



CARSON-NEWMAN

A CHRISTIAN UNIVERSITY

2024-2025 GRADUATE CATALOG



Graduate Catalog

2024-2025

PURPOSE OF THIS PUBLICATION

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

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

Carson-Newman University defines the academic year as beginning with the fall semester and concluding with the end of the summer session in the subsequent summer.

Carson-Newman University does not unlawfully discriminate on the basis of race, color, sex, national origin, disability, age, veteran status, or genetic information in the provision of its education policies, programs, services, and activities or employment opportunities and benefits. The University does not unlawfully discriminate on the basis of race, sex, or disability in its educational programs and activities pursuant to the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act (ADA) of 1990.

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

[Title IX](#) requires the University of the Education Amendments Act of 1972 and its implementing regulation at 34 C.F.R. Part 106 not to discriminate unlawfully on the basis of sex in its education program or activity. This prohibition extends to employment and admission. Inquiries about the application of [Title IX](#) may be directed to Randi Morrison, Director of Student Prevention Services & Title IX Coordinator, Maddox Student Activities Center, Suite 2010, 2130 Branner Avenue, Jefferson City, TN 37760, (865)-471-4186; TitleIX@cn.edu and/or to the Assistant Secretary of Education for Civil Rights, U. S. Department of Education.

Carson-Newman University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Questions about the accreditation of Carson-Newman University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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

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

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CARSON-NEWMAN UNIVERSITY

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

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

MISSION

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

VISION

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

UNIVERSITY IDENTITY AND VALUES

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

CARSON-NEWMAN IS COMMITTED TO

Preparing servant leaders by providing men and women of character and intellect to serve with and among others. Our graduates will be equipped to occupy places of leadership and will use their God-given talents in service to others. Working toward excellence in all that we do by developing individuals who are better able to live out their faith as educated citizens, promoting an attitude of stewardship for God's creation, and fostering an appreciation for truth, beauty, and goodness.

Providing access to higher education to students through additional, flexible educational opportunities outside the conventional course delivery model. Promoting the wholeness of

life by recognizing the inherent value of self as well as others and welcoming a diverse population to share in the pursuit of excellence. Being an integral part of the Appalachian region by providing multifaceted resources, opportunities, and community engagement programs. Confronting and addressing the challenges of the future by providing its graduates with the capabilities to be lifelong learners.

CARSON-NEWMAN UNIVERSITY HISTORY

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

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

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

Global education and broadening students' horizons are staples of the Carson-Newman experience. Scores of international students study at Carson-Newman each year while others travel from campus to study abroad. In 2021, the University announced a 5-year strategic plan called "Acorns to Oaks: Pursuing God's Preferred Future." The strategic plan entails thoughtful and purposeful alignments of policies and procedures with the University's Christ-centered mission and an ongoing commitment to balanced budgets. This includes work to reduce dependency on tuition through innovative programs and entrepreneurial pursuits designed to develop new revenue streams.

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

ADMISSIONS

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

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

To be considered for admission, applicants must meet academic requirements and other admission criteria established by the University. The University reserves the right to deny admission to applicants who do not possess adequate academic preparation and/or those who fail to meet other admission criteria. Students who are admitted are required to abide by university policies and regulations. Program directors for each graduate program evaluate all applications and applicable references, test scores, interview results, and transcripts before making an admission recommendation. When a decision is reached, the applicants are notified of their admission status. Admissions may be granted to begin in fall, spring, or summer depending on the specific program. Please refer to individual academic programs for admission deadlines.

ADMISSION APPEALS

Each completed application will be reviewed and evaluated within the appropriate academic department before making an admissions recommendation. The applicant will be notified when an admission decision has been made. Graduate applicants will be notified as to which admission category he/she has been assigned (see categories of graduate admission). If an applicant wishes to appeal an admission decision regarding admission requirements, categories of admission, independent study, time limits to degree or other concerns, he/she must submit a written letter of appeal to the appropriate department for consideration. Graduate admission appeals may be sent to the appropriate graduate academic department.

ADMISSION REQUIREMENTS FOR ALL PROGRAMS

Completed application for admission. 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). Official test scores as required by individual graduate programs. Note: See specific graduate program for additional admissions requirements.

ADMISSION REQUIREMENTS BY PROGRAM

MASTER OF ACCOUNTANCY

In addition to the common admissions requirements for all C-N graduate programs, applications to the Master of Accountancy must meet these minimum qualifications:

- A bachelor's degree from a regionally accredited university
- A minimum overall GPA of 3.0
- Applicants will be asked to submit the following:
- A professional resume (including all work experience, degrees and prior coursework)
- Official transcripts, indicating accounting courses or three (3) credit hour course equivalent with a grade of B or better for the following courses:
 - Intermediate Accounting I
 - Intermediate Accounting II or Advanced Accounting
 - Auditing
 - Federal Income Tax

Additional coursework in Business, Accounting, Data Analytics is not required but highly recommended. Students with an undergraduate GPA below 3.0 may wish to highlight additional positive factors. These factors may include GPA from last 60-70 hours, GPA in accounting coursework, GMAT score or other relevant information indicating ability to succeed in the program.

MASTER OF BUSINESS ADMINISTRATION

The MBA program at Carson-Newman University has a competitive admissions policy. Selection of candidates is based on several criteria evaluated by the MBA program director. Applicants to the MBA program must meet the following minimum qualifications to be considered for unconditional admission to the program:

- Complete online application
- Hold a bachelor's degree from a regionally accredited university and have a minimum overall undergraduate grade point average of 2.5 (or 2.75 on the last 60 hours of the baccalaureate program)
- Professional resume

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

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

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

Conditional Admission

Students not satisfying all requirements for admission may, in exceptional circumstances, be conditionally admitted to the program. The MBA program director may impose additional acceptance requirements such as completion of additional undergraduate course work, completion of preparatory materials provided by the university, required acquisition of resources or software, and statements of commitment to the academic process. Students admitted conditionally may only apply the first 9 graduate credit hours toward the MBA degree. Upon completion of nine (9) graduate credit hours in the program with a "B" or better average, the conditionally admitted student will be granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the program for one semester, after which the student must petition for readmission.

Qualifying Seniors in an Undergraduate Degree Program

Rising seniors in Carson-Newman's residential undergraduate program are eligible to apply to the MBA program for conditional acceptance. Students must be classified as a senior (90 credit hours) when taking graduate MBA (500-level) courses, must enroll full-time as an undergraduate (at least 12 credit hours from 100- 400 course levels) and must have a cumulative 2.5 GPA.

An undergraduate student in the MBA program may take no more than 6 credit hours (2 courses) during their senior year and no more than one (1) graduate course may be taken at a time. Students can include these graduate credits in their semester load of up to a maximum of 17 hours and no pay additional tuition. MBA courses may not be used to satisfy the requirements for a bachelor's degree. A student must complete a bachelor's degree before they are fully admitted into the MBA program. Additional stipulations apply, please see the application for graduate credit for all criteria and requirements.

MASTER OF SCIENCE IN COUNSELING

Applications for admissions to the MSC tracks are accepted for the fall and spring semesters. Requested application submission dates are February 1st for Fall, and October 1st for Spring.

Applications received after those dates will be considered as space in the program concentrations are available. In addition to the common admission requirements, the requirements for a student who wishes to pursue work leading to the Master of Science in Counseling are:

- Complete online application form
- Resume
- Written statement of purpose and vocational goals
- Two recommendations required: one from an academic source and one from an employment source. A third

character recommendation is recommended.

- An official transcript from all institutions where undergraduate and graduate study was completed.
- Successful completion of an interview for the purpose of assessing candidate qualities in the areas of motivation for professional development, communication skills, self-awareness, confidence, and potential or working with diverse populations.
- A bachelor's degree from a four-year regionally accredited college, showing a minimum GPA of 3.00 (on a 4.00 scale) overall undergraduate GPA.
- Background records check submitted directly to Carson-Newman Department of Education and Counseling: no second-party background records checks are accepted

GRADUATE EDUCATION

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

- Complete online application
- Official transcripts from all institutions attended are required.
- Grade point average as specified by individual programs.
- Complete a Confidentiality Agreement

MAT Specific Admission Requirements

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

- A bachelor's degree from a four-year, regionally accredited college
- One of the following: A minimum overall GPA of 2.75 or a GPA of 3.00 in the most recent 60 credit hours
- Evidence of satisfying a TN-approved online literacy workshop. (Please email adult@cn.edu to determine which workshop is required for your admission.)
- Evidence of satisfying content knowledge for the licensure area sought. (*Content knowledge* is defined by the TN State Board Policy for licensure.) As these requirements often change, please contact adult@cn.edu to ensure what is required for your admission. (Conditional admission allowed for the following areas up to 12 credit hours as content knowledge is earned within the program: Special Education, English as a Second

- Language, Integrated Early Childhood)
- Background records checks submitted directly to Carson- Newman; no second-party background record checks are accepted.
- Interview (with passing score) with Education department faculty and local K-12 faculty for the purpose of assessment of dispositions, as required by the Council for the Accreditation of Educator Preparation
- Submission of three (3) recommendations
- Self-assessment
- Essential Functions Checklist
- Resume

Admission Evaluation

Tennessee State Board Policy outlines standards, which must be met before licensure can be granted. Each applicant's undergraduate transcript will be evaluated to ensure the mandated standards are met, and additional coursework may be required. In most cases, passing scores on the appropriate content knowledge exam(s) for licensure will be required prior to admission; all applicants will be evaluated on an individual basis. Special education and ESL content knowledge are provided at the graduate level. Candidates for all other licensure areas must satisfy content knowledge prior to admission. Prior to student teaching, candidates in all licensure areas must satisfy content knowledge exam requirements for licensure.

MAT-ESL Specific Admission Requirements

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

- Minimum computer based TOEFL score of 210
- TOEFL iBT score of 79 or IELTS score of 6.5
- Applicants scoring between 170 and 209 (computer based TOEFL), and 60 and 78 (TOEFL iBT), or 5.5 and
- 6.4 (IELTS) may be admissible but must complete TESOL 560, TESOL 563, and TESOL 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 are exempted from the TOEFL/IELTS requirement.

