

CARSON-NEWMAN UNIVERSITY

Graduate Catalog 2013-14

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PURPOSE OF THIS PUBLICATION

This publication is intended as a description of the academic programs and activities of Carson-Newman University. It is not an offer to make a contract.

It is sometimes necessary or appropriate to change the programs offered. Carson-Newman University retains the right to terminate or change any of its policies, programs, requirements, course offerings, instructor assignments, and any and all other aspects of its educational and other programs at any time without prior notice.

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

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

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

WELCOME TO GRADUATE STUDIES

Carson-Newman is pleased to offer a Graduate Studies program that will meet and exceed your needs as a master or doctoral candidate. Our programs and courses are designed with the graduate student in mind—someone who is enthusiastic about continuing to the next educational level. Our professors are committed to helping you meet your educational goals in advanced studies through creative work and high-quality classroom experiences. You will share a common interest with your fellow students and professors and experience a sense of satisfaction upon the completion of advanced studies in your field of specialization. Graduate students are challenged to contribute greatly to their chosen profession and provide essential service to their community.

We are pleased that you have chosen Carson-Newman University as your partner in advanced education and we encourage you to reach your personal potential in education and in life. Take full advantage of all the experiences Carson-Newman has to offer--educationally, culturally, and spiritually.

CATALOG YEAR

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

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

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. All other inquiries regarding Carson-Newman University should be directed to Tori Knight, Director of Institutional Effectiveness at tknight@cn.edu.

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4 Academic Calendar

2013-14 ACADEMIC CALENDAR

Fall Semester 2013

Registration and Enrollment Confirmation	Monday - Tuesday, August 19-20
Classes begin.....	Wednesday, August 21
Last day to add courses	Friday, August 30
Last day to drop a course without a grade	Friday, August 30
Last day to make a schedule change without a fee	Friday, August 30
Last day for tuition refund for dropping a course	Friday, August 30
Labor Day holiday	Monday, September 2
Homecoming.....	Saturday, October 19
Advising	Beginning Monday, October 21
Fall Break.....	Monday-Tuesday, October 28-29
Last day to drop a course with W	Wednesday, October 30
Courses dropped after this date receive WF	
Early registration for Spring 2014	Beginning Monday, November 4
Thanksgiving Break	Wednesday, November 27 - Sunday, December 1
Last day of classes	Wednesday, December 4
Semester examinations	Day classes -- December 6, 9, 10, 11, 12 Evening classes -- December 2, 3, 4, 5
Commencement	Friday, December 13

Spring Semester 2014

Registration and Enrollment Confirmation	Tuesday - Wednesday, January 7-8
Classes begin.....	Thursday, January 9
Last day to add courses	Friday, January 17
Last day to drop a course without a grade	Friday, January 17
Last day to make a schedule change without a fee	Friday, January 17
Last day for tuition refund for dropping a course	Friday, January 17
Martin Luther King observance (classes will not meet)	Monday, January 20
Spring Break	Saturday, March 15 - Sunday, March 23
Advising	Beginning Monday, March 24
Last day to drop a course with W	Thursday, March 27
Courses dropped after this date receive WF	
Early registration for Fall 2014.....	Beginning Tuesday, April 7
Student Research, Creativity and Performance Day.....	Wednesday, April 9
Easter Holiday.....	Friday, April 18 - Monday, April 21
Last day of classes	Wednesday, April 30
Semester examinations	Day classes -- May 2, 5, 6, 7, 8 Evening classes -- April 28, 29, 30, May 5, 6
Commencement	Friday, May 9

Summer Session 2014

Mayterm.....	Monday, May 12 - Friday, May 30
Ten week term.....	Monday, May 19 - Friday, July 25
Memorial Day holiday	Monday, May 26
Eight week term	Monday, June 2 - Friday, July 25
1st four week term	Monday, June 2 - Friday, June 25
2nd four week term	Monday, June 30 - Friday, July 25
Independence Day holiday.....	Friday, July 4
Examinations	Last day of class

Carson-Newman University

Mission Statement

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

Ranked by Forbes as being in the top three percent of America's Best Colleges, 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. The University's reputation is born from its commitment to Christian excellence and academic rigor as manifested through 48 undergraduate majors and a number of graduate programs in applied social justice, applied theology, business, counseling, education, and nursing.

MISSION

Our mission is to help our students reach their full potential as educated citizens and worldwide servant leaders by integrating academic excellence and Christian commitment within a caring community.

VISION

To become a premier Christian liberal arts college with a world-wide impact.

University History

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

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

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

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

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

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

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

THE CAMPUS

Anchored in the valley between the Clinch and the Great Smoky Mountain ranges, Carson-Newman is blessed with natural beauty and easy access to a host of recreational and educational experiences. Jefferson City (pop. 7,800) and the surrounding county offer an excellent environment for a college education. Carson-Newman offers a campus of stately white-columned buildings on rolling, grassy hills surrounded by lakes, mountains, and the nearby life and excitement of the city of Knoxville. Oak Ridge, close to Knoxville, is one of the nation's high-tech science hubs.

Visit the campus on-line at www.cn.edu.

ASSOCIATIONS AND AGENCIES

Carson-Newman 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 Collegiate Registrars and Admissions Officers
- American Association of Colleges of Nursing
- American Association of Family and Consumer Sciences Assembly of Higher Education
- American Association of Family and Consumer Sciences Collegiate Assembly
- American Association of Colleges for Teacher Education
- American Council on Education
- Appalachian College Association
- Association of Christian Libraries
- Association of Independent Liberal Arts Colleges for Teacher Education
- Association of Southern Baptist Colleges and Schools
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education
- Conference of Southern Graduate Schools
- Consortium for Global Education
- Council for Christian Colleges and Universities
- Council for the Support and Advancement of Education
- Council of Independent Colleges
- International Association of Baptist Colleges and Universities
- National Association of Advisors for the Health Professions
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Association of Student Personnel Administrators
- National Collegiate Honors Council
- National Council for Accreditation of Teacher Education
- Southern Association of Collegiate Registrars and Admissions Officers
- Tennessee Association of Colleges for Teacher Education
- Tennessee Association of Independent Liberal Arts Colleges for Teachers Education
- Tennessee College Association
- Tennessee Conference of Graduate Schools
- Tennessee Independent Colleges and Universities Association

Graduate Admissions

Admission Policy

Carson-Newman University grants admission to students who demonstrate adequate academic preparation and possess the characteristics necessary for success in graduate studies. The admission decision is based on academic credentials, recommendations, and other requirements established by each graduate program.

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.

Each graduate program evaluates all applications, references, test scores, interview results, and transcripts before making an admission recommendation. When a decision is reached, the applicants will be 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 graduate programs for admission deadlines.

Common Requirements for Graduate Admissions

Admissions requirements include the following:

1. Completed application
2. Application fee: \$50.00
3. One completed recommendation form from each of the following areas: academic, employment, and character
4. 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)
5. Written statement of purpose
6. Official test scores as required by individual graduate programs

See specific program for complete admissions requirements.

Categories of Admission

Admission to the program does not guarantee completion.

1. Admitted – Degree Seeking Student

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

2. Admitted – Non-Degree Seeking Student

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

3. Admitted – Non-Degree Certificate-Seeking Student

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

4. Provisionally 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 provisionally admitted candidate will be sent a letter outlining what must be completed before being fully admitted. A maximum of twelve graduate hours with C grades or better may be applied toward the MAT, MEd, MSN, MSC, EdS, or EdD degrees before full admittance. A student can take no more than 9 hours as a provisionally admitted student in the MAASJ, MAAT and MBA programs.

5. Not Admitted

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

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

Admission Appeals

Each completed application will be reviewed and evaluated within the appropriate graduate department before making an admissions recommendation. The applicant will be notified as to which admission category he/she has been assigned (see categories of admission). Students filing appeals on decisions made regarding categories of admission, independent studies, admission requirements, time limits to degree or other concerns should submit appeals to the appropriate graduate department for consideration.

Examination Requirements

Graduate Record Examination (GRE)

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

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

Graduate Management Admission Test (GMAT)

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

PRAXIS II

The PRAXIS II Specialty Area tests are an option students may choose for admission to MAT education programs that lead to licensure in K-12 and secondary areas, if the licensure sought is in the area of the student's undergraduate major. PRAXIS II test scores within the last five years may be used for admission to graduate programs in Education and School Counseling.

International Students

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

1. Tests for International Students: Minimum computer-based TOEFL score of 210, TOEFL iBT score of 79, IELTS score of 6.5, or PTE academic score of 53. Applicants scoring between 170 and 209 (computer-based TOEFL), 60 and 78 (TOEFL iBT), 5.5 and 6.4 (IELTS), or 44 and 52 (PTE academic) may be admissible but must complete TESL 560, 563, 564 in addition to degree requirements. Applicants without the required English language test score may be admissible but will be tested for English language proficiency upon arrival and may be required to complete additional English language study in the Carson-Newman English Language Institute before beginning full-time graduate studies. International students who have earned an undergraduate or graduate degree at a United States college or university or who have successfully completed study in the Carson-Newman English Language Institute are exempted from the TOEFL/IELTS/PTE requirement.
2. All undergraduate transcripts from non-U.S. institutions require 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 special hospitalization insurance through the university. The university reserves the right to select the insurance company. Premiums may vary based on age, marital status, and number in family.
5. Adequate financial resources must be available to cover the cost of attending Carson-Newman University. University financial assistance programs are limited to U.S. students and are not available to international students.
6. Form I-20 will be issued only after acceptance for admission to Carson-Newman University has been approved and the university receives the enrollment deposit of \$500.00, and a current (6 months) certified bank statement.

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

Time Limit to Complete Degree

Graduate work for the MAASJ degree, the MAAT degree, the MAT degree, the MBA degree, the MEd degree, the MSC degree, the MSN degree, the EdS degree, and the EdD degree must be completed within five years of admission into the program.

Financial Information

Fees and Expenses

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

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

Tuition (per semester hour)

Applied Social Justice	\$420.00
Applied Theology	\$420.00
Business Administration	\$420.00
Counseling	
Masters.....	\$390.00
Educational Specialist.....	\$410.00
Education	
Masters.....	\$390.00
Educational Specialist.....	\$410.00
Doctorate.....	\$410.00
Nursing	\$540.00

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

Technology Fee (per semester)

Full-time students	100.00
Part-time students	50.00

Special Fees

Application Fee (one time).....	50.00
Auto Registration/Parking Hangtag (per year)	35.00
Course Audit (per credit hour)	
Applied Social Justice, Applied Theology, and Business Administration.....	210.00
Counseling and Education	
Masters.....	195.00
Educational Specialist.....	205.00
Education - Doctorate.....	205.00
Nursing	257.00
Graduation Fee	100.00
I.D. Card (replacement)	15.00
International Student Fee (per semester: fall, spring, and summer)	125.00
International Student Insurance (per year).....	1,044.00
Nursing Malpractice Insurance (approximately per year)	80.00
School Counseling Internship Fee	200.00
Student Teaching	
Enhanced Student Teaching Fee.....	200.00
Supervised Teaching Experience Fee	100.00

All charges must be paid in full on or before final registration.

All fees and charges are subject to change.

Room and Board (per semester)

Meal Plan Rates

Residential:

Unlimited Meal Plan	1,990.00*
12 Meal Plan (any 12 meals weekly)*	1,790.00*

Commuter:

100 meal/semester block plan (available only to Appalachian Commons Residents and Commuters)**	1,030.00**
40 meal/semester commuter block plan (commuters only)	560.00**

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

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

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

Residence Hall Room Rates

Women’s Residence Halls:

Alumni – Traditional 2-person room with double occupancy	1,490.00
with single occupancy (private)	2,235.00
Single-person room.....	1,775.00
Burnett – Traditional 2-person room with double occupancy	1,190.00
with single occupancy (private)	1,825.00
Swann – Traditional 2-person room with double occupancy	1,490.00
with single occupancy (private)	2,235.00
Single-person room.....	1,775.00

Men’s Residence Halls:

Heritage Hall – Traditional 2-person room with double occupancy.....	1,290.00
with single occupancy (private)	1,925.00
Butler Hall – Traditional 2-person room with double occupancy	1,490.00
with single occupancy (private)	1,975.00

Appalachian Commons Apartment Complex:

Standard 4-bedroom apartment with 4-person occupancy	1,790.00
Standard 2-bedroom apartment with 2-person occupancy	2,145.00

Tuition, fees, and all other costs for the semester are payable upon registration. For students with definite commitments of funds from the Office of Financial Assistance, the difference between the total cost for the semester and the financial assistance commitment is payable upon registration. Payment of the difference between enrollment charges and financial assistance can be made by cash, personal check, DISCOVER CARD, VISA, MASTERCARD, or through the TuitionPay deferred payment plan. Information on this plan is mailed to all new students after acceptance for admission to Carson-Newman University and can also be obtained from the Office of the Treasurer or online at TuitionPay.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 and traffic fines, infirmary charges, etc., before they will be eligible to enroll for a subsequent semester or before a transcript of their academic record can be released by the Office of the Registrar.

12 Financial Information

Refunds

When dropping a class but not withdrawing from school:

A refund will be given to those students who drop a course by the last day of the drop/add period during a regular semester or by the second day of class for accelerated modules.

When withdrawing from school:

If a student elects to withdraw due to illness or emergency after registration is completed, the student must contact the Office of the Registrar 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 last date of class attendance as posted on the student's record by the Office of the Registrar. The student who leaves school at one date and waits to officially withdraw at a later date receives a refund based on the date of official withdrawal determined by the last day of attendance. The Office of the Treasurer computes refunds based on the University's refund schedule which is as follows:

Tuition Refund Schedule for Withdrawal from the University

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%

In other words, after the fourth week, no refund is forthcoming for tuition under the institution's policy.

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

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

After the semester's drop-course ends, room-and-board commitments are considered 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. 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 paid accordingly. However, no refund will be paid for a partial week and no refund will be given for any of the last four weeks of a semester. Any unused portion of the declining-balance account is not refundable.

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

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

Student Group Insurance Plan

The university administration believes it prudent for every full-time student to have accident and health insurance. An internet link to enroll in a third-party student group plan is available on the C-N website at Treasurer's Office>Insurance>accessing accounts or www.studentinsure.com/CNC or www.nssinc.com.

International students are required to purchase insurance through a plan approved by the University. Each student's account is charged during the fall semester for six months of coverage and during the spring semester for six months of coverage. The cost is approximately \$1,200 per academic year for an unmarried student. If the international student has his/her own insurance good in the United States, can verify coverage, and signs a waiver of insurance with the Office of the Treasurer, the insurance charge will be removed.

Damage to University Property

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

Financial Assistance

The Office of Financial Assistance at Carson-Newman University is available to assist students in completing the necessary steps for financial assistance application. Students must first apply and be accepted for admission to Carson-Newman University before consideration for financial assistance will be given. Then complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA. Be sure to list Carson-Newman's Title IV code as 003481. Complete the FAFSA as soon as possible after January 1 proceeding the fall semester.

NOTE: Federal Regulations governing the application process and awarding of financial assistance may change. These changes may impact the awarding of financial assistance at Carson-Newman University.

It is the student's responsibility to complete necessary forms and to return them to the Office of Financial Assistance as quickly as possible. Information can be obtained from www.cn.edu or from the following:

Office of Financial Assistance	865-471-3247
Carson-Newman University	800-678-9061
1646 Russell Avenue	e-mail: financialaid@cn.edu
Jefferson City, TN 37760	

No assistance is automatically renewable. Students should submit the free application for federal student aid. See the following for eligible Graduate Financial Assistance Programs:

State Programs

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

Tennessee Math and Science Teacher Loan Forgiveness

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

Tennessee Teaching Scholars Program

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

Graduate Nursing Loan Forgiveness Program

Participants must be a Tennessee resident, hold an unencumbered Tennessee Registered Nursing License, be enrolled in an eligible Tennessee college or university in a program leading to a master's degree in nursing education. 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. Applicant must reapply each year.

Tennessee Rural Health Loan Forgiveness

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

Federal Grants

Teacher Education Assistance for College and Higher Education (TEACH)

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

Federal Direct Stafford Loans

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

First-Time Borrowers

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

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

Previous Borrowers

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

Direct Federal Grad PLUS Loans

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

Private Loans

Private loans are consumer based education loans that are not part of the federal government programs. Private loans are more expensive than the federally guaranteed loans and should only be used after all other forms of financial assistance 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 assistance you are receiving. Some lenders may defer repayment of principal and interest until student ceases to be enrolled at least half-time.

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

Graduate Assistantships/Scholarships

Graduate Assistantships

Any student may apply for available graduate assistantships. Preference will be given to fully admitted, degree-seeking graduate students. Awards will be made based on the following criteria: need, commitment to the profession, and ability to work 10 or 20 hours per week in the appropriate department. Applications may be obtained by contacting the enrollment services coordinator (<http://www.cn.edu/admissions/graduate-and-adult-admissions/graduate-assistantships>).

Lucile R. Anderson Scholarship

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

Academic Policies and Regulations

Student Responsibility in Meeting Degree Requirements

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

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

Academic 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, the EdS degree, and the EdD degree. A maximum of 9 credit hours with "C" grades may be applied toward the Master of Education degree, Master of Arts in Teaching degree, Master of Science in Counseling, and Master of Science in Nursing degree. A maximum of 6 credit hours with "C" grades may be applied toward the Master of Applied Social Justice degree, the Master of Applied Theology degree, the Master of Business Administration degree, the Educational Specialist degree, and the Doctorate of Education degree.

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

Within Graduate Studies in Applied Social Justice, if, after nine semester hours on probation, the student fails to regain good academic standing, the student will be suspended from the university for one semester. Written notification of suspension will be sent to the student. Following the one semester suspension, the student must apply to be readmitted. If, after readmission following suspension, the student again fails to remain in academic good standing, he/she will be academically dismissed from the university.

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.

Within Graduate Studies in Business, 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.

Within Graduate Studies in Education, if, after nine semester hours on probation, the student fails to regain good academic standing, the student will be suspended from the university for one semester. Written notification of suspension will be sent to the student. Following the one semester suspension, the student must apply to be readmitted. If, after readmission following suspension, the student again fails to remain in academic good standing, he/she will be academically dismissed from the university.

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Within Graduate Studies in Nursing, if, after 9 semester hours on probation, the student fails to regain academic good standing (GPA of 3.00), the student will be dismissed from the program. Written notification of dismissal will be sent to the student.

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

Academic Dismissal

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

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

- a. Write a formal letter of appeal to the Education Graduate Admissions and Appeals Board.
- b. Meet any requirements/conditions set by the Education Graduate Admissions and Appeals Board. 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.

Any student dismissed from the MAASJ program may appeal the decision to the Chair of the program.

Any student dismissed from the MAAT program may appeal the decision to the Chair of the Department of Religion.

Any student dismissed from the MBA program may appeal the decision to the Director of the MBA program.

If a student is dismissed from the Graduate Studies in Nursing program, the student must follow the formal Grievance Procedure described within the Department of Nursing Graduate Student Handbook.

Readmission

Students who have been enrolled in Carson-Newman University previously but who have not attended Carson-Newman for a semester or more may apply for readmission. Students must complete the readmission form and pay a \$25.00 readmission fee.

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

Leave of Absence

Students must maintain continuous enrollment until the time limit for completing a degree. If a student is unable to attend for any reason, he/she must request a leave of absence. A leave of absence form must be filed with the department chair prior to the completion of registration for the semester in which the student wishes to be granted the leave of absence. Students who do not request a leave of absence must be readmitted to the university before he/she can register for classes. (For students receiving federal aid, federal regulations permit an approved leave of absence not to exceed 180 days in any 12 month period.)

Residency Requirements

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

All but six semester hours of course work in the MSN degree must be taken at Carson-Newman University. These six hours include transfer hours accepted upon admission. Courses taken on the Carson-Newman University campus, independent studies, thesis, other research, and clinical practicum meet residency requirements.

Authorization to Take Courses at Another Institution

Graduate students who are currently enrolled at Carson-Newman University, and who for some extraordinary reason desire to take a course at another institution, must obtain the approval of his or her advisor and the chair of the department. The "Authorization to Take Courses at Another Institution" indicating the course to be transferred and the approval of the advisor and chair must be submitted to the Registrar before the course will be posted on the student's transcript.

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

Transferring Credit

Applied Social Justice

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 MAASJ degree. Transfer hours must have been earned within the last five years prior to enrollment in

the MAASJ 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.

Applied Theology

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 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.

Business

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.

Counseling

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 and the EdS degree.

Education

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 degree, the MEd degree or the EdS degree. Twelve (12) semester hours may be transferred to be used toward the EdD degree. Transfer hours must have been earned within the last five years prior to enrollment in the MEd degree and MAT 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. No one seeking an initial teacher license in Tennessee can student teach through Carson-Newman University without taking all of the methods courses at Carson-Newman University.

