

2022/
2023



CARSON-NEWMAN

A CHRISTIAN UNIVERSITY

**COLLEGE OF PROFESSIONAL STUDIES
& GRADUATE CATALOG**



**CARSON-NEWMAN
UNIVERSITY
College Of Professional Studies
and Graduate Catalog
2022-2023**

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>

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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 the 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
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 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

Table of Contents

Academic Calendar	4
Carson-Newman University History	5
Admissions	6
Tuition, Fees, and Payment	10
Financial Aid	12
Military and Veterans' Education Assistance	15
Academic Policies and Procedures	17
Student Records	29
Academic Support Services	30
Division of Student Services	31
Title IX Policy and Grievance Procedure	33
The College of Professional Studies: Liberal Arts Core	34
Bachelor of Business Administration (BBA)	36
Bachelor of Science in Organizational Leadership (BSOL)	38
Bachelor of Science in Professional Studies (BSPS)	40
Graduate Business Degrees	41
Graduate Counseling Degrees	47
Graduation Education Degrees	53
Educational Specialist Degrees	64
Doctor of Education Degrees	65
Graduate Nursing	77
Post-Master's Certificate Program	79
Doctor of Nursing Practice	81
Graduate Biblical and Theological Studies Degrees	84
Academic Terms	89
Administrative Offices	90
Board of Trustees	91
Executive Leadership	91
Deans	91
Faculty (Fulltime and Part-time)	91-97
Index	99

2022-23 CPS and Graduate Studies Academic Calendar and Time-Table of Dates

FALL 2022	Session Begin date	Session End date	Deadline for full refund for course withdrawal	Deadline to remain enrolled & make a course change without a fee	Deadline to drop with a W	Courses dropped beginning this date until the end of the session are graded WF
Fall semester (16 week)*	August 17	December 8	August 16	August 26	October 26	October 27
Session A	August 17	October 7	August 16	August 23	September 22	September 23
Session B	October 10	December 8	October 7	October 13	November 17	November 18
SPRING 2023	Session Begin date	Session End date	Deadline for course refund for course withdrawal	Deadline to remain enrolled & make a course change without a fee	Deadline to drop with a W	Courses dropped beginning this date until the end of the session are graded WF
Spring Semester (16 week)*	January 11	May 4	January 10	January 20	March 29	March 30
Session A	January 11	March 3	January 10	January 17	February 16	February 17
Session B	March 13	May 4	March 10	March 17	April 13	April 14
SUMMER 2023	Session Begin date	Session End date	Deadline for full refund for course withdrawal	Deadline to remain enrolled & make a course change without a fee	Deadline to drop with a W	Courses dropped beginning this date until the end of the session are graded WF
May term	May 8	May 26	May 5	May 9	May 18	May 19
Full Summer term* (14 week)*	May 8	August 11	May 5	May 12	July 13	July 14
10 week term	May 15	July 21	May 12	May 19	June 29	June 30
Session A	May 8	June 23	May 5	May 11	June 8	June 9
Session B	June 26	August 11	June 23	June 29	July 27	July 28
Session F	June 5	June 30	June 2	June 7	June 22	June 23
Session G	July 3	July 28	June 30	July 5	July 20	July 21

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 Registrar 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.

2022-2023 Calendar of Holidays and Campus Events

Labor Day (campus closed)	Monday, September 5
Convocation	Tuesday, August 23
Homecoming	Saturday, November 5
Thanksgiving	Saturday, November 19 - Sunday, November 27
December Commencement	Friday, December 9
Martin Luther King, Jr. Holiday (campus closed)	Monday, January 16
Spring Break (campus offices open)	Saturday, March 4 - Sunday, March 12
Easter Holiday (campus closed)	Friday, April 7 - Monday, April 10
Student Research, Creativity, and Performance Day	Thursday, April 13
Spring Commencement -	Friday, May 5
Memorial Day Holiday (campus closed)	Monday, May 29
Independence Day Holiday (campus closed)	Tuesday, 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."

ADMISSIONS

ACADEMIC FORGIVENESS

Carson-Newman University will honor an academic forgiveness granted by another regionally accredited post-secondary institution so long as the academic forgiveness or fresh start is clearly noted on the official transcript from the previous institution. Carson-Newman will use the previous institution's calculation of the student's GPA (after the fresh start) to establish the student's transferable GPA for the purposes of admission and academic merit scholarship eligibility. The student is required to submit official copies of college transcripts from all post-secondary educational institutions previously attended even if those credits were forgiven via academic forgiveness or fresh start from the previous institution. This policy is independent of financial aid regulations. All coursework attempted will still be incorporated into financial aid satisfactory academic progress calculation as per federal regulatory requirements. All remaining courses for the current degree objectives must be completed at Carson-Newman University. No transient or additional transfer credit will be accepted for those who transfer into Carson-Newman after a previously granted academic fresh start is accepted by the institution. Students so admitted will be assessed for admission and financial aid academic merit scholarships based on the transcripted GPA from the institution they most recently attended.

Academic Fresh Start Policy for Transfer Students

Carson-Newman University recognizes that some students may have attempted to pursue a college education in the past and, due to unfortunate life circumstances, have a cumulative collegiate GPA that is not reflective of their academic abilities or personal capability. If the student has not been enrolled in a post-secondary education institution for a period of 4 calendar years (48 months) or longer since their last previous term of enrollment, a student who attended another post-secondary institution may appeal for an academic fresh start during their admission process.

If the student's cumulative collegiate GPA is below the requirement for transfer admission, they must appeal to the Enrollment

Management Committee to pursue admission to the university and, if they so desire, submit an appeal for an academic fresh start. Students so admitted will be required to enroll full-time, will be admitted on academic probation, and must create a success plan with the Office of Student Success. Students so admitted will be required to make a C or better in all courses in their first semester at Carson-Newman. At the conclusion of that semester, the previously applied for academic fresh start will be granted as defined below.

At the successful completion of their first semester the academic fresh start can be granted by the institution and up to 24 hours of previously attempted unsuccessful coursework may be forgiven. Students are not eligible for an academic fresh start at Carson-Newman if the student has already been previously granted an academic forgiveness according to a similar provision at any other institution of higher education. A student who has been granted an academic fresh start at Carson-Newman in the past is not eligible for a second opportunity. Students who have earned an associate or baccalaureate degree are not eligible for academic fresh start. The student's permanent academic record will include the statement "Granted Academic Fresh Start" and the effective date on the student's Carson-Newman transcript. Students will retain all previously earned grades of C or better from their academic history and these will be incorporated into their institutional GPA calculation.

All remaining courses for the current degree objectives must be completed at Carson-Newman University. No transient or transfer credit will be accepted for those who transfer into Carson-Newman after a previously granted academic fresh start is issued by Carson-Newman University. This policy is independent of financial aid regulations. All previous coursework will count in the financial aid satisfactory academic progress calculation as per the current federal regulations. Students will remain subject to federal regulatory requirements regarding life-time limits in aid eligibility and satisfactory academic progress requirements. Students admitted on an academic fresh start plan must meet with financial aid before submitting their appeal for the fresh start to determine if their remaining aid eligibility will be sufficient assistance for them to complete their degree should a fresh start be granted.

Academic Fresh Start Policy for Students Seeking Re-Admission to Carson-Newman

Carson-Newman University recognizes that some students may have attempted to pursue a college education in the past and, due to unfortunate life circumstances, have a cumulative collegiate GPA that is not reflective of their academic abilities or personal capability. If the student originally enrolled at Carson-Newman, was unsuccessful, and has not been enrolled in any other post-secondary educational institution and has not been enrolled at Carson-Newman for a period of 4 calendar years (48 months) or more since their last previous term of enrollment, they may appeal for an academic fresh start along with their application for re-admission.

Re-admit students seeking an academic fresh start must appeal to the Enrollment Management Committee to pursue re-admission to the university and, if they so desire, submit an appeal for an academic fresh start. Students so admitted will be required to enroll full-time, will be admitted on academic probation, and must create a success

plan with the Office of Student Success. Students so admitted will be required to make a C or better in all courses in their first semester at Carson-Newman.

At the conclusion of that semester, the academic fresh start will be granted as defined below. At the successful completion of their first semester the academic fresh start can be granted by the university and up to 24 hours of previously attempted unsuccessful coursework may be forgiven. A student who has been granted as an academic fresh start at Carson-Newman in the past is not eligible for a second opportunity.

Students who have earned an associate or baccalaureate degree are not eligible for academic fresh start. The student's permanent academic record will include the statement "Granted Academic Fresh Start" and the effective date on the student's Carson-Newman transcript. Students will retain all previously earned grades of C or better from their academic history and these will be incorporated into their institutional GPA calculation.

No transient or additional transfer credit will be accepted for those who transfer into Carson-Newman after a previously granted academic fresh start is issued by Carson-Newman University. This policy is independent of financial aid regulations. All previous coursework will count in the financial aid satisfactory academic progress calculation as per the current federal regulations. Students will remain subject to federal regulatory requirements in regard to life-time limits in aid eligibility and satisfactory academic progress requirements. Students admitted on an academic fresh start plan must meet with financial aid before submitting their appeal for the fresh start to determine if their remaining aid eligibility will be sufficient assistance for them to complete their degree should a fresh start be granted.

COLLEGE OF PROFESSIONAL STUDIES ADMISSIONS POLICY

Ryan Baltrip, Dean of the College of Professional Studies

The College of Professional Studies (CPS) is designed for adults and working professionals reach their full potential by preparing them for meaningful careers and thriving lives. CPS is driven to offer innovative programming that serves students in whatever format that best their needs, offering purposeful, transformative, and results-driven education that meets the present and future workforce needs of our society.

The College of Professional Studies offers majors in Business Administration, Organizational Leadership, and Professional Studies.

CPS Admission Requirements

1. Complete online application
2. Students must be classified as adult students
3. Students must have a 2.0 grade point average on high school/college credit
4. Students must complete 36 hours through Carson-Newman's courses.
5. Students must complete at least 36 hours at the junior/senior level.

6. Students who transfer in comparable courses above 36 hours may have those courses considered for substitution for equivalent courses in the program.

GRADUATE 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.

Graduate 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

Common Requirements:

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

Note: Admission to the program does not guarantee completion.

- **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.
- **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.
- **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.
- **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.). Conditionally admitted students can only receive financial aid for the limit of their allowed conditional credit hours until they are fully admitted.
- **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. Confirmation of Financial Support: This form must be completed by the individual (student and Parent or sponsor) affirming the availability of financial resources to pay for the student's expenses while attending Carson-Newman University. To verify the support noted on the Confirmation of Financial Support, each individual providing support (parent, sponsor or student, if self-funding) must request a letter from their bank to verify account status and amount available. Bank letters must be written on bank letterhead, including the bank name and location, be currently dated (within last 6 months) and written in English. Furthermore, the bank letter should list of the name of an individual bank customer, not a company, should state how long the individual has been a customer of the bank, list of average amount available in accounts and amount currently readily available, in local currency and U.S. dollars. The official bank letter should be signed and dated by a bank representative, with their name printed legibly beneath their signature.
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 letter.

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.

POST-BACCALAUREATE ADMISSION

Candidates, who have obtained a bachelor's degree and wish to enroll in coursework seeking a second degree, teacher certification or health professions preparation, may apply for post-baccalaureate admission. Graduates of Carson-Newman University must complete a readmission application. Candidates who do not have an undergraduate degree from Carson-Newman University must apply for admission and official college transcripts. Candidates who possess a baccalaureate degree and wish to enroll at Carson-Newman University as a non-degree seeking student may apply for admission as a post-baccalaureate student. Applicants must apply for admission, and official college transcripts. Students who are admitted as post-baccalaureate non-degree seeking students are not eligible for financial aid from Carson-Newman University.

READMISSION TO THE UNIVERSITY

Graduate

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.

Undergraduate - For students who have not enrolled at another institution: Students who have previously attended Carson-Newman University but have ceased to be enrolled for a full semester or longer (excluding summer) must apply for readmission. Students who have graduated and wish to re-enroll for a second undergraduate or non-degree seeking set of preparatory undergraduate/post-baccalaureate coursework must apply for readmission.

All students applying for readmission must clear any previous holds or issues with Carson-Newman University before they are eligible to be re-enrolled. Applying for readmission will automatically result in all of the relevant offices in the readmission process being notified of the student's intent to return so that they may make the admission staff aware of any potential issues that the student may need to resolve. Students who have not attended any other institution after ceasing to be enrolled at Carson-Newman and wish to be evaluated for readmission must submit an online Readmission Application Form. The priority deadline for applying for readmission is one month before each semester begins. International students applying for readmission are required to submit an application at least one month prior to the beginning of the next enrollment term. Students who have been readmitted may contact the Office of Admission for class registration information.

* Students who are re-admitted to the University after Academic Suspension will be automatically placed on Academic Probation (see Academic Standing).

Undergraduate – For former Carson-Newman students who enrolled at another institution and wish to return: Students who previously attended Carson-Newman University who transferred to another institution but wish to return to Carson-Newman must complete the following process:

- Complete the application for transfer admission
- Submit official copies of all college transcript(s)
- Submit the Transfer Student Disciplinary Record Check Form from all institutions attended after ceasing enrollment at Carson-Newman.
- Returning students with transfer credit earned at another institution must clear any previous holds or issues with Carson-Newman University before they are eligible to re-enroll. Students must be approved for re-enrollment by the Office of the Registrar, the Office of Student Accounts, the Financial Aid Office, and the Office of Student Services.

Re-enrolling students will be evaluated for admission under the standards of the academic year in which they wish to return. They will be considered as transfer applicants and are not guaranteed to receive any previous awarded financial aid. Financial Aid awards will be based on transfer status. Students who apply for readmission during their first term of enrollment at another institution may be evaluated for admission based on the student's previous cumulative GPA from Carson-Newman University. If the previously earned cumulative GPA is 2.5 or higher, the student is eligible for early readmission. If the previous cumulative GPA earned at Carson-Newman is 2.49 or below, a readmission decision may not be rendered until a final official transcript is received showing all grades received and courses attempted.

TUITION AND FEES

The following is a list of the major expenses which a student can incur at Carson-Newman University. Tuition and fees for full-time students cover the basic costs (excluding special course fees). The University reserves the right, beginning any term, to change its charges for tuition, fees, room, and board without advance notice prior to such change.

Tuition (Cost per credit hour)		
College of Professional Studies (CPS)		
Business Administration	\$365	+ \$55 tech fee
Organizational Leadership	\$365	+ \$55 tech fee
Professional Studies	\$365	+ \$55 tech fee
Graduate & Doctoral Programs		
Doctor of Nursing Practice	\$850	
MA. Applied Theology	\$450	
Master of Business Administration	\$500	
Counseling	\$475	
Master of Divinity	\$500	
SBC Rate	\$300	
Education:		
Masters	\$435	
Educational Specialist	\$570	
Doctorate (excluding Dissertation)	\$570	
Master of Science in Nursing:		
Online	\$650	
On Ground	\$625	
MA. Social Entrepreneurship	\$500	
Technology Fee	\$55	

Special Fees	
International Student Application Fee (one-time)	\$100
Auto Registration/Parking Tag (per year)	\$35
Dissertation Fee (per credit hour)	\$550
I.D. Card (replacement)	\$15
International Student Fee (per semester, including summer)	\$125
International Student Insurance (per year) <i>Note: amount subject to change</i>	\$1,828.08
Nursing Malpractice Insurance (estimate per yr)	\$80
Portfolio Fee (per semester)	\$10
Graduate Studies Counseling Internship Fee	\$225
Student Teaching/Enhanced Student Teaching Fee	\$400

Job-Embedded Practitioner Supervised Teaching Fee \$650 (two semesters required)	\$1,300
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Residence Halls	Occupancy	Cost Per Semester
Alumni (Women's' Residence Hall) Traditional 2-Person Room	Double	\$2,050
	Single (Private)	\$2,800
	Single-person room	\$2,350
Burnett (Women's' Residence Hall) Traditional 2-Person Room	Double	\$1,850
	Single (Private)	\$2,450
Swann (Women's' Residence Hall) Traditional 2-Person Room	Double	\$2,150
	Single (Private)	\$2,900
	Single Person Room	\$2,450
Heritage Hall (Men's Residence Hall) Traditional 2-Person Room	Double	\$1,850
	Single (Private)	\$2,450
Butler (Men's Residence Hall) Traditional 2-Person Room	Double	\$2,150
	Single (Private)	\$2,650
Appalachian Commons Standard 4-Bedroom	4-Person Occupancy	\$2,600
Appalachian Commons Standard 2-Bedroom	2-Person Occupancy	\$2,950

Meal Plan Rates (per semester)	
Residential:	
Unlimited Meal Plan	\$2,850*
12 Meal Plan (any 12 meals weekly)	\$2,620*
Commuter:	
100 meal/semester block plan (available only to Appalachian Commons Residents and Commuters)	\$1,440**
40 meal/semester commuter block plan (commuters only)	\$730**
*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.

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.

PAYMENTS

Tuition, fees, and all other costs for the semester are payable by the first day of class. 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 by the first day of class. 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 Registrar 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 commitments are considered noncancelable. 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.

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.

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 or the mobile app 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/financialaid>

How To Apply For Financial Aid:

Complete the FAFSA online at www.studentaid.gov. FAFSAs may be submitted year-round, but priority processing for new students will take place for FAFSAs received by February 1st prior to the fall semester. If a paper application is needed, students may request one directly from the U.S. Department of Education. List Carson-

Newman University on your FAFSA with our federal code of 003481. Once all forms have been received, a financial aid counselor will review the file for financial aid eligibility, and an Aid Offer notification letter and email will be generated directing the student to their MyCN or the C-N Mobile app to view the proposed assistance.

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

Student responsibility in completing necessary forms and returning them to the Carson-Newman University 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
Carson-Newman University
1645 Russell Avenue
Jefferson City, TN 37760
(865) 471-3247 or 1-800-678-9061

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.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (FASAP)

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

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

For Undergraduate programs:

Qualitative				
Number of cumulative credit hours attempted	1-30	31-45	46-59	60+
Minimum cumulative GPA required	1.5	1.7	1.9	2
Quantitative				
Number of attempted fall/spring credit hours	30	24	12	9
Number of credit hours a student must earn 67% of attempted credit hours	20	16	8	6
Number of required credits to earn degree	120			
Maximum number of cumulative attempted credits (150%)	180			

For Graduate programs:

Qualitative				
Number of cumulative credit hours attempted	1-11.9	12+		
Minimum cumulative GPA required	2.75	3.0		
Quantitative				
Number of attempted fall/spring credit hours	30	24	12	9
Number of credit hours a student must earn 67% of attempted credit hours	20	16	8	6
Number of required credits to earn degree	33+ (program lengths vary)			
Maximum number of cumulative attempted credits (150%)	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:

- **REVIEW Each Term:** Review for FASAP will be conducted at the conclusion of each term, including summer. All students regardless of SAP Status will be sent an email after each semester following the FASAP calculation to direct students to view their SAP status online via MyCN or the C-N Mobile App. It is your responsibility to ensure that lost eligibility is restored.
- **WARNING Status:** Students will have one semester of WARNING on the first instance of a failed FASAP calculation.
- **UNSATISFACTORY Status:** A subsequent calculation failing FASAP will result in Financial Aid UNSATISFACTORY standing, and students will be ineligible for financial aid without a successful appeal.
- **APPEALS FASAP:** Students may appeal an unsatisfactory status for FASAP calculation. Appeals must be made by the deadline on the SAP appeal form. Students can find the SAP Appeal on the Financial Aid Forms page on the Carson-Newman website. Students not approved on appeal must regain eligibility by meeting the SAP Satisfactory standards.
- **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.
- **W, F, or I Grades:** All grades of F, W, WP, WF, or I will not count as hours earned but will count as hours attempted.
- **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.

Student Athlete and Satisfactory Academic Progress

Carson-Newman University holds membership in the South Atlantic Conference (SAC) and the National Collegiate Athletic Association (NCAA). The University conforms to all regulations adopted by this organization which stipulate that:

- Athletes must be in academic good standing and be making satisfactory academic progress as defined by the University, SAC and NCAA.
- Participants in intercollegiate athletics must be enrolled fulltime during the term of participation.
- Additional requirements relating to test scores, credits, GPA and various other issues are stated in regulations published by each of the organizations. Consult the coach and/or the Athletic Director.

STATE PROGRAMS

For application, full award rules, and application deadlines, see www.tn.gov/collegepays.

Graduate Nursing Loan Forgiveness Program

The participant must be a Tennessee resident and a U.S. citizen, 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.

Minority Teaching Fellows Program

The participant must be a minority Tennessee resident and a U.S. citizen, be classified as a graduate student, be enrolled at least half-time in courses creditable to teacher certification, meet the required cumulative grade point average as set by the teacher education program (state requirements are a minimum 2.50), and not be a licensed teacher. All coursework must count towards the student's degree, or the award will be pro-rated. The candidate must sign a promissory note and in doing so will incur an obligation to teach PreK-12 in a Tennessee public school one year for each year the award is received. Recipients must be employed as a full-time teacher to be considered for forgiveness. Failure to comply will result in repayment with interest that accrues at 9% from the date of graduation or withdrawal date from the program. Applicants must reapply each year.

FEDERAL PROGRAMS**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 because the Grad PLUS loan has a higher interest rate than the Federal Stafford Unsubsidized Loan. Students may apply for the Grad PLUS Loan online via studentaid.gov.

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 principal. The Free Application for Federal Student Aid (FAFSA) is required to determine eligibility for this program.

The FAFSA may be filed at www.studentaid.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.gov.

The **Federal Pell Grant** is for exceptional need students. It is a grant that does not have to be repaid. Eligibility is determined by the results of the FAFSA. Actual amount awarded may vary according to the number of hours that a student enrolls per semester. Any changes to enrollment status must be reviewed by the Financial Aid office. After the drop period is complete, each student who is enrolled in less than 12 hours is reviewed to make sure the student is still eligible for the amount awarded. Amounts will be adjusted prior to the student receiving a refund.

The **Federal Supplemental Educational Opportunity Grant (SEOG)** is for Federal Pell Grant recipients only with the highest level of exceptional need as determined by the FAFSA EFC. It is a grant that does not have to be repaid. This award has limited funding. SEOG is awarded based on the availability of funds. Renewal from year to year is not guaranteed.

First-Time Borrowers

Students who wish to participate in the Federal Stafford Loan program must accept the loan via MyCN or the mobile app. Students can accept the full amount awarded, or they can request a loan reduction. Typically, students are awarded the maximum amount of Stafford loans for 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.studentaid.gov.

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-adultadmissions/graduate-assistantships.

Previous Borrowers

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

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 halftime. Once you have selected a lender, please complete the application on the 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.

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.

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 and maintain that 3.25 GPA for the graduate degree. For more information go to www.studentaid.gov. Should the teaching requirements not be fulfilled, the grant retroactively converts to an Unsubsidized Direct Loan with interest.

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.

MILITARY AND VETERANS' EDUCATION ASSISTANCE

Carson-Newman University has been approved by the Tennessee Higher Education Commission to provide programs and courses of instruction to current military members, veterans of the United States Military and/or their dependents who are eligible for educational benefits through the U.S. Department of Veterans Affairs (USDVA).

Benefit Programs

The primary entitlement programs administered by the Military Services Office are:

- 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
- Tennessee Support, Training and Renewing Opportunity for National Guardsman (STRONG) Act of 2017
- Federal Tuition Assistance

Carson-Newman University has been approved by the USDVA to participate in the **Yellow Ribbon Program**. Veterans or dependents of veterans who qualify for the Post-9/11 GI Bill® (Chapter 33) must be 100% eligible to participate in the Yellow Ribbon Program. For information on current policies for the Yellow Ribbon Program, contact a University School Certifying Official or the Office of Military & Veterans Services. **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>.

