRAMS

## Business

*John Alpers*

*Phil Bailey, MBA Director*

*Hester Beecher*

*Benjamin Billman*

*Shara Galloway*

*Tori Knight, Chair, Department of Business*

*Agir Kurmanj*

*Alden Starnes*

*Heather Whaley, Dean, School of Business and Family & Consumer Sciences*

### Mission Statement

The MBA program at Carson-Newman University is designed to prepare students to be effective communicators with analytical and problem-solving skills using Christian ethical standards in a broad business background.

### Program Overview

The MBA program at Carson-Newman University is a professional-level graduate degree for students from diverse fields and academic backgrounds. This degree is designed to prepare qualified students and working professionals for positions of increasing responsibility and leadership through in-depth education of the functional areas of business.

The program emphasizes critical and strategic thinking, communication skills, development of managerial skills, real-world applications, ethics, and leadership, taught in an integrated curriculum by caring faculty with a coordinated approach using state-of-the-art instructional technology. At appropriate intervals students will be required to apply and integrate the knowledge they have accumulated to specific business situations.

Students with degrees in all major fields of study from accredited institutions are encouraged to apply. However, there are prerequisite business course requirements to enter the program. These prerequisites may be satisfied by completing the appropriate undergraduate courses or by alternate means with advice of the student's advisor and permission from the course instructor.

The MBA degree program requires 30 graduate credit hours, and must be completed within five years of full acceptance into the program. A minimum of 21 hours of coursework in the MBA must be earned at Carson-Newman.

### Goals

The program is designed for students to achieve the following learning goals:

- Students will understand the functional areas of business law, accounting/finance, information systems, quantitative methods, organizational behavior, marketing, entrepreneurship, leadership, managerial economics, and strategic management.

- Students will develop analytical and problem-solving skills.
- Students will demonstrate effective communication skills.
- Students will apply principles of management, accountability, and technology within a business organization.

#### MBA Specific Admission Requirements

The MBA program at Carson-Newman University has a competitive admissions policy. Selection of candidates is based on several criteria evaluated by the MBA program director.

Applicants to the MBA program must meet the following minimum qualifications to be considered for unconditional admission to the program:

- Complete online application.
- Hold a bachelor's degree from a regionally accredited university and have a minimum overall undergraduate grade point average of 2.5 (or 2.75 on the last 60 hours of the baccalaureate program)
- For students required to take the GMAT, a minimum score of 400 must be earned. Students must have a total of at least 1000 points based on the formula: 200 times the overall GPA plus the GMAT score; or have at least 1,050 points based on the formula: 200 times the upper division UGPA plus the GMAT score.
- Professional resume

Other factors that may be considered in the admission decision are:

- A demonstrated record of achievement
- Breadth and depth of work experience
- Leadership - demonstrated and/or potential
- Outstanding interpersonal and communication skills
- Extracurricular and community involvement
- Interview

When the director of the MBA program has evaluated an applicant's application form, references, test scores, transcripts, interview results, and other listed criteria, an admission decision will be made by the director and/or the program admissions committee. When a decision is reached, the applicant will be notified of his/her admissions status. (See Categories of Admission.)

#### Conditional Admission

Students not satisfying the test score and GPA requirements for admission may, in exceptional circumstances, be conditionally admitted to the program. Students admitted conditionally may only apply the first 9 graduate credit hours toward the MBA degree. Upon completion of 9 graduate credit hours in the program with a "B" or better average, the conditionally admitted student will be granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the program for one semester, after which the student must petition for readmission.

### Qualifying Seniors in an Undergraduate Degree Program

Rising seniors in Carson-Newman's residential undergraduate program are eligible to apply to the MBA program for conditional acceptance. Students must be classified as a senior (90 credit hours) when taking graduate MBA (500-level) courses, must enroll full-time as an undergraduate (at least 12 credit hours from 100-400 course levels) and must have a cumulative 2.5 GPA. An undergraduate student in the MBA program may take no more than 6 credit hours (two courses) during their senior year and no more than one (1) graduate course may be taken at a time.

Students are able to include these graduate credit hours in their semester load of up to a maximum of 17 total hours and not pay additional tuition. MBA courses may not be used to satisfy the requirements for the bachelor's degree. A student must complete a bachelor's degree before they are fully admitted into the MBA program. Additional stipulations apply, please see the application for graduate credit for all criteria and requirements.

### Transfer Credit

A maximum of nine (9) semester hours of graduate credit from a regionally accredited college or university may be transferred to Carson-Newman University to be used toward the MBA degree. Transfer hours must have been earned within the last five years prior to enrollment in the MBA degree programs. Grades transferred must be A or B. Transfer course(s) must be comparable to that offered at Carson-Newman and will be assessed on an individual basis.

### Residency Requirements

All but nine hours of the course work in the MBA degree must be taken at Carson-Newman University. Courses taken on the Carson-Newman University campus or online, independent studies, thesis, other research, and internships will meet the residency requirements.

### Graduate Management Admission Test (GMAT)

Applicants for whom GMAT scores are not required:

- Working professionals - If a working professional has at least two years of professional work experience and earned a 3.0 minimum GPA in their undergraduate business coursework or overall coursework, no GMAT score is required. If a working professional has at least four years of professional work experience, no GMAT score is required. Exceptions to this policy are at the discretion of the MBA Director. Professional work experience will be determined by the MBA Director and/or the MBA Committee.
- Continuing students - If a student decides to go on to graduate school directly after completing their undergraduate business degree and earned a GPA of 3.25 (or higher) in their undergraduate business coursework or overall coursework, no GMAT score is required.

Applicants for whom GMAT score are required:

- For individuals seeking to earn an MBA from Carson-Newman for which neither statement above does not apply, a GMAT exam must be taken. For all students required to take the GMAT exam, a minimum score of 400 must be earned. This score combined with their cumulative GPA multiplied by 200 must equal or exceed 1,000 or have at least 1,050 points

based on the formula: 200 times the upper division undergraduate GPA plus the GMAT score to be unconditionally accepted. For students not meeting that standard, they can be accepted “conditionally” and remain in the program as long as they maintain a 3.0 GPA in their first 9 hours of graduate work. At the conclusion of the conditional period (first 9 hours of graduate work), the student will then be accepted unconditionally into the program.

- For students who do not have a business undergraduate degree, a GMAT score will be required prior to acceptance.

#### Academic Standing

Academic Good Standing in the MBA program is the status of a student maintaining at least a cumulative GPA of 3.00 in the program. When a student fails to maintain the required GPA, the MBA Program Director places the student on academic probation and provides the student written notification of the change in academic status.

#### Academic Probation

During probation, the student must work with his academic advisor to devise a plan to regain good standing. Once on probation, the student may complete nine additional semester hours to raise their cumulative GPA to 3.0. If, after nine hours on probation, the student fails to meet the requirement, the student will be suspended from the University for one semester. The MBA Program Director will provide the student written notification of academic suspension. Following the one semester suspension, the student must apply for readmittance to the program. If, after readmission following the suspension, the student fails to achieve Academic Good Standing, the student will be academically dismissed from the University.

The student must achieve a grade of “C” or better in all courses. MBA students may repeat one failed (“F” grade) course. A second “F” grade in any course will result in academic dismissal from the program.

#### Academic Dismissal

A student may be dismissed from the MBA program for failing to maintain satisfactory progress or for academic dishonesty. The MBA Program Director will provide written notification to the student of the dismissal. The student may apply for readmission in writing with a formal letter of appeal to the Dean of Adult & Graduate Studies for readmission to the program. The Dean of Adult & Graduate studies grants readmission. In consideration for readmission, the student will consent to conditions or additional requirements imposed by the Dean of Adult & Graduate Studies and the MBA Program Director. The conditions and/or requirements will be tailored to the cause of dismissal and the student's situation.

Students must achieve an overall GPA of 3.0 or 90 quality points to receive their MBA degree.

#### Time Limit to Complete Degree

Graduate work for the MBA degree must be completed within five years of admission into the program.

### MBA Program of Study

Carson-Newman offers two paths to the MBA. The first option is a 10-course study program and the second is a 12-course study program. The 12-course study program option offers students an opportunity to develop a greater depth of knowledge in select areas of study, specializations.

Specializations will be offered on the following rotation:

Fall: SMGT, Op Management

Spring: Leadership, Human Resource Management

Summer: Marketing

Specializations are only offered when there are at least 7 students in each section.

## Master of Business Administration Degree

### MBA, no specialization

- I. MBA Business Core, 27 hours
  - ACCT 510, Accounting and Financial Management, 3 hours
  - BAD 560, Quantitative Methods for Managers, 3 hours
  - BAD 570, Business Law and Organizational Ethics, 3 hours
  - ECON 530, Managerial Economics, 3 hours
  - FIN 510, Advanced Corporate Finance, 3 hours
  - MGT 525, Leadership, 3 hours
  - MGT 550, Strategic Management, 3 hours
  - MGT 590, Entrepreneurship: New Business Venture, 3 hours
  - MKT 520, Strategic Marketing Management, 3 hours
- II. Additional Course, 3 hours
  - MGT 540, Organizational Behavior, 3 hours

### MBA, Human Resource Management

- I. MBA Business Core, 27 hours
  - ACCT 510, Accounting and Financial Management, 3 hours
  - BAD 560, Quantitative Methods for Managers, 3 hours
  - BAD 570, Business Law and Organizational Ethics, 3 hours
  - ECON 530, Managerial Economics, 3 hours
  - FIN 510, Advanced Corporate Finance, 3 hours
  - MGT 525, Leadership, 3 hours
  - MGT 550, Strategic Management, 3 hours
  - MGT 590, Entrepreneurship: New Business Venture, 3 hours
  - MKT 520, Strategic Marketing Management, 3 hours
- II. Leadership Specialization, 9 hours
  - HRM 510, Human Resource Management, 3 hours
  - HRM 520, Strategic Human Resource Management, 3 hours

HRM 530, Contemporary Issues in Human Resource Law & Management, 3 hours



### MBA, Leadership Specialization

- I. MBA Business Core, 27 hours
  - ACCT 510, Accounting and Financial Management, 3 hours
  - BAD 560, Quantitative Methods for Managers, 3 hours
  - BAD 570, Business Law and Organizational Ethics, 3 hours
  - ECON 530, Managerial Economics, 3 hours
  - FIN 510, Advanced Corporate Finance, 3 hours
  - MGT 525, Leadership, 3 hours
  - MGT 550, Strategic Management, 3 hours
  - MGT 590, Entrepreneurship: New Business Venture, 3 hours
  - MKT 520, Strategic Marketing Management, 3 hours
- II. Leadership Specialization, 9 hours
  - MGT 530, Leadership Development, 3 hours
  - MGT 535, Operations Management, 3 hours
  - MGT 540, Organizational Behavior, 3 hours

### MBA, Marketing Specialization

- I. MBA Business Core, 27 hours
  - ACCT 510, Accounting and Financial Management, 3 hours
  - BAD 560, Quantitative Methods for Managers, 3 hours
  - BAD 570, Business Law and Organizational Ethics, 3 hours
  - ECON 530, Managerial Economics, 3 hours
  - FIN 510, Advanced Corporate Finance, 3 hours
  - MGT 525, Leadership, 3 hours
  - MGT 550, Strategic Management, 3 hours
  - MGT 590, Entrepreneurship: New Business Venture, 3 hours
  - MKT 520, Strategic Marketing Management, 3 hours
- II. Marketing Specialization, 9 hours
  - MKT 530, Brand Management, 3 hours
  - MKT 540, Social Media Management, 3 hours
  - MKT 550, Marketing Analytics, 3 hours

### MBA, Operations Management Specialization

- I. MBA Business Core, 27 hours
  - ACCT 510, Accounting and Financial Management, 3 hours
  - BAD 560, Quantitative Methods for Managers, 3 hours
  - BAD 570, Business Law and Organizational Ethics, 3 hours
  - ECON 530, Managerial Economics, 3 hours
  - FIN 510, Advanced Corporate Finance, 3 hours
  - MGT 525, Leadership, 3 hours

MGT 550, Strategic Management, 3 hours

MGT 590, Entrepreneurship: New Business Venture, 3 hours

MKT 520, Strategic Marketing Management, 3 hours

Operations Management Specialization, 9 hours

BAD 565, Business Modeling, 3 hours

MGT 535, Operations Management, 3 hours

MGT 575, Project Management, 3 hours

#### MBA, Sport Management Specialization

##### I. MBA Business Core, 27 hours

ACCT 510, Accounting and Financial Management, 3 hours

BAD 560, Quantitative Methods for Managers, 3 hours

BAD 570, Business Law and Organizational Ethics, 3 hours

ECON 530, Managerial Economics, 3 hours

FIN 510, Advanced Corporate Finance, 3 hours

MGT 525, Leadership, 3 hours

MGT 550, Strategic Management, 3 hours

MGT 590, Entrepreneurship: New Business Venture, 3 hours

MKT 520, Strategic Marketing Management, 3 hours

##### II. Sport Management Specialization, 9 hours

SMGT 510, Issues in Sport Management, 3 hours

SMGT 520, Operations Management, 3 hours

MKT 530, Brand Management, 3 hours

Non-Profit organizations have unique challenges in both organizational structure and leadership. This program provides students with opportunities to strengthen those management and leadership skills necessary to successfully operate a non-profit organization.

#### MBA, Non-Profit Leadership

##### I. MBA Business Core, 24 hours

ACCT 510, Accounting and Financial Management, 3 hours

BAD 560, Quantitative Methods for Managers, 3 hours

BAD 570, Business Law and Organizational Ethics, 3 hours

ECON 530, Managerial Economics, 3 hours

MGT 525, Leadership, 3 hours

MGT 590, Entrepreneurship: New Business Venture, 3 hours

MKT 520, Strategic Marketing Management, 3 hours

ASJ 510 Social Entrepreneurship I: Building Just and Sustainable Communities, 3 hours

##### II. Two Additional Courses, one from each group, 6 hours

*Group A*

ASJ 530 Global Poverty and Social Change, 3 hours

ASJ 540 Rural Communities in Global Perspectives, 3 hours

*Group B*

FIN 510, Advanced Corporate Finance, 3 hours

MGT 530, Leadership Development, 3 hours

MGT 535, Operations Management, 3 hours

MGT 540, Organizational Behavior, 3 hours

MGT 550, Strategic Management, 3 hours

MKT 540, Social Media Management, 3 hours

## Counseling

*Carolyn Carlisle*, Chair, Department of Counseling

*Kimberly Hawkins*, Dean, School of Education & Counseling

*Megan C. Herscher*, Coordinator of Mental Health Counseling

*Anna Lora Taylor*, Coordinator of Professional School Counseling

*Nathan West*

### Accreditation

The MSC Professional School Counseling program and the MSC Clinical Mental Health Counseling program are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). School Counseling licensure programs are approved by the Tennessee State Board of Education. The Dual Degree program requires the successful completion of all course work for both of the MSC CACREP accredited programs.

### Mission

The mission of Carson-Newman Graduate Studies in Counseling program is to provide high quality training and curricular experiences to graduate students who have a passion for service, leading to eligibility for licensure as a professional counselor in mental health and PK-12 school settings.

We are honored to produce ethically and culturally competent counselors who demonstrate professional leadership, dedication to social justice, and commitment to client advocacy for the people of the Appalachian region and the broader pluralistic nation and world.

### Goals

To fulfill our mission, the GSC faculty established the following program goals to guide training of our students. The GSC program will provide counselors-in-training with:

- Knowledge and understandings of human development, helping processes, and evidence-based counseling approaches that build on client strengths.
- Skills to deliver prevention, intervention, and advocacy services to individuals, groups, and families.
- Preparation to be reflective practitioners whose professional dispositions reflect a high commitment to continual development of self and professional competencies.
- Capability to deliver the standard of care that is consistent with the ethical guidelines approved by professional counseling associations and Carson-Newman University.
- Ability to develop holistic, multicultural competencies and strategies to work effectively with diverse client populations.

## Objectives

As a result of successfully completing a specific Graduate Studies in Counseling program, graduates will be able to:

- Demonstrate an understanding of the counseling profession, develop an identity as a counselor, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.
- Gain significant knowledge of major counseling theories in the context of individual and group counseling, and to apply this understanding to the counseling process.
- Demonstrate effective individual counseling techniques that facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.
- Develop an understanding of the social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.
- Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
- Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.
- Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and its application within counseling.
- Gain significant knowledge of counseling models applicable to children and adolescents and demonstrate use of those models with youth.
- Develop the ability to read, critique, evaluate, and contribute to professional research literature.
- Gain knowledge and skills in assessment techniques and apply basic concepts to individuals and group appraisal.
- Develop an integration of knowledge and skills needed for effective counselor practice through supervised practicum and internship experiences.
- Develop professional and personal reflection as an integral practice of effective counseling and demonstrate ability to use it to strengthen counseling competencies.

## Clinical Mental Health Counseling Objectives

In addition to the core objectives, clinical mental health counseling program graduates will be able to:

- Gain knowledge of holistic mental health counseling models and to apply this understanding to prevention and intervention approaches with individuals from a variety of etiological, familial, personal, and environmental contexts.
- Gain knowledge of family systems in a multicultural society and apply this understanding to the helping process.

### Professional School Counseling Objectives

In addition to the core objectives, professional school counseling program graduates will be able to:

- Demonstrate an understanding of how to design, implement, and evaluate comprehensive developmental school counseling programs.
- Gain significant knowledge in directing school counseling services to close gaps in achievement, opportunity, and aspiration to enable all students meet school success.

### MSC Specific Admission Requirements

Applications for admissions to the MSC tracks are accepted for the fall and spring semesters. Requested application submission dates are: April 1 Fall and November 1 for Spring. Applications received after those dates will be considered as space in the program concentrations is available. In addition to the common admission requirements, the requirements for a student who wishes to pursue work leading to the Master of Science in Counseling are:

- Complete online application form.
- Written statement of purpose and vocational goals.
- Two recommendations required; one from an academic source and one from an employment source.
- An official transcript from all institutions where undergraduate and graduate study was completed. This includes the official graduate transcript(s) showing courses which are being transferred to Carson-Newman University to count toward the Master's degree (maximum of 9 semester hours taken within the past five years and approved by the Graduate Studies in Counseling program director).
- Successful completion of an interview for the purpose of assessing candidate qualities in the areas of motivation for professional development, communication skills, self-awareness, confidence, and potential for working with diverse populations.
- A bachelor's degree from a four-year regionally accredited college, showing a minimum GPA of 3.00 (on a 4.00 scale) in the undergraduate major for application to master's program.
- A minimum 2.75 (on a 4.00 scale) overall undergraduate GPA.
- If GPA criteria are not met, then GRE scores are required and must have been taken within the last five years. Under the current GRE scoring, a score of 290 or above is considered. However, this is only one of several factors considered for admissions in Graduate Studies in Counseling.
- Background records check submitted directly to Carson-Newman Department of Education and Counseling: no second-party background records checks are accepted.

### Transfer Credit

Nine (9) semester hours of graduate credit from a regionally accredited college or university may be transferred to Carson-Newman University to be used toward the MSC degree. The specific course hours must be approved by the Director of the Graduate Studies in Counseling program.

### Residency Requirements

All but nine (9) hours in the Graduate Studies in Counseling are required to be “residency” hours. All Carson-Newman GSC courses taken on campus, online, hybrid, and all clinical requirements are considered residency.

### Academic Standing

A minimum overall GPA of 3.00 is required to remain in academic good standing. A grade of C or better must be made in all courses applying to the MSC programs. A maximum of nine (9) credit hours with “C” grades may be applied toward the Master of Science in Counseling. A maximum of six (6) credit hours with “C” grades may be applied toward the Educational Specialist degree.

When a student fails to maintain academic good standing, he/she will be placed on academic probation. Written notification of probation will be sent to the student. During probation, the student must work with his/her academic advisor to devise a plan to regain good standing. Any student on academic probation has an opportunity to complete nine (9) additional semester hours of graduate study in order to raise the student’s cumulative GPA to 3.0.

If, after nine (9) hours on probation, the student fails to regain good academic standing, the student will be suspended from the University for one (1) semester. Written notification of suspension will be sent to the student. Following the one (1) semester suspension, the student must apply to be readmitted. If, after readmission following suspension, the student again fails to remain in academic good standing, he/she will be academically dismissed from the University.

### Academic Dismissal

A student may be dismissed from the Graduate Studies in Counseling program for failing to maintain satisfactory progress or for academic dishonesty. Written notification of dismissal will be sent to the student.

If a student is dismissed from Graduate Studies in Counseling, the following conditions must be completed by the student to re-enter the program:

- Write a formal letter of appeal to the Graduate Studies in Counseling Admissions and Appeals Committee.
- Meet any requirements/conditions set by the Graduate Studies in Counseling Admissions and Appeals Committee. Requirements/conditions are established on an individual basis as a result of an evaluation of the reasons for initial dismissal.

If for any reason the graduate faculty decides that a graduate student should not continue in the program, he or she may be required to withdraw before completion.

### Repeating a Course for a Grade

Graduate students may repeat any course for which they receive an “F.” Courses in which a passing grade is earned are not repeatable except grades of “C” needed to regain academic good standing. When

a course is repeated, only the most recent grade with no additional hours attempted will be used in calculating grade averages. Stated differently, the LAST grade earned will be the grade of record and will be used to determine if University requirements have been satisfied.

#### Time Limit to Complete Degree

Graduate work for the MSC degree must be completed within five years of admission into the program.

#### Research Options

Research study is integrated in some manner in each of the courses offered. All graduate degree candidates are expected to complete research assignments and requirements for their respective programs in compliance with guidelines established by the Institutional Review Board of the Adult and Graduate Studies Committee. Students are required to work with course instructors to follow course requirements in research areas and to receive information on what the work in the specific class requires.

### Master of Science in Counseling Degree

The Master of Science in Degree Specializations in both Clinical Mental Health Counseling and Professional School Counseling are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

#### Clinical Mental Health Counseling Specialization

##### I. MSC Counseling Core, 33 hours

COUN 502, Theories and Techniques of Counseling, 3 hours

COUN 514, Helping Relationships and Counseling Skills with Individuals and Families, 3 hours

COUN 550, Holistic Counseling in a Diverse World, 3 hours

COUN 565, Group Counseling Processes, 3 hours (Pre-req: COUN 502 or instructor approval)

COUN 566, Life-Span Development: Implications for Counseling, 3 hours

COUN 567, Career Development and Counseling, 3 hours

COUN 580, Crisis and Trauma Interventions in Counseling with Individuals and Families,  
3 hours

COUN 585, Professional Orientation and Ethics in Counseling, 3 hours

COUN 589, Counseling Practicum, 3 hours

COUN 611, Counseling and Development of Children and Adolescents, 3 hours

COUN 630, Counseling Research and Program Evaluation, 3 hours



- II. Clinical Mental Health Counseling Concentration, 27 hours
- COUN 569, Introduction to Family Systems in Counseling, 3 hours
  - COUN 586, Study of Abnormal Behavior, DSM, and Psychopathology, 3 hours
  - COUN 587, Assessment and Treatment Planning, 3 hours
  - COUN 614, Substance Abuse and Addictions Counseling with Individuals and Families, 3 hours
  - COUN 640, Marriage and Family Therapy in Mental Health, 3 hours
  - COUN 650, Neuroscience and Counseling Interventions, 3 hours
  - COUN 653, Spirituality, Family Systems, and Holistic Mental Health, 3 hours
  - COUN 668, Mental Health Counseling Internship, 6 hours (may be taken as two 3-hour courses)  
(Pre-requisite - COUN 589 and program faculty approval)

Students work with their faculty advisors to make necessary modifications to develop their Plans of Study in order to meet credentialing requirements. Licensure as a Professional Counselor or Marriage and Family Therapist requires supervised counseling beyond the graduate degree and specific examinations required for the licensure area. Additional licensure requirements may be necessary for some areas of specialization.

All students in the Clinical Mental Health and Professional School Counseling Specializations are required to complete a comprehensive examination. Passing scores of the examination are required for the receipt of the MSC degree in Clinical Mental Health Counseling. Students in this program are encouraged to take the National Counselor Exam prior to graduation.

### Professional School Counseling Specialization

- I. MSC Counseling Core, 33 hours
- COUN 502, Theories and Techniques of Counseling, 3 hours
  - COUN 514, Helping Relationships and Counseling Skills with Individuals and Families, 3 hours
  - COUN 550, Holistic Counseling in a Diverse World, 3 hours
  - COUN 565, Group Counseling Processes, 3 hours (Pre-req: COUN 502 or instructor approval)
  - COUN 566, Life-Span Development: Implications for Counseling, 3 hours
  - COUN 567, Career Development and Counseling, 3 hours
  - COUN 580, Crisis and Trauma Interventions in Counseling with Individuals and Families,  
3 hours
  - COUN 585, Professional Orientation and Ethics in Counseling, 3 hours
  - COUN 589, Counseling Practicum, 3 hours
  - COUN 611, Counseling and Development of Children and Adolescents, 3 hours
  - COUN 630, Counseling Research and Program Evaluation, 3 hours

**II. Professional School Counseling Concentration, 18 hours**

COUN 501, Foundations of School Counseling, 3 hours

COUN 568, Individual and Group Appraisal, 3 hours

COUN 612, Consultation and Collaboration, 3 hours

COUN 613, Design and Evaluation of Comprehensive School Counseling Programs, 3 hours

(Prerequisite - COUN 630 and instructor approval)

COUN 665, School Counseling Internship, 6 hours (may be taken as two 3-hour courses)

(Prerequisite - COUN 589 and program faculty approval)

**III. Elective, 3 hours**

\* COUN 561, School Orientation for Counselors, 3 hours

COUN 638, Play Therapy across the Lifespan, 3 hours

COUN 639, Reality Therapy/Choice Theory, 3 hours

COUN 664, Counseling Students for College Access and Success, 3 hours

\*\*SPED 508, Survey of Persons with Exceptionalities, 3 hours

\*Candidates who do not have a teaching licensure will be required to take COUN 561, School Orientation for Counselors, in accordance with Tennessee licensure requirements. This additional elective course requirement may not be used to meet the elective requirement and will bring the total program to 57 hours for candidates without a teaching license.

\*\*Candidates who have successfully completed (a grade of B or above) an equivalent course to SPED 508, Survey of Persons with Exceptionalities, will be required to take SPED 508. This course may be used to meet the three hours of elective requirement for the program.

All students who complete the Professional School Counseling Specialization are required to take a Comprehensive Examination and the Praxis II: Professional School Counselor (5421). Passing scores on these exams are required for the receipt of the MSC degree in Professional School Counseling.

## **Dual Degree Program: Master of Science in Counseling (MSC) and Educational Specialist (EdS)**

The MSC/EdS Dual degree is designed for students who want to complete CACREP training in both the Master of Science in Counseling in Professional School Counseling and in Clinical Mental Health Counseling. Through this degree option, students are allowed to move from one area of specialization of counseling in to another specialization during their entry level preparation for both. However, both specialization trainings are required to be completed before either degree (MSC/EdS) is conferred. The Master of Science in Counseling would not be awarded until the completion of the EdS degree. Upon receipt of the EdS, the students would have met all the requirements for both

specializations (Professional School Counseling and Clinical Mental Health Counseling). This dual degree option requires that the coursework for both degrees be completed at Carson-Newman.

### Dual Degree Course of Study

#### I. MSC Counseling Core, 33 hours

- COUN 502, Theories and Techniques of Counseling, 3 hours
- COUN 514, Helping Relationships and Counseling Skills with Individuals and Families, 3 hours
- COUN 550, Holistic Counseling in a Diverse World, 3 hours
- COUN 565, Group Counseling Processes, 3 hours
- COUN 566, Life-Span Development: Implications for Counseling, 3 hours
- COUN 567, Career Development and Counseling, 3 hours
- COUN 580, Crisis and Trauma Interventions in Counseling with Individuals and Families, 3 hours
- COUN 585, Professional Orientation and Ethics in Counseling, 3 hours
- COUN 589, Counseling Practicum, 3 hours
- COUN 611, Counseling and Development of Children and Adolescents, 3 hours
- COUN 630, Counseling Research and Program Evaluation, 3 hours

#### II. Clinical Mental Health Counseling Concentration, 27 hours

- COUN 569, Introduction to Family Systems in Counseling, 3 hours
- COUN 586, Study of Abnormal Behavior, DSM, and Psychopathology, 3 hours
- COUN 587, Assessment and Treatment Planning, 3 hours
- COUN 614, Substance Abuse and Addictions Counseling with Individuals and Families, 3 hours
- COUN 640, Marriage and Family Therapy in Mental Health, 3 hours
- COUN 650, Neuroscience and Counseling Interventions with Individuals and Families, 3 hours
- COUN 653, Spirituality, Family Systems, and Holistic Mental Health, 3 hours
- COUN 668, Mental Health Counseling Internship, 6 hours (may be taken as two 3-hour courses)  
(Pre-requisites-COUN 589 and program faculty approval)

#### III. Professional School Counseling Concentration, 21 hours

- COUN 501, Foundations of School Counseling, 3 hours
- COUN 568, Individual and Group Appraisal, 3 hours
- COUN 612, Consultation and Collaboration, 3 hours
- COUN 613, Design and Evaluation of Comprehensive School Counseling Programs, 3 hours  
(Pre-requisites- COUN 630, COUN 589 or instructor approval)
- COUN 665, School Counseling Internship, 6 hours (may be taken as two 3-hour courses)  
(Pre-requisites - COUN 589 and program faculty approval)

Three elective hours from the following:

- \* COUN 561, School Orientation for Counselors, 3 hours
- COUN 638, Play Therapy across the Lifespan, 3 hours
- COUN 639, Reality Therapy/Choice Theory, 3 hours

COUN 664, Counseling Students for College Access and Success, 3 hours

\*\*SPED 508, Survey of Persons with Exceptionalities, 3 hours

\*Candidates who do not have a teaching licensure will be required to take COUN 561, School Orientation for Counselors, in accordance with Tennessee licensure requirements. This additional elective course requirement may not be used to meet the elective requirement and will bring the total program to 57 hours for candidates without a teaching license.

\*\*Candidates who have not successfully completed (a grade of B or above) an equivalent course to SPED 508, Survey of Persons with Exceptionalities, will be required to take SPED 508. This course may be used to meet the three hours of elective requirement for the program.

All students who complete the Professional School Counseling Concentration are required to take a Comprehensive Examination and the Praxis II: Professional School Counselor (5421). Passing scores on these exams are required for the receipt of the degree in School Counseling.

Students work with their faculty advisors to make necessary modifications to develop their Plans of Study in order to meet credentialing requirements.

## Education

*Tammy Barnes*

*Ronda Blevins*

*Mark Brock*, Director, Teaching English as a Second Language Program

*Steve Davidson*

*Brenda Dean*

*Mark Gonzales*

*Kimberly Hawkins*, Dean, School of Education & Counseling; Director, Reading Specialist Program

*Danny Hinson*

*Peggy Hypes*

*Jeff Knox*

*Cindy Lang*, Chair, Education Department; Director, CAEP Accreditation

*Sandra Long*

*Julia Price*, Director, Educational Specialist and Doctor of Education Programs

*Rodney Russell*, Director, Field Experience

*Brian Sohn*

*P. Mark Taylor*

*Earnest Walker*, Director, Educational Leadership Program

### Accreditation

The Carson-Newman University Education Department is accredited by the Council for the Accreditation of Educator Preparation (CAEP). All licensure programs are approved by the Tennessee State Board of Education. Praxis pass rate information is displayed yearly in Tennessee's Annual Teacher Preparation Report Card.

### Mission

In line with the vision and mission of the University and of the unit, the graduate programs in education seek to prepare caring and professionally competent teachers, counselors, administrators, and other professionals who feel called to lifelong commitments to leadership, learning, and service. The graduate programs provide positive learning experiences in an atmosphere that encourages students to explore how to be professionals in public and private schools with a Christian perspective.