Nursing

Nine (9) semester hours of graduate credit from a recognized national nursing accrediting agency and a regionally accredited college or university may be transferred to Carson-Newman University for advanced health assessment, graduate statistics, or advanced pharmacology. Clinical courses (excluding Nursing 507) will not be accepted for transfer credit. Any transfer course must be completed within three (3) years prior to the semester of enrollment. Grades transferred must be A or B. No correspondence courses will be transferred to count toward the MSN degree. If a student wishes to transfer additional graduate hours, the course must be comparable to that offered at Carson-Newman and will be assessed on an individual basis by the course faculty. Written request for transfer credit after enrollment should be submitted to the chair of the Graduate Nursing Curriculum Committee. The request should include the university offering the course, course name, course number, and a catalog description. Evaluation may include (but not limited to) syllabi, written papers, and/or examination.

Grading System

The basic unit of credit at Carson-Newman University is the semester hour. Most courses carry three semester hours of credit (though some carry as few as one and some as many as twelve). One semester hour normally represents one hour of lecture or recitation or two hours of laboratory work per week. Master of Arts in Teaching degree candidates who are taking undergraduate courses follow undergraduate grading and repeat policies. At the end of each semester and at the end of all summer sessions, grades are available to the student through his/her campus C-N Connect account. Grades will be mailed by request only. Forms to request grades to be mailed are available in the Office of the Registrar. Passing grades are assigned grade points per each semester hour of credit (A=4, B=3, C=2). A student's grade point average (GPA) is calculated by dividing the number of grade points the student has accumulated by the number of semester hours attempted in graded (A, B, C, F) courses. (The attempted semester hours in which a student earns an S or P are not used in this calculation.) The grade report will have two GPAs listed. One is the semester average. The other is the cumulative GPA. Grades of AU, I, IP, N, NG, P, S, and W are not included in the GPA computation. An F or WF received in any course will figure in the GPA computation.

Temporary Grades

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

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

18 Academic Policies

Audit

Qualified students may audit courses upon approval of the instructors. No credit is given for an audit. Tuition for audit is one half of the full tuition.

Repeating a Course for a Grade

Graduate students, with the exception of those enrolled in the MSN program, 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.

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

MBA students may repeat one "F" grade and must make at least a "C" grade in that repeat or be dismissed from the program. A second "F" grade in any course will result in dismissal from the program. MBA students may include only two "C" grades in their program of study. The third "C" grade must be repeated to make at least a "B" grade on the repeat or the student will be dismissed from the program. MBA students may have no more than three grades below a "B" grade in the program. The fourth grade below a "B" grade will result in dismissal from the program.

For graduate programs other than the MSN and MBA, courses for which student receive an "F" can be repeated only twice.

The following provisions apply:

1. If the course was taken at Carson-Newman University, it must be repeated at Carson-Newman University for the grade replacement to be permitted;
 2. If the course was taken at another college, it may be repeated at any accredited institution, including Carson-Newman University;
 3. After the second repeat, the grade replacement provision is no longer applicable, and each attempt will figure into the grade point average;
 4. All grades will be entered on the student's permanent record.
- Graduate courses cannot be used to replace undergraduate grades.

Grade Appeal

If a student disagrees with a grade received, he or she may request a review of the coursework upon which the grade was assigned. If an appeal is made, it must be in writing within one calendar year of the date the grade 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 associate provost. If the grade appeal has not been resolved at these levels, it moves to the provost for final review. The provost may refer a grade appeal to the Graduate Committee for their study and recommendation.

Registration and Change of Course (drop/add)

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

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

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

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

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

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

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

Withdrawal From University

Any student voluntarily leaving the university before the close of the term must withdraw officially. It is imperative to complete this process in order not to jeopardize future financial aid. The student initiates the withdrawal procedure with the Financial Assistance Office. Financial assistance will be recalculated based on the date of withdrawal if the withdrawal occurs prior to the tenth week of class. The process is completed in the Office of the Treasurer, where tuition refunds are given as outlined under Refunds in the Costs 2013-14 section of this catalog.

A student who withdraws before the last date to drop with a W will be assigned W grades. A student who completely 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.

A 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 last date of class attendance or participation and is reported by faculty instructors and recorded by the Registrar.

A student who discontinues class attendance in all courses before the end of the semester will be administratively withdrawn from the University. The last date of class attendance will be used as the withdrawal date. The student is subject to the return of financial aid and is responsible for any balance resulting in the recalculation of the student account based on the return of unearned financial assistance.

Course Load

Graduate students will be allowed to enroll in 12 hours per a 16-week semester, 3 hours in a 5-week module, or 6 hours per 8-week module. Students may take additional hours with approval of the chair of the appropriate graduate program.

Full time status is defined for enrollment in each graduate program as indicated below:

<u>Program</u>	<u>Minimum enrollment for full-time status</u>
Doctor of Education	3 hours in an 8-week module *
Educational Specialist	3 hours in an 8-week module *
Master of Arts in Applied Social Justice	9 hours in a 16-week term
Master of Arts in Applied Theology	3 hours in a 5-week module *
Master of Arts in Teaching	9 hours in a 16-week term
Master of Business Administration	3 hours in an 8-week module *
Master of Education	9 hours in a 16-week term
Master of Science in Counseling	9 hours in a 16-week term
Master of Science in Nursing	9 hours in a 16-week term

*For purposes of NCAA certification of eligibility and/or for SEVIS certification, full-time enrollment is defined as being enrolled in at least one 3 hour course per each 8 week or 5 week module during the semester.

Independent Study

No catalog courses may be taken on an independent study basis with the exception of those courses that are designed to be taken independently, as indicated below. Appeals may be made only if there are extenuating circumstances, such as the failure of the department to offer a course in a timely fashion. The discretion of the Education Graduate Chair may be used to permit an independent study course.

The following topics courses are designed to be taken independently:

- EDUC 534: Topics in Education (3 hours)
- EDUC 537: 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)
- MSC 634: Topics in Counseling (3 hours)
- TESL 569: Topics in Teaching English as a Second Language (1-3 hours)

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

Independent study courses are approved on an individual basis by the Graduate Program Director or Chair of Nursing.

Tests and Final Examinations

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

Class Attendance/Absences

Attendance at all class meetings is expected, and students are responsible for all the work of all class meetings. If students miss class for any reason, they are obligated to obtain assignments for work missed. Students will not be penalized and can make up class work they miss if a documented illness, the death of immediate family member, or participation in a university-sponsored activity caused the absence. Otherwise, the instructor has no obligation to allow students to make up their work.

Student “attendance” in online courses will be defined as active participation in the course as described in the individual course syllabus. The instructor may require you to log on as much as five times a week.

Academic activity will be monitored for all students. Each individual faculty member will establish the consequences for absences and publish these in the course syllabus.

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Any student who does not attend class during the first week the class meets will be administratively dropped from the class for non-attendance. Enrollment status (full-time/part-time, etc.), billing, and financial aid eligibility may be affected by this withdrawal. Refer to the Refund Section of the catalog for more detailed information.

Students who fail all courses due to non-attendance will be administratively withdrawn from the university for the semester. The last date of academic activity will be used to determine the date of the administrative withdrawal from the university. Financial Assistance 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 assistance eligibility may be affected.

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

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

Inclement Weather Policy

In the event of inclement weather, students are encouraged to monitor local media outlets, the C-N website, and e-alert. The first three outlets that will be contacted are WBIR-TV, WATE-TV, and WIVK radio. These will reach the largest audience and many radio outlets will tune in to television to pick up their closings. If the campus is closed, all events pertaining to the campus are also canceled.

Graduation

Graduate students are required to complete an application for graduation and submit it with program evaluation to the appropriate department chair by the appropriate deadline. The application for graduation may be found on the Office of the Registrar website and the program evaluation may be completed through C-N Connect. Deadlines are as follows:

December graduation: September 1

May graduation: December 1

July graduation: March 1

Commencement ceremonies are held in December and May. Students must be present to receive degrees unless sufficient reason is given and absence is approved through the Provost's Office.

Graduate Courses Taken by Undergraduates

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

Prior to application, the student must have 105 earned semester hours of undergraduate credit, an approved degree plan indicating graduation within 2 semesters, and a minimum GPA to meet graduate school admission requirements. Contact the Graduate Admissions Office for application and further details.

Transcripts

Transcripts will be furnished at no charge by the Office of Registrar upon written authorization from the student or former student. 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 Treasurers' Office before an official transcript can be released. Currently enrolled students may request an unofficial copy of their records for campus use only. Transcripts will not be released to students if there is a balance due to Carson-Newman University.

Student Records

Official Academic Records

The official academic record for each student is maintained by the Office of the Registrar, and a summarization of courses and grades is kept on a confidential permanent record form. Other academic information, non-permanent but relating to the student's enrollment and academic progress, is on file for a minimum 5 years following the last date of enrollment. Official transcripts as authorized by the student or former student are made from the permanent records which are made secure and electronically stored.

Carson-Newman University provides for the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act, as amended. This act provides for the right of access by a student to his/her file and records with certain limited

exceptions and prohibits the disclosure of information without the student's written approval, with certain limited exceptions, other than for disclosure of directory information. **Directory information includes student name, address, telephone numbers, e-mail addresses, date and place of birth, dates of attendance, enrollment status (full-time or part-time), major and anticipated date of graduation, degree and awards, the most recent previous educational institution attended, and participation in school activities and sports.** Students wishing to withhold directory information may do so by notifying the Registrar *in writing*. Such notification must be received during the first week of the student's enrollment each academic year.

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

A student should submit to the registrar, chair of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the University decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University may disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

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

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

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

Academic records and transcripts: Registrar

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

Student co-curricular and extracurricular involvement: Vice President for Student Affairs and Dean of Students

Placement folders (must be compiled by the student): Career Services, Life Directions Center

Student Affairs

The Division of Student Affairs 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.

Student Affairs offers a wide variety of programs and services under the supervision of the Vice President for Student Affairs. These services include Judicial Programs, Campus Ministries, Residence Life, Student Activities, Intramural and Recreational Programs, Counseling, Health Services, and Safety and Security. Coordination with Career Services, the Life Direction Center, the Bonner Scholar Community Service program and the Wellness Steeple is provided to ensure quality offerings designed to support a holistic learning environment. Student Affairs oversees and insures the maintenance of records associated with the co-curriculum, student leadership and judicial affairs.

Student Conduct

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

Campus Ministries

The Campus Ministries Department offers student, faculty and staff opportunities for spiritual growth, fellowship and Christian services. Campus Ministries provides leadership for crisis ministries, counseling and personal development services, and for Christian student organizations.

Counseling Services

Confidential counseling by professionally trained staff is designed to provide care and support for students who are experiencing personal or family problems or levels of stress which are disruptive to success in University. The Director of Counseling and the University Counselor are available to assist students in need. Counseling Services is located in the Kathleen Manley Infirmary facility.

Should a student choose to seek counseling at off campus sources, we respect and encourage this decision. Counselors will assist with referral to other treatment facilities when requested.

Health Services

Health Services promotes the wellness of students through campus-wide programs, clinics, individual treatment, and education. Limited services are also available to the faculty and staff through the Nurse Director. Health Services is located in the Kathleen Manley Infirmary, and the phone number is 865-471-3350.

Under the direction of the Nurse Director, treatment for minor illnesses and injuries is provided on a walk-in basis. The Nurse Director can schedule students to be examined through the University's volunteer nurse practitioner program or the University physician on an as-needed basis. (Special clinic times are provided for physician services.) All services except immunizations are provided at no cost. Students are responsible for all expenses incurred for health care outside of the Health Services clinic.

Residence Life

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

Safety and Security

The Department of Safety and Security maintains a staff of state certified noncommissioned officers on the campus 24 hours a day, both on patrol and in or around the residence halls. Officers are also posted inside the residence halls from 10:00 p.m. until 7:00 a.m. each day. All officers are easily recognized by their uniforms and name tags. Students may ask for security escorts at any time, and any criminal offense occurring on the campus will be investigated by the local police. All emergencies occurring on the campus will be handled by the city police, fire department, EMS or other appropriate emergency responder organization depending on the nature of the emergency. The department complies with both federal and state laws in submitting required data related to crimes occurring on its

campus, and a daily crime log is maintained for public review in the department's office. The department offers a myriad of safety and educational programs, to include the internationally known Rape Aggression Defense (RAD) program for women.

The Department of Safety and Security is located at 2209 Branner Avenue in a brick home immediately at the rear of the Stokely Building which houses the university cafeteria and the Department of Education. Officers may be contacted for assistance by dialing (865) 548-9067; or during normal business hours, Monday-Friday from 8:00 a.m. until 4:00 p.m., by dialing (865) 471-3559. In case of a life-threatening emergency, callers may dial 911 and tell the E-911 operator their name, the nature of the call, and the exact location of the incident.

Vehicle Registration

All personal vehicles belonging to students, faculty, or staff members must be registered with the Department of Safety and Security within three (3) days after they are brought on campus. Hangtags cost \$35 each and are valid from August 15th through August 14th of each school year. There is a \$15 charged for replacement of lost hangtags. There is no refund for a hangtag when a student graduates or withdraws before the expiration date of the hangtag.

All vehicles are required to have valid insurance coverage in order to be brought on Campus. To register a vehicle, the student or employee must provide the make and model of the vehicle and the state licence plate number. No vehicle may be registered that does not belong to the owner or the owner's parent or legal guardian.

The campus parking regulations are found in the *Eagle Student Handbook*. Drivers on campus should make themselves aware of the campus parking regulations to avoid parking citations.

Complaint and Grievance Procedures

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

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

Formal complaint procedure: In matters where informal discussions do not yield a satisfactory resolution or in a case where the matter is more serious, the student who wishes to have a complaint addressed by the University should follow the Formal Complaint Procedure as outlined in the *Eagle Student Handbook*.

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

Information Technology

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 student handbook or EagleNet.

Computer Accounts

Computer accounts are created after a student registers for one or more graduate courses. For password or login assistance, please contact the Help Desk via e-mail ithelpdesk@cn.edu or voice (865) 471-3506.

Graduate students who formerly attended Carson-Newman will need to notify the I.T. Department that they are returning so their computer/e-mail account can be created. This can be done by simply sending an e-mail to ithelpdesk@cn.edu with your Carson-Newman student ID number and words to the effect you are returning as a graduate student. These accounts are normally ready by the end of the next business day. Your C-N Connect lasts indefinitely at this point, but we normally purge undergraduate computer/e-mail accounts following the next graduation.

Academic and Community Services

Advising

All students are assigned an academic advisor upon acceptance into the Graduate Studies program. Students are required to meet with their advisor each semester during the posted pre-registration or registration times.

Bookstore

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

Career Services

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

Center for Educational Service to Appalachia

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

Disability Services

Carson-Newman makes reasonable accommodation for students with documented disabilities. To request accommodation and submit supporting documentation, contact the coordinator for Students with Disabilities or the Director of the Life Directions Center.

Library

Library services are scheduled seven days a week during the regular semesters; with hours from 8 a.m. to 11 p.m. Monday through Thursday, 8 a.m. to 5 p.m. Friday, 10 a.m. to 5 p.m. Saturday, and 3 p.m. to 11 p.m. Sunday. The library is an open-stack facility, and a variety of professional services, including reference and bibliographic instruction, augment the physical resources. Excellent interlibrary loan service is available through the library's participation in a number of regional and national cooperatives and networks.

Charges for overdue books and periodicals are as follows:

Regular Circulation — Two week limit; may be renewed. Late charge is ten cents per day with a maximum charge of \$10.

Reserve Circulation — One-hour reserve materials may be used only in the library. One-day and three-day reserve materials are due one day and three days respectively from the date of check out. Fines are twenty-five cents per hour for one hour materials and \$1.00 per day for one-day and three-day materials with a maximum charge of \$10.

Periodicals — Periodicals may be charged any time during the day and are due the following day by closing (except Sundays). (No materials are due on Sundays.) The late charge is \$1.00 per day with a maximum of \$10 per item.

All library fines must be paid and all borrowed materials returned before a student is allowed to enroll for the following semester or receive a transcript for grades.

The William Blevins Institute for Spirituality and Mental Health

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

Opportunities Abroad

The Center for International Education and Missions promotes faculty and student exchanges between Carson-Newman University and other universities around the world. Opportunities are available for students to study abroad, such as Spring Break in Europe, Ireland May Term, London Summer Term, London Semester, Oxford Studies, Holy Land Tour, Archaeology Dig, and Exchange Programs with sister universities in several different countries. Faculty members are given opportunities to lead seminars, receive Salzburg Seminar Fellowships, and travel to sister universities to strengthen relationships. There is not only a graduate degree program offered in Teaching English as a Second Language and Teaching Chinese as a Second Language, but also an English Language Institute for those needing further English language study before entering undergraduate or graduate school. For information on any of these programs, you may contact Dr. Danny Hinson, Director, Center for Global Education.

Missions

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

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

Professional Organization Membership Opportunities

Graduate students have the opportunity to join the following:

Counseling

Chi Sigma Iota – Chi Nu Upsilon Chapter

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.

Education

Students may join the Collegiate Association of Professional Educators, the Student National Education Association, and Best Buddies. Students are required to join a professional organization that provides liability insurance when they are enrolled in a course that requires a practicum experience.

Nursing

Sigma Theta Tau International – Rho Mu-at-Large Chapter

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.

Religion

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

Applied Social Justice

G. Laurence Osborne, Co-Director of the Program
Laura Wadlington, Chair, Department of Psychology, Co-Director of the Program
Ray Dalton
April Dye
Gregory Hoover
Kara Stooksbury
Beth Vanlandingham

Master of Arts in Applied Social Justice

The Master of Arts in Applied Social Justice is a graduate program for individuals called to serve others through churches, faith-based community organizations, and social enterprises that address root causes of poverty and related ills and that empower people to help themselves. Students complete a core curriculum and select one of two tracks, Christian Community Development (CCD) or Social Entrepreneurship (SE).

Goals:

The overall goal of this program is to provide education and training for individuals who want to apply their faith commitments and religious values to making a real difference in the lives of others by addressing the root causes of social problems. Students who complete this program will be able to complete the following objectives.

Outcomes and Learning Objectives

- Demonstrate an understanding of the social contexts for optimum human development and of strategies for effective social change.
- Explore and articulate the connections between Christian faith as historically understood by Baptists and the biblical call for justice in the world today.
- Emphasis in either church-based Christian Community Development work or apply business practices to social venture organizations.

Admission Requirement

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

- graduation from a regionally accredited four year academic institution with a bachelor's degree;
- a minimum grade point average of a 3.0 or a GRE score of at least 320 (or equivalent percentile), or, if the applicant has more recently graduated from a regionally accredited law, medical, business or other professional, graduate or doctoral academic program, the equivalent class ranking or grade point average at such professional school;
- a strong personal statement of purpose (2-3 typed pages) that describes the applicant's reasons for applying to the program, qualifications, and post-graduate goals.
- three letters of recommendation from the following areas: academic, employment, and character. Letters from the applicant's pastor, employer, former faculty, or other persons familiar with the applicant's character, experience, and potential to benefit from graduate study are acceptable.
- Certification of completion of prerequisite class work for social entrepreneurship applicants from the School of Business for students in the social entrepreneurship track.
- an interview with and written acceptance by the Program Director.
- an FBI background check is required prior to the end of the first semester of enrollment.
- Applicants not satisfying either the grade point average or the GRE requirements may be conditionally admitted to the Master of Arts in Applied Social Justice 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.

Common Core Curriculum, 20 hours

ASJ 510, Introduction to Social Justice and Community Development, 4 hours
ASJ 520, Social Justice: Historical and Public Policy Perspectives, 3 hours
ASJ 530, Global Poverty and Social Change, 3 hours
ASJ 540, Rural Communities in Global Perspective, 3 hours
ASJ 600, Applied Social Justice Internship, 4 hours
REL 509, The Old Testament Foundations for Christian Life and Service, 3 hours
or REL 510, The New Testament Foundations for Christian Life and Service
or REL 515, Ethical Issues in the Twenty-First Century
or REL 521, Voices of the 20th Century Prophets

Christian Community Development (CCD) Track, 12 hours

ASJ 550, Community Research and Action, 3 hours
ASJ 560, Building Powerful Community Organizations, 3 hours
ASJ 570, Leading Sustainable Community Organizations, 3 hours
MSC 503, Personal Development and Holistic Mental Health, 3 hours

Social Entrepreneurship (SE) Track, 12 hours

ACCT 510, Accounting and Financial Management, 3 hours
or ECON 530, Managerial Economics
MGT 525, Leadership, 3 hours
MGT 540, Organizational Behavior, 3 hours
MGT 590, Entrepreneurship 3 hours

Students who wish to combine tracks should consult the Program Director.