Military Call to Active Duty Policy

Students will be allowed to withdraw without penalty from the university and receive 100% remission of tuition and fees (less any financial aid which the student may have received for the term) and a prorated refund of room and board charges upon presenting an original copy of their orders to the Director of Military & Veterans Services.

Alternatively, incomplete (I) grades in all classes, with no tuition and fee reimbursement, may be more appropriate when the withdrawal is near the end of the semester. Incomplete grades must be agreed to by the instructor(s) and the student and approved by the University Registrar. However, if the student chooses to withdraw from only a portion of his/her classes and receive incomplete grades in the remaining classes, s/he would receive a partial reimbursement of tuition and fees only if the number of remaining credit hours is fewer than 12. In either of these alternative cases, the student will receive a prorated refund of room and board charges and be allowed to complete the coursework according to the established policies of the university and the agreement with the instructor(s) involved. Should the student veteran wish to re-enroll at Carson-Newman upon completion of military duty, the student veteran may apply for re-admission at no charge. The student veteran will be re-admitted as long as the student has no holds in the Student Accounts Office or a disciplinary hold from the Student Affairs Office.

Policies and Procedures

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

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 Certificate of Eligibility (COE) or Notice of Benefits Eligibility (NOBE) must be submitted to the School Certifying Official. Recipients who have received VA educational benefits at another school and plan to transfer to Carson-

Newman University must also complete and submit a Change of Program or Place of Training Application (VA Form 22-1995). Official transcripts from all colleges and universities attended must also be submitted in order to determine prior credit.

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. See “Academic Credit through the Military” in the Admissions section for more information. The Carson-Newman University VA Educational Benefits **Recipient Statement of Understanding Agreement and Acceptance of Responsibilities** 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 and Veterans Services or the School Certifying Official.

Enrollment certifications are submitted by the university’s School Certifying Official 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. Students receiving VA Educational Benefits are responsible for notifying the School Certifying Official for any change in enrollment (drop, add, withdraw, etc.) that could affect receipt of educational benefits.

Standards for Progress

Eligible recipients of VA Educational Benefits 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. 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 or repeated courses in which a passing grade (D or above) has been earned will not be approved for certification (except for courses in which a grade of “C” or higher is required for the major). **Dropped courses** which result in either no credit or no punitive grade will adversely affect VA benefits from the beginning of the term and can create an over award/repayment situation for the student. A course for which a student received an **Incomplete grade (I)** must be graded within six weeks of the course’s final meeting or the beneficiary will be subject to retroactive adjustment in the semester’s training time, which in turn may result in an overpayment and recovery of 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 progress standards in order to continue receiving VA educational benefits. To assure progress, the record of each student receiving VA Educational Benefits will be subject to review at the end of each semester.

Veterans Tuition and Fee Deferment

Students receiving education assistance benefits administered and provided by the United States Department of Veterans Affairs (USDVA) or under other government/military funded education assistance programs, **which are paid directly to the school**, will be eligible for deferred payment of the required tuition and fees. This includes students who are receiving benefits under **Chapters 31 and 33, Federal Tuition Assistance (FTA), and the TN Strong Act**. Approval for deferred payment is contingent upon a student beneficiary who demonstrates benefits eligibility with sufficient entitlement to cover tuition and fees and does not have an outstanding debt to the USDVA or Carson-Newman from prior semesters.

The deferred payment will be initiated with Carson-Newman’s Student Accounts Office at the start of each term. The student’s balance for the deferred payment will reflect all institutional, federal, and state financial awards, as well as the estimated pending aid from the USDVA or other military education benefit agencies. The student will be responsible for a one-time payment of the remaining balance or payment through an approved payment plan set up with the Student Accounts Office. You must stay in good standing with the University in order to receive deferments for future semesters.

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 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.

Students who receive education assistance benefits administered and provided by the United States Department of Veterans Affairs (USDVA) through **Chapters 35 or 1606** receive a direct payment from the USDVA to help cover the cost of their education. No money is paid to the university on behalf of the student. Students receiving benefits through chapters 35 or 1606, who have a balance after all other financial awards have been applied, are responsible for using the benefits received from the USDVA to pay their student accounts balance. The student may pay their balance either in one lump sum within the first 60 days of the term or by establishing a payment plan through the Student Accounts Office.

ACADEMIC POLICIES AND PROCEDURES

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 and spring semesters include a minimum 15 weeks of instruction and one week of exams. Full-time undergraduates are expected to complete a minimum of 24 semester hours during the academic year. 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. Adult degree completion programs include modules within the semester. Please consult the academic calendar found on page three of the catalog for term dates.

ACADEMIC DISHONESTY

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

Academic dishonesty may result in sanctions including, but not limited to, an immediate F and loss of credit for the course. Additionally, the effect of these sanctions on the student's GPA may impact financial awards. Gross dishonesty or a recurrence of academic dishonesty may result in expulsion from the University. Any student who receives an F in a course due to academic dishonesty will not be allowed to drop the course even if the F is assigned prior to the last date to drop a course with a W. The student may appeal a finding of academic dishonesty and the resulting sanction first to the Department Chair then the Dean; further recourse is to the Provost. For updates and questions related to this area, please contact the Office of the Provost.

ACADEMIC STANDING

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

ACADEMIC PROBATION

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

Hours Attempted	Minimum CNU and Cumulative GPA required
1-29	1.70
30-59	1.80
60-89	1.90
90 or above	2.00

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

A student who has attained the minimum institutional GPA and the minimum cumulative GPA (as indicated by the table above) by the end of the first semester on probation will be removed from probation. Once a student is placed on probation, the student will be allowed to continue enrollment if academic progress is demonstrated by achieving a semester GPA of 2.0 or higher or a cumulative GPA equal to or greater than that required by the total number of hours attempted for satisfactory academic progress (see table).

A student who earns a 2.0 GPA for the term on probation but who does not raise his or her cumulative GPA to meet satisfactory academic progress as outlined on the above table, will be allowed to remain enrolled on continued academic probation. Any student placed on academic probation is required to take ID-121 and pass the course with a minimum grade of C. Failure to complete ID-121 will result in academic suspension. While on probationary status, the student must achieve a semester GPA of 2.0 or higher or a cumulative GPA equal to or greater than that required for minimum standards for satisfactory academic progress to avoid suspension.

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

ACADEMIC SUSPENSION

A student is placed on Academic Suspension when the student failed to meet requirements for continued probation, or failure to pass ID-121 with a minimum grade of C. The first time a student is placed on Academic Suspension, that student will be suspended from the University for one semester. The second time a student is placed on Academic Suspension, that student will be suspended from the University for two semesters. The notation of the suspension will be made on the student's academic transcript. A

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

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

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

Any student readmitted after Academic Suspension will be placed automatically on Academic Probation. Students who are allowed to re-enroll after the suspension review process are not guaranteed eligibility for financial aid and should contact the Financial Aid Office to determine eligibility.

ACADEMIC DISMISSAL

A student who is Academically Dismissed from the University will not be eligible for continued enrollment at Carson-Newman University. The student has been given opportunity to improve his/her academic performance and has been unsuccessful. Students will be subject to Academic Dismissal and a notation of the dismissal will be made on the student's transcript if:

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

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

GRADUATE LEVEL

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. *Note: Academic Probation, Suspension and Dismissal (Graduate). See specific policy per graduate program.*

ACADEUM COURSE SHARING CONSORTIUM

Carson-Newman students can earn credit through on-line classes offered through Acadeum, a consortium of similar colleges and universities. This partnership allows the university to support our students to achieve their educational goals by making progress toward the degree in a timely manner. Credit taken and earned through the consortium will be calculated in the student's status for financial aid eligibility.

Courses taken through the consortium are considered institutional credit and will impact a student's GPA just like a course taken directly from C-N. Students who will be earning an associate degree may register for no more than 14 semester hours of courses with Acadeum. Students who will be earning a bachelor's degree may register for no more than 29 semester hours of courses with Acadeum. Acadeum courses may NOT be used for meeting the requirement for 25 percent of coursework in residency at Carson-Newman."

Course Approval

Courses taken to meet liberal arts core requirements may be approved by the University Registrar. The Registrar may consult with the department chair on the approval of the course. Courses taken to meet major requirements must be approved by the department chair of the major in which the courses are housed. The University Registrar and the Department Chair will review the course description, syllabi, and other documents to assess whether the course meets learning outcomes and other objectives as required of the course at C-N.

Course Requests

A student can request to take a course through Acadeum by first completing the online [Request to take a Course through Acadeum](https://www.collegeconsortium.org/institutions/carson-newman-university), which requires the approval of the student's academic advisor, and then completing the online Request through Acadeum Student Portal at the following link: <https://www.collegeconsortium.org/institutions/carson-newman-university>

A student must sign up for an account using their C-N email address. A list of courses already pre-approved are listed on the portal for Carson-Newman. Other courses may be found by searching for courses that are not on the pre-approved list. The University Registrar can assist the student in searching for courses on the portal.

Approving the request

The Registrar will receive information regarding the student's request to take a course through the consortium. Upon receipt of the request, the Registrar will review the student's eligibility to take the course to assure that the student needs the course to meet degree requirements. Students can indicate the reason for taking the course in the comments section in the student portal.

Notification regarding course request

Course registration requires approval. The student will receive an email communication from the Registrar regarding the status of the request indicating if it was approved or denied. If denied, the student can provide additional justification for taking the course. Sometimes a course may be denied because the student does not have the prerequisites to take the course through the consortium.

Course Costs and Billing

For courses offered during the summer term, the tuition that students pay is based on Carson-Newman's summer hourly course rate. Carson-Newman will bill the student for courses taken through the Acadeum course sharing consortium. For courses offered during the fall and spring semesters, the student will pay additional tuition charges for the cost of the course above the regular semester tuition

charges. Once a student enrolls in a course offered through the consortium, the student agrees to pay the costs for the course. Charges for the course will not be reversed after the second day of class, therefore, there will be no refund for the course after this date.

Transcripts

Courses taken through the **Acadeum** consortium will be transcribed similarly to a course taken at Carson-Newman but will include a notation on the transcript that the course was taken through the consortium. Grades will be assigned according to the grade scale established by the institution offering the course. The deadline to drop a course with a W grade for a course taken through the consortium may be different than the drop deadlines for courses taken at C-N. Carson-Newman will use the drop deadlines for W or WF grades as assigned by the institution offering the consortium course.

For more information about courses offered through Acadeum, please contact the University Registrar at 865-471-3240 or email registrar@cn.edu.

APPROVAL FOR UNDERGRADUATES TO TAKE GRADUATE COURSES

Approved undergraduate students may take a maximum of 6 graduate hours, with no more than 3 graduate hours during any one semester for no additional charge. Students must be enrolled as full-time undergraduate students (12 hours minimum) to be eligible.

To qualify, the student must have 90 earned semester hours of undergraduate credit, an approved degree plan indicating graduation within two semesters, and meet graduate program admission requirements. Undergraduate credit earned from graduate coursework cannot be used to meet undergraduate degree requirements. Graduate credit registration hours will not count toward undergraduate enrollment status for federal aid eligibility. Contact the Graduate Program Chair or the University Registrar for an application and for additional policy and criteria information.

ACADEMIC CREDIT THROUGH THE MILITARY

To award academic credit based upon military service experience, service members and veterans of the Army, Navy, Marine Corps, or Coast Guard must request and submit a Joint Services Transcript. Air Force members and veterans must submit an official transcript from the Community College of the Air Force (CCAF).

Military service members and veterans of all U.S. Armed Services, and members of the military reserve, may receive **up to 40 hours of academic credit** for military training based on recommendations of the American Council of Education. Credit is evaluated based on applicability to the declared major or degree of pursuit. If the declared major or degree changes after the service member or veteran enrolls, Carson-Newman reserves the right to re-evaluate military transfer credit and add or remove credit as it applies to the new declared major/degree. Consult the University Registrar or the Office of Military and Veterans Services for more information.

ADVANCED PLACEMENT (AP) AND COLLEGE ENTRANCE EXAMINATION (CEE-AP)

Credits earned by an advanced placement examination may be used to meet liberal arts core requirements for degrees offered at Carson-Newman University. A student with course credit posted on an

official college transcript awarded by an institution earned by recommended advanced placement (AP) or CLEP scores will be awarded credit at Carson-Newman. To qualify for this provision the student must have a minimum 2.5 cumulative college grade point average and at least 30 hours of college credit not earned from credit by exam (AP, CLEP, DANTES, etc). Students who do not meet these criteria will have their AP or CLEP credit assessed on the basis of freshman admission criteria and the required score per subject area specified in this catalog. Students with high performance levels in English, math, chemistry or another high school subject may bypass the required courses by taking the **College Entrance Examination Board-Advanced Placement (CEE-AP) Test**.

Advanced Placement tests are administered at high schools. Scores should be sent directly to the Office of the Registrar at Carson-Newman University. Carson-Newman University grants advanced placement and credit for a score of 4 or 5 on each CEE-AP examination, subject to department approval. Some departments will award credit for a score of 3. Departments will determine if the advanced placement credit may be part of the major sequence. The fee for establishing CEEB credit at Carson-Newman University is \$10 per credit hour.

<u>AP Examination</u>	<u>Required Score</u>	<u>CN Equivalency</u>	<u>S.H.</u>
American Government	3, 4 or 5	PSC 102	3
Biology	4 or 5	BIOL 101	3
Calculus AB	4 or 5	MATH 151	3
Calculus BC	4 or 5	MATH 151&152	6
Chemistry *Must serve as lab assistant for 103L & 104L	4 or 5	CHEM 103&104	6
Comparative Government and Politics	3	PSC GER	3
Computer Science A	3	CSC 107	3
Computer Science AB	3	CSC 107	3
Computer Science Principles	3	CSC 210	3
Economics: Macro	4 or 5	ECON 220	3
Economics: Micro	4 or 5	ECON 210	3
English Language/Comp	4 or 5	ENG 101	3
Environmental Science	4 or 5	BIOL 102	3
European History	4 or 5	HIST 334	3
Human Geography	4 or 5	GEOG ELEC	3
Music Theory	4	MUS 111	3
Music Theory	5	MUS 111&112	6
Physics 1: Algebra based	4 or 5	PHYS 103	4
Physics 2: Algebra Based	4 or 5	PHYS 104	4

Physics C: Electricity and Magnetism	4 or 5	PHYS 202	4
Physics C: Mechanics	4 or 5	PHYS 201	4
Psychology	4 or 5	PSY 101 or 102 <i>*consult Department Chair</i>	3
Spanish	3	SPAN 123	3
Spanish	4	SPAN 123&201	6
Spanish	5	SPAN 201&202	6
Statistics	4 or 5	MATH 201	3
U.S. History	4	HIST 201	3
U.S. History	5	HIST 201&202	6
World History	4	HIST 133	3
World History	5	HIST 133&134	6

BREAK IN ENROLLMENT AND LEAVE OF ABSENCE

Carson-Newman University does not offer a Leave of Absence. That is a federal term in which a student does not attend a certain approved period of time but stays enrolled with charges and aid remaining the same so that the student picks up where they left off upon return in lieu of a withdrawal.

Instead, we offer a 'Break in Enrollment' option. A break in enrollment is a one-semester break from the university and attendance. This allows the student to have their necessary break from school while maintaining their university acceptance status and preserving their financial aid eligibility. A break in enrollment must be requested from the Registrar's Office by submitting the online 'Break in Enrollment Request form' before attending the semester being asked off. If the student attends any part of the semester being requested, the student accrues charges and must be processed as a withdrawal.

If the University Registrar approves an enrollment break, your institutional aid would still be intact upon your return, pending the current FAFSA information and need limits. If you have the TELS HOPE Scholarship that requires continuous enrollment, you would especially need to talk to the Financial Aid office to get information on an appeal that would have to be sent to the state in order to maintain the HOPE scholarship.

CLASS ATTENDANCE

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. Students can earn credit for missed work 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 earn credit for missed 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 submitting 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 Sections of the catalog for more detailed information.

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

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

CLEP is designed to measure knowledge acquired through non-traditional means, i.e., the workplace, as well as through formal study. Carson-Newman University grants credit according to the following provisions: For further information about CLEP tests, visit the web www.collegeboard.com/highered/clep/index.html, or write to: College Level Examination Program, Box 1821, Princeton, NJ 08540

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

CLEP Subject Examination	Required Score	C-N Equivalency	C-N S.H.
American Government	50	PSC 101	3
Biology	50	BIOL 101	3
Calculus with Elementary Functions	50	MATH 151	3
College Algebra	50	MATH 120	3
College Composition Modular (<i>Essay to be graded by English Department and combined scores will determine if credit is granted</i>)	50	ENG 101	3
Financial Accounting	50	ACCT 201	3

History of the United States I: Early Colonization to 1877	50	HIST 201	3
History of the United States II: 1865 to the Present	50	HIST 202	3
Human Growth and Development	50	PSY 206	3
Humanities	50	Humanities Liberal Arts	3
Information Systems & Computer Applications	50	Computer Literacy Liberal Arts Core	3
Introduction to Educational Psychology	50	EDUC ELEC	3
Introductory Business Law	50	BAD 301	3
Introductory Psychology	50	PSY 101	3
Introductory Sociology	50	SOC 101	3
Pre-Calculus	50	MATH 125	3
Principles of Marketing	50	MKT 300	3
Principles of Microeconomics	50	ECON 210	3
Principles of Macroeconomics	50	ECON 220	3
Trigonometry	50	MATH 125	3
Western Civilization I (Ancient Near East to 1648)	50	World History in Liberal Arts Core	3
Western Civilization II 1648 to Present	50	World History in Liberal Arts core	3

COURSE LOAD

Undergraduate:

Full-time course load for a semester is a minimum of 12 hours. An average course load is 15 hours per semester. Additional tuition is charged for hours in excess of 17. Students may not enroll for more than 20 semester hours (*without permission from the advisor and University Registrar*) during a regular semester.

Graduate:

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.

SUMMER COURSE LOAD

One course, 3 hours, is the maximum for May-term or for a four-week summer school term. Students enrolling in multiple summer terms may not exceed the number of hours in accelerated terms that is equivalent to full-time status (15 hours) in a traditional semester. Students may not exceed 15 hours during the entire summer including May-term without permission from the University Registrar.

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.

DETERMINING THE LEVEL OF CREDIT

In accordance with our mission to help students reach their full potential as educated citizens and worldwide servant leaders, Carson-Newman University employs sound and acceptable practices in determining and awarding credit. These practices include implementation of best practices for assigning and awarding credit in higher education and by appropriate review and approval of faculty, department chairs, school deans and the programs and standards committee. Commonly adopted standards and best practices for competency in the academic discipline are considered when determining the amount of credit and level of credit awarded for each course. These criteria include discipline-specific and institutionally established standards regarding course objectives, course content, course type, time-on-task, and performance indicators which are designed to measure educational goals and student learning outcomes.

All courses approved for credit at Carson-Newman University have been thoroughly vetted by department faculty and a faculty comprised programs and standards committee. New course proposals are initiated by departmental faculty and the department chair, approved by the department faculty, and then submitted for review and consideration by a faculty curriculum committee. The Undergraduate Programs and Standards Committee is responsible for final approval of undergraduate courses. The university course numbering system will be employed in determining the level of credit for a course.

- **OXX courses** are Academic Skill Enhancement (ASE) courses that are remedial in content. ASE courses are designed to provide students with the skills necessary to be academically prepared for college-level courses. ASE credit hours may not be used toward the 120 semester hours required for baccalaureate graduation but may be used in determining enrollment status for the term. ASE courses are taught in mathematics, reading, and writing.
- **100-Level courses** typically introduce basic concepts, principles, and foundational knowledge in a subject matter or discipline. These courses typically do not require prerequisite courses but are designed to develop the ability to comprehend relevant material to further study in courses with advanced subject matter content. Course content and material at the 100 level expose students to a breadth of knowledge in the subject matter. These courses are designed to be taken during the freshman year.
- **200 level courses** are designed to expand introductory knowledge and skills and provide development for additional cognizance and practical application of the subject matter. These courses offer an intermediate level of difficulty and may require a prerequisite course taught at the 100-level. These courses are designed to be taken as sophomores.
- **300 Level courses** require a more complex thought process and present an advanced level of difficulty. These courses expose students to in-depth treatment of knowledge in a subject matter. Students will further develop problem-solving and theoretical application skills. These courses are generally taken by students who want to focus their studies on a particular area of study, such as a major, minor, or concentration. Most 300 level courses require pre-requisite knowledge or completion of pre-requisite courses before enrollment. These courses are designed to be taken by juniors or seniors.
- **400 level courses** - in addition to the features/distinctive of 300 level courses, a 400-level course requires the student to demonstrate higher-level knowledge and cognitive abilities in a discipline. Students apply analytical and evaluative skills of theories and methods in a subject matter at this level. Undergraduate senior capstone courses are designated as 400 level courses. The senior capstone course offers the opportunity to develop essential and refine specialized professional skills necessary for employment and/or graduate school.

DETERMINING THE AMOUNT OF CREDIT

Carson-Newman University defines a credit hour as a unit of coursework represented by the 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 delivery methods or accelerated calendars require an equivalent amount of student engagement and workload to earn one credit hour.

To determine the amount of credit awarded for on campus classes, Carson-Newman adopts the federal regulation requiring a workload of 37.5 hours per term for one credit hour. To receive one semester credit hour, 15 hours of in-class instruction and approximately two hours of out-of-class preparation or student engagement are required, employing the Carnegie unit's standard.

On campus, in-class instruction may include lectures, multi-media presentations, discussions, experiential learning activities, labs or studio experiences, or directed research. Out-of-class activities may include reading books, articles, and other materials for the course, completing homework assignments or solving problems, preparing for classroom presentations, writing research findings, completing assigned projects, and preparation for exams.

Carson-Newman has established credit for studio courses awarded for one hour of credit, requiring a minimum of two hours of in-class engagement and a minimum of three hours of out-of-class preparation per week for a traditional semester. Courses taught in accelerated terms will require more time on task per week, dependent on the course duration, to equal the total time-on-task required in a traditional semester. Credit for laboratories will be granted as one-hour credit for a minimum of two hours of lab experience. Credit for performance-based courses will be granted for one semester hour for a minimum of two hours of in-person instruction and/or practice, plus required participation at concerts or other out-of-class events.

Academic credit for internships is awarded for one semester hour for a workload that reasonably approximates 50 hours. Students receiving internship credit will also be responsible for other assignments, such as additional reading, completing a comprehensive journal, or a final paper/project as required by the department granting the internship credit.

For all courses, regardless of the mode of delivery, the total learning hours per course per term would equal 45 hours for one semester hour of credit. A course designated for two credit hours would require 90 hours on a task, and a course for 3 hours of credit would require the total time on the task at 135 hours per term. Courses taught in accelerated terms require more time on task per week to meet learning objectives. See the chart below for an example of learning hours per week and total per term:

Credit hours	Course format by weeks	Total hours per week	Total hours per term
1	3	15	45
1	4	11.3	45
1	7	6.4	45
1	8	5.6	45
1	15	3	45
2	3	30	90
2	4	22.5	90
2	7	13	90
2	8	11.25	90
2	15	6	90
3	3	45	135
3	4	33.75	135
3	7	19.3	135
3	8	16.9	135
3	15	9	135

DEPARTMENTAL EXAMINATIONS

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

INDEPENDENT STUDY COURSES

290-390: Independent readings or independent research and study, 1-4 hours ~ Open to sophomores, juniors and seniors. Students who enroll for catalog courses as independent study (maximum of four hours per semester) must secure approval from the instructor, the department chair, and the dean. Independent study courses (topics, research, academic projects) which are not regular catalog courses may be taught as a 390 or 490 course.