MED (Alternative Pathway with Job-Embedded Experience) Specific Admission Requirements

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

Admission Requirements Specific to the Job-Embedded Practitioner Licensure Program Carson-Newman University collaborates with school systems who have hired individuals on practitioner license with job- embedded experience. This license is available to individuals who have not completed a traditional teacher education program. In addition to the common requirements for admission to the master's degree programs in education, the specific requirements for admission to the job- embedded practitioner program are:

- Content Knowledge Requirement as required by State Licensure Policies
- Official Transcripts from ALL institutions
- 2.75 GPA or 3.0 in Last 60 hours (This can be appealed by school district)
- Interview

An individual on the alternative pathway to licensure must be currently employed and complete all licensure requirements within three years in order to be marked as a program completer. Students must obtain passing scores on the licensure assessment edTPA, and any other remaining required content area exams, for successful completion of the course EDUC 663. Successful completion of this course is a requirement for completion of the license. Advancement to the professional license after this is determined by TN State Board Policy. For further information about the Tennessee State Board Policy relevant to the alternate pathway to licensure, please consult the TN Department of Education website.

MED-Curriculum and Instruction Admission Requirements

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

- Complete online application
- A bachelor's degree from a four-year, regionally accredited college
- One of the following: A minimum overall GPA of 2.75 or a GPA of 3.00 in the most recent 60 credit hours
- Background records check is required except for persons currently employed in a P-16 setting that requires a background check. The employment recommendation form will be used to verify current employment in a P-16 setting that requires the background record check.

Admission Requirements Specific to the Instructional Leader License Specialization

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

- Complete online application.
- Verification of two years of P-12 teaching experience in an approved school setting.
- Completion of the admissions portfolio. The requirements for the admissions portfolio are communicated to candidates by the program director.
- Approval of admissions committee meeting report.
- The applicant must be at least 18 years old.
- At minimum, the applicant must hold a bachelor's degree from a regionally accredited college or university with a minimum overall GPA of 2.75 or a GPA of 3.00 in the most recent 60 credit hours.

Admission Requirements for the Ed.S. and the Ed.D. Programs

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

- Submission of Graduate Record Exam (GRE) score is optional.
- Master's Degree graduate GPA of 3.3 or higher on a 4.0 scale.
- Scholarly writing sample
 - Choice 1: Thesis or published writing (preferred and accepted as is)
 - Choice 2: Response to writing prompt given by graduate admissions.
- Professional experience in an educational environment (3 years minimum)
 - Teaching license
- Other proof of experience if from a non-licensed environment
- Two references (professional and/or academic)
- Candidates may choose the Administrative Leadership Concentration or the Curriculum and Instruction Leadership Concentration. Ed.S. candidates complete the same courses as Ed.D. candidates, but the Ed.S. program requires only mentored residency and professional portfolio, rather than the dissertation. Candidates may choose to complete the dissertation and the Ed.D. degree, after having completed the Ed.S. degree. Administrator's License (ILL) Ed.S. and Ed.D. Level Specialization can be taken concurrently for students seeking administrative licensure.

Admission Requirements for the ABD Completion Pathway Program

In addition to the current admission requirements for the C-N Educational Leadership Program, applicants must submit the following in consideration of admission:

- No more than 15 years may have elapsed between application for enrollment in the ABD Completion Pathway Program since the last enrollment in the previous program.
- Verify good standing with the previous institution and no dismissal for ethical or moral issues.
- Proof of ABD status from a regionally approved program with official transcripts and link to the catalog.
- A professional portfolio of sample coursework submissions and three (3) years of professional experience evidence, and career development
- Master's Degree graduate GPA of 3.3 or higher on a 4.0 scale.
- A virtual interview with graduate faculty
- Three (3) letters of reference (professional or academic)
- An EDLDA (professional disposition assessment) is completed by the applicant's immediate supervisor. The EDLDA Education Leadership Disposition Assessment) is a valid and reliable instrument used to assess the professional dispositions of students in advanced programs and used by C-N to assess students three times in the doctoral program.
- Evidence of receiving a minimum score of 85 (Internet) on the TOEFL-IBT Examination if English is not the student's first language. Only scores within the last two years will be accepted.
- Submit a criminal background check with fingerprints or verification through employment records.

GRADUATE NURSING

Admission Requirements for Family Nurse Practitioner Program for students desiring a master's degree

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

- Complete online application.
- A bachelor's degree in nursing from a NLN or CCNE accredited four-year program.
- Grade point average of 3.00 or higher on a 4.00-point scale for all undergraduate work. *
- Official transcripts from all previous undergraduate and graduate college or university course work.
- Three (3) recommendations from each of the following areas: academic (if BSN degree less than 3 years), employment (from direct supervisor), and character.
- Current unencumbered active registered nurse licensure.
- Letter of personal goals and aspirations.

Admission Requirements for the Family Nurse Practitioner Program for students who have already earned a master's degree in nursing and desire a post-master's certificate:

- A master's degree in nursing from a NLN or CCNE accredited program.
- Grade point average of 3.00 or higher on a 4.00 scale in the previous master's program.
- Complete application
- One official transcript from previous graduate college or university course work.
- Three (3) recommendations from each of the following areas academic (if MSN degree less than 3 years), employment (from director supervisor, and character.
- Current unencumbered active registered nurse licensure.
- Current unencumbered advanced practice nursing licensure if applicable.
- Letter of personal goals and aspirations.

GRADUATE BIBLICAL AND THEOLOGICAL STUDIES

MAAT Specific Admission Requirements

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

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

MDiv Specific Admission Requirements

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

- Complete online application
- Graduation from a regionally accredited four-year academic institution with a bachelor's degree (demonstrated by the submission of official transcript).
- Minimum grade point average of a 2.75 (on a 4.0 scale) or a GRE score of at least 290.
- Students not satisfying either the grade point average or the GRE requirement may be conditionally admitted to the MDiv program at the discretion of the Associate Dean of the School of Biblical and Theological Studies. A student who completes the first three courses of the graduate program with an average of "B" or higher will be granted full admission.
- A student who fails to satisfy this conditional admission requirement will be suspended from the program for a year, after which the student may petition for readmission to the program.
- Reference form completed by the applicant's pastor/church.
- Interview with and written acceptance by either the Associate Dean or the Dean of the School of Biblical and Theological Studies.

CATEGORIES OF GRADUATE ADMISSION

Note: Admission to the program does not guarantee completion.

Admitted – Degree Seeking Student

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

Admitted – Non-Degree Seeking Student

This category is for those individuals who want to take courses in the graduate studies program but are not working toward any graduate degree at Carson-Newman University. A copy of an official transcript showing graduation from a regionally accredited four-year baccalaureate program and/or master's program is required before graduate credit can be issued. The transcript must be from the institution that granted the baccalaureate degree. For the MSN degree, individuals will be admitted on a space-available basis. A maximum of 12 graduate hours with C grades or better, taken before being admitted into a degree program, may be applied toward the Master of Arts in Teaching degree, the Master of Science in Nursing degree, and the Master of Science in Counseling degree.

Admitted – Non-Degree Certificate-Seeking Student

Individuals who wish to enroll in a graduate studies program at Carson-Newman University to obtain a certificate rather than a graduate degree should note that admission will be determined by the specific graduate program and the type of certificate.

Conditionally Admitted

This category is for those who have yet to meet all specified requirements but have been permitted to begin taking courses in a degree program. The conditionally admitted candidate will be sent a letter from the graduate studies program outlining what must be completed before being fully admitted. A maximum of 12 graduate hours with C grades or better may be applied toward the Master of Arts in Teaching, the Master of Science in Nursing, and the Master of Science in Counseling degrees or the dual degree in Master of Science in Counseling/Educational Specialist in Counseling. A student can take no more than nine (9) hours as a conditionally admitted student for the Master of Arts in Applied Theology and the Master of Business Administration degrees. A maximum of six (6) hours with a C or better may be applied toward the Master of Education. Conditional admittance does not apply to the Educational Leadership Licensure program, the Educational Specialist in Education, or the Doctor of Education (Ed.D.). Conditionally admitted students can only receive financial aid for the limit of their allowed conditional credit hours until they are fully admitted.

Not Admitted

This category means that the completed application has been reviewed, and admission has been denied based on failure to meet one or more admissions criteria. In writing, the applicant will be notified 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, they may be required to withdraw before completion.

EXAMINATION REQUIREMENTS

Graduate Record Examination (GRE): The Graduate Record Examination (GRE) is one option students may choose to meet admission testing requirements for certain graduate programs. For information and scheduling, call 1-800-473-2255. The GRE code for Carson-Newman University is 1102. For students conditionally admitted into a Graduate Studies in Nursing program, the GRE must be completed, and results received during the first semester of enrollment. For students conditionally admitted in Education, the GRE must be completed within the first 12 hours of coursework.