The graduate program plans experiences that help all graduate candidates to meet the following goals:

- Use research findings from the professional literature, knowledge of best practice, action research to reflect upon and make informed decisions about their own professional practice;
- Use technology as a tool to maximize student learning; manage professional responsibilities for oneself and others; and promote their own and others' continued professional development for leadership roles;
- Effectively use varied assessment strategies to meet the needs of all children and teachers and to promote overall school improvement;

- Respectfully consider the needs of children and families from diverse cultural backgrounds to serve as change agents to ensure that all students learn;
- Facilitate desirable relationships between home, school, and community in order to improve the overall quality of schools as places for learning for all students.

#### Common Admission Requirements for Graduate Programs in Education

The Graduate Admissions and Appeals Board evaluates all applications, references, test scores, interview results, and transcripts before making an admissions recommendation. When the Admissions and Appeals Board has acted, the applicants will be notified of their admission status (See Categories of Admission). Individual degree programs in education have specific admissions requirements listed under each degree, but all candidates for admission to any graduate program in education must meet the following requirements for admission:

- Complete online application.
- Official transcripts as specified by each degree program.
- Grade point average as specified by individual programs.
- Passing scores on entrance exam (as specified by individual programs)
- Interview with the Education department for the purpose of assessment of character and academic proficiency (MAT program only).

#### Transfer Credit

Nine (9) semester hours of graduate credit from a regionally accredited college or university may be transferred to Carson-Newman University to be used toward the MAT, MEd, and EdS degrees and twelve (12) hours in the EdD degree. Transfer hours must have been earned within the last five years prior to enrollment in the education degree program and approved by the program director of the graduate degree program.

#### Residency Requirement

All but nine (9) hours of course work in the MAT, MEd, and EdS degrees and twelve hours in the EdD degree must be residency hours. Courses taken on the Carson-Newman University campus or online, independent studies, thesis, other research, and internships will meet the residency requirements.

#### Academic Standing

Students must meet all program requirements, which are outlined in individual program handbooks and maintained by the Department of Education. A minimum overall GPA of 3.00 is required to remain in academic good standing. A grade of C or better must be made in all courses. A maximum of nine credit hours with “C” grades may be applied toward the master’s degrees, and a maximum of six credit hours with “C” grades may be applied to the EdS and EdD degrees.

When a student fails to maintain academic good standing, he/she will be placed on academic probation. Written notification of probation will be sent to the student. During probation, the student must work with his/her academic advisor to devise a plan to regain good standing. Any student on academic probation has an opportunity to complete nine additional semester hours of graduate study in order to raise the student’s cumulative GPA to 3.0.

If, after nine (9) hours on probation, the student fails to regain good academic standing, the student could be suspended from the University for one semester. Written notification of suspension will be sent to the student. Following the one semester suspension, the student must apply to be readmitted. If, after readmission following suspension, the student fails to remain in academic good standing, he/she will be academically dismissed from the University.

During the dissertation writing process at any point where a student fails to make adequate progress, a grade of NP will be assigned, which will result in dismissal from the program.

#### Academic Dismissal

A student may be dismissed from the graduate program for failing to maintain satisfactory progress or for academic dishonesty. Written notification of dismissal will be sent to the student.

If a student is dismissed from graduate studies in education, the following conditions must be completed by the student to re-enter the program.

- Write a formal letter of appeal to the Graduate Education Admissions Review Committee (submit to the Education Department's Administrative Assistant); and
- Meet any requirements/conditions set by the Graduate Education Admissions Review Committee. Requirements/conditions are established on an individual basis as a result of an evaluation of the reasons for initial dismissal.

If for any reason the graduate faculty decides that a graduate student should not continue in the program, he or she may be required to withdraw before completion.

#### Repeating a Course for a Grade

Students in graduate education programs may repeat a failed course one time. A second F in the repeated course will result in dismissal from the program. Courses in which a passing grade is earned are not repeatable except grades of "C" needed to regain academic good standing. When a course is repeated, only the most recent grade with no additional hours attempted will be used in calculating grade averages. Stated differently, the LAST grade earned will be the grade of record and will be used to determine if university requirements have been satisfied.

#### Time Limit to Complete Degree

Graduate work for the MAT degree, the MEd degree, and the EdS degree must be completed within five years of admission into the program. Graduate work for the EdD degree must be completed within seven years of admission into the program. EdS graduates who wish to return to Carson-Newman to complete the EdD degree must do so within 7 years from the time of their acceptance to the EdS program.

### Research Options

All graduate degree candidates are expected to complete research requirements for their respective programs in compliance with guidelines established by the Institutional Review Board of the Graduate Committee. Candidates in the MAT and the MEd programs in Education may complete the research requirement for the program by completing a master's thesis or selecting the non-thesis action research project. Candidates should consult with their academic advisors to make the appropriate research project choice to complete the master's degree.

Candidates in the EdS program complete research requirements through courses and the professional portfolio. Candidates in the EdD program complete the doctoral dissertation following successful completion of core coursework, examinations, the research course sequence, and an approved proposal for the dissertation research.

## Master of Arts in Teaching Degree

### Curriculum and Instruction

#### Goals

The Master of Arts in Teaching (MAT) Degree provides a route to initial licensure for those who feel called to teach and who arrive with a completed baccalaureate degree from a regionally accredited college or university. The purpose of this graduate level initial licensure program is to prepare committed, caring, and competent professional educators who provide opportunities for children, PreK-12 so that all students can and will learn.

Masters of Arts in Teaching graduates will:

- Develop the ability to evaluate learning in order to plan and execute appropriate instruction;
- Use action research to make instructional decisions;
- Use technology to support and stimulate teaching and learning;
- Accurately reflect on practice for life-long learning about oneself and one's practice as a professional educator;
- Develop knowledge of and appreciation for diversity and multiculturalism such that these assets are effectively promoted and used in the classroom;
- Understand relationships in the school and between the school and the home and community to support student achievement.

#### MAT Specific Admission Requirements

In addition to the common admission requirements for the master's degree programs in education, candidates for the MAT degree must meet the following requirements:

- A bachelor's degree from a four-year, regionally accredited college.
- One of the following: A minimum overall GPA of 2.75 or a GPA of 3.00 in the most recent 60 credit hours
- One official transcript of all undergraduate study. Also, one official graduate transcript showing courses which are being transferred to Carson-Newman University (maximum nine semester hours completed within the past five years).



- Passing score within the last 5 years on the appropriate content knowledge licensure exam.
- Background records check submitted directly to Carson-Newman; no second-party background record checks are accepted.
- Interview (with passing score) with Education department faculty and local K-12 faculty for the purpose of assessment of dispositions, as required by the Council for the Accreditation of Educator Preparation.

### Admission Evaluation

General Education: Tennessee licensure requirements specify certain knowledge and skills must be met in the general education core before licensure can be granted. Each applicant's undergraduate transcript will be evaluated to see if all of the skills and knowledge statements mandated by the Tennessee State Board of Education are met for General Education and for the major in which the applicant wants to be licensed to teach. In most cases, the knowledge and skills have been included in the undergraduate program. In the event that some were not included in the undergraduate program, additional course work must be taken before the student teaching semester. The Teacher Education Office will evaluate transcripts for general education requirements.

Major: In most cases, a major, 24 credit hours, or passing scores on an appropriate content knowledge licensure exam in an academic area for which the state issues a license for teaching will meet Tennessee minimum requirements. Every MAT degree candidate should check with his/her advisor to make sure the major requirements are met in the undergraduate program.

Professional: The professional education requirements for Tennessee licensure are included in the MAT degree program.

### Student Teaching (Enhanced)

Each student teaching experience in the MAT degree program is an enhanced student teaching experience and must be a full semester with placement in two different settings. A student teacher cannot be paid for being in the classroom. Students seeking an initial teaching license in Tennessee are required to have completed all of the methods courses at Carson-Newman University. Student teachers cannot take any courses during their student teaching semester except in extreme circumstances, and then no more than one course, and that course must be the last course needed for licensure or degree. Approval to take a course during student teaching must be obtained from the student's advisor and department chair. Student teachers are required to carry liability insurance during the student teaching experience.

Prior to enrolling in the student teaching semester, students are required to have passing scores on the appropriate content knowledge licensure exam.

Prior to the completion of the student teaching semester, students are required to obtain passing scores on all exams required for licensure in their major area of study. Students who do not obtain passing scores will receive a grade of Incomplete for the student teaching seminar.

### State Requirements for Licensure

Master of Arts in Teaching degree candidates, in addition to meeting the MAT degree requirements, must also meet licensure requirements of the state in which they are planning to teach. The Teacher Education Office will offer information concerning licensure requirements in Tennessee. Those seeking to be licensed in other states are responsible for making sure they are meeting their respective state's requirements, as published on the individual state department of education web site, but the Carson-Newman University Teacher Education Office can assist students in determining how to locate that information.

### Licensure Areas

The MAT degree provides a route to initial licensure in the following areas:

*Early Childhood Education: (PreK-3)*

*Elementary Education: (K-5)*

*Middle Grades: (6-8) Mathematics & Science, Language Arts & Social Studies*

*Secondary Education (6-12):* Biology, Business, Chemistry, English, Government, History, Mathematics, Physics, Psychology, Spanish

*Family and Consumer Sciences Education: (5-12)*

*K-12 areas:* Music (Instrumental or Vocal), Physical Education, Special Education

Comprehensive, Special Education Interventionist K-8, Special Education

Interventionist 6-12, English as a Second Language, Theater, and Visual Arts

#### Elementary Education (K-5), 57 hours

The following list of courses comprises the curriculum for the MAT in Curriculum and Instruction with K-5 licensure:

#### I. Pre-Student Teaching, 42 hours

EDUC 531, Evaluation of Learning, 3 hours

EDUC 533, Educational Technology, 3 hours

EDUC 555, Literacy Development through Language Arts, 3 hours

EDUC 558, Foundations of Education, 3 hours

EDUC 560, Classroom Management, 3 hours

EDUC 561, Effective Home, School, Community Relations, 3 hours

EDUC 601, Children in Elementary Schools, 3 hours (Practicum required)

EDUC 603, K-8 Mathematics Methods, 3 hours (Practicum required)

EDUC 605, K-8 Social Studies Methods, 3 hours (Practicum required)

EDUC 606, K-8 Science Methods, 3 hours (Practicum required)

EDUC 622, Diagnosis & Correction of Reading Problems

EDUC 655, Reading Instruction & Assessment, 3 hours (Practicum required)

SPED 508, Survey of Persons with Exceptionalities, 3 hours (Practicum required)

SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

#### II. Enhanced Student Teaching, 9 hours

EDUC 667, Student Teaching: Placement One, 4 hours

EDUC 668, Student Teaching: Placement Two, 4 hours

EDUC 669, Seminar in Student Teaching, 1 hour

### III. Research, 6-9 hrs.

Non-Thesis: EDUC 630 Educational Research, 3 hours  
EDUC 635 Integrating Research and Learning, 3 hours

-or-

Thesis: EDUC 630 Educational Research, 3 hours  
EDUC 631 Research in the Content Field, 3 hours  
EDUC 660 Thesis, 3 hours

\*EDUC 631, Research in the Content Field, is a prerequisite to EDUC 660, which will add three hours to the overall number of hours required for the MAT degree.”

### Middle Grades (6-8), Language Arts & Social Studies, 51 hours

The following list of courses comprises the curriculum for the MAT in Curriculum and Instruction with 6-8 licensure in language arts and social studies:

#### I. Pre-Student Teaching, 36 hours

EDUC 531, Evaluation of Learning, 3 hours

EDUC 533, Educational Technology, 3 hours

EDUC 536, Using Books with Children and Adolescents, 3 hours

EDUC 558, Foundations of Education, 3 hours (Practicum required)

EDUC 560, Classroom Management, 3 hours

EDUC 561, Effective Home, School, Community Relationships, 3 hours

EDUC 602, Children in the Middle Grades: Curriculum, Instruction, and Classroom Management, 3 hours

(Practicum required)

EDUC 618 K-8 Social Studies Methods, 3 hours (Practicum required)

EDUC 622, Diagnosis & Correction of Reading Problems, 3 hours

EDUC 655, Reading Instruction & Assessment, 3 hours (Practicum required)

SPED 508, Survey of Persons with Exceptionalities, 3 hours (Practicum required)

SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

#### II. Student Teaching Semester, 9 hours

EDUC 667, Student Teaching: Placement One, 4 hours

EDUC 668, Student Teaching: Placement Two, 4 hours

EDUC 669, Seminar in Student Teaching, 1 hour

## III. Research, 6-9 hrs.

Non-Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 635	Integrating Research and Learning, 3 hours
-or-		
Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 631	Research in the Content Field , 3 hours
	EDUC 660	Thesis, 3 hours

\*EDUC 631, Research in the Content Field, is a prerequisite to EDUC 660, which will add three hours to the overall number of hours required for the MAT degree.”

## Middle Grades (6-8), Science &amp; Mathematics, 51 hours

The following list of courses comprises the curriculum for the MAT in Curriculum and Instruction with 6-8 licensure in mathematics and science:

## I. Pre-Student Teaching, 36 hours

- EDUC 531, Evaluation of Learning, 3 hours
- EDUC 533, Educational Technology, 3 hours
- EDUC 558, Foundations of Education, 3 hours (Practicum required)
- EDUC 560, Classroom Management, 3 hours
- EDUC 561, Effective Home, School, Community Relationships, 3 hours
- EDUC 602, Children in the Middle Grades: Curriculum, Instruction, and Classroom Management, 3 hours (Practicum required)
- EDUC 603, K-8 Mathematics Methods, 3 hours (Practicum required)
- EDUC 606, K-8 Science Methods, 3 hours (Practicum required)
- EDUC 622, Diagnosis & Correction of Reading Problems, 3 hours
  
- EDUC 655, Reading Instruction & Assessment, 3 hours (Practicum required)
- SPED 508, Survey of Persons with Exceptionalities, 3 hours (Practicum required)
- SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

## II. Student Teaching Semester, 9 hours

- EDUC 667, Student Teaching: Placement One, 4 hours
- EDUC 668, Student Teaching: Placement Two, 4 hours
- EDUC 669, Seminar in Student Teaching, 1 hour

## III. Research, 6-9 hrs.

Non-Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 635	Integrating Research and Learning, 3 hours
-or-		
Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 631	Research in the Content Field , 3 hours
	EDUC 660	Thesis, 3 hours

\*EDUC 631, Research in the Content Field, is a prerequisite to EDUC 660, which will add three hours to the overall number of hours required for the MAT degree.”

Secondary 6-12 or K-12 Education, 45 hours

The following list of courses comprises the curriculum for the MAT in Curriculum and Instruction in 6-12 and K-12 areas:

- I. Pre-Student Teaching, 33 hours
  - EDUC 502, Disciplinary Literacy, 3 hours
  - EDUC 520, Content-Area Methods for 6-12 Classrooms, 3 hours (practicum required)
  - EDUC 531, Evaluation of Learning, 3 hours
  - EDUC 533, Educational Technology, 3 hours
  - EDUC 558, Foundations of Education, 3 hours (Practicum required)
  - EDUC 560, Classroom Management, 3 hours
  - EDUC 561, Effective Home, School, Community Relations, 3 hours
  - EDUC 566, Issues in Human Development, 3 hours
  - EDUC 622, Diagnosis & Correction of Reading Problems, 3 hours
  - SPED 508, Survey of Persons with Exceptionalities, 3 hours (Practicum required)
  - SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

\*Students seeking licensure in music, art, physical education, special education, and family and consumer sciences education take methods courses offered by the respective departments.

NOTE: Those seeking licensure in English in Tennessee must take EDUC 655, Reading Instruction & Assessment, 3 hours to meet state licensure requirements. This substitutes for EDUC 502 Disciplinary Literacy.

- II. Enhanced Student Teaching, 9 hours
  - EDUC 667, Student Teaching: Placement One, 4 hours
  - EDUC 668, Student Teaching: Placement Two, 4 hours
  - EDUC 669, Seminar in Student Teaching, 1 hour

### III. Research, 6-9 hrs.

Non-Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 635	Integrating Research and Learning, 3 hours

-or-

Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 631	Research in the Content Field , 3 hours
	EDUC 660	Thesis, 3 hours

\*EDUC 631, Research in the Content Field, is a prerequisite to EDUC 660, which will add three hours to the overall number of hours required for the MAT degree.”

### Special Education, Comprehensive, K-12, 45 hours

The following list of courses comprise the curriculum for the MAT in Curriculum and Instruction with Special Education Comprehensive K-12 licensure.

#### I. Pre-Student Teaching, 28 hours

- EDUC 533, Educational Technology, 3 hours
- EDUC 558, Foundations of Education, 3 hours (Practicum required)
- EDUC 566, Issues in Human Development, 3 hours
- EDUC 622, Diagnosis/Remediation of Reading Problems, 3 hours
- EDUC 655, Reading Instruction & Assessment, 3 hours (Practicum required, may substitute

EDUC 621)

- SPED 508, Survey of Persons with Exceptionalities, 3 hours (Practicum required)
- SPED 509, Transition and Vocation Education, 1 hour
- SPED 617, Characteristics/Needs of Low Incidence Disabilities, 3 hours (Practicum required)
- SPED 619, Assessment and Diagnosis of Persons with Exceptionalities, 3 hours
- SPED 625, Managing Challenging Behaviors, 3 hours

#### II. Student Teaching Semester, 9 hours

- EDUC 667, Student Teaching Placement One, 4 hours
- EDUC 668, Student Teaching Placement Two, 4 hours
- EDUC 669, Student Teaching Seminar, 1 hour

#### III. Research, 6-9 hrs.

Non-Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 635	Integrating Research and Learning, 3 hours

-or-

Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 631	Research in the Content Field , 3 hours
	EDUC 660	Thesis, 3 hours

\*EDUC 631, Research in the Content Field, is a prerequisite to EDUC 660, which will add three hours to the overall number of hours required for the MAT degree.”

### Special Education, Interventionist K-8, 45 hours

The following list of courses comprise the curriculum for the MAT in Curriculum and Instruction with Special Education, Interventionist K-8 licensure.

I. Pre-Student Teaching, 30 hours

EDUC 533, Educational Technology, 3 hours

EDUC 558, Foundations of Education, 3 hours (Practicum required)

EDUC 566, Issues in Human Development, 3 hours

EDUC 622, Diagnosis/Remediation of Reading Problems, 3 hours

EDUC 655, Reading Instruction & Assessment, 3 hours (practicum required; may substitute EDUC 621)

SPED 508, Survey of Persons with Exceptionalities, 3 hours (Practicum required)

SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

SPED 616, Characteristics/Needs of Mild/Moderate Disabilities, 3 hours (Practicum required)

SPED 619, Assessment and Diagnosis of Persons with Exceptionalities, 3 hours

SPED 625, Managing Challenging Behaviors, 3 hours

II. Student Teaching Semester, 9 hours

EDUC 667, Student Teaching Placement One, 4 hours

EDUC 668, Student Teaching Placement Two, 4 hours

EDUC 669, Student Teaching Seminar, 1 hour

III. Research, 6-9 hrs.

Non-Thesis: EDUC 630 Educational Research, 3 hours

EDUC 635 Integrating Research and Learning, 3 hours

-or-

Thesis: EDUC 630 Educational Research, 3 hours

EDUC 631 Research in the Content Field, 3 hours

EDUC 660 Thesis, 3 hours

\*EDUC 631, Research in the Content Field, is a prerequisite to EDUC 660, which will add three hours to the overall number of hours required for the MAT degree."

Special Education, Interventionist 6-12, 46 hours

The following list of courses comprise the curriculum for the MAT in Curriculum and Instruction with Special Education, Interventionist 6-12 licensure.

I. Pre-Student Teaching, 31 hours

EDUC 533, Educational Technology, 3 hours

EDUC 558, Foundations of Education, 3 hours (Practicum required)

EDUC 566, Issues in Human Development, 3 hours

EDUC 622, Diagnosis/Remediation of Reading Problems, 3 hours

EDUC 624, Reading in Content Areas/Working with Adolescents, 3 hours (Practicum required)

SPED 508, Survey of Persons with Exceptionalities, 3 hours (Practicum required)

SPED 509, Transition and Vocation Education, 1 hour

SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

SPED 616, Characteristics/Needs of Mild/Moderate Disabilities, 3 hours (Practicum required)

SPED 619, Assessment and Diagnosis of Persons with Exceptionalities, 3 hours

SPED 625, Managing Challenging Behaviors, 3 hours

II. Student Teaching Semester, 9 hours

EDUC 667, Student Teaching Placement One, 4 hours

EDUC 668, Student Teaching Placement Two, 4 hours

EDUC 669, Student Teaching Seminar, 1 hour



### III. Research, 6-9 hrs.

Non-Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 635	Integrating Research and Learning, 3 hours
-or-		
Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 631	Research in the Content Field , 3 hours
	EDUC 660	Thesis, 3 hours

\*EDUC 631, Research in the Content Field, is a prerequisite to EDUC 660, which will add three hours to the overall number of hours required for the MAT degree.”

## Master of Arts in Teaching Degree

### English as a Second Language K-12

In addition to the overall goals for the MAT degree, the purpose of the Master of Arts in Teaching program in English as a Second Language (MAT-ESL) is to prepare committed, caring, and competent ESL educators for service in the United States and internationally. Graduates of the MAT-ESL program will:

- Describe the English language, theories of language acquisition, and the primary methods and practices used in teaching English as a second language;
- Describe the role of culture and the impact of cultural identity on teaching and learning in the ESL classroom;
- Demonstrate professional identity as an ESL teacher through understanding the history and research base of ESL and through reflective and collaborative teaching practice;
- Demonstrate the ability to plan, manage and use resources, including technology, to deliver effective instruction so that all ESL students learn;
- Demonstrate understanding of critical issues related to language assessment and the ability to conduct classroom-based assessment of language learning.

### MAT-ESL Specific Admission Requirements

In addition to the common admission requirements for the master’s degree programs in Education and the MAT degree, candidates for the MAT-ESL degree must meet the following requirements:

Tests for International Students: Minimum computer-based TOEFL score of 210, TOEFL iBT score of 79 or IELTS score of 6.5 Applicants scoring between 170 and 209 (computer-based TOEFL), and 60 and 78 (TOEFL iBT), or 5.5 and 6.4 (IELTS) may be admissible but must complete TESL 560, TESL 563, and TESL 564 in addition to degree requirements. Applicants without the required English language test score may be admissible but will be tested for English language proficiency upon arrival and may be required to complete additional English language study in the Carson-Newman English Language Institute before beginning full-time graduate studies. International students who have earned an undergraduate or graduate degree at a United States college or university or who have successfully completed study in the Carson-Newman English Language Institute are exempted from the TOEFL/IELTS requirement.



## English as a Second Language without Licensure, 36 hours

The following list of courses comprise the curriculum for the MAT in ESL, without licensure to teach:

- I. Linguistics, 12 hours
  - TESL 565, Language and Culture, 3 hours
  - TESL 566, English Phonology, 3 hours
  - TESL 567, English Syntax, 3 hours
  - TESL 568, Language Acquisition, 3 hours
  
- II. Pedagogy, 15 hours
  - TESL 580, TESL Curriculum, 3 hours
  - TESL 581, Introduction to Teaching English as a Second Language, 3 hours
  - TESL 582, Methods of Teaching English as a Second Language, 3 hours
  - TESL 583, Evaluation of Language Learning, 3 hours
  - TESL 584, Practicum in TESL, 3 hours
  
- III. Research
  - Non-Thesis Option, 9 hours
  - EDUC/TESL Electives, 6 hours
  - TESL 600, Research in TESL, 3 hours
  - or —
  - Thesis Option, 9 hours
  - EDUC 630, Educational Research, 3 hours
  - EDUC 631, Research in the Content Field, 3 hours
  - EDUC 660, Thesis, 3 hours

NOTE: All electives must be within the discipline and approved by advisor.

Students wishing to complete the Thesis Option must receive permission from the director of the ESL program and the chair of graduate studies in education.

## English as a Second Language with K-12 Licensure, 36-48 hours

The following list of courses comprises the curriculum for the MAT in ESL, with licensure to teach:

- I. Linguistics, 12 hours
  - TESL 565, Language and Culture, 3 hours
  - TESL 566, English Phonology, 3 hours
  - TESL 567, English Syntax, 3 hours
  - TESL 568, Language Acquisition, 3 hours

- II. Pedagogy, 12 hours
  - TESL 580, TESL Curriculum, 3 hours
  - TESL 581, Introduction to Teaching English as a Second Language, 3 hours
  - TESL 582, Methods of Teaching English as a Second Language, 3 hours
  - TESL 583, Evaluation of Language Learning, 3 hours
- III. Licensure Requirement, 9 hours
  - TESL 667, Student Teaching: Placement One, 4 hours
  - TESL 668, Student Teaching: Placement Two, 4 hours
  - TESL 669, Seminar in Student Teaching, 1 hour
- IV. Research Requirement, 3 hours
  - TESL 600, Research in TESL, 3 hours

In addition, students seeking initial Tennessee licensure in ESL must add the following hours of licensure requirements if state competencies have not been met through previous coursework which must be approved by the Carson-Newman Department of Education.

#### Professional Education, 12 hours

- EDUC 533, Educational Technology, 3 hours
- EDUC 558, Foundations of Education, 3 hours (Practicum required)
- EDUC 566, Issues in Human Development, 3 hours
- SPED 508, Survey of Persons with Exceptionalities, 3 hours (Practicum required)

#### Additional Requirements:

Foreign language requirement: “Teachers will have had the experience of learning a second language equivalent to at least six semester hours of college level study. This experience may include (but is not limited to): completion of intensive language training by the Peace Corps, passing the Praxis II subject assessment in a second language, or a foreign language teaching credential from Tennessee or another state.” (ESL Guidelines, Tennessee Department of Education)

International students interested in earning initial licensure in ESL must complete all MAT ESL degree requirements prior to admission to the initial licensure program.

## Master of Education Degree

### Curriculum and Instruction

The Master of Education program is designed to prepare licensed teachers to take on leadership roles in PreK-12 schools. The MEd includes a common core of 18 hours of courses and is structured to provide a variety of options for graduate students. In addition to the overall goals for the master’s program in education, MEd candidates will:

- Develop extensive knowledge of leadership and change within educational and other societal institutions;
- Analyze and interpret school and primary research data and can conduct action research to effect change; and
- Foster and maintain relationships within the school, and with the district, parents, and community members to support student achievement.

#### Admission Requirements Specific to the MEd

In addition to the common admission requirements for master's programs in Education, candidates must meet the following requirements:

- Complete online application.
- A bachelor's degree from a four-year, regionally accredited college.
- One of the following: A minimum overall GPA of 2.75 or a GPA of 3.00 in the most recent 60 credit hours
- One official transcript of all undergraduate study. Also, one official graduate transcript showing courses which are being transferred to Carson-Newman University to count toward the master's degree (maximum of nine semester hours taken within the past five years).
- Passing scores on the Graduate Record Exam scores. A score of 290 on the verbal and quantitative components is expected.
- Background records check is required except for persons currently employed in a P-16 setting that requires a background check. The employment recommendation form will be used to verify current employment in a P-16 setting that requires the background record check.

#### Curriculum and Instruction, 36 hours

The program includes a core of 15 hours and also includes 15 hours of electives to help teachers select courses to meet their own individual needs and goals. The following list of courses comprises the curriculum for the MEd degree in Curriculum and Instruction:

##### I. Required Core, 12 hours

EDUC 561, Effective Home, School, Community Relations, 3 hours

EDUC 672, Evaluation for Continuous Improvement, 3 hours

or EDUC 531, Evaluation of Learning, 3 hours

EDUC 638, Foundations of Leadership, 3 hours

TESL 565, Language and Culture, 3 hours

or SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

##### II. Electives, 15-18 hours

Candidates are encouraged to select an area of focus in the electives chosen .

\*If non-thesis option chosen, then additional Education Elective, 3 hours

**III. Research Option, 6-9 hours**

Non-Thesis:   EDUC 630   Educational Research, 3 hours  
                  EDUC 635   Integrating Research and Learning, 3 hours

-or-

Thesis:       EDUC 630   Educational Research, 3 hours  
                  EDUC 631   Research in the Content Field, 3 hours  
                  EDUC 660   Thesis, 3 hours

Curriculum and Instruction: Coaching Emphasis, 36 hours

In 2008, the National Federation of State High School Associations estimates that of the one million adult coaches in the public schools, only a few have received formal coaching education. The standards set by the National Council for Accreditation of Coaching Education (NCACE) are the basis for the coursework at Carson-Newman. The coaching education courses will fit into the elective category of the existing MEd programs. The courses are appropriate for currently licensed teachers who are renewing their licensure and for individuals who are looking to further their coaching knowledge. More information about NCACE can be found at [www.aahperd.org](http://www.aahperd.org). The following list of courses comprise the curriculum for the MEd in Curriculum and Instruction: Coaching Emphasis:

**I. Required Core, 12 hours**

EDUC 561, Effective Home, School, Community Relations, 3 hours  
EDUC 672, Evaluation for Continuous Improvement, 3 hours  
    or EDUC 531, Evaluation of Learning, 3 hours  
EDUC 638, Foundations of Leadership, 3 hours  
TESL 565, Language and Culture, 3 hours  
    or SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

**II. Coaching Emphasis, 15-18 hours**

PE 501, Philosophy and Ethics in Sport, 3 hours  
PE 502, Physical Conditioning of the Athlete, 3 hours  
PE 503, Injury Management, 3 hours  
PE 504, Sport as Ministry, 3 hours  
PE 505, Psychology of Sport Performance, 3 hours

\*If non-thesis option chosen, then additional Education Elective, 3 hours

**III. Research Option, 6-9 hours**

Non-Thesis:   EDUC 630   Educational Research, 3 hours  
                  EDUC 635   Integrating Research and Learning, 3 hours

-or-

Thesis:       EDUC 630   Educational Research, 3 hours  
                  EDUC 631   Research in the Content Field, 3 hours  
                  EDUC 660   Thesis, 3 hours

### Curriculum and Instruction: Reading Specialist PreK-12 Emphasis, 36 hours

The MEd in Curriculum and Instruction: Reading Specialist PreK-12 is designed for licensed teachers who wish to become licensed as reading specialists. Before being recommended for licensure, teachers must have two years of successful classroom teaching experience in P-12 settings as well as a graduate degree. All reading specialist candidates must pass the required Praxis II Reading Specialist Licensure Exam prior to completion of the program. The following list of courses comprise the curriculum for the MEd in Curriculum and Instruction: Reading Specialist Emphasis:

#### I. Required Core, 12 hours

EDUC 561, Effective Home, School, Community Relations, 3 hours

EDUC 672, Evaluation for Continuous Improvement, 3 hours

or EDUC 531, Evaluation of Learning, 3 hours

EDUC 638, Foundations of Leadership, 3 hours

TESL 565, Language and Culture, 3 hours

or SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

#### II. Reading Specialist Emphasis, 18 hours

EDUC 536, Using Books with Children and Adolescents, 3 hours

EDUC 620, Emergent Literacy, 3 hours

EDUC 621, Teaching Reading and Writing in the Elementary/Middle School, 3 hours

EDUC 622, Diagnosis and Correction of Reading Problems, 3 hours

EDUC 624, Reading in the Content Area/Working with Adolescents, 3 hours

EDUC 625, Organization and Administration of Reading Programs, 3 hours

EDUC-PRAX. Reading Specialist Exam, 0 hours

#### III. Research Option, 6 hours

Non-Thesis: EDUC 630 Educational Research, 3 hours

EDUC 635 Integrating Research and Learning, 3 hours

-or-

Thesis: EDUC 630 Educational Research, 3 hours

EDUC 660 Thesis, 3 hours

### Curriculum and Instruction: Special Education Emphasis, 36 hours

The MEd in Curriculum and Instruction: Special Education is designed for licensed teachers who wish to complete the additional endorsement in special education. The appropriate Praxis II specialty area licensure exams for special education must be completed in order to obtain the additional endorsement. The following list of courses comprise the curriculum for the MEd in Curriculum and Instruction: Special Education Emphasis:

#### I. Required Core, 12 hours

EDUC 561, Effective Home, School, Community Relations, 3 hours

EDUC 672, Evaluation for Continuous Improvement, 3 hours

or EDUC 531, Evaluation of Learning, 3 hours

EDUC 638, Foundations of Leadership, 3 hours

SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

#### II. Special Education Emphasis, 15-18 hours

EDUC 622, Diagnosis and Correction of Reading Problems, 3 hours

SPED 619, Assessment and Diagnosis of Exceptional Children, 3 hours

SPED 616, Characteristics/Needs of Mildly/Moderately Disabled, 3 hours

SPED 617, Characteristics/Needs of Low Incidence Disabilities, 3 hours

SPED 625, Managing Challenging Behaviors, 3 hours

\*If non-thesis option chosen, then additional Education Elective, 3 hours

#### III. Research Option, 6-9 hours

Non-Thesis: EDUC 630 Educational Research, 3 hours

EDUC 635 Integrating Research and Learning, 3 hours

-or-

Thesis: EDUC 630 Educational Research, 3 hours

EDUC 631 Research in the Content Field, 3 hours

EDUC 660 Thesis, 3 hours



Curriculum and Instruction: Teaching English as a Second  
Language/International Emphasis, 36 hours

Carson-Newman recognizes the importance of cultural and linguistic diversity and the influence of this diversity on educational institutions and individual classrooms. Particular among these influences are the global spread of English and the growing cultural and linguistic diversity of student populations in the United States and elsewhere. The Teaching English as a Second Language (TESL) emphasis focuses on developing awareness of the impact of cultural and linguistic diversity and on providing teachers with the skills to successfully manage culturally and linguistically diverse classrooms. Degree candidates wishing to complete the add-on endorsement in English as a Second Language must also submit passing scores on the Praxis II English to Speakers of Other Languages licensure exam. The following list of courses comprises the curriculum for the MEd in Curriculum and Instruction: Teaching English as a Second Language K-12 Emphasis:

I. Required Core, 15 hours

EDUC 561, Effective Home, School, Community Relations, 3 hours

EDUC 672, Evaluation for Continuous Improvement, 3 hours

or EDUC 531, Evaluation of Learning, 3 hours

EDUC 630, Educational Research, 3 hours

EDUC 638, Foundations of Leadership, 3 hours

TESL 565, Language and Culture, 3 hours

II. English as a Second Language Emphasis, 18 hours

TESL 566, English Phonology, 3 hours

TESL 567, English Syntax, 3 hours

TESL 568, Language Acquisition, 3 hours

TESL 581, Introduction to Teaching English as a Second Language, 3 hours

TESL 582, Methods of Teaching English as a Second Language, 3 hours

TESL 583, Evaluation of Language Learning, 3 hours

III. Research Option, 3 hours

Thesis Option: EDUC 660, Thesis, 3 hours

-or-

Non-Thesis Option: EDUC 635, Integrating Research and Learning, 3 hours

Curriculum and Instruction: Practitioner License  
(Alternative Pathway with Job-embedded Experience), 30 hours  
Curriculum and Instruction MEd Program, 36 hours

The practitioner with job-embedded experience is Tennessee's alternate pathway to licensure. C-N only offers this program in high-need licensure areas. Candidates for this program must be employed at a school within a 50-mile radius of our campus in Jefferson City.

