

Carson-Newman University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation status of Carson-Newman University.

In addition to regional accreditation SACSCOC, Carson-Newman University is accredited by and/or holds membership in following educational associations and agencies:

- **Academy of Nutrition and Dietetics Accreditation Council for Education in Nutrition and Dietetics**
- **American Association of Colleges of Nursing**
- **American Association of Collegiate Registrars and Admissions Officers**
- **American Association of Family and Consumer Sciences Assembly of Higher Education**
- **American Association of Family and Consumer Sciences Council for Accreditation**
- **American Association of Colleges for Teacher Education**
- **Appalachian College Association**
- **Association for Student Conduct Administration**
- **Association of College and University Housing Officers**
- **Association of Christian Librarians**
- **Association of Independent Liberal Arts Colleges for Teacher Education**
- **Association of Title IX Administrators**
- **Christian Community Development Association**
- **Commission on Collegiate Nursing Education**
- **Consortium for Global Education**
- **Council for Accreditation of Counseling and Related Educational Programs**
- **Council for the Accreditation of Educator Preparation**
- **Council for the Advancement and Support of Higher Education**
- **Council of Independent Colleges**
- **Global Community for Academic Advising**
- **International Association of Baptist Colleges and Universities**
- **National Association of Advisors for the Health Professions**
- **National Association of College and University Business Officers**
- **National Association of Schools of Art and Design**
- **National Association of Schools of Music**
- **National Association of Colleges and Employers**
- **National Association of Student Financial Aid Administrators**
- **National Association of Student Personnel Administrators**
- **National Collegiate Athletic Association**
- **National Collegiate Honors Council**
- **National Council for State Authorization Reciprocity Agreements**
- **Southern Association of Collegiate Registrars and Admissions Officers**
- **Tennessee Association of Collegiate Registrars and Admissions Officers**
- **Tennessee Association of Colleges for Teacher Education**
- **Tennessee Association of Independent Liberal Arts Colleges for Teachers Education**
- **Tennessee Conference of Graduate Schools**
- **Tennessee Independent Colleges and Universities Association**
- **Tennessee Service-Learning Consortium**

CARSON-NEWMAN UNIVERSITY

Graduate and Professional Studies Catalog
2021-2022

Jefferson City, Tennessee 37760
Admissions Information call 1-800-678-9061
General Information call 865-471-2058
Home Page <https://www.cn.edu/graduate-and-professional-studies>

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 all other aspects of its educational programs and cocurricular activities 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, 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 and Dean of Students, 2130 Branner Avenue, Maddox Student Activities Center, Office # 2009-C; telephone 865-471-3238; 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 Graduate and Professional Studies 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 the Graduate and Professional 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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2021-2022 Academic Calendar and Timetable of Dates

		<i>Deadline for full refund for course withdrawal</i>	<i>Session Begin date</i>	<i>Deadline to remain enrolled & 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 2021	Fall Semester	<i>August 17, noon</i>	<i>August 18</i>	<i>August 27</i>	<i>October 27</i>	<i>October 28</i>	<i>December 9</i>
	Session A	<i>August 17, noon</i>	<i>August 18</i>	<i>August 24</i>	<i>September 23</i>	<i>September 24</i>	<i>October 8</i>
	Session B	<i>October 8, noon</i>	<i>October 11</i>	<i>October 14</i>	<i>November 18</i>	<i>November 19</i>	<i>December 9</i>
Spring 2022	Spring Semester	<i>January 11, noon</i>	<i>January 12</i>	<i>January 21</i>	<i>March 30</i>	<i>March 31</i>	<i>May 5</i>
	Session A	<i>January 11, noon</i>	<i>January 12</i>	<i>January 18</i>	<i>February 17</i>	<i>February 18</i>	<i>March 4</i>
	Session B	<i>March 11, noon</i>	<i>March 14</i>	<i>March 18</i>	<i>April 14</i>	<i>April 15</i>	<i>May 5</i>
Summer 2022	2022 May term	<i>May 6, noon</i>	<i>May 9</i>	<i>May 11</i>	<i>May 19</i>	<i>May 20</i>	<i>May 27</i>
	Full Summer Session	<i>May 6, noon</i>	<i>May 9</i>	<i>May 13</i>	<i>July 14</i>	<i>July 15</i>	<i>August 12</i>
	10-week term	<i>May 13, noon</i>	<i>May 16</i>	<i>May 20</i>	<i>June 30</i>	<i>July 1</i>	<i>July 22</i>
	Session A	<i>May 6, noon</i>	<i>May 9</i>	<i>May 12</i>	<i>June 9</i>	<i>June 10</i>	<i>June 24</i>
	Session B	<i>June 24, noon</i>	<i>June 27</i>	<i>June 30</i>	<i>July 28</i>	<i>July 29</i>	<i>August 12</i>
	Session F	<i>May 27, noon</i>	<i>May 31</i>	<i>June 2</i>	<i>June 16</i>	<i>June 17</i>	<i>June 24</i>
	Session G	<i>June 24, noon</i>	<i>June 27</i>	<i>June 30</i>	<i>July 14</i>	<i>July 15</i>	<i>July 22</i>

Students registered for any class offered in a session 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 in a semester must notify the Office of the Register no later than the last business day preceding the start of the next session in order to avoid charges or being processed as a 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 charges due to the University. *Students enrolled in the 16-week traditional semester, or the 14-week full summer term will follow the refund and withdrawal policies for the course enrollment for those terms. See catalog or website for refund percentage information.

Last Date to Drop a Course Policy

The last date to drop a course without being charged for the course in the module/session is before the module begins. Module/Session 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/session 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://classic.cn.edu/administration/registrar-office/academic-calendar> for the traditional 16-week calendar and for the Mayterm and traditional summer terms.

2021-2022 Calendar of Holidays and Campus Events

Labor Day (campus closed)	Monday, September 6
Convocation	Tuesday, August 31
Homecoming	Saturday, October 30
Thanksgiving	Saturday, November 20 – Sunday, November 28
December Commencement.....	Friday, December 10
Martin Luther King, Jr. Holiday (campus closed)	Monday, January 17
Spring Break (campus offices open)	Saturday, March 5 – Sunday, March 13
Easter Holiday (campus closed)	Friday, April 15 – Monday, April 18
Student Research, Creativity, and Performance Day.....	Thursday, April 7
Spring Commencement -	Friday, May 6
Memorial Day Holiday (campus closed)	Monday, May 30
Independence Day Holiday (campus closed)	Monday, July 4

Carson-Newman University

Carson-Newman University, a Christian, private, liberal arts institution, is located in Jefferson City, 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 colleges 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 graduate programs in applied theology, business, counseling, education, and nursing.

Mission

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

Vision

We will be the Christian liberal arts-based university of choice in the Southeast for education and service.

University Identity and Values

Carson-Newman accomplishes its mission by integrating academic 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 personal 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, several 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. Carson-Newman's Bonner Center annually oversees some 40,000 hours of community service by students. Since 1984, Appalachian Outreach and its volunteers have performed hundreds of home repair projects throughout the region. Each year Baptist Campus Ministries sends out more than 300 fall and spring break volunteers to serve not only across Tennessee, but also nationally and internationally. Because of such efforts, Carson-Newman was recognized in 2012, earning the Presidential Award in the President's Higher Education Community Service Honor Roll, the highest federal recognition a university can receive for its involvement in community service.

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.

In 2021, the University announced a 5-year strategic plan called "Acorns to Oaks: Pursuing God's Preferred Future." The plan includes new construction of health sciences, chemistry, biology

and physics, and education buildings. The Plan also incorporates the addition of a sciences plaza along with a new pedestrian mall for added outdoor space for student enjoyment.

Renovations to athletic and academic facilities along with enhancing handicap accessibility across the campus are also important components of the plan.

Beyond the proposed construction, the plan calls for expanded athletic offerings, new undergraduate and graduate academic programs, and increased investments into programming. The strategic plan entails thoughtful and purposeful alignments of policies and procedures with the University's Christ-centered mission and an ongoing commitment to balanced budgets. This includes work to reduce dependency on tuition through innovative programs and entrepreneurial pursuits designed to develop new revenue streams.

"The plan is at its core an academic plan," said University President Charles A. Fowler. "Carson-Newman is a Christian university dedicated to a rigorous and Christianly formed education. We are blessed with an incredible teaching faculty. This plan provides facilities, technology, and programming that will complement the educational enterprise at C-N, position us for even greater excellence, and extend our reach to new student markets."

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 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 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 graduate 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. Courses accepted for Graduate Programs are limited in number by the specific graduate programs. Graduate Program directors will review requests for graduate transfer and determine if transfer credit can be awarded. If credit can be awarded, the appropriate form must be completed and submitted to the Registrar to be posted on the student’s transcript.

Academic Credit Through the Military

Credit earned through the military is typically not accepted for credit toward graduate level degree requirements. Official transcripts of credit earned through the military to be considered for graduate credit transfer should be requested for evaluation by submitting the Joint Services Transcript or official documents from the specific War College.

Consult the Graduate Program Director of the area of interest or the University Registrar for more information.

Time Limit on Transfer Credits

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. To reapply, students must complete the Online Application located at <https://admissions.cn.edu/apply/>.

In order for readmission to be granted, the student must be in good academic, disciplinary, and financial standing with the University. Federal Direct Stafford Loan Exit counseling (if applicable) must be completed prior to departmental evaluation of readmission. The deadline to apply for readmission is two weeks before the semester begins.

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. Graduate admission appeals may be sent to the appropriate graduate academic department.

Graduate Admission Requirements and Categories

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 12 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 12 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 or in the dual degree in Master of Science in Counseling/Educational Specialist in Counseling.

A student can take no more than nine (9) hours as a conditionally admitted student for the Master of Arts in Applied Theology and the Master of Business Administration degrees. A maximum of six (6) 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.).

5. Not Admitted

This category means that the completed application has been reviewed and admission has been denied on the basis of 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. For information and scheduling, call 1-800-473-2255. 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, the GRE must be completed within the first 12 hours of coursework.

International Students Graduate Admission

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

1. Tests for International Students: Minimum Duolingo English Test score of 101, 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 90 and 100 on the Duolingo English Test, 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 Duolingo/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 the Tuition, Fees, and Payment 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.