INTERNATIONAL STUDENTS' GRADUATE ADMISSION

In addition to the admissions criteria specified for individual

graduate programs, international students must meet the following requirements:

1. Tests for International Students: Minimum Duolingo English Test score of 101, computer based TOEFL score of 210, TOEFL iBT score of 74 (undergraduate) or 79 (graduate), IELTS score of 6.0 (undergraduate) or 6.5 (graduate), or PTE academic score of 53. Graduate applicants scoring between 90 and 100 on the Duolingo English Test, 170 and 209 (computer based TOEFL), 60 and 78 (TOEFL iBT), 5.5 and 6.4 (IELTS), or 44 and 52 (PTE academic) may be admissible but must complete TESOL 560, 563, 564 in addition to degree requirements. International students who have earned an undergraduate or graduate degree at a United States or university are exempted from the Duolingo/TOEFL/IELTS/PTE requirement.
2. Undergraduate transcripts from non-U.S. institutions must be submitted for a professional credential evaluation from an agency that is a member of the National Association of Credential Evaluation Services (NACES).
<https://www.naces.org/members>
3. All international students must submit proof of proper immunizations and health status prior to enrollment. The University requires proof of immunizations for measles of all incoming students. A doctor's office record confirming the disease, or proof of measles immunization since 1980, is needed to satisfy this requirement. Any questions or appeals due to extenuating circumstances related to immunization requirements must be filed with and approved by the Health Services University Nurse prior to the student's enrollment. Immunizations can be obtained from a family physician or a local health department. A physician's examination report is required. For significant health problems or those that would limit participation in physical activity courses, a physician's report is also required. Appropriate forms are provided by the University.
4. International students are required to purchase insurance through a plan approved by the University. International student accounts are charged during the fall semester for six months of coverage and during the spring semester for the remaining six months of coverage. See the Tuition, Fees, and Payment section for current rates.
5. Confirmation of Financial Support: This form must be completed by the individual (student and Parent or sponsor) affirming the availability of financial resources to pay for the a. student's expenses while attending Carson-Newman University. To verify the support noted on the Confirmation of Financial Support, each individual providing support (parent, sponsor or student, if self-funding) must request a letter from their bank to verify account status and amount available. Bank letters must be written on bank letterhead, including the bank name and location, be currently dated (within last 6 months) and written in English. Furthermore, the bank letter should list of the name of an individual bank customer, not a

company, should state how long the individual has been a customer of the bank, list of average amounts available in accounts and amount currently readily available, in local currency and U.S. dollars. The official bank letter should be signed and dated by a bank representative, with their name printed legibly beneath their signature.

6. Form I-20 will be issued only after acceptance for admission to Carson-Newman University has been approved and the University receives the enrollment deposit of \$500.00, and a current (6 months) certified bank letter.

7. International Student Application and required document submission deadlines:

- Fall Semester: May 31st
- Spring Semester: October 31st

NOTE: Individual graduate programs may have earlier application deadlines. Please refer to admissions criteria specific to the graduate program of choice.

NOTE: 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.

READMISSION TO THE UNIVERSITY

Students who have been enrolled in Carson-Newman University previously but who have not attended Carson-Newman for a semester may apply for readmission. To reapply, students must complete the Online Application located at <https://admissions.cn.edu/apply/>. For readmission to be granted, the student must be in good academic, disciplinary, and financial standing with the University. Federal Direct Stafford Loan Exit counseling (if applicable) must be completed before departmental evaluation of readmission. The deadline to apply for readmission is two weeks before the semester begins.

When a student applies for readmission, it automatically triggers a notification to all relevant offices involved in the readmission process. This ensures that any potential issues that the student may need to resolve are brought to the attention of the admission staff.

The priority deadline for applying for readmission is one month before each semester begins. International students applying for readmission must apply at least one month before the beginning of the next enrollment term. Students who have been readmitted may contact the Office of Admission for class registration information.

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



COSTS AND TUITION

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

TUITION BY PROGRAM

Program	Tuition per credit hr	Tech. Fee per course
Certificates (Graduate)	\$450.00	\$55.00
Ed.D (Doctorate)	\$580.00	\$55.00
Ed.D ABD Pathway (Doctorate)	\$580.00	\$55.00
Ed.S (Post-Masters)	\$580.00	\$55.00
FNPP Cert (Post-Masters)	\$650.00	\$55.00
MA in Teaching (Graduate)	\$450.00	\$55.00
MAAT Applied Theology (Graduate)	\$505.00	\$ -
MACC Accountancy (Graduate)	\$635.00	\$ -
MBA (Americorp) 20% off	\$455.00	\$ -
MBA Business (Graduate)	\$555.00	\$ -
MBA Entrepreneurship (Graduate)	\$555.00	\$ -
MDIV Divinity (Graduate)	\$555.00	\$ -
MDIV Divinity (SBC rate)	\$355.00	\$ -
MEd. Education (Graduate)	\$505.00	\$ -
MEd. Education - Online (Graduate)	\$450.00	\$55.00
MSC Counseling (Graduate)	\$530.00	\$ -
DNP (online)	\$905.00	\$ -
MSN/PMC (online)	\$650.00	\$55.00

Additional Fees for Programs:

Dissertation Fee (Per credit Hour)	\$580.00	\$55.00 per cr. hr.
Job Embedded Practitioner	\$500.00	Per Semester and \$20 per course
Nursing Malpractice Ins. Est.	\$80.00	Per Year
Student Teaching	\$200.00	Per Placement
Student International Fees:		
International Student Fee	\$125.00	Per Semester
International Student Insurance	\$2022.84	Per Year
<i>Note: amount subject to change</i>		

MEAL PLANS

MEAL PLAN RATES: (per semester)			
Residential:		Commuter:	
Unlimited Meal Plan*	\$2,950	14 Meal Plan, any 14 Meals Weekly* and Appalachians Commons	\$2,600
14 Meal Plan, any 14 Meals Weekly* and Appalachians Commons	\$2,600	11 meal/semester block plan Available only to Appalachian Commons Residents and Commuters	\$1,350
11 meal/semester block plan Available only to Appalachian Commons Residents and Commuters	\$1,350	40 Meal/Semester Plan**	\$700

*Includes initial \$200 declining-balance (Eagle Bucks) account per semester.

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

NOTE: You can add \$25 increments for Eagle Bucks by paying with cash, check, money order, debit card, or credit card online or at the cafeteria (see dining services). All charges must be paid in full on or before final registration. All fees and charges are subject to change.

RESIDENCE HALLS (Room and Board per semester)

Women's Residence

Burnett Hall - Traditional 2-Person Room

- Double = \$1,850
- Single (Private) = \$2,940

Swann - Traditional 2-Person Room

- Double = \$2,150
- Single (Private) = \$2,950

Men's Residence Hall

Alumni Traditional 2-Person Room

- Double = \$2,050
- Single (Private) = \$2,950

Heritage Hall Traditional 2-Person Room

- Double = \$1,850
- Single (Private) = \$2,940

Appalachian Commons

- Standard 4-Bedroom = \$2,950
- Standard 2-Bedroom = \$3,300

West Campus Commons Traditional 2-Person Room

- Double \$2,950

DAMAGE TO UNIVERSITY PROPERTY

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

PAYMENTS

Tuition, fees, and all other costs for the semester are payable by the first day of class. For students with definite commitments of funds from the Financial Aid Office, the difference between the total cost for the semester and the financial aid commitment is payable by the first day of class. Payment of the difference between enrollment charges and financial aid can be made by cash, personal check, DISCOVER CARD, VISA, MASTERCARD, or through the payment plan. Information on the pay plan can be found at www.tuitionassistant.com. By enrolling the student agrees to pay all expenses incurred by Carson-Newman University to collect any outstanding debt, including attorney and collection agency fees. Carson-Newman University reserves the right to report the status of any outstanding indebtedness owed to credit reporting agencies.

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

TUITION REFUND SCHEDULE FOR WITHDRAWAL FOR STUDENTS IN THE TRADITIONAL 15-WEEK SEMESTER: (14 TEACHING WEEKS AND 5 EXAM DAYS)

If a student drops a course that has been verified, then the following tuition refund schedule will be followed.

Tuition Refund Schedule for Withdrawal for students in the traditional 15-week semester:

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

ACCELERATED COURSES AND SUMMER TERM REFUNDS

An accelerated course is a course that is shorter than a full term and does not span the entire payment period of enrollment. Accelerated courses fit with the regular academic term. Still, they will range from four weeks (May-Term, FST, and GST), seven weeks (Sessions AST and BST), and ten weeks (TST).

Full-term summer courses are 14 weeks.

If a student drops a course that has been verified, then the following tuition refund schedule will be followed.

Tuition Refund Schedule for Withdrawal for students in an accelerated course:

During first week of class.....	90%
During second week of class	No refund

For students with federal student financial aid, the portion of federal assistance earned and the balance that must be returned to the federal or state program will be determined by the Financial Aid Office

REGISTRATION AND TUITION CHARGES

Students who register for courses incur tuition charges. The student will be responsible for payment of tuition charges for course registration unless the student notifies the Office of the Registrar to cancel their course registration before the first day of the term.

Payment for tuition and fees is due before the day classes begin. If a student fails to make arrangements to pay their student account by the end of registration, the student's registration may be canceled. If a student makes arrangements for payment of tuition and fees after being dropped from course registration and class rolls, re-enrollment must be approved by the Student One Stop and the University Registrar. The student will be subject to late registration and re-enrollment fees if re-enrollment is approved.

WITHDRAWALS AND REFUNDS

Dropping a class/Not withdrawing from school

A refund will be given to those students who drop a course but remain enrolled by the last day of the drop/add period during a regular semester. To receive a refund for a course in an accelerated module the student must drop the course **before the course begins**. Dropping a course may affect financial aid.

Withdrawing From School

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

Students registered for any class offered in an accelerated session (see academic calendar) are considered enrolled in the semester. Students who do not plan to continue

enrollment in the next session scheduled after the session of current enrollment must notify the Office of the Register by noon on the business day preceding the start of the next session to avoid charges. Students who choose not to continue enrollment in any session within the semester may be considered withdrawn for the semester and must contact the Financial Aid Office to process a withdrawal. Financial Aid recipients withdrawing or discontinuing enrollment may not earn all financial aid which may result in a bill due to the University.

If a student with federal (Title IV) financial aid withdraws, drops out of school, or is dismissed from the University, the Financial Aid Office will determine the portion of federal aid earned and the balance that must be returned to the federal or state program.

Federal assistance is earned based on the student's days in attendance. It has no relation to the tuition refund percentage computed above. For specific questions concerning the computation of earned federal aid, please get in touch with the Financial Aid Office.

It's important to remember that not following the policy on refunds for board charges and meal plans can have serious consequences. During each semester's drop-course period, a student may voluntarily reduce or cancel a commitment for room and board (i.e., a meal plan). Charges for both are computed to arrive at the amount refundable. After the semester's drop course ends, room commitments are considered non-cancelable.

However, the Carson-Newman University Residence Life Director can authorize an alternative room assignment, 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 their board charges only up to midterm.