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)

The student will be registered for the independent study by the Office of the Registrar upon submission of the Request for Approval to Registrar for an Independent Study Course Form which indicates signatory

approvals from the instructor, department chair, and dean. The form is available on the C-N Registrar website at <http://www.cn.edu/administration/registrar-office/student-forms/independent-study>. Faculty members may direct an independent study course only in their discipline or department and are limited to direction of two independent study courses per semester.

INTERNATIONAL BACCALAUREATE

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

INTERNSHIPS

Several academic departments at Carson-Newman offer internships for academic credit. In order to receive academic credit, a student must be approved for the internship by the department chair or program coordinator. Internship experience will be directed by an off-campus supervisor and will be monitored by an assigned Carson-Newman University faculty member. Academic credit for internships is awarded for one semester hour for a workload that reasonably approximates 50 hours of workload. Students receiving credit for an internship will also be responsible for other assignments, such as additional readings, a comprehensive journal, and/or a final paper/project as required by the department granting the internship credit. Grades for internships are awarded on either an A-F or S/F grading scale, depending on the individual department policy.

An internship experience for credit is a graduation requirement for students in the following majors: Child and Family Studies; Family and Consumer Sciences: Consumer Services; Fashion Merchandising and Design; Interior Design; Food and Nutrition; Food, Nutrition: Dietetics; Exercise Science; and Human Services.

MAY-TERM COURSES

280-289: May-term courses, 1-4 hours

380-389: May-term courses, 1-4 hours

ON-LINE COURSES

Courses taught online require that instructional quality, quantity of content, course objectives, and learning outcomes are identical to those courses taught in person. Online and hybrid courses are designed to provide an equal amount of time on the task required by the student as courses that meet in person. Instructional time for online courses is based on the delivery of the learning materials for the course.

Carson-Newman employs the federal regulation requiring a minimum of one day of instructional interaction per week for any online or hybrid course. Courses taught online are not designed to be independent learning or "study at your own pace" type of courses. A schedule of instructional learning activities and faculty interaction and a timetable of weekly assignment due dates will be provided in the course syllabus.

Time-on-task is calculated differently for online courses. Instead of relying on classroom content times, learning hours for the course

must be calculated by how long it will take an average student to do all assignments required to complete the course successfully. These assignments could include reading, reviewing videos, utilizing multimedia learning resources, completing homework, taking quizzes, writing papers, conducting research, preparing for independent or group projects, participating in and posting material for group discussions, and preparing presentations.

When designing and delivering online courses, the course designer must calculate the total learning time within the course to ensure that it has an appropriate amount of student workload. Tools like the [Rice University Workload Estimator](https://cte.rice.edu/workload) <https://cte.rice.edu/workload> or the [Wake Forest University Workload indicator](https://cat.wfu.edu/resources/tools/estimator2/) <https://cat.wfu.edu/resources/tools/estimator2/> will be utilized as a tool in determining the amount of total learning time for the course.

Online course instructors will employ practices found in the “Carson-Neman University Quality Assurance in Online Courses” when designing on online courses. They also ensure that minimum requirements for course content and quality are met by using the “Carson-Newman University Online Course Quality Check List” as found in EagleNet>Faculty and Staff Documents>On-Line Teaching Resources.

UNLISTED COURSES

Sometimes a course is offered which is not listed in this catalog. The department offering the course assigns a title which is used in the official schedule of classes and on the student's record. Course descriptions are kept on file in the Office of the Registrar.
270-279: Class or Seminar, 1-3 hours ~ Open to freshmen, sophomores, juniors and seniors. **470-479:** Class or Seminar, 1-3 hours ~ Open only to juniors and seniors.

GRADES

The basic unit of credit at Carson-Newman University is the semester hour. Most courses carry 3 semester hours of credit (*though some carry as few as 1 and some as many as 12*). One semester hour typically represents 1 hour of lecture or recitation or 2 hours of laboratory work per week. At the end of each semester and at the end of all summer sessions, grades are available to the student through his/her MyCN account.

The grade report will have three GPAs listed ~ a semester average, the C-N GPA, and the cumulative GPA. Grades of AU, IP, N, NG, NPE, P, S, W, and WP **are not** included in the GPA computation. An F or a WF received in any course will figure into the GPA computation.

Passing grades are assigned grade points for each semester hour of credit (A=4, B=3, C=2, D=1). 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,D,F) courses. (The attempted semester hours in which a student earns an S or P are not used in this calculation.)

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
NPE	Not Passed Exam	0
WF	Withdrew failing	0
WP	Withdrew passing	0

GRADES THAT DO NOT INFLUENCE GRADE POINT AVERAGE (GPA)

- AU - Audit (*enrolled with instructor's approval for observation only-one half tuition rate per credit hour with no credit earned*)
- N - No pass (*for courses taken on pass/no pass basis*)
- NG - No grade submitted, or no credit earned
- NPE - Not Passed Exam
- P - Pass (*for courses taken on pass/no pass basis*)
- S - Satisfactory work (*for courses noted on class schedule as using S/F grading*)
- W - Withdrew (has no effect on GPA)
- WP - Withdrew passing

AUDIT GRADES

Students may audit any course with the instructor's approval. Tuition is charged at one half the regular rate. No credit is earned by auditing and the grade for an audit will be indicated on the transcript AU. Students who wish to audit a course must complete the **Audit Authorization Form**. This form must be approved and submitted to the University Registrar. Audit must be indicated during registration or prior to the deadline for withdrawing from a class with a “W” (the end of the tenth week of class).

INCOMPLETE GRADES

Grades of “Incomplete” or “I” are given at the end of a course only when there is evidence that a significant event or issue interfered with a student's successful completion of the course. Faculty assigning a grade of “I” must give an end date within six weeks of the course's final meeting through continuing work with the instructor. A student may request an Incomplete grade if, a minimum, 60% of the coursework has been completed in the course. Exceptions will be made if extraordinary circumstances occur if a student cannot finish a course. In this case, an incomplete grade can be assigned with a six-week extension to complete the course through continuing work with the instructor. The “I” will carry no grade points and **will count as failure (F)** in the computation of the grade point average until removed. A grade of F will be assigned if the Incomplete is not removed by the deadline determined by the instructor or by the end of the six weeks.

NOT PASSED EXAM(S)

An “NPE” grade is assigned to student who have not passed their particular licensure exam(s), but who have completed all other requirements for the Student Teaching seminar course. The “NPE” grade can be assigned.

PASS/NO PASS

The pass/no pass grade is available as an option to encourage students to experiment and diversify their coursework selection and to broaden their interest in fields outside their major. This option allows for the earning of credit hours with a passing grade which does not affect the GPA. The choice of pass/no pass by the student is subject to these restrictions:

- Students can take only one course a semester pass/no pass and only 8 courses pass/no pass in a college career.
- Students cannot take pass/no pass in a major, minor, liberal arts requirement, or independent honors thesis courses.
- An instructor reserves the right to close a course to pass/no pass grading.

Pass/no pass and/or audit must be indicated during registration or prior to the deadline for withdrawing from a class with a “W”. Forms are available during advising to exercise the pass/no pass or audit option and are necessary for making the decision a matter of record with the Office of the Registrar. After the deadline for adding courses, the grading for a pass/no pass or an audit course cannot be converted to a regular grading basis.

CHANGE OF GRADE

If it is deemed necessary for a professor to change a grade due to mathematical miscalculation or other verifiable reason, the instructor may initiate a grade change. Grade changes should not be issued to students because the student did not complete the necessary work for the course during the semester. Grade changes should also not be allowed for a student to improve his/her grade. Faculty will complete the online grade change request located on EagleNet.

GRADE APPEAL

If a student disagrees with a course grade received, he or she may request a review of the coursework upon which the grade in the course 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 department chair and then to the dean. If the grade appeal has not been resolved at these levels, the student may appeal to the Provost. The Provost may refer a grade appeal to the Academic Standards Committee for their study and recommendation.

REPEATING A COURSE FOR A GRADE

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

1. If the course was taken at Carson-Newman University, it must be repeated at Carson-Newman University for the grade replacement to be permitted.
2. If the course was taken at another college, it may be repeated at any accredited institution, including Carson-Newman

University.

3. If the course was taken at Carson-Newman and repeated at another college, the grade replacement policy does not apply. The student will get credit for the course, but the course grades will be averaged.
4. After the second repeat, the grade replacement provision is no longer applicable, and each attempt will figure into the grade point average.
5. All grades will be entered on the student's permanent record.

GRADUATION

Students must apply for graduation two semesters before the term they anticipate graduating. Once the University Registrar has verified that all requirements for graduation have been satisfied, the student's record will be processed for graduation for the term in which requirements are completed. Graduation dates are at the end of the fall, spring, and summer semesters, as well as the end of May-term and the end of the ten-week summer term (July).

COMMENCEMENT

Commencement ceremonies are held in May and December. To participate in commencement, a student must have an approved application for graduation on file with the Office of Registrar and be mathematically eligible to complete degree requirements at the end of the term in which they plan to participate in commencement. Undergraduate student's graduating in December may participate in the May ceremony following their December graduation date. (See *exception below for summer.*)

Undergraduate students who are graduation candidates for the summer terms may participate in the May commencement ceremony as long as an approved degree plan is filed with the University Registrar showing that all graduation requirements could be met at the conclusion of the summer term. Summer graduation candidates must also demonstrate proof of registration in summer courses required to complete the degree before the May commencement ceremony. A summer graduate, who chooses not to participate in May commencement, may participate in the December commencement.

Graduate students completing degree requirements in the summer may appeal to the Register to walk early. Appeals will be reviewed on a case-by-case basis following the criteria below:

1. The student must be in good academic standing.
2. Only one course remains in outstanding in the program in which the student is registered
3. The course is offered in the immediate term following commencement. (summer term for May, spring for December)
4. Ed.D and D.N.P. candidates are not eligible as a defended defense must occur prior to commencement.

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.

HONORS

DEAN'S LIST

Students are recognized by the University community for academic excellence. Each semester a dean's list names students enrolled as a full-time student with a grade point average (GPA) of 3.50 or better.

HONORS PROGRAM DISTINCTION

Students who graduate with Honors at Carson-Newman have completed an enhanced curriculum that includes advanced sections of Liberal Arts Core classes, intensive team-taught courses, and the completion of a two-year process of creating the Seniors Honors Thesis. The thesis is a major work of original research, creative artwork, pedagogical or social entrepreneurship contribution that must pass the evaluation of the Honors Council and be defended during a hearing before a faculty committee.

LATIN HONORS LISTED ON DIPLOMA AND TRANSCRIPTS

Distinctions for academic excellence are awarded at graduation to associate's and bachelor's degree students who have compiled the following grade averages:

○ Summa Cum Laude	3.95 - 4.00
○ Magna Cum Laude	3.75 - 3.94
○ Cum Laude	3.50 - 3.74

Students must have both a cumulative (which includes transfer credit) and institutional grade point average that meet the above criteria. The honors will be indicated on the transcript and diploma.

OUTSTANDING GRADUATES

Each academic program/department is eligible to select one outstanding graduate per year. The student is selected by the faculty of the program, and the award is given to the recipient during the undergraduate commencement ceremony.

REGISTRATION AND CHANGE OF COURSE (DROP/ADD)

Each semester, during a period of time designated in the University calendar, students may register for courses to be taken the following semester. During spring, students may register for May-term and summer terms. Enrollment confirmation is required for all students prior to attending class. Enrollment confirmation is scheduled immediately prior to the beginning of classes during the fall and spring semesters. In the summer all tuition and fees are to be paid before a student begins classes unless other arrangements have been made with the Student Accounts Office.

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

all classes must be completed by the end of the drop/add period. Financial aid is based on a student's enrollment status. Financial Aid eligibility may be adjusted 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 drop/add period and the last day to drop with a "W". 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).

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. After the last day to drop with a W grade, the student will be automatically assigned a "WF" for any drop. The "WF" will be reflected in the GPA, and the class will also show on the student's permanent record. Changes in registration after the drop/add period will be assessed a \$10 fee for each class change made.

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 May-term and traditional summer terms.

TAKING COURSES AT ANOTHER INSTITUTION

Students who are currently enrolled at Carson-Newman University, and wish to take course work at another institution, must obtain the approval of his or her advisor and the University Registrar for the corresponding Carson-Newman course by completing the "Authorization to Take Courses at Another Institution" form. The University Registrar will indicate on the course authorization form whether the student is in good standing at Carson-Newman University and has permission to take the approved course(s). Students who wish to apply for financial aid for coursework at another college should consult the Financial Aid Office.

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.

TRANSFER CREDIT POLICY

Carson-Newman 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), the American

Council of Education (ACE) and the Council for Higher Education Accreditation (CHEA). Courses recommended by The American Council of Education are evaluated on a course by course basis. Some courses must be authorized for acceptance by a department chair.

COURSE CREDIT EVALUATION

1. The transfer credit evaluation process includes accepting college level work in a discipline offered by Carson-Newman. Credit will be accepted as:
 - a) A course similar in likeness to a C-N course. The course will be granted a Carson-Newman course number, or
 - b) A course that meets a Liberal Arts Core requirement will be granted credit as GER or LA, for example BIOL-GER, or BIOLLA, or
 - c) A course that is taught in a discipline that is offered by Carson-Newman, but does not equate to a representative course at C-N. The course will be accepted as elective credit, designated as ELEC, for example, BIOL-ELEC. Elective credit may not be used toward meeting Liberal Arts Core requirements. It may be used toward major requirements if approved by the department chair. It may also be used toward the total number of hours toward a degree. Credit accepted as elective credit may be further reviewed by a department chair upon student request to determine if the course would meet a Liberal Arts Core or major course requirement. A course description and syllabus from the course must be provided to the department chair of the discipline in question for review of specific credit.
2. Courses taught at the developmental or remedial level from the transferring institution are not accepted for credit.
3. Courses from vocational or technical schools are not generally accepted for credit. Students may petition for credit for courses that may have an equivalent match at C-N by following the procedures outlined below to appeal for credit from an unaccredited institution.
4. Credit for institutionally specific courses, such as chapel, convocation, lecture series, etc., is typically not accepted unless the syllabi demonstrate content that general in nature and not specific to the transferring institution.
5. Varsity Athletic sport credit will transfer as an "S" graded course and is limited to one credit per academic year.
6. Credit earned for Nursing coursework does not automatically transfer. The Department of Nursing will review all Nursing credit. Nursing credit will be awarded only upon the approval of the department chair of the School of Nursing, who will notify the University Registrar concerning the awarding of nursing credit.
7. Credit for freshman seminar courses may be granted upon review and evaluation of course content. If the courses content is similar in nature to a course or courses at Carson-Newman, the credit will be granted as Interdisciplinary (prefix ID) credit.
8. Credit by exam, i.e., Advanced Placement, College Level Examination Program, International Baccalaureate and State-Wide Dual credit is accepted based upon established guidelines and required scores determined by individual departments. These guidelines are based on information and recommendations from the College Board, IB and the State of Tennessee. Credit by Exam is limited to 30 hours and is not

considered as institutional credit. (*refer to the Credit by Examination section for score information*)

9. Credit from international institutions must be evaluated by a professional foreign credentials' evaluation service such as WES, or Joseph Silney and Associates, or recognized equivalent. The official professional evaluation must be submitted to the University Registrar for consideration of transfer credit. Credit will be awarded according to guidelines stated in this transfer credit policy.

TRANSFER CREDIT AND DEGREE REQUIREMENTS

No more than 60 hours earned from a 2 year, junior or community college may be used toward the requirement for a degree from Carson-Newman. If the student transfers more than 60 hours of credit from a two-year college, the student must earn least 60 hours from C-N and/or another 4 year college. Institutional policy requires at least 60 hours must earned from a senior (4 year) college or university, and at least 30 hours must be earned at Carson-Newman to award the degree.

Credit earned at the 100 or 200 level from the original institution transferred as upper division to Carson-Newman will count as content credit for the discipline (with some limited exceptions, i.e., Business) but the hours earned will not count toward meeting the 36 Junior/Senior (upper division) hour requirement necessary for graduation from Carson-Newman.

Courses transfer with the hours and level from the original institution. A course may satisfy a content requirement but may not satisfy other C-N requirements. Most notable are courses taught at a 2-year college do not satisfy junior senior hour requirements for graduation. If a course was taken at another institution, it can be repeated at another institution, for the replacement to be granted. If it was taken at C-N it has to be repeated at C-N in order for the forgiveness policy to be administered. If the student fails the course at C-N, and successfully repeats it at another institution, the student will be granted the credit, but hours and grades attempted will be counted for both courses.

All grades for courses which are accepted as transfer credit are recorded and computed into the transferring student's grade point average. Grades are transferred on a 4.0 grading scale and plus and minus quality points are not computed in the transfer grade point average. These transferred quality points and the quality points earned at C-N will be used to calculate the cumulative GPA. Students must earn a minimum cumulative and C-N institutional GPA of 2.0 to graduate. (*Some specific departments have higher GPA requirements for completion of the degree.*)

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

TIME LIMIT ON TRANSFER CREDITS TO CARSON-NEWMAN UNIVERSITY

1. Courses meeting the Liberal Arts Core requirement do not have a time limit for traditional undergraduate programs.
2. Courses used for elective credit toward the total number of hours required for the degree do not have a time limit.
3. Courses meeting major requirements for the Bachelor of Arts,

Bachelor of Music, or Bachelor of Science taken more than 15 years prior to enrollment at Carson-Newman University will transfer only with departmental approval. An exception to this policy may be granted with approval of the department chair for the program in which the student plans to major.

4. In certain courses, current knowledge is essential, and the department chair may impose a time limit on the applicability of earned credit toward satisfying a degree requirement. In this instance, the course may be used as elective credit toward the total number of hours required for the degree, but the student will have to repeat the course at Carson-Newman University to earn the credit for the major requirement.
5. Pre-requisite courses for the Nursing major, i.e., General Chemistry, Anatomy and Physiology, Nutrition, Microbiology, Human Development, and Statistics must have been earned within ten years of the date of enrollment in the program. All nursing coursework completed at another institution must be approved by the Nursing Admission and Progression Committee for credit to be awarded toward the major at Carson-Newman.

CREDIT EARNED THROUGH THE ARMED FORCES

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

Carson-Newman follows the American Council of Education recommendation for course credit earned through the Armed Forces. Carson-Newman will award credit that is similar in likeness to a course offered through Carson-Newman based on this recommendation. Credit earned through the military will be reviewed by the Carson-Newman University Registrar. C-N will award a minimum of 4 hours of military credit (MILS) for basic training based on either the DD-214 or the Joint Services Transcript. An official Joint Services Military Transcript or other equivalent military transcript must be submitted to the University Registrar for consideration of additional credit.

CREDIT FROM NON-REGIONALLY ACCREDITED INSTITUTIONS

If the student requests transfer of credit through a non-regionally accredited college the student may petition for credit through each individual department in which credit is sought. The student must complete the form for Requesting Credit from an Unaccredited Institution and provide a course description and a syllabus to the department chair for review and consideration. The Department Chair will notify the University Registrar by completing and submitting the form indicating whether the credit is acceptable and how it should be awarded.

TENNESSEE TRANSFER PATHWAYS AND ARTICULATION AGREEMENT

Carson-Newman University has established articulation agreements and transfer pathways for students who complete an associate degree from a Tennessee community college prior to beginning their enrollment at Carson-Newman University. Students who transfer to

Carson-Newman University having earned as Associate of Arts or an Associate of Science degree from an accredited post-secondary institution have satisfied the Carson-Newman liberal arts core with the exception of LA 102, REL 101, and REL 102. Students will also be required to meet the specific Liberal Arts Core Requirements specified by their chosen major to complete their course of study at Carson-Newman.

Students who follow the prescribed transfer pathway will streamline their educational journey and satisfy many components of their pursuit of a bachelor's degree without taking additional unnecessary coursework and often transfer credit into their academic major at Carson-Newman. Following an articulation agreement or transfer pathway prior to admission will allow a student to graduate with a bachelor's degree from Carson-Newman University upon completion of any remaining required major, liberal arts, or elective hours from Carson-Newman.

Carson-Newman University has articulation agreements with the following institutions:

- Pellissippi State Community College – Knoxville, TN
- New Mexico Military Institute – Roswell, NM
- Georgia Military Institute – Milledgeville, GA (additional branches in Augusta, Fayetteville, Fairburn, Valdosta and Warner Robins)
- Valley Forge Military College – Wayne, PA
- Marion Military Institute – Marion, AL

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, in order to determine the amount of financial aid a student has earned. Unearned financial aid will be returned to the appropriate program. 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 appropriate program. For information on how withdrawal from the university will affect financial aid eligibility, contact the Financial Aid Office.

STUDENT RECORDS

The official 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 according to records retentions guidelines of the University. 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, photographs, dates of attendance, enrollment status (full-time or part-time), major and anticipated date of graduation, degree, honors 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 University Registrar in writing.

The Family Educational Rights and Privacy Act (FERPA) affords student's 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. A student should submit to the university 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. 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.
 - b. 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.
 - a. 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.
 - a. 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 third party engaged in research conducted on behalf of the University provided such information is not disclosed to any other authorized party; 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.
 - b. 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.
 - c. 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, billing statement, and disciplinary actions to parents 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:** University Registrar
- **Student Judicial Records:** Vice President for Student Services and Dean of Students

- **Student Co-curricular and Extracurricular Involvement:** Vice President for Student Services and Dean of Students
- **Placement Files** (compiled by the student): Student Success

Carson-Newman University defines a student as enrolled the first day the student begins attendance at the University.

For additional information regarding Family Educational Rights and Privacy Act policies, please contact the University Registrar at 865-471-3240 or registrar@cn.edu.

STUDENT CONSENT TO DISCLOSE INFORMATION

Students may authorize the release of otherwise confidential information, for example, grades, academic progress, class attendance, billing, 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

The official record of a student's coursework is the academic transcript. All courses in which the student is registered on the census date are recorded on the academic transcript. 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 on the Registrar's web page 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.

ACADEMIC SUPPORT SERVICES

Carson-Newman University provides a variety of Academic Support Services to assist students in maximizing their success in the classroom, in their personal lives, and in preparing for the future.

ACADEMIC COMPUTER FACILITIES

General access computers are located in Stephens-Burnett Library (main floor) and available during open library hours. Many departments have computer labs available for students majoring in particular disciplines. Contact the academic department offices for more information.

COUNSELING SERVICES

Counseling Services' mission is to support all Carson-Newman students in defining and reaching their full God-given potential academically, emotionally, socially, and spiritually. We will connect with, care for, and comfort students in a Christian environment to enhance their success and well-being. Counseling Services offer at no cost to the Carson-Newman student individual/couples/group counseling, crisis intervention, educational programs, and referrals to student support services on campus along with referrals to community resources. While providing these services, Counseling Services strives to promote a holistic, nurturing, and spiritual environment to address the developmental needs of Carson-Newman students. Each year Carson-Newman students seek help to succeed with relationships, stress, sadness, anxiety, adjusting to school and other reasons. To set up an appointment, please call 865-471-3350 or email counselingservices@cn.edu. The offices of Counseling Services are in the Kathleen Manley Building, 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 the Counseling Services webpage at www.cn.edu/academics/academic-resources/counseling-services.

DISABILITY SERVICES

Carson-Newman University seeks to provide reasonable accommodations to "otherwise qualified" students. To request accommodations, contact the Director for Students with Disabilities and Case Manager, David Humphrey at dhumphrey@cn.edu or 865-471-3268.

HEALTH SERVICES

Health Services promotes the wellness of students through clinics, individual care, and health programs. Health Services is located in the Kathleen Manley Building, next to Burnett Residence Hall. 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 administrative holidays. All incoming students are required to use

Med+Proctor to submit medical immunization forms in compliance with the State of Tennessee requirements for college students. (These requirements and registration information for Med+Proctor can be found at <https://www.cn.edu/administration/student-services/wellness-center/health-services/immunizations>.) The baccalaureate prepared registered nurse treats minor illnesses and injuries and can schedule student patients to see 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.