Admission Requirements Specific to the Job-Embedded Practitioner Licensure Program

Carson-Newman University collaborates with school systems who have hired individuals on the transitional licensure. This license is available to individuals who have not completed traditional teacher education programs. In addition to the common requirements for admission to the master's degree programs in education, the specific requirements for admission to the transitional licensure program are:

- Complete online application.
- A letter of intent to hire from a school system.
- Written Statement of Purpose
- Current Resume or CV.
- Verification of having met the content knowledge criterion for appointment on the transitional licensure by having completed a degree with a major in the licensure field or having passing Praxis II specialty scores in the licensure field.
- A bachelor's degree from a four-year, regionally accredited college.
- One of the following: A minimum overall GPA of 2.75 or a GPA of 3.00 in the most recent 60 credit hours

The following list of courses comprises the curriculum for the alternative pathway to licensure:

I. Orientation Component, 6 hours

EDUC 661, Mentored Teaching I: Foundations of Education, 3 hours

Content Area Methods Course\*, 3 hours

EDUC MENT 1, Clinical Mentoring 1, 0 hours

\*Content Area Methods Courses (Practicum Required):

EDUC 513, Teaching Physical Education in the Elementary School, 3 hours

EDUC 514, Teaching Physical Education and Wellness in the Secondary School, 3 hours

EDUC 671, Curriculum & Instructional Strategies, 3 hours

SPED 616, Characteristics/Needs of Mild/Moderate Disabilities, 3 hours

SPED 617, Characteristics/Needs of Low Incidence Disabilities, 3 hours

TESL 582, Methods of Teaching English as a Second Language, 3 hours

II. Professional Education Core, 24 hours

EDUC 531, Evaluation of Learning, 3 hours (SPED 619 for Special Education license, TESL 583 for TESL license)

EDUC 560, Classroom Management, 3 hours (SPED 625 for Special Education license)

EDUC 566, Issues in Human Development, 3 hours (TESL 566 for TESL license)

EDUC 622 Diagnosis and Correction of Reading Problems, 3 hours

EDUC 624 Reading in the Content Area/Working with Adolescents, 3 hours

SPED 508, Survey of Persons with Exceptionalities, 3 hours

EDUC MENT 2, Clinical Mentoring 2, 0 hours

EDUC 662, Mentored Teaching II: Literacy and Technology, 3 hours

EDUC 663, Mentored Teaching III: Professional Development, 3 hours

An individual on the alternative pathway to licensure must be currently employed and complete all licensure requirements within three years in order to be marked as a program completer. Advancement to the professional license after this is determined by TN State Board Policy. For further information about the Tennessee State Board Policy relevant to the alternate pathway to licensure, please go their website at [www.tn.gov/education/section/licensing](http://www.tn.gov/education/section/licensing).

The job-embedded practitioner program at Carson-Newman may lead to the Master of Education degree. Should an individual wish to complete the M.Ed. in Curriculum and Instruction, the following courses must be completed as well:

### III. Research, 6-9 hrs.

Non-Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 635	Integrating Research and Learning, 3 hours

-or-

Thesis:	EDUC 630	Educational Research, 3 hours
	EDUC 631	Research in the Content Field , 3 hours
	EDUC 660	Thesis, 3 hours

\*EDUC 631, Research in the Content Field, is a prerequisite to EDUC 660, which will add three hours to the overall number of hours required for the M.Ed. degree.”

## Master of Education Degree

Educational Leadership, 36 hours

The Master of Education: Educational Leadership program is designed for those practicing teachers who have a desire to become leaders in their schools and districts.

The following list of courses comprises the curriculum for the MEd: Educational Leadership:

I. Required Core, 15 hours

EDUC 561, Effective Home, School, Community Relations, 3 hours

EDUC 672, Evaluation for Continuous Improvement, 3 hours (required for licensure)  
or EDUC 531, Evaluation of Learning, 3 hours (for non-licensure students only)

EDUC 630, Educational Research, 3 hours

EDUC 638, Foundations of Leadership, 3 hours

TESL 565, Language and Culture, 3 hours

or SPED 524, Techniques for Inclusion of Diverse Learners, 3 hours

II. Educational Leadership, 18 hours

EDUC 527, School Safety and Security, 3 hours

EDUC 575, Administrator Field Experience, 3 hours

EDUC 670, Legal and Ethical Issues, 3 hours

EDUC 671, Curriculum and Instructional Strategies, 3 hours

EDUC 673, Management of the School, 3 hours

EDUC 674, Professional Learning Community, 3 hours

III. Research, 3 hours

EDUC 635, Integrating Research and Learning, 3 hours

## Administrator's License Specialization (ILL)

License Specialization, 21 hours

The Administrator's License Specialization is designed for teachers who want to become school administrators or principals by getting the Licensed Instructional Leader Certification. This specialization is developed to be taken congruently with the M.Ed. in Educational Leadership, Ed.S. in Administrative Leadership, or Ed.D. in Administrative Leadership, or by a candidate who already has a master's degree and meets the other criteria for admissions. Students who complete the Administrator's License Specialization meet the qualifications to receive Tennessee's Instructional Leadership License.

### Aspiring Instructional Leadership License (ILL-A)

Candidates can be hired as assistant principals with Tennessee's Aspiring (ILL-A) Instructional Leadership License. This is an administrator license, valid for five years, that is issued to applicants who hold a bachelor's degree and are enrolled in the Administrator's License Specialization. The ILL-A may not be renewed but can be advanced to ILL-B if the candidate has met licensure expectations.

### Beginning Instructional Leadership License (ILL-B)

This add-on specialization is designed for those seeking licensure as a Beginning Instructional Leader (ILL-B) in accordance with Tennessee Educator License Rules 0520-02-03-.01 and 0520-02-03-.01. The state of Tennessee requires certified administrators to have a master's degree and at least three years prior teaching experience and pass the PRAXIS School Leaders Licensure Assessment.

#### Admission Requirements Specific to the Administrator License Specialization

The following requirements are necessary for admission into the Administrator's License Specialization in addition to the application materials necessary for other desired graduate degrees. The admission portfolio requirements are completed during the student's first semester in EDUC-FOLIO.

\* Complete online application including providing official transcripts of all credits earned through an institution of higher education. The transcript must have the school seal and/or a signature from the registrar.

\* Verification of two years of P-12 teaching experience in an approved school setting.

\* Completion of the admissions portfolio. The requirements for the admissions portfolio are communicated to candidates by the program director.

\* Approval of admissions committee meeting report.

\* The applicant must be at least 18 years old.

\* At minimum, the applicant must hold a bachelor's degree from a regionally-accredited college or university with a minimum overall GPA of 2.75 or a GPA of 3.00 in the most recent 60 credit hours.

#### I. Administrator License, 21 hours

Twenty-one (21) hours from the following:

EDUC 527, School Safety and Security, 3 hours

EDUC 575, Administrator Field Experience, 3 hours

EDUC 638, Foundations of Leadership, 3 hours

EDUC 670, Legal and Ethical Issues, 3 hours

EDUC 672, Evaluation for Continuous Improvement, 3 hours

EDUC 673, Management of the School, 3 hours

EDUC 674, Professional Learning Community, 3 hours

\*EDUC 721, Educational Leadership Theory and Policy Analysis, 3 hours

\*EDUC 724, Financial Planning and Responsibilities, 3 hours

\*EDUC 750, Mentored Residency Internship and Professional Portfolio, 3 hours

\*700 level courses are only available to those students who are pursuing an Ed.S. or Ed.D. degree with Carson-Newman University and those who already hold an Ed.S. or Ed.D. from another institution.



## II. Additional Requirements

In order to qualify for an administrator, license all requirements must be completed and approved prior to the end of the candidate's final semester of enrollment in the Degree Program or Non-Degree Program.

EDUC FOLIO, Educational Leadership Evidence Portfolio, 0 hours

EDUC PRACT, Educational Leadership Practicum Project, 0 hours

EDUC SLLA, School Leaders Licensure Assessment, 0 hours

## Educational Specialist Degree and Doctor of Education Degree

Building on the quality and mission of the master's degree programs in education at Carson-Newman University, the mission of the advanced graduate programs at the EdS and EdD level is to provide significant knowledge through rigorous instruction, to cultivate candidate learning through research and critical analysis, and to lead candidates to significant contributions in their professional environments. The following programs are offered:

### Educational Specialist, with the following concentrations:

Administrative Leadership Concentration

Curriculum and Instruction Leadership Concentration

### Doctor of Education in Educational Leadership, with the following concentrations:

Administrative Leadership Concentration

Curriculum and Instruction Leadership Concentration

The EdS and EdD in Educational Leadership have been designed using the revised Tennessee Instructional Leadership (TILS) Standards and the Professional Standards for Educational Leaders (formerly ISLLC).

### Goals

Candidates in the EdS and EdD programs will, based on the Interstate School Leaders Licensure Consortium Standards:

- Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth;
- Ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
- Collaborate with families and community members, responding to diverse community interests and needs and mobilizing community resources;
- Act with integrity, fairness, and in an ethical manner; and
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

In addition, candidates in the EdD program will:

- Conduct original research designed to address educational issues/problems and/or enhance the success of all student in local settings; and
- Integrate contemporary developments at the local, state, national, and international levels in designing research that seeks to enhance the success of all students.

#### Admission Requirements for the EdS and the EdD Programs

In addition to the graduate admission requirements for all programs in education, the requirements for a candidate who wishes to pursue work leading to the EdS and the EdD in Educational Leadership are:

- Complete online application.
- A Graduate Record Exam (GRE) score from a test completed within the last ten years. A score of 290 on the Verbal and Quantitative components is expected, but all admission materials will be considered before an admissions decision is made.
- GRE Writing score of at least 4.0 is expected.
- One official transcript of all graduate study. Also, one official graduate transcript showing courses, which are being transferred to Carson-Newman University (maximum nine semester hours, completed within the last five years, allowed in the EdS program and 12 in the EdD program).
- Master's Degree graduate GPA of 3.3 or higher on a 4.0 scale.
- Scholarly writing sample (APA Master's thesis/research preferred).

### Educational Specialist Degree

Candidates may choose the Administrative Leadership Concentration or the Curriculum and Instruction Leadership Concentration. EdS candidates complete the same courses as EdD candidates, but the EdS program requires only the mentored residency and professional portfolio, rather than the dissertation. Candidates may choose to complete the dissertation and the EdD degree, after having completed the EdS degree. Administrator's License (ILL) - Ed.S. and Ed.D. Level Specialization can be taken concurrently for students seeking administrative licensure.

#### Administrative Leadership Concentration, 36 hours

The following list of courses comprises the curriculum for the EdS with administrative leadership:

##### I. Core Courses, 12 hours

EDUC 638, Foundations of Leadership, 3 hours

EDUC 720, Ethical, Social, and Spiritual Leadership Principles, 3 hours

EDUC 721, Educational Leadership Theory and Policy Analysis, 3 hours

EDUC 722, Organizational Leadership: Effecting Continuous Growth in a Culture of Change, 3 hours

##### II. Required Courses, 18 hours

EDUC 670, Legal and Ethical Issues, 3 hours



EDUC 673, Management of the School, 3 hours  
EDUC 674, Professional Learning Communities, 3 hours  
EDUC 723, Emergent Educational Leadership Trends and Topics, 3 hours  
EDUC 724, Financial Planning and Responsibilities, 3 hours  
EDUC 750, Mentored Residency Internship and Professional Portfolio, 3 hours

III. Elective Courses, 6 hours

Additional hours in a Cognate Area, 6 hours

Curriculum and Instruction Leadership Concentration, 36 hours

The following list of courses comprises the curriculum for the EdS with curriculum and instruction leadership:

I. Core Courses, 12 hours

EDUC 638, Foundations of Leadership, 3 hours  
EDUC 720, Ethical, Social, and Spiritual Leadership Principles, 3 hours  
EDUC 721, Educational Leadership Theory and Policy Analysis, 3 hours  
EDUC 722, Organizational Leadership: Effecting Continuous Growth in a Culture of Change, 3 hours

II. Required Courses, 18 hours

EDUC 672, Evaluation for Continuous Improvement, 3 hours  
EDUC 637, Topics in the Content Field, 3 hours  
EDUC 671, Curriculum and Instruction Strategies, 3 hours  
EDUC 740, The Teacher as Leader, 3 hours  
EDUC 741, Diversity and Exceptionality Practice and Theory, 3 hours  
EDUC 750, Mentored Residency Internship and Professional Portfolio, 3 hours

III. Elective Courses, 6 hours

Additional hours in a Cognate Area, 6 hours

## Doctor of Education

The Doctor of Education is designed for those individuals who have completed master's and/or EdS degrees and who wish to extend their research expertise. All research project proposals must conform to the policies and procedures of the Institutional Review Board of the Graduate Committee. The Administrator's License (ILL) - Ed.S. & Ed.D. Level Specialization can be taken concurrently for students seeking administrative licensure. Once 36 hours in this program are complete, an Ed.S. in Administrative Leadership Concentration is awarded.

### Administrative Leadership Concentration, 57 hours

The following list of courses comprises the curriculum for the EdD with administrative leadership:

#### I. Core Courses, 12 hours

- EDUC 638, Foundations of Leadership, 3 hours
- EDUC 720, Ethical, Social, and Spiritual Leadership Principles, 3 hours
- EDUC 721, Educational Leadership Theory and Policy Analysis, 3 hours
- EDUC 722, Organizational Leadership: Effecting Continuous Growth in a Culture of Change, 3 hours

#### II. Required Courses, 18 hours

- EDUC 670, Legal and Ethical Issues, 3 hours
- EDUC 673, Management of the School, 3 hours
- EDUC 674, Professional Learning Communities, 3 hours
- EDUC 723, Emergent Educational Leadership Trends and Topics, 3 hours
- EDUC 724, Financial Planning and Responsibilities, 3 hours
- EDUC 750, Mentored Residency Internship and Professional Portfolio, 3 hours

#### III. Elective Courses, 6 hours

- Additional hours in a Cognate Area, 6 hours

#### IV. Research Core, 9 hours

- EDUC 751, Quantitative and Qualitative Research Design, 3 hours
- EDUC 752, Critical Analysis and Research Design, 3 hours
- EDUC 753, Professional Composition Studies, 3 hours

#### V. Doctoral Dissertation, 12 hours

- \*EDUC 754, Dissertation, 12 hours

\*A minimum of 12 hours of dissertation hours is required for the Ed.D. program. Doctoral candidates must successfully defend the dissertation before the Ed.D. degree will be conferred. Students unable to complete dissertation in the 12 hours will continue taking dissertation (6 hours at a time) until dissertation is successfully defended.

### Curriculum and Instruction Leadership Concentration, 57 hours

The following list of courses comprises the curriculum for the EdD with curriculum and instruction leadership:

I. Core Courses, 12 hours

EDUC 638, Foundations of Leadership, 3 hours

EDUC 720, Ethical, Social, and Spiritual Leadership Principles, 3 hours

EDUC 721, Educational Leadership Theory and Policy Analysis, 3 hours

EDUC 722, Organizational Leadership: Effecting Continuous Growth in a Culture of Change, 3 hours

II. Required Courses, 18 hours

EDUC 637, Topics in the Content Field, 3 hours

EDUC 671, Curriculum and Instruction Strategies, 3 hours

EDUC 672, Evaluation for Continuous Improvement, 3 hours

EDUC 740, The Teacher as Leader, 3 hours

EDUC 741, Diversity and Exceptionality Practice and Theory, 3 hours

EDUC 750, Mentored Residency Internship and Professional Portfolio, 3 hours

III. Elective Courses, 6 hours

Additional hours in a Cognate Area, 6 hours

IV. Research Core, 9 hours

EDUC 751, Quantitative and Qualitative Research Design, 3 hours

EDUC 752, Critical Analysis and Research Design, 3 hours

EDUC 753, Professional Composition Studies, 3 hours

V. Doctoral Dissertation, 12 hours

\*EDUC 754, Dissertation, 12 hours

\*A minimum of 12 hours of dissertation hours is required for the Ed.D. program. Doctoral candidates must successfully defend the dissertation before the Ed.D. degree will be conferred. Students unable to complete dissertation in the 12 hours will continue taking dissertation (6 hours at a time) until dissertation is successfully defended.

## Off-Campus Graduate Education Sites

Off Site Campus Location	Address
Bearden High School	8352 Kingston Pike Knoxville, TN 37919
Brainerd Baptist School	300 Brookfield Avenue Chattanooga, TN 37411
Carson-Newman Knoxville Education Center	9261 Middlebrook Pike Knoxville, TN 37931
Central Services South	1312 Highway 48/13 Clarksville, TN 37040
Christian Academy of Knoxville	529 Academy Way Knoxville, TN 37923
Cohn School	4805 Park Avenue Nashville, TN 37209
East Nashville Magnet School	110 Gallatin Avenue Nashville, TN 37205
First Baptist Church, Knoxville	510 W. Main Street Knoxville, TN 37902
Providence Christian Academy	401 DeJarnette Lane Murfreesboro, TN 37130
Sullivan Central High School	151 Shipley Ferry Road Blountville, TN 37617
Thompson Station Church	2608 Thompson's Station Rd E Thompson Station, TN 37179
Union Heights Elementary School	3366 Enka Highway Morristown, TN 37813

## Nursing

*Kimberly Bolton*, Program Director

*Greg Casalenuovo*

*Christine Dalton*, Dean, School of Applied, Health, & Natural Sciences

*Adam Einhardt*

*Courtney Watson*

*Angela Wood*, Chair, Department of Nursing

*Bonnie Young*

### Accreditation

Carson-Newman University Graduate Studies in Nursing is accredited by The Commission on Collegiate Nursing Education (CCNE), One DuPont Circle, NW, Suite 530, Washington, DC 20036-1120. Phone (202) 887-6791. The Department of Nursing is approved by the Tennessee Board of Nursing.

### Goal

The overall goal of the Master of Science in Nursing degree program is to prepare the registered nurse for advanced practice roles in nursing within the context of Christian beliefs, values, and behaviors.

### Objectives/Outcomes: Family Nurse Practitioner

- Implement advanced nursing practice skills to promote and maintain the health of individuals and populations within existing or emerging healthcare systems.
- Demonstrate independent decision-making and critical thinking skills in the provision of evidence-based, culturally appropriate healthcare.
- Demonstrate leadership and interdisciplinary collaboration in developing, assessing, and improving healthcare delivery for individuals and/or populations.
- Apply knowledge from research and scholarly activities to evaluate and improve healthcare practice and client outcomes.
- Analyze the impact of economics, health policy, and technological advancements on patient safety and healthcare quality.
- Demonstrate Christian values and ethical conduct in advanced nursing practice, and professional leadership as patient advocate and life-long learner.

### Objectives/Outcomes: Nurse Educator

- Demonstrate leadership in nursing education through curriculum development, academic and clinical instruction, and individual/course/program evaluation and quality improvement.
- Apply Christian values, ethical decision-making, critical thinking, awareness, personal responsibility, and cultural leadership in the exercise of professional nursing education.
- Utilize current research and scholarly activities to evaluate and improve the science of nursing and nursing education.

- Demonstrate a collaborative approach to improve societal healthcare through nursing education to facilitate the enactment of best practices.
- Demonstrate the use of independent decision-making and critical thinking skills in the development of curricula based on the mission of the program and institution in the advanced practice of nursing and education.

#### Admission Requirements for MSN program

In addition to the common admission requirements, the requirements for a student who wishes to pursue courses leading to the Master of Science in Nursing degree are:

- Complete online application.
- A bachelor's degree in nursing from a NLN or CCNE accredited four-year program.
- Grade point average of 3.00 or higher on a 4.00 point scale for all undergraduate work.\*
- One official transcript from all previous undergraduate and graduate college or university course work.
- Three (3) recommendations from each of the following areas: academic (if BSN degree less than 3 years), employment (from direct supervisor), and character.
- Current unencumbered active registered nurse licensure in the State of Tennessee or compact state.
- Completion of criminal background check within 90 days of admission.
- Letter of personal goals and aspirations.
- Completion of a drug screen prior to first day of class in NURS 507.

\*Applicant not demonstrating the minimum GPA requirement, must score of 290 or its equivalent on Graduate Record Examination within ten years of application.

#### Graduate nursing application deadlines:

- Fall admission -- March 15
- Spring admission -- October 15

For conditionally admitted students to be eligible for full admission into the Master of Science in Nursing program, the candidate must have a minimum overall GPA of 3.00 prior to second semester of study. Once the candidate has met the requirements necessary for full admission, the application will be re-evaluated, and the student will be notified of his/her new classification.

#### Transfer Credit

Nine (9) semester hours of graduate credit from a recognized nationally accredited nursing program at a regionally accredited college or university may be transferred to Carson-Newman for pathophysiology to read: graduate statistics, nursing theory, or pharmacology. Clinical courses will not be accepted for transfer credit. Any transfer course must have been completed with a grade of A or B within three (3) years prior to the semester of enrollment. No correspondence courses will be transferred. If a student wishes to transfer additional graduate hours, the course must be comparable to that offered at Carson-Newman and will be assessed on an individual basis by the course faculty. Evaluation may include (but not be limited to) syllabi, written papers, examination. Written request

for transfer credit after enrollment should be submitted to the chair of the nursing Curriculum Committee. The request should include the university offering the course, course name, course number, and a catalog description.

#### Residency Requirement

All but nine (9) semester hours of course work in the MSN degree must be taken at Carson-Newman University. Courses taken on the Carson-Newman University campus, independent studies, thesis, other research, and clinical practicum meet residency requirements.

#### Academic Standing

A minimum overall GPA of 3.00 is required to remain in academic good standing. A grade of C or better must be made in all courses applying to the Master's degree. A maximum of nine (9) credit hours with C grades may be applied toward the Master of Science in Nursing. When a student fails to maintain academic good standing, he/she will be placed on academic probation. Written notification of probation will be sent to the student. During the semester(s) on probation, the student must work with his/her academic advisor to devise a plan to retain good standing.

Within Graduate Studies in Nursing, any student on academic probation has an opportunity to complete nine additional semester hours of graduate study in order to raise the student's cumulative GPA to 3.0. The student will be dismissed from the program if the cumulative GPA is not raised to 3.0 upon the completion of these nine graduate semester hours.

For student pursuing a Family Nurse Practitioner, a minimum overall GPA of 3.0 is required to remain in good standing. A maximum of 3 credit hours with a C grade may be applied toward the Post-Master's Certificate. If a student falls below a cumulative 3.0 grade point average, he/she will be placed on academic probation. Written notification of probation will be sent to the student, and the notation of the probation will be made on the student academic transcript. If the student fails to raise the cumulative GPA to a 3.0 by the end of the next semester enrolled, he/she will be considered for dismissal from the program.

#### Academic Dismissal

A student may be dismissed from the graduate program for failing to maintain satisfactory progress or for academic dishonesty. Written notification of dismissal will be sent to the student. If a student is dismissed from the Graduate Studies in Nursing program, the student must follow the formal Grievance Procedure described within the Department of Nursing Graduate Student Handbook.

#### Repeating a Course for a Grade

MSN student may not repeat courses with a failing grade. Any MSN student who receives a grade of F will be dismissed from the program. For MSN students who have been placed on academic probation, a grade of C may be repeated once to regain good academic standing.

#### Time Limit to Complete Degree

Graduate work for the MSN degree must be completed within five years of admission into the program.

#### Nursing Practicum

Each clinical course requires a supervised practicum with a program-approved preceptor under the direction of the course faculty. The student cannot be paid for participation in the practicum. Nurse malpractice insurance is obtained through Carson-Newman University every semester the student is enrolled in a clinical course and is paid through course fees.

Please note: All students currently enrolled in the Graduate Studies of Nursing program who are actively pursuing coursework will be given priority over new admissions or inactive students for placement into clinical courses. If there is no room in the program to allow the student to complete the program within the time allotted, then the applicant is not accepted. Tuition and fees for the graduate program in nursing will be the same for all students.

### Master of Science in Nursing Degree

Family Nurse Practitioner, 45 hours

A 45-semester hour program designed to prepare the registered nurse for advanced practice roles in nursing within the context of Christian beliefs, values, and behaviors. Clinical practicum includes a seminar and has a credit/clinical ratio of 1:4 hours.

#### Fall Semester

NURS 501, Advanced Pathophysiology, 3 hours

NURS 503, Advanced Pharmacology, 3 hours

NURS 507, Advanced Health Assessment, 3 hours

#### Spring Semester

NURS 513, Theories of Nursing, 3 hours

NURS 531, Advanced Primary Nursing Care for Women, 6 hours

#### Summer Semester

NURS 510, Advanced Statistics, 3 hours

ELECTIVE, 3 hours

#### Fall Semester

NURS 516, Research Methods and Design in Nursing, 3 hours

NURS 535, Advanced Primary Nursing Care for Children and Adolescents, 6 hours

#### Spring Semester

NURS 537, Advanced Primary Nursing Care for Adults, 7 hours

NURS 540, Accountability for Advanced Nursing Practice, 3 hours



NURS 600, Advanced Practice Project, Seminar Presentation, 2 hours (non-thesis option)

-OR-

NURS 630, Collaborative Research Project, Seminar Presentation, 2 hours (2 person thesis/publication option)

-OR-

NURS 660, Master's Thesis, Seminar Presentation, 2 hours (thesis option)

Comprehensive Examination (all MSN degree candidates)

#### Family Nurse Practitioner/Nurse Educator Dual Track, 54 hours

A 54-semester hour program designed to prepare the registered nurse for advanced practice roles in nursing within the context of Christian beliefs, values, and behaviors. Clinical practicum includes a seminar and has a credit/clinical ratio of 1:4 hours.

##### Summer Semester

NURS 510, Advanced Statistics, 3 hours

NURS 518, Teaching Methods and Strategies, 3 hours

##### Fall Semester

NURS 501, Advanced Pathophysiology, 3 hours

NURS 503, Advanced Pharmacology, 3 hours

NURS 507, Advanced Health Assessment, 3 hours

##### Spring Semester

NURS 513, Theories of Nursing, 3 hours

NURS 517, Curriculum & Instructional Design in Nursing Education, 3 hours

NURS 531, Advanced Primary Care for Women, 6 hours

##### Summer Semester

NURS 528, Nursing Education Internship, 3 hours

NURS 532, Nursing Education Practicum, 2 hours

NURS 538, Nursing Education Seminar, 1 hour

##### Fall Semester

NURS 516, Research Methods and Design in Nursing, 3 hours

NURS 535, Advanced Primary Care for Children and Adolescents, 6 hours

**Spring Semester**

NURS 537, Advanced Primary Care for Adults, 7 hours

NURS 540, Accountability for Advanced Practice, 3 hours

NURS 600, Advanced Practice Project, Seminar Presentation, 2 hours (non-thesis option)

-OR-

NURS 630, Collaborative Research Project, Seminar Presentation, 2 hours (2 person thesis/publication option)

-OR-

NURS 660, Master's Thesis, 2 hours (thesis option) Seminar Presentation

Comprehensive Examination (all MSN degree candidates)

**Post-Master's Certificate Programs**

The post-master's certificate programs are an individualized course of study designed to meet the learning needs of the student. Upon successful completion of the required course and clinical practicum, the student will receive the appropriate certificate of completion from the Board of Trustees.

**Admission Requirements**

- A master's degree in nursing from a NLN or CCNE accredited program.
- Grade point average of 3.00 or higher on a 4.00 scale in the previous master's program.
- Complete application.
- One official transcript from previous graduate college or university course work.
- Three (3) recommendations from each of the following areas: academic (if BSN degree less than 3 years), employment (from direct supervisor), and character.
- Current resume/vitae.
- Current unencumbered active registered nurse licensure in the state of Tennessee or compact state.
- Completion of criminal background check within 90 days of admission.
- Letter of personal goals and aspirations.
- Completion of drug screen prior to enrollment in first clinical course.

**Post-Master's Certificate Program: Family Nurse Practitioner**

The following course work is required if it has not been successfully completed in a previous master's program. In addition to the courses listed below, all students enrolled in the post-master's certificate program will have to enroll in and successfully complete NURS 507, Advanced Health Assessment at Carson-Newman University. Comprehensive examination is required for all post-master's students.

#### Fall Semester

NURS 501, Advanced Pathophysiology, 3 hours

NURS 503, Advanced Pharmacology, 3 hours

NURS 535, Advanced Primary Nursing Care for Children and Adolescents, 6 hours

#### Spring Semester

NURS 531, Advanced Primary Nursing Care for Women, 6 hours

NURS 537, Advanced Primary Nursing Care for Adults, 7 hours

NURS 540, Accountability for Advanced Nursing Practice, 3 hours

TOTAL SEMESTER HOURS = 31\*

*\*All non-practitioner post-master's students are required to complete a minimum of 500 clock hours of supervised clinical practice as part of their program.*

Clinical practicum includes a seminar and has a credit/clinical ratio of 1:4 hours.