If a student withdraws from the University or moves off campus without the permission of the Carson-Newman University Residence Life Director or is dismissed from the University for disciplinary reasons, no refund will be granted for any portion of the board charges. Similarly, 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.



STUDENT LIFE

Student Life encompasses life outside the classroom. It provides leadership for a well-balanced co-curricular program and utilizes the Wellness Model with its six areas as a foundation for student growth and development. The six areas include: spiritual, social, emotional, career, physical and intellectual development. The co-curriculum is designed to support the mission of the University. The Student Services Office is located in the Maddox Student Activities Center. The office phone number is 865-471-3235. Student Services offers a wide variety of programs and services under the supervision of the Vice President for Student Services. These services include Student Conduct, Campus Ministries, Residence Life, Student Activities, Recreational Services, Counseling, Health Services, Public Safety, First Year Experience, Conference Services, and Appalachian Ministries of the Smokies.

The Division of Church Relations and Campus Ministries offers opportunities for student spiritual growth through chapel service opportunities and mission trips.

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

ACADEMIC COMPUTER FACILITIES

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

CAMPUS MINISTRIES

Campus Ministries shares the Gospel of Jesus Christ with all students on and off campus, disciples' men and women in the Word of God, and sends students in ministry and missions to their neighbors and the nations (Matthew 28:19-20). A student who has lived a life of mission or ministry while attending Carson-Newman will be awarded a Ministry and Missions Cord to wear with their regalia as they accept their diploma.

The first mission of Campus Ministries is to share the gospel with all students to create a culture of evangelism on and off campus. Events like BCM Wednesday Night Service, Weekly Chapel Services, and the Gospel Saturated Life Conference are all intentional in sharing the Gospel of Jesus Christ. Second, we disciple students by leading them to study God's Word and establish a biblical worldview.

Discipleship happens on campus in small groups and in faith communities around our area by plugging in students with local churches. In addition, we offer ministry and mission training throughout the year. Finally, we send students out to their neighborhoods and the nations with the gospel. Sending is not just upon graduation but throughout the time spent at Carson-Newman through Mission Trips in the fall, spring, and summer

semesters. We partner with local community outreach and ministry centers, including C-N's Appalachian Ministries of the Smokies. For more information about Campus Ministries, chapel schedule, mission trips, and BCM, visit the [Campus Ministries' webpage](#).

CASE MANAGEMENT

Case Management strives to help students navigate the challenges and the obstacles that EVERY student experiences.

How we accomplish the mission:

- Connecting students to on-campus and off-campus resources.
- Help students to communicate with their instructors concerning excused absences.
- Provide ongoing follow-up and support as needed.

Outcome we strive for: Students having the academic success and level of well-being they desire while reaching their full potential as educated citizens and worldwide servant leaders.

To contact a Case Manager, email us at dcampbell12@cn.edu or call 865-471-4083.

CENTER FOR WELLNESS

The Center for Wellness provides health education and promotion through campus activities, classroom lectures, and health campaigns. The Wellness Committee is composed of faculty, staff, and students who are committed to enhancing a healthy lifestyle across the campus. For more information, contact the Wellness Chair.

COMMUNITY SERVICES

APPALACHIAN MINISTRIES OF THE SMOKIES

Appalachian Ministries of the Smokies (AMOS) is a poverty relief ministry sponsored by the Student Services division and the local community. This ministry includes a home repair ministry, Samaritan House, and AMOS. AMOS also includes the following mission outreach programs: food distribution, used clothing ministries, educational programming, recycling, children's ministry, firewood distribution, and partnerships in disaster relief missions and international poverty relief work.

BAPTIST COLLEGIATE MINISTRIES

Baptist Collegiate Ministries (BCM) is a student-led volunteer organization that includes Wednesday night worship services, Christian growth groups, outreach teams, missions' experiences, and fellowship.

CENTER FOR BAPTIST STUDIES

The Center for Baptist Studies hosts two annual lectures, the Carlyle Marney Lecture (fall semester) and the T. B. Maston Lecture (spring semester). In addition, the Center for Baptist Studies oversees the Oxford Studies program, which places two students at Regent's Park for Trinity term (late April-June). The purpose of the Center is to promote and nurture Baptist identity and heritage to student, faculty and staff, alumni, and friends of Carson-Newman. For more information, contact the Department of Biblical and Theological Studies.

CENTER FOR COMMUNITY ENGAGEMENT

The Center for Community Engagement build partnerships between the University and local community agencies and nonprofits by sharing knowledge and resources, supporting faculty service-learning programming, hosting campus events, and recruiting volunteers. They provide service-minded students and community agencies (including churches, schools, sports teams, and other organizations) opportunities to serve local non-profits.

The CCE also offers several scholarship opportunities including the Bonner Scholars Program, 6:8 Scholars, and the Community Connections Scholarship. Service Corps (Federal Work Study) positions for students serving at local non-profits are also organized by the Center of Community Engagement.

SAMARITAN HOUSE

The Samaritan House is a temporary shelter for homeless families and single women. This ministry includes clothing, furniture, and feeding programs, counseling, worship, and Bible study ministries. The shelter is a ministry of the Student Services division in partnership with the local community.

SPOTS TEAMS (SPECIAL PROJECTS OTHER THAN SUMMER)

Short-term mission projects over fall and spring break. Contact the Associate Director of Campus Ministries.

SUMMER MISSIONS

Opportunities for summer missions service through local, state, national and international agencies, organizations, camps, and churches. Contact the Director of Campus Ministries.

LOUIS AND MARY CHARLOTTE BALL INSTITUTE FOR CHURCH MUSIC

The Louis and Mary Charlotte Ball Institute for Church Music has edified congregational worship for some three decades through conferences and scholarship. The BICM is committed to promoting, conducting, and publishing scholarly research in sacred music. In addition to nurturing scholarly studies, the Institute provides a growing collection

of piano and instrumental literature, offers workshops for music ministers and worship leaders, and commissions new works. For more information, contact Dr. Clark Measels, Director, Ball Institute for Church Music, Carson-Newman University, Department of Music.

CENTER FOR GLOBAL EDUCATION

The Center for Global Education leads the University to strengthen its international and intercultural dimensions through curricular and co-curricular programs. Study abroad, the development of international institutional relationships, and International Student Services comprise the on-campus programs of the Center for Global Education. For additional information, contact the Director of Global Education.

COUNSELING SERVICES

C-N Counseling Services supports the mission of Carson-Newman University to help all students enhance their personal growth to reach their full God given potential as educated citizens and worldwide servant leaders. An invaluable resource, counseling helps students handling stress stemming from emotional, social, or academic difficulties. Counseling Services offers individual, couples and group counseling, crisis intervention, psycho-educational counseling, as well as online mental health assessments and referrals to community resources. All appointments are free and confidential. To set up an appointment, please call 865-471-3350, email counselingservices@cn.edu, or schedule online at myhealth.cn.edu.

The offices of Counseling Services are in the Kathleen Manley Building, located directly across from First Baptist Church on the corner of Russell Avenue and Ken Sparks Way, next to Burnett Hall. For further information please visit the Counseling Services webpage at [Counseling Services | Carson-Newman University \(cn.edu\)](http://CounselingServices|Carson-NewmanUniversity(cn.edu))

DISABILITY SERVICES

Carson-Newman University seeks to provide reasonable accommodations to "otherwise qualified" students. To request accommodations, contact the Director of Disability Services, David Humphrey, at dhumphrey@cn.edu or 865-471-3268.

EAGLE GUIDE

Eagle Guides are peer mentors that assist freshmen as they transition from being dependent to independent. Eagle Guides participate with LA 101 classes and plan campus wide events.

HEALTH SERVICES

Carson-Newman University Health Services provides non-emergent outpatient care for all currently enrolled students on campus. Health Services uses the site myhealth.cn.edu to collect immunization records and to create student appointments. Immunization requirements and instructions to upload are located on the Carson-Newman website. Students may also schedule an appointment by calling 865-471-3350, emailing healthservices@cn.edu or schedule online at myhealth.cn.edu. The offices of Health Services are in the Kathleen Manley Building, located directly across from First Baptist Church on the corner of Russell Avenue and Ken Sparks Way, next to Burnett Hall.

INFORMATION TECHNOLOGY SERVICES

Use of the computing facilities is a privilege available to faculty, staff, and students of Carson-Newman University, subject to compliance with certain principles designed to assure that all users have reasonable access to the system and that the action of any one user will not adversely affect any aspect of the work of computer usage of another. In accepting this privilege, users are expected to abide by the rules of conduct. Compliance with the rules will be monitored. For the complete Information Technology policy, please consult the **Eagle Student Handbook** [Student Handbook | Carson-Newman University \(cn.edu\)](http://Student Handbook | Carson-Newman University (cn.edu)) and search for "Information Technology."

INTERNATIONAL STUDENT SERVICES

International students are provided specific services, activities, and co-curricular programs through the Center for Global Education. Some of the services provided include airport service at the beginning and end of each semester, assistance with checking into campus housing, New International Student Orientation, assistance with opening bank accounts, local transportation for specific appointments and shopping, and assistance in integrating into the University community. Contact the Center for Global Education for more information.

STUDENT CONDUCT

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

problems associated with psychological concerns, health related problems, or other areas covered under the Student Services umbrella.

PUBLIC SAFETY

The Department of Public Safety is located at 2209 Branner Avenue. Office hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday, except for lunch. The office phone number is (865) 471-3559. DPS has security officers on duty 24 hours a day and all officers are licensed by the State of Tennessee. Officers may be reached at any time by calling (865) 548-9067 or through the LiveSafe® mobile app. DPS also maintains a private protective service license through the State of Tennessee. The Jefferson County E-911 office should be contacted for life-threatening emergencies by dialing 911. The department works in concert with the local police, fire department and other local emergency responders to maintain a safe campus and ensure that all crimes are reported immediately and investigated. A daily crime and a fire log are available for review as mandated by both state and federal laws. Both the daily crime log and the fire log may be viewed at [Department of Public Safety | Carson-Newman University \(cn.edu\)](http://Department of Public Safety | Carson-Newman University (cn.edu))

CAMPUS ALERTS

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

STUDENT ID CARDS

New students are encouraged to use the online form for student ID card registration at [ID Card Registration \(wufoo.com\)](http://ID Card Registration (wufoo.com)).