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.

MILITARY SERVICES

The Military Services Office is the central point that connects all student veterans, service members, and veteran dependents with academic and personal support resources, both on and off campus. Our goal is to support your academic and personal endeavors from acceptance to graduation to successful employment. This office facilitates the enrollment certification for those students using Veterans Education Benefits. The office is in the Baker Building and within the Fite Building. Located in the Baker Building is the Dr. Randall O'Brien Veteran Center. The veteran center serves as an area for veterans and service members, both students and Carson-Newman staff, to study, socialize, and build community. The veteran center includes a lounge, study area and computer access. For more information about Veteran Educational Benefits and Academic Credit for Military Service, please contact the Director of Military & Veteran's Services at militaryaffairs@cn.edu.

STUDENT SUCCESS

- **Career & Academic Advisor**
Students will have assistance from a Career & Academic Advisor to help him/her navigate institutional processes, to academic success, and to help him/her connect with other campus resources and services when needed. It is the responsibility of each student to monitor his or her academic progress. The student is expected to know the graduation requirements pertinent to his or her program, to be cognizant of his or her grade point average, to make appropriate elective course selections, and to add/drop courses to best facilitate attainment of his or her educational goals. These advisors will also assist students in developing a 4-year major and career plan. Students are provided resources to enhance their skills in the areas of internships, job searches, and post-graduate life skills.
- **Early Alert System**
ACE, the early alert system, is a tool used by faculty and staff to identify at-risk students. Referrals are assigned to the

appropriate staff member for follow-up. The goal is to intervene and provide support and resources to be academically, socially, and emotionally successful.

- **Tutoring and Writing Center**

Tutoring is peer-lead and is geared towards the essential core classes. Morning and evening opportunities are available free of charge. The Writing Center, also peer led, is designed to guide students in proper research and writing techniques.

INFORMATION SECURITY

Carson-Newman University takes reasonable 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 at www.cn.edu by searching for "Information Security Policy". The ISP is reviewed periodically and may be modified at the discretion of the University Information Security Committee.

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 of 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** (<https://classic.cn.edu/administration/student-services/student-handbook>) and search for "Information Technology."

DIVISION 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, Public Safety, First Year Experience, Conference Services, and Appalachian Ministries of the Smokies.

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 university 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 Services 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 Services umbrella.

INTERNATIONAL PROGRAM

Carson-Newman is a community of scholars and students committed to global awareness and world outreach. Numerous opportunities exist for students to participate in programs of study or interest with an international or cross-cultural focus. Several departments at Carson-Newman University offer majors that expose the student to courses with a distinctly international component. Some departments further provide students with the opportunity to focus more of their major coursework specifically in international studies, and hence offer emphases or minors within that major. For complete details of course offerings and requirements, see the contact person listed. Students can satisfy their curiosity in any or all the following areas:

- **International Language and Cultural Immersion Opportunities** - Students can earn academic credit for foreign language study from approved consortium or international universities. For information, contact Dr. Mary Baldridge.
- **Study Abroad** - Carson-Newman offers both short-term and long-term study abroad opportunities for students who wish to gain credit from international study. Carson-Newman participates in study abroad agreements with several international institutions around the world. For a complete list of colleges or universities approved for study abroad or study away, contact the Center for Global Education.

Students who plan to study abroad must submit required documentation to the following offices:

1. The Center for Global Education,
2. The Office of the Registrar, and
3. The Financial Aid Office

Students who study abroad may qualify for state and federal financial aid only if study abroad courses are approved for transfer or institutional credit. Students who study abroad may qualify for institutional aid only if they choose a designated exchange program for a semester. The student will be responsible for paying the cost for study abroad at the rate charged by the cooperating institution. In some cases, charges will exceed the cost of study at Carson-Newman.

All students who study abroad or away will be charged a \$100 fee. Students must have been enrolled as a full-time student at Carson-Newman University for at least one semester before being approved for Study Abroad. A pre-departure orientation offered by the Center for Global Education is required of all semester study abroad participants.

- **OXFORD TERM**

A scholarship-supported, research and tutorial experience in England for select students who compete for acceptance. For information, contact Dr. Andrew Smith.

- **CROSS CULTURAL MISSION EXPERIENCE**

Opportunities for collaborative learning and ministry for academic credit by participation in educational mission's trips are offered through various department throughout the year.

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.

PUBLIC SAFETY

The Department of Public Safety 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 or through the LiveSafe® mobile app. 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. The department works in concert with the local police, fire department and other local emergency responders to maintain a safe campus and ensure that all crimes are reported immediately and investigated. A daily crime and a fire log are available for review as mandated by both state and federal laws. Both the daily crime log and the fire log may be viewed at <https://www.cn.edu/administration/student-services/department-of-public-safety/daily-crime-log>.

Vehicle Registration

All personal vehicles belonging to students, faculty or staff members must be registered with the Department of Public Safety within three (3) days after they are brought on campus. Students must request a parking decal at the office during normal business hours. All vehicles must have valid insurance coverage to be brought on campus. To register a vehicle, the student or employee must provide the vehicle's make and model 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 link to register a vehicle is <https://www.cn.edu/administration/student-services/department-of-public-safety/vehicle-registration-and-parking-decal>. The campus parking regulations may be found on the department's website <https://www.cn.edu/administration/student-services/department-of-public-safety>.

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.

Student ID Cards

New students are encouraged to use the online form for student ID card registration at <https://www.cn.edu/administration/student-services/department-of-public-safety/student-id-card-registration>. Replacement ID cards are \$15.00 and may be paid for in cash or charged to the student's account.

STUDENT ACTIVITIES

There is a wide range of activities available to students at Carson-Newman University. Students may choose from over 50 campus clubs, groups, and organizations including service, faith-based, social, professional, and departmental groups. Students look forward to many traditional campus-wide events such as Welcome Week, Homecoming, Live @ CN Concerts, Movies on the Lawn, and Spring Formal. Organizations such as the Eagle Production Company (EPC), Student Government Association (SGA), Baptist Collegiate Ministries (BCM), and Student Ambassadors Association (SAA), along with many other additional campus groups, regularly schedule special events throughout the year. Among these events are concerts, movies, dinner theaters, specialty acts, variety shows, and many others. Advised by the Director of Student Activities, both EPC and SGA provide exciting opportunities for positions in student leadership, campus events planning, direct impact on the campus environment and the student experience, and the personal growth and development of the student. The Office of Student Activities is located in the Maddox Student Activities Center, Room 1016. Phone number 865-471-3392.

TITLE IX POLICY AND GRIEVANCE PROCEDURES

TITLE IX POLICY

The University maintains the following policy on sex discrimination and sexual harassment in compliance with Title IX of the Education Amendments of 1972 and the Title IX regulations in 34 CFR Part 106. The University provides notice of this policy to applicants for admission and employment, students, and employees to the extent required by law.

DISCRIMINATION ON THE BASIS OF SEX

The University does not unlawfully discriminate in its programs and activities on the basis of sex and complies with state and federal laws prohibiting sex discrimination. The requirement not to discriminate on the basis of sex applies to admissions, except undergraduate admissions as provided by Title IX. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. Some regulations issued under Title IX relating to discrimination on the basis of sex are not consistent with the University's religious tenets and do not apply to the University (34 CFR § 106.12(a)).

Questions or inquiries about the application of Title IX to the University's programs and activities may be addressed to the University's Title IX Coordinator, Shelley Ball, Assistant Vice President of Student Services and Dean of Students, Maddox Student

Activities Center, Office 2009-C 2130 Branner Avenue, Jefferson City, TN 37760, (865) 471-3238. For the complete Title IX Policy, please see the **Eagle Student Handbook**.

GRIEVANCE PROCEDURES

In accordance with our mission as a Christian University, Carson-Newman has established a General Complaint and Grievance Policy as well as procedures to assist students in resolving student complaints and concerns which are of a general nature, and which are not covered by other University policies and procedures. Complaints or grievances regarding academic/grade appeals, discrimination/harassment, sexual harassment, or student behavior/discipline are addressed by other institutional policies and procedures. For the complete policy and procedure for complaints and grievances, please see the appropriate section within **Eagle Student Handbook**.

The University maintains a policy on sex discrimination and sexual harassment in compliance with Title IX of the Education Amendments of 1972 and the Title IX regulations in 34 CFR Part 106. The University provides notice of this policy to applicants for admission and employment, students, and employees to the extent required by law.

THE COLLEGE OF PROFESSIONAL STUDIES LIBERAL ARTS CORE

LIBERAL ARTS CORE REQUIREMENT

In order to help CPS students, reach their full potential as educated citizens and worldwide servant leaders, the Carson-Newman University Liberal Arts Core provides an introduction to a broad base of knowledge. Christian values and skills that are essential for personal, intellectual, and professional growth. Underlying the core courses are foundational goals that are common to liberal arts courses:

1. Understanding of the Christian worldview
2. Critical thinking and analytic skills
3. Oral and written communication
5. Personal, social and ethical awareness
5. Regional and global perspective

Expected Outcomes

The Liberal Arts Core introduces the Liberal Arts and studies in Biblical traditions; mathematics and science; communications; personal, social, and ethical awareness; and regional and global perspectives. Through these core components, the following outcomes are expected: knowledge of a Christian Liberal Arts education; scholarly examination of the Old and New Testament scriptures as it relates to the contemporary world; application of scientific principles to investigate natural phenomena; solve analytical problems using quantitative techniques; critical evaluation of arguments and claims; effective communication skills both orally and in writing; self-evaluation of the influence of personal and societal values and attitudes; the effects of personal and societal choices relating to individual holistic well-being; understanding of the relationship between works of art and the circumstances that

influence their production through the study of the arts or the creation and/or performance of works of art; and understanding the historical, societal, cultural, and/or geopolitical facts that influence human behavior. The liberal arts core requirement will be required for all undergraduate programs under the College of Professional Studies.

Liberal Arts Requirements (36 hours)

Liberal Arts (4 hours)

Liberal Arts 1674

Studies in Biblical Traditions

Religion 367, REL 3688

Studies in Communications (6 hours)

English 1013

Any English, Communications or Writing course.....3

Studies in Mathematics and Science (9 hours)

Any Mathematics course.....3

Any Biology Chemistry, Geology, or Physics course3

Studies in Personal/Social Awareness (3 hours)

Any Psychology or Sociology course..... 3

Studies to Enhance a World Perspective (9 hours)

Any History course or MILS 100..... 3

Any Art, Music, Theater, Fine Arts, or Film course 3

Any Political Science or Philosophy course..... 3

LIBERAL ARTS COURSE DESCRIPTIONS

ART 210. Art Appreciation, 3 hours, Spring

An introduction to visual art covering the following topics: the meanings, purposes, and styles of art; the art elements and principles of design; key achievements in art history; and the various media used to create works of art.

BIOL 101. Human Biology, 3 hours, Spring

Introduction to the structure and function of the human body with emphasis on human health and welfare. Cannot be applied toward the major without departmental approval. Three lectures and one two-hour lab a week. **\$20 fee.**

BIOL 102. Environmental Science, 3 hours, Fall

Exploration of the workings of nature and man's impact on it; environmental problems and practical solutions. Cannot be applied toward the major without departmental approval. Three lectures and one two-hour lab a week. **\$20 fee.**

CHEM 100. Chemistry in Society, 3 hours, Spring

Fundamentals of chemistry for non-science majors. Study and use of the scientific method as a thought process and the role of chemistry in society. Two lectures and one two-hour lab a week. **\$30 fee.**

COMM 135. Speech Fundamentals, 3 hours, Spring

Introduction to public speaking through the study of speeches, speakers, and the principles of effective public address. Students plan, organize and deliver various types of speeches.

COMM 230. Interpersonal Communication, 3 hours, Spring

This course will focus on the need to interact with others by expressing thoughts and feelings through various communication

channels. Topics include self-concept, self-disclosure, perception, nonverbal communication, listening, conflict, building relationships, interpersonal communication, and the job market.

ENG 101. Writing and Literacy Studies I, 3 hours, Fall

A study of the writing process, with an emphasis on improving grammar, mechanics, punctuation, style, usage, and development. Includes introduction to literary analysis with emphasis on Appalachian writing. *Note: A grade of C or better in ENG 101 is prerequisite to all English courses 200 level or higher.*

FILM 310. Introduction to the Art of Film, 3 hours, Fall

Beginning course in the vocabulary and methods of film study. Emphasis on film techniques, style, and artists.

HIST 133. World History I, 3 hours, Summer

Survey of the modern world in its political, social, and economic framework, 1500-1850.

HIST 201. United States History I, 3 hours, Summer

Survey of the national development of the United States to 1877.

LA 167. Introduction to Online Learning and C-N Liberal Arts, 4 hours, Fall, Spring, Summer

This course provides an orientation to online education and the liberal arts as they relate to Carson-Newman with a focus on time management, research techniques and practices, exploring the history of Christian liberal arts and the history of such an education at Carson-Newman. The student will understand the ideals celebrated on Carson-Newman's seal and throughout the university's history: Truth, Beauty, Goodness, Justice, and Courage.

MATH 120. Introduction to College Mathematics, 3 hours

Not intended for students who are planning to enroll in a college calculus course. A liberal arts mathematics course that emphasizes modeling and applications to real world problems. Prerequisites: High school Algebra II or ASE 034.

MATH 201. Statistical Concepts and Methods, 3 hours, Fall, Spring

Basic statistical concepts including populations, samples, analysis, and inference. One and two dimensional discrete and random variables. Applications of normal, t, chi square, F, and binomial random variables. R statistical software. *Same as PSY 203 and SOC 203. Prerequisites: Strong algebra background evidenced by math ACT 21 (math SAT 530) or MATH 106, 120, or 125.*

MUS 133. Appreciation of Music, 3 hours, Spring

Develops an understanding of Western music as an artistic expression of human culture and intention. Information pertaining to music, composers/ performers, listening, and historical context. May be applied to a music major or minor only as a substitute for MUS 135-136.

PHIL 101. Introduction to Philosophy and Critical Thinking, 3 hours, Summer

Studies the principles of critical thinking in the context of classical philosophical and contemporary social and moral issues.

PHIL 301. Christian Ethics, 3 hours

Critically examines the biblical, historical, and theological principles of moral value. Attention will be given to ethical theory and Christian moral values as they derive from the Bible. Same as REL 301SL. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

PHYS 100. Physics Everyday Life, 3 hours, Summer

An introduction to a variety of principles of physics that have applications to everyday life. Intended for non-science majors. Two lectures and one two-hour lab a week.

PSC 102. American Government and Politics, 3 hours, Fall

Study of American government and politics with emphasis on the Constitution, branches of government, public opinion, voting behavior, and campaigns and elections. PSC 101 is not a prerequisite.

PSC 302. Faith, Freedom, and the Individual, 3 hours, Summer

Study of political and religious thought and issues and their relationships to current concerns.

PSY 101. Introduction to Behavioral Science, 3 hours, Fall

Empirical methods, brain function, perception, learning, memory, emotion, cognition, and motivation.

PSY 102. Understanding Human Behavior, 3 hours, Fall

Human development, personality theory, abnormal and health behavior, therapy, interpersonal and social processes.

REL 367. The New Testament and Leadership, 4 hours, Fall, Spring, Summer

This course introduces the New Testament and provides an understanding of the context of the New Testament writings, their content, and the application, particular emphasis will be given to the various aspects of leadership exhibited throughout the New Testament, particularly in the life of Christ.

REL 368. Leadership in the Old Testament, 4 hours, Fall, Summer

A course addressing the background, growth, and relevance of the Old Testament. The student will be introduced to the literature and language of the Old Testament as well as the historical and theological developments in Old Testament studies. The student will also be exposed to the leadership themes present throughout the text of the Old Testament.

SOC 101. Introduction to Sociology, 3 hours, Summer

Basic concepts, theories, and research necessary for an understanding of American society and how it is changing.

BACHELOR OF BUSINESS ADMINISTRATION

The Bachelor of Business Administration equips students to be creative thinkers and transformational leaders with the critical business skills needed to achieve success and impact society. This program is designed to help students to develop business leadership skills that go beyond managerial efficiency to strategic servant leadership, beyond mere bottom line results to practical, holistic success. In a world that needs bold, innovative, ethical, and dedicated leaders, the BBA prepares students to fulfill their full potential for the good of achieving business goals and serving society.

Through the Carson-Newman BBA learning experience, students will gain the creative and critical thinking abilities and transformational leadership skills needed to achieve success and serve society. This program is offered through the College of Professional Studies. Upon completion of the BBA, students will be able to exhibit the following attributes:

- **Critical thinking business leadership:** Amidst an overflow of data and an ever-changing economy and business context, graduates will be able to apply critical thinking skills to effectively navigate complex business environments.
- **Core business skills needed for success:** Empowered with analytical, accounting, operational, management, leadership, ethical, and entrepreneurial abilities, graduates will be able to utilize core business skills to achieve success.
- **Creative innovation and problem solving:** In a competitive business marketplace, graduates will be able to apply creative thinking and innovative skills to create and solve business problems.
- **Connecting with community and global perspectives:** Graduates will be equipped to understand global and societal business perspectives and be able to effectively communicate and achieve business results in diverse environments.
- **Christian servant leadership that achieves success:** In a business world that needs leaders with character more than ever, graduates will understand Christian leadership principles and be a servant leader filled with solid values, character, and integrity.

Liberal Arts Requirements (36 hours)

Liberal Arts (4 hours)

Liberal Arts 1674

Studies in Biblical Traditions

Religion 367, REL 3688

Studies in Communications (6 hours)

English 1013

Any English, Communications or Writing course.....3

Studies in Mathematics and Science (9 hours)

Any Mathematics course.....3

Any Biology Chemistry, Geology, or Physics course3

Studies in Personal/Social Awareness (3 hours)

Any Psychology or Sociology course..... 3

Studies to Enhance a World Perspective (9 hours)

Any History course or MILS 100..... 3

Any Art, Music, Theater, Fine Arts, or Film course 3
Any Political Science or Philosophy course..... 3

Business Core (48 Hours)

ACCT 201	Principles of Financial Accounting.....	3
ACCT 202	Principles of Managerial Accounting	3
BAD 101	Essentials of Christian Business Leadership & Management	3
BAD 201	Business and Professional Communication.....	3
BAD 205	Introduction to Business Analytics	3
BAD 215	Business Information Tools	3
BAD 301	Legal and Ethical Environment in Business.....	3
BAD 401	International Business	3
ECON 210	Principles of Microeconomics	3
ECON 220	Principles of Macroeconomics	3
FIN 301	Introduction to Financial Management.....	3
MGT 302	Operations Management	3
MGT 367	Project Management Essentials	3
MGT 402	Entrepreneurship and Innovation	3
	or ORGL 402	
MGT 408	Strategic Management	3
	or ORGL 408	
MKT 300	Principles of Marketing	3
Area of Business Concentration		12
Elective Hours		42

Summary of Total Credits

Liberal Arts Core.....	36
Business Core.....	48
Business Concentration.....	12
Elective Hours.....	24
Minimum to Earn BS in Business Administration.....	120 <i>hours</i>

BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

ACCT 201. Principles of Financial Accounting, 3 hours, Fall

Introduction to basic concepts and terminology of financial accounting. Study of basic financial statements, recording of transactions, and control of assets for various forms of business organizations in retail and service industries, financing through the use of debt, and capital stock transactions.

ACCT 202. Principles of Managerial Accounting, 3 hours, Spring

Introduction of the basic concepts and terminology of managerial accounting. Study of the basic cost behaviors, product costing, profit planning and budget preparation necessary for decision making. Prerequisite: ACCT 201.

BAD 101. Introduction to Christian Business Leadership, 3 hours, Spring, Summer /

An introduction to business leadership and management concepts. Provides a distinctly Christian foundation that allows for a unique perspective toward business and various disciplines within the field.

BAD 201. Business and Professional Communication, 3 hours, Fall

Designed to assist students in solving business problems through effective expression of ideas and information—writing, speaking, and listening. Covers the principles and methods of written and oral communication in a high technology environment and includes intercultural, legal, and ethical aspects of communication.

Prerequisites: ENG 101. Corequisite: Business Foundation Core.

Same as WRIT 201.

BAD 205. Introduction to Business Analytics, 3 hours, Fall

This course introduces students to fundamental statistical analysis and inference concepts with a focus on business analytics and managerial decision making. These concepts are taught in an empirical fashion using cases and models in Microsoft Excel. Topics covered include data virtualization, descriptive statistics, data cleaning and mining, predictive modeling and forecasting, decision analysis and optimization.

BAD 215. Business Information Tools, 3 hours, Fall

Students use advanced features and capabilities of Microsoft Word and Excel. At the completion of the course, students will be prepared to sit for a level one Microsoft Office Excel Certification Exam.

Corequisite: Business Foundation Core.

BAD 301. Legal and Ethical Environment of Business, 3 hours, Spring

U.S. legal system coupled with consideration of ethical issues confronting the business professional. Topics covered include torts, contracts, agency, employment law, intellectual property rights, consumer protection, and other business concerns. Prerequisite: Business Foundation Core.

BAD 401. International Business, 3 hours, Summer

A study of the various facets of international business operations: ownership, management, marketing, production, accounting, and finance, legal, and growth. Also includes economic and political issues affecting international business. Prerequisite: Business Foundation Core.

ECON 210. Principles of Microeconomics, 3 hours, Fall

The study of markets, externalities, government intervention, taxation, and individual markets such as agriculture, health care and labor.

ECON 220. Principles of Macroeconomics, 3 hours, Spring

National income and its fluctuations, economic role of government, role of commercial banks and the Federal Reserve System, monetary economics, and an introduction to international economics.

Prerequisites: ECON 210. Corequisite: Business Foundation Core.

FIN 301. Introduction to Financial Management, 3 hours, Summer

An overview of finance and its role in developed economics, various business combinations and household. The course focuses on the real-life application of terminology, basic financial relationships, and their involvement with financial institutions. Prerequisite: Business Foundation Core.

MGT 302. Operations Management, 3 hours, Summer

The study and application of widely used quantitative models used in

the decision-making process such as linear programming, decision analysis, linear regression, plant layout, facility location and quality control. Prerequisite: Business Foundation Core.

MGT 367. Project Management Essentials, 3 hours, Spring

Project Management Essentials provides the “holistic” skills needed to manage a project’s complete life cycle that includes five (5) processes: initiation, planning, implementation, monitoring, and control, and closing. This course will provide the student with the essential skills of project management that include the PMBOK Knowledge Areas of Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk, and Procurement.

MGT 402. Entrepreneurship and Innovation, 3 hours, Spring

Principles and tools required to set up a new business venture. The topics include assessing new opportunities, locating sources of information, organization, and legal considerations, securing financing, preparation of a business plan, and management of the operation. Prerequisites: Business Foundation Core, junior standing, FIN 301, MGT 301SL, and MKT 300. Same as ORGL 402.

MGT 408. Strategic Management (Capstone), 3 hours, Summer

A comprehensive interdisciplinary case study course which serves as the capstone course for all business majors. Students work in teams, from the viewpoint of consultants to top management, presenting and defending their analyses and recommendations. Prerequisites: Business Foundation Core and senior standing, fewer than 18 hours from graduation. \$150 fee. Same as ORGL 408.

MKT 300. Principles of Marketing, 3 hours, Fall

A study of the basic marketing concepts and functions in market-oriented organizations. This course will focus on issues such as understanding buyers and markets, selecting a target market, and decisions regarding the four P’s of marketing: product, price, place, and promotion. Prerequisites: Business Foundation Core, junior/senior standing or instructor’s consent.