Applied Theology

David Crutchley, Chair, Department of Religion

H. Wayne Ballard, Jr.

Gerald Borchert, Visiting Senior Professor of Religion

Ross Brummett

Donald W. Garner

James Chadrick Hartsock

Mel Hawkins

Christine Jones

Randall O'Brien, President

Andrew Smith

National and International Guest Scholars

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

Miyon Chung, Assistant Professor of Systematic Theology, Torch Trinity Graduate School of Theology, Seoul, Korea

Ross Clifford, President, Morling College, Sydney, Australia

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

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

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

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

Master of Arts in Applied Theology

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

Goals

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

Admission Requirement

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

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- graduation from a regionally accredited four year academic institution with a bachelor's degree;
- a minimum grade point average of a 3.0 or a GRE score of at least 1200, 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;
- a letter of affirmation from the applicant's pastor, or similar written reference from an academic dean or chair of a Department of Religion if the candidate for admission is a ministerial student; and
- an interview with and written acceptance by the Chair of the Department of Religion.
- 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 Chair of the Department of Religion. 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.

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

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

OR

"Bi-vocational" elective (12 hours)

- Business (12 hours)
- Counseling (12 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 Chair of the Department of Religion 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 662, 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 Department 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 Department of Religion Library

Business

Paul Percy, MBA Director
Tori Knight, Chair, Department of Business
Hester Beecher
Zhongdong Chen
Clyde Herring
Alden Starnes

Mission Statement

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

Program Overview

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

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

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

The MBA degree program requires 30 graduate credit hours, and must be completed within five years of full acceptance into the program. All but nine hours of the course work in the MBA degree must be taken through Carson-Newman. Up to nine 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 immediate five years prior to enrollment in the MBA program. Grades transferred must be A or B. Transfer course(s) must be comparable to that offered at Carson-Newman, and credit will be awarded based on an assessment by the Office of the Registrar.

Tuition for the MBA degree is \$420 per credit hour, with a \$30 fee per course for online and hybrid courses.

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

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

Goal II: Students will develop analytical and problem solving skills.

Goal III: Students will demonstrate effective communication skills.

Goal IV: Students will apply principles of management, accountability, and technology within a business organization.

Graduate Management Admission Test (GMAT)

No GMAT scores required:

1. For working professionals -- If a working professional has at least two years of professional work experience and earned a 3.0 minimum gpa in their undergraduate business coursework or overall coursework, no GMAT score is required. If a working professional has at least four years of professional work experience, no GMAT score is required. Exceptions to this policy are at the discretion of the MBA Director.

Professional work experience will be determined by the MBA Director and/or the MBA Committee.

2. For continuing students -- If a student decides to go on to graduate school directly after completing their undergraduate business degree and earned a gpa of 3.25 (or higher) in their undergraduate business coursework or overall coursework, no GMAT score is required.

GMAT score required:

1. For individuals seeking to earn an MBA from Carson-Newman for which number 1 or 2 above does not apply, a GMAT exam must be taken. For all students required to take the GMAT exam, a minimum score of 400 must be earned. This score with their cumulative gpa multiplied by 200 must equal or exceed 1,000 or have at least 1,050 points based on the formula: 200 times the upper

division undergraduate gpa plus the GMAT score to be unconditionally accepted. For students not meeting that standard, they can be accepted “provisionally” and remain in the program as long as they maintain a 3.0 gpa in their first 9 hours of graduate work. At the conclusion of the provisional period (first 9 hours of graduate work), the student will then be accepted unconditionally into the program.

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

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:

1. 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)
2. For students required to take the GMAT, a minimum score of 400 must be earned. Students must have a total of at least 1000 points based on the formula: 200 times the overall GPA plus the GMAT score; or have at least 1,050 points based on the formula: 200 times the upper division UGPA plus the GMAT score.
3. Professional resume

Applicants must also submit the following documentation in compliance with the common admissions requirements for all Carson-Newman graduate programs:

1. Completed application
2. Application fee: \$50.00
3. A letter of recommendation from each of the following areas: academic, employment, and character
4. Official transcript(s) of all undergraduate study
5. Written statement of purpose
6. Test scores

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

1. A demonstrated record of achievement
2. Breadth and depth of work experience
3. Leadership—demonstrated and/or potential
4. Outstanding interpersonal and communication skills
5. Extracurricular and community involvement
6. 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.)

Provisional Admission

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

MBA Program of Study

The MBA degree program requires 30 graduate credit hours as follows:

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

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.

Counseling

Sharon Teets, Chair, Department of Education
 Carolyn Brewer, Director, Counseling Program
 Michael Bundy, Director, School Counseling Program
 Mel Hawkins
 Megan Herscher
 William L. Blevins, Professor Emeritus

Master of Science in Counseling Degree

Goal

The overall goal of the Master of Science in Counseling is to prepare professionals who seek careers in the mental health and educational fields. The degree is structured within the context of Christian beliefs, values, and behaviors. This degree has three tracks, including Mental/Behavioral Health, Spiritual Guidance and Care, and School Counseling. The Master of Science Degree in Counseling is a 51 hour program.

Admission Requirements

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

- Complete application form
- Written statement of vocational goals
- \$50 application fee
- A recommendation from each of the following areas: academic, employment, and character. Recommendation forms are provided with the application.
- One official transcript of all undergraduate study. Also, one official graduate transcript showing courses which are being transferred to Carson-Newman University to count toward the Master's degree (maximum of 9 semester hours taken within the past 5 years).
- Successful completion of an interview for the purpose of assessment of personal characteristics and academic proficiency of the candidate.
- A bachelor's degree from a four-year regionally accredited college, showing a minimum GPA of 3.00 (on a 4.00 scale) in the undergraduate major.
- A minimum 2.75 (on a 4.00 scale) overall undergraduate GPA.
- GRE scores taken within the last five years. Under the previous GRE scoring, a score of 900 or above for the verbal and quantitative components is expected. Under the current GRE scoring a score of 300 or above is expected.
- Background records check submitted directly to Carson-Newman: no second-party background records checks are accepted.

Additional admissions information is available in the previous section of this catalog on page 8.

Mental/Behavioral Health Counseling

Goal

The Mental/Behavioral Health track is designed to prepare students who desire training in counseling and wish to provide such services to individuals, couples, groups, and families. The program integrates an interdisciplinary approach, with principles of the Christian faith and the practice of professional counseling. The program prepares students for a wide range of vocational options in the mental health field as well as the pursuit of licensure as a Professional Counselor or Marriage and Family Therapist. Students who wish to pursue licensure as a Professional Counselor will be required to take additional coursework following the completion of the MSC degree. Both the LPC and the LMFT state licensure require additional specific examination and supervision requirements following the completion of the master's degree. Students are required to work with their advisors throughout their graduate study to design their degree plans. All licensure requirements for the LPC and the LMFT are regulated by the state.

Objectives/Outcomes

The Mental/Behavioral Health track provides opportunities for the development of professional skills necessary in treating individual and family problems through various public and private mental health settings. Graduates with an MS degree in counseling will:

- Demonstrate an understanding of the general nature of the counseling profession;
- Apply knowledge of appropriate counseling theories and techniques;

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- Apply knowledge from areas of human growth and development to the specific problems and difficulties of individuals;
- Demonstrate an understanding of diversity issues for particular social, gender, ethnic, and other groups;
- Develop plans and procedures that foster personal and interpersonal growth;
- Apply a philosophical basis underlying the helping process;
- Demonstrate an ability to facilitate human growth and development through the counseling process;
- Demonstrate an understanding and use of ethical and legal standards of the counseling profession;
- Utilize the appropriate community resources and referral processes;
- Demonstrate the ability to maintain confidentiality of clients and safeguard the protection of their counseling records;
- Utilize effective assessments and develop and write effective treatment plans using systems theory, other counseling theories, and the DSM-V;
- Model the moral and ethical requirements of a mental health professional;
- Establish and maintain appropriate interpersonal relationships with clients and colleagues; and
- Utilize appropriate research skills to know and understand current developments in counseling and to improve counseling effectiveness.

I. Mental/Behavioral Health Counseling Core, 18 hours

MSC 502, Theories and Techniques of Counseling, 3 hours
MSC 503, Personality Development and Holistic Mental Health, 3 hours
MSC 565, Group Counseling Processes, 3 hours
EDUC 566, Issues in Human Development, 3 hours
MSC 585, Professional Ethics in Counseling, 3 hours
MSC 630, Counseling Research, 3 hours
or EDUC 630, Educational Research, 3 hours

II. Mental/Behavioral Health Counseling Requirements, 24 hours

MSC 569, Understanding Families, 3 hours
MSC 580, Crisis Interventions in Counseling, 3 hours
MSC 582, Assessment/Intervention in Individual and Family Therapy, 3 hours
MSC 584, Study of Normal and Abnormal Behavior, 3 hours
MSC 588, Internship, 3 hours (may be taken a second time as part of electives)
MSC 589, Counseling Practicum, 3 hours (instructor approval required)
MSC 650, Neuroscience and Counseling Interventions, 3 hours
MSC 653, Spirituality, Family Systems, and Holistic Mental Health, 3 hours

III. Electives, 9 hours

*Students may choose electives from any of the MSC courses across tracks that are applicable. Depending upon various state licensure requirements, students applying for state licensure may be required to take several post-master's degree courses. Students who plan to work toward LPC or LMFT licensure after graduation will need to work with their advisors to include coursework needed for the MSC and additional coursework and supervision will be required after the completion of the MSC degree to meet the specific state requirements.

MSC 567, Career Development and Counseling, 3 hours
MSC 581, Multigenerational Family Therapy, 3 hours
MSC 583, Psychotherapy Interventions for Individuals and Families, 3 hours
MSC 588, Internship, 3 hours (may be taken a second time as part of electives)
MSC 611, Counseling Children and Adolescents, 3 hours
MSC 612, Consultation and Collaboration in Counseling, 3 hours
MSC 634, Topics in Counseling, 3 hours
MSC 639, Reality Therapy/Choice Theory, 3 hours
MSC 640, Introduction to Marriage and Family Therapy, 3 hours
MSC 641, Love, 1 hour module
MSC 642, Grief, 1 hour module
MSC 643, Anger, 1 hour module
MSC 644, Guilt, 1 hour module
MSC 645, Self-Esteem, 1 hour module
MSC 646, In Search of Yourself, 3 hours
MSC 647, Resilience, 1 hour module
MSC 652, Topics in Spirituality and Pastoral Care, 3 hours

Spiritual Guidance and Care

Goal

The purpose of the Spiritual Guidance and Care track is to educate students to be able to foster the spiritual growth of others, as well as to be able to deliver spiritual care to persons in crisis and need. A student completing the Master of Science in Counseling with the Spiritual Guidance and Care track would be equipped to pursue licensure as an LPC or LMFT and integrate spirituality into their therapeutic practice, as well as add to their practice the ministry of spiritual direction and guidance. Students would also be equipped to serve as ministers of spiritual formation and pastoral care on church staffs. Additional coursework and supervision will be required after the completion of the MSC degree as required by the state when the student is seeking licensure. Students are required to work closely with faculty advisors in course selection throughout the graduate program of study.

Objectives/Outcomes

The successful graduate of this program will:

- Articulate and demonstrate an understanding of the nature of spiritual guidance;
- Articulate and demonstrate an understanding of the nature of spiritual care;
- Examine the differences and similarities between counseling and spiritual guidance and care;
- Apply counseling theory and basic techniques in building a helping relationship in the work of spiritual guidance and care;
- Apply an understanding of group theory and dynamics and its impact on spiritual guidance;
- Demonstrate an ability to use several spiritual assessment tools and inventories;
- Demonstrate an understanding and use of continual spiritual self-assessment as an essential tool for the spiritual guidance and care of others;
- Demonstrate an ability to facilitate the spiritual growth of others; and
- Demonstrate the skills to deliver pastoral care to others.

I. Spiritual Guidance and Care Core, 18 hours

MSC 502, Theories and Techniques of Counseling, 3 hours
 MSC 503, Personality Development and Holistic Mental Health, 3 hours
 MSC 565, Group Counseling Processes, 3 hours
 EDUC 566, Issues in Human Development, 3 hours
 MSC 585, Professional Ethics in Counseling, 3 hours
 MSC 630, Counseling Research, 3 hours
 or EDUC 630, Educational Research, 3 hours

II. Spiritual Guidance and Care Requirements, 24 hours

MSC 580, Crisis Interventions in Counseling, 3 hours
 MSC 588, Internship (may be taken a second time as part of the electives), 3 or 6 hours
 MSC 589, Counseling Practicum, 3 hours (instructor approval required)
 MSC 646, In Search of Yourself, 3 hours
 MSC 652, Topics in Spirituality and Pastoral Care, 3 hours
 MSC 653, Spirituality, Family Systems and Holistic Mental Health 3 hours
 MSC 641, Love, 1 hour module
 MSC 642, Grief, 1 hour module
 MSC 643, Anger, 1 hour module
 MSC 644, Guilt, 1 hour module
 MSC 645, Self-Esteem, 1 hour module
 MSC 647, Resilience, 1 hours module

III. Spiritual Guidance and Care Electives, 9 hours

Students may choose nine hours of electives from any of the MSC courses across tracks that are applicable. Students who plan to work toward LPC or LMFT licensure for Tennessee after graduation will need to work closely with their advisors to include coursework needed. Additional coursework and supervision will be required after completion of the Master of Science in Counseling degree as required by specific states.

Certificate Options:

The Spiritual Care and Guidance Track has two non-degree certificate options. These programs are designed for professionals who wish to add a new dimension of spiritual formation to their work as counselors and spiritual directors, as well as those interested in personal growth and development.

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A. Certificate/Graduate Credit: Students with an undergraduate degree may apply for the certificate program and take the 15 hours of specified courses, receiving graduate credit for the non-degree program and a graduate certificate upon completion. Students may apply these courses toward the MSC degree if they apply and are accepted into the program. Courses with a B or higher can be applied.

B. Audit Certificate Option: Students can audit the 15 Spiritual Guidance and Care required hours without receiving graduate credit and receive a certificate.

The required courses are as follows:

- MSC 641, Love, 1 hour module
- MSC 642, Grief, 1 hour module
- MSC 643, Anger, 1 hour module
- MSC 644, Guilt, 1 hour module
- MSC 645, Self-Esteem, 1 hour module
- MSC 646, In Search of Yourself, 3 hours
- MSC 647, Resilience, 1 hour module
- MSC 652, Topics in Spirituality, Family Systems and Holistic Mental Health, 3 hours
- MSC 653, Spirituality, Family Systems and Holistic Mental Health, 3 hours

School Counseling

The mission of Carson-Newman University's Master of Science program in School Counseling is to recruit students from diverse backgrounds who have a passion for service and equip them with competencies essential to establish comprehensive, developmental school counseling programs that build collaborative relations within schools and communities and to provide leadership to advocate for social justice.

Goal

The goal of the School Counseling program is to provide a sequence of experiences that allows a person with a baccalaureate degree to develop into a licensed professional school counselor PreK-12.

Objectives/Outcomes

Degree graduates in school counseling will possess the knowledge and skills to:

- Develop comprehensive developmental school counseling programs to address the academic, personal-social, and career needs of all students PreK-12 in diverse settings;
- Conduct individual and group counseling and classroom guidance with PreK-12 students;
- Work with students and families from diverse cultures and backgrounds;
- Assist teachers and parents in identifying and addressing learning problems and other barriers to academic success;
- Design and implement prevention and intervention programs that address issues such as: person and substance abuse, discrimination, school violence, school crises, dropping out of school, building resiliency, and student wellness;
- Use appropriate assessment instruments, research, technology, and other resources to assist students and their parents in making effective academic, personal-social, and career decisions;
- Use the ethical and legal standards of professional school counseling;
- Consult, collaborate, and coordinate with teachers, parents, resource personnel, and community members;
- Advocate for social justice to close opportunity and achievement gaps for students PreK-12; and
- Serve as leaders in the schools and as professional school counselors.

I. School Counseling Core, 18 hours

- MSC 502, Theories and Techniques of Counseling, 3 hours
- MSC 503, Personality Development and Holistic Mental Health, 3 hours
- MSC 565, Group Counseling Processes, 3 hours
- EDUC 566, Issues in Human Development, 3 hours
- MSC 585, Professional Ethics in Counseling, 3 hours
- MSC 630, Counseling Research, 3 hours
- or EDUC 630, Educational Research, 3 hours

II. School Counseling Specialty, 30 hours

- MSC 501, Foundations in School Counseling, 3 hours
- MSC 567, Career Development and Counseling, 3 hours
- MSC 568, Individual and Group Appraisal, 3 hours (instructor approval required)

MSC 580, Crisis Interventions in Counseling, 3 hours
 MSC 589, Counseling Practicum, 3 hours
 MSC 611, Counseling Children and Adolescents, 3 hours
 MSC 612, Consultation and Collaboration, 3 hours
 MSC 613, Design and Evaluation of Comprehensive School Counseling Programs, 3 hours (pre-requisite MSC/EDUC 630 or instructor approval)
 MSC 665, Internship in School Counseling, 6 hours (may be taken as two 3-hour courses) (pre-requisite MSC 589 or instructor approval)

III. Elective, 3 hours

*MSC 561, School Orientation for Counselors, 3 hours
 MSC 569, Understanding Families, 3 hours
 MSC 580, Crisis Interventions in Counseling, 3 hours
 MSC 584, Study of Normal and Abnormal Behavior, 3 hours
 MSC 638, Play Therapy Across the Lifespan, 3 hours
 MSC 639, Reality Therapy/Choice Theory, 3 hours
 **SPED 508, Survey of Persons with Exceptionalities, 3 hours

* Candidates who do not have a teaching license will be required to take MSC 561, School Orientation for Counselors, in accordance with Tennessee licensure requirements. This additional elective course requirement may not be used as the three hour elective requirement and brings the total program to 54 hours for candidates without a teaching license.

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

All students who complete the School Counseling Track are required to take a Comprehensive Examination and the Praxis II specialty exam for School Counseling. Passing scores on these exams are required for the receipt of the MSC degree in School Counseling.

Educational Specialist Degree

Collaboration and Leadership in Counseling

The mission of the Ed.S. Degree in Collaboration and Leadership in Counseling is to equip students with the knowledge, skills, and reflective practice needed to collaborate effectively across disciplines to build strong counseling and mental health programs that advocate for social justice and holistic well-being.

Goals

The overall goals of the Ed.S. Degree in Collaboration and Leadership in Counseling are:

To prepare professionals who seek careers in the mental health and educational fields to collaborate across areas of counseling;

To prepare counselors to lead effectively in advocacy for social justice;

To offer post-master's training applicable for counselor licensure as a licensed professional school counselor or a licensed professional counselor; and

To offer the opportunity for advanced study in topics of critical relevance to the field of counseling in today's world.

The degree has two areas of concentration, School Counseling and Mental Health, and is a 36 hour program of study. The program utilizes a cohort approach to learning, and each student is required to take four core courses emphasizing collaboration and leadership skills in counseling. The degree is structured within the context of Christian beliefs, values, and behaviors and supports the mission of Carson-Newman University.

Admission Requirements

Applications for admissions to the Educational Specialist Degree are accepted for the fall, spring, and summer semesters. Requested application submission dates are April 1 for summer and fall and November 1 for spring. Applications received after those dates will be considered as space in the program tracks is available. In addition to the common admission requirements, the requirements for a student who wishes to pursue work leading to the Educational Specialist Degree in Collaboration and Leadership in Counseling are:

- Complete application form.
- Written statement of vocational goals.
- \$50 application fee.

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- A recommendation from each of the following areas: academic, employment, and character. Recommendation forms are provided with the application.
- One official transcript of all undergraduate and graduate study. A maximum of nine hours of graduate study taken after completion of the Master's Degree and within the last five years may be applied to the degree if and only if the specific course description, objectives, and syllabus meets the criteria of the Carson-Newman course offered.
- Successful completion of an interview for the purpose of assessment of personal characteristics and academic proficiency of the candidate.
- A bachelor's degree from a four-year regionally accredited college, showing a minimum GPA of 3.3 or higher (on a 4.0 scale) in the graduate major.
- GRE scores taken within the last five years. Under the previous GRE scoring, a score of 900 or above for the verbal and quantitative components is expected. Under the current GRE scoring, a score of 300 or above is expected.
- Background records check submitted directly to Carson-Newman; no second-party background records checks are accepted.

School Counseling Concentration

Mission Statement

The mission of Carson-Newman's Educational Specialist Degree program with emphasis in School Counseling is to recruit students from diverse backgrounds who have graduate degrees from accredited institutions in counseling or education and a passion for service and to equip them with competencies essential to establish comprehensive, developmental school counseling programs that build collaborative relations within school and communities and to provide leadership to advocate for social justice.