VEHICLE REGISTRATION

All personal vehicles belonging to students, faculty or staff members must be registered with the Department of Public Safety within three (3) days after they are brought on campus. Students must request a parking decal at the office during normal business hours. All vehicles must have valid insurance coverage to be brought on campus. To register a vehicle, the student or employee must provide the vehicle's make and model and the state license plate number. No vehicle may be registered that does not belong to the owner or the owner's parent or legal guardian. The link to register a vehicle is [Carson-Newman Vehicle Registration \(wufoo.com\)](http://Carson-Newman Vehicle Registration (wufoo.com)) The campus parking regulations may be found on the department's website [Department of Public Safety | Carson-Newman University \(cn.edu\)](http://Department of Public Safety | Carson-Newman University (cn.edu))

TITLE IX POLICY AND GRIEVANCE PROCEDURES

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

DISCRIMINATION ON THE BASIS OF SEX

The University does not unlawfully discriminate in its programs and activities on the basis of sex and complies with state and federal laws prohibiting sex discrimination. The requirement not to discriminate on the basis of sex applies to admissions, except undergraduate admissions as provided by Title IX. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. Some regulations issued under Title IX relating to discrimination on the basis of sex are not consistent with the University's religious tenets and do not apply to the University (34 CFR § 106.12(a)). Questions or inquiries about the application of Title IX to the University's programs and activities may be addressed to the University's Title IX Coordinator, Randi Morrison, Director of Student Prevention Services. Her office is located in the Maddox Student Activities Center, Suite 1014, 2130 Branner Avenue, Jefferson City, TN 37760, (865) 471-4186.

For the complete Title IX Policy, please see the Eagle Student Handbook or www.cn.edu/title-ix/.



GRIEVANCE PROCEDURES

In accordance with our mission as a Christian University, Carson- Newman has established a General Complaint and Grievance Policy as well as procedures to assist students in resolving student complaints and concerns which are of a general nature, and which are not covered by other University policies and procedures. Complaints or grievances regarding academic/grade appeals, discrimination/harassment, sexual harassment, or student behavior/discipline are addressed by other institutional policies and procedures. For the complete policy and procedure for complaints and grievances, please see the appropriate section within [Eagle Student Handbook](#). The University maintains a policy on sex discrimination and sexual harassment in compliance with Title IX of the Education Amendments of 1972 and the Title IX regulations in 34 CFR Part 106. The University provides notice of this policy to applicants for admission and employment, students, and employees to the extent required by law.

FINANCIAL AID

Carson-Newman University offers a comprehensive financial aid program that includes federal, state, and institutional resources of aid where applicable. The Financial Aid Office at Carson-Newman University is available to assist students in completing the steps that are necessary in applying for aid. Students wishing to apply for federal assistance must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA must be completed if the student is requesting federal aid evaluation. In addition, to receive assistance from federal student aid programs, students must also be U.S. citizens or eligible non-citizens; be admitted into a degree program; and continue to make Financial Aid satisfactory academic progress (FASAP) every semester.

Carson-Newman University offers graduate students the following types of assistance: Federal TEACH Grant, Federal Loans, State Special Education Grant, State TELS HOPE Scholarship, and Graduate Assistantship Employment. These types of assistance may be awarded individually or in combination depending upon the needs of the student. Notification of assistance will be in the form of an email and will be available for viewing in MyCN at the student's convenience. New students must first apply and be accepted for admission to Carson-Newman University before financial aid can be offered. Continuing students need only to complete the FAFSA each year and maintain Satisfactory Academic Progress. For additional information on any financial aid or scholarship program, please contact the Financial Aid Office or view online at [Financial Aid \(AGS\) | Carson-Newman University \(cn.edu\)](https://www.cn.edu/financialaid)

APPLYING FOR FINANCIAL AID

1. Complete the FAFSA online at www.fafsa.ed.gov. If a paper application is needed, students may request one directly from the U.S. Department of Education.
2. List Carson-Newman University with our federal code: 003481.
3. Once all forms have been received, a financial aid counselor will review the file for eligibility for financial aid, and an email notification will be generated to direct students online to MyCN to see their financial aid offer.

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

Student responsibility in completing necessary forms and returning them to the Carson-Newman University Financial Aid Office- as quickly as possible cannot be over emphasized. Information and forms are available on the C-N Financial Aid website at www.cn.edu or may be obtained by writing or calling:

Financial Aid Office, Carson Newman University
1645 Russell Avenue Jefferson City, TN 37760
(865) 471-3247 or 1-800-678-9061 / financialaid@cn.edu

NOTE: No aid is automatically renewable; all aid requires application each year. For further information, please e-mail the Financial Aid Office at financialaid@cn.edu or consult our website. More detailed information is also available in the Financial Aid Handbook, online.

COURSEWORK TOWARD PROGRAM OF STUDY (CPOS) POLICY

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

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

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

DISBURSEMENTS

All financial aid will be credited to your student account each term. For traditional semester attendance, disbursement is scheduled approximately three weeks from the start of the term, upon confirming the student has begun attendance in each class anticipated. Until the aid is disbursed to the student's account, aid will be pending. Award amounts will be based upon the student's actual attendance in each class. For instance, if a student registers for 12 credit hours, but only begins attendance in 9 credit hours, the award amounts will be recalculated for 9 credit hours. It is important to begin attendance and have your schedule finalized by the last day to make a schedule change without a fee (Census date) each term. Disbursement dates for module classes are scheduled for approximately 1 week after each census date during each module of anticipated enrollment.

ELIGIBILITY FOR FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (FASAP)

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

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

SATISFACTORY ACADEMIC PROGRESS EVALUATION PROCESS (FASAP)

1. REVIEW EACH TERM

Review for FASAP will be conducted at the conclusion of each semester, including summer. The FASAP review process is a federally required process that evaluates students' cumulative academic scores, including transfer and withdrawn hours within a student's grade level. A student's FASAP calculated GPA may not be the same as the University calculated GPA. Students who are determined to be ineligible for further aid will be notified. It is the student's responsibility to ensure that lost eligibility is restored.

2. WARNING STATUS

Students will have one semester of WARNING on the first instance of a failed FASAP calculation. Warning notice will be sent to the student's C-N email account directing them to see their status and scores online via MYCN.

3. UNSATISFACTORY STATUS

A subsequent calculation failing FASAP will result in Financial Aid UNSATISFACTORY standing (suspension),

and students will be ineligible for financial aid without a successful appeal. Unsatisfactory notice will be sent to the student's C-N email account directing them to see their status and scores online via MYCN.

4. FASAP APPEALS

- Students may appeal an unsatisfactory status from the FASAP calculation. Appeals should be submitted by the semesterly enrollment deadline. Students not approved on appeal must regain eligibility by meeting the stated satisfactory standards.

6. PROBATION STATUS-FSAP

Students that filed a successful appeal from an unsatisfactory status will be granted probation in which they will be eligible for financial aid. After the probation, students must either meet the FASAP Satisfactory standards or the standards issued in an Academic Progress Plan to continue aid eligibility.

7. W, F, OR I GRADES

All grades of F, W, WP, WF, U, or I will not count as hours earned but will count as hours attempted.

8. REPEATED HOURS

Repeated hours will count towards attempted hours but may not be countable in enrollment status for the term depending upon the number of times repeated for a grade. For example, if you earned 3 hours with a grade of "D" twice, and you decided to repeat the course to earn a better grade, the repeated 3 hours will not count in your enrollment status for the term that it is a second repeat. Hence your enrollment status for the term will be calculated as: registered credit hours - second or more repeated credit hours = enrollment status for federal financial aid purposes. This is subject to change as Federal Regulations are subject to change. All attempted hours will count against your 150% of degree credits limitation.

9. TRANSFER Credits

Transfer credits accepted by Carson-Newman University for credit will count in attempted and in total earned hours.

STUDENT ATHLETE AND SATISFACTORY ACADEMIC PROGRESS

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

Athletes must be in academic good standing and be making satisfactory academic progress as defined by the University, South Atlantic Conference and NCAA. Participants in intercollegiate athletics must be enrolled in a minimum of 9 semester hours (full-time) during the term of participation. Additional requirements relating to test scores, credits, GPA, and various other issues are stated in regulations published by each of the organizations. Consult the coach and/or the Athletic Director.

SUMMER SEMESTER SAP

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

FEDERAL PROGRAMS

Teacher Education Assistance for College and Higher Education Grant (TEACH Grant)

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 subsequent terms, a student must maintain at least a 3.25 GPA on a 4.0 scale to continue TEACH Grant eligibility. Students who choose to accept the Federal TEACH Grant will have to complete annual TEACH Grant paperwork of Entrance Counseling and an Agreement to Serve on studentaid.gov. For more information, go to <https://studentaid.gov/understand-aid/types/grants/teach>. Should the teaching requirements not be fulfilled, the grant retroactively converts to an Unsubsidized Direct Loan with accrued interest. Please use your best judgment when deciding to accept this award or not.

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 if they are admitted in a degree-seeking program and enrolled at least half-time each semester. The Federal Direct Unsubsidized Stafford Loan is a non-need-based loan that begins to accrue interest upon disbursement. The student borrower is responsible for repaying accrued interest and principal. The Free Application for Federal Student Aid (FAFSA) is required to determine eligibility for this program. The FAFSA may be filed at www.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 a remaining aggregate limit available for additional annual loans. Students are eligible for federal student loans if they are enrolled at least half-time in classes required for their degree. More information is available at www.studentaid.gov.

First-Time Borrowers

Students who wish to participate in the Federal Stafford Loan program must accept the loan online via MyCN. 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.studentaid.gov.