ORGL 402. Entrepreneurship and Innovation, 3 hours, Spring

Principles and tools required to set up a new business venture. The topics include assessing new opportunities, locating sources of information, organization, and legal considerations, securing financing, preparation of a business plan, and management of the operation. Prerequisites: Business Foundation Core, junior standing, FIN 301, MGT 301SL, and MKT 300. Same as MGT 402.

ORGL 408. Strategic Management (Capstone), 3 hours, Summer

A comprehensive interdisciplinary case study course which serves as the capstone course for all business majors. Students work in teams, from the viewpoint of consultants to top management, presenting and defending their analyses and recommendations. Prerequisites: Business Foundation Core and senior standing, fewer than 18 hours from graduation. \$150 fee. Same as MGT 408.

BACHELOR OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

The Bachelor of Science in Organizational Leadership equips students to make an impact on their world through authentic and effective leadership within their organizations. This program is designed to help students to develop leadership skills to go beyond managerial efficiency to strategic effectiveness, beyond mere training to practical transformation. With organizations in the private, public, and nonprofit sectors seeking effective leaders, the BSOL prepares students to serve in a wide variety of these leadership roles. Students will gain a contemporary and holistic view of leadership to develop their own personal leadership skill and abilities while also learning to lead an organization toward desired outcomes and goals.

Upon completion of the BSOL, students will be able to exhibit the following attributes:

- o **Competent leadership**, having developed a wide range of leadership knowledge, skills, and abilities that can be applied in a variety of contexts.
- o **Cultural understanding**, demonstrating the ability to analyze, navigate, and lead effectively within an organizational culture.
- o **Collaborative impact**, showing the skills to analyze, manage, motivate, and inspire people & teams within the life of the organizational community toward desired outcomes and goals.
- o **Critical thinking**, being able to find creative and innovative solutions to complex programs and make sound and strategic decisions that serve the organization.
- o **Character formation**, enhancing the ability to make ethical decisions, understand Christian leadership principles, and be a servant leader with integrity.

Program Objectives

Demonstrate competent leadership, having developed a wide range of leadership knowledge, skills, and abilities that can be applied in a variety of contexts. Develop cultural understanding, demonstrating the ability to analyze, navigate, and lead effectively within an organizational culture. Foster collaborative impact, showing the skills to analyze, manage, motivate, and inspire people & teams within the life of the organizational community toward desired outcomes and goals. Equip critical thinking, being able to find creative and innovative solutions to complex programs and make sound and strategic decisions that serve the organization. Encourage character, enhancing the ability to make ethical decisions, understand Christian leadership principles, and be a servant leader with integrity.

Liberal Arts Requirements (36 hours)

Liberal Arts (4 hours)	
Liberal Arts 167	4
Studies in Biblical Traditions	
Religion 367, REL 368	8
Studies in Communications (6 hours)	
English 101	3
Any English, Communications or Writing course.....	3
Studies in Mathematics and Science (9 hours)	
Any Mathematics course.....	3

Any Biology Chemistry, Geology, or Physics course	3
Studies in Personal/Social Awareness (3 hours)	
Any Psychology or Sociology course.....	3
Studies to Enhance a World Perspective (9 hours)	
Any History course or MILS 100.....	3
Any Art, Music, Theater, Fine Arts, or Film course	3
Any Political Science or Philosophy course.....	3

Organizational Leadership (42 hours)

ORGL 252	Organizational Financial Management	3
	or ACCT 252	
BAD 267	Business Communication Tools & Leadership..	3
ORGL 368	Organizational Communication.....	3
	or ID 368	
ORGL 306	Organizational Behavior.....	3
	or MGT 306	
ORGL 333	Essentials of Mang. & Lead /Leadership Theory & Practice	3
	or MGT 333	
ORGL 367	Project Management Essentials	3
	or MGT 367	
ORGL 402	Entrepreneurship & Innovation.....	3
	or MGT 402	
ORGL 405	Human Resource Management	3
	or MGT 405	
ORGL 408	Strategic Management	3
	or MGT 408	
MKT 467	Marketing and Leadership.....	3
ORGL 101	Introduction to Organizational Leadership	3
ORGL 201	Ethical Leadership	3
ORGL 301	Organizational Theory	3
SOC 367	Leadership for Social Change.....	3
Elective Hours		42

Summary of Total Credits

Liberal Arts Core.....	36
Organizational Leadership.....	42
Elective Hours.....	42
Minimum to Earn BS in Organizational Leadership...120 hours	

ORGANIZATIONAL LEADERSHIP COURSE DESCRIPTIONS

ACCT 252. Organizational Accounting and Finance, 3 hours, Summer / Accounting standards and terminology, fundamental financial and managerial accounting concept, and the preparation of basic financial statements. Same as ORGL 252.

BAD 267. Business Communication Tools and Leadership, 3 hours, Spring / Through individual readings and research, the student will engage in a variety of learning activities to assist them in developing effective written, oral communication, and listening skills.

ID 368. Organizational Communication and Leadership, 3 hours, Spring / This course focuses on the role of communication theory and skills as they apply to business and organizational settings. Students will explore organizational leadership models; effective

communication skills with peers, superiors, and subordinates; changing trends in organizations; and environmental factors impacting communication. Students will also participate in various assessments to develop a better understanding of themselves as leaders. Same as ORGL 368.

MGT 306. Organizational Behavior, 3 hours, Summer / Studies concepts, theories, and case studies concerning the behavior of people in modern business organizations. Analyzes the internal organization structure and managerial roles and functions, in the business and other goal-oriented institutions. Studies theory and design of organizational structure, impact of workflow, leadership styles, and control systems on human behavior. Same as ORGL 306.

MGT 333. Essentials of Management and Leadership, 3 hours, Summer / An introduction to business management concepts and leadership. Innovative leadership will be embedded into topics throughout the course in areas of traits, behaviors, types of leadership, empowerment, communications, diversity, power, and influence. Same as ORGL 333.

MGT 367. Project Management Essentials, 3 hours, Summer Project Management Essentials provides the “holistic” skills needed to manage a project’s complete life cycle that includes five (5) processes: initiation, planning, implementation, monitoring, and control, and closing. This course will provide the student with the essential skills of project management that include the PMBOK Knowledge Areas of Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk, and Procurement. Same as ORGL 367.

MGT 402. Entrepreneurship & Innovation in Organizations, 3 hours, Fall / This course examines the principles of leadership for innovation and how they can be practiced within the life of an organization to promote positive change. Same as ORGL 402.

MGT 405. Human Resource Management, 3 hours, Fall / Problem solving. Role of people in organizations—a review of the process of recruitment, employee selection, training, performance appraisal, employee benefits, laws governing employer/employee relationships. Same as ORGL 405.

MGT 408. Strategic Management, 3 hours, Summer / A comprehensive interdisciplinary case study course that serves as the capstone course for all business majors. Students work in teams, from the viewpoint of consultants to top management, presenting and defending their analyses and recommendations. Same as ORGL 408.

MKT 467. Marketing and Leadership, 3 hours, Fall / Marketing concepts and functions to which a marketer in a leadership role would be exposed, such as understanding buyers and markets, selecting a target market, and decisions regarding the marketing mix.

ORGL 101. Introduction to Organizational Leadership, 3 hours, Fall This course introduces the foundational principles of Christian leadership and explores the dynamics of people, power, and processes that are alive within teams, organizations, and cultures.

ORGL 201. Ethical Leadership, 3 hours, Fall / This course provides a survey of the ethical issues and dilemmas encountered by leaders

through an examination of the foundational definitions, theories, and issues exploring the application and practice of Christian ethical leadership principles.

ORGL 252. Organizational Accounting and Finance, 3 hours, Summer / Accounting standards and terminology, fundamental financial and managerial accounting concept, and the preparation of basic financial statements. Same as ACCT 252.

ORGL 301. Organizational Theory, 3 hours, Spring / This course examines the structures, symbols, resources, forces, and dynamic environments that are active within organizations and their cultures providing the opportunity to examine a range of factors at work within the life of an organization.

ORGL 306. Organizational Behavior, 3 hours, Summer / Studies concepts, theories, and case studies concerning the behavior of people in modern business organizations. Analyzes the internal organization structure and managerial roles and functions, in the business and other goal-oriented institutions. Studies theory and design of organizational structure, impact of workflow, leadership styles, and control systems on human behavior. Same as MGT 306.

ORGL 333. Essentials of Management and Leadership, 3 hours, Summer / An introduction to business management concepts and leadership. Innovative leadership will be embedded into topics throughout the course in areas of traits, behaviors, types of leadership, empowerment, communications, diversity, power, and influence. Same as MGT 333.

ORGL 367. Project Management Essentials, 3 hours, Summer Project Management Essentials provides the “holistic” skills needed to manage a project’s complete life cycle that includes five (5) processes: initiation, planning, implementation, monitoring, and control, and closing. This course will provide the student with the essential skills of project management that include the PMBOK Knowledge Areas of Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk, and Procurement. Same as MGT 367.

ORGL 402. Entrepreneurship & Innovation in Organizations, 3 hours, Fall / This course examines the principles of leadership for innovation and how they can be practiced within the life of an organization to promote positive change. Same as MGT 402.

ORGL 405. Human Resource Management, 3 hours, Fall Problem solving. Role of people in organizations—a review of the process of recruitment, employee selection, training, performance appraisal, employee benefits, laws governing employer/employee relationships. Same as MGT 405.

ORGL 408. Strategic Management, 3 hours, Summer / A comprehensive interdisciplinary case study course that serves as the capstone course for all business majors. Students work in teams, from the viewpoint of consultants to top management, presenting and defending their analyses and recommendations. Same as MGT 408.

SOC 367. Leadership for Social Change, 3 hours, Summer Role of innovative leaders and organizations promoting positive, intentional social change.

BACHELOR SCIENCE IN PROFESSIONAL STUDIES

The Bachelor of Science in Professional Studies (BPS) is a flexible degree that moves at the speed of business. The degree program allows students to customize their own career paths by gaining professional skills in areas that have high-demand job growth. Students can customize their learning experience by selecting three different BPS concentrations to build their degrees. In a dynamic and ever-changing business environment and with many professionals changing careers or job roles over time, this flexible degree program helps prepare students for a variety of in-demand careers throughout their lives. This program is offered through the College of Professional Studies.

Upon completion of the Bachelor of Professional Studies, students will be:

- **Prepared** with the specific depth of skills needed to achieve their professional pursuits,
- **Equipped** with the core breadth of professional skills needed to succeed and serve society,
- **Developed** to achieve new heights in their professional and personal lives,
- **Empowered** to reach their full potential through lifelong learning.

Liberal Arts Requirements (36 hours)

Liberal Arts (4 hours)

Liberal Arts 167 4

Studies in Biblical Traditions

Religion 367, REL 368 8

Studies in Communications (6 hours)

English 101 3

Any English, Communications or Writing course..... 3

Studies in Mathematics and Science (9 hours)

Any Mathematics course..... 3

Any Biology Chemistry, Geology, or Physics course 3

Studies in Personal/Social Awareness (3 hours)

Any Psychology or Sociology course..... 3

Studies to Enhance a World Perspective (9 hours)

Any History course or MILS 100..... 3

Any Art, Music, Theater, Fine Arts, or Film course 3

Any Political Science or Philosophy course.....3

Professional Studies Core Courses (8 hours)

PS 101 Professional Studies 1..... 2

PS 201 Professional Studies 22

PS 301 Professional Studies 32

PS 401 Professional Studies 42

Professional Studies Major Courses (36 hours)

First Concentration12

Second Concentration.....12

Third Concentration.....12

Elective Hours40

Summary of Total Credits

Liberal Arts Core.....36

Professional Studies Core.....8

Professional Studies Major.....36

Elective Hours.....40

Minimum to Earn BS in Professional Studies.....120 hours

PROFESSIONAL STUDIES COURSE DESCRIPTIONS

PS 101. Professional Studies 1, 2 hours

This course focuses on providing a biblical worldview toward one's work and profession. It helps students discover their life interests and develop a program of study toward a professional pathway.

PS 201. Professional Studies 2, 2 hours

This course focuses on exploring a profession in the context of one's livelihood and developing strategies that will help prepare one for a meaningful career and thriving life in a global world.

PS 301. Professional Studies 3, 2 hours

This course focuses on preparing one for the professional workplace and world, developing a better understanding of professional communication and teamwork and the various organizational dynamics essential to success.

PS 401. Professional Studies 4, 2 hours

This course focuses on refining one's servant and ethical leadership and nurtures a lifelong learning vision for their life and profession within the student.

GRADUATE 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.

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.

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.

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.

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.

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 – NO SPECIALIZATION

MBA Business Core, 27 hours

ACCT 510	Accounting and Financial Management, 3hours
BAD 560	Quantitative Methods for Managers, 3hours
BAD 570	Business Law and Organizational Ethics, 3hours
ECON 530	Managerial Economics, 3hours
FIN 510	Advanced Corporate Finance, 3hours
MGT 525	Leadership, 3hours
MGT 550	Strategic Management, 3hours
MGT 590	Entrepreneurship: New Business Venture, 3hours
MKT 520	Strategic Marketing Management, 3hours

Additional Course, 3 hours

MGT 540	Organizational Behavior, 3hours
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Summary of Total Credits

MBA Business Core.....	27
Additional Course.....	3
Min. to Earn Master of Business Administration.....	30 hours

MASTER OF BUSINESS ADMINISTRATION – HUMAN RESOURCE MANAGEMENT SPECIALIZATION

MBA Business Core, 27 hours

ACCT 510	Accounting and Financial Management, 3hours
BAD 560	Quantitative Methods for Managers, 3hours
BAD 570	Business Law and Organizational Ethics, 3hours
ECON 530	Managerial Economics, 3hours
FIN 510	Advanced Corporate Finance, 3hours
MGT 525	Leadership, 3hours
MGT 550	Strategic Management, 3hours
MGT 590	Entrepreneurship: New Business Venture, 3hours
MKT 520	Strategic Marketing Management, 3hours

Human Resource Management Specialization, 9 hours

HRM 510	Human Resource Management, 3hours
HRM 520	Strategic Human Resource Management, 3hours
HRM530	Contemporary Issues in Human Resource Law & Management, 3hours

Summary of Total Credits

MBA Business Core.....	27
Additional Course.....	9
Min. to Earn MBA with Human Resource Management Specialization.....	36 hours

MASTER OF BUSINESS ADMINISTRATION - LEADERSHIP SPECIALIZATION

MBA Business Core, 27 hours

ACCT 510	Accounting and Financial Management, 3hours
BAD 560	Quantitative Methods for Managers, 3hours
BAD 570	Business Law and Organizational Ethics, 3hours
ECON 530	Managerial Economics, 3hours
FIN 510	Advanced Corporate Finance, 3hours
MGT 525	Leadership, 3hours
MGT 550	Strategic Management, 3hours
MGT 590	Entrepreneurship: New Business , 3hours
MKT 520	Strategic Marketing Management, 3hours

Leadership Specialization, 9 hours

MGT 530	Leadership Development, 3hours
MGT 535	Operations Management, 3hours
MGT 540	Organizational Behavior, 3hours

Summary of Total Credits

MBA Business Core.....	27
Additional Course.....	9
Min. to Earn MBA with Leadership Specialization.....	36 hours

MASTER OF BUSINESS ADMINISTRATION - MARKETING SPECIALIZATION

MBA Business Core, 27 hours

ACCT 510	Accounting and Financial Management, 3hours
BAD 560	Quantitative Methods for Managers, 3hours
BAD 570	Business Law and Organizational Ethics, 3hours
ECON 530	Managerial Economics, 3hours

FIN 510	Advanced Corporate Finance, 3hours
MGT 525	Leadership, 3hours
MGT 550	Strategic Management, 3hours
MGT 590	Entrepreneurship: New Business Venture, 3hours
MKT 520	Strategic Marketing Management, 3hours

Marketing Specialization, 9 hours

MKT 530	Brand Management, 3hours
MKT 540	Social Media Management, 3hours
MKT 550	Marketing Analytics, 3hours

Summary of Total Credits

MBA Business Core.....	27
Additional Course.....	9
Min. to Earn MBA with Marketing Specialization.....	36 hours

MASTER OF BUSINESS ADMINISTRATION – OPERATIONS MANAGEMENT SPECIALIZATION

MBA Business Core, 27 hours

ACCT 510	Accounting and Financial Management, 3hours
BAD 560	Quantitative Methods for Managers, 3hours
BAD 570	Business Law and Organizational Ethics, 3hours
ECON 530	Managerial Economics, 3hours
FIN 510	Advanced Corporate Finance, 3hours
MGT 525	Leadership, 3hours
MGT 550	Strategic Management, 3hours
MGT 590	Entrepreneurship: New Business Venture, 3hours
MKT 520	Strategic Marketing Management, 3hours

Operations Management Specialization, 9 hours

BAD 565	Business Modeling, 3hours
MGT 535	Operations Management, 3hours
MGT 575	Project Management, 3hours

Summary of Total Credits

MBA Business Core.....	27
Additional Course.....	9
Min. to Earn MBA with Operations Management Specialization.....	36 hours

MASTER OF BUSINESS ADMINISTRATION – SPORT MANAGEMENT SPECIALIZATION

MBA Business Core, 27 hours

ACCT 510	Accounting and Financial Management, 3hours
BAD 560	Quantitative Methods for Managers, 3hours
BAD 570	Business Law and Organizational Ethics, 3hours
ECON 530	Managerial Economics, 3hours
FIN 510	Advanced Corporate Finance, 3hours
MGT 525	Leadership, 3hours
MGT 550	Strategic Management, 3hours
MGT 590	Entrepreneurship: New Business Venture, 3hours
MKT 520	Strategic Marketing Management, 3hours

Sport Management Specialization, 9 hours

SMGT 510	Issues in Sport Management, 3hours	
SMGT 520	Operations Management.....	3
MKT 530	Brand Management.....	3

Summary of Total Credits

MBA Business Core.....	27
Additional Course.....	9
Min. to Earn MBA with Sport Management	
Specialization.....	36 hours

MASTER OF BUSINESS ADMINISTRATION - NON-PROFIT LEADERSHIP

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

MBA Business Core, 24 hours

ACCT 510	Accounting and Financial Management, 3hours
BAD 560	Quantitative Methods for Managers, 3hours
BAD 570	Business Law and Organizational Ethics, 3hours
ECON 530	Managerial Economics, 3hours
MGT 525	Leadership, 3hours
MGT 590	Entrepreneurship: New Business Venture, 3hours
MKT 520	Strategic Marketing Management, 3hours
ASJ 510	Social Entrepreneurship I: Building Just and Sustainable Communities, 3hours

Two Additional Courses, one from each group, 7 hours**Group A**

ASJ 530	Global Poverty and Social Change, 4hours
ASJ 540	Rural Communities in Global Perspectives, 4hours

Group B

FIN 510	Advanced Corporate Finance, 3hours
MGT 530	Leadership Development, 3hours
MGT 535	Operations Management, 3hours
MGT 540	Organizational Behavior, 3hours
MGT 550	Strategic Management, 3hours
MKT 540	Social Media Management, 3hours

Summary of Total Credits

MBA Business Core.....	24
Additional Courses.....	7
Min. to Earn MBA with Non-Profit Leadership	
Specialization.....	31 hours

MBA COURSE DESCRIPTIONS**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.

GRADUATE COUNSELING

Carolyn Carlisle, Chair, Department of Counseling, *Kimberly Hawkins*, Dean, School of Education & Counseling, *Megan C. Herscher*, Coordinator of Mental Health Counseling, *Jennifer Moralejo*, *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.

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.

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.

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.

Time Limit to Complete Degree

Graduate work for the MSC degree must be completed within five (5) years of admission into the program.

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.

Master of Science in Counseling Program of Study

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). 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.

MASTER OF SCIENCE IN COUNSELING: CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION

MSC Counseling Core 36 hours

- COUN 502 Theories and Techniques of Counseling, 3hours
 COUN 514 Helping Relationships and Counseling Skills with Individuals and Families, 3hours
 COUN 550 Holistic Counseling in a Diverse World, 3hours
 COUN 565 Group Counseling Processes, 3hours
(Pre-req: COUN 502 or instructor approval)
 COUN 566 Life-Span Development: Implications for Counseling, 3hours
 COUN 567 Career Development and Counseling, 3hours
 COUN 580 Crisis and Trauma Interventions in Counseling with Individuals and Families, 3hours
 COUN 585 Professional Orientation and Ethics in Counseling, 3hours
 COUN 586 Study of Abnormal Behavior, DSM, and Psychopathology, 3hours
 COUN 589 Counseling Practicum, 3hours
 COUN 611 Counseling and Development of Children and Adolescents, 3hours
 COUN 630 Counseling Research & Program Evaluation, 3hours

Clinical Mental Health Counseling Concentration, 21 hours

- COUN 569 Introduction to Family Systems in Counseling, 3hours
 COUN 587 Assessment and Treatment Planning, 3hours
 COUN 614 Substance Abuse and Addictions Counseling with Individuals and Families, 3hours
 COUN 650 Neuroscience and Counseling Interventions, 3hours
 COUN 653 Spirituality, Family Systems, and Holistic Mental Health, 3hours
 COUN 668 Mental Health Counseling Internship, 6hours
(may be taken as two 3-hour courses)
(Prerequisite - COUN 589 and program faculty approval)

Clinical Mental Health Counseling Elective

choose one of the following:

- COUN 634 Topics in Counseling, 3hours
 COUN 638 Play Therapy across the Lifespan, 3hours
 COUN 640 Marriage & Family Therapy in Mental Health, 3hours
 COUN 664 Counseling Students for College Access and Success, 3hours

Summary of Total Credits

MSC Counseling Core.....	36
Mental Health Concentration.....	21
Elective Course.....	3
Min. to Earn MSC with Clinical Mental Health Counseling.....	60 hours

MASTER OF SCIENCE IN COUNSELING: PROFESSIONAL SCHOOL COUNSELING SPECIALIZATION

MSC Counseling Core, 36 hours

- COUN 502 Theories and Techniques of Counseling, 3hours
 COUN 514 Helping Relationships and Counseling Skills with Individuals and Families, 3hours
 COUN 550 Holistic Counseling in a Diverse World, 3hours
 COUN 565 Group Counseling Processes, 3hours
(Pre-req: COUN 502 or instructor approval)
 COUN 566 Life-Span Development: Implications for Counseling, 3hours
 COUN 567 Career Development and Counseling, 3hours
 COUN 580 Crisis and Trauma Interventions in Counseling with Individuals and Families, 3hours
 COUN 585 Professional Orientation and Ethics in Counseling, 3hours
 COUN 586 Study of Abnormal Behavior, DSM, and Psychopathology, 3hours
 COUN 589 Counseling Practicum, 3hours
 COUN 611 Counseling and Development of Children and Adolescents, 3hours
 COUN 630 Counseling Research & Program Evaluation, 3hours

Professional School Counseling Concentration, 18 hours

- COUN 501 Foundations of School Counseling, 3hours
 SPED 508 Survey of Persons with Exceptionalities, 3hours
 COUN 568 Individual and Group Appraisal, 3hours
 COUN 613 Design and Evaluation of Comprehensive School Counseling Programs, 3hours
(Prerequisite - COUN 630 and instructor approval)
 COUN 665 School Counseling Internship, 6hours
(may be taken as two 3-hour courses)
(Prerequisite - COUN 589 and program faculty approval)

Professional School Counseling Elective, 6 hours

choose two of the following:

- * COUN 561 School Orientation for Counselors, 3hours
 COUN 612, Consultation and Collaboration, 3hours
 COUN 634 Topics in Counseling, 3hours
 COUN 638 Play Therapy across the Lifespan, 3hours
 COUN 664 Counseling Students for College Access and Success, 3hours

Summary of Total Credits

MSC Counseling Core.....	36
Prof. School Counseling Con.	18
Elective Course.....	6
Min. to Earn MSC with Professional School Counseling.....	60 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. Students work with their faculty advisors to make necessary modifications to develop their Plans of Study in order to meet credentialing requirements. 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.