Objectives/Outcomes

Degree graduates in school counseling will possess the knowledge and skills to:

- Collaborate across counseling areas to strengthen the effectiveness of counseling programs;
- Lead in advocacy for students and strong comprehensive school programs designed to meet student needs;
- Know and use the highest of ethical standards in professional counseling;
- Use research and best practices in counseling for accountability in professional practice and program operation and development;
- Develop comprehensive developmental school counseling programs to address the academic, personal-social, and career needs of all students PreK-12 in diverse settings;
- Conduct individual and group counseling and classroom guidance with PreK-12 students;
- Work with students and families from diverse cultures and backgrounds;
- Assist teachers and parents in identifying and addressing learning problems and other barriers to academic success;
- Design and implement prevention programs that address issues such as: person and substance abuse, discrimination, school violence, school crises, dropping out of school, building resiliency, and student wellness;
- Use appropriate assessment instruments, research, technology, and other resources to assist students and their parents in making effective academic, personal-social, and career decisions;
- Use the ethical and legal standards of professional school counseling;
- Consult, collaborate, and coordinate with teachers, parents, resource personnel, and community members.
- Advocate for social justice to close opportunity and achievement gaps for students PreK-12; and
- Serve as leaders in the schools and as professional school counselors.

I. Core Courses, 12 hours

COUN 712, Advanced Collaboration and Leadership in Counseling, 3 hours

COUN 714, Advanced Intentional Interviewing and Counseling Skills, 3 hours

COUN 722, Advanced Legal, Ethical, Sociocultural, and Spiritual Issues in Counseling, 3 hours

COUN 730, Research in Effective Counseling and Collaborative Approaches, 3 hours

II. Candidates with MS and teaching experience, 24 hours

The school counseling concentration requires the following prerequisite graduate level courses for candidates with teaching experience and graduate degrees in education: Human Development; Education or Counseling Research; Legal and Ethical Issues (or school law); and Survey Course in Special Education. Each candidate is required to take missing prerequisite course(s) in addition to the 36 hours required for the EdS degree.

MSC 501, Foundations in School Counseling, 3 hours

MSC 502, Theories and Techniques of Counseling, 3 hours

MSC 565, Group Counseling Processes, 3 hours

MSC 567, Career Development and Counseling, 3 hours

MSC 568, Individual and Group Appraisal, 3 hours

MSC 611, Counseling Children and Adolescents, 3 hours

MSC 665, Internship in School Counseling, 6 hours

II. Candidates with MS in counseling or related fields, 24 hours

The school counseling concentration requires the following prerequisite grade level courses for candidates with master's degrees in counseling or a closely related field: Human Development; Educational or Counseling Research; Counseling Ethics; Theories and Techniques of Counseling; and Group Counseling Processes. Each candidate is required to take missing prerequisite course(s) in addition to the EdS degree.

- MSC 501, Foundations in School Counseling, 3 hours
- MSC 561, School Orientation for Counselors, 3 hours
- MSC 567, Career Development and Counseling, 3 hours
- MSC 568, Individual and Group Appraisal, 3 hours
- MSC 611, Counseling Children and Adolescents, 3 hours
- MSC 665, Internship in School Counseling, 6 hours
- SPED 508, Survey of Persons with Exceptionalities, 3 hours

Mental Health Concentration

Mission Statement

The mission of Carson-Newman's Educational Specialist Degree program with emphasis in Mental Health is to recruit students from diverse backgrounds who have graduate degrees from accredited institutions in counseling or a closely related mental health field and a passion for service and to equip them with competencies essential to establish comprehensive, developmental school and mental health programs that build collaborative relations within school and communities and to provide leadership to advocate for social justice.

Objectives/Outcomes

The Mental Health Emphasis provides opportunities for the development of professional skills necessary in treating individual and family problems through various public and private mental health settings. Degree graduates in mental health counseling will:

- Collaborate across counseling areas to strengthen the effectiveness of counseling programs;
- Lead in advocacy for students and strong comprehensive school programs designed to meet student needs;
- Know and use the highest of ethical standards in professional counseling;
- Use research and best practices in counseling for accountability in professional practice and program operation and development;
- Demonstrate an understanding of the general nature of the counseling profession;
- Apply knowledge of appropriate counseling theories and techniques;
- Apply knowledge from areas of human growth and development to the specific problems and difficulties of individuals;
- Demonstrate an understanding of diversity issues for particular social, gender, ethnic, and other groups;
- Develop plans and procedures that foster personal and interpersonal growth;
- Apply a philosophical basis underlying the helping process;
- Demonstrate an ability to facilitate human growth and development through the counseling process;
- Demonstrate an understanding and use of ethical and legal standards of the counseling profession;
- Utilize the appropriate community resources and referral processes;
- Demonstrate the ability to maintain confidentiality of clients and safeguard the protection of their counseling records;
- Utilize effective assessments and develop and write effective treatment plans using systems theory, other counseling theories, and the DSM;
- Model the moral and ethical requirements of a mental health professional;
- Establish and maintain appropriate interpersonal relationships with clients and colleagues; and
- Utilize appropriate research skills to know and understand current developments in counseling and to improve counseling effectiveness.

I. Core Courses, 12 hours

- COUN 712, Advanced Collaboration and Leadership in Counseling, 3 hours
- COUN 714, Advanced Intentional Interviewing and Counseling Skills, 3 hours
- COUN 722, Advanced Legal, Ethical, Sociocultural, and Spiritual Issues in Counseling, 3 hours
- COUN 730, Research in Effective Counseling and Collaborative Approaches, 3 hours

II. Required Courses in the Mental Health Emphasis, 6 hours

- COUN 750, Mental Health Counseling in Trauma and Crises, 3 hours
- COUN 755, Advanced Contemporary Theories and Techniques for Counseling Children and Adolescents, 3 hours

III. Electives, six (6) additional courses for total of 18 hours

Each student will work carefully with the advisor to choose the six courses needed for licensure purposes or for best application in the student's career area.

- COUN 710, Psychopathology, 3 hours
- COUN 715, Addictions Counseling, 3 hours

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COUN 717, Family Violence: Intervention and Treatment, 3 hours
COUN 718, Counseling Military Children and Their Families, 3 hours
MSC 567, Career Development and Counseling, 3 hours
MSC 569, Understanding Families, 3 hours
MSC 580, Crisis Interventions in Counseling, 3 hours
MSC 582, Assessment/Intervention in Individual Family Therapy, 3 hours
MSC 584, Study of Normal and Abnormal Behavior, 3 hours
MSC 588, Internship, 3 hours
MSC 611, Counseling Children and Adolescents, 3 hours
MSC 638, Play Therapy Across the Lifespan, 3 hours
MSC 640, Introduction to Marriage and Family Therapy, 3 hours
MSC 650, Neuroscience and Counseling Interventions, 3 hours
MSC 653, Spirituality, Family Systems, and Holistic Mental Health, 3 hours

Education

Sharon Teets, Chair, Department of Education, Advisor/Director, Transitional Licensure
Mark Brock, Director, Teaching English as a Second Language Program
Kimberly Hawkins, Director, Reading Specialist Program
Julia Price, Director, Educational Specialist and Doctor of Education Programs
Earnest Walker, Director, Educational Leadership Program
Lesa Baker, Coordinator of Field Experience
Danny Hinson
Melanie Hodgson
Peggy Hypes
Sandra Long
Jean Love
Karen Milligan
P. Mark Taylor

Accreditation

The Carson-Newman University Education Unit is accredited by the National Council for Accreditation of Teacher Education (NCATE). All licensure programs are approved by the Tennessee State Board of Education. The Praxis pass rate for 2011-12 is 100%.

Program of Study

Since its inception at Carson-Newman, the graduate program in education has been preparing educators for service in the school systems of East Tennessee. In line with the vision and mission of the university and of the unit, the graduate programs seek to prepare caring and professionally competent teachers and school leaders who feel called to bring about positive change and serve as mentors and role models. The graduate programs provide positive learning experiences in an atmosphere that encourages students to explore how to be professionals with a Christian perspective.

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

1. Use research findings from the professional literature, knowledge of best practice, action research to reflect upon and make informed decisions about their own professional practice;
2. Use technology as a tool to maximize student learning; manage professional responsibilities for oneself and others; and promote their own and others' continued professional development for leadership roles;
3. Effectively use varied assessment strategies to meet the needs of all children and teachers and to promote overall school improvement;
4. Respectfully consider the needs of children and families from diverse cultural backgrounds to serve as change agents to ensure that all students learn;
5. Facilitate desirable relationships between home, school, and community in order to improve the overall quality of schools as places for learning for all students.

Degrees and Majors Available

Students seeking a graduate degree may select from the following programs of study.

- **Master of Arts in Teaching Degree: Curriculum and Instruction**

A program of study which leads to Tennessee initial licensure in:

Early Childhood Education (PreK-3)

Elementary Education (K-6)

Middle Grades (4-8)

Secondary Education (7-12)

Biology, Business, Chemistry, English, Government, History, Mathematics, Spanish, Family and Consumer Sciences Education (5-12), Physics (7-12), Psychology (9-12)

K-12 licensure

Music (Instrumental or Vocal), Visual Arts, Physical Education, Special Education (Comprehensive or Modified), and Theater

- **Master of Arts in Teaching Degree: English as a Second Language (ESL)**

A program of study designed to prepare individuals for service and ministry in the U.S. and abroad, or for Tennessee initial licensure in ESL (PreK-12).

- **Master of Arts in Teaching Degree: Chinese as a Second Language (CSL)**

A program of study designed to prepare individuals for service and ministry in the U.S. and abroad, or for Tennessee initial licensure in Chinese PreK-12.

- **Add-on Endorsements:** A licensed teacher may complete requirements for licensure in the following areas for add-on endorsements:

Beginning Administrator PreK-12 Licensure

Early Childhood Education (PreK-3)

Elementary (K-6)

English as a Second Language (PreK-12)

Middle Grades (4-8)

Secondary (7-12) areas: Business, Biology, Chemistry, English, Foreign Language (Spanish), Government, History, Math, Family and Consumer Sciences Education (5-12), Physics (7-12), Psychology (9-12), Theater

K-12 areas: Music (Instrumental or Vocal), Physical Education, Special Education (Comprehensive or Modified), English as a Second Language, Chinese as a Second Language, and Visual Arts

- **Master of Education Degree**

Programs of study in:

Curriculum and Instruction

Curriculum and Instruction, Coaching Emphasis

Curriculum and Instruction, Reading Specialist PreK-12

Curriculum and Instruction, Transitional License

Educational Leadership (leads to Beginning Administrator PreK-12 licensure)

Teaching English as a Second Language/International Emphasis

- **Educational Specialist Degree**

Programs of study in:

Administrative Leadership (may lead to Aspiring or Beginning Instructional Leader License -- AIL/BIL)

Curriculum and Instruction Leadership

- **Doctor of Education Degree**

Programs of study in:

Administrative Leadership (may lead to Aspiring or Beginning Instructional Leader License -- AIL/BIL)

Curriculum and Instruction Leadership

Research Options

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

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

Master of Arts in Teaching Degree Curriculum and Instruction

Goals

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

Masters of Arts in Teaching Graduates will:

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

Admission Requirements

The Graduate Admissions and Appeals Board for the Master of Arts in Teaching degree: Curriculum and Instruction reviews and 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)

In addition to the common admission requirements, the requirements for a student who wishes to pursue work leading to the Master of Arts in Teaching degree are:

- Completed application form, written statement of purpose, and \$50 application fee.
- A recommendation from each of the following areas: academic, employment, and character. Recommendation forms are provided with the application.
- One official transcript of all undergraduate study. Also, one official graduate transcript showing courses which are being transferred to Carson-Newman University to count toward the master's degree (maximum of 9 semester hours taken within the past 5 years).
- Successful completion of an interview for the purpose of assessment of personal characteristics and academic proficiency of the candidate. International students may arrange a telephone interview with the director of the program.
- A bachelor's degree from a four-year, regionally accredited college, showing a minimum GPA of 3.00 (on a 4.00 scale) in the undergraduate major.
- A minimum 2.5 overall GPA.
- Passing scores on the appropriate PRAXIS II content knowledge test for secondary areas; Elementary Content Knowledge Test (014) for early childhood (PreK-3) and elementary (K-6) licensure; Middle School Content Knowledge Test (0146) for middle grades (4-8) and special education (K-12) licensure. In lieu of passing Praxis II scores, GRE scores may be substituted. Admission to any graduate program in education will be based on consideration of all application materials as a complete package. However, if the GRE score is used to meet the test criterion of admission, a minimum score of 300 for the verbal and quantitative components of the GRE is expected. No student will be fully admitted without meeting the testing requirement, and only 12 hours may be completed in the provisionally admitted category of acceptance.
- Background records check submitted directly to Carson-Newman; no second-party background record checks are accepted.

Licensure Areas

Early Childhood Education: (PreK-3)

Elementary Education: (K-6)

Middle Grades: (4-8)

Secondary Education (7-12): Biology, Business, Chemistry, English, Government, History, Mathematics, Physics, Psychology, Spanish

Family and Consumer Sciences Education: (5-12)

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

Admission Evaluation

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

Major: In most cases, a major in an academic area for which the state issues a license for teaching will meet Tennessee minimum requirements. Every MAT degree candidate should check with his/her advisor to make sure the major requirements are met in the undergraduate program.

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

Student Teaching (Enhanced)

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

Required Tests:

Prior to enrolling in the student teaching semester, students are required to have passing scores on the Praxis II: Principles of Learning and Teaching (PLT) test.

Prior to the completion of the student teaching semester, students are required to obtain passing scores on the Praxis II specialty area tests that correspond with their major area of study. Students who do not obtain passing scores on Praxis II exams will receive a grade of incomplete for the student teaching seminar.

Students must register for all of the Praxis II tests online at www.ets.org/praxis. Carson-Newman University and the Tennessee Department of Education should be listed as score recipients. Test dates, registration deadlines, and score requirements are available online and in the Department of Education.

State Requirements for Licensure

Master of Arts in Teaching (MAT) 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. The Teacher Education Office has the addresses and telephone numbers of all state licensure offices in the United States.

Elementary Education (K-6), 58 hours

I. Pre-Student Teaching, 46 hours

- EDUC 512, Teaching Health and PE in K-6, 3 hours
- EDUC 524, Techniques for Inclusion, 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
- EDUC 603, K-6 Mathematics Methods, 3 hours
- EDUC 605, K-6 Social Studies Methods, 3 hours
- EDUC 606, K-6 Science Methods, 3 hours
- EDUC 630, Educational Research, 3 hours
- EDUC 655, K-6 Literacy Methods, 4 hours
- SPED 508, Survey of Persons with Exceptionalities, 3 hours

II. Enhanced Student Teaching, 9 hours

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

————— END OF LICENSURE REQUIREMENTS —————

III. Post Student Teaching, 3 hours

- EDUC 660*, Thesis, 3 hours

-or-

- EDUC 600, Integrating Research and Learning, 3 hours

* EDUC 631, Research in the Content Field is a prerequisite to EDUC 660

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

Middle Grades (4-8), 57 hours

I. Pre-Student Teaching, 45 hours

- EDUC 524, Techniques for Inclusion, 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 537, Topics in the Content Field, 3 hours
- EDUC 558, Foundations of Education, 3 hours
- EDUC 560, Classroom Management, 3 hours
- EDUC 561, Effective Home, School, Community Relationships, 3 hours
- EDUC 602, Children in the Middle Grades: Curriculum, Instruction, and Classroom Management, 3 hours
- EDUC 615, Middle Grades Mathematics Methods, 3 hours
- EDUC 616, Middle Grades Science Methods, 3 hours
- EDUC 618, Middle Grades Social Studies Methods, 3 hours
- EDUC 617, Middle Grades Literacy Methods, 3 hours
- EDUC 630, Educational Research, 3 hours
- SPED 508, Survey of Persons with Exceptionalities, 3 hours

II. Student Teaching Semester, 12 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
 - EDUC 660, Thesis, 3 hours
- or-
- EDUC 600, Integrating Research and Learning, 3 hours

Secondary 7-12 or K-12 Education, 45 hours

I. Pre-Student Teaching, 30 hours

- EDUC 524, Techniques for Inclusion, 3 hours
- EDUC 531, Evaluation of Learning, 3 hours
- EDUC 533, Educational Technology, 3 hours
- EDUC 544/545/546/547/548/549, Methods in Content Field, 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 566, Issues in Human Development, 3 hours
- EDUC 630, Educational Research, 3 hours
- SPED 508, Survey of Persons with Exceptionalities, 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 have four hours of reading. To satisfy this state requirement, English majors at Carson-Newman must take EDUC 655 Reading Instruction and Assessment, 4 hours.

II. Enhanced Student Teaching, 9 hours

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

— END OF LICENSURE REQUIREMENTS —

III. Post Student Teaching, 6 hours

- EDUC 530, Curriculum Development, 3 hours
 - EDUC 660*, Thesis, 3 hours
- or-
- EDUC 600, Integrating Research and Learning, 3 hours

* EDUC 631, Research in the Content Field is a prerequisite to EDUC 660

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

Special Education, Modified and Comprehensive, K-12, 62 hours

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

I. Pre-Student Teaching, 36 hours

- EDUC 524, Techniques for Inclusion of Diverse Learners, 3 hours
- EDUC 533, Educational Technology, 3 hours
- EDUC 558, Foundations of Education, 3 hours
- EDUC 555, Literacy Development through Language Arts, 3 hours
- EDUC 655, K-6 Literacy Methods, 4 hours
- SPED 508, Survey of Persons with Exceptionalities, 3 hours
- SPED 509, Vocational/Leisure Skills, 3 hours
- SPED 519, Assessment and Diagnosis of Exceptional Children, 3 hours
- SPED 521, Language Development, 3 hours
- SPED 615, Strategies/Programs for Students with Mild/Moderate Disabilities, 3 hours
- SPED 616, Characteristics/Needs of Mildly/Moderately Disabled, 3 hours

II. Comprehensive, 8 hours

- SPED 617, Characteristics/Needs of Low Incidence Disabilities, 3 hours
- SPED 618, Strategies/Programs for Students with Low Incidence Disabilities, 3 hours

III. Student Teaching Semester, 9 hours

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

— END OF LICENSURE REQUIREMENTS —

IV. Post-Student Teaching, 9 hours

- SPED 514, Gifted and Talented Learners, 3 hours
- SPED 515, Methods and Materials for Gifted and Talented, 3 hours
- EDUC 600, Integrating Research and Learning
- or-
- EDUC 660, Thesis

English As A Second Language K-12

Goals

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; and
- Demonstrate understanding of critical issues related to language assessment and the ability to conduct classroom-based assessment of language learning.

(Adapted from *TESOL/NCATE Standards for P-12 ESL Teacher Education Programs*.)

Admission Requirements

The Graduate Admissions and Appeals Board for the Master of Arts in Teaching degree: English as a Second Language reviews and 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)

In addition to the common admission requirements, the requirements for a student who wishes to pursue work leading to the Master of Arts in Teaching degree in English as a Second Language are:

- Completed application form, written statement of purpose, and \$50 application fee.
- A recommendation from each of the following areas: academic, employment, and character. Recommendation forms are provided with the application.
- One official transcript of all undergraduate study. Also, one official graduate transcript showing courses which are being transferred to Carson-Newman University to count toward the master's degree (maximum of 9 semester hours taken within the past 5 years).

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- Successful completion of an interview for the purpose of assessment of personal characteristics and academic proficiency of the candidate. International students may arrange a telephone interview with the director of the program.
- A bachelor's degree from a four-year regionally accredited college, showing a minimum GPA of 3.00 (on a 4.00 scale) in the undergraduate major.
- A minimum 2.5 overall GPA.
- Tests for U.S. Students: GRE minimum score of 300 verbal and combined or passing scores on the PRAXIS II Principles of Learning and Teaching Tests, or PRAXIS II Specialty Area tests in the area of licensure taken within the last five years.
- Background records check submitted directly to Carson-Newman for initial licensure candidates; no second-party background records checks are accepted.
- 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, 563, 564 in addition to degree requirements. Applicants without the required English language test score may be admissible but will be tested for English language proficiency upon arrival and may be required to complete additional English language study in the Carson-Newman English Language Institute before beginning full-time graduate studies. International students who have earned an undergraduate or graduate degree at a United States college or university or who have successfully completed study in the Carson-Newman English Language Institute are exempted from the TOEFL/IELTS requirement.