Previous Borrowers

Students who wish to continue participating in the Federal Stafford Loan program must accept the loan online via MyCN. 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.

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 the Federal Direct Stafford loan, but any graduate student interested in this loan may contact the Financial Aid Office for eligibility questions and more information. Federal Grad PLUS Loans are available via application only at www.studentaid.gov. This loan application is based on a credit check and has a higher interest rate than the Federal Direct Stafford Loans.

Private Loans

Private loans are consumer-based education loans that are not part of the federal government programs. Private loans are more expensive than the federally guaranteed loans and should only be used after all other forms of financial aid have been exhausted. If you determine that a private loan is needed, please research your options carefully. Each lender has different fees, interest rates, and repayment options. Most private loans require a co-borrower. Maximum loan amounts vary depending on the amount of other financial aid you are receiving. Some lenders may defer repayment of principal and interest until student ceases to be enrolled at least half-time. Once you have selected a lender, please complete the application on the lender website or call a lender to request an application. You will also be required to complete a Private Education Loan Applicant Self Certification form. This is available on our website or from the Financial Aid Office.

GRADUATE ASSISTANTSHIPS/SCHOLARSHIPS

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

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.

STATE PROGRAMS

For application, full award rules, and application deadlines, see www.collegefortn.org.

Tennessee Educational Lottery Scholarship (HOPE)

Students have a total of five-years of eligibility from their initial enrollment to receive the HOPE Scholarship funds. For students who complete their baccalaureate *after* July 1, 2023, and who have not used the full five-years of eligibility, could be eligible to use their remaining HOPE eligibility towards an advanced degree (master's level only – Doctorate programs do not qualify). To be eligible for the remaining funds, the student must be meeting all eligibility requirements upon graduation with their baccalaureate, must have remaining eligibility within the 5-year window, and must enroll at least half-time in the semester immediately following graduation. If the five-years are completed before the advanced degree is complete, the HOPE Scholarship funds will be depleted, and the student will no longer receive HOPE funds. Eligibility requirements to maintain the scholarship remain the same as for an undergraduate. The student will be assessed at the next benchmark of 120- and 144-hours, etc. and must maintain a cumulative TELS GPA of 3.00 or better. For further information regarding eligibility, please refer to www.collegefortn.org.

Graduate Nursing Loan Forgiveness Program

The participant must be a Tennessee resident and a U.S. citizen, hold an unencumbered Tennessee Registered Nursing License, and be enrolled in an eligible Tennessee college or university in a program leading to a master's degree in nursing education. The candidate will incur an obligation to enter a faculty or administrative position at a college or university in

Tennessee in a nursing education program and sign a promissory note that stipulates the cash repayment if service obligation is not met.

The award is renewable up to four years of full-time enrollment and based on funding. The applicant must reapply each year. Students participating in the Graduate Nursing Loan Forgiveness Program may not participate in any other loan forgiveness program including federal, private, or institutional. Once the program is completed, the loan(s) cannot be combined to existing federal student loans the applicant may have received for the purpose of repayment. Apply at www.collegefortn.org

STUDENT STATUS

For purposes of Financial Student Aid (FSA), the university defines full-time course load for graduate programs as 9+ credit hours and, three-quarter time enrollment is defined as 7-8.5 credit hours, and half-time enrollment is defined as 4.5-6.5 credit hours per semester. Enrollment less than 4.5 credit hours per semester is less than half-time enrollment per semester, and aid eligibility is highly limited.

For the purposes of **Veterans Administration Benefits**

Eligibility, the university defines full-time course load for graduate programs as 9 credit hours per semester and 6 credit hours as three-quarter (3/4) time. For graduate programs taught in non-standard terms (less than 15 weeks in length), the following definitions apply: *For programs taught in 7- or 8-week modules: 4.5 credit hours is defined as full-time, 3 credit hours is defined as three-quarter time.*

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

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

UNIVERSITY GIFT AID CAP POLICY

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

WITHDRAWAL FROM THE UNIVERSITY

Students ceasing attendance from all classes before the close of the semester are considered withdrawn and must officially withdraw by contacting the Financial Aid Office. It is imperative to complete this process in order not to jeopardize future financial aid and to understand the earned financial aid calculation. The Financial Aid Office will process the withdrawal, regardless of whether a student has officially withdrawn or unofficially left, to determine the amount of financial aid a student has earned. Unearned financial aid will be returned to the appropriate program. Returning unearned financial aid may result in a balance due to the University. The process is completed by the Student One Stop Office, where tuition refunds are given as outlined under **Refunds** in the **Costs** section of this catalog.

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

A student who ceases class attendance in all courses before the end of the semester and does not officially withdraw is considered to have unofficially withdrawn and will be administratively withdrawn from the University. Students who are administratively withdrawn from the University will receive a grade of WF for courses registered during the term of administrative withdrawal.

The date of withdrawal for unofficial withdrawals is the midpoint of the semester. Exceptions to the midpoint may be reviewed on a case-by-case basis if appropriate documentation is provided by the professor. Using the midpoint may result in unearned financial aid being returned to the appropriate program. For information on how withdrawal from the university will affect financial aid eligibility, contact the Financial Aid Office.



MILITARY AND VETERANS' EDUCATION ASSISTANCE

C-N MILITARY & VETERAN SERVICES

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

The date on which payment from VA is made to the institution.

90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

In compliance with Section 103 of Public Law 115-407, Carson-Newman University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

BENEFIT PROGRAMS

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

- Montgomery GI Bill® - Active Duty (MGIB-AD) Educational Assistance Program [Chapter 30]
- Vocational Rehabilitation & Employment (VR&E) Program [Chapter 31]
- Montgomery GI Bill® - Selected Reserve (MGIB-SR) Educational Assistance Program [Chapter 1606]
- Post-9/11 GI Bill® - Harry W. Colmer Veterans Educational Assistance Act [Chapter 33]
- Survivors' & Dependents' Educational Assistance (DEA) Program [Chapter 35]
- Veterans Work-Study Allowance Program
- Tennessee Support, Training and Renewing Opportunity for National Guardsman (STRONG) Act of 2017
- Federal Tuition Assistance

Carson-Newman University has been approved by the USDVA to participate in the **Yellow Ribbon Program**. Veterans or dependents of veterans who qualify for the Post-9/11 GI Bill® (Chapter 33) must be 100% eligible to participate in the Yellow Ribbon Program.

For information on current policies for the Yellow Ribbon Program, contact a University School Certifying Official or the Office of Military & Veterans Services. **GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)**. More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

MONTHLY VERIFICATION

Post-9/11 GI Bill® (chapter 33)

In order for Post-9/11 GI Bill® (chapter 33) beneficiaries to continue collecting a monthly housing allowance (MHA), they will need to verify their enrollment status on the last day of each month in which they are enrolled. Failure to verify for two consecutive months will impact their MHA and/or kicker payments.

There are two ways in which a student will be able to verify his/her monthly enrollment. Students may call the Education Call Center at 888-442-4551, or they may opt to receive monthly text messages asking them to confirm their status. If a student replies "no" by phone or text, VA's processing office will contact the school for additional information on the student's enrollment.

MGIB Selected Reserve (Chapter 1606) and MGIB-Active Duty (Chapter 30)

MGIB-Active Duty (Chapter 30) and MGIB Selected Reserve (Chapter 1606) beneficiaries must verify their enrollment on the last day of each month in which they are enrolled. This can be done by using the Web Automated Verification of Enrollment (WAVE) website at <https://www.gibill.va.gov/wave/index.do> or calling the VA toll free Interactive Voice Response (IVR) telephone line at 1-877-VA-ECERT (1-877-823-2378).

Enrollment verification update: New "44354" number to verify enrollment. Post-9/11 GI Bill students who opted into text message enrollment verification will now receive enrollment verification texts from the number 44354. Getting texts via a short code means you'll receive them faster and more consistently than ever. Since short-code senders are verified by mobile carriers, you can trust that it's VA contacting you! Please be on the lookout for messages from the new number and continue verifying your enrollment as usual.

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

POLICIES AND PROCEDURES

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

To receive educational benefits, eligible recipients must be accepted for admission to the University. A Certificate of Eligibility (COE) or Notice of Benefits Eligibility (NOBE) must be submitted to the School Certifying Official. To obtain the COE, the student recipient must complete the application for VA Educational Benefits found on the U.S. Department of Veteran Affairs website. Recipients who have received VA educational benefits at another school and plan to transfer to Carson-Newman University must submit official transcripts from all colleges and universities attended to determine prior credit.

All veterans, National Guard, and Army Reserve recipients must submit a copy of their DD-214 and a copy of their Joint Services Transcripts or official transcript from the *Community College of the Air Force* (CCAF) to the Office of the Registrar for evaluation of transfer credit. See "Academic Credit through the Military" in the Admissions section for more information.

The Carson-Newman University online Veterans/Military Educational Assistance Packet including the **Recipient Statement of Understanding Agreement and Acceptance of Responsibilities** must be completed and submitted to the School Certifying Official before enrollment certifications will be processed. For additional information concerning Veterans Educational Benefits, please contact the Office of Military and Veterans Services or the School Certifying Official.

Enrollment certifications are submitted by the university's School Certifying Official after the eligible student has completed the registration process. Applications and all supporting documents should be submitted at least eight weeks before the start of the first semester of enrollment for first-time recipients. Certifications for first-time Chapter 35 beneficiaries cannot be submitted until after the first day of class attendance of the first term of enrollment. Students receiving VA Educational Benefits are responsible for notifying the School Certifying Official of any change in enrollment (drop, add, withdraw, etc.), as these changes could affect receipt of educational benefits.

STANDARDS FOR PROGRESS

Eligible recipients of VA Educational Benefits must be pursuing an educational objective, which is defined at Carson-Newman as leading to an associate, bachelor, master, or doctoral degree. Recipients must be degree-seeking students and designate an approved major and program of study. Recipients of educational benefits must work closely with an academic advisor to make certain that courses taken are part of degree requirements for their chosen academic program.