Dual Degree Course of Study

MSC Counseling Core, 36 hours

- COUN 502 Theories and Techniques of Counseling, 3hours
- COUN 514 Helping Relationships and Counseling Skills with Individuals and Families, 3hours
- COUN 550 Holistic Counseling in a Diverse World, 3hours
- COUN 565 Group Counseling Processes, 3hours
- COUN 566 Life-Span Development: Implications for Counseling, 3hours
- COUN 567 Career Development and Counseling, 3hours
- COUN 580 Crisis and Trauma Interventions in Counseling with Individuals and Families, 3hours
- COUN 585 Professional Orientation and Ethics in Counseling, 3hours
- COUN 586 Study of Abnormal Behavior DSM and Psychopathology, 3hours
- COUN 589 Counseling Practicum, 3hours
- COUN 611 Counseling and Development of Children and Adolescents, 3hours
- COUN 630 Counseling Research and Program Evaluation, 3hours

Clinical Mental Health Counseling Concentration 21 hours

- COUN 569 Introduction to Family Systems in Counseling, 3hours
- COUN 587 Assessment and Treatment Planning, 3hours
- COUN 614 Substance Abuse and Addictions Counseling with Individuals and Families, 3hours
- COUN 650 Neuroscience and Counseling Interventions with Individuals and Families, 3hours
- COUN 653 Spirituality Family Systems and Holistic Mental Health, 3hours
- COUN 668 Mental Health Counseling Internship, 6hours
(Pre-requisites- COUN 589 and program faculty approval)

Professional School Counseling Concentration 18

- COUN 501 Foundations of School Counseling, 3hours
- SPED 508 Survey of Persons with Exceptionalities, 3hours
- COUN 568 Individual and Group Appraisal, 3hours
- COUN 613 Design and Evaluation of Comprehensive School Counseling Programs, 3hours (Pre-requisites- COUN 630 COUN 589 or instructor approval)
- COUN 665 School Counseling Internship, 6hours
(may be taken as two 3-hour courses)
(Pre-requisites - COUN 589 and program faculty approval)

Six (6) elective hours from the following:

- * COUN 561 School Orientation for Counselors, 3hours
- COUN 612 Consultation and Collaboration, 3hours
- COUN 634 Topics in Counseling, 3hours
- COUN 638 Play Therapy across the Lifespan, 3hours
- COUN 640 Marriage & Family Therapy in Mental Health, 3hours
- COUN 664 Counseling Students for College Access and Success, 3hours

*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.

Summary of Total Credits

MSC Counseling Core.....	36
Mental Health Concentration.....	21
Prof. School Counseling Concentration.....	18
Electives.....	6
Min. to Earn MSC/EdS degree in Professional School Counseling and Clinical Mental Health Counseling....	81 hours

M.S. IN COUNSELING COURSE DESCRIPTIONS

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 (preK12), 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 & 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/counselees over a minimum 10-week academic term. *Program Faculty Approval Required.*

COUN 611. Counseling and Development of Children and Adolescents, 3 hours, Spring, Summer and as needed / Counseling theories and techniques with children and adolescents in individual and group settings. Designed to build counseling skills and programs for children and adolescents. Needs of at-risk youth and diverse populations are an integral part of the course.

COUN 612. Consultation and Collaboration, 3 hours, Summer 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
A critical analysis of books, research, current or foundational issues, theories, or specialty areas significant for counseling. 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.

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 & 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 600 clock hours in appropriate and approved counseling settings. A total of a minimum of 240 hours of direct counseling experience is required including individual, family, and group counseling experiences. Each 3 hr internship course consists of 300 hours of clinical field experience and a minimum of 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.*

GRADUATE EDUCATION

Sandra Austin, Tammy Barnes, Ronda Blevins, Director, Job-Embedded Practitioner Program, Byron Booker, 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, Director, Physical Education Program, Cindy Lang, Chair, Education Department; Director, CAEP Accreditation, Sandra Long, Julia Price, Director, Educational Specialist and Doctor of Education Programs, Rodney Russell, Director, Field Experience and Educational Leadership Program, 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. Licensure exam 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

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 Ed.S. and Ed.D. 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.

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.

Residency Requirement

All but nine (9) hours of course work in the MAT, M.Ed., and Ed.S. degrees and twelve (12) hours in the Ed.D. 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.

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.

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 Ed.S. degrees, and twelve (12) hours toward 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. ***The following courses will not be accepted as transfer credit: EDUC 630, EDUC 635, EDUC 750, EDUC 751, EDUC 752, EDUC 753, EDUC 7546A, EDUC 7546B.***

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, PreK12 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 (provisional admission allowed for the following areas up to 12 credit hours as content knowledge is earned within the program: Special Education, English as a Second Language, Integrated Early Childhood).
- 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

Each student teaching experience in the MAT degree program is a 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. All content area exams required for licensure must be passed before a passing grade will be assigned for the seminar course. Successful completion of seminar is a requirement for completion of MAT licensure programs.

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:

- Integrated Early Childhood
- 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:

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

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

Research, 6-9 hrs.

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

Summary of Total Credits

Pre-Student Teaching.....	42
Enhanced Student Teaching.....	9
Research.....	6-9
Min. to Earn MAT in Curriculum and Instruction with K-5 licensure.....	57 hours

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:

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, Grades 6-12 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

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

Research, 6-9 hrs.

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

Summary of Total Credits

Pre-Student Teaching.....36
 Management Practicum.....3
 Student Teaching.....9
 Research.....6-9
**Min. to Earn MAT in Curriculum and Instruction
 with 6-8 licensure in Language Arts and Social
 Studies.....57 hours**

MAT-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:

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, Grades 6-12 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

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

Research, 6-9 hrs.

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

Summary of Total Credits

Pre-Student Teaching.....36
 Management Practicum.....3
 Student Teaching.....9
 Research.....6-9
**Min. to Earn MAT in Curriculum and Instruction
 with 6-8 licensure in Science and Mathematics.....57 hours**

MAT - Secondary 6-12 or K-12 Education (48-51 hours)

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

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.

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

Research, 6-9 hrs.

Non-Thesis: EDUC 630, Educational Research, 3 hours

	EDUC 635, Integrating Research and Learning, 3 hrs
	-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."

Summary of Total Credits

Pre-Student Teaching.....	33
Enhanced Student Teaching.....	9
Research.....	6-9
Min. to Earn MAT in Curriculum and Instruction in 6-12 and K-12	48-51 hours

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.

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

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

Research, 6-9 hrs.

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

Summary of Total Credits

Pre-Student Teaching.....	28
Student Teaching.....	9
Research.....	6-9
Min. to Earn MAT in Curriculum and Instruction with Special Education Comprehensive K-12 licensure.....	46 hours

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.

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

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

Research, 6-9 hrs.

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

Summary of Total Credits

Pre-Student Teaching.....	30
Student Teaching.....	9
Research.....	6-9

**Min. to Earn MAT in Curriculum and Instruction with
Special Education, Interventionist K-8 licensure.....46 hours**

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.

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

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

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."

Summary of Total Credits

Pre-Student Teaching.....	31
Student Teaching.....	9
Research.....	6-9
Min. to Earn MAT in Curriculum and Instruction with Special Education, Interventionist 6-12 licensure.....	47 hours

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 Non-Licensure (36 hours)

The following list of courses comprise the curriculum for the MAT in ESL, non-licensure to teach:

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

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

Research, 9 hours

Non-Thesis: EDUC/TESL Electives, 6 hours
 TESL 600, Research in TESL, 3 hours
 – or –
 Thesis: 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.

Summary of Total Credits

Linguistics.....12
 Pedagogy.....15
 Research.....6-9
Min. to Earn MAT in ESL, non-licensure.....36 hours

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:

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

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

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

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)

Summary of Total Credits

Linguistics.....12
 Pedagogy.....12
 Licensure.....9
 Research.....3
 Professional Education.....12
Min. to Earn MAT in ESL, with K-12 licensure.....36-48 hours

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

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 practitioner license with job-embedded experience. This license is available to individuals who have not completed a traditional teacher education program. In addition to the common requirements for admission to the master's degree programs in education, the specific requirements for admission to the job-embedded practitioner program are:

- A letter of intent to hire from a school system.
- Verification of having met the content knowledge criteria as defined by the TN Department of Education.
- 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. Students must obtain passing scores on the licensure assessment edTPA, and any other remaining required content area exams, for successful completion of the course EDUC 663. Successful completion of this course is a requirement for completion of the license. 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 consult

the TN Department of Education website. The following list of courses comprises the curriculum for the alternative pathway to licensure for all areas with the exception of special education:

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), 6 hours***

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

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

Research, 6-9 hours

Non-Thesis: EDUC 630, Educational Research, 3 hours
 EDUC 635, Integrating Research & Learning, 3 hrs
 -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.

Summary of Total Credits

Orientation Component.....6
 Content Area Methods.....6
 Professional Education Core.....24
 Research.....6-9

**Min. to Earn Master of Education: Curriculum and Instruction:
 Practitioner License (Alternative Pathway with Job-embedded
 Experience36-37 hours**

MASTER OF EDUCATION: CURRICULUM AND INSTRUCTION: PRACTITIONER LICENSE FOR SPECIAL EDUCATION (ALTERNATIVE PATHWAY WITH JOB-EMBEDDED EXPERIENCE)

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

Orientation Component, 6 hours

EDUC 661, Mentored Teaching I: Foundations of Education, 3 hrs
 *Content Area Methods Course (practicum required), 3 hours
 EDUC MENT 1, Clinical Mentoring 1, 0 hours
 * SPED 616, Characteristics/Needs of Mild/Moderate Disabilities, 3 hours -or- SPED 617, Characteristics/Needs of Low Incidence Disabilities, 3 hours

Professional Education Core, 25-26 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

Research, 6-9 hours

Non-Thesis: EDUC 630, Educational Research, 3 hours
 EDUC 635, Integrating Research & Learning, 3 hrs
 -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.

Summary of Total Credits

Orientation Component.....6
 Professional Education Core.....25-26
 Research.....6-9

**Min. to Earn Master of Education: Curriculum and Instruction:
 Practitioner License for Special Education (Alternative Pathway
 with Job-embedded Experience37-38 hours**

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
- 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:

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

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

Research, 6-9 hours

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

Summary of Total Credits

Required Core.....12
 Electives.....15-18
 Research.....6-9

Min. to Earn Master of Education: Curriculum and Instruction36 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:

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

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

Research, 6-9 hours

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

Summary of Total Credits

Required Core.....12
 Coaching Emphasis.....15-18
 Research.....6-9

Min. to Earn Master of Education: Curriculum and Instruction with Coaching Emphasis.....36 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:

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

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

Research, 6-9 hours

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

Summary of Total Credits

Required Core.....12
Reading Specialist Emphasis.....18
Research.....6-9

Min. to Earn Master of Education: Curriculum and Instruction with Reading Specialist Emphasis.....36 hours

M.ED. - CURRICULUM AND INSTRUCTION: SPECIAL EDUCATION EMPHASIS (36 HOURS)

The M.Ed. 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:

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

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

Research, 6-9 hours

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

Summary of Total Credits

Required Core.....12
Special Education Emphasis.....15-18
Research.....6-9

Min. to Earn Master of Education: Curriculum and Instruction with Special Educ. Emphasis.....36 hours

M.ED. - 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 M.Ed. in Curriculum and Instruction: Teaching English as a Second Language K-12 Emphasis.

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

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

Research Option, 3 hours

Thesis Option: EDUC 660, Thesis, 3 hours

or

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

Summary of Total Credits

Required Core.....15

ESL Emphasis.....18

Research.....3

Min. to Earn Master of Education: Curriculum and Instruction with ESL K-12 Emphasis.....36 hours

**M.ED. – 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 M.Ed.: Educational Leadership:

Required Core, 15 hours

EDUC 561, Effective Home, School, Community Relations, 3 hours
Choose one from below:

EDUC 672, Evaluation for Continuous Improvement, 3 hours
(for licensure students only)

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

Choose one from below:

TESL 565, Language and Culture, 3 hours

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

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

Research, 3 hours

EDUC 635, Integrating Research and Learning, 3 hours

Summary of Total Credits

Required Core.....15

Educ. Leadership.....18

Research.....3

Min. to Earn Master of Education: Educational Leadership.....36 hours

**INSTRUCTIONAL LEADER LICENSE SPECIALIZATION
LICENSE SPECIALIZATION,
(21 HOURS)**

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

- The following requirements are necessary for admission into the Instructional Leader 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.

Administrator License, 21 hours

Twenty-one (21) hours from the following:

EDUC 527, School Safety and Security, 3 hours

EDUC 575, Administrator Field Experience, 3 hours

EDUC 638, Foundations of Leadership, 3 hours

EDUC 670, Legal and Ethical Issues, 3 hours

EDUC 672, Evaluation for Continuous Improvement, 3 hours

EDUC 673, Management of the School, 3 hours

EDUC 674, Professional Learning Community, 3 hours

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

*EDUC 724, Financial Planning and Responsibilities, 3 hours

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

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

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 Ed.S. and Ed.D. 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 Ed.S. and Ed.D. 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 Ed.S. and Ed.D. 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 Ed.D. 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 Ed.S. and the Ed.D. 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 Ed.S. and the Ed.D. in Educational Leadership are:

- Submission of Graduate Record Exam (GRE) score is optional
- Master's Degree graduate GPA of 3.3 or higher on a 4.0 scale.
- Scholarly writing sample
- Choice 1: Thesis or published writing (preferred and accepted as is)
- Choice 2: Response to writing prompt given by graduate admissions
- Professional experience in an educational environment (3 years minimum)
- Teaching license
- Other proof of experience if from a non-licensed environment
- Two references (professional and academic)

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

ED.S.: ADMINISTRATIVE LEADERSHIP CONCENTRATION (36 HOURS)

The following list of courses comprises the curriculum for the Ed.S. with administrative leadership:

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

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
EDUC ANRVW, Annual Review, 0 hours
EDUC CAPS, Capstone, 0 hours

Elective Courses, 6 hours

Additional hours in a Cognate Area, 6 hours

Summary of Total Credits

Core.....12
Required Courses.....18
Electives.....6

Min. to Earn EdS Administrative Leadership.....36 hours

CURRICULUM AND INSTRUCTION LEADERSHIP CONCENTRATION (36 HOURS)

The following list of courses comprises the curriculum for the Ed.S. with curriculum and instruction leadership:

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

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

EDUC ANRVW, Annual Review, 0 hours

EDUC CAPS, Capstone, 0 hours

Elective Courses, 6 hours

Additional hours in a Cognate Area, 6 hours

Summary of Total Credits

Core.....12
Required Courses.....18
Electives.....6

Min. to Earn EdS Curriculum and Instruction

Leadership.....36 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. Special note: since EDUC 753 is a requirement for the Ed.D., this course cannot count as cognate credit.

ADMINISTRATIVE LEADERSHIP CONCENTRATION (57 HOURS)

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

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

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
EDUC ANRVW, Annual Review, 0 hours
EDUC CMPEX, Comprehensive Exam, 0 hours

Elective Courses, 6 hours

Additional hours in a Cognate Area, 6 hours

Recommended cognate: EDUC 749 Doctoral Research Practicum and Directed Readings

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

Doctoral Dissertation, 12 hours

*EDUC 754, Dissertation, 12 hours

Summary of Total Credits

Core.....	12
Required Courses.....	18
Electives.....	6
Research.....	9
Doctoral Dissertation.....	12

Min. to Earn EdD with Administrative Leadership.....57 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:

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

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

EDUC ANRVW, Annual Review, 0 hours

EDUC CMPEX, Comprehensive Exam, 0 hours

Elective Courses, 6 hours

Additional hours in a Cognate Area, 6 hours

Recommended cognate: EDUC 749 Doctoral Research Practicum and Directed Readings

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

Doctoral Dissertation, 12 hours

*EDUC 754, Dissertation, 12 hours

Summary of Total Credits

Core.....	12
Required Courses.....	18
Electives.....	6
Research.....	9
Doctoral Dissertation.....	12

Min. to Earn EdD with Curriculum and Instruction**Leadership.....57 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.

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

The focus of this course is on research designed to broaden the knowledge of instructional leaders regarding the provision of a safe environment for school students and staff. The content provides information about crisis prevention and management of crisis situations. The course will focus on skills that allow administrators to provide a safe environment for their students, staff, and visitors.

Required Practicum: A field experience activity of 25 hrs. is included, emphasizing TILS-B, D.

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 nonstudent 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 and theoretical conflict management among all stakeholders. Practices to create and sustain an inclusive, respectful, and safe environment are researched. Disciplinary systems and organizational strategies for effective instruction are discussed, including culturally responsive practices within the context of equity.

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

This course is designed to provide practical experiences that are typical of the work completed by a school principal, assistant principal, or a curriculum / instructional supervisor in diverse K-12 settings. Emphases are placed on developing an understanding of the change process / ways of dealing with change, the importance of literacy instruction, performing an analysis of an actual school budget, and a review of the *Tennessee Uniform Accounting Policy Manual*. **Required Practicum:** A field experience activity

(practicum) of 50 hrs. is included, emphasizing TILS-D.

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. Curriculum, Instruction, and Management of the PreK-5 Classroom, 3 hours, Fall, Spring**

This course provides an overview of developmentally appropriate practice in the PreK-5 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 elementary curriculum. Candidates complete a practicum in an early childhood/elementary setting in which they are required to plan and implement individual lessons appropriate for the setting. Candidates for the Integrated Early Childhood license are assigned to a PreK-3 setting. Practicum required. Must provide proof of liability insurance.

***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 nonthesis 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

Through the course design, candidates use insight and analysis to design, explore, and conduct research in a current issue of educational practitioners. Candidates expand their knowledge of education and its practices through research, presentations, discussions, collaboration, and interviews with school and district leaders. The course activities align with the professional standards described in the TILS and PSEL standards.

(Course number change from EDUC 537.)

EDUC 638. Foundations of Leadership, 3 hours, Fall, Spring

The foundations of leadership course develop a deep understanding of theory and research of practical applications to allow administrators to lead and support in the face of changing and challenging climates in schools while enabling and inspiring a culture of innovation conducive to teaching and learning. Special leadership paradigms include the leader as a visionary, the leader who cultivates a literacy-rich environment, the leader who uses technology for learning to meet future demands, the leadership role of a chief executive and financial 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 (PreK12), 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 must obtain passing scores on the licensure assessment edTPA, and any other remaining required content area exams, for successful completion of the course. Successful completion of this course is a requirement for completion of the license. *Prerequisites: EDUC 661, EDUC 662, EDUC MENT1, & EDUC MENT2.*

***EDUC 664. Supervised Teaching Experience, 3 hours, Offered as needed** / For those students who are teaching under a transitional license in PreK-12 classrooms. CarsonNewman 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 content area exams required for licensure must be passed 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 outlined in federal, state, and local laws and court decisions, emphasizing school personnel's legal rights, responsibilities, and liabilities 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 parents, staff, and the larger community will be a significant part of the course. Students are expected to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems relevant to a school leader. **Required Practicum:** A field experience activity worth 25 hrs. is included, reflecting TILS-B, C, D.
(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 and multidisciplinary literacy skills. The factors that impact high quality curriculum and instruction, including attention to diverse learners, national and state curriculum standards and social and emotional learning are addressed. (Course number change from EDUC 530.)

EDUC 672. Evaluation for Continuous Improvement, 3 hours, Spring / This course emphasizes the planning and implementation of assessment strategies designed to evaluate student learning, staff performance using the Tennessee's evaluation model, and staff

professional growth; utilizing assessment data to make decisions regarding improvements to instructional programs, and the development of school vision/goals and to inform stakeholders of progress related to these areas. Class activities are designed to expose participants to the development of a vision of learning based on the implementation of the *Tennessee Instructional Leadership Standards* and are aligned with the *Tennessee Standards for Professional Learning* and the Tennessee Literacy Standards for Instructional Leader Preparation. **Required Practicum:** A field experience activity of 25 hrs. is included, emphasizing TILS-A, C.
(Course number change from EDUC 572.)

EDUC 673. Management of the School, 3 hours, Summer

Leading school-wide literacy provides the course focus. All activities align with TILS, Tennessee Literacy Standards for Instructional Leaders, and PSEL Standards. Candidates work with instructional leaders in their districts and with authentic school literacy data to solve school-based literacy problems. In addition, candidates create a school-wide literacy plan, develop professional development for all members of their school faculty and staff, plan for adjustments in resources and human capital to resolve literacy issues, and develop the skills of collaborative leadership to increase the capacity of the school to create supportive, diverse, equitable, and inclusive school environments. **Required Practicum:** A field experience activity of 25 hrs. is included, emphasizing TILS A, B, C
(Course number change from EDUC 573.)

EDUC 674. Professional Learning Community, 3 hours, Summer

This course focuses on 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, literacy development, consensus-building strategies, and conflict resolution techniques, as well as traditional forms of verbal and nonverbal communication techniques. The students research and present information of Professional Learning Communities to the class and to their school districts. **Required Practicum:** A field experience activity of 25 hrs. is included, emphasizing TILS A, B, C (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 constructs, and personal ethical development. Emphasis is given to the role of an educational leader's role of acting ethically and according to professional norms.

EDUC 721. Educational Leadership and Policy Analysis, 3 hours

The course exposes candidates to data-driven and systematic problem-solving of authentic school and district leadership issues through policy analysis. All learning in the course focuses on incorporating a wide range of responsibilities required of an effective school leader in leading continuous school improvement collaboratively with internal and external stakeholders as described by the TILS and PSEL standards.

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; demographic and academic data analysis; 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. Emphasis is placed on the ability of educational leaders to assess the value and applicability of emerging, research-based educational trends for organizational improvement.

EDUC 724. Financial Planning and Responsibilities, 3 hours

The course introduces candidates to the financial operation of the school and district. Candidates explore the Tennessee BEP funding formula for local school systems, create presentations for internal and external stakeholders, meet with finance leaders to learn about specific local issues, and apply the Tennessee Internal School Uniform Accounting Manual and TCA laws to resolve school finance issues. In addition, candidates develop skills to use financial planning to create supportive, equitable, and inclusive school environments. **Required Practicum:** A field experience activity of 25 hrs. is included, emphasizing TILS D.

EDUC 740. Teacher as Leader, 3 hours

The course addresses research, theory, and best educational leadership practices as it applies to education professionals who lead school improvement but are not in administrative positions. The course explores the required knowledge, skills, and professional dispositions of teacher leaders; best practices in working with adult learners; current and emerging roles for teacher leaders; collaboration skills; and opportunities to apply theory to practice. The course tightly aligns with the TILS and PSEL standards.

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 of educational opportunity, culturally responsive practices, and ethnographic data related to the topics of gender, race, academic ability, and socio-economic status.

EDUC 749 Doctoral Research Practicum and Directed Readings, 3 hours

This course immerses candidates in a professional experience as a researcher completing a literature review preparatory to conducting research leading to a dissertation. It requires setting specific goals and objectives, a commitment to scholarly work, and

meeting aggressive timelines. Candidates writing a literature review in this course must receive prior approval from their dissertation chair and the instructor in determining a suitable topic for research.