Tuition, Fees, and Payment 2021-2022

Following is a list of major expenses which will be incurred by a 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)

Graduate & Doctoral Programs

MA. Applied Theology.....	\$450.00
MA. Social Entrepreneurship.....	\$500.00
Master of Business Administration.....	\$500.00
Counseling.....	\$475.00
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
Doctor of Nursing Practice.....	\$850.00
Technology Fee.....	\$50.00 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).....	\$1755.00
(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 first day of the term.

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 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 Financial Aid Office, 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 <https://tuitionassistant.com>.

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 wellness center charges, etc., before being 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 but remain enrolled by the last day of the drop/add period during a regular semester. To receive a refund for a course in an accelerated module the student must drop before the course begins. Dropping a course may affect financial aid.

When withdrawing from school:

If a student elects to withdraw after beginning attendance, the student must contact the Financial Aid Office 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 an accelerated session (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 Register no later than 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 Financial Aid Office 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 Financial Aid Office 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 Financial Aid Office.

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 (Eagle Bucks) 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.

Tuition Refund Schedule for Withdrawal for students in the traditional 16-week semester:

During first week of semester	90%
During second week of semester	75%
During third week of semester	50%
During fourth week of semester	25%
After four weeks	0%

Refunds of tuition for accelerated summer terms are not given after the term or session begins.

Students enrolled in the 14-week summer semester may receive a 90% refund if withdrawal occurs by the first day of class. Withdrawing after the first day of the semester results in no refund. For students with federal student financial aid, the portion of federal assistance earned and the balance that must be returned to the federal or state program will be determined by the Financial Aid Office.

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. Carson-Newman University offers a comprehensive financial aid program that includes federal, state, and institutional resources of aid where applicable. The Financial Aid Office at Carson-Newman University is available to assist students in completing the steps that are necessary in applying for aid. Students wishing to apply for federal assistance must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA must be completed if the student is requesting federal aid evaluation. 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 graduate students the following types of assistance: Federal TEACH Grant, Federal Loans, State Special Education Grant, and Graduate Assistantship Employment. These types of assistance may be awarded individually or in combination depending upon the needs of the student. Notification of assistance will be in the form of an email and will be available for viewing via MyCN in C-N Connect at the student's convenience. New students must first apply and be accepted for admission to Carson-Newman University before financial aid can be offered. 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 Financial Aid Office or view online at <https://www.cn.edu/graduate-and-professional-studies/financial-aid>

How to Apply for Financial Aid

1. Complete the FAFSA online at www.fafsa.ed.gov. 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 email notification will be generated to direct students online to MyCN to see their financial aid offer.

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 Financial Aid Office- as quickly as possible cannot be over emphasized. Information and forms are available on the C-N Financial Aid website at www.cn.edu or may be obtained by writing or calling:

Financial Aid Office	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. For further information, please e-mail the Financial Aid Office at 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)

1. 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.
2. 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	1-11.9	12+
Minimum cumulative GPA required	2.75	3.0

Quantitative

Number of attempted 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	33+ (program lengths vary)
Maximum number of cumulative attempted credits	150% of program length

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

1. **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.
2. **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.

State Programs

For application, full award rules, and application deadlines, see 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 ten thousand dollars (\$10,000) for all years required for the teacher’s program of study. 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. 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 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. Students are eligible for federal student loans if they are enrolled at least halftime in classes required for their degree. More information is available at 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.

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 Financial Aid Office 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 Financial Aid Office.

Graduate Assistantships/Scholarships

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.

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.

Coursework Toward Program of Study (CPoS) Policy

For federal aid to pay for a course in your academic program or other degree requirement, it must be part of your approved Course Program of Study (CPoS) and must count in the evaluation of your approved program using the degree evaluation tool. You need to make sure all courses count when you meet with your academic advisor and plan your schedule for each semester.

It is essential that your academic program and any emphasis is officially declared and noted in your student record. If you have been planning to declare or change your program but have not yet done so, you should consult with your academic advisor immediately to make the official declaration. Financial aid offers are based on the assumption that graduate students will enroll at least half-time in **eligible** coursework during each semester. If students do not enroll at least half-time to meet that assumption, the Financial Aid Office will be required to adjust or deny your aid per your enrollment status and federal cost of attendance.

Remember that dropping or not attending your courses can negatively impact your eligibility for current and future aid. It is important that you discuss your Course Program of Study with your advisor when you enroll for next semester's classes. If your current coursework is not correct, work with your advisor to make the appropriate changes to your program of study. See the Financial Aid webpage on CPoS for more detailed information and contact the Financial Aid Office with questions.

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 Services 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. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

For information on current policies of the Yellow Ribbon Program, contact the Military Services 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 Services 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 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 Services.

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. Students are responsible for on-time payments 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 are assigned to assist students in their progress toward degree completion. Advisors, 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.

Graduate Programs

Graduate programs include modules within the semester, comprise the full length of the 16-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. The official final exam schedule is made available to students prior to the end of the semester.

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 a graduate degree. A maximum of 6 credit hours with “C” grades may be applied toward the MAAT, MBA, 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 Canvas shall serve as the Proctor Policy for all 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 will address any incidents of suspected dishonesty. After hearing the student and considering all the evidence, the instructor will levy sanctions if guilt is determined after conferring with the Program Director. The instructor will report these actions in writing to the Program Director. The Program Director shall report the incident to the office of the Provost, who may levy sanctions 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, and/or removal from the academic program.

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 Program Director, then to the department chair, with further recourse to the Provost. The student has until the end of the semester immediately after the class in question to submit the appeal (i.e., if the appeal involves a class in the spring term, then the student has until the end of the summer semester to file the appeal).

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.

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 graduate programs as 9 credit hours and half-time is defined as 4.5 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 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 except for 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.

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 on the Registrar's website or from the graduate program director. A student must have the necessary approvals prior to registration and may enroll for no more than six (6) semester hours of topics courses taken independently within the graduate program.

Undergraduates Taking Graduate Courses

Approved undergraduate students may take a maximum of 6 graduate hours, with no more than 3 graduate hours during one semester, for no additional charge, provided the student is registered for 12 hours of undergraduate coursework. To qualify, the undergraduate student must have 90 hours of earned undergraduate credit, have an approved degree plan on file with the Registrar indicating graduation within two semesters and the student must meet graduate program admission requirements. Earned graduate credit hours will be accepted as graduate hours if the student is accepted and enrolls in a Carson-Newman graduate program. Undergraduate credit cannot be earned from the graduate course(s), and the course(s) cannot be used to meet undergraduate graduation requirements. Graduate credit registration hours will not count toward undergraduate enrollment status for federal aid eligibility.

Contact a Graduate Program Director or the Registrar for an application and for additional policy and criteria information.

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
F	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 determined by the instructor, which can be no later than the midpoint 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 Program Director. If the grade appeal has not been resolved at these levels, it may be appealed to the Dean.

Repeating a Course for a Grade

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.

Break in Enrollment

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.

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 Financial Aid Office 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 Financial Aid Office. It is imperative to complete this process in order not to jeopardize future financial aid and to understand the earned financial aid calculation. The Financial Aid Office will process the withdrawal, regardless of whether a student has officially withdrawn or unofficially left, 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.

Application For Graduation

Students must complete an application for graduation and submit it with a program evaluation to the appropriate department chair or program director by the deadline in the schedule below. Students who do not complete the application for graduation by the stated deadline may not be processed for graduation after the semester of completion. The application for graduation may be found on the Office of the Registrar website under Student Forms and the program evaluation may be completed through C-N Connect or Student Planning. Deadlines for applications for graduation are as follows:

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

Commencement

- Commencement ceremonies are held in December and May.

Commencement Participation Policy

To participate in commencement, a student graduating in May or December must have an approved Application for Graduation and degree plan on file and must have earned credit for or be registered for courses to complete degree requirements during the term of graduation as indicated on the approved application for graduation. In addition, the student must be mathematically eligible to graduate by earning grades which will result in satisfying all graduation requirements.

Graduate students completing degree requirements in the summer may elect to participate in the December or May ceremony *following* the completion of degree requirements. Doctoral students must meet the deadlines established by the Education Department to participate in the commencement ceremony *following* the successful completion of their dissertation defense.

A degree audit is completed at the beginning of the term of anticipated graduation to assure that students on the graduation list for the semester can graduate. If a student is not mathematically able to graduate or is not registered for courses leading to the degree, the student is not eligible to graduate at the end of the term.

If a student fails a class required for graduation during the graduation term, the student is allowed to participate in commencement, **as long as** the failing grade was not due to academic dishonesty. If the student is academically dishonest and fails a course due to this cause, the student is not eligible to participate in commencement for that term.

Degree Conferral/Graduation

Once the Registrar has verified that all requirements for graduation have been satisfied, the student's record will be processed for degree conferral at the end of the semester in which they complete requirements. Degree conferral dates are at the end of the Fall, Spring and Summer semester, as well as the end of Mayterm and the end of the 10-week summer term (July).

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 Services 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://www.parchment.com/u/registration/34914/account> 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. 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 Veil Center for Campus Ministry & Missions, 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 offers 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 <https://www.cn.edu/academics/academic-resources/counseling-services>

Health Services

The Health Services promotes the wellness of students through clinics, individual care, and health programs. Health Services is located in the Kathleen Manley Wellness Center, and the phone number is 865-471-3350, and the email is healthservices@cn.edu. Health Services is open from 8:00 to 4:30 Monday through Friday during the fall and spring semesters following the university administration holidays. The baccalaureate prepared registered nurse treats minor illnesses and injuries and can schedule student patients to the clinic nurse practitioner or physician as needed. All clinic services are free of charge. Tennova Hospital, located at 110 Hospital Drive, is two (2) miles from campus and provides 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 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://classic.cn.edu/administration/student-services/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 Services

Use of the computing facilities is a privilege available to faculty, staff, and students of Carson-Newman University, subject to compliance with certain principles designed to assure that all users have reasonable access to the system and that the action of any one user will not adversely affect any aspect of the work or computer usage of another. In accepting this privilege, users are expected to abide by the rules of conduct. Compliance with the rules will be monitored.

For the complete Information Technology policy, please consult the **Eagle Student Handbook** and search for "Information Technology."