English as a Second Language, 36 hours

I. Linguistics, 12 hours

TESL 565, Language and Culture, 3 hours
TESL 566, English Phonology, 3 hours
TESL 567, English Syntax, 3 hours
TESL 568, Language Acquisition, 3 hours

II. Pedagogy, 15 hours

TESL 580, ESL Curriculum, 3 hours
TESL 581, Language Teaching Materials and Methods I: Speaking and Listening, 3 hours
TESL 582, Language Teaching Materials and Methods II: Reading and Writing, 3 hours
TESL 583, Evaluation of Language Learning, 3 hours
TESL 584, Practicum in TESL, 3 hours

III. Non-Thesis Option, 9 hours

EDUC/TESL Electives, 6 hours
TESL 600, Research in TESL, 3 hours

— or —

Thesis Option, 9 hours

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

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

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

English as a Second Language (Licensure), 36-48 hours

I. Linguistics, 12 hours

TESL 565, Language and Culture, 3 hours
TESL 566, English Phonology, 3 hours
TESL 567, English Syntax, 3 hours
TESL 568, Language Acquisition, 3 hours

II. Pedagogy, 12 hours

TESL 580, ESL Curriculum, 3 hours
TESL 581, Language Teaching Materials and Methods I: Speaking and Listening, 3 hours
TESL 582, Language Teaching Materials and Methods II: Reading and Writing, 3 hours
TESL 583, Evaluation of Language Learning, 3 hours

III. Licensure Requirement, 9 hours

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

IV. Research Requirement, 3 hours

- TESL 600, Research in TESL, 3 hours

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

Professional Education, 12 hours

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

Additional Requirements:

1. 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)
2. Passing scores on either the Principles of Learning and Teaching K-6 (PLT K-6) or Principles of Learning and Teaching 7-12 (PLT 7-12) test, as well as passing scores on the ESL Specialty Area test, must be submitted before student teaching.

Add-on Endorsement: ESL

Only those holding a Tennessee teaching licensure may add the endorsement in ESL K-12.

I. Linguistics, 12 hours

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

II. Pedagogy, 9 hours

- TESL 581, Language Teaching Materials and Methods I: Speaking and Listening, 3 hours
- TESL 582, Language Teaching Materials and Methods II: Reading and Writing, 3 hours
- TESL 583, Evaluation of Language Learning, 3 hours

Additional Requirement:

Before the candidate is eligible for add-on licensure in ESL, passing scores on the ESL Specialty Area test must be submitted.

State Requirements for Licensure: ESL**General Education**

Applicants for initial licensure will be evaluated to make sure that the General Education knowledge and skills specified in the Tennessee Teacher Licensure Standards are met. In addition to reviewing applicants' transcripts, personal interviews will be conducted to explore whether or not the General Education knowledge and skills have been obtained through previous university course work or through life experience. In a case where it is decided that certain knowledge and skills have not been obtained, an outline of courses/experiences will be developed for the applicant to complete before being recommended for licensure.

Major

A major in an academic area is required. Any undergraduate major is acceptable for admission.

Professional

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

Student Teaching (Enhanced)

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

Required Tests:

Prior to enrolling in the student teaching semester, students are required to have passing scores on the Praxis II: Principals of Learning and Teaching (PLT) test.

Prior to the completion of the student teaching semester, students are required to obtain passing scores on the Praxis II specialty area tests that correspond with their major area of study. Students who do not obtain passing scores on Praxis II exams will receive a grade of incomplete for the student teaching seminar.

Students may register for all of the Praxis II tests online at www.ets.org/praxis. Carson-Newman University and the Tennessee Department of Education should be listed as score recipients. Test dates, registration deadlines, and score requirements are available online and in the Department of Education. Typically, test months are on year test cycles beginning September, November, January, March, April, June, and July. Students who do not obtain passing scores on Praxis II exams will receive a grade of incomplete for the student teaching seminar.

Foreign Language

"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)

Chinese As A Second Language

Admission Requirements

To be considered for admission to the MAT in Chinese as a Second Language, native speakers of Mandarin Chinese must submit scores of Advanced Low or higher on the ACTFL test of Mandarin Chinese (OPI or OPIc and WPT). Preference will be given to applicants who majored or minored in Chinese language. Applicants who are non-native speakers of Mandarin Chinese must have completed an undergraduate major in Chinese language and submit ACTFL test scores of Advanced Low or higher. ACTFL test information and applications can be accessed from www.languageTesting.com.

International applicants should refer to English language proficiency requirements listed on page 10.

Chinese as a Second Language, 45 hours

See page 43 for specific admission requirements.

I. Pre-Student Teaching, 33 hours

- EDUC 533, Educational Technology, 3 hours
- EDUC 558, Foundations of Education, 3 hours
- EDUC 560, Classroom Management, 3 hours
- EDUC 566, Issues in Human Development, 3 hours
- EDUC 630, Educational Research, 3 hours
- SPED 508, Survey of Persons with Exceptionalities, 3 hours
- TESL 565, Language and Culture, 3 hours
- TESL 568, Language Acquisition, 3 hours
- TESL 581, Language Teaching Methods I, 3 hours
- TESL 582, Language Teaching Methods II, 3 hours
- TESL 583, Evaluation of Language Learning, 3 hours

II. Student Teaching, 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

III. Post-Student Teaching, 3 hours

EDUC 600, Integrating Research and Learning, 3 hours

Master of Education Degree

Curriculum and Instruction

The Master of Education program is offered in an online format and is designed to prepare licensed teachers to take on leadership roles in PreK-12 schools. Candidates will develop their abilities to help their schools become more effective in ensuring that all students are successful in the standards-driven, outcome-based culture of P-12 schools. The Master of Education degree is structured to provide a variety of options for graduate students. Regardless of the option selected in the MEd degree program, all candidates complete either a thesis or an action research project as the culminating research experience.

The MEd in Curriculum and Instruction includes an 18-hour common core of classes, and candidates may choose elective courses to develop an area of specialization of their own design, with approval from the academic advisor.

The MEd Coaching Option is designed for those people who wish to develop expertise as coaches of individual and team sports. Candidates complete the same 18-hour core as all MEd candidates, and they then can specialize with 15 additional hours of coaching courses.

The MEd in Curriculum and Instruction: Reading Specialist program is designed for teachers who wish to assume leadership roles in the design and implementation of reading programs. Candidates must have at least three years of classroom teaching experience before they may be recommended for licensure as a reading specialist.

The MEd in Curriculum and Instruction: Teaching English as a Second Language/International Emphasis is designed for licensed teachers who wish to add on the ESL K-12 endorsement or for those international students who wish to develop expertise in curriculum and instruction, but who do not wish to obtain licensure in Tennessee.

The MEd in Curriculum and Instruction: Transitional License is designed for those individuals who have been hired by school systems and recommended for a transitional license. Candidates may complete 21 hours of coursework to meet the requirements of the transitional licensure program, and those hours may be used to complete the MEd degree requirements.

Experienced teachers with at least three years of successful teaching experience in P-12 schools may choose the MEd in Curriculum and Instruction: Educational Leadership program which may lead to licensure as an Aspiring or Beginning Instructional Leader (AIL/BIL) in Tennessee.

Goals

The Master of Education Program seeks to

- Assure that candidates have extensive knowledge of leadership and change within educational and other societal institutions;
- Develop candidates who can analyze and interpret school and primary research data and can conduct action research to effect change; and
- Produce candidates with the skills to foster and maintain relationships within the school, and with the district, parents, and community members to support student achievement.

Admission Requirements

The Graduate Admissions and Appeals Board for the Master of Education degree: Curriculum and Instruction reviews and 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). In addition to the common admission requirements, the requirements for a student who wishes to pursue work leading to the Master of Education in Curriculum and Instruction are:

- Completed application form, written statement of purpose, and \$50 application fee.
- A recommendation from each of the following areas: academic, employment, and character. Recommendation forms are provided with the application.
- One official transcript of all undergraduate study. Also, one official graduate transcript showing courses which are being transferred to Carson-Newman University to count toward the master's degree (maximum of 9 semester hours taken within the past 5 years).
- Successful completion of an interview for the purpose of assessment of personal characteristics and academic proficiency of the candidate. International students may arrange a telephone interview.
- A bachelor's degree from a four-year, regionally accredited college, showing a minimum GPA of 3.00 (on a 4.00 scale) in the undergraduate major.
- A minimum 2.5 (on a 4.00 scale) overall undergraduate GPA.
- Tests for U.S. Students: GRE or passing scores on the PRAXIS II Principles of Learning and Teaching Tests, or PRAXIS II Specialty Area tests in the area of licensure obtained within the last five years. Admission to any graduate program in education will be based on consideration of all application materials as a complete package. However, if the GRE score is used to meet

the test criterion for admission. A minimum score of 300 for the verbal and quantitative components of the GRE is expected. No student will be fully admitted without meeting the testing requirement, and only 12 hours may be completed in the provisionally admitted category of acceptance.

- 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, 563, 564 in addition to degree requirements. Applicants without the required English language test score may be admissible but will be tested for English language proficiency upon arrival and may be required to complete additional English language study in the Carson-Newman English Language Institute before beginning full-time graduate studies. International students who have earned an undergraduate or graduate degree at a United States college or university or who have successfully completed study in the Carson-Newman English Language Institute are exempted from the TOEFL/IELTS requirement.
- Background records check. No second party background records check will be accepted.
- A candidate for the reading specialist master's degree program may be admitted without teaching experience, but will not be recommended for licensure as a reading specialist without three years of teaching experience.

Curriculum and Instruction, 36 hours

The program includes a core of 15 hours and also includes 15 hours of electives to help teachers select courses to meet their own individual needs and goals.

I. Required Core, 15 hours

EDUC 538, Foundations of Leadership, 3 hours
EDUC 561, Effective Home, School, Community Relations, 3 hours
EDUC 571, Change Theory and Practice, 3 hours
EDUC 572, Evaluation for Continuous Improvement, 3 hours
or EDUC 531, Evaluation of Learning, 3 hours
EDUC 630, Educational Research, 3 hours

II. Electives, 15 hours

Candidates are encouraged to select an area of focus in the 15 hours of electives.

III. Thesis Option, 6 hours

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

-or-

Non-Thesis Option, 6 hours

EDUC 600, Integrating Research and Learning, 3 hours
EDUC Electives, 3 hours

Curriculum and Instruction: Coaching Option, 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.

I. Required Core, 15 hours

EDUC 538, Foundations of Leadership, 3 hours
EDUC 561, Effective Home, School, Community Relations, 3 hours
EDUC 571, Change Theory and Practice, 3 hours
EDUC 572, Evaluation for Continuous Improvement, 3 hours
or EDUC 531, Evaluation of Learning, 3 hours
EDUC 630, Educational Research, 3 hours

II. Coaching Emphasis, 15 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

III. Thesis Option, 6 hours

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

-or-

Non-Thesis Option, 6 hours

EDUC 600, Integrating Research and Learning, 3 hours
 Electives, 3 hours

Curriculum and Instruction: Reading Specialist PreK-12, 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 three years of successful classroom teaching experience. 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 for Reading specialist, PreK-12.

EDUC 536, Using Books with Children and Adolescents, 3 hours
 EDUC 538, Foundations of Leadership, 3 hours
 EDUC 620, Emergent Literacy, 3 hours
 EDUC 621, Teach Reading and Writing in the Elementary/Middle School, 3 hours
 EDUC 622, Diagnosis and Correction of Reading Problems, 3 hours
 EDUC 623, Practicum in Remediation 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 630, Educational Research, 3 hours
 SPED 521, Language Development, 3 hours
 TESL 565, Language and Culture, 3 hours

Research Option, 3 hours

EDUC 600, Integrating Research and Learning
 -or-
 EDUC 660, Thesis

Curriculum and Instruction: Teaching English As a Second Language/International Emphasis

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 international 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.

In place of the electives specified in Part II of the MEd requirements, students wishing to complete the international emphasis should complete:

TESL 564, Advanced Writing and Research Skills II, 3 hours
 TESL 565, Language and Culture, 3 hours
 TESL 584, Practicum in ESL, 3 hours

The remaining 6 hours of electives should be chosen from the following courses:

EDUC 523, Issues in Multicultural Education, 3 hours
 TESL 568, Language Acquisition, 3 hours
 TESL 581, ESL Materials and Methods I: Speaking and Listening, 3 hours
 TESL 582, ESL Materials and Methods II: Reading and Writing, 3 hours

The focus of the student's thesis or scholarly paper should be centered on a topic related to cultural and/or linguistic diversity in schools. The thesis option must be approved by the student's advisor and Chair of Graduate Studies in Education.

Curriculum and Instruction: Transitional Licensure Program

Carson-Newman University collaborates with school systems who have hired individuals on the transitional licensure. This license is available to individuals who have not completed traditional teacher education programs, but who meet content knowledge requirements in one of three ways: have a bachelor's degree with a major in the discipline that the individual is teaching (for example, math); have 24 hours in the subject matter hired to teach; or have passing scores in the appropriate Praxis II subject matter exam. An individual may work with the transitional license for a maximum of three years. Prior to the first renewal of the transitional license, the teacher holding

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the transitional license must have been admitted to a teacher education program and successfully completed the orientation component of the professional education core and three additional hours of coursework. By the second renewal, the Praxis II content area exam(s) for the endorsement must have been completed successfully. All Praxis II tests must be completed prior to completion of the M.Ed. degree and advancement to the apprentice license. For further information about the Tennessee State Board Policy relevant to the transitional license, please see information on the website: <http://tennessee.gov/education/lic/trans.shtml>.

The transitional licensure program at Carson-Newman may lead to the Master of Education degree. In order to be admitted to the M.Ed. Transitional Licensure Program, the individual must show proof of employment by a school system and must complete the orientation component of the program during the first year of teaching. Courses that are required for the transitional license, but not required in the M.Ed. core requirements, may be completed as electives in the M.Ed. program. The following courses comprise the transitional licensure program and must be completed before the candidate may be advanced to the apprentice license. The advancement application is submitted by the transitional licensure holder, with school system approval.

Orientation Component of the Professional Education Core:

- EDUC 666, Supervised Teaching Experience, 3 hours
- Content Area Methods Course*, 3 hours

Remaining coursework of the Professional Education Core:

- EDUC 531, Evaluation of Learning, 3 hours
- EDUC 533, Educational Technology, 3 hours
- EDUC 560, Classroom Management, 3 hours
- EDUC 566, Issues in Human Development, 3 hours
- SPED 508, Survey of Persons with Exceptionalities, 3 hours

*Content Area Methods Courses:

- EDUC 546, Teaching History and Social Studies in the Secondary School
- EDUC 547, Teaching English and Literature in the Secondary School
- EDUC 548, Teaching the Natural Sciences in the Secondary School
- EDUC 549, Teaching Math in the Secondary School
- EDUC 545, Teaching Business Education in the Secondary School
- EDUC 544, Teaching Modern and Classical Languages
- SPED 516, Methods of Teaching Special Education
- EDUC 513, Teaching Physical Education in the Elementary School
- EDUC 514, Teaching Physical Education and Wellness in the Secondary School
- EDUC 537, Topics in the Content Field (For Content Areas Not Already Listed)

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. This program leads to the beginning administrator's license.

The Master of Education: Educational Leadership (Non-Licensure Track) - In addition to the licensure track for the MEd in Educational Leadership, a non-licensure track is available for those individuals who are preparing for leadership positions in non-public school settings, such as non-profit organizations. The curriculum is identical in terms of coursework, but candidates in the non-licensure program complete internship experiences in non-public school settings designed to enhance their skills in the desired areas of employment.

Applicants for the Master of Education: Educational Leadership licensure track complete the admission requirements identified for all Master of Education programs. However, the Tennessee Instructional Leadership Standards require the completion of additional requirements which are communicated to candidates by the program director. Candidates are provisionally admitted until all of those requirements are met. All candidates must pass the Educational Leadership Praxis exam in order to complete the program and be recommended for the Beginning Instructional Leader license.

I. Required Core, 15 hours

- EDUC 538, Foundations of Leadership, 3 hours
- EDUC 561, Effective Home, School, Community Relations, 3 hours
- EDUC 571, Change Theory and Practice, 3 hours
- EDUC 572, Evaluation for Continuous Improvement, 3 hours
- EDUC 630, Educational Research, 3 hours

II. Educational Leadership, 18 hours

- EDUC 525, Legal and Ethical Issues, 3 hours
- EDUC 527, School Safety and Security, 3 hours
- EDUC 530, Curriculum and Instructional Strategies, 3 hours
- EDUC 573, Management of the School, 3 hours
- EDUC 574, Professional Learning Community, 3 hours
- EDUC 575, Practicum/Internship, 3 hours

III. Non-Thesis Option, 3 hours

- EDUC 600, Integrating Research and Learning, 3 hours

All candidates must pass the Educational Leadership Praxis exam in order to complete the program and be recommended for the Beginning Administrator License.

Educational Specialist Degree and Doctorate of Education Degree

Carson-Newman University has been offering master's degree programs since 1987, and the MEd leading to licensure as a Beginning Instructional Leader since 2007. As of June, 2013, Carson-Newman University was approved by the Southern Association of Colleges and Schools to offer programs through the Educational Specialist and the Doctorate of Education degrees, beginning in Fall 2013. The following online programs have been approved.

Educational Specialist, which requires 36 hours beyond the master's degree, with the following concentrations:

- Administrative Leadership Concentration
 - Instructional Leader License - Aspiring (ILL-A) optional
 - Instructional Leader License - Beginning (ILL-B)
- Curriculum and Instruction Leadership Concentration

Doctorate of Education in Educational Leadership, which requires 57 hours beyond the master's degree, with the following concentrations:

- Administrative Leadership Concentration
 - Instructional Leader License - Aspiring (ILL-A) optional
 - Instructional Leader License - Beginning (ILL-B)
- 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 Interstate School Leaders Licensure Consortium (ISLLC) Standards.

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

Admission requirements for the Ed.S. and the Ed.D. Degrees in Administrative Leadership and Curriculum and Instruction:

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In addition to the graduate admission requirements, the requirements for a candidate who wishes to pursue work leading to the Ed.S. or the Ed.D. in Educational Leadership are:

- A GRE score from a test taken within the last 5 years
- Verbal + Quantitative must be at least 300 on the new scoring systems (represents the sum of the 40th percentile scores)
- Writing score must be at least 4.0
- Transcripts: Graduate GPA of 3.3 or higher
- Three recommendation forms which must be completed by persons who are appropriate to judge academic, employment, and character qualifications of the applicant. Respondents may not be relatives.
- A written statement of purpose which must describe the candidate's reasons for application to the advanced program of choice.
- A scholarly writing sample (APA Master's thesis/research preferred).
- An entrance interview conducted by the graduate faculty must be completed. The interview emphasizes the area of professional and academic background/experience; communication skills; motivation/goals and program fit; and self-awareness and confidence. The interview is scored on a 1 to 5 basis according to the interview rubric designed for this purpose. A 3.5 is considered a passing score.

Educational Specialist Degree

The Educational Specialist degree is designed for those individuals who have completed master's degrees and wish to enhance their own professional development. Candidates will develop advanced skills in analyzing theory and research findings for application in a variety of educational settings. In addition, candidates will focus on the development of leadership skills required for implementation of research-based change strategies. Candidates may choose to specialize as licensed instructional leaders or as curriculum and instructional leaders. EdS candidates complete the same courses at EdD candidates, but the EdS program requires only the mentored residency and professional portfolio rather than the dissertation. Candidates may choose to complete the dissertation and the EdD degree, after having completed the EdS degree.

Administrative Leadership Concentration

Designed for practicing or potential administrators, supervisors, or others who wish to work in educational leadership capacities.

I. Core Courses, 12 hours

- EDUC 538, Foundations of Leadership, 3 hours
- EDUC 720, Ethical, Social, and Spiritual Leadership Principles, 3 hours
- EDUC 721, Educational Leadership Theory and Policy Analysis, 3 hours
- EDUC 722, Organizational Leadership: Effecting Continuous Growth in a Culture of Change, 3 hours

II. Required Courses, 24 hours

- EDUC 525, Legal and Ethical Issues, 3 hours
- EDUC 573, Management of the School, 3 hours
- EDUC 574, Professional Learning Communities, 3 hours
- EDUC 723, Emergent Educational Leadership Trends and Topics, 3 hours
- EDUC 724, Financial Planning and Responsibilities, 3 hours
- EDUC 750, Mentored Residency Internship and Professional Portfolio, 3 hours

III. Elective Courses, 6 hours

- Additional hours in a Cognate Area, 6 hours

Curriculum and Instruction Leadership Concentration

Designed for the teaching practitioner, instructional coach, lead teacher, and others who wish to work in educational leadership capacities.