#### Thesis Option

Prior to taking the courses in the thesis option within the Graduate Studies in Nursing, a student must have completed NURS 510 Advanced Statistics, NURS 513 Theories of Nursing, and NURS 516 Research Methods and Design in Nursing. Before registering for NURS 660 Master's Thesis, a student must have selected an area for study and a doctorally prepared faculty member to chair the research. The thesis committee shall have three members. The chairperson and the second member of the thesis committee must be a full-time faculty member from the student's degree program. The third member may be selected from outside the student's degree program, if desired. The thesis committee approval form must be completed and submitted to the Graduate Program Director of Nursing prior to beginning NURS 660. A scholarly presentation must be completed prior to grade assignment. Comprehensive Examination is required for all graduate nursing students.

#### Advanced Practice Project Option

Prior to beginning the advanced practice project option within the Graduate Studies in Nursing, a student must have completed NURS 510 Advanced Statistics, NURS 513 Theories of Nursing, and NURS 516 Research Methods and Design in Nursing. The advanced practice project requires two faculty members both from the department of nursing; one faculty member will serve as the committee chair and must be doctorally prepared. The project committee approval form must be completed and submitted to the Graduate Program Director of Nursing prior to beginning NURS 600. In addition, the student completes an additional 30 hours of clinical at a site that is congruent with the topic choice. The clinical hours may be completed prior to the beginning of the Spring semester so as not to interfere with the clinical hours required in the final semester and to assist the student in completing the non-thesis option. Students will submit a scholarly article for publication and complete a scholarly presentation prior to grade assignment. Comprehensive Examination is required for all graduate nursing students.

### Collaborative Research Project

Prior to taking the courses in the collaborative research project within the Graduate Studies in Nursing, a student must have completed NURS 510 Advanced Statistics, NURS 513 Theories of Nursing, and NURS 516 Research Methods and Design in Nursing. The collaborative research project is a written research project related to the program of study that meets institutional requirements for a thesis. This project is completed by two students working collaboratively. In addition to a completed and bound thesis, a scholarly article for publication is required at completion of project. Before registering for NURS 630 Collaborative Research Project, a student must have selected an area for study, a collaborating partner, and doctorally prepared faculty member to chair the research. The committee must have four members including the chair. The chairperson and the second member of the committee must be full-time faculty members from the student's degree program. The third and fourth members may be selected from outside the student's degree program if desired. The collaborative committee approval form must be completed and submitted to the Graduate Program Director of Nursing prior to beginning NURS 630. A scholarly presentation must be completed prior to grade assignment. Comprehensive examination is required for all graduate nursing students.



## Religion

*Gerald Borchert*, Visiting Senior Professor of Religion

*Ross Brummett*

*David Crutchley*, Dean, School of Religion

*Donald W. Garner*

*Mel Hawkins*

*Christine Jones*

*Andrew Smith*

*Ryan Stokes*, Program Director, Master of Arts in Applied Theology

### National and International Guest Scholars

*Karen Bullock*, Fellow and Professor of Christian Heritage, B. H. Carroll Theological Institute, Arlington, Texas

*Miyon Chung*, Professor of Systematic Theology, Morling College, Sydney, Australia

*Ross Clifford*, President, Morling College, Sydney, Australia

*David Gushee*, Distinguished Professor of Ethics, McAfee School of Theology, Mercer, Georgia

*Brian Harris*, President, Vose Seminary, Perth, Western Australia

*D. Morcom*, Vice Principal, Malyon College, Brisbane, Australia

*Michael Quicke*, Past President of Spurgeon's College, London, and Professor of Homiletics at Northern Seminary, Chicago

*Paul Sands*, Senior Pastor, Spring Hill Baptist Church; Associate Professor of Theology, George Truett Theological Seminary

### Master of Arts in Applied Theology

The Master of Arts in Applied Theology provides a unique didactic model for doing theology. This two year degree facilitates dialogue between recent religion graduates, experienced clergy, and multi-discipline, non-theologically trained professions. Students enrolled in the 36 credit hour degree synthesize national and global issues and perspectives with the practical demands of everyday church, personal, and vocational life.

### Goals

- Develop a theological and philosophical literacy through the reading of significant, cutting edge books and critical reflection on key theological ideas.
- Focus on a Praxis-oriented engagement of life issues encountered in the market place and under the steeple.
- Participate in national and international study and mission opportunities that will develop the social imagination and stimulate a global awareness.
- Nurture the spiritual journey and faith pilgrimage through searching questions of biblical and ethical accountability.
- Enhance leadership skills.

### MAAT Specific Admission Requirements

In addition to the common admission requirements, the following are minimum standards for acceptance into the proposed graduate program:

- Complete online application.
- Graduation from a regionally accredited four year academic institution with a bachelor's degree;
- Minimum grade point average of a 3.0 or a GRE score of at least 290, or, if the applicant has more recently graduated from a regionally accredited law, medical, business or other professional, graduate or doctoral academic program, the equivalent class ranking or grade point average at such professional school;
- Letter of affirmation from the applicant's pastor, or similar written reference from an academic dean or Program Director, M.A.A.T. if the candidate for admission is a ministerial student; and
- Interview with and written acceptance by the Program Director.
- Students not satisfying either the grade point average or the GRE requirements may be conditionally admitted to the Master of Arts in Applied Theology degree program at the discretion of the Program Director. A student who completes the first three courses of the graduate program with an average of "B" or higher will be granted full admission. A student who fails to satisfy this conditional admission requirement will be suspended from the program for a year and then may petition for readmission into the program.

### Transfer Credit

Six (6) semester hours of graduate credit from a regionally accredited college or university may be transferred to Carson-Newman University to be used toward the MAAT degree. Transfer hours must have been earned within the last five years prior to enrollment in the MAAT degree program. Grades transferred must be A or B. Transfer course(s) must be comparable to that offered at Carson-Newman and will be assessed on an individual basis.

### Residency Requirements

All but six hours of the course work in the MAAT degree program must be taken at Carson-Newman University. Courses taken on the Carson-Newman University campus or online, independent studies, thesis, other research, and internships will meet the residency requirements.

### Academic Standing

A minimum overall GPA of 3.00 is required to remain in academic good standing. A grade of C or better must be made in all courses applying to the Master's degree. A maximum of six credit hours with "C" grades may be applied toward the Master of Applied Theology degree.

When a student fails to maintain academic good standing, he/she will be placed on academic probation. Written notification of probation will be sent to the student. During probation, the student must work with his/her academic advisor to devise a plan to regain good standing. Any student on academic probation has an opportunity to complete nine additional semester hours of graduate study in order to raise the student's cumulative GPA to 3.0.

Within Graduate Studies in Applied Theology, a student on probation must make progress toward good academic standing the semester on probation. If not, the student will be suspended from the University for one semester, after which he/she may apply for readmission. After readmission, if the student fails to make progress toward academic good standing, he/she will be dismissed from the University.

#### Academic Dismissal

A student may be dismissed from the graduate program for failing to maintain satisfactory progress or for academic dishonesty. Written notification of dismissal will be sent to the student.

Any student dismissed from the MAAT program may appeal the decision to the Dean, School of Religion.

#### Repeating a Course for a Grade

Graduate students may repeat any course for which they receive an “F.” Courses in which a passing grade is earned are not repeatable except grades of “C” needed to regain academic good standing. When a course is repeated, only the most recent grade with no additional hours attempted will be used in calculating grade averages. Stated differently, the LAST grade earned will be the grade of record and will be used to determine if University requirements have been satisfied.

#### Time Limit to Complete Degree

Graduate work for the MAAT degree must be completed within five years of admission into the program.

## Master of Arts in Applied Theology

#### Core Seminars (24 hours)

- REL 509, The Old Testament Foundations for Christian Life and Service, 3 hours
- REL 510, The New Testament Foundations for Christian Life and Service, 3 hours
- REL 511, Themes in Biblical Theology, 3 hours
- REL 515, Ethical Issues in the Twenty-First Century, 3 hours
- REL 520, The Ideas and *Kairos* Moments of Church History through the Ages (Oxford University travel seminar), 3 hours
- REL 530, Foundations in Spirituality and Worship, 3 hours
- REL 533, Love, Grief, and Anger, 3 hours
- REL 540, The Art of Leadership, 3 hours

#### Elective Seminars (12 hours)

- REL 505, The Social and Historical World of the Ancient Near East, 3 hours
- REL 506, The World of Second Temple Judaism and the New Testament, 3 hours
- REL 521, The Voices of the Twentieth-Century Prophets, 3 hours
- REL 525, Ten Theologians that Speak From the Grave, 3 hours



REL 531, In Search of Yourself, 3 hours

REL 542, The Art of Communication, 3 hours

REL 550, Global Awareness Practicum,

REL 560, Secular and Spiritual Trends in the Post-Christendom City, 3 hours

- OR -

“Bi-vocational” elective (12 hours)

Business (12 hours)

Counseling (12 hours)

- OR -

Elective Thesis (12 hours)

REL 600, Research and Writing, 3 hours

REL 630, A Readings Course in the Subject Area of Thesis, 3 hours

REL 665, Thesis, 6 hours

### Thesis Option

A student may choose to fulfill the elective 12 hours of the MAAT program by writing a thesis. A student selecting a thesis option will meet with the Program Director to determine which faculty member will supervise the thesis. The faculty advisor will meet with the student to consider the viability of the thesis project.

REL 600 and REL 630 are prerequisites to REL 665, the writing of the thesis. The thesis will be completed no later than six weeks before the end of the graduating semester. No later than three weeks before the end of the graduating semester a student will defend the thesis before a committee made up of two School of Religion faculty members and an outside reader.

The student will submit the original and three copies of the thesis to the readers. After the defense of the thesis the student will submit two corrected copies of the thesis (100% cotton, white paper, and unbound). One copy will be placed in the Carson-Newman library archives and one copy will be for record in the School of Religion Library.

## Social Entrepreneurship

*Gregory Hoover*

*Shawn O'Hare, Dean, School of Arts, Humanities, and Social Sciences*

*Guy Laurence Osborne*

*Laura Wadlington, Chair, Department of Psychology*

### Master of Arts in Social Entrepreneurship

The Master of Arts in Social Entrepreneurship is a graduate program for individuals called to serve others through social enterprises and churches, and other faith-based community organizations that address root causes of poverty and related ills and that empower people to help themselves. Students will gain skills in both business and community development that will enable them to start and/or lead nonprofit organizations.

### Goals

The overall goal of this program is to provide education and training for individuals who want to apply their faith commitments and religious values to making a real difference in the lives of others by addressing the root causes of social problems. Students who complete this program will be able to complete the following objectives.

### Outcomes and Learning Objectives

- Demonstrate an understanding of the social contexts for optimum human development and of strategies for effective social change.
- Explore and articulate the connections between Christian faith as historically understood by Baptists and the biblical call for justice in the world today.
- Apply business practices to social venture organizations.

### MASE Specific Admission Requirements

In addition to the common admission requirements, the following are minimum standards for acceptance into the proposed graduate program:

- Complete online application.
- Graduation from a regionally accredited four-year academic institution with a bachelor's degree;
- Minimum grade point average of a 3.0 or a GRE score of at least 290 (or equivalent percentile), or, if the applicant has more recently graduated from a regionally accredited law, medical, business or other professional, graduate or doctoral academic program, the equivalent class ranking or grade point average at such professional school;
- Strong personal statement of purpose (2-3 typed pages) that describes the applicant's reasons for applying to the program, qualifications, and post-graduate goals.
- Three (3) letters of recommendation from the following areas: academic, employment, and character. Letters from the applicant's pastor, employer, former faculty, or other persons

familiar with the applicant's character, experience, and potential to benefit from graduate study are acceptable.

- Interview with and written acceptance by the Program Director.
- FBI background check is required prior to the end of the first semester of enrollment (done through the CNU Security Office).
- Applicants not satisfying either the grade point average or the GRE requirements may be conditionally admitted to the Master of Arts in Social Entrepreneurship degree program at the discretion of the Program Director. A student who completes the first three courses of the graduate program with an average of "B" or higher will be granted full admission. A student who fails to satisfy this conditional admission requirement will be suspended from the program for a year and then may petition for readmission into the program.

#### Transfer Credit

Six (6) semester hours of graduate credit from a regionally accredited college or university may be transferred to Carson-Newman University to be used toward the MASE degree. Transfer hours must have been earned within the last five years prior to enrollment in the MASE degree program. Grades transferred must be A or B. Transfer course(s) must be comparable to that offered at Carson-Newman and will be assessed on an individual basis.

#### Residency Requirements

All but six hours of the course work in the MASE degree must be taken at Carson-Newman University. Courses taken on the Carson-Newman University campus or online, independent studies, thesis, other research, and internships meet the residency requirements.

#### Academic Standing

A minimum overall GPA of 3.00 is required to remain in academic good standing. A grade of C or better must be made in all courses applying to the Master's degree. A maximum of 6 credit hours with "C" grades may be applied toward the Master of Social Entrepreneurship degree.

When a student fails to maintain academic good standing, he/she will be placed on academic probation. Written notification of probation will be sent to the student. During probation, the student must work with his/her academic advisor to devise a plan to regain good standing. Any student on academic probation has an opportunity to complete nine additional semester hours of graduate study in order to raise the student's cumulative GPA to 3.0.

Within Graduate Studies in Social Entrepreneurship, if, after nine semester hours on probation, the student fails to regain good academic standing, the student will be suspended from the University for one semester. Written notification of suspension will be sent to the student. Following the one semester suspension, the student must apply to be readmitted. If, after readmission following suspension, the student again fails to remain in academic good standing, he/she will be academically dismissed from the University.

### Academic Dismissal

A student may be dismissed from the graduate program for failing to maintain satisfactory progress or for academic dishonesty. Written notification of dismissal will be sent to the student. If a student is dismissed from graduate study in social entrepreneurship, the student may submit an appeal in writing to the Chair of the program.

### Repeating a Course for a Grade

Graduate students may repeat any course for which they receive an “F.” Courses in which a passing grade is earned are not repeatable except grades of “C” needed to regain academic good standing. When a course is repeated, only the most recent grade with no additional hours attempted will be used in calculating grade averages. Stated differently, the LAST grade earned will be the grade of record and will be used to determine if University requirements have been satisfied.

### Time Limit to Complete Degree

Graduate work for the MASE degree must be completed within five years of admission into the program.

## Master of Arts in Social Entrepreneurship

### Curriculum, 32 hours

ASJ 510, Social Entrepreneurship I: Building Just and Sustainable Communities, 4 hours

ASJ 530, Global Poverty and Social Change, 3 hours

ASJ 540, Rural Communities in Global Perspective, 3 hours

ASJ 600, Social Entrepreneurship II: Practicum, 4 hours

ACCT 510, Accounting and Financial Management, 3 hours

or ECON 530, Managerial Economics

COUN 503, Personal Development and Holistic Mental Health, 3 hours

MGT 525, Leadership, 3 hours

MGT 540, Organizational Behavior, 3 hours

MGT 590, Entrepreneurship 3 hours

REL elective, 3 hours

# UNDERGRADUATE COURSE DESCRIPTIONS

## (Degree Completion and RN-BSN Programs)

*Adult Learners are permitted to enroll in undergraduate courses in our traditional undergraduate programs. A complete listing of those courses is found in the traditional undergraduate catalog.*

### ACCT 267. Organizational Accounting and Finance, 4 hours

Accounting standards and terminology, fundamental financial and managerial accounting concept and the preparation of basic financial statements.

### BAD 267. Business Communication Tools and Leadership, 4 hours

Through individual readings and research, the student will engage in a variety of learning activities to assist them in developing effective written, oral communication, and listening skills.

### BAD 268. Business Information Tools, 4 hours

This course will assist students to organize, design, and prepare documents, presentations, worksheets, and databases useful in their educational, personal, and professional lives. Students will also cover the importance of ethical practices and reliability of research using the Web.

### BAD 367. Legal and Ethical Environment of Business, 4 hours

The U. S. legal system coupled with consideration of ethical issues confronting the business professional. Topics covered include torts, contracts, agency, employment law, intellectual property rights, consumer protection, and other business concerns.

### ECON 267. Principles of Economics, 4 hours

This course will explore principles of microeconomics and principles of macroeconomics, including resource allocation, supply and demand, market types, production and growth, fiscal and monetary policy, and international trade.

### ENG 367. Novels and Emotional Intelligence, 4 hours

This course investigates theories of narrative suggesting readers develop emotional intelligence, particularly empathy, through novel reading. Novels read in this class will (a) model the acquisition of emotional intelligence, and (b) allow students to develop such skills themselves.

### FIN 367. Financial Management, 4 hours

Students learn the role of finance in a developed economy, in business firms, and how households use financial techniques. The course will focus on terminology, basic financial relationships, and financial institutions such as banks and insurance companies.

### HIST 467. Women Changing the World, 4 hours

This course explores the ways in which women activists from the mid-19th century to the present have been instrumental in pushing societies around the world to embrace and put into practice the principles of equality, equal opportunity, human rights, and social justice.

**ID 366. Family Systems Theory and Leadership, 4 hours**

Family Systems Theory and Leadership examines the concept of Family Systems Theory and its application to leadership theory and practice. The course has a particular focus on Bowen Family Systems Theory and Servant Leadership.

**ID 367. Human Emotions and Leadership, 4 hours**

Human Emotions and Leadership examines the interplay of human emotions, in particular love and the related concept of altruism, with leadership theory. The course introduces the student to key concepts in the philosophical, theological, and scientific understandings of the study of love and its impact on the exercise of leadership.

**ID 368. Organizational Communication and Leadership, 4 hours**

This course focuses on the role of communication theory and skills as they apply to business and organizational settings. Students will explore organizational leadership models; effective communication skills with peers, superior, and subordinates; changing trends in organizations; and environmental factors impacting communication. Students will also participate in various assessments to develop a better understanding of themselves as leaders.

**ID 467. Diversity in the Workplace, 4 hours**

This online course explores the increasingly diverse workplace. Employees and employers must adapt to this multicultural environment. To enhance cultural competence, students will participate in active learning experiences designed to improve awareness and knowledge of their own cultural worldview, cultural differences, and cross-cultural skills.

**LA 167. Introduction to Online Learning & C-N Liberal Arts, 4 hours, Fall, Spring, Summer**

This course provides an orientation to online education and the liberal arts as they relate to Carson-Newman with a focus on time management, research techniques and practices, exploring the history of Christian liberal arts and the history of such an education at Carson-Newman. The student will understand the ideals celebrated on Carson-Newman's seal and throughout the university's history: Truth, Beauty, Goodness, Justice, and Courage.

**MGT 333. Essentials of Management and Leadership, 4 hours**

An introduction to business management concepts and leadership. Innovative leadership will be embedded into topics throughout the course in areas of traits, behaviors, types of leadership, empowerment, communications, diversity, power, and influence.

**MGT 367. Project Management Essentials, 4 hours**

Project Management Essentials provides the "holistic" skills needed to manage a project's complete life cycle that includes five (5) processes: initiation, planning, implementation, monitoring and control, and closing. This course will provide the student with the essential skills of project management that include the PMBOK Knowledge Areas of: Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk, and Procurement.

**MGT 464. Strategic Management, 4 hours**

A comprehensive interdisciplinary case study course that serves as the capstone course for all business majors. Students work in teams, from the viewpoint of consultants to top management, presenting and defending their analyses and recommendations.

**MGT 468. Entrepreneurship, 4 hours**

Entrepreneurship will provide the student with the necessary principles, skills, and tools required to set up a new business venture, including writing a Business Plan that actually focuses on a "live" new

business venture. The detailed Business Plan will include the following sub-sections: Executive Summary, financials and financial analysis, marketing plan, human resource plan, market analysis, SWOT analysis, competitive analysis, operations plan, risk analysis, expansion plan, and a succession plan in case the new business venture is sold.

**MKT 467. Marketing and Leadership, 4 hours**

Marketing concepts and functions to which a marketer in a leadership role would be exposed, such as understanding buyers and markets, selecting a target market, and decisions regarding the marketing mix.

**NURS 332. Health Assessment for the Registered Nurse, 4 hours, offered as needed**

This online course is designed for RN-BSN students and provides the opportunity to build on their assessment skill and decision-making competencies related to individual patient care throughout the lifespan. This course also provides the practicing nurse with theory and skills needed to successfully conduct a comprehensive health history and physical exam on adult and elderly clients with outcomes that lead to developing a prioritized plan for client directed care. Course is taught through the utilization of web learning activities, case studies, and written assignments. Focus is placed on advanced assessment; comparing and contrasting of normal and abnormal findings; development of nursing plans of action to address specific health care scenarios.

**NURS 340. Professional Experiences and Development in Nursing I, 3 hours, offered as needed**

This portfolio course allows RNs with a current, unencumbered license to demonstrate related, on-the-job learning for consideration for college-level credit as prior learning credit for one year of employment.

**NURS 350. Professional Experiences and Development in Nursing II, 3 hours, offered as needed**

This portfolio course allows RNs with a current, unencumbered license to demonstrate related, on-the-job learning for consideration for college-level credit as prior learning credit a second year of employment.

**NURS 351. Statistics for the Health Care Professional, 4 hours, offered as needed**

This online course examines the application of statistics for the professional nurse. Students will understand basic statistical concepts and practices and be able to select appropriate statistical techniques for research.

**NURS 352. Nursing Research and Evidenced Based Practice, 4 hours, offered as needed**

Research methods are studied, and published research findings are critiqued for use in nursing practice. Students will devise a research proposal that is appropriate to their Evidence Based Practice Project.

**NURS 354. Altered Health States, 4 hours, offered as needed**

A conceptual approach and analysis of pathophysiological phenomena and human responses to altered health states in the adult and elderly client.

**NURS 420. Leadership and Management for the Registered Nurse, 6 hours, offered as needed**

This online course is the RN-BSN capstone course that is designed for the RN-BSN student who is licensed as a registered nurse and is currently practicing nursing or has practice experience as a registered nurse. This course examines and provides a broad overview of managerial/leadership concepts, issues, roles, and functions as applied to the role of the practicing/experiencing registered nurse. The course also includes a synthesis of knowledge, theories, and clinical experiences from course work throughout the nursing major and prior clinical practice. Students develop learning

contracts incorporating the roles of provider of care, designer/manager/coordinator of care, and member of the profession through a directed practice, the students will demonstrate achievement of selected AACN essentials. *\$10 fee.*

NURS 421. Dimensions of Professional Nursing for the Registered Nurse, 4 hours, offered as needed  
A synthesis of current and emerging trends in professional nursing practice, education, and research with attention given to legal, ethical, and legislative issues. The implications for a professional will be explored. Also included is an introduction of online learning for nursing and C-N liberal arts. *\$90 fee.*

NURS 430. Pharmacology for the Registered Nurse, 4 hours, offered as needed  
This online course is designed for the RN-BSN student who is licensed as a registered nurse and is currently practicing nursing or has practice experience as a registered nurse. This course provides a broad overview of the principles of pharmacology and medications used in the treatment of illness across the lifespan with a focus in adult and elderly clients. Current issues in the practice of nursing related to pharmacology will be included such as complimentary/alternative therapies, pharmacogenomics, error reduction, and emerging infections.

NURS 440. Professional Experiences and Development in Nursing III, 3 hours, offered as needed  
This portfolio course allows RNs with a current, unencumbered license to demonstrate related, on-the-job learning for consideration for college-level credit as prior learning credit for a third year of employment.

NURS 450. Professional Experiences and Development in Nursing IV, 3 hours, offered as needed  
This portfolio course allows RNs with a current, unencumbered license to demonstrate related, on-the-job learning for consideration for college-level credit as prior learning credit a fourth year of employment.

NURS 451. Community/Public Health Nursing, 5 hours (3 lecture, 6 clinical), offered as needed  
Application of nursing's metaparadigm with a variety of populations, individuals, families, groups and communities. Development of nursing strategies to assist multi-cultural clients throughout the lifespan. The clinical focus is the role of the community health nurse. *\$10 fee.* Prerequisites: NURS 332, NURS 352, NURS 354, NURS 421, and NURS 430.

REL 367. The New Testament and Leadership, 4 hours  
This course introduced the New Testament and provides an understanding of the context of the New Testament writings, their content, and the application of this understanding. In addition, particular emphasis will be given to the various aspects of leadership exhibited throughout the New Testament, particularly in the life of Christ.

REL 368. Leadership in the Old Testament, 4 hours  
A course addressing the background, growth, and relevance of the Old Testament. The student will be introduced to the literature and language of the Old Testament as well as the historical and theological developments in Old Testament studies. The student will also be exposed to the leadership themes present throughout the text of the Old Testament.

SOC 367. Leadership for Social Change, 4 hours  
Role of innovative leaders and organizations promoting positive, intentional social change.



## GRADUATE COURSE DESCRIPTIONS

### Applied Social Justice Courses (M.A. Social Entrepreneurship)

ASJ 510. Social Entrepreneurship I: Building Just and Sustainable Communities, 4 hours

This course examines social entrepreneurship as a means to build just and sustainable communities with a special focus on the problems and strengths of rural people. Theories and models of good practice will be addressed such as Asset Based Community Development and successful church-based and secular community development models, drawing especially from principles and resources of the Christian Community Development Association.

ASJ 530. Global Poverty and Social Change, 3 hours

A sociological perspective on the stark mal distribution of wealth around the world including poverty's complex causes based in structural injustice; patterns of poverty associated with rural versus urban settings; and a biblical perspective on the poor and strategies for intervention. Solutions will be explored including simpler lifestyle choices, new patterns of Christian community, and advocating for social and economic justice based on empowerment models of social change.

ASJ 540. Rural Communities in Global Perspective, 3 hours

An introduction to research and action that explores the ecology of human development and intervention strategies that prevent problem behavior, promote social competence, and strengthen citizen participation and empowerment, with a special emphasis on rural people and their communities in cross-cultural perspective including Appalachia and the global mission field. The course acknowledges a Christian view of persons as created in the image of God and thus intrinsically worthy of compassion and dignity.

ASJ 600. Social Entrepreneurship II: Practicum, 4 hours

Drawing on theories and models of good practice from social entrepreneurship, community development, and nonprofit leadership, the student proposes, carries out, and presents (defends) a social entrepreneurship project such as: special event planning and coordination for a nonprofit fundraiser; grant application to address an identified need or goal of an established faith-based or nonprofit organization; develop and/or lead a special project or program to address an identified need or goal of an established faith-based or nonprofit organization; propose a new social venture designed to address a need or problem the basis of a Community Strengths and Needs Study; or internship in nonprofit leadership.

## Business Courses (MBA)

### ACCT 510. Accounting and Financial Management, 3 hours

This course is a study of the foundations and applications of accounting and financial management principles, tools, and techniques used by accounting and other managers to make informed business decisions. Aspects of financial and managerial accounting, both useful and necessary in making productive financial decisions, are incorporated into this course. Prerequisites: ACCT 201 and 202 or instructor approval.

### ACCT 564. Accounting Internship

This course provides experiential learning of the concepts and practices commonly associated with managerial accounting. In this internship, students participate in individualized learning experience through structured employment situations. The internship is coordinated and agreed upon by the student and the local business site coordinator with approval from the MBA Program Director. Course assignments throughout the term define the employment relationship, specify and discuss relevant learning outcomes, and assist students in their academic, career, and professional preparedness.

### BAD 560. Quantitative Methods for Managers, 3 hours

An introduction to statistical methods useful for analyzing data, with specific applications to problems of business and economics. Topics will include: uncertainty and risk management, estimation and forecasting, optimization, and the logic of statistical inference. Students will apply statistical methodology to problems in economics, marketing, financial and managerial accounting, corporate finance, and applied operational methods. Prerequisites: Undergraduate business or general statistics course (MATH 201) or instructor approval.

### BAD 565. Business Modeling, 3 hours

This course covers the development, implementation, and utilization of business models for managerial decision making. Various techniques for analytical modeling, such as forecasting, optimization, simulation, decision analysis, and classification are examined. This course helps students understand complex business models implemented in decision support systems that cover applications in strategic planning, financial management, operations/project management, and marketing research.

### BAD 570. Business Law and Organizational Ethics, 3 hours

To be successful, managers and entrepreneurs must have an understanding of how to navigate the legal environment in which they operate their business. This course examines the U.S. legal system and how a number of critical legal concepts impact business agreements, interactions, and relationships. Additionally, this course will explore common moral dilemmas faced by managers and how successful business leaders make ethical, faith-based decisions when challenged.

### ECON 530. Managerial Economics, 3 hours

This course explores the use of economic analysis in managerial decisions. Topics include consumer choice, demand, production and cost functions, the effect of market structure on strategic decisions,

pricing, and non-price concepts in managerial decision making. Cases and problems are used to understand economic tools and their potential for solving real-world problems. Prerequisites: ECON 210 and 220 or instructor approval.

**FIN 510. Advanced Corporate Finance, 3 hours**

An examination of the finance function in business organizations, including managing cash flow, capital budgeting, break even analysis, capital structure, risk and return, and working capital management.

**FIN 564. Finance Internship**

This course provides experiential learning of the concepts and practices commonly associated with managerial finance. In this internship, students participate in individualized learning experience through structured employment situations. The internship is coordinated and agreed upon by the student and the local business site coordinator with approval from the MBA Program Director. Course assignments throughout the term define the employment relationship, specify and discuss relevant learning outcomes, and assist students in their academic, career, and professional preparedness.

**HRM 510. Human Resource Management, 3 hours**

This course provides a comprehensive view of Human Resource Management in 21st Century organizations. The course includes traditional activities of HRM, such as workforce assessments, job analysis, appraisals, employee motivation, turnover, recruitment, retention, career development, and employee safety. However, the course goes beyond these topics to discuss the many more issues facing HRM in the 21st century. The role of HR director/manager has become much more than managing personnel; it encompasses overcoming the unique challenges posed by outsourcing, profitability, ethical and social responsibility, aligning HR activities with strategy and mission, technological changes, diversity, and developing human capital to maximize organizational success.

**HRM 520. Strategic Human Resource Management: Building Competitive Advantages, 3 hours**

Successful students will develop an understanding of the most recent theories in strategic human resource management, and how, through strategic initiatives, firms build competitive advantages using human resource development. Using case studies and textual readings, students will understand the vital connection between various HR functions, and activities and achieving organizational strategic goals.

Prerequisite: HRM 510

**HRM 50. Contemporary Issues in Human Resource Law & Management, 3 hours**

A practical approach designed for the general manager that provides a knowledge base in contemporary human resource topics, as well as an in-depth analysis of important current issues in the field. Through text readings and case studies students research, synthesize, and integrate theory with application and evaluate the effectiveness of an organization's human resources.

Prerequisite: HRM 520

**MGT 525. Leadership, 3 hours**

Students will be equipped with a solid understanding of leadership theory and critical skills necessary in leading an organization in the 21st century. This course will explore the latest thinking in leadership theory combined with contemporary practices at work within organizations throughout the world. Prerequisite: Instructor approval.

**MGT 530. Leadership Development, 3 hours**

Intentional professional development and career planning is essential for success and satisfaction in most business-related careers. In today's businesses, personal branding and professionalism is especially important. This course is focused on ensuring that each business graduate students will have a clear understanding of how to intentionally manage their career and will be well equipped to success, grow in their career, and have the impact they choose.

**MGT 535. Operations Management, 3 hours**

The student explores the management of the efficient transformation of inputs, to outputs, to suitably satisfy customers. Inputs are materials, labor, capital and management. Outputs are products or services which customers want. The focus of discussions varies from strategic to daily control of business processes.