Information Security

Carson-Newman University takes responsible precautions to maintain and protect your privacy and information security. The University has established an Information Security Policy (ISP) that documents the efforts we use to protect your information and is available for your review in the **Eagle Student Handbook**. The ISP is reviewed periodically and may be modified at the discretion of the University Information Security Committee.

The Information Security Committee

The University's Information Security Committee (ISC) is charged with overseeing the security of the University's non-directory information through development and implementation of an information security plan including but not limited to University policies, procedures, and training. This plan will be subject to periodic review and revision by the ISC to assure ongoing compliance with all applicable laws and regulations.

The ISC includes the Vice President for Enrollment Management, the Executive Director of Financial Aid, the Chief Business Officer, Chief Information Officer, the Dean of Student Services, and the University Registrar. The Executive Leadership Team serves as *Ex-officio* members. The ISC may add other representatives as deemed appropriate.

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 inaction of a University employee or fellow student may file a complaint with the Office of Student Services/ 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 – General Grievance Procedure.

Web link https://issuu.com/carson-newman/docs/eagle_student_handbook_21-22_final

In the event that a complaint cannot be resolved at the institution, a student may contact:

Julie Woodruff
Assistant Executive Director and Lead Attorney for DPSA
615.253.8857
julie.woodruff@tn.gov

Tennessee Higher Education Commission, 312 Rosa L. Parks Ave, 9th FL, Nashville, TN 37243

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 also be purchased online.

Career Development

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.

Disability Services

Carson-Newman University seeks to provide reasonable accommodations to "otherwise qualified" students. Accommodations are determined on a case-by-case basis and in accordance with their specific disability. Concerns or dissatisfaction regarding accommodations should be directed to the Director of Students with Disabilities and Case Manager. To request accommodations, contact David Humphrey at 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, Phyllis Hoover, at phoover@cn.edu or 865-471-4748.

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: <https://cn.libguides.com/home>.

The William Blevins Institute for Spirituality and Mental Health

The Blevins Institute was established by Carson-Newman University to honor Dr. William Blevins, who established the Graduate Counseling Program. The Institute seeks to provide education for the community through programs such as Powerful Tools for Caregivers and QPR Suicide Prevention Training; provide ongoing training for students and professionals by sponsoring seminars and programs that carry Continuing Education Units; assisting in providing places for student internships through alliances with mental health providers; and providing free counseling for Joining Hands Health Center.

Study Abroad Opportunities

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 South Africa May Term, Ireland May Term, Oxford Studies, Holy Land Tour, 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. Programs abroad offering graduate credit vary by year, and students should consult with faculty in their program if they are interested in studying abroad as a graduate student. For information on specific programs abroad, you may contact the Center for Global Education.

Mission Opportunities

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 the Veil Center for Campus Ministry & Missions.

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. Invitations to join CSI will be extended to eligible students after they have completed at least 18 credit hours and maintain at least a 3.5 GPA.

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.

GRADUATE PROGRAMS: Business

John Alpers

Phil Bailey, MBA Director

Hester Beecher

Benjamin Billman

Cassandra Catlett, Chair, Department of Business

Shara Galloway

Tori Knight, Associate Provost

Agir Kurmanj

Alden Starnes

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

Mission Statement

The mission of the MBA program at Carson-Newman University is to prepare students to meet the expectations of business by training graduates who will be effective communicators and dynamic problem solvers who can apply Biblical business practices and the principles of servant leadership. Graduates should possess the skills of active listening, skilled writing, and engaging public speaking as well as the ability to identify problems, to research and apply knowledge to develop and implement problem-solving strategies.

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 a minimum of 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.

Program Goals

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

- Analyze and synthesize information across disciplines/functions in order to evaluate business opportunities and make sound business decisions.
- Evaluate business environment and opportunities and devise strategies for responding effectively to problems, threats, and opportunities.
- Construct and communicate well-organized and relevant business information using oral, written, and presentation mediums.
- Demonstrate and apply appropriate management science and analytical tools to create credible solutions.
- Formulate a personal leadership philosophy that is Biblically principled.
- Demonstrate the application of academic research to business problems.

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)
- 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 all requirements for admission may, in exceptional circumstances, be conditionally admitted to the program. The MBA program director may impose additional acceptance requirements such as completion of additional undergraduate course work, completion of preparatory materials provided by the university, required acquisition of resources or software, and statements of

commitment to the academic process. Students admitted conditionally may only apply the first 9 graduate credit hours toward the MBA degree. Upon completion of nine (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 can 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.

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 Provost for readmission to the program. The Provost grants readmission. In consideration for readmission, the student will consent to conditions or additional requirements imposed by the Provost 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. A student may have no more than six hours with a grade of “C” applying to the MBA degree.

Time Limit to Complete Degree

Graduate work for the MBA degree must be completed within five (5) 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 Graduate and Professional 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.

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, called specializations. Specializations will be offered on the following rotation:

- Fall: SMGT, Operations 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 Degrees

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 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. Human Resource Management 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

MBA - Non-Profit Leadership

31 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.

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, 7 hours

Group A

ASJ 530 Global Poverty and Social Change, 4 hours

ASJ 540 Rural Communities in Global Perspectives, 4 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

GRADUATE PROGRAMS: 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 Statement

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.

Program Goals

To fulfill our mission, the Graduate Studies in Counseling (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 GSC 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 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 to 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: February 1 for Fall and October 1 for Spring. Applications received after those dates will be considered as space in the program concentrations are 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.
- Resume
- Written statement of purpose and vocational goals.
- Two recommendations required: one from an academic source and one from an employment source. A third character recommendation is recommended.
- 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) overall undergraduate GPA.
- 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 (5) 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 Graduate and Professional 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

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).

MSC - Clinical Mental Health Counseling Specialization

- I. MSC Counseling Core, 36 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 586, Study of Abnormal Behavior, DSM, and Psychopathology, 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, 21 hours
 - COUN 569, Introduction to Family Systems in Counseling, 3 hours
 - COUN 587, Assessment and Treatment Planning, 3 hours
 - COUN 614, Substance Abuse and Addictions Counseling with Individuals and Families, 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)

III. Clinical Mental Health Counseling Elective, 3 hours (choose one of the following)

COUN 638, Play Therapy across the Lifespan, 3 hours

COUN 640, Marriage and Family Therapy in Mental Health, 3 hours

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

Students in the GSC programs follow a cohort model and are expected to adhere to their Plans of Study. Failure to follow a Plan of Study as laid out by their advisor may result in delayed graduation.

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.

MSC - Professional School Counseling Specialization

I. MSC Counseling Core, 36 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 586, Study of Abnormal Behavior, DSM, and Psychopathology, 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

SPED 508, Survey of Persons with Exceptionalities, 3 hours

COUN 568, Individual and Group Appraisal, 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. Professional School Counseling Elective, 6 hours (choose two of the following)

- * COUN 561, School Orientation for Counselors, 3 hours
- COUN 612, Consultation and Collaboration, 3 hours
- COUN 638, Play Therapy across the Lifespan, 3 hours
- COUN 664, Counseling Students for College Access and Success, 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 as one of their electives.

All students who complete the Professional School Counseling Specialization are required to take the National Counselor Exam 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: MSC and EdS

The Master of Science in Counseling and Educational Specialist 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 into 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, 36 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 586, Study of Abnormal Behavior, DSM, and Psychopathology, 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, 21 hours

COUN 569, Introduction to Family Systems in Counseling, 3 hours

COUN 587, Assessment and Treatment Planning, 3 hours

COUN 614, Substance Abuse and Addictions Counseling with Individuals and Families, 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, 18 hours

COUN 501, Foundations of School Counseling, 3 hours

SPED 508, Survey of Persons with Exceptionalities, 3 hours

COUN 568, Individual and Group Appraisal, 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)

IV. Six (6) elective hours from the following:

* COUN 561, School Orientation for Counselors, 3 hours

COUN 612, Consultation and Collaboration, 3 hours

COUN 638, Play Therapy across the Lifespan, 3 hours

COUN 640, Marriage and Family Therapy in Mental Health, 3 hours

COUN 664, Counseling Students for College Access and Success, 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 as one for their electives.

All students who complete the Dual degree program are required to take the National Counselor Exam and the Praxis II: Professional School Counselor (5421). Passing scores on these exams are required for the receipt of the MSC/EdS degree in Professional School Counseling and Clinical Mental Health Counseling.

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

GRADUATE PROGRAMS: Education

Sandra Austin

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

Jeff Knox

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

Sandra Long

Jean Love

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 Statement

In line with the vision and mission of the University, 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.

Program Goals

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

- Use research findings from professional literature, knowledge of best practice, and 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 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 to improve the overall quality of schools as places of 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 from all institutions attended are required
- 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 (12) hours in the EdD degree must be residency hours. Courses taken on 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 (9) credit hours with “C” grades may be applied toward the master’s degrees, and a maximum of six (6) 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).
- 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 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 (MAT) - Curriculum and Instruction

Program 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.

Master 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
- 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
- Submission of three (3) recommendations

Admission Evaluation

Tennessee State Board Policy outlines standards, which must be met before licensure can be granted. Each applicant's undergraduate transcript will be evaluated to ensure the mandated standards are met, and additional coursework may be required. In most cases, passing scores on the appropriate content knowledge exam(s) for licensure will be required prior to admission; all applicants will be evaluated on an individual basis.

Special education and ESL content knowledge are provided at the graduate level. Candidates for all other licensure areas must satisfy content knowledge prior to admission.

Prior to student teaching, candidates in all licensure areas must satisfy content knowledge exam requirements for licensure.

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 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, which 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

Family and Consumer Sciences Education (5-12)

K-12 areas: Music (Instrumental or Vocal), Physical Education, English as a Second Language, Theater, Visual Arts

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

Special Education: Special Education Comprehensive K-12, Special Education Interventionist K-8, Special Education Interventionist 6-12

MAT - 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 505, Introduction to Diagnostic Reading Instruction: Techniques & Strategies, 3 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 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.”

MAT - 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 505, Introduction to Diagnostic Reading Instruction: Techniques & Strategies, 3 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 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 & 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 505, Introduction to Diagnostic Reading Instruction: Techniques & Strategies, 3 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 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.”

MAT - 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 505, Introduction to Diagnostic Reading Instruction: Techniques & Strategies, 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

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."