Excessive elective or repeated courses in which a passing grade (D or above) has been earned will not be approved for certification (except for courses in which a grade of "C" or higher is required for the major). **Dropped courses** which result in either no credit or no punitive grade will adversely affect VA benefits from the beginning of the term and can create an over award/repayment situation for the student. A course for which a student received an **Incomplete grade (I)** must be graded within six weeks of the course's final meeting or the beneficiary will be subject to retroactive adjustment in the semester's training time, which in turn may result in an overpayment and recovery of benefits.

Satisfactory attendance, conduct and progress, as defined by the University, must be maintained in order to continue receiving benefits. VA Educational Benefit recipients who are placed on academic probation must meet academic progress standards in order to continue receiving VA educational benefits. To assure progress, the record of each student receiving VA Educational Benefits will be subject to review at the end of each semester.



OFF-SITE LOCATIONS

<u>Site Name</u>	<u>Physical Address</u>
Brainerd Baptist School	300 Brookfield Avenue Chattanooga, TN 37411
Carson-Newman Education Center	9261 Middlebrook Pike Knoxville, TN 37931
Central Services South	1312 Highway 48/13 Clarksville, TN 37040
East Nashville Magnet School	Gallatin Avenue Nashville, TN 37209
Lakeway Christian Academy	3720 Roy Messer Hwy White Pine, TN 37890
Morgan County Correctional Complex	541 Wayne Cotton Morgan Drive Wartburg, TN 37877
Mount Juliet Christian Academy	735 N. Mount Juliet Road Mt. Juliet, TN 37122
Sullivan Central High School	151 Shipley Ferry Road Blountville, TN 37617
The Kings Academy	202 Smothers Road Seymour, TN 37865
Thompson Station Church	2608 Thompson's Station Road E Thompson Station, TN 37179
Union Heights Elementary School	3366 Tornado Trail Morristown, TN 37813

POLICIES AND PROCEDURES

ACADEMIC CALENDAR

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

Graduate programs include modules within the semester, comprise the full length of the 15- week fall or spring semesters, and accelerated modules in the summer 14-week semester. Please consult the academic calendar for term dates. Full-time enrollment differs by graduate program. Please see minimum enrollment requirements under student status for full-time requirements by graduate program. The official final exam schedule is made available to students prior to the end of the semester. The academic calendar can be found online at [24-25 4yr Academic Calendar.xlsx \(cn.edu\)](#)

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 will address any incidents of suspected dishonesty. After hearing the student and considering all the evidence, the instructor will levy sanctions if guilt is determined after conferring with the Program Director. The instructor will report these actions in writing to the Program Director. The Program Director shall report the incident to the office of the Provost, who may levy sanctions more severe than the loss of course credit. Academic dishonesty may result in sanctions including, but not limited to, an F and loss of credit for the course, and/or removal from the academic program.

Additionally, the effect of these sanctions on the student's GPA may impact financial awards. Gross dishonesty or a recurrence of academic dishonesty may result in expulsion from the University. Any student who receives an F in a course due to academic dishonesty will not be allowed to drop the course even if the F is assigned prior to the last date to drop a course with a W. The student may appeal a finding of academic dishonesty and the resulting sanction first to the Program Director, then to the department chair, with further recourse to the Provost. The student has until the end of the semester immediately after the class in question to submit the appeal (i.e., if the appeal involves a class in the

spring term, then the student has until the end of the summer semester to file the appeal).

ACADEMIC STANDING

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

GRADUATE BUSINESS ACADEMIC STANDING

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

Academic Probation

During probation, the student must work with his academic advisor to devise a plan to regain good standing. Once on probation, the student may complete nine additional semester hours to raise their cumulative GPA to 3.0. If, after nine hours on probation, the student fails to meet the requirement, the student will be suspended from the University for one semester. The MBA Program Director will provide the student with written notification of academic suspension. Following the one semester suspension, the student must apply for readmittance to the program. If, after readmission following the suspension, the student fails to achieve Academic Good Standing, the student will be academically dismissed from the University. The student must achieve a grade of "C" or better in all courses. MBA students may repeat one failed ("F" grade) course. A second "F" grade in any course will result in academic dismissal from the program.

Academic Dismissal

A student may be dismissed from the MBA program for failing to maintain satisfactory progress or for academic dishonesty. The MBA Program Director will provide written notification to the student of the dismissal. The student may apply for readmission in writing with a formal letter of appeal to the Provost for readmission to the program. The Provost grants readmission. In consideration for readmission, the student will consent to conditions or additional requirements imposed by the Provost and the MBA Program Director. The conditions and/or requirements will be tailored to the cause of dismissal and the student's situation. Students must achieve an overall GPA of 3.0 or 90 quality points to receive their MBA degree. A student may have no more than six hours with a grade of "C" applying to the MBA degree.

GRADUATE COUNSELING ACADEMIC STANDING

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

Academic Probation

When a student fails to maintain academic good standing, he/she will be placed on academic probation. Written notification of probation will be sent to the student. During probation, the student must work with his/her academic advisor to devise a plan to regain good standing. Any student on academic probation has an opportunity to complete nine (9) additional semester hours of graduate study in order to raise the student’s cumulative GPA to 3.0. If, after nine (9) hours on probation, the student fails to regain good academic standing, the student will be suspended from the University for one (1) semester. Written notification of suspension will be sent to the student. Following the one (1) semester suspension, the student must apply to be readmitted. If, after readmission following suspension, the student again fails to remain in academic good standing, he/she will be academically dismissed from the University.

Academic Dismissal

A student may be dismissed from the Graduate Studies in Counseling program for failing to maintain satisfactory progress or for academic dishonesty. Written notification of dismissal will be sent to the student. If a student is dismissed from Graduate Studies in Counseling, the following conditions must be completed by the student to re-enter the program:

- Write a formal letter of appeal to the Graduate Studies in Counseling Admissions and Appeals Committee.
- Meet any requirements/conditions set by the Graduate Studies in Counseling Admissions and Appeals Committee.

Requirements/conditions are established on an individual basis as a result of an evaluation of the reasons for initial dismissal. If for any reason the graduate faculty decides that a graduate student should not continue in the program, he or she may be required to withdraw before completion.

GRADUATE EDUCATION ACADEMIC STANDING

Students must meet all program requirements, which are outlined in individual program handbooks and maintained by the Department of Education. A minimum overall GPA of 3.00 is required to remain in academic good standing. A grade of C or better must be made in all courses. A maximum of nine (9) credit hours with “C” grades may be applied toward the

master’s degrees, and a maximum of six (6) credit hours with “C” grades may be applied to the Ed.S. and Ed.D. degrees.

Academic Probation

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

If, after nine (9) hours on probation, the student fails to regain good academic standing, the student could be suspended from the University for one semester. Written notification of suspension will be sent to the student. Following the one semester suspension, the student must apply to be readmitted. If, after readmission following suspension, the student fails to remain in academic good standing, he/she will be academically dismissed from the University. During the dissertation writing process at any point where a student fails to make adequate progress, a grade of NP will be assigned, which will result in dismissal from the program.

Academic Dismissal

A student may be dismissed from the graduate program for failing to maintain satisfactory progress or for academic dishonesty.

Written notification of dismissal will be sent to the student. If a student is dismissed from graduate studies in education, the student must complete the following conditions to re-enter the program.

Write a formal letter of appeal to the Graduate Education Admissions Review Committee (*submit to the Education Department’s Administrative Assistant*).

Meet any requirements/conditions set by the Graduate Education Admissions Review Committee.

Requirements/conditions are established on an individual basis as a result of an evaluation of the reasons for initial dismissal. If for any reason the graduate faculty decides that a graduate student should not continue in the program, he or she may be required to withdraw before completion.

GRADUATE NURSING ACADEMIC STANDING

A minimum overall GPA of 3.00 is required to remain in academic good standing. A grade of C or better must be made in all courses applying to the master’s degree. A maximum of nine

(9) credit hours with C grades may be applied toward the Master of Science in Nursing. When a student fails to maintain academic good standing, he/she will be placed on

academic probation. Written notification of probation will be sent to the student. During the semester(s) on probation, the student must work with his/her academic advisor to devise a plan to retain good standing.

Academic Probation

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

For students enrolled in the Post- Graduate Family Nurse Practitioner track, a minimum overall GPA of 3.0 is required to remain in good standing. A maximum of three (3) credit hours with a C grade may be applied toward the Post- Graduate Certificate. If a student falls below a cumulative 3.0 grade point average, he/she will be placed on academic probation. Written notification of probation will be sent to the student, and the notation of the probation will be made on the student academic transcript. While on academic probation, the student may take courses in the following semester to raise the student's cumulative GPA to 3.0 or higher. The students will be dismissed from the program if the cumulative GPA is not raised to 3.0 upon completion of the next semester enrolled.

Academic Dismissal

A student may be dismissed from the graduate program for failing to maintain satisfactory progress, receiving a grade of F, or for academic dishonesty. Written notification of dismissal will be sent to the student. If a student thinks they have been unfairly dismissed from the Graduate Nursing program, the student must follow the formal Grievance Procedure described within the Department of Nursing Graduate Student Handbook.

A student who has been dismissed for unsatisfactory progress or failing one course can reapply for readmission into the graduate nursing program after sitting out for one semester. The student considering readmission must complete a readmission application and send a letter to the Assistant Chair of Graduate Studies in Nursing. Students who have failed more than one course are not eligible for readmission.

DNP ACADEMIC STANDING

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

Academic Dismissal

A student may be dismissed from the DNP program for failing to maintain good academic standing or academic dishonesty.

Written notification of dismissal will be sent to the student. Students wishing to appeal a dismissal decision must follow the process outlined in the most current edition of the Department of Nursing Graduate Student Handbook.

MAAT ACADEMIC STANDING

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

Academic Probation

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

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

Academic Dismissal

A student may be dismissed from the graduate program for failing to maintain satisfactory progress or for academic dishonesty. Written notification of dismissal will be sent to the student. Any student dismissed from the MAAT program may appeal the decision to the Dean, School of Religion.