EDUC 750. Mentored Residency Internship/Professional Portfolio, 3 hours

The course design exposes candidates to activities that add value to their academic knowledge by applying theory to practice in authentic settings. Students under the supervision of a workplace mentor devise and complete a plan for practicum activities linking to each TILS Standards. In addition, candidates use data literacy and technology to solve instructional problems in the school. Residency activities include the delivery of professional development for school communities. Candidates submit a documented Professional Portfolio of all mentored activities, including planning with their mentor, delivery of professional development to a school audience, evidence of completion, extensive reflection, and logged hours in each practicum activity. **Required Practicum:** A field experience activity of 50 hrs. is included, emphasizing TILS A, B, C, D.

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). Emphasis is placed on Chapter Two, a professional literature analysis and inclusion of empirical information and scholarly articles including an evidentiary basis that the study will add to substantive or theoretical understanding of gaps in the current literature. Outcomes will include literature summaries and critiques that are thematic and synthesized.

EDUC 753. Professional Composition Studies, 3 hours

The course is part of the educational leadership program research sequence. In this course, candidates develop skills of technical writers that assist in writing a dissertation. Through course activities, candidates improve writing skills, knowledge of research with human subjects, research methodologies, application of current APA writing, format, and style, and critical analysis skills in professional writing.

EDUC 7546A. Dissertation First Semester, 6 hours

This course requires the candidate to: propose structured research, either qualitative or quantitative in nature, guided by the chair of the dissertation committee, and present a formal defense of the proposal upon approval of the manuscript by the dissertation committee. This first course in the formal dissertation process requires that the Proposal be completed and defended successfully before moving to EDUC 7546B, Continuing Dissertation, where the final chapters of the dissertation are completed, and the dissertation is formally defended. The proposal includes completion of Chapter One: Introduction, Chapter Two: Professional Literature Review, and Chapter Three: Research Methodology. This course holds the expectation of leadership continuous improvement through a

thorough investigation of professional literature and methodology applicable to the topic chosen. *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 formal defense of the dissertation upon approval of the manuscript by the Dissertation Committee. The final dissertation includes Chapter One: Introduction, Chapter Two: Professional Literature, Chapter Three: Research Methodology, Chapter Four: Presentation of Findings, and Chapter Five: Conclusions, Implications, and Recommendations. The course holds the expectation that the research conducted is comprised of original, valid data from multiple measures and findings are evidence-based. The study findings must be relevant to continuous improvement in an educational environment. Final dissertation approval must be granted by the Dean of Education. *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 examination. The requirement includes a standards-based authentic assessment. Concepts addressed include knowledge of the principles of educational leadership, knowledge of collaborative practices, evidence of background knowledge integrated with theory and practice, use of relevant research to inform thinking, validity of facts and perspective, quality of writing, and fidelity to directions posited. Within the concepts addressed, two essential constructs are assessed: Educator Leadership, Knowledge, and Collaboration and Research and Evaluation.

EDUC-CAPS. Ed.S. Capstone Project, 0 hours, Spring

The Capstone project is required for all Ed.S. students. Capstone is considered the culminating course for the Educational Specialist and must be passed 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. The requirement includes a standards-based authentic assessment. Concepts addressed include knowledge of the principles of educational leadership, knowledge of collaborative practices, evidence of background knowledge integrated with theory and practice, use of relevant research to inform thinking, validity of facts and perspective, quality of writing, and fidelity to directions posited. Within the concepts addressed, two essential constructs are assessed: Educator Leadership, Knowledge, and Collaboration and Research and Evaluation.

***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**

/ Literacy Practicum Project completion is documented for students pursuing a license to become an instructional leader. The completion of 175 practicum hours is documented in this course. Includes practicum experience. *Prerequisite: EDUC-FOLIO.*

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 pursuing 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.

***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 competently and reflectively serve as special education case managers. Topics include roles and responsibilities, writing individualized educational plans (IEPs), collaboration, communication, and working with paraprofessionals. *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: 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 licensure requirements, including exams, 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.

GRADUATE NURSING

Kimberly Bolton, Director, MSN Program, Greg Casalenuovo, Amanda Clabo, Christine Dalton, Dean, School of Applied, Health, & Natural Sciences, Adam Einhardt, Kelley Obringer, Ashlie Pullen, Lana Spence, Chair, Department of Nursing, Director, DNP Program, Courtney Watson Bonnie Young

Accreditation

The Master's degree program in nursing at Carson-Newman University is accredited by Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.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, clinical reasoning, and knowledge from nursing and other disciplines to promote and maintain the health of individuals and populations within all healthcare systems.
- Demonstrate independent decision-making and clinical judgment in the provision of evidence-based, culturally appropriate healthcare to individuals and populations.
- Demonstrate leadership, effective partnerships, and interdisciplinary collaboration in developing, assessing, planning, and improving healthcare for individuals and populations.
- Apply knowledge from research and scholarly activity to evaluate, improve, and advance clinical practice and individual and population outcomes.
- Analyze the impact of economics, health policy, and technological advancements on patient safety, provider safety, and healthcare quality.
- Utilize informatics and healthcare technology to improve communication, gather data, generate knowledge, and provide/document care.
- Demonstrate Christian values, accountability, and ethical conduct in healthcare practice with individuals, populations, and the nursing profession.
- Demonstrate a commitment to personal and professional growth and a spirit of inquiry that fosters flexibility and professional maturity.

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.

Admission Requirements for the Post- Graduate Certificate Program

- 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.

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.

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 may take courses in the following semester to raise the student's cumulative GPA to 3.0 or higher. The student will be dismissed from the program if the cumulative GPA is not raised to 3.0 upon the completion of the next semester enrolled.

For students enrolled in the Post-Graduate 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-Graduate 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. While on academic probation, the student may take courses in the following semester to raise the student's cumulative GPA to 3.0 or higher. The students will be dismissed from the program if the cumulative GPA is not raised to 3.0 upon completion of the next semester enrolled.

Academic Dismissal

A student may be dismissed from the graduate program for failing to maintain satisfactory progress, receiving a grade of F, 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. The student who has been dismissed for unsatisfactory progress or failing one course can reapply for readmission into the graduate nursing program after sitting out for one semester. The student considering readmission must complete a readmission application and send a letter to the director of the MSN program. Students who have failed more than one course are not eligible for readmission.

Repeating a Course for a Grade

For MSN or Post-Graduate students who have been placed on academic probation, a grade of C may be repeated once to regain good academic standing. Students who are returning to the program after a dismissal must repeat the course with the failing grade in their first semester returning to the program.

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.

NURS 501, Advanced Pathophysiology, 3 hours
NURS 503, Advanced Pharmacology, 3 hours
NURS 507, Advanced Health Assessment, 3 hours
NURS 510, Advanced Statistics, 3 hours
NURS 513, Theories of Nursing, 3 hours
NURS 516, Research Methods and Design in Nursing, 3 hours
NURS 531, Advanced Primary Nursing Care for Women, 6 hours
NURS Elective, 3 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

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

-OR-

NURS 640, Independent Nursing Research Project, 2 hours

-OR-

NURS 660, Master's Thesis, Seminar Presentation, 2 hours

Thesis Option

Prior to taking the courses in the thesis option, 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 doctorly 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, 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 doctorly prepared. The project committee approval form must be completed and submitted to the Graduate Program Director of Nursing prior to beginning NURS 600. 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.

Independence Nursing Research Project

Prior to taking the courses in the independent nursing research project, a student must have completed NURS 510 Advanced Statistics, NURS 513 Theories of Nursing, and NURS 516 Research Methods and Design in Nursing. The independent nursing research project is a written research project related to the program of study. A scholarly article for publication and a presentation is required at completion of project. Before registering for NURS 640 Independent Nursing Research Project, a student must have selected an area for study and doctorly prepared faculty member to chair the research. The committee must have three 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 member may be selected from outside the student's degree program if desired. The committee approval form must be completed and submitted to the Graduate Program Director of Nursing prior to beginning NURS 640. A scholarly presentation must be completed prior to grade assignment. Comprehensive examination is required for all graduate nursing students.

POST-GRADUATE CERTIFICATE PROGRAM

The post-graduate 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.

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-graduate 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-graduate students.

NURS 501*, Advanced Pathophysiology, 3 hours
NURS 503*, Advanced Pharmacology, 3 hours

**The two courses above are only required if the student did not complete these courses in their master's program.*

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

Min. hours to earn a Post-Masters Certificate: Family Nurse Practitioner.....23-29 hours

All non-practitioner post-master' 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.

MSN NURSING 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 NURSING 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. Onehalf 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

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.ccnaccreditation.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 CarsonNewman and the Department of Nursing.

The post-graduate 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-graduate 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 Carson-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 REQUIREMENTS (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

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.

DNP NURSING 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.

GRADUATE BIBLICAL AND THEOLOGICAL STUDIES

Andrew Burrow, David Crutchley, Dean, School of Religion
Mel Hawkins, Marshall King, Andrew Smith, Ryan Stokes, Program
Director, Master of Arts in Applied Theology and Master of Divinity

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, Malyn 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

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 multidiscipline, 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, cuttingedge 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.

MASTER OF DIVINITY

The Master of Divinity is a comprehensive degree that prepares students for various avenues of Christian ministry. It provides students with an historical orientation to the Christian Scriptures and Christian thought as well as an understanding of their present local and global ministry context. It affords students the opportunity to consider their own spiritual growth and how to foster spiritual growth in others. In classes and in ministry practica, students will develop effective ministry skills that are informed by a transformative intellectual curriculum and by the practical expertise of experienced Christian ministers.

Program Goals

- Students will acquire an historically oriented understanding of the Christian Scriptures and Christian doctrine.
- Students will comprehend their own ministry context within the historical development of Christian thought from its origins to the present and within current local and global realities
- Students will consider how they might foster their own Christian spiritual growth and, as servant-ministers, the spiritual growth of those under their care.
- Students will develop ministry skills that are informed by the Christian Scriptures, the history of Christian thought, and their own ministry contexts.

MDiv Specific Admission Requirements

In addition to the common admission requirements, the following are minimum standards for acceptance in to the MDiv:

- Complete online application
- Graduation from a regionally accredited four-year academic institution with a bachelor's degree (demonstrated by the submission of official transcript)
- Minimum grade point average of a 2.75 (on a 4.0 scale) or a GRE score of at least 290.
- Students not satisfying either the grade point average or the GRE requirement may be conditionally admitted to the MDiv 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, after which the student may petition for readmission to the program.

- Reference form completed by the applicant’s pastor/church
- Interview with and written acceptance by either the Director of Graduate Theological Studies or the Dean of the School of Biblical and Theological Studies

Transfer Credit

Twenty-one (21) hours of graduate credit earned from a regionally accredited college or university prior to admission to Carson-Newman University’s MDiv program may be transferred to Carson-Newman University and applied to the MDiv program. Transfer hours will have typically been earned within the last five years prior to enrollment in the MDiv 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.

Academic Standing

A minimum overall GPA of 2.75 is required to remain in academic good standing. A grade of C or better must be made in all courses applying to the 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 2.75. A student on probation must make progress toward good academic standing during the semester on probation. The student who fails to do this 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 MDiv program may appeal the decision to the Dean of the School of Biblical and Theological Studies.

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 for 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 MDiv degree must be completed within seven years of admission into the program.

MASTER OF DIVINITY DEGREE REQUIREMENTS

(81 HOURS)

Biblical Studies (12 hours)

Old Testament Foundations for Christian Life and Service, 3 hours
New Testament Foundations for Christian Life and Service, 3 hours
Themes in Biblical Theology, 3 hours
Interpretation of the Bible, 3 hours

Biblical Languages (12 hours)

Biblical Hebrew I, 3 hours
Biblical Hebrew II, 3 hours
Biblical Greek I, 3 hours
Biblical Greek II, 3 hours

Christian History and Theology (12 hours)

History of Christianity I, 3 hours
History of Christianity II, 3 hours
Christian Doctrine I, 3 hours
Christian Doctrine II, 3 hours

Christian Ministry and Leadership (27 hours)

Bible Exposition I, 3 hours
Bible Exposition II, 3 hours
Christian Leadership I, 3 hours
Christian Leadership II, 3 hours
Christian Leadership III, 3 hours
Christian Leadership IV, 3 hours
Pastoral Care, 3 hours
Ministry Practicum I, 1.5 hours
Ministry Practicum II, 1.5 hours
Ministry Practicum III, 1.5 hours
Ministry Practicum IV, 1.5 hours

Christian Missions and Cultural Context (6 hours)

World Religions, 3 hours
Great Commission Studies, 3 hours

Personal and Spiritual Formation (12 hours)

Spiritual Formation I, 3 hours
Spiritual Formation II, 3 hours
Christian Ethics, 3 hours
Christian Philosophy, 3 hours

MAAT AND M.DIV. COURSES

REL 500: Pastoral Care, 3 hours / This course introduces students to the theology and practice of pastoral and spiritual care.

REL 501: Interpretation of the Scripture, 3 hours

This course teaches students how to interpret the Bible in its ancient historical context, as well as how to derive meaning from the Biblical writings for the student’s own context. **Prerequisites:** Biblical

Hebrew I-II, Biblical Greek I-II

REL 502: World Religions, 3 hours

This course introduces students to the origins, beliefs, and practices of the major non-Christian religious traditions of the world.

REL 504: Great Commission Studies, 3 hours

This course, taken in conjunction with a short-term mission trip, surveys the history of Christian efforts to make disciples of all nations with attention to the ideas that motivated and informed these efforts, the biblical and theological bases for the church's evangelistic work, and methods of evangelism.

REL 505. The Social and Historical World of the Ancient Near East, 3 hours (Elective Course)

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 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 517: Bible Exposition I, 3 hours

This course develops the skills that are required to move from Bible interpretation to Bible exposition, paying special attention to various biblical genres from which one teaches.

REL 518: Bible Exposition II, 3 hours

This course develops the skills that are required to move from Bible interpretation to Bible exposition, with attention to long-term sermon planning and crafting sermons for a variety of occasions and

context. **Prerequisite:** Bible Exposition I

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 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 522: Biblical Greek I, 3 hours

This course is the first part of a two-course sequence, introducing students to biblical Greek grammar, vocabulary, and syntax.

REL 523: Biblical Greek II, 3 hours

This course is the second part of a two-course sequence, introducing students to biblical Greek grammar, vocabulary, and syntax.

Prerequisite: Biblical Greek I

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, Søren Kierkegaard, and Karl Barth.

REL 526: Biblical Hebrew I, 3 hours

This course is the first part of a two-course sequence, introducing students to biblical Hebrew grammar, vocabulary, and syntax.

REL 527: Biblical Hebrew II, 3 hours

This course is the second part of a two-course sequence, introducing students to biblical Hebrew grammar, vocabulary, and syntax.

Prerequisite: Biblical Hebrew I

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 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 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 535: History of Christianity I, 3 hours

This course is the first part of a two-course sequence, introducing students to the history of the Christian faith from the subapostolic period to the end of the "long Reformation."

REL 536: History of Christianity II, 3 hours

This course is the second part of a two-course sequence, introducing students to the history of the Christian faith from the

Enlightenment and the rise of Pietism to the present day. Special emphasis will be laid on the history of Christianity in the United States and the history of the Baptist movement.

REL 538: Christian Doctrine I, 3 hours

This course is the first part of a two-course sequence, introducing students to the basic contours of Christian Doctrine, including the loci of revelation, the Trinity, Theology Proper, the doctrine of creation, Christology, and Pneumatology. The course also includes a discussion of theological method and will approach topics using resources rising from a variety of disciplines, such as biblical studies and the social sciences. Additionally, the course will include perspectives from philosophical, systematic, and historical theology.

REL 539: Christian Doctrine II, 3 hours

This course is the second part of a two-course sequence, introducing students to the basic contours of Christian doctrine, including the loci of anthropology, soteriology, ecclesiology, and eschatology. The course will approach topics using resources rising from a variety of disciplines, such as biblical studies and the social sciences. Additionally, the course will include perspectives from philosophical, systematic, and historical theology.

REL 540. The Art of Leadership, 3 hours

Examining the principles and models of effective leadership under the steeple and in the marketplace.

REL 542. The Art of Communication, 3 hours

Developing a skill set for public speaking and the preaching event.

REL 544: Christian Leadership I, 3 hours

This course introduces students to the fundamentals of Christian servant-leadership, its objectives, and styles.

REL 545: Christian Leadership II, 3 hours

This course provides a theological foundation for Christian servant-leadership that serves God and promotes flourishing in the life of the leader and others.

REL 546: Christian Leadership III, 3 hours

This course considers the ethical and legal responsibilities of a Christian servant-leader who is responsible for the care and protection of others.

REL 547: Christian Leadership IV: Church Administration and Finance, 3 hours

This course introduces students to the various administrative and financial functions of ministers.

REL 550. Global Awareness Practicum, 3 hours

Participating in a cross-cultural national or international mission experience.

REL 554: Spiritual Formation II: How to Make Disciples, 3 hours

This course considers how one fosters spiritual development in others, addressing topics such as evangelism and Christian education.

REL 555: Christian Philosophy, 3 hours

This course introduces students to the basic issues in philosophy, considering their implications for theology, apologetics, and devotion.

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.

REL 561: Ministry Practicum I, 1.5 hours

Experience in a ministry setting with an approved mentor.

REL 562: Ministry Practicum II, 1.5 hours

Experience in a ministry setting with an approved mentor.

Prerequisite: Ministry Practicum I

REL 563: Ministry Practicum III, 1.5 hours

Experience in a ministry setting with an approved mentor. Ministry Practicum II

REL 564: Ministry Practicum IV, 1.5 hours

Experience in a ministry setting with an approved mentor. Ministry Practicum III

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.

DEFINITIONS OF ACADEMIC TERMS

Academic Calendar - The system in which the school year operates which includes a fall and a spring semester and several accelerated summer terms. Traditional undergraduate programs are based on two 16-week semesters.

Academic Program - A coherent set of courses required to earn an appropriate degree (associate, bachelor, master, or doctoral degree). Undergraduate academic programs consist of an integrated set of courses taken from the Liberal Arts Core and courses taken in the major area of study.

Academic Year - The traditional undergraduate program consists of 32 weeks and completion of a minimum of 24 semester credit hours for a full-time student.

Add/Drop - The procedure through which students make a change in their schedule of classes by adding or dropping a course.

Advanced Placement - Credit for coursework based on required scores on the Advanced Placement Examination offered by the CEEB. College departments determine acceptable scores for awarding credit.

Advisor - A faculty member who meets with students to discuss curriculum choices and reviews progress toward attaining academic goals.

Attempted Hours - Course credits for which a student has been enrolled and received a grade.

Audit - Enrolling in a course without receiving credit.

Baccalaureate - A term relating to a bachelor's degree.

MyCN - A web-based module in which a student can access academic and financial records through a secured password.

Class Schedule - A listing of courses for a particular term in which a student is enrolled.

Class Standing - The numeric position of a student in a defined population (*same as class rank*).

Classification - A measure of progress toward degree completion based on total number of credit hours earned.

CLEP - College level subject area examinations administered by the College Board which assess knowledge in college courses.

Course Load - The total number of credit hours taken during a term. Students must complete an average of 15 hours per term to progress toward degree completion in 8 semesters.

Course Number - A number that identifies a specific course.

Course Title - The descriptive name of a course.

Credit - 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 - The credential awarded to students who successfully complete a prescribed program of study.

Degree Plan - A document outlining completion of credits earned and intention of completing remaining requirements for graduation. The degree plan must be submitted to the registrar for review and approval during the semester in which a student earns 90 hours.

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 College.

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 term.

Elective - A course selected by the student which may or may not meet degree requirements.

Enrollment Confirmation - The process by which a student confirms their intention to enroll for the semester by paying their tuition and fees and/or signing a promissory note with the student accounts office.

Fee - A charge for special items or services not included in tuition.

Full Time Student - One enrolled for 12 or more undergraduate hours.

Good Standing - A status indicating that the student meets academic progression standards and is eligible to continue enrollment or to transfer elsewhere.

Grade Point Average - A measure of the student's academic performance. Computed by dividing the sum of grade points by the total attempted hours less hours which have grades of P, S. The Carson-Newman GPA includes only credit attempted at Carson-

Newman. The cumulative GPA is determined by transferable coursework attempted at all institutions, including Carson-Newman.

Grade Points - Numerical values assigned to grades, A=4, B=3, C=2, D=1, F=0.

Honors Course - A course that limits enrollment to students participating in the Honors Program.

Incomplete Grade - A grade of "I" assigned by instructor due to unavoidable delay, usually illness. Counts as F in GPA computation until satisfactorily removed.

Independent Study - A course taught on an individual basis by the instructor and approved by the department chair and dean.

International Baccalaureate - Curriculum of six subject groups with examinations administered by the International Baccalaureate Organization which may carry transferable credit to Carson-Newman.

Legitimate Educational Interest - The need for information by a faculty member or school official to perform an administrative duty or task in order to fulfill their responsibility for the university. Disclosure of such information is limited to that which is necessary for the faculty member or school official to fulfill those responsibilities.

Liberal Arts Core - A common curriculum that provides students with a broad base of knowledge, Christian values, and skills that form the basis for developing important personal, intellectual, civic, cultural, and practical capacities.

Major - A 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.

Minor - An optional secondary field of study requiring less hours than a major. All minors require a minimum of 18 hours. Some minors consist of courses from a single discipline; others may include courses from several disciplines.

Part Time Student - One carrying less than 12 undergraduate hours or 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 (Academic) - An academic status resulting from unsatisfactory academic performance when a student's GPA is less than the minimum standard academic progression requirement for good standing.

Probation (Disciplinary) - A status resulting from unsatisfactory conduct apart from academic performance. Proficiency Exam
See credit by exam.

Registration - The procedure by which students enroll in coursework.

Schedule of Classes - Information containing course and section offerings for a semester.

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 University 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 elect to voluntarily withdraw before the end of the semester. An administrative withdrawal will be processed if the student discontinues class attendance before the end of the semester.

ADMINISTRATIVE OFFICES

ADMISSIONS

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m.
Telephone 800-678-9061 | admitme@cn.edu

ADVANCEMENT

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m.
Telephone 865.471.3458 | Email: advancementoffice@cn.edu

ALUMNI RELATIONS

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m.
Telephone 865.471.7101 | Email: efeist@cn.edu

ATHLETICS

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m.
Telephone 865.471.3469 | Email: smanning@cn.edu

COLLEGE OF PROFESSIONAL STUDIES

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m.
Telephone 865.471.3222 | Email: cps@cn.edu

FINANCIAL AID

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m.
Telephone 865.471.3247 | Email: financialaid@cn.edu

STUDENT ACCOUNTS

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m.
Telephone 865.471.3209 | Email: student-accounts@cn.edu

STUDENT SUCCESS CENTER

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m.
Telephone 865.471.3567 | Email: studentsuccess@cn.edu

REGISTRAR'S OFFICE

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m.
Telephone 865.471.3240 | Email: registrar@cn.edu

BOARD OF TRUSTEES

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

Term expiring in 2022

Dr. C. Wade Bibb, *Knoxville, TN*
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Term expiring in 2023

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Danette S. Seale, BS, MBA - Acting Vice President of Enrollment Management and Executive Director of Financial Aid
Elaine 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

DEANS

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
Tori H. Knight, Associate Provost
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

FULL-TIME FACULTY

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; M.Ed., 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. Baldrige, 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, 2020, 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

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

Byron Booker Assistant Professor of Education, 2022; B.A., University of Tennessee, Knoxville; M.A.T., Carson-Newman University; Ed.S., University of Tennessee; 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

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 Biblical Studies, 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, M.Acc., University of Tennessee, Knoxville

Beau Christian, Assistant Professor of Nursing, 2019; B.S., M.S.N., California Baptist University

Amanda Clabo Assistant Professor of Nursing, 2022; A.S.N., Walters State Community College; B.S.N., East Tennessee State University; M.S.N., Carson-Newman 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 Biblical Studies, 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

Rachel Deutmeyer, Assistant Professor of Art (Photography), 2022; B.A., Ashford University; M.A., Iowa State University

Amy Caroline Dougherty Assistant Professor of Nursing, 2022; B.S.N. & M.S.N., Carson-Newman University

A. Rae Dutro, Associate Professor of Family and Consumer Sciences, 2015; B.S., M. S., East Tennessee State University; 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
- 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
- Ashby Goldstein**, Assistant Professor of Music & Directory of Bands, 2022; B.M., Florida State University; M.M., Southern Oregon University; Ph.D. (ABD), Ohio State 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
- 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**, Assistant Professor of Art, 2019; B.F.A., Auburn University; M.F.A., University of Tennessee, Knoxville
- Ami Hartsock**, Assistant Professor of Library Science, 2022; B.A., Carson-Newman University; M.S., University of Tennessee, Knoxville
- Sheila Hartsock**, Assistant Professor of Communication, 2022; B.A., Carson-Newman University; M.A., Regent University
- 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 Christian Studies, 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
- 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 Marshall King**, Assistant Professor of Biblical Studies, 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
- Elizabeth Sunshine Koroma**, Assistant Professor of Biblical Studies, 2022; B.A., Brandeis University; M.T.S. & Ph.D., University of Notre Dame
- 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
- Dara Lindner**, Assistant Professor of Biology, 2021; B.S. (combined science) & B.S. (equine science), Middle State Tennessee University; D.V.M., The University of Tennessee, Knoxville
- Sandra Kay Long**, Professor of Education, 2006, B.S., University of Florida; M.Ed., Ph.D., University of Houston
- Michael Lugo**, Visiting Instructor of Mathematics, 2020; B.S., Carson-Newman University; M.A. & Ph.D., Virginia Polytechnic Institute and State University
- John D. McClellan**, Associate Professor of Philosophy, 2011, B.A., University of North Carolina at Greensboro; Ph.D., University of Tennessee, Knoxville
- Susan McGaha**, Visiting Instructor 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

Jennifer Moralejo Assistant Professor of Counseling, 2022; B.A., Florida International University; M.S., Nova Southeastern University; Ph.D., University of Tennessee, Knoxville

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.