MAT - Special Education, Comprehensive (K-12)

46 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 505, Introduction to Diagnostic Reading Instruction: Techniques & Strategies, 3 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 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 526, Case Management in Special 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.”

MAT - Special Education, Interventionist (K-8)

46 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 505, Introduction to Diagnostic Reading Instruction: Techniques & Strategies, 3 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 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 526, Case Management in Special Education, 1 hour
 - 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.”

MAT - Special Education, Interventionist (6-12)

47 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 505, Introduction to Diagnostic Reading Instruction: Techniques & Strategies, 3 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 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 526 Case Management in Special Education, 1 hour
 - 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.”

MAT – 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, Curriculum and Instruction: Practitioner License

(Alternative Pathway with Job-embedded Experience), 36-37 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

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 to the website www.tn.gov/education/section/licensing.

The following list of courses comprises the curriculum for the alternative pathway to licensure **for all areas with the exception of special education:**

- I. Orientation Component, 6 hours
 - EDUC 661, Mentored Teaching I: Foundations of Education, 3 hours
 - Content Area Methods Course* (determined by licensure area), 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

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

II. Professional Education Core, 24 hours

EDUC 505, Introduction to Diagnostic Reading Instruction: Techniques & Strategies, 3 hours

EDUC 531, Evaluation of Learning, 3 hours (TESL 583 for TESL license)

EDUC 560, Classroom Management, 3 hours

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

EDUC 624, Reading in the Content Area/Working with Adolescents, 3 hours
(EDUC 621 for K-5 license)

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

III. Research, 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

*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.

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

I. Orientation Component, 6 hours

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

Content Area Methods Course (practicum required), 3 hours

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

-or-

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

EDUC MENT 1, Clinical Mentoring 1, 0 hours

II. Professional Education Core, 25 hours

SPED 508, Survey of Persons with Exceptionalities, 3 hours

SPED 509, Transitional and Vocational Education, 1 hour (only K-12 Comprehensive & 6-12 Interventionist)

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

SPED 625, Managing Challenging Behaviors, 3 hours

EDUC 505, Introduction to Diagnostic Reading Instruction: Techniques & Strategies, 3 hours

EDUC 566, Issues in Human Development, 3 hours

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

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 (MEd) - Curriculum and Instruction

36 hours

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
- 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
- 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.

The MEd-Curriculum and Instruction 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

MEd - 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. 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

MEd - 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

MEd - 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

MEd - 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

MEd – 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

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 MEd in Educational Leadership, EdS in Administrative Leadership, or EdD 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 MART 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.
- 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 EdS or EdD degree with Carson-Newman University and those who already hold an EdS 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

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).

Program 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.
- Master's Degree graduate GPA of 3.3 or higher on a 4.0 scale.
- Scholarly writing sample (APA Master's thesis/research preferred).

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) - EdS and EdD Level Specialization can be taken concurrently for students seeking administrative licensure.

EdS: 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) - EdS & EdD Level Specialization can be taken concurrently for students seeking administrative licensure. Once 36 hours in this program are complete, an EdS 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 EdD program. Doctoral candidates must successfully defend the dissertation before the EdD 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 EdD program. Doctoral candidates must successfully defend the dissertation before the EdD 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

GRADUATE PROGRAMS: Nursing

Kimberly Bolton, Director, MSN Program

Greg Casalenuovo

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

Adam Einhardt

Lana Spence, Chair, Department of Nursing; Director, DNP Program

Courtney Watson

Angela Wood

Bonnie Young

Accreditation

The Master's degree program in nursing at Carson-Newman University is accredited by Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). The Department of Nursing is approved by the Tennessee Board of Nursing.

Program 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.

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.
- Letter of personal goals and aspirations.
- Completion of criminal background check within 45 days of first day of class.
- 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 – July 15
- Spring admission – December 1
- Summer admission – April 15

For provisionally 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, 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 one 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, and 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 Nursing, 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. The student will be dismissed from the program if the cumulative GPA is not raised to 3.0 upon the completion of these nine (9) graduate semester hours.

For students enrolled in the Family Nurse Practitioner track, a minimum overall GPA of 3.0 is required to remain in good standing. A maximum of three (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 thinks they have been unfairly dismissed from the Graduate 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 (5) 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

Family Nurse Practitioner, 46 hours

A 46-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.

FULL-TIME CURRICULUM

Fall Semester (9 hours)

NURS 501, Advanced Pathophysiology, 3 hours

NURS 503, Advanced Pharmacology, 3 hours

NURS 507, Advanced Health Assessment, 3 hours

Spring Semester (9 hours)

NURS 513, Theories of Nursing, 3 hours

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

Summer Semester (6 hours)

NURS 510, Advanced Statistics, 3 hours

NURS 520, Global Health and Nursing, 3 hours

Fall Semester (9 hours)

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

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

Spring Semester (13 hours)

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

NURS 540, Accountability for Advanced Nursing Practice, 2 hours

NURS 541, Comprehensive Examination: Family Nurse Practitioner, 2 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)

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.

Post-Master's Certificate Program

The post-master's certificate program is 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 Department of Nursing.

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.
- Current unencumbered advanced practice nursing licensure if applicable.
- Letter of personal goals and aspirations.
- Completion of criminal background check within 45 days of first day of class.
- Completion of drug screen prior to first day of class in NURS 507.

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.

NURS 501, Advanced Pathophysiology, 3 hours

NURS 503, Advanced Pharmacology, 3 hours

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

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

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

NURS 540, Accountability for Advanced Nursing Practice, 2 hours

NURS 541, Comprehensive Examination: Family Nurse Practitioner, 2 hours

TOTAL SEMESTER HOURS = 32*

*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.

DOCTORAL PROGRAM: NURSING

Doctor of Nursing Practice

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

Kelley Obringer

Lana Spence, Interim Chair, Department of Nursing

Bonnie Young

Accreditation

The Doctor of Nursing Practice (DNP) program at Carson-Newman University is approved by the Tennessee Board of Nursing and pursuing initial accreditation by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

Program Goals

The Program Goals and Student Learning Outcomes for the DNP were developed using the American Association of Colleges of Nursing's most current guidance (AACN, 2020b) and the National Organization of Nurse Practitioner Faculties' DNP Toolkit (NONPF, 2013). These goals and outcomes build on competencies successfully obtained at the master's level, reflect the vision for the professional nursing practice doctorate, and are consistent with the mission and philosophy of Carson-Newman and the Department of Nursing.

The post-master's DNP will prepare graduate who:

1. Utilize advanced clinical judgment, Christian values, and ethics to deliver compassionate care, inform health policies, improve health disparities, and enhance quality and safety in healthcare.
2. Competently assess, analyze, evaluate, and translate evidence for interprofessional practice.
3. Employ advanced communication skills to foster environments that celebrate diversity, equity, and inclusion within healthcare and society.
4. Lead change in healthcare through implementing and evaluating scholarly projects aimed at improving outcomes for diverse populations across all spheres of care and settings.

Student Learning Outcomes

Upon completion of the post-master's DNP program, students will demonstrate advanced-level competencies having met the following Student Learning Outcomes:

1. Demonstrate clinical judgment established on extensive knowledge of theory and research from nursing and other disciplines.
2. Establish caring relationships and communicate effectively in all aspects of healthcare assessment and delivery while maintaining accountability for care outcomes.
3. Manage and protect population health by engaging in successful partnerships, considering the economic impact of healthcare delivery, and advancing equitable health policy.

4. Advance the scholarship of nursing while promoting the ethical conduct of scholarly activities, integrating best evidence into practice, and fostering innovation in nursing.
5. Improve healthcare by applying principles of quality improvement to the provider, work environment, and patient safety.
6. Perform efficiently in various team roles while communicating in a manner that facilitates collaboration, maintains a culture of respect and shared values, and addresses healthcare needs.
7. Optimize effectiveness by applying knowledge of systems, healthcare economics, and evidence-based practice.
8. Comply with standards and policies in the use of informatics and healthcare technologies to improve communication, gather data, generate knowledge, and provide and document care.
9. Demonstrate professionalism in healthcare practice and accountability to the individual, society, and nursing profession.
10. Develop leadership capacity and display a commitment to ongoing personal and professional growth with a spirit of inquiry, flexibility, and professional maturity.

Application Deadlines for DNP Program

- Fall admission – June 1
- Spring admission – November 1
- Summer admission – March 1

Admission Requirements for DNP Program

In addition to common admission requirements for the University, the requirements for a student who wishes to pursue courses leading to the Doctor of Nursing Practice degree are:

1. Completion of the online application.
2. A master's degree or post-master's earned from a nationally accredited program (CCNE, NLN, COA, ACME) as an advanced practice nurse (nurse practitioner, nurse anesthetist, nurse midwife, or clinical nurse specialist) with current advanced practice certification.
3. Official transcript from all previous post-secondary course work.
4. A minimum overall GPA of 3.0 or higher on a 4.0 scale for all graduate work.
5. Current unencumbered active registered nurse licensure and advanced practice registered nurse licensure in the state where practice will occur.
6. Résumé or curriculum vitae.
7. Three letters of recommendation (online recommendation request form).
 - a. Academic – Waived if MSN completed greater than 3 years prior to application.
 - b. Employment – Obtained from direct supervisor.
 - c. Character
8. Submit an essay that communicates your professional goals. Incorporate how the DNP will help you obtain these goals and how you plan to integrate the rigors of full-time doctoral study into your current situation given that this typically requires a minimum of 25-30 hours per week. This essay should be 2-3 pages, 11- or 12-point font, double-spaced.

Accepted Applicants to the DNP Program

Accepted applicants must complete the following with instruction provided by the Department of Nursing:

1. Completion of criminal background check submitted directly to Carson-Newman within 90 days of admission. No second-party background checks are accepted.
2. Completion of a drug screen prior to first day of the DNP Introductory Seminar.
3. Additional requirements may be necessary based on individual clinical sites.

Residency Requirement

All but 6 semester hours of course work in the DNP program and completion of a minimum of 400 hours of the required 1,000 hours total post-baccalaureate supervised practice must be completed at Carson-Newman University.