**MGT 540. Organizational Behavior, 3 hours**

An exploration of how individuals function in highly organized social systems with an emphasis on perception, motivation, job satisfaction, leadership, influence, and training. This course will provide a foundation of fundamental skills for understanding and managing organizational behavior and human aspects of work organizations while emphasizing managing for quality and results. Prerequisites: MGT 306 or instructor approval.

**MGT 550. Strategic Management, 3 hours**

Students will examine strategic processes that influence the direction of an organization, including defining an enterprise's mission and objectives, understanding competitive forces and industry dynamics, and analyzing aspects of competitive advantage. It will explore matching organizational strengths with environmental opportunities and developing strategies and policies to help achieve the organization's mission. Prerequisites: MGT 408 or instructor approval.

**MGT 564. Management Internship**

This course provides experiential learning of the concepts and practices commonly associated with managerial management. In this internship, students participate in individualized learning experience through structured employment situations. The internship is coordinated and agreed upon by the student and the local business site coordinator with approval from the MBA Program Director. Course assignments throughout the term define the employment relationship, specify and discuss relevant learning outcomes, and assist students in their academic, career, and professional preparedness.

**MGT 575. Project Management, 3 hours**

The focus of this course is on Project Process Architecture (PPA) which is a methodology for managing data throughout the project life. The objective of PPA management is to enable project completion at an accelerated pace and in a cost-effective manner. The student will be exposed to a process that involves assorted process groups and diverse knowledge areas. This process has been successfully used in numerous industries, including banking, publications, manufacturing, finance, insurance, healthcare, education, apparel, communications, non-profits, and public organizations.

**MGT 590. Entrepreneurship: New Business Venture, 3 hours**

This course introduces advanced concepts in the design and operation of a new business venture. Topics covered include new venture funding, market analysis, preparation of pro-forma financial statements, and the writing of a business plan.

Prerequisites: MGT 410 or instructor approval.

Course Fee: \$40

**MKT 520. Strategic Marketing Management, 3 hours**

This course will provide MBA students with a working knowledge of the steps involved in the analytical and decision-making processes involved in formulating, implementing and controlling a strategic marketing program for a product market entry. The course covers topics such as 1) relationships among corporate, business level and tactical strategies, 2) relationships between marketing strategy and the internal/external operating environments of an organization, and 3) relationships between marketing and other functional areas of the organization. Prerequisites: MGT 308, MKT 300, or instructor approval.

**MKT 530. Brand Management, 3 hours**

Building and effectively maintaining brand equity is among the top priorities of high performing companies. Effective brand-building and brand management drive superior financial results, consumer loyalty, and competitive insulation. This course provides students with insights into how profitable brand strategies can be created and the implications for brand management professionals. The class blends marketing theory and practice to provide prospective corporate marketing and the brand management function.

**MKT 540. Social Media Management, 3 hours**

Social media is an integral component of successful marketing strategies. In this course, students will develop social media best practices and the skills to connect business objectives with social media strategy.

**MKT 550. Marketing Analytics, 3 hours**

Marketing analytics is a blend of both an art and a science to discover and understand patterns in a company's marketing data to predict, evaluate, and improve advertising and promotion performance.

**MKT 564. Marketing Internship**

This course provides experiential learning of the concepts and practices commonly associated with managerial marketing. In this internship, students participate in individualized learning experience through structured employment situations. The internship is coordinated and agreed upon by the student and the local business site coordinator with approval from the MBA Program Director. Course assignments throughout the term define the employment relationship, specify and discuss relevant learning outcomes, and assist students in their academic, career, and professional preparedness.

**SMGT 510. Contemporary Issues in Sports, 3 hours**

This course will provide students with a spectrum of the issues and management structures in the world of sports. An in-depth study will occur on how these trends are changing the practices and viewpoints on how sport management is impacting society.

**SMGT 520. Sport Psychology & Coaching Methodology, 3 hours**

This course will identify psychological aspects of competitors and coaches in sports. Consideration will be given to motivational techniques and ideas to train athletes mentally as well as physically. Coaching strategies will be identified to strengthen the competitiveness of teams and athletes.

**SMGT 564. Sports Management Internship**

This course provides experiential learning of the concepts and practices commonly associated with managerial sports management. In this internship, students participate in individualized learning experience through structured employment situations. The internship is coordinated and agreed upon by the student and the local business site coordinator with approval from the MBA Program Director. Course assignments throughout the term define the employment relationship, specify and discuss relevant learning outcomes, and assist students in their academic, career, and professional preparedness.

## Counseling Courses (M.S. Counseling)

COUN 501. Foundations of School Counseling, 3 hours, Fall

Introductory course in school counseling designed to give students an understanding of the history, philosophy, trends, professional competencies, and ethics in school counseling. The ASCA National Model for building comprehensive school counseling programs will be applied to such counselor duties as individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination.

COUN 502. Theories and Techniques of Counseling, 3 hours, Fall, Spring

An introduction to the counseling process, theories of counseling, and the helping relationship. A comparative analysis of major counseling theories and techniques will enable students to begin building a personal approach to counseling. Ethical, multicultural, and research issues will also be covered in depth.

COUN 503. Personality Development and Holistic Mental Health, 3 hours, As needed

An examination of major theoretical approaches with emphasis on learning, motivation, family system, cultural, and interpersonal influences. A holistic bio-psycho-social-spiritual approach is used throughout the course and students are required to complete an extensive self-study. Emphasis is placed on mental health and wellness in helping professions across the lifespan.

COUN 514. Helping Relationships and Counseling Skills with Individuals and Families, 3 hours, Fall, Spring

This course provides the basis for understanding the helping relationship in the counseling profession, including multi-cultural sensitivity. Students will examine the history of the counseling profession, and learn to differentiate clinical counseling approaches based upon the client and the context of the therapeutic relationship. The acquisition of basic counseling skills effective for counseling individuals and families will occur.

COUN 550. Holistic Counseling in a Diverse World, 3 hours, Summer, Fall

This course facilitates the understanding and acceptance of all cultures and differentiated individuals within the counseling profession. An examination of multi-cultural and pluralistic trends is coupled with exploration of personal biases and experiences. Counseling skills and approaches among varying cultures are fortified.

COUN 561. School Orientation for Counselors, 3 hours, Spring

In accordance with the requirements for Tennessee Licensure Standards for School Counselors (preK-12), this course is required for professional school counselor candidates who do not have teaching experience. The orientation experience will provide observation, participation in classroom instruction, and analysis of classroom activities.

**COUN 565. Group Counseling Processes, 3 hours, Fall, Spring, Summer**

Background in group methods, including group counseling, group guidance, and group dynamics. One-half of class time is spent in a laboratory experience in which each student is provided an opportunity to function in a group. Students will develop the ability to lead large and small group counseling activities in such areas as personal and interpersonal growth, self-help and problem solving, and career and vocational development. Prerequisite: COUN 502 or instructor approval.

**COUN 566. Life-Span Development: Implications for Counseling, Spring, Summer**

This course examines the major issues and influences impacting human development across the lifespan. The examination of the major theories of human development includes physical, language, psychological, cognitive, social, and moral perspectives. This course focuses on the integration of theoretical foundations of human development to form a framework for the counseling process and implications for counseling across the lifespan.

**COUN 567. Career Development and Counseling, 3 hours, Fall, Spring**

This course will examine ways in which counselors and other helping professionals assist persons of all ages in their life/career development. Emphasis will be on understanding theories, methods information systems, and techniques for fostering career awareness, exploration, planning, decision-making, and preparation. The interrelationships among work, family, and other life roles, including multicultural and gender issues, will be addressed.

**COUN 568. Individual and Group Appraisal, 3 hours, Summer**

An overview of measurement methods and evaluations of tests and testing programs for school and related counseling programs. It will provide students with the information and materials necessary for an understanding of appropriate tests and other assessments to assist students and their parents in making effective education, social, and career decisions and develop the ability to use group-administered educational and psychological measurement and appraisal instruments.

**COUN 569. Introduction to Family Systems in Counseling, 3 hours, Spring**

The family process from a systemic perspective. Attention will be given to the multigenerational process, the family cycle, and emotional, moral, and spiritual development. Students will develop an understanding of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns.

**COUN 580. Crisis and Trauma Interventions in Counseling with Individuals and Families, 3 hours, Fall, Spring**

Overview of the helping relationship in the context of crises which arise during the standard counseling relationship as well as preparation needed to become a crisis counselor will be emphasized. Crisis counseling such as: basic listening and responding skills, strong community development and professional response in times of crises including disasters is studied and practiced. An additional emphasis will be placed on working effectively in traumatic situations and the development of treatment



plans in cases involving trauma with children, adolescents, individual adults, families, and Pk-12 school settings. Professional self-care and reflection will be emphasized.

**COUN 581. Multigenerational Family Therapy, 3 hours, Offered as needed**

An in-depth exploration of the multigenerational and Bowenian models of family therapy. Attention will be given to multigenerational interventions with some specific problems of normative family life cycle transitions as well as to changing patterns in the family life cycle. The roles of genre and ethnicity in family patterns and in family therapy interventions will be discussed. Opportunity to apply techniques and to explore the therapist's use of self will be provided through examining one's own family of origin and "self of the therapist." Prerequisite: COUN 640

**COUN 582. Assessment/Intervention in Individual and Family Therapy, Offered as needed**

Assessment of functionality and dysfunctionality in marriage and family relationships. Attention will be given to how both functionality and dysfunctionality manifest themselves in individuals and families. Students will also be introduced to some of the latest techniques and psychological inventories which are specifically designed to assess marital and family relationships. DSM-V will be a major focus.

**COUN 583. Psychological Interventions for Individuals and Families, 3 hours, Offered as needed**

An advanced counseling course that addresses the need for mental health professionals to develop and use appropriate and effective interventions in doing psychotherapy. Prerequisite: COUN 582.

**COUN 584. Study of Normal and Abnormal Behavior, 3 hours, Offered as needed**

Examination of the history, scope, and understanding of normal and abnormal behavior through the life span. The most recent DSM classification system is used to structure topics and issues.

**COUN 585. Professional Orientation and Ethics in Counseling, 3 hours, Summer, Fall**

Ethics of counseling will be explored within the context of historical and philosophical exploration of the field. Students will synthesize personal counseling philosophies and techniques with professional ethical standards established by the American Counseling Association and the Marriage and Family Therapy Ethical Code. Special attention will be provided to developing and maintaining professional awareness and wellness throughout one's career. These concepts will be linked to advocacy and the social justice model.

**COUN 586. Study of Abnormal Behavior, DSM, and Psychopathology, 3 hours, Fall**

This course explores the development, symptoms, and patterns of abnormal behavior. Students are introduced to the DSM V categorization and classification of psychiatric phenomena. Case studies of psychopathological behavior will be analyzed to enable students to make informed diagnoses of abnormal behavior and to promote critical thinking around ethical and diversity issues of psychopathology classification.

**COUN 587. Assessment and Treatment Planning, 3 hours, Spring**

This course provides students with the ability to evaluate and assess clients within the context of the counseling relationship. The course provides an outline of diagnostic principles based on the DSM V. The value of treatment planning based upon diagnosis and its link to quantifiable treatment outcomes will be explored. Prerequisite: COUN 586 or instructor approval.

**COUN 589. Counseling Practicum, 3 hours, Fall, Spring, Summer**

Supervised practicum experiences totaling a minimum of 100 clock hours including a minimum of 40 hours of direct service to clients/counselees over a minimum 10-week academic term. Program Faculty Approval Required.

**COUN 611. Counseling and Development of Children and Adolescents, 3 hours, Spring, Summer and as needed**

Counseling theories and techniques with children and adolescents in individual and group settings. Designed to build counseling skills and programs for children and adolescents. Needs of at-risk youth and diverse populations are an integral part of the course.

**COUN 612. Consultation and Collaboration, 3 hours, Summer**

A study of theoretical approaches, skills, and techniques used by counselors who seek to consult and collaborate with parents, school personnel and community professionals.

**COUN 613. Design and Evaluation of Comprehensive School Counseling Programs, 3 hours, Spring and as needed**

Comprehensive review and implementation of the knowledge and skills learned during the school counseling graduate program. The student is required to complete a needs assessment in accordance with the ASCA national model for one part of a school counseling program, design a specific program plan to meet a need identified within the school setting, implement the program, and evaluate the outcomes of the program. This course is intended to be taken during the same semester as COUN 665: School Counseling Internship so that students may work closely with their respective internship site supervisor and the program faculty member. Prerequisite: COUN 630 or instructor approval.

**COUN 614. Substance Abuse and Addictions Counseling for Individuals and Families, 3 hours, Fall and as needed**

This course provides students with a comprehensive overview of the role of addiction in the counseling field. Chemical addiction, as well as non-substance related addictions, will be explored. Special emphasis will be placed on understanding and treating the dual diagnosis client. The course will survey a variety of approaches to treating addiction, including both abstinence and non-abstinence based models of treatment.

COUN 630. Counseling 630 Research and Program Evaluation, 3 hours, Fall, Spring, and as needed

Students will realize the importance of research and program evaluation within the counseling profession. An exploration of a variety of research and program evaluation techniques including: quantitative, qualitative and mixed-methods research will be synthesized with recognized evidence based practices in counseling. Students will integrate appropriate statistical techniques into their knowledge of research. Special attention will be paid to creating discerning consumers of research, developing a discriminating eye for culturally and ethically biased research.

COUN 634. Topics in Counseling, 3 hours, Offered as needed

Current research related to counseling issues affecting human growth and development through the lifespan will be the focus of this course. This course may be taken twice.

COUN 638. Play Therapy across the Lifespan, 3 hours, Offered as needed

Introduction of counselors, educators, and community service personnel to the history, theories, techniques, and appropriate uses of play therapy across the lifespan. Utilizes discussion, practice, and feedback in the exploration of play therapy. Offers students the opportunity to develop resources for use in their area of concentration and serves as a first step in learning the basics of play therapy.

COUN 639. Reality Therapy/Choice Theory, 3 hours, Offered as needed

Basic explanation of choice theory. Reality therapy is explained, demonstrated, and practiced in class. Other concepts related to reality therapy are explored such as the conditions of quality and lead management. Students are expected to read, participate and apply the system to their own students and clients.

COUN 640. Marriage and Family Therapy in Mental Health, 3 hours, Summer and as needed

An overview of the historical, conceptual, and contextual development of the field of family therapy, including a preliminary exposure to a variety of systems perspectives on families and couples. Approaches to be explored include those developed by Minuchin, Haley, Madanes, Satir, Bowen, Whitaker, and others. Attention will be focused on distinguishing between the systemic approaches in terms of assessment, treatment interventions, and theoretical foundations. Contemporary directions of the field will be explored. Prerequisite: COUN 569 or instructor approval.

COUN 641. Love, 1 hour, Offered as needed

Exploration of a variety of dimensions of love, including the spiritual, theological, emotional, and social. Particular attention will be given to understanding the exploration of issues related to love and spiritual guidance, pastoral care, and family systems.

COUN 642. Grief, 1 hour, Offered as needed

Exploration of a variety of dimensions of grief, including the spiritual, theological, emotional, and social. Particular attention will be given to understanding the exploration of issues related to grief and spiritual guidance, pastoral care, and family systems.

COUN 643. Anger, 1 hour, Offered as needed

Exploration of a variety of dimensions of anger, including the spiritual, theological, emotional, and social. Particular attention will be given to understanding the exploration of issues related to anger and spiritual guidance, pastoral care, and family systems.

COUN 644. Guilt, 1 hour, Offered as needed

Exploration of a variety of dimensions of guilt, including the spiritual, theological, emotional, and social. Particular attention will be given to understanding the exploration of issues related to guilt and spiritual guidance, pastoral care, and family systems.

COUN 645. Self-Esteem, 1 hour, Offered as needed

Exploration of a variety of dimensions of self-esteem, including the spiritual, theological, emotional, and social. Particular attention will be given to understanding the exploration of issues related to self-esteem and spiritual guidance, pastoral care, and family systems.

COUN 646. In Search of Yourself, 1-3 hours, Offered as needed

Exploration of the development of self-awareness through family systems and Jungian psychology. Emphasis is on personal use of tools and assessments by the student as preparation for use on clients and caretakers.

COUN 647. Resilience, 1 hour, Offered as needed

Exploration of a variety of dimensions of resilience, including the spiritual, theological, emotional, psychological, and social. Particular attention will be given to understanding the exploration of issues related to resilience and family systems theory, psychospiritual development, and spiritual care.

COUN 650. Neuroscience and Counseling Interventions with Individuals and Families, 3 hours, Fall and as needed

Exploration of the emerging field of behavioral medicine, especially as it applies to psychotherapy among children, adolescents, adults and families. A special focus will be upon non-medical techniques to balance brain chemistry which determines our behavior, moods, and health in general. The course will provide a broad overview of trends in Psycho-Pharmacology. The orientation of the course will be a holistic concept of personhood. Recent medical studies on the efficacy of belief will be considered, as well as how behavioral medicine techniques can be used effectively in traditional psychotherapy.

COUN 652. Topics in Spirituality, Family Systems, and Holistic Mental Health, 3 hours, Offered as needed

Exploration of current topics related to research in counseling and bio-psycho-social-spiritual-family systems development. May be repeated once.

COUN 653. Spirituality, Family Systems, and Holistic Mental Health, 3 hours, Summer

Exploration of the use of spirituality as a counseling technique in mental health professions and family therapy. In addition, this course also examines spiritual formation and spiritual direction as autonomous holistic practices and disciplines while comparing them with mental health disciplines.

COUN 664. Counseling Students for College Access and Success, 3 hours, Summer as needed

This course explores the theories and models for working with students and families to promote postsecondary education access and success. Attention will be given to skill development for counseling the college bound student. Special emphasis will be placed on strategies for empowering low-income and minority students toward postsecondary education.

COUN 665. School Counseling Internship, 3 or 6 hours, Fall, Spring

Supervised clinical field experience consisting of a minimum of six hundred (600) clock hours in an educational setting appropriate to school counseling. The intern will be expected to perform duties of a professional school counselor. These duties include individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. Interns are required to take six (6) hours of internship in school counseling. The intern may enroll twice for three (3) credit hours completing three hundred (300) clock hours each time or enroll for six (6) credit hours to complete six hundred (600) clock hours. Six (6) hours is required to be taken either in two semesters of 3 (3) hours each or one semester of 6 (6) hours. Prerequisites: COUN 589 and program faculty approval.

COUN 668. Mental Health Counseling Internship, 3 hours, Fall, Spring, Summer

Six graduate credit hours taken as two three-hour courses are required. Supervised clinical field experience consisting of a minimum total experience for both courses of six hundred (600) clock hours in appropriate and approved counseling settings. A total of a minimum of two hundred forty (240) hours of direct counseling experience is required including individual, family and group counseling experiences. Each three-hour internship course consists of 300 hours of clinical field experience and a minimum of one hundred twenty (120) hours of direct counseling experience. Six (6) hours is required to be taken over two semesters of three (3) hours each. Prerequisites: COUN 589 and program faculty approval.

COUN 710. Psychopathology, 3 hours, Offered as needed

This course provides students with knowledge of the description, etiology, development, dynamics, and treatment of individuals with mental disorders. Emphasis will be on classification systems currently used in clinical settings and treatment alternatives from a counseling perspective. The *Diagnostic and Statistical Manual of Mental Disorders (DSM)* will be the focus of course content. Ethical and diversity issues related to diagnosis and treatment of mental disorders will be examined.

COUN 712. Advanced Collaboration and Leadership in Counseling, 3 hours, Offered as needed

This course explores how to develop and use the knowledge, skills, and disposition needed for effective professional collaboration including team meetings, problem solving with colleagues, working for systemic change, and co-facilitation of groups. Course content explored in this course cover such topics as fundamentals of collaboration, interpersonal communication, interpersonal problem solving, using statements, asking questions, resolving conflict, managing resistance, and decision making. One focus will be addressing social justice through collaboration.

COUN 714. Advanced Intentional Interviewing and Counseling Skills, 3 hours, Offered as needed

This course provides training in advanced counseling skills essential for the counseling relationship and effective treatment outcomes. This course provides advanced knowledge of the concepts, ideas, and skills of the helping process and requires students to learn, practice, and master specific advanced interviewing skills that will assist them to become more effective counselors. Emphasis is placed on personal and professional accountability in the use of appropriate skills and the adherence to ethical standards for multicultural populations. Students will practice, review, and evaluate their skill development, make and follow plans for increasing skills, monitor skill development, and assess the effectiveness of their interview skills during the counseling process.

COUN 715. Addictions Counseling, 3 hours, Offered as needed

This course will equip counselors to work with individuals and families who have addition disorders. Students gain knowledge, acquire skills, and obtain the disposition for working with persons with addictive disorders. The course will focus on theories and evidence-based models of assessment, prevention, and interventions for addiction disorders.

COUN 717. Family Violence: Intervention and Treatment, 3 hours, Offered as needed

This course will explore family violence with primary emphasis on the problems of child abuse and intimate partner abuse. Students will gain knowledge, acquire skills, and develop the disposition to intervene and treat survivors of family violence. Analysis of family violence will focus on the epidemiology of the problem, characteristics of the families, etiological theories, and treatment approaches.

COUN 718. Counseling Military Children and Their Families, 3 hours, Offered as needed

This course examines the world of the military child in the context of the military family and the counselor's role in school and mental health counseling with these children. Information, research, needs, counseling strategies and approaches, and specific skills needed are incorporated in the course. Special emphasis is given to increasing the holistic well-being of the military child through effective individual, group, classroom, and family counseling strategies.

COUN 722. Advanced Legal, Ethical, Sociocultural, and Spiritual Issues in Counseling, 3 hours, Offered as needed

This course requires students to study and research beyond the basic knowledge of legal and ethical issues and to address the complexity of working with children and youth through holistic approaches in schools and communities. Students will study, research, and present cases critical to the work of counselors and will serve as members of class community collaboration teams for identifying strategies for assisting children and adolescents to find success and holistic health and wellness through the use of ethical approaches.

COUN 730. Research in Effective Counseling and Collaborative Approaches, 3 hours, Offered as needed

This course will examine research and program evaluation methodologies used in counseling and collaboration. This course is intended to assist students in planning and conceptualizing their own research project to address a counseling or collaborative issue they identify. The focus of student research and program development will be to address a social justice issue in a school or community setting.

COUN 750. Mental Health Counseling in Trauma and Crises, 3 hours, Offered as needed

This course provides counselors with an understanding of crisis prevention, intervention, and response to disasters and trauma-causing events in schools and communities. Students will understand the competencies of knowledge, skills, and disposition for mental health professionals engaged in crisis prevention and intervention. Focus will be on research in suicidology, disaster psychology, and crisis management for schools and communities.

COUN 755 Advanced Contemporary Theories and Techniques for Counseling Children and Adolescents, 3 hours, Offered as needed

This course examines advanced contemporary theories and techniques for counseling children and adolescents in today's world. Critical issues professional counselors face in working with children and adolescents will be examined through the application of theoretical approaches and advanced counseling techniques. Investigation of current literature, research, and best practice guidelines will be used to develop plans for working with specific issues and concerns. The integration of ethical and diversity considerations, skills practice, class collaboration, case studies, plan development, evaluation processes, and accountability is a key component of the course.

COUN 765. Advanced Internship, 3 hours, Offered as needed

Advanced supervised internship experience in counseling and program development integrating the core course content for the degree program for collaboration and leadership.

## Education Courses (M.A.T., M.Ed., Ed.D./Ed.S.)

NOTE: All electives must be within the discipline and approved by advisor.

*\* Must provide evidence of liability insurance.*

### EDUC 502. Disciplinary Literacy, 3 hours

This course provides prospective teachers opportunities to attain and demonstrate an understanding of discipline-specific literacy skills and strategies essential to their endorsement area. Practicum required.

### EDUC 507. Materials/Methods for Teaching Young Children, 3 hours, Offered as needed

Designed to provide students with the theoretical and developmental background to plan programs for children from birth through age eight. Emphasis also will be placed on current research as it relates to policy decisions.

### EDUC 509. Advanced Instructional Technology, 1-3 hours, Offered as needed

This course is designed to build on the basic skills and knowledge developed in EDUC 533 Educational Technology. It seeks to provide the student the opportunity to further develop their technical and pedagogical knowledge base. Using the educational technology research as a foundation, students will develop instructional materials that involve the effective use of technology in teaching and presentation. In addition, this course will be a “paper-less” course. All course handouts will be provided through the world wide web. Students will turn in electronic copies of their work. Prerequisite: EDUC 533 or instructor’s approval

### EDUC 510. Controversial Issues in Education, 3 hours, Offered as needed

A sampling of the dissension debates and disputes current in American education today. The student will become involved in discovering the truly complex nature of controversial issues.

### EDUC 511. Cooperative Learning, 3 hours, Offered as needed

An introduction of cooperative learning strategies to teachers who are currently teaching. Teachers will be directed through a process of implementing cooperative learning into their classrooms during the semester they are enrolled in the course.

### \*EDUC 513. Teaching Physical Education and Health in the Elementary School, 3 hours, Spring

Methods and techniques for teaching developmentally appropriate physical education for K-6 that accommodates a variety of individual characteristics such as developmental status, previous movement experience, fitness and skill levels, body size, and age. The information will be based on best-known practices derived from both research and experiences teaching children, into a program that maximizes opportunities for learning and success for all children. The skill theme and movement concept approach will be emphasized.



\*EDUC 514. Teaching Physical Education and Wellness in the Secondary School, 3 hours, Offered as needed

Methods and techniques for designing and implementing effective instructional programs in secondary school physical education and wellness, including middle schools, and junior and senior high schools. The prospective teacher will be provided with: theory essential to understand the characteristics of learners and the learning process; procedures for planning, implementing, and evaluating the instructional program; and information on the process of curriculum design and program evaluation.

EDUC 516. Creative Approaches to Teaching, 3 hours, Offered as needed

Presents the major theories on creativity and their relationships to educational practices; creativity in learning and teaching through assigned readings in books and professional journals and in-class discussions and activities. The student will be required to evaluate the theories on creativity, research, and analyze several creative teaching and learning approaches, and implement and evaluate a creative teaching activity.

\*EDUC 520. Content-Area Methods in 6-12 Classrooms, 3 hours, Fall

This course equips prospective teachers to teach in secondary classrooms. Activities will focus on curriculum, methods, and materials for teaching, and students will focus on their particular content area. Additionally, the practicum for this course will be completed in the prospective teacher's content area. Includes practicum experience. Must provide proof of liability insurance.

EDUC 521. Math Activities for K-12 Teachers, 1-3 hours, Offered as needed

The use of mathematics activities and games in K-12 classrooms. Students will be required to actively participate in class. Special attention will be given to problem-solving technology and current research/literature. Repeatable for up to three hours.

EDUC 522. Whole Language Instructional Theory, 3 hours, Offered as needed

Practical information on methods and procedures for implementing whole language instructional theory into classroom practice. Special emphasis will be placed on integrating curriculum and learning theory with whole language instructional processes.

EDUC 523. Issues in Multicultural Education, 3 hours, Offered as needed

Multicultural education in the global and local context. Major theories and models of multicultural education will be discussed from which will derive critical and reflective analyses of the strengths and weaknesses of respective models. Speakers with different cultural and ethnic backgrounds will help to facilitate class discussions. The participants will engage in a sample of cultural activities designed to heighten self and student sensitivity toward different cultural experiences.

EDUC 527. School Safety and Security, 3 hours

Course content will focus on the development of skills that allow administrators to provide a safe environment for their students and staff. Schools face increased violence both nationally and locally. Specific paradigms of safety include the leader as visionary who is able to foresee the potential for

specific dangers and to enact policies and procedures to prevent those instances from taking place. Students are instructed in procedures designed to prevent crises, proper reactions during a crisis, and apposite activities that should ensue following a crisis.

**EDUC 531. Evaluation of Learning, 3 hours, Fall, Spring, Summer periodically**

Theory and skill in techniques for identifying learning problems, measuring learning, and gathering information about learner performance in order to measure learning, improve instruction, and make educational decisions. Preparation in the areas of types of learning, norm- and criterion-referenced tests, test construction, analysis and interpretation of test results, communication of the test results, and the use of alternative and authentic assessment. The student will be involved in designing and evaluating assessment strategies as well as interpreting and communicating assessment results.

**EDUC 532. Cognitive Development, 3 hours, Offered as needed**

Cognitive development of learners and the cognitive modifiability process within the classroom. Intended to present the student with the theories and skills underlying various approaches and techniques for the teaching of thinking skills within the classroom. Preparation in the areas of recent cognitive/brain-based research, learning-to-learn skills, content thinking skills, and reasoning skills will be the underlying basis of this course. Involvement in the theoretical and research basis of cognitive education via the design, implementation, and the reinforcement of thinking skills within the classroom.

**EDUC 533. Educational Technology, 3 hours, Fall, Spring, Summer (periodically)**

This course equips the student with the knowledge and skills necessary to utilize computer software in the classroom as a means of improving classroom management and instruction. These skills include hands-on experience with software balanced with the use of software evaluation techniques and current research findings. No prior experience with technology is necessary. Macintosh and Windows platforms are used.

**EDUC 534. Topics in Education, 1-3 hours**

A critical analysis of significant books, critical research, or current issues in foundations, organizations, learning, instruction, curriculum, evaluation, or specialty areas in education. This course may be repeated for credit with a different topic. A student may enroll for no more than a total of six (6) semester hours of topics courses taken independently within the graduate program. Instructor approval.

**EDUC 536. Using Books with Children and Adolescents, 3 hours, Offered as needed**

Introduces the student to the different types of literature available for children and adolescents, the various ways to use this literature, and the significant role it can play. Literature will be considered from the perspective of literary quality and content measured against age level and interest level appropriateness.

EDUC 539. Supervision in the Classroom, 3 hours, Offered as needed

Assists the experienced teacher in gaining effective supervision skills for the classroom, such as organization of curriculum content, management and motivation of students, and supervision of non-student personnel such as parent volunteers, paraprofessionals, student teachers, and practicum students. Includes role-playing and discussion of supervisory tasks and consideration of current research findings and recommendations. Instructional supervision will be primary, but other areas of interpersonal skills will be included.

\*EDUC 541. Education Practicum, 1 hour, Offered as needed

Requires 25 clock hours of observation in an elementary or secondary classroom.

\*EDUC 542. Education Practicum, 2 hours

Requires 50 clock hours of work as a teacher's assistant, including working with individual students and small groups in an elementary or secondary classroom. P/F grading.

\*EDUC 555. Literacy Development through Language Arts, 3 hours, Fall, Spring

Theory, structures, and strategies for integrating the language arts communication skills of reading, writing, listening, and speaking. Includes practicum experience.

\*EDUC 556. Strategies for Teaching Math and Science, 3 hours, Offered as needed

Methods and materials of teaching math and science.

\*EDUC 558. Foundations of Education, 3 hours, Fall, Spring, Summer periodically

Historical, sociological, and philosophical foundations of American education. Practicum required.

EDUC 560. Classroom Management, 3 hours, Spring

Effective classroom management techniques and strategies with an emphasis on providing practical applications. Disciplinary systems and organizational strategies for effective instruction will be discussed.

EDUC 561. Effective Home, School, Community Relations, 3 hours

Course content will focus on meeting students' academic, social, guidance, and career needs through understanding communication theories and strategies; social and cultural change with respect to racial, gender, ethnic, and academic differences; and knowledge of differing cultural and lifestyle patterns. The course will also explore ways in which school professionals (teachers, counselors, and administrators) can enhance communication with students, parents, other school personnel, and the community.

EDUC 564. Philosophy of Education: Christian Perspective, 3 hours, Offered as needed

In-depth study of five philosophies of education and practical application to teaching methodology.

**EDUC 566. Issues in Human Development, 3 hours, Fall, Spring, Summer**

Major influences and issues affecting human development throughout the lifespan are addressed in this course. An ecological approach to human development will be used to examine the interrelationships among cognitive, language, physical and motor, social, emotional, and moral development.