I. Core Courses, 12 hours

- EDUC 538, Foundations of Leadership, 3 hours
- EDUC 720, Ethical, Social, and Spiritual Leadership Principles, 3 hours
- EDUC 721, Educational Leadership Theory and Policy Analysis, 3 hours
- EDUC 722, Organizational Leadership: Effecting Continuous Growth in a Culture of Change, 3 hours

II. Required Courses, 24 hours

- EDUC 530, Curriculum and Instruction Strategies, 3 hours
- EDUC 537, Topics in the Content Field, 3 hours
- EDUC 572, Evaluation for Continuous Improvement, 3 hours
- EDUC 740, The Teacher as Leader, 3 hours
- EDUC 741, Diversity and Exceptionality Practice and Theory, 3 hours
- EDUC 750, Mentored Residency Internship and Professional Portfolio, 3 hours

III. Elective Courses, 6 hours

- Additional hours in a Cognate Area, 6 hours

Doctorate of Education

The Doctorate of Education is designed for those individuals who have completed master's and/or EdS degrees and who wish to extend their research expertise. Candidates will develop advanced skills in analyzing theory and research findings for application in a variety of educational settings, and they will also develop skills for conducting original research. In addition, candidates will focus on the development of leadership skills required for implementation of research-based change strategies. Candidates may choose to specialize as licensed instructional leaders or as curriculum and instructional leaders. Candidates complete a series of courses and a qualifying exam prior to proceeding to the research component of the program. Candidates complete a series of courses that lead to the development of the research proposal and dissertation, the capstone research experience for the program. All research project proposals must conform to the policies and procedures of the Institutional Review Board of the Graduate Committee.

Administrative Leadership Concentration

Designed for practicing or potential administrators, supervisors, or others who wish to work in educational leadership capacities.

I. Core Courses, 12 hours

- EDUC 538, Foundations of Leadership, 3 hours
- EDUC 720, Ethical, Social, and Spiritual Leadership Principles, 3 hours
- EDUC 721, Educational Leadership Theory and Policy Analysis, 3 hours
- EDUC 722, Organizational Leadership: Effecting Continuous Growth in a Culture of Change, 3 hours

II. Required Courses, 24 hours

- EDUC 525, Legal and Ethical Issues, 3 hours
- EDUC 573, Management of the School, 3 hours
- EDUC 574, Professional Learning Communities, 3 hours
- EDUC 723, Emergent Educational Leadership Trends and Topics, 3 hours
- EDUC 724, Financial Planning and Responsibilities, 3 hours
- EDUC 750, Mentored Residency Internship and Professional Portfolio, 3 hours

III. Elective Courses, 6 hours

- Additional hours in a Cognate Area, 6 hours

IV. Research Core, 9 hours

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

V. Doctoral Dissertation, 12 hours

- EDUC 754, Dissertation, 12 hours

Curriculum and Instruction Leadership Concentration

Designed for the teaching practitioner, instructional coach, lead teacher, and others who wish to work in educational leadership capacities.

I. Core Courses, 12 hours

- EDUC 538, Foundations of Leadership, 3 hours
- EDUC 720, Ethical, Social, and Spiritual Leadership Principles, 3 hours
- EDUC 721, Educational Leadership Theory and Policy Analysis, 3 hours
- EDUC 722, Organizational Leadership: Effecting Continuous Growth in a Culture of Change, 3 hours

II. Required Courses, 24 hours

- EDUC 530, Curriculum and Instruction Strategies, 3 hours
- EDUC 537, Topics in the Content Field, 3 hours
- EDUC 572, Evaluation for Continuous Improvement, 3 hours
- EDUC 740, The Teacher as Leader, 3 hours
- EDUC 741, Diversity and Exceptionality Practice and Theory, 3 hours
- EDUC 750, Mentored Residency Internship and Professional Portfolio, 3 hours

III. Elective Courses, 6 hours

Additional hours in a Cognate Area, 6 hours

IV. Research Core, 9 hours

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

V. Doctoral Dissertation, 12 hours

EDUC 754, Dissertation, 12 hours

Graduate Studies in Nursing

Angela Wood, Chair, Department of Nursing

Kimberly Bolton, Program Director

Greg Casalenuovo

Alice McCurry

Molly Meighan, Professor Emerita

Accreditation

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

Goal

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

Objectives/Outcomes: Family Nurse Practitioner

- Demonstrate competent advanced clinical practice nursing skills within existing or emerging health care delivery systems.
- Demonstrate Christian leadership in guiding and teaching clients and families, and facilitating the development of community systems, in collaboration with other providers, in the provision and management of client care.
- Provide consultation and care to individuals, families, and communities within the contexts of cultural awareness, social concern, aesthetic sensitivity, and personal responsibility for health.
- Use current research activities and scholarly work to improve and evaluate nursing practices and client outcomes.
- Demonstrate Christian values and ethical conduct in the exercise of clinical practice and professional leadership.
- Serve, through collaboration and informed leadership, as a change agent within the profession.
- Demonstrate the use of independent decision making and critical thinking skills in the advanced practice of nursing and health care delivery.

Objectives/Outcomes: Nurse Educator

- Establish an academic and clinical environment that provides leadership in curriculum, instruction, and evaluation within the contexts of cultural awareness, social concern, aesthetic sensitivity, nursing education, and personal responsibility for the learning of students.
- Demonstrate Christian values and ethical conduct in the exercise of nursing education and professional leadership.
- Utilize current research findings and scholarly work to improve and evaluate the science of nursing and nursing education.
- Serve, through collaboration and informal leadership, as a change agent within the profession of nursing and education.
- Demonstrate the use of independent decision making and critical thinking skills in the development of curricula in the advanced practice of nursing and education based on the mission of the program and institution.
- Demonstrate a collaborative approach to improve societal and health care needs through nursing education to facilitate the enactment of best practices.

Admission Requirements for MSN program

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

- 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.
- Score of 300 or its equivalent on Graduate Record Examination within ten years of application.
- Application and \$50.00 nonrefundable application fee.
- One official transcript from all previous undergraduate and graduate college or university course work.
- A completed recommendation form from each of the following areas: academic, employment, and character.
- Current unencumbered active registered nurse licensure in the State of Tennessee or compact state.
- Completion of criminal background check within 90 days of admission.
- Letter of personal goals and aspirations.
- An informal interview with graduate faculty including a brief writing component.
- Completion of a drug screen prior to enrollment in first clinical course.

Graduate nursing application deadlines:

- * Fall admission -- March 15
- * Spring admission -- October 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 the first clinical course excluding Nursing 507. 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.

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 must be obtained through Carson-Newman University in the fall of the year if the student is to be enrolled in a clinical course for that academic year.

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.

Nursing

Thesis Option

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

Comprehensive Examination will be required for all Master of Science in Nursing degree students.

Non-Thesis Option

Prior to beginning the non-thesis option within the Graduate Studies in Nursing, a student must have completed NURS 510 Advanced Statistics, NURS 513 Theories of Nursing, and NURS 516 Research Methods and Design in Nursing. The advanced practice project requires a committee of two faculty members, both from the department of nursing. The project committee approval form must be completed and submitted to the Graduate Program Director of Nursing prior to beginning NURS 600. In addition, the student completes

an additional 30 hours of clinical at a site that is congruent with the topic choice. The clinical hours may be completed prior to the beginning of the spring semester so as not to interfere with the clinical hours required in the final semester and to assist the student in completing the non-thesis option. Students will submit a scholarly article for publication and complete a seminar presentation prior to grade assignment. Comprehensive Examination will be required for all Master of Science in Nursing degree students.

Collaborative Research Project

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

Family Nurse Practitioner, 45 hours

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

Fall Semester

NURS 501, Advanced Pathophysiology, 3 hours
NURS 503, Advanced Pharmacology, 3 hours
NURS 507, Advanced Health Assessment, 3 hours

Spring Semester

NURS 513, Theories of Nursing, 3 hours
NURS 531, Advanced Primary Nursing Care for Women, 6 hours

Summer Semester

NURS 510, Advanced Statistics, 3 hours
ELECTIVE, 3 hours

Fall Semester

NURS 516, Research Methods and Design in Nursing, 3 hours
NURS 535, Advanced Primary Nursing Care for Children and Adolescents, 6 hours

Spring Semester

NURS 537, Advanced Primary Nursing Care for Adults, 7 hours
NURS 540, Accountability for Advanced Nursing Practice 3 hours
NURS 600, Advanced Practice Project, Seminar Presentation, 2 hours (non-thesis option)

-OR-

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

-OR-

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

Comprehensive Examination (all MSN degree candidates)

Nurse Educator, 35 hours

A 35-semester hour program designed to prepare the registered nurse for advanced practice roles in nursing within the context of Christian beliefs, values, and behaviors. Clinical practicum includes a seminar and has a credit/clinical ratio of 1:4 hours.

Fall Semester

NURS 501, Advanced Pathophysiology, 3 hours
 NURS 503, Advanced Pharmacology, 3 hours
 NURS 507, Advanced Health Assessment, 3 hours

Spring Semester

NURS 513, Theories of Nursing, 3 hours
 NURS 517, Curriculum & Instructional Design in Nursing Education, 3 hours
 NURS 518, Teaching Methods and Strategies, 3 hours

Summer Semester

NURS 510, Advanced Statistics, 3 hours
 NURS 528, Nursing Education Internship

Fall Semester

NURS 516, Research Methods and Design in Nursing, 3 hours
 NURS 532, Nursing Education Practicum, 2 hours
 NURS 538, Nursing Education Seminar, 1 hour

Spring Semester

NURS 537, Advanced Primary Nursing Care for Adults, 7 hours
 NURS 540, Accountability for Advanced Practice, 3 hours
 NURS 600, Advanced Practice Project, Seminar Presentation, 2 hours (non-thesis option)

-OR-

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

-OR-

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

Comprehensive Examination (all MSN degree candidates)

Family Nurse Practitioner/Nurse Educator Dual Track, 54 hours

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

Summer Semester

NURS 510, Advanced Statistics, 3 hours
 NURS 518, Teaching Methods and Strategies, 3 hours

Fall Semester

NURS 501, Advanced Pathophysiology, 3 hours
 NURS 503, Advanced Pharmacology, 3 hours
 NURS 507, Advanced Health Assessment, 3 hours

Spring Semester

NURS 513, Theories of Nursing, 3 hours
 NURS 517, Curriculum & Instructional Design in Nursing Education, 3 hours
 NURS 531, Advanced Primary Care for Women, 6 hours

Summer Semester

NURS 528, Nursing Education Internship, 3 hours
 NURS 532, Nursing Education Practicum, 2 hours
 NURS 538 Nursing Education Seminar, 1 hour

Fall Semester

NURS 516, Research Methods and Design in Nursing, 3 hours
 NURS 535, Advanced Primary Care for Children and Adolescents, 6 hours

Spring Semester

NURS 537, Advanced Primary Care for Adults, 7 hours

NURS 540, Accountability for Advanced Practice, 3 hours

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

-OR-

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

-OR-

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

Comprehensive Examination (all MSN degree candidates)

Post-Master's Certificate Programs

The post-master's certificate programs 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 Board of Trustees.

Admission Requirements

- A master's degree in nursing from a NLN or CCNE accredited program.
- Grade point average of 3.00 or higher on a 4.00 scale in the previous master's program.
- Application and \$50.00 nonrefundable application fee.
- One official transcript from previous graduate college or university course work.
- A complete recommendation form from each of the following areas: academic, employment, and character.
- A current resume/vitae.
- Current unencumbered active registered nurse licensure in the state of Tennessee or compact state.
- Completion of criminal background check within 90 days of admission.
- Letter of personal goals and aspirations.
- An informal interview with graduate faculty including a brief writing component.
- Completion of drug screen prior to enrollment in first clinical course.

Post-Master's Certificate Program: Family Nurse Practitioner

The following course work is required if it has not been successfully completed in a previous master's program.

Fall Semester

NURS 501, Advanced Pathophysiology, 3 hours

NURS 503, Advanced Pharmacology, 3 hours

NURS 507, Advanced Health Assessment, 3 hours

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

Spring Semester

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

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

NURS 540, Accountability for Advanced Nursing Practice, 3 hours

TOTAL SEMESTER HOURS = 31*

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

Clinical practica include a seminar and have a credit/clinical ratio of 1:4 hours.

Post-Master's Certificate Program: Nurse Educator

The following course work is required if it has not been successfully completed in a previous master's program.

Spring Semester

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

NURS 518, Teaching Methods and Strategies, 3 hours

NURS 540, Accountability for Advanced Practice, 3 hours

Summer Semester

NURS 528, Nursing Education Internship, 3 hours

Fall Semester

NURS 532, Nursing Education Practicum, 2 hours

NURS 538, Nursing Education Seminar, 1 hour

**All post-master's students are required to complete a minimum of 120 clock hours of supervised clinical practice as part of their program.*

Nursing education practica includes a seminar and have a credit/clinical ration of 1:4 hours.

Master of Science in Nursing Degree for RNs: RN-MSN (ADN-MSN)

Registered nurses, with an Associate Degree in Nursing, may apply for admission to the MSN program directly by completing an application for graduate admissions. This program is designed for those interested nurses to move into a Family Nurse Practitioner or Nurse Educator role. A Bachelor of Science in Nursing (BSN) is not awarded with this MSN.

Admission

The following requirements must be met prior to the first 500 level course:

- Earned associate degree from an accredited program.
- Minimum grade point average of 3.0 on a four-point scale.
- Unencumbered Tennessee RN license.
- Two (2) semesters of English composition.**
- Two (2) semesters of Anatomy and Physiology. **
- One (1) semester of Introductory Chemistry.**
- One (1) semester of Microbiology.**
- One (1) semester of Human Development Through the Lifespan.**
- One (1) semester of 200-level nutrition course.
- GRE scores within the past ten years with a minimum combined score of 300.
- Application and \$50 nonrefundable application fee.
- One official transcript from all previous undergraduate 2-year college or university.
- A recommendation form from each of the following areas: academic, employment, and character.
- Completion of criminal background within 90 days of admission.
- Completion of drug screen check prior to enrollment in NURS 507.
- Letter of personal goals and aspirations.
- An informal interview with graduate faculty, including a brief writing component.

Transition Courses

Once accepted into the RN-MSN program, the RN completes any of the liberal arts courses listed above (**) which they are lacking before they are eligible to enroll in semester 1 courses listed below. Upon completion of NURS 500, the RN student enters the MSN pathway for the program of study in their interest area -- Family Nurse Practitioner (FNP), Nurse Educator (NE), or Dual (FNP-NE).

Semester 1 (non-degree seeking status)

NURS 301 – Conceptual Approaches – 2 hours

NURS 404 – Community Nursing – 5 hours

NURS 421 – Dimensions of Professional Nursing for RNs – 3 hours

NURS 420 – Leadership for RNs – 3 hours

Applied Social Justice Courses

ASJ 510. Introduction to Social Justice and Community Development, 4 hours

This course examines the concept of social justice and its connections with community development, with a special focus on the problems and strengths of rural people and the emerging field of Christian Community Development (CCD). Policies that form the contemporary framework of CCS will be discussed, such as Asset Based Community Development and successful church-based and secular community development models, as will the key components of CCD. This class is partially residential in that it requires attendance at the annual Christian Community Development Association national conference.

ASJ 520. Social Justice: Historical and Public Policy Perspectives, 3 hours

An examination of the historical roots of social injustice in global context and the major movements for human rights and social justice around the world, including the role of governmental policy and structures in promoting or restricting human rights and social justice today.

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 550. Community Research and Action, 3 hours

An introduction to applied social research and program evaluation as a basis for intervention and problem-solving, emphasizing qualitative, activist, and community-based methods of inquiry. The primary emphasis is on research and evaluation methods for use in nonprofit and faith-based organizations such as churches, urban ministries, missions, relief and development organizations, and other social enterprises. Applied social research and program evaluation are presented as a systematic inquiry designed to provide information to decision makers and/or groups concerned with particular human and societal problems. Christian perspectives on the purpose, ethics, and practice of community research and action receive special attention.

ASJ 560. Building Powerful Community Organizations, 3 hours

This course addresses issues, topics, and skills necessary to starting and leading nonprofit and faith-based community organizations working for social justice. Students gain knowledge of group and organizational theory and its practical applications in a variety of community settings. Selected topics include an overview of community organizing, developing mission and vision statements appropriate organizational structure, mobilizing resources, recruitment and retention of members, and community building. Applying for nonprofit 501c3 status, effectively establishing and utilizing a board of directors, and other logistics of nonprofit leadership are of special interest.

ASJ 570. Leading sustainable Community Organizations, 3 hours

This course addresses the key components to creating and maintaining sustainable organizations with an emphasis on building strong funding streams (grants, foundations, donors, and fundraising); managing finances, employees, and volunteers; and organizational, staff, and board development. This course will help the nonfinancial manager understand and value the crucial contribution of finance and accounting tools in making effective decisions to carry out the mission and goals of their organization. Nonprofit marketing, strategic planning, and creative partnership development to address community needs and draw upon community assets are additional topics of interest.

ASJ 600. Applied Social Justice Internship, 4 hours

A supervised experience in social entrepreneurship, community organizing, program evaluation, program development, or nonprofit leadership that reflects the student's personal leadings and/or vocational calling and embodies the spirit and practices of Christian Community Development.

Business Courses

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.**

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 570. Business Law and Ethics, 3 hours

This course addresses legal and ethical problems confronting professionals in the business arena. Students will be trained in areas of the law including the court system, forms of business organization, duties of officers and directors, contract formation, employment relationships, negligence, consumer protection, and alternative dispute resolution. The class will also addresses ethical issues frequently encountered by business professionals. **Prerequisites: BAD 301 or instructor approval.**

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.

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 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 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.**

MIS 580. Managing Information Technology and Systems, 3 hours

This course provides an overview of managing information technology and systems. It presents an organizational view of how to use information technology to create competitive firms, manage global organizations, and provide useful products and services to customers. **Prerequisites: CIS 302 or instructor approval.**

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.**

Counseling Courses

COUN 710. Psychopathology, 3 hours

This course provides students with knowledge of the description, etiology, development, dynamics, and treatment of individuals with mental disorders. Emphasis will be on classification systems currently used in clinical settings and treatment alternatives from a counseling perspective. The *Diagnostic and Statistical Manual of Mental Disorders (DSM)* will be the focus of course content. Ethical and diversity issues related to diagnosis and treatment of mental disorders will be examined.

COUN 712. Advanced Collaboration and Leadership in Counseling, 3 hours

This course explores how to develop and use the knowledge, skills, and disposition needed for effective professional collaboration including team meetings, problem solving with colleagues, working for systemic change, and co-facilitation of groups. Course content explored in this course cover such topics as fundamentals of collaboration, interpersonal communication, interpersonal problem solving, using statements, asking questions, resolving conflict, managing resistance, and decision making. One focus will be addressing social justice through collaboration.

COUN 714. Advanced Intentional Interviewing and Counseling Skills, 3 hours

This course provides training in advanced counseling skills essential for the counseling relationship and effective treatment outcomes. This course provides advanced knowledge of the concepts, ideas, and skills of the helping process and requires students to learn, practice, and master specific advanced interviewing skills that will assist them to become more effective counselors. Emphasis is placed on personal and professional accountability in the use of appropriate skills and the adherence to ethical standards for multicultural populations. Students will practice, review, and evaluate their skill development, make and follow plans for increasing skills, monitor skill development, and assess the effectiveness of their interview skills during the counseling process.

COUN 715. Addictions Counseling, 3 hours

This course will equip counselors to work with individuals and families who have addiction disorders. Students gain knowledge, acquire skills, and obtain the disposition for working with persons with addictive disorders. The course will focus on theories and evidence-based models of assessment, prevention, and interventions for addiction disorders.

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COUN 717. Family Violence: Intervention and Treatment, 3 hours

This course will explore family violence with primary emphasis on the problems of child abuse and intimate partner abuse. Students will gain knowledge, acquire skills, and develop the disposition to intervene and treat survivors of family violence. Analysis of family violence will focus on the epidemiology of the problem, characteristics of the families, etiological theories, and treatment approaches.

COUN 718. Counseling Military Children and Their Families, 3 hours

This course examines the world of the military child in the context of the military family and the counselor's role in school and mental health counseling with these children. Information, research, needs, counseling strategies and approaches, and specific skills needed are incorporated in the course. Special emphasis is given to increasing the holistic well-being of the military child through effective individual, group, classroom, and family counseling strategies.

COUN 722. Advanced Legal, Ethical, Sociocultural, and Spiritual Issues in Counseling, 3 hours

This course requires students to study and research beyond the basic knowledge of legal and ethical issues and to address the complexity of working with children and youth through holistic approaches in schools and communities. Students will study, research, and present cases critical to the work of counselors and will serve as members of class community collaboration teams for identifying strategies for assisting children and adolescents to find success and holistic health and wellness through the use of ethical approaches.

COUN 730. Research in Effective Counseling and Collaborative Approaches, 3 hours

This course will examine research and program evaluation methodologies used in counseling and collaboration. This course is intended to assist students in planning and conceptualizing their own research project to address a counseling or collaborative issue they identify. The focus of student research and program development will be to address a social justice issue in a school or community setting.

COUN 750. Mental Health Counseling in Trauma and Crises, 3 hours

This course provides counselors with an understanding of crisis prevention, intervention, and response to disasters and trauma-causing events in schools and communities. Students will understand the competencies of knowledge, skills, and disposition for mental health professionals engaged in crisis prevention and intervention. Focus will be on research in suicidology, disaster psychology, and crisis management for schools and communities.