Transfer Credit

Up to 6 semester hours of graduate credit from a recognized nationally accredited nursing program at a regionally accredited college or university may be transferred to Caron-Newman University. Courses considered for transfer credit include the following: Applied Biostatistics and Epidemiology; Scholarship in Nursing Practice; Principles of Project Planning and Evaluation; Quality and Safety Practices in Healthcare; Leading Change within Complex Healthcare Systems; Policy, Ethics, and Advocacy in Healthcare; and Healthcare Transformation through Technology. All courses considered for transfer credit must be completed with a grade of A or B within three years prior to DNP program enrollment. Each course considered for transfer credit will be evaluated on an individual basis. Evaluation may include, but not be limited to, review of the catalog description, course syllabi, and student work from the institution where credit was obtained.

Academic Standing

A minimum overall GPA of 3.00 is required to remain in good standing. A grade of C or better must be obtained in all courses applying to the DNP degree. Any DNP student who receives an F in a course will be dismissed from the DNP program. Students wishing to appeal a grade must follow the process outlined in the most current edition of the Department of Nursing Graduate Student Handbook.

Academic Dismissal

A student may be dismissed from the DNP program for failing to maintain good academic standing or academic dishonesty. Written notification of dismissal will be sent to the student. Students wishing to appeal a dismissal decision must follow the process outlined in the most current edition of the Department of Nursing Graduate Student Handbook.

Graduation Requirements for DNP Program

To earn the Doctor of Nursing Practice degree, the following criteria must be met:

1. Completion of all 33 credit hours in the DNP program while maintaining a GPA of 3.0 or higher within 5 years of beginning the program.

2. Completion of 1,000 hours or more of post-baccalaureate supervised academic program practice hours with a minimum of 400 hours completed at Carson-Newman University during the DNP program.
3. Recommendation of the student's DNP Project Committee for graduation after the successful completion and dissemination of the DNP project.

Doctor of Nursing Practice Degree

33 hours

Semester 1

NURS 680, DNP Introductory Seminar, 2 hours

NURS 685, Applied Biostatistics and Epidemiology, 3 hours

NURS 690, Scholarship in Nursing Practice, 3 hours

Semester 2

NURS 753, DNP Project Proposal, 3 hours

NURS 700, Principles of Project Planning and Evaluation, 3 hours

Semester 3

NURS 754, DNP Project Implementation, 4 hours

NURS 710, Quality and Safety Practices in Healthcare, 3 hours

Semester 4

NURS 720, Leading Change within Complex Healthcare Systems, 3 hours

NURS 730, Policy, Ethics, and Advocacy in Healthcare, 3 hours

Semester 5

NURS 755, DNP Project Dissemination and Evaluation, 3 hours

NURS 740, Healthcare Transformation through Technology, 3 hours

GRADUATE PROGRAMS: Religion

Andrew Burrow

David Crutchley, Dean, School of Religion

Mel Hawkins

Marshall King

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

Nancy deClaisse-Walford, Professor of Old Testament and Biblical Languages, McAfee School of Theology, Mercer, Georgia

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

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

Paul Hartwig, Professor of Systematic Theology, Cape Town Baptist Theological Seminary, Cape Town, South Africa

Sean Hayden, Assistant Professor of Religion and Philosophy, Tennessee Wesleyan University, Athens.

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

Justin Phillips, Adjunct Professor of Religion at Carson-Newman University

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.

Program 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 marketplace 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 to raise his/her 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

36 hours

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.

GRADUATE COURSE DESCRIPTIONS

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, 1 – 6 hours

This course provides experiential learning of the concepts and practices commonly associated with managerial accounting. In this internship, students participate in an 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. Maximum 6 hours credit.

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.

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 understand how to navigate the legal environment in which they operate their business. This course examines the U.S. legal system and how 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, 1 – 6 hours.

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. Maximum 6 hours credit.

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, 1 – 6 hours

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. Maximum 6 hours credit.

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, 1 – 6 hours

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. Maximum 6 hours credit.

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, 1 – 6 hours

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. Maximum 6 hours credit.

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 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

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

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

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. (Same as EDUC 566)

COUN 567. Career Development and Counseling, 3 hours, Fall

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, Spring, Summer

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 585. Professional Orientation and Ethics in Counseling, 3 hours, Summer

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, Spring

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/couselees 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 as needed

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

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

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

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. This course is designed for independent study. This course may be taken twice.

COUN 638. Play Therapy across the Lifespan, 3 hours, Summer

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 640. Marriage and Family Therapy in Mental Health, 3 hours, Summer

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 650. Neuroscience and Counseling Interventions with Individuals and Families, 3 hours, Fall

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 Psychopharmacology. 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 653. Spirituality, Family Systems, and Holistic Mental Health, 3 hours, Summer Online

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.*

Education Courses (MAT, MEd, EdD/EdS)

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

* *Must provide evidence of liability insurance.*

EDUC 502. Disciplinary Literacy, 3 hours, Fall

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 505. Introduction to Diagnostic Reading Instruction: Techniques & Strategies, 3 hours

This course prepares teachers to conduct standardized and informal assessments of reading skills, and to develop remediation strategies for struggling readers.

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 and research, 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 526 Case Management in Special Education, 1 hour, Spring, Online.

This course is designed to teach pre-service special educators how to serve as special education case managers competently and reflectively. Topics include writing individualized educational plans (IEPs), conducting IEP meetings through consensus building, addressing the unique features of alternate assessment and special education lesson planning for low incidence disabilities. *Prerequisites: SPED 508, EDUC 601.*

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 play 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**

Introduces 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 grade 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 play 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. *Prerequisites: EDUC 661 and 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.

EDUC 7546A. Dissertation First Semester, 6 hours

This course requires the candidate to conduct structured research, either qualitative or quantitative in nature and guided by the chair of the dissertation committee, and 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.*

EDUC 7546B. 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 EdS 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. EdS Capstone Project, 0 hours, Spring

The Capstone project is required for all EdS students. Capstone is considered the culminating course for the Educational Specialist and must be passed to complete the program.

EDUC-CMPEX. Comprehensive Exam, 0 hours, Spring

The Comprehensive Exam is required for all EdD 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. *Course 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. Course 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 (MED)

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 (MAT/MED)

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 526. Case Management in Special Education, 1 hour, Spring (Online).

This course is designed to teach pre-service special educators how to serve as special education case managers competently and reflectively. Topics include writing individualized educational plans (IEPs), conducting IEP meetings through consensus building, addressing the unique features of alternative assessment and special education lesson planning for low incidence disabilities. *Prerequisites: SPED 508, EDUC 601.*

***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 introduces 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 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. 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 (MS Nursing)

Required Courses

NURS 501. Advanced Pathophysiology, 3 hours, Fall, Spring, Summer

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, Spring, Summer

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, Spring, Summer

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.

Prerequisites: NURS 501, NURS 503. \$55 fee.

NURS 510. Advanced Statistics, 3 hours, Fall, Spring, 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, Fall, Spring, Summer

Exploration and application of theoretical basis for advanced nursing practice.

NURS 516. Research Methods and Design in Nursing, 3 hours, Fall, Spring, Summer

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 531. Advanced Primary Nursing Care for Women, 6 hours, Fall, Spring, Summer

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; Pre or Corequisite: NURS 513. \$40 fee.*

NURS 535. Advanced Primary Nursing Care for Children and Adolescents, 6 hours, Fall, Spring, Summer

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 516. \$40 fee.*

NURS 537. Advanced Primary Nursing Care for Adults, 7 hours, Fall, Spring, Summer

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 540. Accountability for Advanced Nursing Practice, 2 hours, Fall, Spring, Summer

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; Pre or Corequisites: NURS 537, NURS 541.*

NURS 541. Comprehensive Exam: Family Nurse Practitioner, 2 hours, Fall, Spring, Summer

This course will provide the student an opportunity to demonstrate competence and synthesis of course work in preparation for national certification. *Corequisite: NURS 540. \$90 fee.*

NURS 600. Advanced Practice Project, 2 hours, Fall, Spring, Summer

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. \$320 fee.*

NURS 630. Collaborative Research Project, 2 hours, Fall, Spring, Summer

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. \$445 fee.*

NURS 660. Master's Thesis, 2 hours, Fall, Spring, Summer

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. \$445 fee.*

Approved Elective Courses

NURS/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.

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 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 520. Global Health and Nursing, 3 hours, Summer

An in-depth study of infectious and tropical diseases aimed at increasing the ability of the advanced practice nurse to deliver patient care within a global health perspective.

NURS/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.*

NURS/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.

NURS/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.

Doctor of Nursing Practice (DNP)

Required Courses

NURS 680. DNP Introductory Seminar, 2 hours

This course consists of a 2-day on-campus seminar and weekly online discussions/assignments. Students will be introduced to Carson-Newman University, the Department of Nursing, the history of and current issues surround the DNP, and DNP program requirements and expectations.

NURS 685. Applied Biostatistics and Epidemiology, 3 hours

Focuses on the application of biostatistics and epidemiology to the collecting and interpreting of data related to disease incidence and prevalence, analyzing the effects of social determinants, and developing effective intervention and prevention strategies for diverse populations.

NURS 690. Scholarship in Nursing Practice, 3 hours

Students will investigate and critique theories from nursing and other disciplines as they critically appraise literature and evaluate the quality of evidence in research. This information will be translated into practice to improve healthcare outcomes.

NURS 700. Project Planning and Evaluation, 3 hours

Examines principles of economics and resource management in the development and evaluation of healthcare projects and programs.

NURS 710. Quality and Safety Practices in Healthcare, 3 hours

Explores theories and processes for quality improvement, safety analysis tools, and resources for evidence-based practice.

NURS 720. Policy, Ethics, and Advocacy in Healthcare, 3 hours

Analyze factors influencing healthcare policy, cultivate the skills to competently engage in the policy process, and apply advocacy and persuasion strategies to transform healthcare to be equitable in meeting the needs of diverse populations.

NURS 730. Leading Change within Complex Healthcare Systems, 3 hours

Students will analyze organizational processes and assess barriers and facilitators to change. Focus will include leadership principles to deliver quality, cost-effective care and improve systems while considering policies, culture, business realities, and sustainability.

NURS 740. Healthcare Transformation through Technology, 3 hours

Focuses on the utilization and evaluation of information systems and technology to improve access to quality care, care outcomes, and communication while generating new evidence.