**EDUC 569. Understanding Families, 3 hours**

The family process from a systemic perspective. Attention will be given to the multigenerational process, the family cycle, and emotional, moral, and spiritual development. Students will develop an understanding of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns.

**EDUC 571. Change Theory and Practice, 3 hours**

Managing change in educational institutions from three perspectives: technical, political, and cultural, is examined in the course. Theories and concepts in organizational change and the interpersonal dynamics of working with and leading teams will be a focus of the course.

**EDUC 575. Administrator Field Experience, 3 hours**

The field experience course is designed to provide the administrative licensure candidate with practical experiences that are typical of the work completed by a school principal, assistant principal, or curriculum/instructional supervisor in diverse K-12 settings. The candidate will be mentored by an experienced administrator who will guide the candidate in completing an appropriate set of tasks which will include, but not be limited to, the following areas: Development and articulation of a vision of learning; development of a culture of learning that promotes success for all students; leadership for instruction in a school setting; use of appropriate data for making instructional decisions for the school; selection of faculty and staff; supervision and evaluation of faculty and staff; management of physical facilities; budget preparation and management; interaction with parents and other stakeholders in the larger community served by the school; preparation of reports that serve a variety of purposes; and involvement in decision-making processes with the use of appropriate legal and ethical guidelines. Candidates will be expected to use data to demonstrate improvement in their professional practice while completing the field experience sequence. Must present passing scores on leadership licensure exam before grades are awarded.

**EDUC 580. Topics in Child and Family Studies, 3 hours, Offered as needed**

Current research related to issues affecting human development throughout the lifespan, with particular attention being given to understanding the role of the family in individual development. A student may enroll for no more than a total of six (6) semester hours of topics courses taken independently within the graduate program.

**EDUC 584. Study of Normal and Abnormal Behavior, 3 hours**

Examination of the history, scope, and understanding of normal and abnormal behavior through the lifespan. The most recent DSM classification system is used to structure topics and issues.

EDUC 600. Study Abroad, 0-17 hours. Offered periodically

Students study abroad for one term at an approved university. Apply for study abroad programs through the Education Department.

\*EDUC 601. Children in Elementary Schools, 3 hours, Fall, Spring

Designed to help the K-5 elementary school teacher understand how to plan developmentally appropriate activities for children in the K-5 grades. The course emphasizes that effective teaching incorporates planning that begins both with knowledge of children's developmental characteristics and the requirements of the elementary school curriculum. Emphasis is placed on developing the ability to observe and assess the needs of children, active involvement of children in the planning process, and integration of all curricular areas. Includes practicum experience.

\*EDUC 602. Grades 6-12 Curriculum, Instruction, and Classroom Management, 3 hours, Spring

Provides an overview of developmentally appropriate practice in grades 6-12 classroom. Emphasis is placed on understanding that effective instruction and classroom management is based on an understanding of children's developmental characteristics, educational theories, and the requirements of the middle grades and high school curriculum. Includes practicum experience.

\*EDUC 603. K-8 Mathematics Methods, 3 hours, Fall

Introduction to methods and materials for teaching mathematics in elementary school. Activities will focus on curriculum, planning, and strategies for teaching and assessing K-6 mathematics. Includes practicum experience.

\*EDUC 605. K-8 Social Studies Methods, 3 hours, Fall

Equips prospective teachers to teach social studies to children in grades K-6. Students will develop an appreciation of the critical role that social studies plays in producing future citizens who will have the knowledge and desire to participate in democracy. The course includes the curriculum and teaching strategies necessary for the K-6 social studies program. Includes practicum experience.

\*EDUC 606. K-8 Science Methods, 3 hours, Fall

Preparation to teach science on the elementary and middle school levels. Curricula, materials, and instructional approaches will be addressed. Age-appropriate "hands-on and minds-on" activities will be stressed. Controversial issues relevant to the science classroom will be discussed. Includes practicum experience.

EDUC 610. Elementary Mathematics Remediation Clinic, 1 hour, Offered as needed

A supervised experience in the application of diagnostic and remediation techniques. Each student will diagnose the mathematics learning difficulties of an elementary school child and instruct that child to remediate the difficulties.

**\*EDUC 615. Middle Grades Mathematics Methods, 3 hours, Fall**

An introduction to research-based methods and materials for teaching mathematics in 4-8 classrooms. Activities will focus on curriculum, planning, and strategies for teaching and assessing 4-8 mathematics. Includes practicum experience. Prerequisite: EDUC 602. Corequisites: EDUC 616, 617, and 618.

**\*EDUC 616. Middle Grades Science Methods, 3 hours, Fall**

Designed to equip pre-service teacher education candidates to teach science to students in grades 4-8. Students will develop an appreciation of the critical role that science plays in producing future citizens who are scientifically literate and able to participate knowledgeably in a scientific and technologically based society. The course focuses on research-based, developmentally appropriate curriculum, planning, teaching strategies, safety, and logistics for hands-on, minds-on science. Includes practicum experience. Prerequisite: EDUC 602. Corequisites: EDUC 615, 617, and 618.

**\*EDUC 617. Middle Grades Literacy Methods, 3 hours, Fall**

Provides an introduction to research-based methods and materials for literacy instruction in the middle grades with an emphasis on curriculum implementation. Activities will focus on standards, curriculum, planning, teaching, and assessing literacy in the middle grades language arts classroom. Includes practicum experience. Prerequisite: EDUC 602. Corequisites: EDUC 615, 616, and 618.

**\*EDUC 618. Middle Grades Social Studies Methods, 3 hours, Fall**

Designed to equip prospective teachers to teach research-based social studies in grades 4-8. Students will develop an appreciation of the critical role that social studies plays in producing future citizens who will have the knowledge and desire to participate in democracy. The course includes the curriculum and teaching strategies necessary for the middle grades social studies program. Includes practicum experience. Prerequisite: EDUC 602. Corequisites: EDUC 615, 616, 617.

**EDUC 620. Emergent Literacy, 3 hours, Offered as needed**

Provides an understanding of the developmental nature of emergent literacy and its significance to lifelong capacities for reading, writing, listening, and speaking. Attention will be given to the impact of individual, cultural, and environmental factors that facilitate the emergent literacy process, as well as for strategies that enhance emerging literacy skills.

**\*EDUC 621. Teaching Reading and Writing in the Elementary/Middle School, 3 hours, Offered as needed**

Provides an overview of research-based strategies for effectively integrated instruction of the language arts in the elementary and middle school, including various strategies for vocabulary development, spelling, comprehension, and drafting/editing strategies. Practicum required.

**EDUC 622. Diagnosis and Correction of Reading Problems, 3 hours, Offered as needed**

Provides an overview of a variety of evaluation tools and techniques to diagnose individual learner strengths and needs and recommend effective strategies for maximizing reading skills.

\*EDUC 623. Practicum in Remediation of Reading Problems, 3 hours, Offered as needed

Provides an opportunity for candidates to diagnose individuals with reading problems and design effective strategies to correct the problems and maximize reading skills. Practicum must be completed in a setting other than the candidate's own classroom/school. Must present passing scores on reading specialist licensure exam before grades are awarded.

\*EDUC 624. Reading in the Content Area/Working with Adolescents, 3 hours, Offered as needed

Provides an overview of effective, research-based strategies for teaching reading in the content areas in the middle school and high school. Included in the course also will be an emphasis upon working with the struggling adolescent reader. Practicum required.

EDUC 625. Organization and Administration of Reading Programs, 3 hours, Offered as needed

Provides an overview of the elements of effective reading programs in PreK-12 settings that are based on federal, state, local, and professional standards. Emphasis is placed on how to develop an effective program, how to organize professional development for key personnel, and how to communicate appropriate information about reading to teachers, administrators, paraprofessionals, parents, and policy makers.

EDUC 630. Educational Research, 3 hours, Fall, Spring

Develop skills in reading, interpreting, and applying results from educational research literature. Students will focus on appropriate quantitative and qualitative designs and data analysis procedures for specific research problems.

EDUC 631. Research in the Content Field, 3 hours

Acquaints the student with current research in his/her particular discipline. The primary purpose of this course is to develop a proposal for thesis research. A student may enroll for no more than a total of six (6) semester hours of topics courses taken independently within the graduate program. Prerequisites: EDUC 630, Instructor approval.

EDUC 632. Applied Research, 3 hours

Applied research will be conducted which has been approved by the graduate advisor. A student may enroll for no more than a total of six (6) semester hours of topics courses taken independently within the graduate program. Instructor approval.

EDUC 633. Diagnosis & Remediation of Elementary Mathematics Learning Problems, 3 hours,  
Offered as needed

Interview and pencil/paper techniques for diagnosing the causes of children's difficulties in mathematics will be developed in this course. Methods and materials for effective remediation of those difficulties will also be taught.

**EDUC 635. Integrating Research and Learning, 3 hours, Fall, Spring**

Designed to help students reflect upon experiences in the graduate program and to complete the non-thesis option for their degree programs. The major project for the course is an action research project that is designed to improve some aspect of the student's professional practice. Each student submits a proposal, collects and analyzes data, and presents the project to an audience selected by the course instructor. Should be taken during final semester. Prerequisites: EDUC 630, Degree Plan. (Course number change from EDUC 600.)

**EDUC 637. Topics in Content Field, 3 hours**

Acquaints the teacher with current issues related to the particular disciplines. One emphasis of the course will be to evaluate the issues for application of research in the classroom. A student may enroll for no more than a total of six (6) semester hours of topics courses taken independently within the graduate program. Instructor approval. (Course number change from EDUC 537.)

**EDUC 638. Foundations of Leadership, 3 hours, Fall, Spring**

This foundation course on leadership includes theory and research along with practical applications to allow administrators to lead in the face of challenging and changing climates in schools and society, nationally and locally. Special paradigms of leadership include the leader as visionary, instructional supervisor, financial officer, chief executive officer, and the Christian leader. (Course number change from EDUC 538.)

**EDUC 646. Current Topics in Child and Family Studies, 3 hours, Offered as needed**

Topics related to the development of children and families within their communities will be the focus of this course. Developmental, societal, and legislative issues affecting individual and family development will be explored through the current popular research and theoretical literature.

**EDUC 650. School Orientation for Counselors, 3 hours, Offered as needed**

In accordance with the requirements for Tennessee Licensure Standards for School Counselors (PreK-12), this course is required for professional school counselor candidates who do not have teaching experience. The orientation experience will provide observation, participation in classroom instruction, and analysis of classroom activities.

**EDUC 651. Internship in School Counseling I, 3 hours, Fall, Spring**

Two hundred (200) hour supervised school counseling experience. The internship will provide practical learning experiences supervised by a professional. Instructor approval, Praxis II passing scores.

**EDUC 652. Internship in School Counseling II, 3 hours, Fall, Spring**

Two hundred (200) hour supervised school counseling experience. The internship will provide practical learning experiences supervised by a professional. Pre or Corequisites: EDUC 651, Instructor approval, Praxis II passing scores.



**EDUC 653. Internship in School Counseling III, 3 hours, Fall, Spring**

Two hundred (200) hour supervised school counseling experience. The internship will provide practical learning experiences supervised by a professional. Pre or Corequisites: EDUC 652, Instructor approval, Praxis II passing scores.

**\*EDUC 655. Reading Instruction & Assessment, 3 hours, Fall**

Introduction to the theory that undergirds literacy development and emphasizes practical implementation of effective literacy strategies. Students will develop an understanding of the causes of reading difficulties and use this knowledge in planning and assessing literacy skills of an individual student. Includes practicum experience.

**EDUC 660. Thesis, 3 hours, Fall, Spring, Summer**

A research project designed with the help of a faculty advisory committee (thesis committee). Students who do not complete the thesis in one semester are required to maintain continuous registration in EDUC 660 until completion of the thesis. Prerequisites: EDUC 630 and EDUC 631

**EDUC 661. Mentored Teaching, I: Foundations of Education, 3 hours, Fall**

For those students who are enrolled in Tennessee's alternate pathway to licensure and teaching in P-12 classrooms. Class meetings will emphasize lesson planning, IEPs, SMART Goals, edTPA, literacy implications for discipline-specific licensure areas, and the historical, sociological, and philosophical foundations of American Education. Prerequisite: Admission to the Job-Embedded Practitioner Program.

**EDUC 662. Mentored Teaching, II: Literacy & Technology, 3 hours, Fall**

For those students who are enrolled in Tennessee's alternate pathway to licensure and teaching in P-12 classrooms. This course builds data literacy and equips students to utilize computer software. A particular focus will include examining standardized test scores and utilizing technology to improve instructional practice and P-12 student outcomes. No prior experience with technology is necessary. Macintosh and Windows platforms are used. Prerequisite: EDUC 661 & EDUC MENT1.

**EDUC 663. Mentored Teaching, III: Professional Development, 3 hours, Spring**

For those students who are enrolled in Tennessee's alternate pathway to licensure and teaching in P-12 classrooms. The course will focus on classroom safety, reporting requirements, on-going literacy implications for discipline-specific licensure areas, and continuing teacher licensure requirements. In addition, students will complete edTPA for national scoring. Prerequisites: EDUC 661, EDUC 662, EDUC MENT1, & EDUC MENT2.

**\*EDUC 663. Student Teaching Kindergarten, 3 hours, Offered as needed**

Observation, participation, and teaching under professional supervision. Must include 160 hours in a classroom setting.

**\*EDUC 664. Supervised Teaching Experience, 3 hours, Offered as needed**

For those students who are teaching under a transitional license in PreK-12 classrooms. Carson-Newman faculty, in collaboration with school personnel, will evaluate the student while he/she is

teaching as a fully employed teacher in the area in which state licensure is being sought. Prerequisite: Transitional License. Course fee: \$200

\*EDUC 665. Enhanced Student Teaching, 9 hours, Offered as needed

The MAT degree student will be working full-time in a school setting for an entire semester (15 weeks) under the supervision of a master teacher from the schools and a professor from the University. Prerequisite: Praxis II passing scores.

\*EDUC 667. Student Teaching: Placement One, 4 hours, Fall, Spring

Observation, participation, and teaching under professional supervision. Must be taken concurrently with EDUC 668 and EDUC 669. Prerequisite: Admission to the student teacher semester. Course fee: \$200

\*EDUC 668. Student Teaching: Placement Two, 4 hours, Fall, Spring

Observation, participation, and teaching under professional supervision. Must be taken concurrently with EDUC 667 and EDUC 669. Prerequisite: Admission to the student teacher semester. Course fee: \$200

\*EDUC 669. Seminar in Student Teaching, 1 hour, Fall, Spring

This course is designed as the capstone experience for the teacher education program and the student teaching experience. Student teachers will reflect upon and analyze the experiences they are having in the classrooms to which they are assigned, and they will refine skills for entering the teaching profession. Each student will complete the process by which the developmental portfolio is transformed into the exit portfolio. All Praxis II exams required for licensure must be completed before a passing grade will be assigned for the course. Successful completion of this course is a requirement for the completion of all licensure programs. Must be taken concurrently with EDUC 667 and EDUC 668. Prerequisite: Admission to the student teacher semester.

EDUC 670. Legal and Ethical Issues, 3 hours, Fall

This course focuses on legal and regulatory mandates as outlined in federal, state, and local laws, as well as court decisions, with an emphasis upon the legal rights, responsibilities, and liabilities of school personnel for maintaining a safe, orderly, and fair school climate. Moral, ethical, and professional dilemmas that affect decision-making processes and relationships of school personnel with students, parents, staff, and the larger community will be a significant part of the course. (Course number change from EDUC 525.)

EDUC 671. Curriculum and Instructional Strategies, 3 hours, Fall

This course provides an overview of current trends in PreK-12 school curriculum and recent research findings related to best practice in instructional design, including the integration of technology. The factors that impact high quality curriculum and instruction, including attention to the developmental characteristics of students in PreK-12, will be addressed. (Course number change from EDUC 530.)

**EDUC 672. Evaluation for Continuous Improvement, 3 hours, Spring**

Planning and implementing assessment strategies to evaluate instructional programs, student learning, and staff professional growth; utilizing assessment data to make decisions regarding instructional programs, student learning, staff professional growth, and school vision/goals and to inform stakeholders of progress related to these areas. (Course number change from EDUC 572.)

**EDUC 673. Management of the School, 3 hours, Summer**

Knowledge of management issues related to human, fiscal, facility, and technological resources; implementing operational plans to ensure that human, fiscal, facility, and technological resources are managed effectively and are aligned to school vision and goals. (Course number change from EDUC 573.)

**EDUC 674. Professional Learning Community, 3 hours, Summer**

This course focuses on the development of skills to promote a sense of professional community with all stakeholders from culturally diverse backgrounds, including school personnel, students, parents, and community leaders. An emphasis is placed upon the development of interpersonal relationship skills, consensus-building strategies, and conflict resolution techniques, as well as traditional forms of verbal and nonverbal communication techniques. The use of emerging technologies to facilitate effective communication with all constituencies will also be included in the course. (Course number change from EDUC 574.)

**EDUC 720. Ethical, Social, and Spiritual Leadership Principles, 3 hours**

This course is designed to convey vital aspects of ethics, values, and decision-making in the leadership role. Areas of emphases include ethical issues, spiritual principles in leadership, emotional intelligence, ethical conduct, social theory, church and state, and personal ethical development.

**EDUC 721. Educational Leadership and Policy Analysis, 3 hours**

The Educational Leadership and Policy Analysis course will expose educators to a data driven understanding of issues related to school leadership and educational administrative policy analysis, while incorporating a wide range of responsibilities often engaged by the school leader while serving as a collaborative member of a leadership team.

**EDUC 722. Organizational Leadership: Effecting Continuous Growth in a Culture of Change, 3 hours**

This course focuses on the development of skills which enable school leaders to successfully promote growth in their organizations within the context of multicultural, social, and academic diversity; diverse learning environments; organizational problem-solving and decision-making; transformational and transactional change theory; conflict resolution; contemporary culture; motivational theory and systemic change. The complexities of effecting positive organizational change and motivational theory are addressed.

**EDUC 723. Emergent Educational Trends and Topics, 3 hours**

This course investigates contemporary educational leadership topics, trends, and issues. The impact of global social, economic, professional and political issues on the leadership process are discussed. Students will study current research and use analytical skills for reflective discussions and compositions.

**EDUC 724. Financial Planning and Responsibilities, 3 hours**

The Financial Planning and Responsibilities course will expose educators to the financial operation of the school and school system. It will explore the State of Tennessee BEP financial formulas for local school systems, and present a study of school finance including methods of business accounting. Students are also required to interview a local school finance director and write a summary of the interview with the mentoring administrator.

**EDUC 740. Teacher as Leader, 3 hours**

The Teacher as Leader course will address research, theory, and best practices of educational leadership as it applies to education professionals who are not in administrative positions.

**EDUC 741. Diversity and Exceptionality Practice and Theory, 3 hours**

This course is designed to examine historical and current issues and theory in the area of leadership related to diversity and exceptionality within the school environment. Areas of emphasis include cultural and linguistic relationships and educational influence, social and cultural bias in the school environment, equity issues, and ethnographic data related to the topics of gender, race, academic ability, and socio-economic status.

**EDUC 750. Mentored Residency Internship/Professional Portfolio, 3 hours**

The Mentored Residency Internship/Professional Portfolio course is designed to provide students with exposure to activities that add value to their educational knowledge. A list of potential seminars, orientations, book clubs, workshops, programs, activities, and blogs will be provided by the course instructor on the online platform by the first day of class. Students then devise and submit an extensive list of proposed activities or programs for participation to fulfill the requirements of this course. Instructor approval of all activities and programs is mandatory. Students will submit a documented Professional Portfolio of all events joined/advanced/partaken to fulfill course requirements.

**EDUC 751. Quantitative and Qualitative Research Design, 3 hours**

The Quantitative and Qualitative Research Design course will address the philosophical underpinnings of research design and its impact on the selection and implementation of appropriate research techniques.

**EDUC 752. Critical Analysis and Research Design, 3 hours**

This course is designed to acquaint the student with the processes necessary to complete a proposed action research study. The student will complete a preliminary rough draft of Chapters One, Two, and

Three of the dissertation (Chapter One – Introduction, Chapter Two – Professional Literature Review, Chapter Three – Research Methodology).

**EDUC 753. Professional Composition Studies, 3 hours**

The Professional Composition Studies course will address the writing of research and research-based manuscripts for submission to professional journals. Students will study current publications and then compose and submit two articles for publication.

**EDUC7546A Dissertation First Semester, 6 hours**

This course requires the candidate to conduct structured research, either qualitative or quantitative in nature, guided by the chair of the dissertation committee; present defense of the proposal upon approval of the manuscript by the dissertation committee. This first course in the dissertation process requires that the Proposal be completed and defended successfully before moving to EDUC 7546B where the final chapters of the dissertation are completed and the dissertation is defended. Prerequisite: Successful completion of the Comprehensive Examination and approval of the department chair.

**EDUC7546B Dissertation Continuing, 6 hours**

This course requires the candidate to conduct structured research, either qualitative or quantitative in nature, guided by the chair of the dissertation committee. The candidate must successfully complete a final draft of the dissertation and present a defense of the dissertation upon approval of the manuscript by the Dissertation Committee. Prerequisites: EDUC 7546A, Carson-Newman IRB approval including organizational approval, and Dissertation Chair approval

**EDUC –ANRVW Annual Review, 0 hours, Spring**

The Annual Review is required for all Ed.S. and Ed.D. students upon completion of three semesters within the chosen program of study. The Annual Review must be passed to continue enrollment in the program. This zero-credit course documents the passing of the exam.

**EDUC-CAPS, Ed.S Capstone Project, 0 hours, Spring**

The Capstone project is required for all Ed.S. students. Capstone is considered the culminating course for the Educational Specialist and must be passed in order to complete the program.

**EDUC-CMPEX Comprehensive Exam, 0 hours, Spring**

The Comprehensive Exam is required for all Ed.D. students. The Comprehensive Exam must be passed to move to doctoral candidate status and, therefore, progress to the dissertation stage. This zero-credit course documents the passing of the exam.

**\*EDUC FOLIO. Educational Leadership Evidence Portfolio, 0 hours**

Educational Leadership Evidence Portfolio expectations are documented for students pursuing a license to become an instructional leader by pursuing the Licensed Instructional Leader Certification. Includes practicum experience.

**EDUC MENT1. Clinical Mentorship 1, Zero hours, Fall, Spring**

Provides an orientation for students who are enrolled in Tennessee's alternate pathway to licensure and teaching in P-12 classrooms. Carson-Newman University Mentors, in collaboration with school personnel, will mentor the student in his/her role as a fully employed teacher. **Fee: \$650**

**EDUC MENT2. Clinical Mentorship 2, Zero hours, Fall, Spring**

Provides continued mentoring for students who are enrolled in Tennessee's alternate pathway to licensure and teaching in P-12 classrooms. Carson-Newman University Mentors, in collaboration with school personnel, will mentor the student in his/her role as a fully employed teacher.

Prerequisite: EDUC MENT1. Fee: **\$650**

**\*EDUC PRACT. Educational Leadership Practicum Project, 0 hours**

Educational Leadership Practicum Project expectations are documented for students perusing a license to become an instructional leader. Included practicum experience. Prerequisite: EDUC FOLIO SLLA

**EDUC-PRAX Reading Specialist Praxis Exam, 0 hours, Fall, Spring, Summer**

The Reading Specialist Praxis Exam is required for all candidates seeking licensure as a Reading Specialist. This zero-credit course documents the passing of the exam.

**EDUC-SLLA. School Leaders Licensure Assessment, 0 hours**

Passage of the School Leaders Licensure Assessment is documented for students perusing a license to become an instructional leader. Prerequisite: EDUC FOLIO

## Physical Education Courses (M.E.D.)

**PE 501. Philosophy and Ethics in Sport, 3 hours, Offered online Fall**

The course examines moral issues and dilemmas facing youth, interscholastic, intercollegiate, Olympic, and professional sport.

**PE 502. Physical Conditioning of the Athlete, 3 hours, Offered online Spring**

The course provides an overview of the basic principles of physical conditioning for sport. Then emphasis is placed on developing physical conditioning programs for specific sports.

**PE 503. Injury Management, 3 hours, Offered online Summer**

The course provides basic information for coaches regarding injury prevention and treatment. Topics of interest are common causes of injury, injury identification cues and symptoms, treatment options, a plan for returning to action quickly and safely, conditioning methods, and nutritional concerns.

**PE 504. Sport as Ministry, 3 hours, Offered online Fall**

The course examines the integration of sport and faith.

**PE 505. Psychology of Sport Performance, 3 hours, Offered online Spring**

The course provides information to help coaches understand and use mental tools such as goal setting, imagery, relaxation, energy management, focus, stress management, and self-talk to help athletes

perform better. Additionally, how the communication style of the coach, the motivational makeup of the athlete, and other social psychological variables can impact performance.

PE 507. Adapted Physical Education, 3 hours, Offered Fall

This course is designed to prepare educators and those who work with individuals with special needs to meet the physical, motor, personal, social, and learning needs of children with disabilities in the public schools and various settings. Upon completion of this course, students will have an in-depth understanding of designing physical education/activity programs to meet the needs of individuals with a variety of disabilities.

PE 508. Teaching and Assessment of Individual and Dual Sports, 3 hours, Offered Spring

Skill development, analysis, and strategies for planning and implementing instructional programs are learned. This course is designed to prepare students to teach individual and dual sport activities in the K-12 and recreation settings. The course develops an understanding in concepts, assessment, and skill development to create an effective pedagogy for lifetime fitness and wellness.

PE 509. Teaching and Assessment of Team Games and Leisure Activities, 3 hours, Offered Fall

Movement concepts and motor skills applicable to team games and leisure services are discussed in relation to developmentally appropriate physical education. Continued study and application of theories and research serve as the foundation for student learning.

## Special Education Courses (M.A.T./M.E.D.)

SPED 501. Practicum in Special Education I, General, 1 hour

Requires 25 clock hours in a public school setting. P/F grading. Instructor approval.

SPED 502. Practicum in Special Education II, General, 1 hour

Requires 25 clock hours in a public school setting. P/F grading. Prerequisites or Corequisites: SPED 501, Instructor approval.

SPED 503. Counseling and Leadership in Special Education, 3 hours

Planning and multi-disciplinary aspects of special education. Prerequisite: SPED 508

SPED 508. Survey of Persons with Exceptionalities, 3 hours, Fall, Spring, Summer periodically

Survey of the most common categories of exceptionalities, as well as the laws affecting the provision of services to individuals with disabilities. It also focuses on local and state programs for diagnosis and care. Includes practicum experience. Practicum.

SPED 509. Transition and Vocational Education, 1 hour, Spring

Analysis of the legal and developmental issues involved in providing programs, services, and activities for persons with disabilities. Prerequisite: SPED 508.

\*SPED 514. Gifted and Talented Learners, 3 hours, Offered as needed

Identification, curriculum models, program development, and implementation of programs for the gifted and talented learner. Practicum.

\*SPED 515. Materials and Methods for Teaching the Gifted, 3 hours, Offered as needed

Compares and contrasts existing definitions of the “Intellectually Gifted.” Also analyzes and evaluates various teaching strategies and programs used with gifted students. Practicum. Prerequisite: SPED 514.

SPED 521. Language Development, 3 hours, Offered as needed

This course will explore speech/language and auditory disabilities from the vantage point of public education. We will discuss how language develops and causes for the breakdown of language development. Primary emphasis will be on educational factors of the speech/language or auditory impaired child in light of IDEA revisions of 1997. Prerequisite: SPED 508.

SPED 524. Techniques for Inclusion of Diverse Learners, 3 hours, Fall, Spring, Summer

Equips both regular and special education teachers with skills and strategies to enable students with disabilities to be integrated into the regular educational program. Prerequisite: SPED 508 for students seeking initial licensure.

\*SPED 615. Strategies/Programs for Students with Mild to Moderate Disabilities, 3 hours

Includes an examination of current programs, materials, and strategies for teaching mild and moderately disabled students in a continuum of placements. Practicum required. Prerequisites: SPED 508, 524, and 616.

\*SPED 616. Characteristics/Needs of Mild/Moderate Disabilities, 3 hours

Provides an overview of the historical and social perceptions, characteristics, needs, psychological and educational considerations, and identification of mildly and moderately disabled special needs students. Includes practicum experience. Prerequisite: SPED 508 for students seeking initial licensure.

\*SPED 617. Characteristics/Needs of Low Incidence Disabilities, 3 hours

Provides an understanding of the learning and behavioral characteristics of students with severe and multiple disabilities, including students with autism and related developmental disorders. The personal, education, and social needs of these individuals with low-incidence disabilities will be highlighted. Practicum required. Prerequisite: SPED 508 for students seeking initial licensure.

\*SPED 618. Strategies/Programs for Students with Low Incidence Disabilities, 3 hours

Provides an understanding of the instructional strategies for students with severe and multiple disabilities, including students with autism and related developmental disorders. The educational implications for individuals will be highlighted, including implications for the selection of appropriate goals and objectives. The course will also cover empirically-validated strategies for teaching students



with severe and multiple disabilities. Emphasis will be given to a consideration of the basic principles of learning that underlie effective instructional strategies and how to structure the environment to promote learning. Practicum. Prerequisites: SPED 508, 524, and 617.

SPED 619. Assessment/Diagnosis of Exceptional Children, 3 hours

Experience in examining theories of assessment and administering formal and informal tests and inventory instruments which lead to the development of remediation and teaching strategies. Prerequisite: SPED 508 for students seeking initial licensure.

SPED 625. Managing Challenging Behaviors, 3 hours, Offered as needed

Helps equip teachers with the skills, strategies, and dispositions to effectively manage and teach children whose behaviors challenge the system. These children will typically have a diagnosis along the spectrums of autism or emotional and behavior disorders.

SPED 664. Student Teaching in Special Education, 3 hours, Offered as needed

Requires 90 clock hours in a special education classroom. It is open only to students adding special education endorsements to another certification area. Prerequisite: Praxis II passing scores.

SPED 667. Student Teaching in Special Education, 3 hours, Offered as needed

Requires 90 clock hours in a special education classroom. It is open only to students adding special education endorsements to another certification area. Prerequisite: Praxis II passing scores. Course fee: \$200

SPED 667 Student Teaching: Placement One, 4 hours, Fall, Spring

Observation, participation, and teaching under professional supervision. Must be taken concurrently with SPED 668 and EDUC 669. Prerequisite: Admission to the student teacher semester. Course fee: \$200

SPED 668 Student Teaching: Placement Two, 4 hours, Fall, Spring

Observation, participation, and teaching under professional supervision. Must be taken concurrently with SPED 667 and EDUC 669. Prerequisite: Admission to the student teacher semester.

## Teaching English as a Second Language Courses

TESL 560. Advanced Speaking Skills I, 3 hours, Offered as needed

Open only to international students enrolled who have learned English as a second language and need to develop their English speaking skills. Prerequisite: permission of the director of the ESL program.

TESL 561. Advanced Speaking Skills II, 3 hours, Offered as needed

Open only to international students who have learned English as a second language and need to develop their English speaking skills. Prerequisite: permission of the director of the ESL program.

TESL 562. History of the English Language, 3 hours, Offered as needed (web-based only)  
Includes both the inner and the outer history of the language. Examines the global spread of English. Prerequisite: permission of the director of the ESL program.

TESL 563. Advanced Writing & Research Skills I, 3 hours, Offered as needed  
Open only to international students who have learned English as a second language and need to develop their writing and research skills in English. Prerequisite: permission of the director of the ESL program.

TESL 564. Advanced Writing & Research Skills II, 3 hours, Offered as needed  
Open only to international students who have learned English as a second language and need to develop their writing and research skills in English. Prerequisite: permission of the director of the ESL program.

TESL 565. Language and Culture, 3 hours, Fall, Summer periodically  
Examines the relationship of language and culture, how individual experiences are affected by the cultural milieu, and how knowledge of the target culture affects the language learning experience. Strategies in teaching language through culture will be explored.