Ashlie Pullen Assistant Professor of Nursing, 2022; B.S., Trevecca Nazarene University; M.S.N., Vanderbilt University; D.N.P., Indiana Wesleyan 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 History of Christianity, Director, Center for Baptist Studies, 2011, B.A., Carson-Newman College; M.Div., Mercer University; M.A., Ph.D., Vanderbilt University

Pamela Smith, Assistant Professor of Nursing, 2021; B.S., James Madison University; M.S.N., Carson-Newman 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, Acting 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 Biblical Studies, 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

Leonor Taiano Assistant Professor of Spanish, 2022; B.A., University of Calabria; M.A., University of Rome; M.A., Pontifical University of Salamanca; Ph.D., University of Tromsø; Ph.D., University of Notre Dame

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

Mary Van Huss, Assistant Professor of Management; B.A., M.B.A., King University, D.B.A, Walden 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

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

Jianfeng (Eric) Yao, Assistant Professor of Economics, 2022; B.S., Nantong University, China; M.A., Central Michigan University; Ph.D., University of North Carolina, Chapel Hill

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

2022-2023 ADJUNCT FACULTY

Champaign Addison, *Business*, B.B.A., Berkeley College; B.S., Champlain College; M.S., Stoney Brook University; D.B.A., Keiser University

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

Taylor Anne Bates, *Business*, B.S., East Tennessee State University; M.B.A., Carson-Newman University

Susan Bell, *English Language Institute*, B.S., Carson-Newman University; MAT-ESL, Carson-Newman University

Sarah Billman, *Business*, B.A., Taylor University; M.B.A., Liberty University

Patricia L. Bivens, *Music*, B.A., West Virginia Wesleyan College; M.M.E., Texas Christian University

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 Kentucky University

Andrew Bryenton, *Music*, B.A., Hartt School of Music, University of Hartford; M.M., University of Massachusetts, Amherst

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

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

Glenn Cragwell, *Communications*, B.S., Middle State University; M.A., Southwestern Baptist Theological Seminary

Cynthia Culbertson, *Education*, B.S. & M.S., Carson-Newman College; Ed.S., Lincoln Memorial University

Dominique Davis, *Education*, B.A., M.S., University of Tennessee, Knoxville; M.Ed., Ed.S., Lincoln Memorial University

Kieren Davis, *Physical Education*, B.S. & M.Ed., Carson-Newman 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., Mississippi 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

Rebecca Hawkins, *Nursing*, B.S.N., M.S.N., King University

Frankie J. Helton, *Academic Skills Enhancement*, B.S., M.S., East Tennessee State University

Ryan Henry, *Exercise Science*, B.S., University of Tennessee, Knoxville; M.B.A., Carson-Newman University

- Terron Hillsman**, *Business*, B.S., Tennessee State University; M.A., Tusculum College; Ph.D., University of Tennessee, Knoxville
- 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
- Peggy 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** *Biblical & Theological Studies*, 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
- 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
- David McNeely**, *Biblical & Theological Studies*, B.A., Carson-Newman University; M.Div., Baptist Theological Seminary at Richmond
- 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**, *Biblical & Theological Studies*, 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
- Helen Michelle Nix**, *Psychology*, B.A., University of Tennessee; M.A., Carson-Newman University
- Joseph North**, *Music*, B.M. & M.M., University of Tennessee, Knoxville
- Guy Osborne**, *Psychology*, B.A., Clemson University; M.A., Ph.D., Vanderbilt University
- Warren (Dale) Pearson**, *Business*, A.S., Tennessee Institute of Electronics; B.S. & M.B.A., University of Tennessee, Knoxville; J.D., Duncan School of Law
- 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
- 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
- Jacob See**, *Music*, B.M., Carson-Newman College; M.M., University of Tennessee
- Betzaida Shands**, *Business*, B.L., National University of Honduras; B.A., M.B.A., Carson-Newman University
- Adrienne Sharp**, *Family and Consumer Sciences*, B.S., M.Ed., Carson-Newman University
- Shannon Shelley**, *Nursing*, B.S.N., Carson-Newman College; M.S., State University of New York at Stony Brook
- Candice Short**, *Nursing*, A.A.S., Southwest Virginia Community College; B.S.N, King University; D.N.P., East Tennessee State University
- Tracy Smith**, *Nursing*, B.S.N., Messiah College
- Patty Starnes**, *Education*; B.S., Lincoln Memorial University
- Valerie Stephens**, *Business*, B.S., Empire State College; M.B.A., Alfred University
- Barbara Sterrenberg**, *Nursing*, L.P.N., Vance-Granville Community College; A.D.N., Pitt Community College; M.S.N., Walden University; D.N.P., Grand Canyon University
- Eric Thorson**, *Music*, 1981; A.A., Iowa Central Community College; B.A., Buena Vista College; M.M., Ed.D., Arizona State University
- Joel Tillman**, *Music*, B.S., Tennessee Tech University; M.S.T, University of Wisconsin-Whitewater
- Tanya Turner**, *Physical Education and Exercise Science*, B.A., M.Ed., Carson-Newman 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
- Clay Wilkerson**, *Liberal Arts*, B.A., Carson-Newman University; M.Div., Asbury Theological Seminary; M.A., Tusculum; M.A, Lee University
- Kathy Wilkinson**, *Nursing*, B.S.N., M.S.N., Radford University
- Jessica Willings**, *Education*, A.S., Walters State Community College;

B.S., & M.A., Tusculum College
Jerry Wood, *Business*, B.B.A., Marshall University; M.B.A., King College; D.B.A., Argosy University
Jeanette Woods, *Education*, B.S., Carson-Newman College; M.S., University of Tennessee, Knoxville
Lee Workman, *Academic Skills Enhancement*, B.S., University of Tennessee, Knoxville
Mark Workman, *Interdisciplinary Studies*, B.S., M.S., University of Tennessee, Knoxville
Billie Yardley, *Education*, B.S., University of Tennessee, Knoxville; M.S., University of Tennessee, Knoxville
Phillip Young, *Biblical & Theological Studies*, B.A., University of Tennessee, Knoxville; M.Div. & D.M., Southwestern Baptist Theological Seminary

RECIPIENTS OF THE DISTINGUISHED FACULTY AWARD

Richard C. Pettigrew	1968
Robert M. Burts	1969
Sherman B. Vanaman	1970
William L. Blevins	1971
Ben E. Philbeck	1972
Joe A. Chapman	1973
Walter B. Shurden	1974
Howard Chitwood	1975
R. R. Turner	1976
Ben L. Sloan	1977
Martha B. Wilson	1978
Jeff Daniel Marion	1979
Paul D. Brewer	1980
Charles H. Jones	1981
Verner T. Hansen	1982
Louis O. Ball	1983
Carolyn D. Blevins	1984
Carey R. Herring	1985
Joe W. Sloan	1986
David W. Garner	1987
Truett C. Patterson	1988
M. B. Fletcher	1989
Frank H. Pinkerton	1990
James L. Baumgarner	1991
Don H. Olive	1992
Gerald C. Wood	1993
John Lee Welton	1994
Kitty R. Coffey	1995
Robert M. Shurden	1996
Ellen M. Millsaps	1997
Edward T. Freels, Jr.	1998
Charles G. Moffat	1999
Patsy W. Boyce	2000
James A. Coppock	2001
Sharon T. Teets	2002
Eric A. Thorson	2003
Mark A. Heinrich	2004

Thomas B. Milligan, Jr.	2005
Phyllis N. Driver	2006
Ernest D. Lee	2007
D. Ann Jones	2008
Stephen R. Karr	2009
G. Laurence Osborne	2010
Ross Burmmett	2011
D. Brian Austin	2012
K. Elizabeth Vanlandingham	2013
Margaret A. (Pegg) Hypes	2014
W. Robert Trentham	2015
David E. Crutchley	2016
Jennifer W. Hall	2017
Heather M. Whaley	2018
Bruce G. Kocour	2019
D. Clark Measels	2020
Kara E. Stooksbury	2021

EMERITI

The second date in parentheses indicates the year of retirement from the university.

Sheridan C. Barker, Professor Emeritus of Communication (1980-2020)
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)
Ross Brummett, Professor Emeritus of Religion (1987-2020)
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)
Donald W. Garner, Professor Emeritus of Religion (1980-2020)
Mark A. Heinrich, Professor Emeritus of Psychology (1980-2007)
Carey R. Herring, Professor Emeritus of Mathematics (1967-2011)
William C. Houston, Associate Professor Emeritus of Art (1987-2014)

Margret (Peggy) Hypes, Professor Emeritus of Education (1977-2020)
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)
Dorothy Scott Seymour, Professor Emerita of Nursing (1986-1994)
Robert M. Shurden, Professor Emeritus of Religion (1979-2000)
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)
Sharon T. Teets, Professor Emerita of Education (1980-2017)
John Lee Welton, Professor Emeritus of Communication Arts (1960-1997)
Gerald C. Wood, Professor Emeritus of English (1971-2011)
David N. Young, Professor Emeritus of History (1962-1996)

INDEX

A

ACADEMIC POLICIES AND PROCEDURES.....	17
ACADEMIC DISHONESTY.....	17
ACADEMIC CALENDAR	17
ACADEMIC CREDIT THROUGH THE MILITARY.....	19
ACADEMIC STANDING	17
ACADEM COURSE SHARING CONSORTIUM	18
ADVANCED PLACEMENT (AP) AND COLLEGE ENTRANCE EXAMINATION (CEE-AP).....	19
APPROVAL FOR UNDERGRADUATES TO TAKE GRADUATE COURSES.....	19
BREAK IN ENROLLMENT AND LEAVE OF ABSENCE	20
CHANGE OF GRADE	25
CLASS ATTENDANCE	20
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP).....	20
COMMENCEMENT	25
COURSE LOAD	21
CREDIT HOUR.....	21
DEPARTMENTAL EXAMINATIONS.....	23
DETERMINING THE AMOUNT OF CREDIT	22
DETERMINING THE LEVEL OF CREDIT	21
GRADE APPEAL.....	25
GRADES	24
GRADUATION	25
HONORS.....	26
INDEPENDENT STUDY COURSES	23
INTERNATIONAL BACCALAUREATE.....	23
INTERNSHIPS	23
MAY-TERM COURSES.....	23
ON-LINE COURSES	23
REGISTRATION AND CHANGE OF COURSE (DROP/ADD)	26
REPEATING A COURSE	25
SUMMER COURSE LOAD.....	21
TAKING COURSES AT ANOTHER INSTITUTION	26
TENNESSEE TRANSFER PATHWAYS AND ARTICULATION AGREEMENT	28
TRANSFER CREDIT POLICY	26
UNLISTED COURSES	24
WITHDRAWAL FROM THE UNIVERSITY.....	28
ACADEMIC SUPPORT SERVICES.....	30
ACADEMIC COMPUTER FACILITIES	30
COUNSELING SERVICES.....	30
DISABILITY SERVICES.....	30
HEALTH SERVICES	30
INTERNATIONAL STUDENT SERVICES	31
MILITARY SERVICES	31

STUDENT SUCCESS.....	31
ADJUNCT FACULTY	95
ADMINISTRATIVE OFFICES.....	90
ADMINISTRATOR LICENSE	64
ADMISSIONS.....	6
ACADEMIC FORGIVENESS	6
GRADUATE ADMISSION POLICY.....	7
COLLEGE OF PROFESSIONAL STUDIES ADMISSIONS POLICY	7
POST-BACCALAUREATE ADMISSION	9
READMISSION TO THE UNIVERSITY.....	9

B

BACHELOR OF BUSINESS ADMINISTRATION.....	36
BACHELOR OF SCIENCE IN ORGANIZATIONAL LEADERSHIP	38
BACHELOR SCIENCE IN PROFESSIONAL STUDIES	40
BOARD OF TRUSTEES.....	91
BUSINESS ADMINISTRATION COURSE DESCRIPTIONS	36

C

CAMPUS ALERTS.....	33
CARSON-NEWMAN UNIVERSITY	5
CARSON-NEWMAN UNIVERSITY HISTORY	5
MISSION.....	5
UNIVERSITY IDENTITY AND VALUES	5
VISION.....	5
CURRICULUM AND INSTRUCTION LEADERSHIP CONCENTRATION.....	65

D

DEAN'S LIST	26
DEANS	91
DEFINITIONS OF ACADEMIC TERMS	89
DIVISION OF STUDENT SERVICES	31
INTERNATIONAL PROGRAM	32
MISSION OPPORTUNITIES.....	32
STUDENT CONDUCT.....	31
DNP- NURSING COURSES	83
DOCTOR OF EDUCATION.....	65
ADMINISTRATIVE LEADERSHIP CONCENTRATION	65
CURRICULUM AND INSTRUCTION LEADERSHIP CONCENTRATION.....	66
DOCTOR OF NURSING PRACTICE	81
ACADEMIC STANDING.....	82
ACCREDITATION.....	81
PROGRAM GOALS.....	81
RESIDENCY REQUIREMENT	82
STUDENT LEARNING OUTCOMES	81
TRANSFER CREDIT	82
DOCTOR OF NURSING PRACTICE DEGREE REQUIREMENTS.....	83
DUAL DEGREE PROGRAM: MSC AND EDS	50

E

ED.S.: ADMINISTRATIVE LEADERSHIP CONCENTRATION	65
EDUCATION COURSES (MAT, MED, EDD/EDS)	66
EMERITI	97
ENGLISH AS A SECOND LANGUAGE NON-LICENSURE	58
ENGLISH AS A SECOND LANGUAGE WITH K-12 LICENSURE	59
EXECUTIVE LEADERSHIP TEAM	91

F

FINANCIAL AID	12
MILITARY AND VETERANS' EDUCATION ASSISTANCE	15
COURSEWORK TOWARD PROGRAM OF STUDY (CPOS)	
POLICY	15
DISBURSEMENTS	15
FEDERAL PROGRAMS	13
FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (FASAP)	12
HOW TO APPLY FOR FINANCIAL AID	12
STATE PROGRAMS	13
STUDENT ATHLETE AND SATISFACTORY ACADEMIC PROGRESS	13
UNIVERSITY GIFT AID CAP POLICY	14
FULL-TIME FACULTY	91

G

GRADUATE BIBLICAL AND THEOLOGICAL STUDIES	84
GRADUATE BUSINESS	41
ACADEMIC STANDING	42
ADMISSION REQUIREMENTS	41
MISSION STATEMENT	41
PROGRAM GOALS	41
PROGRAM OVERVIEW	41
RESIDENCY REQUIREMENTS	42
TIME LIMIT TO COMPLETE DEGREE	42
TRANSFER CREDIT	42
GRADUATE COUNSELING	47
ACADEMIC STANDING	48
ACCREDITATION	47
CLINICAL MENTAL HEALTH COUNSELING OBJECTIVES	47
MISSION STATEMENT	47
MSC SPECIFIC ADMISSION REQUIREMENTS	47
OBJECTIVES	47
PROFESSIONAL SCHOOL COUNSELING OBJECTIVES	47
PROGRAM GOALS	47
REPEATING A COURSE FOR A GRADE	48
RESIDENCY REQUIREMENTS	48
TIME LIMIT TO COMPLETE DEGREE	48
TRANSFER CREDIT	48
GRADUATE EDUCATION	53
ACADEMIC STANDING	53
ACCREDITATION	53

COMMON ADMISSION REQUIREMENTS FOR GRADUATE PROGRAMS IN EDUCATION

MISSION STATEMENT	53
PROGRAM GOALS	53
REPEATING A COURSE	53
RESIDENCY REQUIREMENT	54
TIME LIMIT TO COMPLETE DEGREE	54
TRANSFER CREDIT	54
GRADUATE NURSING	77
ACCREDITATION	77
ADMISSION REQUIREMENTS FOR MSN PROGRAM	77
ACADEMIC STANDING	78
ADMISSION REQUIREMENTS FOR THE POST-GRADUATE CERTIFICATE PROGRAM	77
NURSING PRACTICUM	78
OBJECTIVES/OUTCOMES	
FAMILY NURSE PRACTITIONER	77
PROGRAM GOAL	77
REPEATING A COURSE	78
RESIDENCY REQUIREMENT	78
TIME LIMIT TO COMPLETE DEGREE	78
TRANSFER CREDIT	77
GRADUATION REQUIREMENTS FOR DNP PROGRAM	82
GRIEVANCE PROCEDURES	34

H

HONORS	
HONORS PROGRAM DISTINCTION	26
LATIN HONORS LISTED ON DIPLOMA AND TRANSCRIPTS	26

I

INFORMATION SECURITY	31
INSTRUCTIONAL LEADER LICENSE SPECIALIZATION	
LICENSE SPECIALIZATION	63

L

LIBERAL ARTS COURSE DESCRIPTIONS	34
----------------------------------	----

M

M.ED. - CURRICULUM AND INSTRUCTION: SPECIAL EDUCATION EMPHASIS	62
M.ED. - CURRICULUM AND INSTRUCTION: TEACHING ENGLISH AS A SECOND LANGUAGE/INTERNATIONAL EMPHASIS	62
M.ED. - EDUCATIONAL LEADERSHIP	63
M.S. IN COUNSELING COURSE DESCRIPTIONS	50
MAAT AND M.DIV. COURSES	86
MAAT SPECIFIC ADMISSION REQUIREMENTS	84
MASTER OF ARTS IN APPLIED THEOLOGY	84, 85
ACADEMIC STANDING	84
PROGRAM GOALS	84
REPEATING A COURSE	85
RESIDENCY REQUIREMENTS	84

TRANSFER CREDIT	84
MASTER OF ARTS IN TEACHING (MAT) - CURRICULUM AND INSTRUCTION	54
MASTER OF BUSINESS ADMINISTRATION - HUMAN RESOURCE MANAGEMENT SPECIALIZATION	43
MASTER OF BUSINESS ADMINISTRATION - LEADERSHIP SPECIALIZATION	43
MASTER OF BUSINESS ADMINISTRATION - MARKETING SPECIALIZATION	43
MASTER OF BUSINESS ADMINISTRATION - NO SPECIALIZATION	42
MASTER OF BUSINESS ADMINISTRATION - NON-PROFIT LEADERSHIP	44
MASTER OF BUSINESS ADMINISTRATION - OPERATIONS MANAGEMENT SPECIALIZATION	43
MASTER OF BUSINESS ADMINISTRATION - SPORT MANAGEMENT SPECIALIZATION	43
MASTER OF DIVINITY	85
ACADEMIC STANDING	86
PROGRAM GOALS	85
REPEATING A COURSE	86
TRANSFER CREDIT	86
MASTER OF DIVINITY DEGREE REQUIREMENTS	86
MASTER OF EDUCATION (MED) - CURRICULUM AND INSTRUCTION	61
MASTER OF EDUCATION: CURRICULUM AND INSTRUCTION: PRACTITIONER LICENSE (ALTERNATIVE PATHWAY WITH JOB-EMBEDDED EXPERIENCE)	59
MASTER OF EDUCATION: CURRICULUM AND INSTRUCTION: PRACTITIONER LICENSE FOR SPECIAL EDUCATION (ALTERNATIVE PATHWAY WITH JOB- EMBEDDED EXPERIENCE	60
MASTER OF SCIENCE IN COUNSELING: CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION	49
MASTER OF SCIENCE IN COUNSELING: PROFESSIONAL SCHOOL COUNSELING SPECIALIZATION	49
MASTER OF SCIENCE IN NURSING	78
MAT - ELEMENTARY EDUCATION K-5	55
MAT - ENGLISH AS A SECOND LANGUAGE (K-12)	58
MAT - MIDDLE GRADES 6-8, LANGUAGE ARTS & SOCIAL STUDIES	55
MAT - SECONDARY 6-12 OR K-12 EDUCATION	56
MAT - SPECIAL EDUCATION, COMPREHENSIVE K-12	57
MAT - SPECIAL EDUCATION, INTERVENTIONIST 6-12	58
MAT - SPECIAL EDUCATION, INTERVENTIONIST K-8	57
MAT-MIDDLE GRADES 6-8, SCIENCE & MATHEMATICS	56

MBA COURSE DESCRIPTIONS	44
MDIV SPECIFIC ADMISSION REQUIREMENTS	85
MED - CURRICULUM AND INSTRUCTION: COACHING EMPHASIS	61
MED - CURRICULUM AND INSTRUCTION: READING SPECIALIST PREK-12 EMPHASIS	62
MSN NURSING COURSES	79

O

ORGANIZATIONAL LEADERSHIP COURSE DESCRIPTIONS	38
OUTSTANDING GRADUATES	26

P

POST-MASTER'S CERTIFICATE PROGRAM: FAMILY NURSE PRACTITIONER	79
PROFESSIONAL ORGANIZATION MEMBERSHIP OPPORTUNITIES FOR GRADUATE STUDENTS	32
PROFESSIONAL STUDIES COURSE DESCRIPTIONS	40
PUBLIC SAFETY	33

R

RECIPIENTS OF THE DISTINGUISHED FACULTY AWARD ..	97
--	----

S

STUDENT ACTIVITIES	33
STUDENT ID CARDS	33
STUDENT RECORDS	29
STUDENT CONSENT TO DISCLOSE INFORMATION	30
TRANSCRIPTS	30

T

THE COLLEGE OF PROFESSIONAL STUDIES	34
TITLE IX POLICY	33
TUITION AND FEES	10
DAMAGE TO UNIVERSITY PROPERTY	11
PAYMENTS	11
REFUNDS	11
REGISTRATION AND TUITION CHARGES	12
TUITION REFUND SCHEDULE FOR WITHDRAWAL FOR STUDENTS IN THE TRADITIONAL 16-WEEK SEMESTER	11
WITHDRAWING FROM SCHOOL	11

V

VEHICLE REGISTRATION	33
----------------------------	----