NURS 753. DNP Project Proposal, 3 hours

Students will use knowledge from previous and concurrent courses to develop a DNP Project Proposal that addresses a practice, process, or systems issue impacting health outcomes.

NURS 754. DNP Project Implementation, 4 hours

Provides the framework for implementing the student's proposed DNP project. The student will implement their project, collect, and analyze data in preparation for the DNP Project presentation.

NURS 755. DNP Project Evaluation and Dissemination, 3 hours

Students will demonstrate proficiency in the DNP Student Learning Outcomes through their DNP portfolio, written reports and defense of their DNP Project, and DNP Project dissemination.

Religion Seminars (MA 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.

Governance, Administration, and Faculty

2021 Board of Trustees

Designated Members:

President and Executive Director, Tennessee Baptist Mission Board
President, Tennessee Baptist Convention

Term expiring in December 2021

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Term expiring in December 2022

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The Honorable Larry Waters, *Gatlinburg, TN*

Term expiring in December 2023

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Mr. Marshall White, *Morristown, TN*

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 Jonathan D. Akin, BA, MDiv, PhD, Vice President for Church Relations and Campus Ministries
 Robert Key, BS, MBA, Chief Financial Officer/Treasurer
 Matt Pope, BA, MA, Vice President for Athletics and Athletics Director
 Danette S. Seale, BS, MBA, Acting Vice President of Enrollment Management & Executive Director of Financial Aid
 Elain Smith, BS, MBA, Chief Business and Personnel Officer
 Kevin Triplett, BS, Vice President for University Relations
 Gloria B. Walker, BS, MEd, Vice President for Student Services

Associate Provost & Deans

Tori H. Knight, Associate Provost
 Ryan Baltrip, Dean of Professional Studies
 David E. Crutchley, Dean of the School of Religion
 Christine N. Dalton, Dean of the School of Natural, Applied, and Health Sciences
 Kimberly A. Hawkins, Dean of the School of Education and Counseling
 Bruce G. Kocour, Dean of Library Services
 Shawn M. O'Hare, Dean of the School of Arts, Humanities, and Social Sciences
 Heather M. Whaley, Dean of the School of Business and Family and Consumer Sciences

Administrative Staff

Hope Atkins, BS, MS	Director of C-N Fund and Alumni Relations
Martha Andrews,	Administrative Assistant to the VP for University Relations
Shelley Ball, BA, MDiv, MS	Assistant VP for Student Services, Dean of Students, Title IX Coordinator
Melody Basinger	Administrative Assistant, Student Services
Taylor Anne Bates, BS, MBA	Online Course Design and LMS Support Specialist
Chuck Benson, BA, MEd	Head Men's Basketball Coach
Victoria Blair, BA	Financial Aid Counselor
Michelle Bonville	Advancement Coordinator
Melody Boyer	Administrative Assistant, Health Services
Daniele Brock, BM, MS, EdS	Director of Student Experiences
Matthew Bryant Cheney, BA, MA, PhD	Director of C-N Center for Community Engagement
Ashley Caradine, BS	Director of Multicultural Services
Shanna Carmack, BS, MA	Director of Residence Life
Marian Carrier, BS	Collections Coordinator, Tuition Exchange Liaison
Jennifer Catlett, BA, MSSW	Director, Counseling Services
Adam Cavalier, BA, MA	Director of Athletic Communications
Manuel Cenicerros, AS	Network and Systems Support Specialist
Adam Collins, BS	Asst. Director of Graduate Admissions – Business Programs
Becky Cox	IT Help Desk Supervisor
Stacia Crawley, BA	Community Development Coordinator

Simon Duffy, BA, MEd	Head Women's Soccer Coach
Emily Feist, BS	Alumni Relations Coordinator
Karrie Foust, BA	Appalachian Outreach Ministry Center Coordinator
James Frederick, BS, MEd	Head Men and Women's Tennis Coach
Bethany Gentry	Director of Military Services
Nikki Gilbert	Residence Life Coordinator
Sheryl M. Gray, BS, MS	University Registrar
Tina Griffin	Financial Aid Representative
Jamie Hamer, BA, MA	Coordinator of Enrollment Marketing & Transfer Admissions
Corbin Hedges, BS	Director of Recreational Services and the MSAC
Diane Hendricks, BBA	Senior Financial Aid Counselor & Loan Coordinator
Melissa Hensley, BFA, MBA	Accreditation Liaison & Associate Director of Institutional Effectiveness
Tammy Hickle, BS, MAT	Director, Child Development Laboratory
Lynda M. Hill, BS	Assistant Registrar
Lisa Hodge	Data Management Coordinator, Education
Michelle Hodge	Administrative Assistant, Campus Ministries
Phyllis Hoover, BS	Coordinator for International Student Services
Amy E. Humphrey, BA, MS	Director of Student Success
David Humphrey, BS, MAT	Director of Students with Disabilities & Case Manager
Charles Key, BA	Director of Marketing & Communications
Jane Joyce, BA, MSC, EdD	Director of the Blevins Institute
Lisa King	Postmaster
Kim Lane	Administrative Assistant, Department of Public Safety
Tracey D. Lane	Assistant Director of Physical Plant
Shelly Laux, MBA, MA	Assistant Vice President for Advancement
Brooke Leach	Counselor / Outreach Coordinator
Denise Lindsey	Administrative Assistant, Registrar's Office
Jasmine Lindsey	Administrative Assistant, Education
Paula Lindy	Admissions Correspondence Coordinator
Johnny Long, BA, MS	Director of Sports Performance
Tammy Loy, AS	Advancement Coordinator
Joel Lyons	Patrol Supervisor, Department of Public Safety
Stephen Lyons, BS, MBA	Head Men's Soccer Coach
Emily Matheson, BS, MS	Director of Health Services
Keith McDaniel, BA, ThM	Multimedia Specialist
Robin McKinney, BBA	Director of Graduate Admissions
David McNeely, BA, MDiv	Coordinator, Faith & Justice Scholars Program
Christopher Miller, BA	Admissions Counselor
Elizabeth J. Miller	Executive Assistant to the President
Sonia Miller	Administrative Assistant, Business
Tina Murrow, BA	Academic Advisor & Marketing Liaison
David Needs, BA, MA	Director of Track and Field/Cross Country

Donnie L. Newman, BS	Director of Media Center
Anita Newport	Administrative Assistant, Religion
Valerie Owens	Student Accounts Liaison
Jan Parman	Administrative Assistant, Registrar's Office
Claudia Pope	Athletic Insurance Coordinator
Matthew Pope	Vice President & Director of Athletics
Julia Price	Director of EdD & EdS Advanced Programs
Tina Rich, BS	Associate Director of Financial Aid & Operations Specialist
Melina Rogers	Administrative Assistant, Nursing
Danette S. Seale, BS, MBA	Acting VP of Enrollment Management & Executive Director of Financial Aid
Angie Shaffer, BA, THM	Academic Advisor & Athletic Liaison
Jennifer Shope, BS	Administrative Assistant to the President
Allison Smith, BS, MSC	Director of Student Activities
Elaine Smith, BS, MBA	Assistant Vice President of Finance and Business
Valerie Stephens, BS, MBA	Online and Digital Learning Director
Tyler Stepp, BS, MBA	Head Cross Country Coach
Nilma Stewart, BA, BS, MEd	Director of International Admissions, PDSO
Suzanne Strudwick, AS, MSC, PGC	Women's Head Golf Coach, Senior Women's Administrator
Melissa Summey, BA, MS	Director of the Center for Global Education and DSO
Natalie Sutton, AA, BA	Senior Financial Aid Counselor
Jordan Taylor, BS	Head Swim Coach
Grace Terlecki, BA	Admissions Representative
Susie Trentham	Director of Advancement Services
David Tuell, BS, MBA	Chief Information Officer
Shannon Tuell, BA, MSSW	Counselor
Mike Van Bruggen, BA, MS	Director of Sports Medicine
Gloria Walker, BS, MEd	Vice President for Student Services
Darlene Wambaugh, AS, BA	Senior Associate Director of Financial Aid & Compliance Specialist
Jean Ann Washam, BA, MATS	Director of Appalachian Outreach
Adam Watson	Director of the Department of Public Safety
Ondes Webster	Director of Physical Plant
Clay Wilkerson, BA, MEd	Director of Admissions
Amanda Willocks-Giles, BS	Director of Certification and Graduate Advising, Education
Mark Workman, BS, MEd	Director of Career Development
Julie Wright, BM	Administrative Assistant to the Provost
Randy Wylie, BS	Head Men's Golf Coach
Jeremiah Young, BA, MA	Director of Campus Ministries