COUN 755 Advanced Contemporary Theories and Techniques for Counseling Children and Adolescents, 3 hours

This course examines advanced contemporary theories and techniques for counseling children and adolescents in today's world. Critical issues professional counselors face in working with children and adolescents will be examined through the application of theoretical approaches and advanced counseling techniques. Investigation of current literature, research, and best practice guidelines will be used to develop plans for working with specific issues and concerns. The integration of ethical and diversity considerations, skills practice, class collaboration, case studies, plan development, evaluation processes, and accountability is a key component of the course.

MSC 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.

MSC 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.

MSC 503. Personality Development and Holistic Mental Health, 3 hours, Fall, Spring, Summer

An examination of major theoretical approaches with emphasis on learning, motivation, family system, cultural, and interpersonal influences. A holistic bio-psycho-social-spiritual approach is used throughout the course and students are required to complete an extensive self-study. Emphasis is placed on mental health and wellness in helping professions across the lifespan.

MSC 561. School Orientation for Counselors, 3 hours, Spring

In accordance with the requirements for Tennessee Licensure Standards for School Counselors (preK-12), this course is required for professional school counselor candidates who do not have teaching experience. The orientation experience will provide observation, participation in classroom instruction, and analysis of classroom activities.

MSC 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.

MSC 567. Career Development and Counseling, 3 hours, Spring

A study of career development theories and career counseling models used across the lifespan in a changing world. Attention will be given to career counseling for diverse populations, in various school settings, and with expanding technology.

MSC 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.

MSC 569. Understanding Families, 3 hours, Offered as needed

The family process from a systemic perspective. Attention will be given to the multigenerational process, the family cycle, and emotional, moral, and spiritual development. Students will develop an understanding of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns.

MSC 580. Crisis Interventions in Counseling, 3 hours, Offered as needed

Overview of the helping relationship in crises using basic listening and responding skills and skills for building strong community and professional response in times of crises. An additional emphasis will be placed on working effectively in traumatic situations with diverse populations.

MSC 581. Multigenerational Family Therapy, 3 hours, Offered as needed

An in-depth exploration of the multigenerational and Bowenian models of family therapy. Attention will be given to multigenerational interventions with some specific problems of normative family life cycle transitions as well as to changing patterns in the family life cycle. The roles of genre and ethnicity in family patterns and in family therapy interventions will be discussed. Opportunity to apply techniques and to explore the therapist's use of self will be provided through examining one's own family of origin and "self of the therapist." **Prerequisite: MSC 640**

MSC 582. Assessment/Intervention in Individual and Family Therapy, 3 hours, Spring

Assessment of functionality and dysfunctionality in marriage and family relationships. Attention will be given to how both functionality and dysfunctionality manifest themselves in individuals and families. Students will also be introduced to some of the latest techniques and psychological inventories which are specifically designed to assess marital and family relationships. **DSM-V will be a major focus.**

MSC 583. Psychological Interventions for Individuals and Families, 3 hours, Offered as needed

An advanced counseling course that addresses the need for mental health professionals to develop and use appropriate and effective interventions in doing psychotherapy. **Prerequisite: MSC 582.**

MSC 584. Study of Normal and Abnormal Behavior, 3 hours, Spring

Examination of the history, scope, and understanding of normal and abnormal behavior through the life span. The most recent DSM classification system is used to structure topics and issues.

MSC 585. Professional Ethics in Counseling, 3 hours, Fall and as needed

Ethical concerns associated with the counseling profession, including ethics codes and related legal issues. Special attention will be given to the American Association of Marriage and Family Therapy Ethical Code.

MSC 588. Internship, 3 hours, Fall, Spring, Summer

A supervised practical counseling experience for advanced students majoring in counseling. This course requires 150-500 contact hours including individual, family, and group counseling. This course may be taken twice for a maximum of six hours. **Instructor approval.**

MSC 589. Counseling Practicum, 3 hours, Fall, Spring, 10 Week Term

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.

MSC 611. Counseling Children and Adolescents, 3 hours, Spring (as needed other semesters)

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.

MSC 612. Consultation and Collaboration, 3 hours, Summer

A study of theoretical approaches, skills, and techniques used by counselors who seek to consult and collaborate with parents, school personnel and community professionals.

MSC 613. Design and Evaluation of Comprehensive School Counseling Programs, 3 hours, Fall and Spring as needed

Comprehensive review and implementation of the knowledge and skills learned during the school counseling graduate program. The student is required to complete a needs assessment in accordance with the ASCA national model for one part of a school counseling program, design a specific program plan to meet a need identified within the school setting, implement the program, and evaluate the outcomes of the program. The student will work closely with the school counselor site supervisor and the program faculty member. **Prerequisite: MSC/EDUC 630 or instructor approval.**

MSC 630. Counseling Research, 3 hours, Offered as needed

Development of skills in interpreting and applying results from research in the areas of counseling and mental health.

MSC 634. Topics in Counseling, 3 hours, Offered as needed

Current research related to counseling issues affecting human growth and development through the lifespan will be the focus of this course. This course may be taken twice.

MSC 638. Play Therapy Across the Lifespan, 3 hours, Offered as needed

Introduction of counselors, educators, and community service personnel to the history, theories, techniques, and appropriate uses of play therapy across the lifespan. Utilizes discussion, practice, and feedback in the exploration of play therapy. Offers students the opportunity to develop resources for use in their area of concentration and serves as a first step in learning the basics of play therapy.

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MSC 639. Reality Therapy/Choice Theory, 3 hours, Offered as needed

Basic explanation of choice theory. Reality therapy is explained, demonstrated, and practiced in class. Other concepts related to reality therapy are explored such as the conditions of quality and lead management. Students are expected to read, participate and apply the system to their own students and clients.

MSC 640. Introduction to Marriage and Family Therapy, 3 hours, Offered as needed

An overview of the historical, conceptual, and contextual development of the field of family therapy, including a preliminary exposure to a variety of systems perspectives on families and couples. Approaches to be explored include those developed by Minuchin, Haley, Madanes, Satir, Bowen, Whitaker, and others. Attention will be focused on distinguishing between the systemic approaches in terms of assessment, treatment interventions, and theoretical foundations. Contemporary directions of the field will be explored.

MSC 641. Love, 1 hour, Summer

Exploration of a variety of dimensions of love, including the spiritual, theological, emotional, and social. Particular attention will be given to understanding the exploration of issues related to love and spiritual guidance, pastoral care, and family systems.

MSC 642. Grief, 1 hour, Summer

Exploration of a variety of dimensions of grief, including the spiritual, theological, emotional, and social. Particular attention will be given to understanding the exploration of issues related to grief and spiritual guidance, pastoral care, and family systems.

MSC 643. Anger, 1 hour, Summer

Exploration of a variety of dimensions of anger, including the spiritual, theological, emotional, and social. Particular attention will be given to understanding the exploration of issues related to anger and spiritual guidance, pastoral care, and family systems.

MSC 644. Guilt, 1 hour, Summer

Exploration of a variety of dimensions of guilt, including the spiritual, theological, emotional, and social. Particular attention will be given to understanding the exploration of issues related to guilt and spiritual guidance, pastoral care, and family systems.

MSC 645. Self-Esteem, 1 hour, Summer

Exploration of a variety of dimensions of self-esteem, including the spiritual, theological, emotional, and social. Particular attention will be given to understanding the exploration of issues related to self-esteem and spiritual guidance, pastoral care, and family systems.

MSC 646. In Search of Yourself, 1-3 hours, Summer

Exploration of the development of self-awareness through family systems and Jungian psychology. Emphasis is on personal use of tools and assessments by the student as preparation for use on clients and caretakers.

MSC 647. Resilience, 1 hour, Summer

Exploration of a variety of dimensions of resilience, including the spiritual, theological, emotional, psychological, and social. Particular attention will be given to understanding the exploration of issues related to resilience and family systems theory, psychospiritual development, and spiritual care.

MSC 650. Neuroscience and Counseling Interventions, 3 hours, Offered as needed

Exploration of the emerging field of behavioral medicine, especially as it applies to psychotherapy. A special focus will be upon non-medical techniques to balance brain chemistry which determines our behavior, moods, and health in general. 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.

MSC 652. Topics in Spirituality, Family Systems, and Holistic Mental Health, 3 hours, Summer

Exploration of current topics related to research in counseling and bio-psycho-social-spiritual-family systems development. May be repeated once.

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

Exploration of the use of spirituality as a counseling technique in mental health professions and family therapy. In addition, this course also examines spiritual formation and spiritual direction as autonomous holistic practices and disciplines while comparing them with mental health disciplines.

MSC 665. Internship in School Counseling, 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. **Prerequisite: MSC 589 or instructor approval.**

Education Courses

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

* *Must provide evidence of liability insurance.*

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 512. Teaching Health and Physical Education in the Elementary Schools, 3 hours, Fall, Spring, Summer periodically**

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. Background, content, and strategies necessary for facilitating the teaching of health education in the elementary and middle school that will provide children the information needed to live a healthy and productive lifestyle.

***EDUC 513. Teaching Physical Education in the Elementary School, 3 hours, Fall, Spring, Summer periodically**

Methods and techniques for teaching developmentally appropriate physical education for K-6 that accommodates a variety of individual characteristics such as developmental status, previous movement experience, fitness and skill levels, body size, and age. The information will be based on best-known practices derived from both research and experiences teaching children, into a program that maximizes opportunities for learning and success for all children. The skill theme and movement concept approach will be emphasized.

EDUC 514. Teaching Physical Education and Wellness in the Secondary School, 3 hours, Offered as needed

Methods and techniques for designing and implementing effective instructional programs in secondary school physical education and wellness, including middle schools, and junior and senior high schools. The prospective teacher will be provided with: theory essential to understand the characteristics of learners and the learning process; procedures for planning, implementing, and evaluating the instructional program; and information on the process of curriculum design and program evaluation.

EDUC 516. Creative Approaches to Teaching, 3 hours, Offered as needed

Presents the major theories on creativity and their relationships to educational practices; creativity in learning and teaching through assigned readings in books and professional journals and in-class discussions and activities. The student will be required to evaluate the theories on creativity, research, and analyze several creative teaching and learning approaches, and implement and evaluate a creative teaching activity.

EDUC 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 524. Techniques for Inclusion of Diverse Learners, 3 hours, Fall, Spring**

Equips both regular and special education teachers with skills and strategies to enable students with disabilities to be integrated into the regular educational program. Practicum included. **Prerequisite: SPED 508.**

***EDUC 525. Legal and Ethical Issues, 3 hours, Fall**

This course focuses on legal and regulatory mandates as outlined in federal, state, and local laws, as well as court decisions, with an emphasis upon the legal rights, responsibilities, and liabilities of school personnel for maintaining a safe, orderly, and fair school climate. Moral, ethical, and professional dilemmas that affect decision-making processes and relationships of school personnel with students, parents, staff, and the larger community will be a significant part of the course. Practicum.

66 Education Courses

***EDUC 527. School Safety and Security, 3 hours, Spring odd years**

Course content will focus on the development of skills that allow administrators to provide a safe environment for their students and staff. Schools face increased violence both nationally and locally. Specific paradigms of safety include the leader as visionary who is able to foresee the potential for specific dangers and to enact policies and procedures to prevent those instances from taking place. Students are instructed in procedures designed to prevent crises, proper reactions during a crisis, and apposite activities that should ensue following a crisis. Practicum.

EDUC 530. Curriculum and Instructional Strategies, 3 hours, Fall

This course provides an overview of current trends in PreK-12 school curriculum and recent research findings related to best practice in instructional design, including the integration of technology. The factors that impact high quality curriculum and instruction, including attention to the developmental characteristics of students in PreK-12, will be addressed.

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

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, Fall, Spring, Summer

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 537. Topics in Content Field, 3 hours, Fall, Spring, Summer

Acquaints the teacher with current issues related to the particular disciplines. One emphasis of the course will be to evaluate the issues for application of research in the classroom. A student may enroll for **no more than a total of six (6) semester hours** of topics courses taken independently within the graduate program. **Instructor approval.**

***EDUC 538. Foundations of Leadership, 3 hours, Fall**

This foundation course on leadership includes theory and research along with practical applications to allow administrators to lead in the face of challenging and changing climates in schools and society, nationally and locally. Special paradigms of leadership include the leader as visionary, instructional supervisor, financial officer, chief executive officer, and the Christian leader. Practicum.

EDUC 539. Supervision in the Classroom, 3 hours, Offered as needed

Assists the experienced teacher in gaining effective supervision skills for the classroom, such as organization of curriculum content, management and motivation of students, and supervision of non-student personnel such as parent volunteers, paraprofessionals, student teachers, and practicum students. Includes role-playing and discussion of supervisory tasks and consideration of current research findings and recommendations. Instructional supervision will be primary, but other areas of interpersonal skills will be included.

***EDUC 541. Education Practicum, 1 hour, Offered as needed**

Requires 25 clock hours of observation in an elementary or secondary classroom.

***EDUC 542. Education Practicum, 2 hours, Fall, Spring**

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 544. Teaching Modern and Classical Languages, 3 hours, Fall**

Methods and techniques for future foreign language teachers in order to better prepare them to encourage effective language teaching at the secondary level. Includes practicum experience.

***EDUC 545. Teaching Business Education in the Secondary School, 3 hours, Fall**

Helps the student become familiar with current research and literature, with how technology is used, and with methods and materials for regular and special students in secondary business classrooms. Includes practicum experience.

***EDUC 546. Teaching History and Social Studies in the Secondary School, 3 hours, Fall**

Objectives and content for teaching history and social studies. It includes the selection and evaluation of materials. Students are required to create and teach one unit. Includes practicum experience.

***EDUC 547. Teaching English and Literature in the Secondary School, 3 hours, Fall**

Information on various approaches and techniques for teaching English composition and literature within the secondary school setting. Includes practicum experience.

***EDUC 548. Teaching the Natural Sciences in the Secondary School, 3 hours, Fall**

Familiarizes the student with the basic philosophy and objectives accepted in the natural sciences. Emphasis will be upon the selection, organization, and presentation of proper materials in the secondary school setting. Includes practicum experience.

***EDUC 549. Teaching Math in the Secondary School, 3 hours, Fall**

Curricula, resources, and techniques related to the teaching of mathematics in secondary school classrooms. Specifics include planning, teaching and learning styles, enrichment, the role of technology, and preventing/overcoming math anxiety. Includes practicum experience.

***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.

EDUC 560. Classroom Management, 3 hours, Spring

Effective classroom management techniques and strategies with an emphasis on providing practical applications. Disciplinary systems and organizational strategies for effective instruction will be discussed.

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

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, 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, Spring, Summer periodically

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, Fall, Spring, Summer

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, Spring**

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. Practicum.

***EDUC 572. Evaluation for Continuous Improvement, 3 hours, Spring**

Planning and implementing assessment strategies to evaluate instructional programs, student learning, and staff professional growth; utilizing assessment data to make decisions regarding instructional programs, student learning, staff professional growth, and school vision/goals and to inform stakeholders of progress related to these areas. Practicum.

***EDUC 573. Management of the School, 3 hours, Summer**

Knowledge of management issues related to human, fiscal, facility, and technological resources; implementing operational plans to ensure that human, fiscal, facility, and technological resources are managed effectively and are aligned to school vision and goals. Practicum.

***EDUC 574. Professional Learning Community, 3 hours, Summer**

This course focuses on the development of skills to promote a sense of professional community with all stakeholders from culturally diverse backgrounds, including school personnel, students, parents, and community leaders. An emphasis is placed upon the development of interpersonal relationship skills, consensus-building strategies, and conflict resolution techniques, as well as traditional forms of verbal and nonverbal communication techniques. The use of emerging technologies to facilitate effective communication with all constituencies will also be included in the course. Practicum.

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***EDUC 575. Administrator Field Experience, 3 hours, Fall, Spring, Summer**

The field experience course is designed to provide the administrative licensure candidate with practical experiences that are typical of the work completed by a school principal, assistant principal, or curriculum/instructional supervisor in diverse K-12 settings. The candidate will be mentored by an experienced administrator who will guide the candidate in completing an appropriate set of tasks which will include, but not be limited to, the following areas: Development and articulation of a vision of learning; development of a culture of learning that promotes success for all students; leadership for instruction in a school setting; use of appropriate data for making instructional decisions for the school; selection of faculty and staff; supervision and evaluation of faculty and staff; management of physical facilities; budget preparation and management; interaction with parents and other stakeholders in the larger community served by the school; preparation of reports that serve a variety of purposes; and involvement in decision-making processes with the use of appropriate legal and ethical guidelines. Candidates will be expected to use data to demonstrate improvement in their professional practice while completing the field experience sequence. Must present passing scores on leadership licensure exam before grades are awarded.

EDUC 580. Topics in Child and Family Studies, 3 hours, Offered as needed

Current research related to issues affecting human development throughout the lifespan, with particular attention being given to understanding the role of the family in individual development. A student may enroll for **no more than a total of six (6) semester hours** of topics courses taken independently within the graduate program.

EDUC 584. Study of Normal and Abnormal Behavior, 3 hours, Spring

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 589. Introduction to Student Personnel Services, 3 hours, Offered as needed

Provides students an introduction to student personnel services in higher education. The course will provide an overview of student affairs including the profession's history, philosophy, organization, and programs and activities.

EDUC 600. Integrating Research and Learning, 3 hours, Fall, Spring, Summer

Designed to help students reflect upon experiences in the graduate program and to complete the non-thesis option for their degree programs. The major project for the course is an action research project that is designed to improve some aspect of the student's professional practice. Each student submits a proposal, collects and analyzes data, and presents the project to an audience selected by the course instructor. **Should be taken during final semester. Prerequisites: EDUC 630, Degree Plan**

***EDUC 601. Children in Elementary Schools, 3 hours, Fall, Spring**

Designed to help the K-6 elementary school teacher understand how to plan developmentally appropriate activities for children in the K-6 grades. The course emphasizes that effective teaching incorporates planning that begins both with knowledge of children's developmental characteristics and the requirements of the elementary school curriculum. Emphasis is placed on developing the ability to observe and assess the needs of children, active involvement of children in the planning process, and integration of all curricular areas. Includes practicum experience.

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

Provides an overview of developmentally appropriate practice in the middle grades 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 curriculum. Includes practicum experience.

***EDUC 603. K-6 Mathematics Methods, 3 hours, Fall, Spring**

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-6 Social Studies Methods, 3 hours, Fall, Spring**

Equips prospective teachers to teach social studies to children in grades K-6. Students will develop an appreciation of the critical role that social studies plays in producing future citizens who will have the knowledge and desire to participate in democracy. The course includes the curriculum and teaching strategies necessary for the K-6 social studies program. Includes practicum experience.

***EDUC 606. K-6 Science Methods, 3 hours, Fall, Spring**

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, Spring**

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, Spring**

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, Spring**

Provides an introduction to research-based methods and materials for literacy instruction in the middle grades with an emphasis on curriculum implementation. Activities will focus on standards, curriculum, planning, teaching, and assessing literacy in the middle grades language arts classroom. Includes practicum experience. **Prerequisite:** EDUC 602. **Corequisites:** EDUC 615, 616, and 618.

***EDUC 618. Middle Grades Social Studies Methods, 3 hours, Spring**

Designed to equip prospective teachers to teach research-based social studies in grades 4-8. Students will develop an appreciation of the critical role that social studies plays in producing future citizens who will have the knowledge and desire to participate in democracy. The course includes the curriculum and teaching strategies necessary for the middle grades social studies program. Includes practicum experience. **Prerequisite:** EDUC 602. **Corequisites:** EDUC 615, 616, 617.

EDUC 620. Emergent Literacy, 3 hours, Offered as needed

Provides an understanding of the developmental nature of emergent literacy and its significance to lifelong capacities for reading, writing, listening, and speaking. Attention will be given to the impact of individual, cultural, and environmental factors that facilitate the emergent literacy process, as well as for strategies that enhance emerging literacy skills.

EDUC 621. Teaching Reading and Writing in the Elementary/Middle School, 3 hours, Offered as needed

Provides an overview of research-based strategies for effectively integrated instruction of the language arts in the elementary and middle school, including various strategies for vocabulary development, spelling, comprehension, and drafting/editing strategies.

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.

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, Summer

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, Fall, Spring, Summer

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, Fall, Spring, Summer

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 646. Current Topics in Child and Family Studies, 3 hours, Offered as needed

Topics related to the development of children and families within their communities will be the focus of this course. Developmental, societal, and legislative issues affecting individual and family development will be explored through the current popular research and theoretical literature.

EDUC 650. School Orientation for Counselors, 3 hours, Offered as needed

In accordance with the requirements for Tennessee Licensure Standards for School Counselors (PreK-12), this course is required for professional school counselor candidates who do not have teaching experience. The orientation experience will provide observation, participation in classroom instruction, and analysis of classroom activities.