\*TESL 566. English Phonology, 3 hours, Fall, Summer periodically  
Principles of articulatory phonetics and American English phonology are included in this course. English and other language sound systems are contrasted. Application of articulatory phonetics to ESL instruction is also included. Practicum required.

TESL 567. English Syntax, 3 hours, Spring, Summer periodically  
Overview of English morphology and syntax. Traditional structural and transformational-generative grammatical theories are explored. Practical applications for ESL using scientific grammars are also examined.

TESL 568. Language Acquisition, 3 hours, Spring, Summer periodically  
Study of first and second language acquisition, with critical examination of current issues, theories, and models. Research methods used in examining language acquisition in classroom and other environments are examined.

TESL 569. Topics in Teaching English as a Second Language, 1-3 hours, Fall, Spring, Summer  
Critical analysis of significant books, critical research, or current issues in the field of English as a Second Language. This course may be repeated for credit with a different topic. A student may enroll for no more than a total of six (6) semester hours of topics courses taken independently within the graduate program.



TESL 580. TESL Curriculum, 3 hours, Fall, Summer periodically

History and current realities and objectives in ESL. Scope and sequence of the ESL curriculum at various levels of acquisition and how to design ESL curricula are included.

\*TESL 581. Introduction to Teaching English as a Second Language, 3 hours, Fall, Summer periodically

This course provides an introduction to the history, methods, theories, and program models of teaching English as a second language. It includes an overview of the legal rights and classroom experiences of English language learners in American school. Instructional modifications and teaching strategies that support the academic success of second language learners in ESL and mainstream classes will be examined. Practicum required.

\*TESL 582. Methods of Teaching English as a Second Language, 3 hours, Spring, Summer periodically

This course provides an overview and analysis of teaching materials and activities used in ESL classrooms in the teaching of listening, speaking, reading, and writing skills. The course will emphasize an integrated approach in the teaching of English as a second language. Practicum required.

TESL 583. Evaluation of Language Learning, 3 hours, Spring, Summer periodically

Reviews a number of current methods for classroom and standardized ESL testing and evaluation.

TESL 584. Practicum in TESL, 3 hours, Fall, Spring, Summer

An opportunity for students who have had course work in theory and methods to put into practice what they have learned under the supervision of an experienced ESL teacher for 75 clock hours.

TESL 600. Research in TESL, 3 hours, Fall, Spring, Summer

Designed to help students reflect on their experiences in the graduate TESL program and to complete the non-thesis option for the MAT-ESL degree. Students will conceptualize, plan, research and write a scholarly paper following the guidelines provided. Should be taken during final semester. Prerequisites: Degree Plan

TESL 665. Enhanced Student Teaching in ESL, 9 hours, Offered as needed

The MAT-ESL degree student will be working full-time in a school setting for an entire semester (15 weeks) under the supervision of a master teacher from the schools and a professor from the University. Prerequisite: Praxis II passing scores.

TESL 667. Student Teaching: Placement One, 4 hours, Fall, Spring

Observation, participation, and teaching under professional supervision. Must be taken concurrently with TESL 668 and TESL 669. Prerequisite: Admission to the student teacher semester. Course fee: \$200

TESL 668. Student Teaching: Placement Two, 4 hours, Fall, Spring

Observation, participation, and teaching under professional supervision. Must be taken concurrently with TESL 667 and TESL 669. Prerequisite: Admission to the student teacher semester. Course fee: \$200

TESL 669. Seminar in Student Teaching, 1 hour, Fall, Spring

This course is designed as the capstone experience for the teacher education program and the student teaching experience. Student teachers will reflect upon and analyze the experiences they are having in the classrooms to which they are assigned, and they will refine skills for entering the teaching profession. Each student will complete the process by which the developmental portfolio is transformed into the exit portfolio. All Praxis II exams required for licensure must be completed before a passing grade will be assigned for the course. Successful completion of this course is a requirement for the completion of all licensure programs. Must be taken concurrently with TESL 667 and TESL 668. Prerequisite: Admission to the student teacher semester.

## Nursing Courses (M.S. Nursing)

### *Required Courses*

NURS 501. Advanced Pathophysiology, 3 hours, Fall

Presentation and in-depth analysis of normal physiologic and pathologic mechanisms of disease as related to the provision and management of client care at the advanced level.

NURS 503. Advanced Pharmacology, 3 hours, Fall

Advanced pharmacokinetics and pharmacodynamics of commonly used drug categories are analyzed in depth with consideration to safe, quality cost-effective drug therapy for client care.

NURS 507. Advanced Health Assessment, 3 hours, Fall

Comprehensive health assessment of the client with advanced application and synthesis of physiologic, psychological, and sociocultural concepts as applied to comprehensive health appraisal of individuals, families, and community groups. *This course has a clinical practicum. \$40 fee.*

NURS 510. Advanced Statistics, 3 hours, Summer

Statistical procedures and informative skills applied to interpretation of quantitative data for improved client care. Prerequisite: Undergraduate Statistics or instructor approval.

NURS 513. Theories of Nursing, 3 hours, Spring

Exploration and application of theoretical basis for advanced nursing practice.

NURS 516. Research Methods and Design in Nursing, 3 hours, Fall

Exploration of quantitative and qualitative methods and research designs useful in clinical investigation for health-related trends in health care delivery. Prerequisites: NURS 510, NURS 513

NURS 517. Curriculum and Instructional Design in Nursing Education, 3 hours, Offered as needed

Analysis and synthesis of theories and concepts related to curriculum development, evaluation, and instructional design in nursing education. Emphasis is on institutional purposes, goals, nursing curricula, evaluation, instruction and nursing education research.

NURS 518. Teaching Methods and Strategies, 3 hours, Offered as needed

Analysis of creative teaching and learning approaches. A portion of this course will be conducted as an online classroom.

NURS 528. Nursing Education Internship, 3 hours, Offered as needed

Beginning exploration and application of educational and advanced nursing theory in the provision of a wide range of health promotion and nursing care services for a specified population. Prerequisites: NURS 501, NURS 503, NURS 507

NURS 531. Advanced Primary Nursing Care for Women, 6 hours, Spring

Exploration and application of advanced nursing theory in the provision of a wide range of health promotion and care services for women, including reproductive health. Practicum (12 hours per week) and weekly seminar provided for supervised application of knowledge and skills to care of women in a variety of settings. Prerequisites: NURS 501, NURS 503, NURS 507; Corequisite: NURS 513. *\$40 fee.*

NURS 532. Nursing Education Practicum, 2 hours, Offered as needed

Supervised practicum in the role of the nurse educator. Experiences will include the role of faculty in the classroom, clinical area, and the role of the nurse educator in staff development. Focus is on the application of theory in developing, teaching, and evaluating classroom, clinical experiences, and staff development. Prerequisites: NURS 517, NURS 518

NURS 535. Advanced Primary Nursing Care for Children and Adolescents, 6 hours, Fall

Exploration and application of advanced nursing theory in the provision of a wide range of health promotion and nursing care services for children and adolescents. Practicum (12 hours per week) and weekly seminar provided for supervised application of knowledge and skills to care of children and adolescents in a variety of settings. Prerequisites: NURS 501, NURS 503, NURS 507; Pre or Corequisite: NURS 513. *\$40 fee.*

NURS 537. Advanced Primary Nursing Care for Adults, 7 hours, Spring

Exploration and application of advanced nursing theory in the provision of a wide range of health promotion and care services for adults, including the elderly population. Practicum (16 hours per week) and weekly seminar provided for supervised application of knowledge and skills to care of adults in a variety of settings. Prerequisites: NURS 531, NURS 535. *\$40 fee.*

NURS 538. Nursing Education Seminar, 1 hour, Offered as needed

This course will discuss and analyze issues and topics related to nursing education.

NURS 540. Accountability for Advanced Nursing Practice, 3 hours, Spring

Synthesis course with emphasis on roles, responsibilities, and relationships for advanced practice nursing including legal, ethical, and religious dimensions; analysis of current and developing health care policies and health care delivery systems. Prerequisites: NURS 531, NURS 535; Corequisite: NURS 537. *\$40 fee.*

**NURS 600. Advanced Practice Project, 2 hours, Spring**

Student demonstrates application and synthesis of advanced practice nursing through a comprehensive, practice-focused project. In addition, the student completes an additional 30 hours of clinical at a site that is congruent with the topic choice. A scholarly article for publication and a scholarly presentation is required prior to a grade assignment. Prerequisites: NURS 510, NURS 513, NURS 516

**NURS 630. Collaborative Research Project, 2 hours, Spring**

A written research project related to program of study that meets institutional requirements for a thesis. This project is completed by two students working collaboratively. In addition to a completed and bound thesis, a scholarly article for publication is required at completion of project. A scholarly presentation must be completed prior to grade assignment. Prerequisites: NURS 510, NURS 513, NURS 516. *\$60 fee.*

**NURS 660. Master's Thesis, 2 hours, Spring**

A written research project related to program of study that meets institutional requirements for a thesis. In addition to a completed and bound thesis, a scholarly presentation must be completed prior to a grade assignment. Prerequisites: NURS 510, NURS 513, NURS 516. *\$60 fee.*

*Approved Elective Courses***NURS/COUN 502. Theories and Techniques of Counseling, 3 hours, Spring**

An introduction to the counseling process, theories of counseling, and the helping relationship. A comparative analysis of major counseling theories and techniques will enable students to begin building a personal approach to counseling. Ethical, multicultural, and research issues will also be covered in depth.

**NURS 511. Issues in Health and Healing, 3 hours, Offered periodically**

A discussion of selected philosophical, ethical, technological and nursing practice issues concerning the meaning of health and healing.

**NURS 514. Issues in Health Care of the Older Adult, 3 hours, Offered periodically**

A study of gerontologic nursing through exploration of the issues encountered by advanced practice nurses as they support the maintenance of health, function, and prevention of disease in older adults.

**NURS 515. Multicultural Health Care, 3 hours, Offered periodically**

Application of nursing theories in the provision of a wide range of health care services and educational experiences for clients living in a culturally diverse setting. Instructor consent required.

**NURS/COUN 565. Group Counseling Processes, 3 hours, Fall, Spring**

Background in group methods including group counseling, group guidance, and group dynamics. One-half of class time is spent in a laboratory experience in which each student is provided an opportunity to function in a group. Students will develop the ability to lead large and small group counseling



activities in such areas as personal and interpersonal growth, self-help and problem solving, and career and vocational development.

NURS/COUN 569. Introduction to Family Systems in Counseling, 3 hours, Offered as needed

The family process from a systemic perspective. Attention will be given to the multigenerational process, the family cycle, and emotional, moral, and spiritual development. Students will develop an understanding of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns.

NURS/EDUC 580. Topics in Child and Family Studies, 3 hours, Offered periodically

Current research related to issues affecting human development throughout the lifespan, with particular attention being given to understanding the role of the family in individual development. A student may enroll for no more than a total of six (6) semester hours of topics courses taken independently within the graduate program.

## Religion Seminars (M.A. Applied Theology)

### *Required Courses*

REL 509. The Old Testament Foundations for Christian Life and Service, 3 hours

Examining the Old Testament texts to gain authentic understandings of justice, love, and humility before God and exploring the implications of Old Testament motifs that are representative of a life of faith before God.

REL 510. The New Testament Foundations for Christian Life and Service, 3 hours

Examining the New Testament texts to gain authentic understandings of what new life in Christ entails and exploring the implications of adopting New Testament patterns for being transforming agents of life and service in the world.

REL 511. Themes in Biblical Theology, 3 hours

Exploring themes in biblical theology that address the life struggles of our day: the questions of creation and stewardship, violence, poverty, justice, wisdom, righteousness, salvation, kingdom of God, and eschatology.

REL 515. Ethical Issues in the Twenty-First Century, 3 hours

Articulating a theological response and casting a moral vision for the challenges of life today.

REL 520. The Ideas and *Kairos* Moments of Church History through the Ages (Oxford travel seminar), 3 hours

Recognizing the key ideas, events, and personalities that shape Church History.

REL 530. Foundations in Spirituality and Worship, 3 hours

Understanding the interior and exterior journey of a Christ-follower by looking through the lens of spiritual disciplines and experiencing a spiritual retreat.

REL 533. Love, Grief, and Anger, 3 hours

Understanding these innate impulses and emotions across the seasons of life and developing counseling skills and models that address these emotions therapeutically.

REL 540. The Art of Leadership, 3 hours

Examining the principles and models of effective leadership under the steeple and in the marketplace.

### *Elective Courses*

REL 505. The Social and Historical World of the Ancient Near East, 3 hours

Describing the socio-political world and anthropological framework of the ancient Near East and tracing the social, geographical, and historical matrix from the patriarchs through the post-exile.

REL 506. The World of Second Temple Judaism and the New Testament, 3 hours

Delineating the religious, political, and intellectual currents that shaped the New Testament milieu and examining the literature, institutions, sects, tenets, and key political dynasties during the Intertestamental Period.

REL 521. The Voices of the Twentieth-Century Prophets, 3 hours

Analyzing the life stories and contributions of a select group of prophets drawn from continents around the world. For example: Dorothy Day, Simone Weil, Dietrich Bonhoeffer, Martin Luther King, Oscar Romero, and Desmond Tutu.

REL 525. Ten Theologians that Speak From the Grave, 3 hours

Introducing the life and thought of ten seminal theologians that shaped the face of Christianity. For example: Augustine, Aquinas, Martin Luther, John Calvin, Friedrich Schleiermacher, Soren Kierkegaard, and Karl Barth.

REL 531. In Search of Yourself, 3 hours

Understanding the journey of self-identity and personhood through the lens of reflection and writing of a spiritual autobiography.

REL 542. The Art of Communication, 3 hours

Developing a skill set for public speaking and the preaching event.

REL 550. Global Awareness Practicum, 3 hours

Participating in a cross-cultural national or international mission experience.

REL 560. Secular and Spiritual Trends in the Post-Christendom City, 3 hours

Identifying the Christian response to the postmodern world and to the philosophical challenges facing the Christian faith.

### *Elective Thesis*

REL 600. Research and Writing, 3 hours

Providing the necessary tools and developing skills to research and write a thesis.

REL 630. Readings Course in the Area of Thesis, 3 hours

Providing a set of readings that lay a foundation and represent different perspectives necessary for writing a thesis in a particular area of study.

REL 665. Thesis, 6 hours

Collaborating with a faculty member in the planning and writing of a research project in a field of theological interest.

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Taylor Anne Bates,	Online Course Design and LMS Support Specialist
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Christy Bowlin	Head Dance/Cheer Coach
Kelly Brock	Assistant Athletic Trainer
Scott Brock,	Linebacker's Coach
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Matthew Cahoon	Assistant Athletic Trainer
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KT Carter,	Assistant Men's Basketball Coach
Eddie Carter, BS, MS	Compliance Coordinator, Asst Athletic Director for Internal Operation
Rebecca Cate, BA, MA	Assistant Athletic Trainer
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Tracey Lane,	Associate Director of Physical Plant
Shelly Laux,	Athletic Events Marketing and Promotions Coordinator
Brooke Leach,	Outreach Coordinator/Counselor
Johnny Long,	Athletic Strength and Conditioning Coach
Stephen Lyons, BS, MBA,	Head Men’s Soccer Coach
Kenneth P. Massey, BS, MS,	Data & Business Analyst
Keith McDaniel, BA, ThM,	Multimedia Specialist
David McNeely, BA, MDiv,	Student Success Advisor and Counselor
Nathan Miles, BS,	Enterprise Systems Programmer-Analyst
Elizabeth J. Miller,	Administrative Assistant to the President
Michael Mincey, BA,	Head Women’s Basketball Coach
Kayla Moffitt, BA,	Admissions Representative
Lisa Morgan,	Student Success Advisor
Chad Morris, BA, MDiv,	Director of Campus Ministries
Ande Munsey, AS,	Information and Data Research Analyst
Johnathan Murph, BS,	Financial Aid Counselor
David Needs, BA, MA,	Director of Track and Field/Cross Country
Donnie L. Newman, BS,	Director of Media Center
Aaron Porter, BA, MA,	Assistant Vice President of Enrollment Management

Kathren Ragan, BS,	Financial Aid Counselor
Dan Redding, AB, MS,	Assistant Football Coach
Tina Rich, BS,	Assistant Director of Financial Aid
Jessica Rickett	Admissions Representative
Brandon Roberts	Assistant Baseball Coach
Danette S. Seale, BS, MBA	Director of Financial Aid
Kim Sexton, BSN, RN	University Nurse
Deanna Simpson-Beavers	Bonner Scholars Coordinator
Larry Slade	Assistant Football Coach
Allison Fountain Smith	Residence Life Coordinator, Appalachian Commons
Elaine Smith, BS, MBA	Assistant Vice President of Finance and Business
Leah Smith	Administrative Assistant for Advancement
Spenser Smith, BS	Admissions Counselor
Valerie Stephens, BS, MBA	Online and Distance Learning Director
Tyler Stepp, BS, MBA	Head Cross Country Coach
Nilma Stewart, BA, BS	Graduate and Adult Admissions Representative
Suzanne Strudwick	Head Women's Golf Coach, Senior Women's Administrator
Melissa Summey, BA	Project Coordinator, Global Education Center
Tom Tabor, BS, MS	Senior Student Success Advisor
Aaron Taylor, AS	Network and Systems Support Specialist
Jordan Taylor, BS	Head Swim Coach
Susie Trentham	Director of Advancement Services
David Tuell, BS, MBA	Director of Information Technology
Shannon Tuell, BA, MSSW	Counselor
Josh Turner	Assistant Football Coach
Michael L. Turner, BS, Med	Head Football Coach
Todd Turpin, BS	Associate Director of Marketing
Mike Van Bruggen, BA, MS	Head Athletic Trainer
Gloria Walker, BS, MEd	Acting Vice President for Student Services
Darlene Wambaugh, AS, BA	Associate Director of Financial Aid
Jean Ann Washam, BA, MATS	Director of Appalachian Outreach
Ondes Webster	Director of Physical Plant
Carl White	Assistant Football Coach
Titus Whitlaw, AS	Network and Systems Support Specialist
Clay Wilkerson, BA, MEd	Transfer Coordinator, Admissions
Shane Williams, BS	Assistant Men's Basketball Coach
Mark Workman	Career Services Coordinator
Julie Wright	Administrative Assistant to Provost
Randy Wylie, BS	Head Men's Golf Coach





**FULL-TIME FACULTY  
2020-2021 Academic Year**

- John K. Alpers**, *Assistant Professor of Business*, 2018; B.S., Saint John's University; M.B.A., University of Saint Thomas
- D. Brian Austin**, *Professor of Philosophy*, 1995; B.A., Samford University; M.Div., Ph.D., Southern Baptist Theological Seminary
- Philip E. Bailey**, *Assistant Professor of Business*, 2015; B.A. The Citadel; M.B.A., King University; Further Study: Walden University
- Mary E. Baldridge**, *Professor of Foreign Languages*, 2001, *Chair of Linguistics, Philosophy and World Language*; B.A., Berea College; M.S., M.A., Ph.D., University of Tennessee, Knoxville
- Sheridan C. Barker**, *Professor of Communication*, 1980; B.A., Carson- Newman College; M.S., Ed.D. University of Tennessee, Knoxville
- Tammy Barnes**, *Associate Professor of Education*, 2018; Ed.D., M.Ed., B.S, East Tennessee State University
- Thomas Preston Bass, Jr.**, *Professor of Mathematics, Chair of Math, Physics, and Computer Science*, 1995; B.A., Mercer University; M.A., Ph.D., Vanderbilt University
- Hester D. Beecher**, *Professor of Marketing*, 2004; B.S., M.S., Ph.D., University of Tennessee, Knoxville
- Kyle D. Biery**, *Associate Professor of Theatre, Charles Fuller Endowed Chair of Drama*, 2008; B.A., University of Tennessee, Knoxville; M.F.A., University of North Carolina, Greensboro
- Benjamin J. Billman**, *Assistant Professor of Sport Management*, 2017; Ed.D., United States Sports Academy; M.S., Liberty University; B.S., Taylor University
- Joshua A. Bivens**, *Visiting Instructor of English, Director of Academic Skills Enhancement*, 2017; M.A., Western Carolina University; B.A., Carson-Newman University
- Patricia L. Bivens**, *Associate Professor of Music, Director of Bands*, 2008; B.A., West Virginia Wesleyan College; M.M.E., Texas Christian University
- Kimberly S. Bolton**, *Associate Professor of Graduate Nursing, Director of MSN Program*, 1997; B.S.N., M.S.N., Ph.D., University of Tennessee, Knoxville
- Mark G. Borchert**, *Professor of Communication, Chair of Communication*, 2003; B.A., Carson-Newman College; M.A., Southern Baptist Theological Seminary; M.A., University of Texas at Austin; Ph.D., University of Colorado at Boulder
- Karla R. Bowers**, *Assistant Professor of Chemistry, EPA Coordinator*, 1994; B.S., Appalachian State University; M.S., University of Tennessee, Knoxville
- Patsy K. Williams Boyce**, *Professor of Biology*, 1988; B.A., Berea College; M.S., Ph.D., University of Tennessee, Knoxville
- Robyn Branca**, *Assistant Professor of Psychology*, 2019; B.A., M.A., University of North Carolina at Charlotte; Ph.D., University of Kentucky
- Susan L. Brantley**, *Assistant Professor of Family and Consumer Sciences*, 2020; B.S., M.S., University of Tennessee, Knoxville
- Mark N. Brock**, *Professor of Education (TESL)*, 1996-2001, 2003; B.A., Carson-Newman College; M.Div., Southern Baptist Theological Seminary; M.A., University of Hawaii; Ph.D., Indiana University of Pennsylvania. Further study: University of Kentucky
- Ross Brummett**, *Professor of Religion* 1987; B.A., Ouachita Baptist University; M.Div., Ph.D., Southern Baptist Theological Seminary, Further study: University of Louisville, Baylor University
- Matthew Bryant Cheney**, *Assistant Professor of English, Director of Center for Service Learning and Civic Engagement*, 2019; B.A., Carson-Newman University; M.A., University of Tennessee, Knoxville; Ph.D., University of Kentucky
- Jeremy J. Buckner**, *Provost, Dean of Adult & Graduate Studies, Associate Professor of Music*, 2008; B.M., M.M.Ed., Ph.D., Texas Tech University
- Carolyn G. Carlisle**, *Associate Professor of Counseling, Chair of Counseling*, 2008; B. S., M.S., Texas A & M University; Ph.D., University of Tennessee, Knoxville
- Gregory A. Casalenuovo**, *Professor of Nursing*, 1996; B.S.N., M.S.N., University of North Carolina, Chapel Hill; Ph.D., University of Tennessee, Knoxville
- Cassandra H. Catlett**, *Associate Professor of Accounting*, 2007-17, 2020; B.S., Carson-Newman College, MAcc., University of Tennessee, Knoxville
- Tamara Centis**, *Assistant Professor of Foreign Languages*, 2018; B.A., University of Alicante, Spain; Ph.D., M.A., University of Tennessee

- Beau Christian**, *Assistant Professor of Nursing*, 2019; B.S., M.S.N., California Baptist University
- R. Barry Clark**, *Director of the English Language Institute, Assistant Professor of English as a Second Language*, 2016; A.S., Roane State Community College; B.S., Tennessee Technological University; M.Div., Mid-America Baptist Theological Seminary; M.A.T., Carson-Newman University
- James E. Collins, II**, *Professor of Psychology*, 1990; B.A., University of North Carolina, Chapel Hill; M.S., Ph.D., University of Georgia
- Shannon Carpenter Collins**, *Associate Professor of English, Associate Chair of English*, 2003; B.A., M.A., University of South Alabama; Ph.D., University of Tennessee, Knoxville
- Lisa A. Connor**, *Assistant Professor of Family & Consumer Sciences*, 2017; Ph.D., University of Tennessee, Knoxville; M.S., B.S., Lehigh University
- David E. Crutchley**, *Dean of the School of Religion, Professor of Religion*, 2004; B.L., L.L.B., University of Rhodesia, M.Div., Ph.D., Southwestern Baptist Theological Seminary
- Christine N. Dalton**, *Dean of the School of Natural, Applied, and Health Sciences, Professor of Chemistry, Chair of Chemistry and Health Sciences*, 2003; B.A., Carson-Newman College; Ph.D., University of North Carolina, Chapel Hill
- Steve A. Davidson**, *Associate Professor of Education*, 2017; Ed.D., Trevecca Nazarene University; M.Ed., East Tennessee State University; B.M., Carson-Newman College
- Brenda P. Dean**, *Assistant Professor of Education, Director of Institutional Effectiveness*, 2015; B.S., Tennessee Technological University; M.S., University of Tennessee, Knoxville; Ed.D., East Tennessee State University
- A. Rae Dutro**, *Assistant Professor of Family and Consumer Sciences*, 2015; B.S., M. S., East Tennessee State University; Further Study: Ph.D., Virginia Tech
- April K. Dye**, *Associate Professor of Psychology, Director of Honors Program*, 2008; B.A., University of Tennessee, M.A., Ph.D., Miami University
- Adam Einhardt**, *Assistant Professor of Nursing, Graduate*, 2019; A.A., Oakland Community College; B.S., Wheaton College; M.S.N., Vanderbilt University; D.N.P., University of Alabama at Birmingham
- Samuel B. Emmons**, *Assistant Professor of Physics*, 2018; B.M., University of Wisconsin-Eau Claire; Ph.D., University of Tennessee
- Lisa W. Flanary**, *Associate Professor of Art*, 2006; B.A., Carson-Newman College; M.F.A., East Tennessee State University
- J. L. Ryan Fogg**, *Professor of Music*, 2006; B.M., East Texas Baptist University; M.M., University of Houston; D.M.A., University of Texas at Austin
- Amanda R. Ford**, *Assistant Professor of History*, 2016; B.A., Carson-Newman University; M.A., Queens University, Belfast; Ph.D., University of Arkansas
- Charles A. Fowler**, *President, Professor of Education*, 2019; B.M., Union University; M.C.M., New Orleans Baptist Theological Seminary; Ph.D., Mississippi State University
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- Shara K. Galloway**, *Assistant Professor of Accounting*, 2017; J.D., Lincoln Memorial University; M.Acc., University of Tennessee, Knoxville; B.S., Carson-Newman College
- Donald W. Garner**, *Professor of Religion*, 1980; B.A., University of North Carolina at Chapel Hill; M.Div., Ph.D., Southern Baptist Theological Seminary
- Mark A. Gonzales**, *Assistant Professor of Education*, 2015; B.B.A., Angelo State University; M.Ed., Sul Ross State University; Ed.D., Texas A&M University, Kingsville
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- Blaine Madden Hall, Jr.**, *Associate Professor of Communication, Director of Forensics*, 2005; A.A., Florida College; B.A., Berry College; M.A., University of West Florida
- Jennifer W. Hall**, *Professor of English, Director of the Appalachian Cultural Center*, 2000; B.A., Carson-Newman College; M.A., Western Carolina University; Ph.D., University of Tennessee, Knoxville
- Teresa S. Harper**, *Assistant Professor of Human Services*, 2017; DBH, Arizona State University; M.S.W., Virginia Commonwealth University; B.S., Tusculum College; A.A.S., Virginia Highlands Community College
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- Seong Young Hong**, *Assistant Professor of Computer Science*, 2018; B.E., Woosong University; Ph.D., M.E., Dankook University
- Gregory A. Hoover**, *Associate Professor of Sociology*, 1987; A.B., B.Th., Atlanta Christian College; M.A., Ph.D., University of Georgia
- Mark E. Hussung**, *Professor of Music, Chair of Music*, 1993; B.M., University of Louisville; M.M., University of Wisconsin, Madison; D.M.A., University of Cincinnati – College Conservatory of Music
- Margaret Ann Hypes**, *Professor of Education*, 1977; B.A., Maryville College; M.A., George Washington University; Ed.D., University of Tennessee, Knoxville
- Stephen G. Joiner**, *Assistant Professor of Political Science*, 2019; B.A., Milligan College; M.A., A.B.D., University of Kentucky
- Christine D. Jones**, *Associate Professor of Religion*, 2008; B.A., Ouachita Baptist University; M.Div., George W. Truett Theological Seminary; Ph.D., Baylor University
- Roberta L. Jones**, *Assistant Professor of Nursing*, 2013; B.S.N., University of Michigan-Flint; M.S.N., Carson-Newman University
- Stephen R. Karr**, *Professor of Biology, Director of Health Pre-Professions*, 1987; B.S., Bridgewater State College; M.S., Ph.D., University of Georgia
- Susan W. Karr**, *Assistant Professor of Biology*, 1994; B.S., M.S., University of Georgia
- Caroline D. Keenan**, *Assistant Professor of Chemistry*, 2014; B.S., Lincoln University; M.S., University of Michigan; Ph.D., University of Florida
- Tori H. Knight**, *Professor of Economics, Chair of Business*, 2000; B.S., University of Tennessee, Knoxville; M.E., Ph.D., North Carolina State University
- Jeff A. Knox**, *Assistant Professor of Physical Education*, 2015; B.S., M.Ed., Carson-Newman University; Ph.D., University of Tennessee, Knoxville
- Bruce G. Kocour**, *Dean of Library Services, Professor of Library Science*, 1991; B.S., M.L.S., University of Alabama, Tuscaloosa
- Agir Kurmanj**, *Associate Professor of Economics*, 2019; B.S., Middle East Technical University; M.Econ., Ph.D., North Carolina State University
- Albert L. Lang**, *Professor of Library Science, Special Collections Librarian and Archivist*, 1996; B.A., M.A., Wheaton College; M.L.S., University of Kentucky
- Lucinda A. Lang**, *Associate Professor of Education, Chair of Education & Director of CAEP Accreditation*, 2014; B.A., Wheaton College; M.Ed., National-Louis University; Ph.D., University of Tennessee, Knoxville
- Sandra Kay Long**, *Associate Professor of Education*, 2006; B.S., University of Florida; M.Ed., Ph.D., University of Houston
- Nancy Jean Love**, *Associate Professor of Physical Education & Exercise Science*; B.S., Carson-Newman College; M.Ed., Vanderbilt University; Ed.D., University of Tennessee, Knoxville
- Sharon K. McAnear**, *Associate Professor of Nursing*, 2000; B.S., Texas Woman's University; M.S., University of Oklahoma; Further study: Post Masters Certificate - Family Nurse Practitioner, University of Nebraska
- Doreen H. McCammon**, *Assistant Professor of Business*, 2015; B.S., East Tennessee State University; M.A., Tusculum College