Full-Time Faculty

2021-2022 Academic Year

- Jonathan D. Akin**, *Vice President for Church Relations and Campus Ministries, Associate Professor of Religion, 2021*; B.A., Boyce College; M.Div. & Ph.D., Southern Baptist Theological Seminary
- 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
- Sandra Austin**, *Assistant Professor of Education, 2021*; B.S., Samford University; Med, University of Louisville; Ed.S., University of Tennessee, Knoxville
- Laurissa Backlin**, *Associate Professor of Music, 2020*; B.M., Wheaton College; M.M., Temple University; D.M.A., University of North Texas
- Philip E. Bailey**, *Associate 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
- Ryan Baltrip**, *Associate Professor of Management and Marketing, Dean of Professional Studies and Executive Director of Online and Digital Learning, 2021*; B.A., Carson-Newman College; M.Div., Southern Baptist Theological Seminary; Ph.D., University of South Florida; post-doctoral program, University of Florida
- 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**, *Assistant Professor 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
- Chandra Blanken**, *Assistant Professor of Nursing, 2021*; B.S.N., Carson-Newman University; M.S.N., University of Tennessee, Knoxville
- Ronda Blevins**, *Assistant Professor of Education, 2020*; B.A., University of Tennessee, Knoxville; M.S., University of Cincinnati; Ed. S & Ed. D., Carson-Newman 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
- Karla R. Bowers**, *Assistant Professor of Chemistry, EPA Coordinator, 1994*; B.S., Appalachian State University; M.S., 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
- 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, Associate Professor of Music, 2008*; B.M., M.M.Ed., Ph.D., Texas Tech University
- Andrew Burrow**, *Assistant Professor of Religion, 2020*; B.A., Samford University; M.A., Yale University; summer program, Tel-Aviv University; Ph.D, St. Mary's 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, Chair of Business, 2007-17, 2020*; B.S., Carson-Newman College, MAcc., University of Tennessee, Knoxville
- 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**, *Professor of Religion, Dean of the School of Religion, 2004*; B.L., L.L.B., University of Rhodesia, M.Div., Ph.D., Southwestern Baptist Theological Seminary
- Christine N. Dalton**, *Professor of Chemistry, Dean of the School of Natural, Applied, and Health Sciences, 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**, *Associate 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**, *Associate 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
- Jennifer Griggs Finley**, *Assistant Professor of Family and Consumer Sciences*, 2021; B.S., Carson-Newman University; M.S., East Tennessee State University; M.A.T., Carson-Newman University
- Lisa W. Flanary**, *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
- Jenna M. Frost**, *Assistant Professor of Nursing*, 2019; B.S.N., M.S.N., Lincoln Memorial University
- Shara K. Galloway**, *Assistant Professor of Accounting*, 2017; J.D., Lincoln Memorial University; M.Acc., University of Tennessee, Knoxville; B.S., Carson-Newman College
- Karen Gibson**, *Associate Professor of Family & Consumer Sciences*, 2021; B.S., Minnesota State University, Mankato; M.S., University of Kentucky; D.C.N., Rutgers University
- 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
- Blaine Madden Hall, Jr.**, *Associate Professor of Communication, Chair 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
- Maria B. Hartley**, *Assistant Professor of Sociology*, 2020; B.A., Midway College, M.S., Eastern Kentucky University; Ph.D., University of Tennessee, Knoxville
- Heather Hartman -Folks**, *Assistant Professor of Art*, 2019; B.F.A., Auburn University; M.F.A., University of Tennessee, Knoxville
- Kimberly A. Hawkins**, *Associate Professor of Education, Dean of the School of Education and Counseling*, 2011, B.S., M.S., Baylor University, Ph.D., University of Tennessee, Knoxville
- Merrill M. Hawkins, Jr.**, *Professor of Religion*, 1995; B.A., Baylor University; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Baylor University; Further study: University of Tennessee Medical Center, Knoxville
- Carolanne R. Henley**, *Associate Professor of Nursing*, 2007, B.S., Oklahoma City University; B.S.N, Oklahoma Baptist University; M.S.N., East Tennessee State University
- Megan C. Herscher**, *Professor of Counseling*, 2013; B.S., James Madison University; M.A., Marymount University; Ph.D., University of Tennessee, Knoxville
- Brandon Hollihan**, *Assistant Professor of Music*, 2021; B.A., University of Notre Dame; M.M. & M.A., The Ohio State University; D.M.A., University of Notre Dame
- Jerod Hollyfield**, *Associate Professor of Communication and Film Studies*, 2019; B.S., M.A., University of Tennessee, Knoxville; Ph.D., Louisiana State University

- 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
- Douglas Johnson**, *Assistant Professor of Communication*, 2021; A.S., Walters State Community College; B.A., Carson-Newman University; M.A. & M. Div., Luther Rice University; Ph.D., Regent University
- Stephen G. Joiner**, *Assistant Professor of Political Science*, 2019; B.A., Milligan College; M.A., A.B.D., University of Kentucky
- Roberta L. Jones**, *Assistant Professor of Nursing*, 2013; B.S.N., University of Michigan-Flint; M.S.N., Carson-Newman University
- Susan W. Karr**, *Assistant Professor of Biology*, 1994; B.S., M.S., University of Georgia
- Caroline D. Keenan**, *Associate Professor of Chemistry*, 2014; B.S., Lincoln University; M.S., University of Michigan; Ph.D., University of Florida
- Andrew King**, *Assistant Professor of Religion*, 2021; B.S., Crichton College/Victory University; M.A., Southwestern Baptist Theological Seminary; M.A., Yale Divinity School; Ph.D., University of Notre Dame
- Tori H. Knight**, *Associate Provost, Professor of Economics*, 2000; B.S., University of Tennessee, Knoxville; M.E., Ph.D., North Carolina State University
- Jeff A. Knox**, *Associate Professor of Physical Education*, 2015; B.S., M.Ed., Carson-Newman University; Ph.D., University of Tennessee, Knoxville
- Bruce G. Kocour**, *Professor of Library Science, Dean of Library Services*, 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**, *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
- Michael Lugo**, *Assistant Professor of Mathematics*, 2020; B.S., Carson-Newman University; M.A. & Ph.D, Virginia Polytechnic Institute and State University
- 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
- John D. McClellan**, *Associate Professor of Philosophy*, 2011, B.A., University of North Carolina at Greensboro; Ph.D., University of Tennessee, Knoxville
- Susan McGaha**, *Assistant Professor of Biology*, 2020; A.S., Walters State Community College; B.A., East Tennessee State University; Ph.D, East Tennessee State University Quillen College of Medicine
- Wesley McMasters**, *Assistant Professor of English*, 2018; B.A., Penn State University; M.A., University of Maine; Ph.D., Indiana University of Pennsylvania

- Damjana Mraovic-O'Hare**, *Assistant Professor of English and Director of the Writing Center, 2017*; Ph.D., The Pennsylvania State University; M.A., University of Tennessee, Knoxville; M.A., B.A., University of Belgrade, Serbia
- Kelley Obringer**, *Assistant Professor of Nursing, 2021*; B.S.N. & M.S.N., Millikin University; Ph.D., Illinois State University
- Shawn M. O'Hare**, *Professor of English, Dean of the School of Arts, Humanities, and Social Sciences, 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, Chair 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**, *Associate 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
- 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
- W. Robert Trentham**, *Professor of Biology, 1989*; B.A., Carson-Newman College; M.S., Tennessee Technological University; Ph.D., University of Tennessee, Knoxville
- 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
- Heather M. Whaley**, *Professor of Family & Consumer Sciences, Chair of Family and Consumer Sciences, Dean of the School of Business and Family and Consumer Sciences, 2006*; B.S., M.S., Ph.D., University of Tennessee, Knoxville
- L. Kip Wheeler**, *Associate Professor of English, 2003*; B.A., M.A., West Texas A & M University; Ph.D., University of Oregon
- Matthew A. Wilkerson**, *Associate Professor of Biology, Chair of Biology, 2006*, B.A., Carson-Newman College; M.S., University of Tennessee, Knoxville; Ph.D., Northcentral University, Prescott Valley, Arizona
- Kelli Y. Williams**, *Associate Professor of Library Science, 2016*; B.A., Lincoln Memorial University; M.S., University of Tennessee, Knoxville
- 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

2021-2022 Adjunct Faculty

- Sheridan C. Barker**, *Communication*; B.A., Carson-Newman College; M.S., Ed.D., University of Tennessee, Knoxville
- Victoria L. Barker**, *English*, B.A., Carson-Newman College; M.A., Ph.D., 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
- Randall Blevins**, *Business*, B.S., Virginia Intermont College; M.B.A., Averett University; D.B.A., Argosy University
- 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
- Barbara Bradley**, *Education*, B.S., Ohio University; M.S., University of Dayton; Ed.S., Lincoln Memorial University
- Vickie Bragg**, *Education*, B.S., Carson-Newman College; graduate work; East Tennessee State University, Texas Technological University, Cumberland University
- Daniele Brock**, *Academic Skills Enhancement*, B.M., Carson-Newman College; M.S., Troy State University; Ed.S., Valdosta State University
- Kelly Brock**, *Exercise Science*, B.S., University of Florida; D.A.T., Indiana State University
- Ashley Bryant Cheney**, *Liberal Arts*, B.A., Carson-Newman University; M.A., Eastern University
- Gregory Byrd**, *History*, B.A., Carson-Newman University; M.A.T., M.A., East Tennessee State University
- Vicki Carter**, *Nursing*, M.S.N., B.S.N., University of Tennessee, Knoxville
- Jennifer Catlett**, *Education*, B.A., Carson-Newman University; M.S., University of Tennessee, Knoxville
- Tommy Clapp**, *Physical Education*, B.A., Berea College; M.S.C., Carson-Newman University
- Beverly Clark**, *Nursing*, A.A.S., North Arkansas College; B.S.N., Chamberlain University; M.S.N., South University; D.N.P., University of North Florida
- 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
- Cynthia Culbertson**, *Education*, B.S. & M.S., Carson-Newman College; Ed.S., Lincoln Memorial University
- Stephanie Dallman**, *Education*, B.A. & M.A., Tennessee Technological University; Ed.S., Lincoln Memorial University; Ed.D., Carson-Newman University
- Dominique Davis**, *Education*, B.A., M.S., University of Tennessee, Knoxville; M.Ed., Ed.S., Lincoln Memorial University
- Stacy Dube**, *Nursing*, A.A., R.N., Walters State Community College; B.S.N., M.S.N., King University
- Claudia Duncan**, *Nursing*, B.S.N., M.S.N., University of Tennessee Health Science Center, Memphis
- 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
- James Fox**, *Education*, B.S., University of Tennessee Knoxville; M.S., University of Tennessee, Knoxville; Ph.D., University of Tennessee, Knoxville
- Retha Gentry**, *Nursing*, A.A.S., Southwest Virginia Community College; B.S.N., King University; D.N.P., East Tennessee State University
- Trista Godbey**, *Academic Skills Enhancement*, B.A., Emory and Henry College; M.A., East Tennessee State University
- Jennifer Goins**, *Nursing*, L.P.N., Appalachian Regional Nursing Program; A.S.N., Pellissippi State Community College; B.S.N., King University; M.S.N., Lincoln University
- Susan Gordon**, *Nursing*, B.S.N., Carson-Newman University
- Beckey Buck Greene**, *Nursing*, B.S., University of Tennessee; B.S.N., M.S.N., Lincoln Memorial University
- Courtney Hall**, *Business*, J.D., Cumberland School of Law, Samford University; B.A., University of Tennessee, Knoxville
- Sheila Hartsock**, *Communications*, B.A., Carson-Newman University; M.A., Regent University
- Rebecca Hawkins**, *Nursing*, B.S.N., M.S.N., King University
- Corbin Hedges**, *Academic Skills Enhancement*, B.A., Carson-Newman University
- Frankie J. Helton**, *Academic Skills Enhancement*, B.S., M.S., East Tennessee State University
- Terron Hillsman**, *Business*, B.S., Tennessee State University; M.A., Tusculum College; Ph.D., University of Tennessee, Knoxville