EDUC 651. Internship in School Counseling I, 3 hours, Fall, Spring

Two hundred (200) hour supervised school counseling experience. The internship will provide practical learning experiences supervised by a professional. **Instructor approval, PRAXIS II passing scores.**

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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. K-6 Literacy Methods, 4 hours, Fall, Spring**

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 663. Student Teaching Kindergarten, 3 hours, Offered as needed**

Observation, participation, and teaching under professional supervision. Must include 160 hours in a classroom setting.

***EDUC 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 666. Supervised Teaching Experience, 3 hours, Offered as needed**

For those students who are teaching under an Alternative A and E License in PreK-12 classrooms. Carson-Newman faculty, in collaboration with school personnel, will evaluate the student while he/she is teaching as a fully employed teacher in the area in which state licensure is being sought. **Prerequisite: Alternative A or E License.**

***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.**

***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.**

***EDUC 669. Seminar in Student Teaching, 1 hour, Fall, Spring**

This course is designed as the capstone experience for the teacher education program and the student teaching experience. Student teachers will reflect upon and analyze the experiences they are having in the classrooms to which they are assigned, and they will refine skills for entering the teaching profession. Each student will complete the process by which the developmental portfolio is transformed into the exit portfolio. All Praxis II exams required for licensure must be completed before a passing grade will be assigned for the course. Successful completion of this course is a requirement for the completion of all licensure programs. Must be taken concurrently with EDUC 667 and EDUC 668. **Prerequisite: Admission to the student teacher semester.**

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

This course is designed to convey vital aspects of ethics, values, and decision-making in the leadership role. Areas of emphases include ethical issues, spiritual principles in leadership, emotional intelligence, ethical conduct, social theory, church and state, and personal ethical development.

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

The Educational Leadership and Policy Analysis course will expose educators to a data driven understanding of issues related to school leadership and educational administrative policy analysis, while incorporating a wide range of responsibilities often engaged by the school leader while serving as a collaborative member of a leadership team.

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

This course focuses on the development of skills which enable school leaders to successfully promote growth in their organizations within the context of multicultural, social, and academic diversity; diverse learning environments; organizational problem-solving and decision-making; transformational and transactional change theory; conflict resolution; contemporary culture; motivational theory and systemic change. The complexities of effecting positive organizational change and motivational theory are addressed.

***EDUC 723. Emergent Educational Trends and Topics, 3 hours**

This course investigates contemporary educational leadership topics, trends, and issues. The impact of global social, economic, professional and political issues on the leadership process are discussed. Students will study current research and use analytical skills for reflective discussions and compositions.

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

The Financial Planning and Responsibilities course will expose educators to the financial operation of the school and school system. It will explore the State of Tennessee BEP financial formulas for local school systems, and present a study of school finance including methods of business accounting. Students are also required to interview a local school finance director and write a summary of the interview with the mentoring administrator.

***EDUC 740. Teacher as Leader, 3 hours**

The Teacher as Leader course will address research, theory, and best practices of educational leadership as it applies to education professionals who are not in administrative positions.

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

This course is designed to examine historical and current issues and theory in the area of leadership related to diversity and exceptionality within the school environment. Areas of emphasis include cultural and linguistic relationships and educational influence, social and cultural bias in the school environment, equity issues, and ethnographic data related to the topics of gender, race, academic ability, and socio-economic status.

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

The Mentored Residency Internship/Professional Portfolio course is designed to provide students with exposure to activities that add value to their educational knowledge. A list of potential seminars, orientations, book clubs, workshops, programs, activities, and blogs will be provided by the course instructor on the online platform by the first day of class. Students then devise and submit an extensive list of proposed activities or programs for participation to fulfill the requirements of this course. Instructor approval of all activities and programs is mandatory. Students will submit a documented Professional Portfolio of all events joined/advanced/partaken to fulfill course requirements.

***EDUC 751. Quantitative and Qualitative Research Design, 3 hours**

The Quantitative and Qualitative Research Design course will address the philosophical underpinnings of research design and its impact on the selection and implementation of appropriate research techniques.

***EDUC 752. Critical Analysis and Research Design, 3 hours**

This course is designed to acquaint the student with the processes necessary to conduct action research. The student will investigate inquiry and research design, educational research methodology, and research foundations. The student will complete a plan of action research which integrates research and learning.

***EDUC 753. Professional Composition Studies, 3 hours**

The Professional Composition Studies course will address the writing of research and research-based manuscripts for submission to professional journals. Students will study current publications and then compose and submit two articles for publication.

***EDUC 754. Dissertation, 3-6 hours**

The dissertation is the capstone research experience for the doctoral program. Candidates will complete a comprehensive literature review and dissertation proposal in consultation with the primary advisory and dissertation committee. All proposals for the dissertation must be designed in line with the policies and procedures as prescribed by the Institutional Review Board of the Graduate Committee. Candidates may repeat the course up to a maximum of 12 hours of credit; may be enrolled in three-hour increments.

Nursing Courses

Required Courses

NURS 500. Transition to Advanced Nursing Practice, 5 hours, Summer

Selected concepts and theories are examined as a basis for analysis of clinical problems in selected populations. Topics to include health assessment, pathophysiology, pharmacology, informatics, health care policy, and health care economics. Three hours lecture/eight hours practicum/week. **Prerequisite:** Admission to RN-MSN program

NURS 501. Advanced Pathophysiology, 3 hours, Fall

Presentation and in-depth analysis of normal physiologic and pathologic mechanisms of disease as related to the provision and management of client care at the advanced level. Three hours lecture/week.

NURS 503. Advanced Pharmacology, 3 hours, Fall

Advanced pharmacokinetics and pharmacodynamics of commonly used drug categories are analyzed in depth with consideration to safe, quality cost-effective drug therapy for client care. Three hours lecture/week.

NURS 507. Advanced Health Assessment, 3 hours, Fall

Comprehensive health assessment of the client with advanced application and synthesis of physiologic, psychological, and sociocultural concepts as applied to comprehensive health appraisal of individuals, families, and community groups. Two hours lecture/four hours practicum/week. **Prerequisite:** Undergraduate Health Assessment

NURS 510. Advanced Statistics, 3 hours, Summer

Statistical procedures and informative skills applied to interpretation of quantitative data for improved client care. **Prerequisite:** Undergraduate Statistics

NURS 513. Theories of Nursing, 3 hours, Spring

Exploration and application of theoretical basis for advanced nursing practice. Three hours lecture/week.

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

Exploration of quantitative and qualitative methods and research designs useful in clinical investigation for health related trends in health care delivery. Three hours lecture/week. **Prerequisites:** NURS 510, NURS 513

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NURS 517. Curriculum and Instructional Design in Nursing Education, 3 hours, Offered as needed

Analysis and synthesis of theories and concepts related to curriculum development, evaluation, and instructional design in nursing education. Emphasis is on institutional purposes, goals, nursing curricula, evaluation, instruction and nursing education research.

NURS 518. Teaching Methods and Strategies, 3 hours, Offered as needed

Analysis of creative teaching and learning approaches. A portion of this course will be conducted as an online classroom.

NURS 528. Nursing Education Internship, 3 hours, Offered as needed

Beginning exploration and application of educational and advanced nursing theory in the provision of a wide range of health promotion and nursing care services for a specified population. **Prerequisites:** NURS 501, NURS 503, NURS 507

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

Exploration and application of advanced nursing theory in the provision of a wide range of health promotion and care services for women, including reproductive health. Practicum (12 hours per week) and weekly seminar provided for supervised application of knowledge and skills to care of women in a variety of settings. Three hours lecture/twelve hours practicum/week. **Prerequisites:** NURS 501, NURS 503, NURS 507; **Corequisite:** NURS 513

NURS 532. Nursing Education Practicum, 2 hours, Offered as needed

Supervised practicum in the role of the nurse educator. Experiences will include the role of faculty in the classroom, clinical area, and the role of the nurse educator in staff development. Focus is on the application of theory in developing, teaching, and evaluating classroom, clinical experiences, and staff development. **Prerequisites:** NURS 517, NURS 518

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

Exploration and application of advanced nursing theory in the provision of a wide range of health promotion and nursing care services for children and adolescents. Practicum (12 hours per week) and weekly seminar provided for supervised application of knowledge and skills to care of children and adolescents in a variety of settings. Three hours lecture/twelve hours practicum/week. **Prerequisites:** NURS 501, NURS 503, NURS 507; **Pre or Corequisite:** NURS 513

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

Exploration and application of advanced nursing theory in the provision of a wide range of health promotion and care services for adults, including the elderly population. Practicum (16 hours per week) and weekly seminar provided for supervised application of knowledge and skills to care of adults in a variety of settings. Three hours lecture/sixteen hours practicum/week. **Prerequisites:** NURS 531, NURS 535

NURS 538. Nursing Education Seminar, 1 hour, Offered as needed

This course will discuss and analyze issues and topics related to nursing Education.

NURS 540. Accountability for Advanced Nursing Practice, 3 hours, Spring

Synthesis course with emphasis on roles, responsibilities, and relationships for advanced practice nursing including legal, ethical, and religious dimensions; analysis of current and developing health care policies and health care delivery systems. Three hours lecture/week. **Prerequisites:** NURS 531, NURS 535; **Corequisite:** NURS 537

NURS 600. Advanced Practice Project, 2 hours, Spring

Student demonstrates application and synthesis of advanced practice nursing through a comprehensive, practice-focused project. In addition, the student completes an additional 30 hours of clinical at a site that is congruent with the topic choice. A scholarly article for publication and a seminar presentation is required prior to a grade assignment. **Prerequisites:** NURS 510, NURS 513, NURS 516

NURS 630. Collaborative Research Project, 2 hours, Spring

A written research project related to program of study that meets institutional requirements for a thesis. This project is completed by two students working collaboratively. In addition to a completed and bound thesis, a scholarly article for publication is required at completion of project. A seminar presentation must be completed prior to grade assignment. **Prerequisites:** NURS 510, NURS 513, NURS 516

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

A written research project related to program of study that meets institutional requirements for a thesis. In addition to a completed and bound theses, a seminar presentation must be completed prior to a grade assignment. **Prerequisites:** NURS 510, NURS 513, NURS 516

Approved Elective Courses

NURS/MSC 502. Theories and Techniques of Counseling, 3 hours, Spring

An introduction to the counseling process, theories of counseling, and the helping relationship. A comparative analysis of major counseling theories and techniques will enable students to begin building a personal approach to counseling. Ethical, multicultural, and research issues will also be covered in depth.

NURS 511. Issues in Health and Healing, 3 hours, Offered periodically

A discussion of selected philosophical, ethical, technological and nursing practice issues concerning the meaning of health and healing.

NURS 514. Issues in Health Care of the Older Adult, 3 hours, Offered periodically

A study of gerontologic nursing through exploration of the issues encountered by advanced practice nurses as they support the maintenance of health, function, and prevention of disease in older adults.

NURS 515. Multicultural Health Care, 3 hours, Offered periodically

Application of nursing theories in the provision of a wide range of health care services and educational experiences for clients living in a culturally diverse setting. Instructor consent.

NURS/MSC 565. Group Procedures, 3 hours, Spring

Background in group methods including group counseling, group guidance, and group dynamics. One-half of class time is spent in a laboratory experience in which each student is provided an opportunity to function in a group. Students will develop the ability to lead large and small group counseling activities in such areas as personal and interpersonal growth, self-help and problem solving, and career and vocational development.

NURS/MSC 569. Understanding Families, 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 periodically

Current research related to issues affecting human development throughout the lifespan, with particular attention being given to understanding the role of the family in individual development. A student may enroll for **no more than a total of six (6) semester hours** of topics courses taken independently within the graduate program.

Physical Education Courses

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.

Religion Seminars

REL 509. The Old Testament Foundations for Christian Life and Service, 3 hours

Examining the Old Testament texts to gain authentic understandings of justice, love, and humility before God and exploring the implications of Old Testament motifs that are representative of a life of faith before God.

REL 510. The New Testament Foundations for Christian Life and Service, 3 hours

Examining the New Testament texts to gain authentic understandings of what new life in Christ entails and exploring the implications of adopting New Testament patterns for being transforming agents of life and service in the world.

REL 511. Themes in Biblical Theology, 3 hours

Exploring themes in biblical theology that address the life struggles of our day: the questions of creation and stewardship, violence, poverty, justice, wisdom, righteousness, salvation, kingdom of God, and eschatology.

REL 515. Ethical Issues in the Twenty-First Century, 3 hours

Articulating a theological response and casting a moral vision for the challenges of life today.

REL 520. The Ideas and *Kairos* Moments of Church History through the Ages (Oxford travel seminar), 3 hours

Recognizing the key ideas, events, and personalities that shape Church History.

REL 530. Foundations in Spirituality and Worship, 3 hours

Understanding the interior and exterior journey of a Christ-follower by looking through the lens of spiritual disciplines and experiencing a spiritual retreat.

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REL 533. Love, Grief, and Anger, 3 hours

Understanding these innate impulses and emotions across the seasons of life and developing counseling skills and models that address these emotions therapeutically.

REL 540. The Art of Leadership, 3 hours

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

Elective Courses

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

Describing the socio-political world and anthropological framework of the ancient Near East and tracing the social, geographical, and historical matrix from the patriarchs through the post-exile.

REL 506. The World of Second Temple Judaism and the New Testament, 3 hours

Delineating the religious, political, and intellectual currents that shaped the New Testament milieu and examining the literature, institutions, sects, tenets, and key political dynasties during the Intertestamental Period.

REL 521. The Voices of the Twentieth-Century Prophets, 3 hours

Analyzing the life stories and contributions of a select group of prophets drawn from continents around the world. For example: Dorothy Day, Simone Weil, Dietrich Bonhoeffer, Martin Luther King, Oscar Romero, and Desmond Tutu.

REL 525. Ten Theologians that Speak From the Grave, 3 hours

Introducing the life and thought of ten seminal theologians that shaped the face of Christianity. For example: Augustine, Aquinas, Martin Luther, John Calvin, Friedrich Schleiermacher, Soren Kierkegaard, and Karl Barth.

REL 531. In Search of Yourself, 3 hours

Understanding the journey of self-identity and personhood through the lens of reflection and writing of a spiritual autobiography.

REL 542. The Art of Communication, 3 hours

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

REL 550. Global Awareness Practicum, 3 hours

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

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

Identifying the Christian response to the postmodern world and to the philosophical challenges facing the Christian faith.

Elective Thesis

REL 600. Research and Writing, 3 hours

Providing the necessary tools and developing skills to research and write a thesis.

REL 630. Readings Course in the Area of Thesis, 3 hours

Providing a set of readings that lay a foundation and represent different perspectives necessary for writing a thesis in a particular area of study.

REL 665. Thesis, 6 hours

Collaborating with a faculty member in the planning and writing of a research project in a field of theological interest.

Special Education Courses

SPED 501. Practicum in Special Education I, General, 1 hour, Fall, Spring

Requires 25 clock hours in a public school setting. P/F grading. **Instructor approval.**

SPED 502. Practicum in Special Education II, General, 1 hour, Fall, Spring

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, Spring

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. Vocational/Leisure Skills, 3 hours, Spring

Analysis of the legal and developmental issues involved in providing programs, services, and activities for persons with disabilities. **Prerequisite:** SPED 508.

SPED 514. Gifted and Talented Learners, 3 hours, Offered as needed

Identification, curriculum models, program development, and implementation of programs for the gifted and talented learner. Practicum.

SPED 515. Materials and Methods for Teaching the Gifted, 3 hours, Offered as needed

Compares and contrasts existing definitions of the "Intellectually Gifted." Also analyzes and evaluates various teaching strategies and programs used with gifted students. Practicum. **Prerequisite:** SPED 514.

SPED 519. Assessment/Diagnosis of Exceptional Children, 3 hours, Fall

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.

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 auditorily impaired child in light of IDEA revisions of 1997. **Prerequisite:** SPED 508.

SPED 615. Strategies/Programs for Students with Mild to Moderate Disabilities, 3 hours, Spring

Includes an examination of current programs, materials, and strategies for teaching mild and moderately disabled students in a continuum of placements. Practicum required. **Prerequisites:** EDUC 524, SPED 508 and 616.

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

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. Practicum included. **Prerequisite:** SPED 508.

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

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.

SPED 618. Strategies/Programs for Students with Low Incidence Disabilities, 3 hours, Fall

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:** EDUC 524, SPED 508 and 617.

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.

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.

76 Teaching English as a Second Language Courses

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.

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. ESL Curriculum, 3 hours, Fall, Summer periodically

History and current realities and objectives in ESL. Scope and sequence of the ESL curriculum at various levels of acquisition and how to design ESL curricula are included.

TESL 581. Introduction to Teaching English as a Second Language, 3 hours, Fall, Summer periodically

This course provides an introduction to the history, methods, theories, and program models of teaching English as a second language. It includes an overview of the legal rights and classroom experiences of English language learners in American school. Instructional modifications and teaching strategies that support the academic success of second language learners in ESL and mainstream classes will be examined.

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.

TESL 583. Evaluation of Language Learning, 3 hours, Spring, Summer periodically

Reviews a number of current methods for classroom and standardized ESL testing and evaluation.

TESL 584. Practicum in ESL, 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.**

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.**

TESL 669. Seminar in Student Teaching, 1 hour, Fall, Spring

This course is designed as the capstone experience for the teacher education program and the student teaching experience. Student teachers will reflect upon and analyze the experiences they are having in the classrooms to which they are assigned, and they will refine skills for entering the teaching profession. Each student will complete the process by which the developmental portfolio is transformed into the exit portfolio. All Praxis II exams required for licensure must be completed before a passing grade will be assigned for the course. Successful completion of this course is a requirement for the completion of all licensure programs. Must be taken concurrently with TESL 667 and TESL 668. **Prerequisite: Admission to the student teacher semester.**

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- H. Wayne Ballard, Jr.**, *Associate Professor of Religion, 2002*; B.A., Oklahoma Baptist University; M.Div., Golden Gate Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary
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- Gregory A. Casalenuovo**, *Associate Professor of Nursing, 1996*; B.S.N., M.S.N., University of North Carolina, Chapel Hill; Ph.D., University of Tennessee, Knoxville
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Graduate Committee and Institutional Review Board

The Graduate Committee shall recommend graduate policy and changes in the graduate curricula to the full faculty. The committee will serve as the Institutional Review Board for Carson-Newman University and shall approve all institutional research activity involving human subjects.

The committee is comprised of chairs and program directors of the departments housing graduate programs, one representative from each graduate program, one faculty member with the terminal degree from each school not housing a graduate program, a representative from library services, the provost, the associate provost, and the registrar. The chair will be elected each year by members of the graduate committee.

Teacher Education Council

The Council shall serve as an advisory group to provide leadership in developing and evaluating curricula, programs, and policies for the education unit. It is composed of one faculty member from each licensure program, one faculty member from each school that does not have a licensure program, one student currently in the teacher education program, one student currently enrolled in a graduate studies in education licensure program, two K-12 practitioners, and eight permanent members.

The permanent members represent the following positions: chair of the school of education (chair of the Council), provost, chair of the teacher education department, chair of the graduate studies in education department, teacher education admissions and services advisor, graduate studies in education admissions and services advisor, director of field experiences, and representative from the office of the registrar.

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Campus Telephone Numbers

What	Who	Phone
Academic Records	Registrar's Office	471-3240
Admissions	Robin McKinney	471-4652
Alumni Affairs	Amy Reed	471-3222
Auto Registration	Safety and Security	471-3559
Books/Supplies	Bookstore	471-3346
Bills/Fees	Student Accounts	471-3209
Career Services	Life Directions	471-3567
Campus Computer Labs		471-3506
Campus Minister	Nenette Measels	471-3537
Counseling, Personal	Jennifer Catlett	471-3531
Financial Assistance		471-3247
Grades/Records	Registrar's Office	471-3240
Graduate Assistantships	Dagmar Morgan	471-3224
Graduation Requirements	Advisor	
Graduation Cap/Gown	Registrar's Office	471-3240
Health Services	Peggy Dalton	471-3531
Housing	Residence Life	471-2009
I.D. Cards	Safety and Security	471-3559
Information	Switchboard (0)	471-2000
Library		471-3335
Lost and Found Items	Safety and Security	471-3559
Media Services	Donnie Newman	471-3341
Parking/Tickets	Safety and Security	471-3559
Police	Jefferson City	475-2002
Post Office	Postal Clerk	471-3348
Refunds	Student Accounts	471-3210
Safety and Security	Safety and Security	471-3559
Scholarships	Financial Assistance	471-3247
Security Cell No.		548-9067
Student Affairs		471-3235
Student Rules/Regulations		471-3235
Students with Disabilities	David Humphrey	471-3268
Transcripts	Registrar's Office	471-3240
Veterans Services	Dagmar Morgan	471-3224
Withdraw from College	Financial Assistance	471-3247