- John D. McClellan**, *Associate Professor of Philosophy*, 2011; B.A., University of North Carolina at Greensboro; Ph.D., University of Tennessee, Knoxville
- Wesley McMasters**, *Assistant Professor of English*, 2018; B.A., Penn State University; M.A., University of Maine; Ph.D., Indiana University of Pennsylvania
- Donald Clark Measels**, *Professor of Music*, 1983; B.A., M.M., William Carey College; M.C.M., D.M.A., Southern Baptist Theological Seminary
- Damjana Mraovic-O'Hare**, *Assistant Professor of English and Director of the Writing Center*, 2017; Ph.D., The Pennsylvania State University; M.A., The University of Tennessee, Knoxville; M.A., B.A., University of Belgrade, Serbia
- Shawn M. O'Hare**, *Dean of the School of Arts, Humanities, and Social Sciences Professor of English*, 1996; B.A., M.A., University of South Alabama; Ph.D., Florida State University
- Julia Jones Price**, *Associate Professor of Education*, 2011; B. S., Carson-Newman College; M.A., Ed.D., East Tennessee State University.
- Julie L. Rabun**, *Professor of Art, Chair of Art*, 2002; B. A. Architecture, B.F.A., Rhode Island School of Design; M.F.A., Virginia Commonwealth University
- Jana Redmond**, *Assistant Professor of Library Science* 2019; B.A., Lincoln Memorial University; M.A., Clemson University; M.S., University of Tennessee
- Pamela B. Rogers**, *Associate Professor of Nursing*, 2006; B.S.N., M.S.N., University of Tennessee, Knoxville; Further study: University of Pennsylvania
- Amber N. Roth**, *Associate Professor of Family and Consumer Sciences*, 2014; B.S., Ph.D., Virginia Polytechnic Institute and State University
- Rodney E. Russell**, *Assistant Professor of Education and Director of Field Experiences*, 2017; Ed.D., Trevecca Nazarene University; Ed.S., Lincoln Memorial University; M.S., The University of Tennessee, Knoxville; B.S., East Tennessee State University
- Richard J. Scruggs**, *Associate Professor of Music*, 2004; B.M.E., M.M., University of Southern Mississippi; M.M., D.M., Florida State University
- Jessica Short-Long**, *Assistant Professor of Physics*, 2018; B.A. Transylvania University; Ph.D., M.A., University of Kentucky
- Andrew C. Smith**, *Associate Professor of Religion, Director, Center for Baptist Studies*, 2011, B.A., Carson-Newman College; M.Div., Mercer University; M.A., Ph.D., Vanderbilt University
- Michael J. Sobiech**, *Associate Professor of English*, 2014; B.S., Indiana University, Bloomington; M.A., Western Kentucky University; Ph.D., University of Louisville
- Brian K. Sohn**, *Assistant Professor of Education*, 2017; Ph.D., The University of Tennessee, Knoxville; M.A.T., Morehead State University; B.A., The Colorado College
- Noah P. Soltau**, *Associate Professor of German and Linguistics, Director of Student research, Creativity, and Performance Day, Director of Liberal Arts*, 2015; B.A., University of Georgia; M.A., Ph.D., University of Tennessee, Knoxville
- Lana S. Spence**, *Assistant Professor of Nursing, , Director of RN-BSN*, 2017; D.N.P., Frontier Nursing University; M.S.N., The University of Tennessee, Knoxville; B.S.N., Carson-Newman University
- Greg S. Stanley**, *Assistant Professor of Exercise Science*, 2015; B.A., Maryville College; M.S., University of Tennessee, Knoxville; Ph.D., A.T. Still University
- Brett Alden Starnes**, *Professor of Mathematics*, 2001; B.A., Carson-Newman College; M.S. Virginia Polytechnic Institute and State University; M.S., University of Kentucky; Ph.D., Virginia Polytechnic Institute and State University
- Ryan Stokes**, *Associate Professor of Religion*, 2019; B.A., Western Kentucky University; M.A., Gordon-Conwell Theological Seminary; M.A., M.Phil., Ph.D., Yale University
- Kara E. Stooksbury**, *Professor of Political Science, Chair of History, Political Science, and Sociology*; 2006; B.S., Carson-Newman College; M.A., Ph.D., University of Tennessee, Knoxville
- W. Henry Suters**, *Professor of Mathematics*, 1994; B.A., Berea College; M.S., University of Tennessee, Knoxville, M.A., Ph.D., Duke University
- Anna Lora Taylor**, *Assistant Professor of Counseling*, 2020; B.S., East Tennessee State University; M.S. Austin Peay State University; Ph.D., University of Tennessee, Knoxville
- James W. Taylor**, *Associate Professor of Music*, 2016; B.M., M.M., University of Tennessee, Knoxville; D.M.A., University of South Carolina
- P. Mark Taylor**, *Professor of Education*, 2010, B. A., Westminster College; MST, Ph.D., University of Missouri

- Richard Thompson**, *Associate Professor of Chemistry*, 2016; B.S., Indiana University of Pennsylvania; Ph.D., Syracuse University
- Lori A. Thornton**, *Associate Professor of Library Science*, 1999; B.A., Mid-South Christian College; M.R.E., Cincinnati Bible Seminary; M.S.L.S., University of Kentucky
- Eric Alan Thorson**, *Professor of Music*, 1981; A.A., Iowa Central Community College; B.A., Buena Vista College; M.M., Ed.D., Arizona State University
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- David T. Underwood**, *Professor of Art*, 1992; B.A., Carson-Newman College; M.F.A., Florida State University
- Susan O. Underwood**, *Professor of English*, 1992; B.A., Carson-Newman College; M.F.A., University of North Carolina, Greensboro; Ph.D., Florida State University
- K. Elizabeth Vanlandingham**, *Professor of History, James F. Ellis Professor of History*, 1994; B.A., M.A., Emory University; Ph.D., University of Tennessee, Knoxville
- Laura R. Wadlington**, *Professor of Psychology, Chair of Psychology*, 1989; B.A., Meredith College; M.S., University of Georgia; Ph.D., University of Tennessee, Knoxville
- Earnest Walker**, *Assistant Professor of Education, Director of Graduate Studies in Educational Leadership*, 2007, B.S., Carson-Newman College; M.A., Ed.D. East Tennessee State University
- Courtney Y. Watson**, *Assistant Professor of Nursing*, 2018; B.S.N., Gardner-Webb University; D.N.P., M.S.N., Vanderbilt University
- Stephanie N. Welsh**, *Assistant Professor of Psychology*, 2017; Ph.D., M.A., Florida Atlantic University; M.A., Northern Illinois University; B.S., Olivet Nazarene University
- Nathan B. West**, *Assistant Professor of Counseling*, 2019; M.S., B.A., Freed-Hardeman University; Ph.D., University of Tennessee
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- Stephen Edward Wright**, *Professor of Biology*, 1991; B.S., University of Charleston; M.S., West Virginia University; Ph.D., Bowman Gray School of Medicine of Wake Forest University
- Bonnie Young**, *Associate Professor of Nursing*, 2019; B.S.N., Indiana University East; M.S.N., Ball State University; D.N.P., Wilkes University
- Joshua T. Zink**, *Assistant Professor of Music*, 2017; D.M.A., University of Nebraska, Lincoln; M.M., University of Illinois; B.M., Bowling Green University

## Adjunct Faculty

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- Emily Andrews**, *Religion*, B.M., Samford University; M.M., M.Div., Baylor University; Ph.D., Fuller Theological Seminary
- Sandra Austin**, *Education*, B.S., Samford University; M.Ed., University of Louisville; Ed.S., University of Tennessee, Knoxville
- Susan Bell**, *English Language Institute*, B.S., Carson-Newman University; MAT-ESL, Carson-Newman University
- James Beck**, *World Languages*, B.A., M.A., University of Tennessee, Knoxville
- Kelli Blanton**, *Military Science*, B.S., Carson-Newman University
- Randall Blevins**, *Business*, B.S., Virginia Intermont College; M.B.A., Averett University; D.B.A., Argosy University
- Ronda Blevins**, *Education*, B.A., University of Tennessee, Knoxville; M.S., University of Cincinnati; Ed.S., Ed.D., Carson-Newman University
- Byron Booker**, *Education*, B.A., University of Tennessee, Knoxville; M.A.T., Carson-Newman University
- Karen Borchert**, *Religion*, B.A., Houghton College; M.A., University of Northern Colorado; M.Div., D.Min., Southern Baptist Theological Seminary
- Jerry Boulter**, *Education*, B.S., East Tennessee State University; M.S., University of Tennessee, Knoxville; Ed.S., Lincoln Memorial University
- Amy Brackins**, *Nursing*, B.S., University of Tennessee, Knoxville; M.S.N., Carson-Newman College
- Cheryl Brendel**, *Music*, B.M., Evangel University; M.M., Temple University; D.M.A., University of Georgia
- John Brock**, *Music*, B.M., University of Alabama; M.M., University of Alabama
- Andrew Bryenton**, *Music*, B.A., University of Hartford, Hartt College of Music; M.M., University of Massachusetts, Amherst
- Harold Bryson**, *Religion*, B.A., Mississippi College; Th.D., Th.M., B.D., New Orleans Baptist Theological Seminary
- Michael Bundy**, *Counseling*, B.S., Milligan College; M.S., Ph.D., University of Tennessee, Knoxville
- Gregory Byrd**, *History*, B.A., Carson-Newman University; M.A.T., M.A., East Tennessee State University
- Matthew Cahoon**, *Education*, B.S., High Point University; M.S., Western Kentucky University
- Brwyan Campbell**, *Physical Education and Exercise Science*, B.S., Carson-Newman University; M.A., Southeastern Louisiana University
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- Vicki Carter**, *Nursing*, M.S.N., B.S.N., University of Tennessee, Knoxville
- Rebecca Cate**, *Physical Education and Exercise Science*, B.S., Carson-Newman College; M.A., Southeastern Louisiana University
- Leannnda Cavalier**, *Communications*, B.A., Marshall University; M.A., Marshall University
- Tommy Clapp**, *Physical Education*, B.A., Berea College; M.S.C., Carson-Newman University
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- Mary Coleman**, *Nursing*, B.S.N., Carson-Newman University; M.S.N., Duke University
- Janet Coley**, *Education*, B.S., Auburn University; M.S. Auburn University
- Kathryn Conrad**, *Family & Consumer Sciences*, B.S., College of Charleston; M.S., Ph.D., University of Tennessee, Knoxville

- Thomas Michael Craig-Grubbs**, *Business*, B.A., Washington and Lee University; JD, University of Tennessee College of Law
- David Crowe**, *English Language Institute*, B.A., Johnson Bible College; M.A.T., Carson-Newman College
- Ray Dalton**, *Sociology*, B.A., Carson-Newman College; M.Div., Th.M., Southern Baptist Theological Seminary; Ph.D., University of Tennessee, Knoxville
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- Dominique Davis**, *Education*, B.A., M.S., University of Tennessee, Knoxville; M.Ed., Ed.S., Lincoln Memorial University
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- Julie Jenee Einhardt**, *Nursing*, B.S., Lipscomb University; M.S.N., Vanderbilt University
- Betty Jo Ellington**, *Nursing*, B.S.N., University of Tennessee, Chattanooga; M.S.N., Vanderbilt University; D.N.P., University of Tennessee, Memphis
- Andrea Elliot**, *Nursing*, B.S.N., Carson-Newman University
- Jessica Evans**, *Biology*, B.S., Lees McRae College; M.S., Eastern Illinois University
- James Fox**, *Education*, B.S., University of Tennessee Knoxville; M.S., University of Tennessee, Knoxville; Ph.D., University of Tennessee, Knoxville
- James Frederick**, *Physical Education*, B.S., M.Ed., East Stroudsburg State College
- Susan Garber**, *Education*, B.S., University of Mary Washington; M.S., Western Governors University
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- Susan Gordon**, *Nursing*, B.S.N., Carson-Newman University
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- Stacey Guthrie**, *Counseling*, B.A., Carson-Newman College; M.Ed., Carson-Newman College; Ed.S., East Tennessee State University; Ed.D., Argosy University
- Timothy Guthrie**, *Liberal Arts*, B.A., M.B.A., Carson-Newman University
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- Michael Hayes**, *Counseling*, B.S., Tennessee Tech University; M.S., University of Tennessee, Knoxville; Ed.D., Argosy University Sarasota
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- Frankie Helton**, *Academic Skills Enhancement*, B.S., M.S., East Tennessee State University
- Clyde Herring**, *Business*, M.P.A., B.P.A., Mississippi State University; Ph.D. University of Alabama



- Rebecca Hill**, *Counseling*, Graduate Certificate, Richmond University; B.S., Carson-Newman University
- Terron Hillsman**, *Business*, B.S., Tennessee State University; M.A., Tusculum College; Ph.D., University of Tennessee, Knoxville
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- Mary Hodges**, *English*, B.A., Washington University; M.S., University of Tennessee, Knoxville
- Samuel Hollingshead**, *Education*, B.A., M.Ed., Carson – Newman University; D.Ed., East Tennessee State University
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- Ellen Millsaps**, *English*, B.A., Mississippi College; M.A., University of Tennessee, Knoxville; Ph.D., University of Tennessee, Knoxville
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- John Murray**, *Education*, B.A., University of Virginia; M.Ed., University of Virginia; M.A., Columbia University; Ph.D., Auburn University
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- Anya Piotrowski**, *History*, B.A., University of Tampa; M.A., University of Wisconsin
- Scott Porter**, *Education*, B.A., Maryville College; M.S., University of Tennessee, Knoxville; Ed.S., Lincoln Memorial University; Ed.D., Lincoln Memorial University
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- Richard Scott**, *Business*, B.S., University of Illinois; M.B.A., Carson-Newman University
- Tara Scruggs**, *Music*, M.M., B.A., Western Illinois University; D.M., Florida State University
- Claudia Seal**, *Education*, B.A., Carson-Newman College; M.Ed., Lincoln Memorial University
- Jacob See**, *Music*, B.M., Carson-Newman College; M.M., University of Tennessee
- Betzaida Shands**, *Business*, B.L., National University of Honduras; B.A., M.B.A., Carson-Newman University
- Adrienne Sharp**, *Family and Consumer Sciences*, B.S., M.Ed., Carson-Newman University
- Shannon Shelley**, *Nursing*, B.S.N., Carson-Newman College; M.S., State University of New York at Stony Brook
- Candice Short**, *Nursing*, A.A.S., Southwest Virginia Community College; B.S.N., King University; D.N.P., East Tennessee State University
- Tracy Smith**, *Nursing*, B.S.N., Messiah College
- Valerie Stephens**, *Business*, B.S., Empire State College; M.B.A., Alfred University
- Barbara Sterrenberg**, *Nursing*, L.P.N., Vance-Granville Community College; A.D.N., Pitt Community College; M.S.N., Walden University; D.N.P., Grand Canyon University
- Nilma Stewart**, *Liberal Arts*, B.A., B.S., The Kings College; M.Ed., Carson-Newman University
- Dwight Stokes**, *Political Science*, B.A., Carson-Newman College; J.D., University of Tennessee, Knoxville
- Stephanie Trevor**, *Art*, B.A., Carson-Newman College; M.F.A., The University of Chicago
- Debra Touhey**, *Business*, B.B.A., Florida International; M.S.A., University of Phoenix; M.A., Liberty University; D.B.A., Northcentral University
- Tanya Turner**, *Physical Education and Exercise Science*, B.A., M.Ed., Carson-Newman University
- Mary Van Huss**, *Education*, B.A., M.B.A., King University
- Kevin Van Pelt**, *Physical Education and Exercise Science*, B.S., Mount Vernon Nazarene University; M.Ed., Mount Vernon Nazarene University; Ed.S., Carson-Newman University
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- Kathleen Villars**, *Business*, B.B.A., University of Wisconsin, Oshkosh; M.B.A., Marquette University
- Linda Vittetoe**, *Physical Education*, B.S., University of Tennessee, Knoxville
- Gloria Walker**, *Physical Education*, B.S., University of Memphis; M.Ed., Carson-Newman University
- Patricia Webb**, *Foreign Language*, B.A., University of Memphis; M.Ed., Carson-Newman University; Ed.S., Lincoln Memorial University
- Matthew Weyer**, *Music*, B.M., University of Tennessee, Knoxville; M.M., University of Georgia
- Samuel Clay Wilkerson**, *Religion*, B.A., Carson-Newman University; M.A., Tusculum College; M.A., Lee University
- Kathy Wilkinson**, *Nursing*, B.S.N., M.S.N., Radford University
- Jerry Wood**, *Business*, B.B.A., Marshall University; M.B.A., King College; D.B.A., Argosy University
- Jeanette Woods**, *Education*, B.S., Carson-Newman College; M.S., University of Tennessee, Knoxville
- Lee Workman**, *Academic Skills Enhancement*, B.S., University of Tennessee, Knoxville
- Mark Workman**, *Interdisciplinary Studies*, B.S., M.S., University of Tennessee, Knoxville
- Billie Yardley**, *Education*, B.S., University of Tennessee, Knoxville; M.S., University of Tennessee, Knoxville

### RECIPIENTS OF THE DISTINGUISHED FACULTY AWARD

Richard C. Pettigrew .....	1968
Robert M. Burts .....	1969
Sherman B. Vanaman .....	1970
William L. Blevins .....	1971
Ben F. Philbeck .....	1972
Joe A. Chapman .....	1973
Walter B. Shurden .....	1974
Howard Chitwood .....	1975
R. R. Turner .....	1976
Ben L. Sloan .....	1977
Martha B. Wilson .....	1978
Jeff Daniel Marion .....	1979
Paul D. Brewer .....	1980
Charles H. Jones .....	1981
Verner T. Hansen .....	1982
Louis O. Ball .....	1983
Carolyn D. Blevins .....	1984
Carey R. Herring .....	1985
Joe W. Sloan .....	1986
Donald W. Garner .....	1987
Truett C. Patterson .....	1988
M. B. Fletcher .....	1989
Frank H. Pinkerton .....	1990
James L. Baumgardner .....	1991
Don H. Olive .....	1992
Gerald C. Wood .....	1993
John Lee Welton .....	1994
Kitty R. Coffey .....	1995
Robert M. Shurden .....	1996
Ellen M. Millsaps .....	1997
Edward T. Freels, Jr. ....	1998
Charles G. Moffat .....	1999
Patsy W. Boyce .....	2000
James A. Coppock .....	2001
Sharon T. Teets .....	2002
Eric A. Thorson .....	2003
Mark A. Heinrich .....	2004
Thomas B. Milligan, Jr. ....	2005
Phyllis N. Driver .....	2006
Ernest D. Lee .....	2007
D. Ann Jones .....	2008
Stephen R. Karr .....	2009
G. Laurence Osborne .....	2010
Ross Brummett .....	2011
D. Brian Austin .....	2012
K. Elizabeth Vanlandingham .....	2013
Margaret A. (Peggy) Hypes .....	2014
W. Robert Trentham .....	2015

David E. Crutchley.....	2016
Jennifer W. Hall.....	2017
Heather M. Whaley.....	2018
Bruce Kocour.....	2019
D. Clark Measels.....	2020

### **EMERITI**

The second date in parentheses indicates the year of retirement from the university.

**Victoria B. Barker**, Professor Emerita of English (1984-2018)  
**Carolyn Blevins**, Associate Professor Emerita of Religion (1977-2006)  
**William L. Blevins**, Professor Emeritus of Counseling (1966-2011)  
**Imogene B. Brewer**, Associate Professor Emerita of Library Services, Catalog Librarian (1965-1993)  
**Bernard Bull**, Professor Emeritus of Education (1972-2007)  
**Michael L. Bundy**, Professor Emeritus of Counseling (2008-2018)  
**John W. Burton**, Professor Emeritus of Physics (1964-2002)  
**Catherine Norris Bush**, Associate Professor Emerita of Family and Consumer Sciences (1989-2015)  
**Diana D. Carroll**, Professor Emerita of Family and Consumer Sciences (1977-2014)  
**Maria B. Clark**, Professor Emerita of Spanish (1991-2018)  
**R. Earl Cleveland**, Professor Emeritus of Art (1964-1994)  
**Kitty Coffey**, Professor Emerita of Family and Consumer Sciences (1977-2019)  
**Jim Coppock**, Associate Professor Emeritus of Management (1961-1964 and 1969-2006)  
**W. Glenn Cragwall**, Professor Emeritus of Communication (1988-2002, 2006-2018)  
**Jim Coppock**, Associate Professor Emeritus of Management (1961-1964 and 1969-2006)  
**Ray Dalton**, Professor Emeritus of Sociology (1990-2019)  
**Phyllis Driver**, Associate Professor Emerita of Accounting (1978-2007)  
**Lynda M. Dunn**, Associate Professor Emerita of Music (1994-2008)  
**M. B. Fletcher**, Professor Emeritus of Psychology (1971-1994)  
**Edward T. Freels, Jr.**, Professor Emeritus of Geography and Geology (1961-2000)  
**Carey R. Herring**, Professor Emeritus of Mathematics (1967-2011)  
**William C. Houston**, Associate Professor Emeritus of Art (1987-2014)  
**Dorothy Ann Jones**, Professor Emerita of Music (1967-2017)  
**Ernest D. Lee, Jr.**, Professor Emeritus of English (1988-2013)  
**Jeff Daniel Marion**, Associate Professor Emeritus of English (1966-1968, 1969-2002)  
**Alice H. McCurry**, Associate Professor Emerita of Nursing (1987-2014)  
**Linda B. McGoldrick**, Assistant Professor Emerita of Family and Consumer Sciences (1991-2012)  
**Mary Meighan**, Assistant Professor Emerita of Nursing (1996-2004)  
**Ronald G. Midkiff**, Professor Emeritus of International Education (1977-2000)  
**Karen L. Milligan**, Professor Emerita of Education (1996-2017)  
**Thomas B. Milligan, Jr.**, Professor Emeritus of Music (1978-2017)  
**Ellen M. Millsaps**, Professor Emerita of English (1979-2011)  
**Charles Moffat**, Professor Emeritus of History (1969-2010)  
**Kenneth C. Morton**, Professor Emeritus of Chemistry (1985-2014)  
**Thomas N. O'Neal**, Professor Emeritus of Physics (1967-2004)  
**Guy Laurence Osborne**, Professor Emeritus of Psychology (1979-2014)

**Truett C. Patterson**, Professor Emeritus of Chemistry (1964-2002)  
**James L. Pethel**, Associate Professor Emeritus of Music (1962-1999)  
**Frank H. Pinkerton**, Professor Emeritus of Chemistry (1978-2011)  
**Tippie A. Pollard**, Professor Emerita of Nursing (1983-2003)  
**Paul W. Roden**, Registrar Emeritus and Director Emeritus of Records (1965-1991)  
**Dorothy Scott Seymour**, Professor Emerita of Nursing (1986-1994)  
**Robert M. Shurden**, Professor Emeritus of Religion (1979-2000)  
**Evelyn S. Simpson**, Professor Emerita of Home Economics (1965-1980)  
**Joe Bill Sloan**, Professor Emeritus of Political Science (1969-2010)  
**Louise D. Snodderly**, Assistant Professor Emerita of Library Services (1967-1990)  
**W. Sue Swilley**, Professor Emerita of Music (1965-2004)  
**Millicent M. Taylor**, Professor Emerita of Business (1995-2011)  
**Thomas S. Teague**, Professor Emeritus of Music (1962-2003)  
**Sharon T. Teets**, Professor Emerita of Education (1980-2017)  
**John Lee Welton**, Professor Emeritus of Communication Arts (1960-1997)  
**Martha B. Wilson**, Associate Professor Emerita of Health, Physical Education, and Recreation (1965-1991)  
**Gerald C. Wood**, Professor Emeritus of English (1971-2011)  
**David N. Young**, Professor Emeritus of History (1962-1996)

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## Adult and Graduate Program and Standards Committee

The Adult and Graduate Programs and Standards Committee shall review all aspects of the university's adult (undergraduate and graduate) academic programs, shall approve those curricular and policy changes within the scope of its authority, and shall make recommendations to the faculty for curricular and policy changes requiring a faculty vote. The full faculty will vote on new adult undergraduate majors and new adult (undergraduate and graduate) degree programs. All other curricular changes require only the vote of the Adult and Graduate Programs and Standards Committee.

Responsibilities: including, but not limited to, review of requirements and curricula for adult undergraduate majors as well as general education requirements and curricula for adult undergraduate programs as well as review of requirements and curricula for graduate programs and review of policies procedures and regulations regarding the establishment and maintenance of academic standards, including admission requirements. The committee shall communicate to faculty and administration the university's compliance with established academic standards.

The Dean of Adult and Graduate Studies, the Dean of Library Services, the Director for Online and Distance Learning, and the Registrar are permanent members of this committee. Remaining committee membership is comprised of program directors or appropriate faculty representatives from departments with adult undergraduate and graduate academic programs.

Standing IRB Sub-committee: The Adult and Graduate Studies Committee will house the Institutional Review Board (IRB) for Carson-Newman University as a standing sub-committee made up of members from the AGS Committee who serve as graduate faculty members. The IRB sub-committee will approve all institutional research activity involving research activities covered by HHS and FDA Protection of Human Subject Regulations. It ensures all research with human subjects complies with the principles of the Belmont Report (1979), which specifies respect for persons, beneficence, and justice.

## Teacher Education Council

The Council shall serve as an advisory group to provide leadership in developing and evaluating curricula, programs, and policies for the education unit. It is composed of one faculty member from each licensure program, one faculty member from each school that does not have a licensure program, one student currently in the teacher education program, one student currently enrolled in a graduate studies in education licensure program, two K-12 practitioners, and eight permanent members.

The permanent members represent the following positions: Chair of the school of education (Chair of the Council), Provost, Chair of the teacher education department, chair of the graduate studies in education department, teacher education admissions and services advisor, graduate studies in education admissions and services advisor, director of field experiences, and representative from the Office of the Registrar.



## Definitions of Academic Terms

Academic Calendar	The system in which the school year operates which includes a fall and a spring semester and several accelerated summer terms. Traditional undergraduate programs are based on two 16-week semesters.
Academic Year	The traditional undergraduate program is 32 weeks and completion of a minimum of 24 semester credit hours for a full-time student.
Add/Drop	The procedure through which students make a change in their schedule of classes by adding or dropping a course.
Advanced Placement	Credit for coursework based on required scores on the Advanced Placement Examination offered by the CEEB. College departments determine acceptable scores for awarding credit.
Advisor	A faculty member who meets with students to discuss curriculum choices and reviews progress toward attaining academic goals.
Attempted Hours	Course credits for which a student has been enrolled and received a grade.
Audit	Enrolling in a course without receiving credit.
Baccalaureate	A term relating to a bachelor's degree.
C-N Connect	A web-based module in which a student can access academic and financial records through a secured password.
Class Schedule	A listing of courses for a particular term in which a student is enrolled.
Class Standing	The numeric position of a student in a defined population (same as class rank).
Classification	A measure of progress toward degree completion based on total number of credit hours earned.
CLEP	Test Subject area examination administered by the College Entrance Examination Board.
Course Load	The total number of credit hours taken during a term. Students must complete an average of 16 hours per term to progress toward degree completion in 8 semesters.
Course Number	A number that identifies a specific course.
Course Title	The descriptive name of a course.

Credit outcomes.	The number of credits assigned to course based on educational outcomes.
Credit by Exam	A procedure by which a student may receive credit by successfully demonstrating proficiency in a subject by passing a comprehensive exam covering course content.
Credit Hour	A credit is a unit of coursework represented by attainment of educational goals measured by learning outcomes.
Cumulative Hours	A sum of all credits earned, including transfer credits and all work taken at Carson-Newman.
Curriculum	The set of courses offered in a degree program. The plural form is curricula.
Degree Credit Hour	Any semester hour of credit that counts toward an institutional degree.
Degree Plan	A document outlining completion of credits earned and intention of completing remaining requirements for graduation to be submitted to the registrar for review and approval during the semester in which a student earns 90 hours.
Department curriculum area.	An organizational unit which offers instruction in a particular curriculum area.
Dismissal, Academic	A status in which the student is ineligible for further enrollment at Carson-Newman College.
Drop/Add	The procedure through which students make a change in their schedule of classes by dropping or adding a course.
Early Registration term.	The process of enrolling in classes before the beginning of the next term.
Elective	A course selected by the student which may or may not meet degree requirements.
Enrollment Confirmation	The process by which a student confirms their intention to enroll for the semester by paying their tuition and fees and signing a promissory note with the student accounts office.
Fee	A charge for special items or services not included in tuition.
Full Time Student	One enrolled for 12 or more undergraduate hours. 6 or 9 (depending on program) graduate hours

Good Standing	A status indicating that the student meets academic progression standards and is eligible to continue enrollment or to transfer elsewhere.
Grade Point Average	A measure of the student's academic performance. Computed by dividing the sum of grade points by the total attempted hours less hours which have grades of P, S. The Carson-Newman GPA includes only credit attempted at Carson-Newman. The cumulative GPA is determined by transferable coursework attempted at all institutions, including Carson-Newman.
Grade Points	Numerical values assigned to grades, A=4, B=3, C=2, D=1, F=0.
Honors Course Program.	A course that limits enrollment to students participating in the Honors Program.
Incomplete Grade	A grade of "I" assigned by instructor due to unavoidable delay, usually illness. Counts as F in GPA computation until satisfactorily removed.
Independent Study	A course or program of study with topics chosen by the instructor and approved by the department chair and provost.
International Baccalaureate	Curriculum of six subject groups with examinations administered by the International Baccalaureate Organization which may carry transferable credit to Carson-Newman.
Legitimate Educational Interest	The need for information by a faculty member of school official to perform an administrative duty or task in order to fulfill their responsibility for the college. Disclosure of such information is limited to that which is necessary for the faculty member or school official to fulfill those responsibilities.
Liberal Arts Core	A common curriculum that provides students with a broad base of knowledge, Christian values, and skills that form the basis for developing important personal, intellectual, civic, cultural, and practical capacities.
Major	A chosen field of study.
Minor	A secondary field of study requiring less hours than a major.
Part Time Student	One carrying less than 12 undergraduate hours or 9 graduate hours (depending on program) during a semester.
Prerequisite	A condition, status, requirement or course that must be satisfied before a course can be taken.

Plagiarism	Using the intellectual property of someone else without citing proper credit or by misrepresentation of the work as original. Plagiarism is classified as academic dishonesty and is punishable as such.
Probation (Academic)	An academic status resulting from unsatisfactory academic performance when a student's GPA is less than the minimum standard academic progression requirement for good standing.
Probation (Disciplinary) performance.	A status resulting from unsatisfactory conduct apart from academic performance.
Proficiency Exam	See credit by exam.
Program bachelor's degree.	An interdisciplinary set of prescribed courses required to earn a bachelor's degree.
Registration	The procedure by which students enroll.
Schedule of Classes	Information containing course and section offerings for a give term. If is found on C-N Connect and the Registrar's web page.
School Year	See calendar.
Section same subject matter.	A division of a course between one or more instructors but with the same subject matter.
Semester Hour	See Credit Hour.
Standing (Academic)	A student's status based on academic performance, i.e., good standing, academic probation, suspension or dismissal.
Suspension	A status in which the student is not allowed to continue enrollment at Carson-Newman for a specific period of time.
Term than a semester.	A calendar unit, applicable to summer sessions, of shorter duration than a semester.
Transcript	A copy of the student's permanent academic record. The record becomes official when the seal of the college is affixed and signed by the Registrar.
Tuition purposes.	The amount of money charged each semester or term for instructional purposes.
Withdrawal	The termination of a student's attendance in a class or all classes before the end of a semester. A student may voluntarily withdraw, or an administrative withdrawal will be processed when the student discontinues class attendance before the end of the term.

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## Campus Telephone Numbers

What	Who	Phone
Academic Records	Registrar's Office	471-3240
AGS Admissions	Robin McKinney	471-2058
Alumni Affairs	Hope Adkins	471-3222
Auto Registration	Safety and Security	471-3559
Books/Supplies	Bookstore	471-3346
Bills/Fees	Student Accounts	471-3209
Career Services	Student Success	471-3567
Campus Computer Labs	I.T. Helpdesk	471-3506
Campus Minister	Chad Morris	471-3537
Counseling, Personal	Jennifer Catlett	471-3531
Financial Aid		471-3247
Grades/Records	Registrar's Office	471-3240
Graduate Assistantships	Human Resources	471-3232
Graduation Cap/Gown	Registrar's Office	471-3240
Health Services	Kim Sexton	471-3531
Housing	Residence Life	471-2009
I.D. Cards	Safety and Security	471-3559
Information	Switchboard	471-2000
Library		471-3335
Lost and Found Items	Safety and Security	471-3559
Media Services	Donnie Newman	471-3341
Parking/Tickets	Safety and Security	471-3559
Police	Jefferson City	475-2002
Post Office	Postal Clerk	471-3348
Refunds	Student Accounts	471-3210
Safety and Security	Safety and Security	471-3559
Scholarships	Financial Aid	471-3247
Security Cell No.		548-9067
Student Services		471-3235
Student Rules/Regulations		471-3235
Students with Disabilities	David Humphrey	471-3268
Transcripts	Registrar's Office	471-3240
Veterans Services	Kelli Blanton	471-4089
Withdraw from College	Financial Aid	471-3247