- Eleanor Hodges**, *Communications*, B.A., Carson-Newman University; A.A., Walters State Community College
- Samuel Hollingshead**, *Education*, B.A., M.Ed., Carson – Newman University; D.Ed., East Tennessee State University
- Alfred Huffaker**, *Physical Education and Exercise Science*, B.S., M.S., University of Tennessee, Knoxville
- Amy E. Humphrey**, *Academic Skills Enhancement*, B.A., Carson-Newman College; M.S., University of Tennessee, Knoxville
- Margaret Ann Hypes**, *Education*; B.A., Maryville College; M.A., George Washington University; Ed.D., University of Tennessee, Knoxville
- Ray Ishak**, *Mathematics*, B.Sc., Al-Mustansiriyah University-Baghdad, Iraq; M.S., University of South Florida
- Susan C. Jessee**, *Nursing*, B.S.N., Carson-Newman College
- Elissa Keck-Hodge**, *Music*, B.M., Carson-Newman College; M.M., University of Tennessee, Knoxville
- Melinda Kerr**, *Education*, B.S., University of Tennessee, Knoxville
- David Kitts**, *Religion*, B.A., Carson-Newman University; Ph.D., M.Div., M.Th., Southern Baptist Theological Seminary
- Lonnie Knight**, *Education*, B.M., Carson-Newman College; M.S., University of Tennessee
- Gretchen Long**, *Art*, B.A. & M.E.D, Carson-Newman University
- Johnny Long**, *Physical Education*, B.A., Southeastern Louisiana University; M.S., University of Tennessee, Knoxville
- Phillipa Maas**, *Nursing*, Diploma of Nursing Studies, Nightingale Institute, London; B.S., M.S., The Royal College of Nursing, London; Postgraduate Certificate in Nursing, University of Derby, England
- Mickey McBride**, *Nursing*, B.S., College of St. Francis; M.S.N., Tennessee Technological University
- Laura McClellan**, *Education*, B.M., University of North Carolina, Greensboro; M.S., University of Tennessee, Knoxville
- Andrew McCoy**, *Music*, B.M., Belmont University; M.M., University of Tennessee, Knoxville
- Alice McCurry**, *Nursing*, B.S.N., Berea College; M.S.N., University of Tennessee, Knoxville; Ph.D., University of Tennessee, Knoxville
- Keith McDaniel**, *Communications*, B.A., Carson-Newman College
- David McNeely**, *Religion*, B.A., Carson-Newman University; M.Div., Baptist Theological Seminary at Richmond
- Donald Clark Measels**, *Music*; B.A., M.M., William Carey College; M.C.M., D.M.A., Southern Baptist Theological Seminary
- Mary Meighan**, *Nursing*, B.S.N., East Tennessee State University; M.S.N., University of Tennessee, Knoxville; Ph.D., University of Tennessee, Knoxville
- George Miller**, *Religion*, B.A., Carson-Newman University; M.A., Emmanuel School of Religion; M. Div., Southeastern Baptist Theological Seminary
- Christopher Morelock**, *English*, B.A., Carson-Newman College; M.A., University of Tennessee, Knoxville
- David Mulkey**, *Nursing*, B.S.N., Pensacola Christian College; M.S.N., D.N.P., University of South Alabama
- David Needs**, *Physical Education and Exercise Science*, B.A., Carson-Newman College; M.A.T., Carson-Newman College
- Joseph North**, *Music*, B.M. & M.M., University of Tennessee, Knoxville
- Guy Osborne**, *Psychology*, B.A., Clemson University; M.A., Ph.D., Vanderbilt University
- Frederick Pinkerton**, *Chemistry, Mathematics, Physics*, B.S., Montana State University, Billings; Ph.D., Montana State University, Bozeman
- 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
- Meredith Price**, *Nursing*, B.S., University of Tennessee; B.S.N., University of Memphis; M.S.N., Carson-Newman University
- Susan Price**, *Education*, B.S., East Tennessee State University; M.A.T., Carson-Newman University; Ed.S., Lincoln Memorial University
- Cecelia Gail Rice**, *Education*, A.A., Gulf Coast Community College; B.A., University of West Florida; M.Ed., East Tennessee State University
- Jennifer Riseden**, *Nursing*, B.S.N., Carson-Newman College; M.S.N., Carson-Newman College
- Anthony Runyan**, *Business*, B.S., Carson-Newman University; M.B.A., University of Tennessee, Knoxville
- 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

Rebecca Smith, *Family and Consumer Science*, B.A., Pepperdine University; M.S. & Ph.D., Louisiana State University
Tracy Smith, *Nursing*, B.S.N., Messiah College
Patty Starnes, *Education*; B.S., Lincoln Memorial 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
Suzanne Strudwick, *Physical Education*, B.S., Stafford College
Shannon Tuell, *Physical Education*, B.A., Carson-Newman University; M.S., University of Tennessee, Knoxville
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
Teresa Vest, *Academic Skills Enhancement*, B.S., Carson-Newman University; M.Ed., Ed.S., University of Tennessee, Knoxville
Kathleen Villars, *Business*, B.B.A., University of Wisconsin, Oshkosh; M.B.A., Marquette University
Matthew Weyer, *Music*, B.M., University of Tennessee, Knoxville; M.M., University of Georgia
Jeffrey Whaley, *Music*, B.S., Tennessee Technological University; M.A., Wichita State University
Kathy Wilkinson, *Nursing*, B.S.N., M.S.N., Radford 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	Kitty R. Coffey.....	1995
Robert M. Burts	1969	Robert M. Shurden	1996
Sherman B. Vanaman	1970	Ellen M. Millsaps	1997
William L. Blevins	1971	Edward T. Freels, Jr.	1998
Ben F. Philbeck	1972	Charles G. Moffat	1999
Joe A. Chapman	1973	Patsy W. Boyce.....	2000
Walter B. Shurden	1974	James A. Coppock.....	2001
Howard Chitwood	1975	Sharon T. Teets	2002
R. R. Turner.....	1976	Eric A. Thorson.....	2003
Ben L. Sloan.....	1977	Mark A. Heinrich.....	2004
Martha B. Wilson	1978	Thomas B. Milligan, Jr.....	2005
Jeff Daniel Marion.....	1979	Phyllis N. Driver	2006
Paul D. Brewer	1980	Ernest D. Lee.....	2007
Charles H. Jones.....	1981	D. Ann Jones.....	2008
Verner T. Hansen.....	1982	Stephen R. Karr.....	2009
Louis O. Ball	1983	G. Laurence Osborne	2010
Carolyn D. Blevins	1984	Ross Brummett.....	2011
Carey R. Herring	1985	D. Brian Austin	2012
Joe W. Sloan.....	1986	K. Elizabeth Vanlandingham	2013
Donald W. Garner	1987	Margaret A. (Peggy) Hypes	2014
Truett C. Patterson.....	1988	W. Robert Trentham.....	2015
M. B. Fletcher.....	1989	David E. Crutchley.....	2016
Frank H. Pinkerton	1990	Jennifer W. Hall	2017
James L. Baumgardner	1991	Heather M. Whaley	2018
Don H. Olive	1992	Bruce Kocour	2019
Gerald C. Wood.....	1993	D. Clark Measels	2020
John Lee Welton.....	1994	Kara Stooksbury	

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)

Graduate and Professional Studies Staff

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Graduate and Professional Studies Program and Standards Committee

The Graduate and Professional Studies Programs and Standards Committee shall review all aspects of the university's 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 undergraduate majors and new undergraduate and graduate degree programs. All other curricular changes require only the vote of the Graduate and Professional Studies Programs and Standards Committee.

Responsibilities: including, but not limited to, review of requirements and curricula for undergraduate majors as well as general education requirements and curricula for 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 Graduate and Professional Studies, the Dean of Library Services, the Director for Online and Digital 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 undergraduate and graduate academic programs.

Standing IRB Sub-committee: The Graduate and Professional 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 graduate studies in an 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 accelerated summer terms. Most graduate programs include the fall, spring, and summer semesters.
Academic Program (degree)	A coherent set of courses required to earn an appropriate degree (associate, bachelor, master, or doctoral degree). Graduate academic programs (those leading to a master's or doctoral degree) consist of course work at a level beyond the undergraduate focusing on depth of study in a particular academic discipline.
Academic Year	An Academic Year consists of two 16-week semesters and a summer semester.
Add/Drop	The procedure through which students make a change in their schedule of classes by adding or dropping a course.
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.
Course Load	The total number of credit hours taken during a term. Graduate students must enroll in 9 hours per semester to be considered full time.
Course Number	A number that identifies a specific course.
Course Title	The descriptive name of a course.

Credit	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 Plan	A document outlining completion of credits earned and intention of completing remaining requirements for graduation to be submitted to the registrar for review at least one semester before the date of graduation.
Department	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 University.
Drop/Add	The procedure through which students make a change in their schedule of classes by dropping or adding a course.
Early Registration	The process of enrolling in classes before the beginning of the next semester.
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 9 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, F=0.
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 dean.
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.
Major	A prescribed set of courses in a specific area of study. Some majors require coursework in related subjects which are required to support study in the discipline.
Part Time Student	One carrying less than 9 graduate hours 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	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)	A status resulting from unsatisfactory conduct apart from academic performance.
Proficiency Exam	See credit by exam.
Registration	The procedure by which students enroll for coursework.
Schedule of Classes	Information containing course and section offerings for a given term. Found on MyCN and the Registrar's web page.

Section	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.
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	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 be administratively withdrawn. Administrative withdrawals are processed when the student discontinues class attendance before the end of the term.

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Campus Telephone Numbers

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Graduate Admissions	471-2058
Alumni Affairs	471-3222
Auto Registration (Department of Public Safety)	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 Ministries	471-3537
Counseling, Personal	471-3531
Financial Aid	471-3247
Grades/Records (Registrar's Office)	471-3240
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Housing (Residence Life)	471-2009
I.D. Cards (Department of Public Safety)	471-3559
Information (Switchboard)	471-2000
Library	471-3335
Lost and Found Items (Department of Public Safety)	471-3559
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