MDIV ACADEMIC STANDING

A minimum overall GPA of 2.75 is required to remain in academic good standing. A grade of C or better must be made in all courses applying to the degree. When a student fails to maintain academic good standing, he/she will be placed on academic probation.

Written notification of probation will be sent to the student.

Academic Probation

During probation, the student must work with his/her academic advisor to devise a plan to regain good standing. Any student on academic probation has an opportunity to

complete nine additional semester hours of graduate study to raise his/her cumulative GPA to 2.75.

A student on probation must make progress toward good academic standing during the semester on probation. The student who fails to do this will be suspended from the University for one semester, after which he/she may apply for readmission. After readmission, if the student fails to make progress toward academic good standing, he/she will be dismissed from the University.

Academic Dismissal

A student may be dismissed from the graduate program for failing to maintain satisfactory progress or for academic dishonesty. Written notification of dismissal will be sent to the student. Any student dismissed from the MDiv program may appeal the decision to the Dean of the School of Biblical and Theological Studies.

APPROVAL FOR UNDERGRADUATES TO TAKE GRADUATE COURSES

Approved undergraduate students may take a maximum of 6 graduate hours, with no more than 3 graduate hours during any one semester for no additional charge. Students must be enrolled as full-time undergraduate students (12 hours minimum) to be eligible. To qualify, the student must have 90 earned semester hours of undergraduate credit, an approved degree plan indicating graduation within two semesters, and meet graduate program admission requirements.

Undergraduate credit earned from graduate coursework cannot be used to meet undergraduate degree requirements. Graduate credit registration hours will not count toward undergraduate enrollment status for federal aid eligibility. Contact the Graduate Program Chair or the University Registrar for an application and for additional policy and criteria information.

ATTENDANCE

Verification of Attendance

Eligibility for federal student aid is, in part, based on the student's enrollment status for the semester in which they are enrolled. Verification is based on the completion of an academically related activity which is defined below.

Academically related activities include, but are not limited to:

- Physically attending a class (*including participating virtually in a synchronous class session*)
- Submitting an academic assignment
- Taking a quiz, an interactive tutorial, or computer-assisted instruction
- Participating in an online discussion about academic matters

- Initiating contact with a faculty member to confirm their active enrollment in the course (*including being granted an excused absence*).

Any student whose attendance cannot be verified by the last day to add/drop a class during the start of the term or session will be administratively dropped from the class for non-attendance.

Tuition and financial aid will be adjusted based on enrollment status changes. (Example: Going from full-time to part-time would affect tuition charges and financial aid.)

CLASS ATTENDANCE

Attendance at all class meetings is expected, and students are responsible for all work (including tests and written assignments) of all class meetings. Each faculty member will establish and publish the consequences for class absences in the course syllabus. Students can earn credit for missed work if a documented illness caused the absence, the death of an immediate family member, or participation in a university-sponsored activity. Otherwise, the instructor has no obligation to allow students to earn credit for missed work. Students who fail all courses due to non-attendance or lack of academic activity will be administratively withdrawn from the University for the semester. Financial aid recalculations will be processed for students administratively withdrawn from the University within 45 days of the determination date.

Eligibility for financial assistance may be affected if a student is administratively withdrawn from the University. See the Financial Aid Handbook and Withdrawal from University section for more information.

BREAK IN ENROLLMENT AND LEAVE OF ABSENCE

Carson-Newman University does not offer a Leave of Absence. That is a federal term in which a student does not attend a certain approved period of time but stays enrolled with charges and aid remaining the same so that the student picks up where they left off upon return in place of a withdrawal. Instead, we offer a 'Break in Enrollment' option. A break in enrollment is a one-semester break from the university and attendance. This allows students to take the necessary break from school while maintaining their university acceptance status and preserving their financial aid eligibility. A break in enrollment must be requested from the Registrar's Office by submitting the online 'Break in Enrollment Request form' before attending the semester being asked off. If the student attends any part of the semester being requested, the student accrues charges and must be processed as a withdrawal.

If the University Registrar approves an enrollment break, your institutional aid will remain intact upon your return, pending the current FAFSA information and need limits. If you have the TELS HOPE Scholarship that requires continuous enrollment, you will need to talk to the Financial Aid office. They will provide you with information on an appeal that would have to be sent to the state in order to maintain the HOPE scholarship. This process is designed to ensure that you have all the necessary information and support to maintain your scholarship during your break.

CHANGE OF SCHEDULE (DROP/ADD)

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

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

Financial aid is based on a student's enrollment status. Financial Aid eligibility may be adjusted if the student's enrollment status changes. A grade of "W" will be assigned when the student drops a course between the end of the drop/add period and the last day to drop with a "W". The "W" will not be reflected in the student's GPA, but the class and grade will show on the student's permanent record (transcript).

Any student who receives an F in a course due to academic dishonesty will not be allowed to drop the course even if the F is assigned prior to the last date to drop a course with a W. After the last day to drop with a W grade, the student will be automatically assigned a "WF" for any drop. The "WF" will be reflected in the GPA, and the class will also show on the student's permanent record. Changes in registration after the drop/add period will be assessed and a \$10 fee for each class change made.

Last Date to Drop a Course Policy

The last date to drop a course without being charged for the course in the module/session is before the module begins. Module/Session classes are part of an academic term.

Students who confirm enrollment or begin attendance in any course will incur charges. To not incur charges, courses should be dropped by the date and time indicated on the

Timetable of Dates. Dropping module/session courses during any term may result in aid recalculation or return of funds for that term.

When a student drops all courses or discontinues attendance, the student is a withdrawal and follows the withdrawal policy for refunds and financial aid recalculations. Financial Aid recipients withdrawing or discontinuing enrollment may not earn all financial aid which may result in a bill due to the University. See [24-25 4yr Academic Calendar.xlsx \(cn.edu\)](#).

CREDIT HOUR

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

DETERMINING THE AMOUNT OF CREDIT

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

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

On campus, in-class instruction may include lectures, multimedia presentations, discussions, experiential learning activities, labs, studio experiences, or directed research. Out-of-class activities may include reading books, articles, and other materials for the course, completing homework

assignments or solving problems, preparing for classroom presentations, writing research findings, completing assigned

projects, and preparation for exams.

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

Academic credit for internships is awarded for one semester hour for a workload that approximates 50 hours. Students receiving internship credit will also be responsible for other assignments, such as additional reading, completing a comprehensive journal, or a final paper/project as required by the department granting the internship credit. For all courses, regardless of the mode of delivery, the total learning hours per course per term would equal 45 hours for one semester hour of credit. A course designated for two credit hours would require 90 hours on a task, and a course for 3 hours of credit would require the total time on the task at 135 hours per term. Courses taught in accelerated terms require more time on tasks per week to meet learning objectives. **See the chart to the right** for an example of learning hours per week and total per term.

DETERMINING THE LEVEL OF CREDIT

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

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

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

Credit for **graduate-level** courses requires advanced critical thinking, increased intellectual rigor, and more complex knowledge comprehension. Graduate-level coursework will require considerably more research and writing for student engagement in the course.

500 and 600 level courses are designed to be taken in the first and second years of graduate study. These courses require an advanced level of research, inquiry, and analytical skills, promote the acquisition of writing mastery in the discipline, familiarity with literature review in the academic field, and present a theoretical approach to knowledge in the discipline.

700 level courses are designed for students in their final year of graduate study. These courses integrate theoretical and practical knowledge and prepare students to operate as practitioners in their discipline. These courses require independent student scholarships and research supervised by a faculty member in their area of study. Advanced project and dissertation courses are designated at the 700 level.

INDEPENDENT STUDY COURSES

290-390: Independent readings or independent research and study, 14 hours -- Open to sophomores, juniors, and seniors. Students who enroll for catalog courses as independent study (maximum of four hours per semester) must secure approval from the instructor, the department chair, and the dean. Independent study courses (topics, research, academic projects) which are not regular catalog courses may be taught as a 390 or 490 course.

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

- EDUC 534: Topics in Education (3 hours)
- EDUC 637: Topics in Content Field (3 hours)
- EDUC 631: Research in the Content Field (3 hours)
- EDUC 632: Applied Research (3 hours)
- EDUC/NURS 580: Topics in Child and Family Studies (3 hours)
- COUN 634: Topics in Counseling (3 hours)
- TESOL 569: Topics in Teaching English as a Second Language (1-3 hours)

The student will be registered for the independent study by the Office of the Registrar upon submission of the Request for Approval to Registrar for an Independent Study Course Form which indicates signatory approvals from the instructor, department chair, and dean. The form is available on the C-N Registrar website at [Registrar | Carson-Newman University \(cn.edu\)](http://Registrar | Carson-Newman University (cn.edu)) under 'Student Forms'. Faculty members may direct an independent study course only in their discipline or department and are limited to direction of two independent study courses per semester.

GRADES

The basic unit of credit at Carson-Newman University is the semester hour. Most courses carry 3 semester hours of credit (*though some carry as few as 1 and some as many as 12*). One semester hour typically represents 1 hour of lecture or

recitation or 2 hours of laboratory work per week. At the end of each semester and at the end of all summer sessions, grades are available to the student through his/her MyCN account.

The grade report will have three GPAs listed -- a semester average, the C- N GPA, and the cumulative GPA. Grades of AU, IP, N, NG, NPE, P, S, W, and WP are not included in the GPA computation. An F or a WF received in any course will figure into the GPA computation. Passing grades are assigned grade points for each semester hour of credit (A=4, B=3, C=2, D=1). A student's grade point average (GPA) is calculated by dividing the number of grade points the student has accumulated by the number of semester hours attempted in graded (A, B, C, D, F) courses. (The attempted semester hours in which a student earns an S or P are not used in this calculation.)

GRADE POINTS BASED ON A 4.00 SCALE

Grade	Performance Level	Grade points per semester hour of credit
A	Superior	4
B	Good	3
C	Average	2
F	Failing	0
NPE	Not Passed Exam	0
WF	Withdrew failing	0
WP	Withdrew passing	0

AUDIT GRADES

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

GRADE APPEAL

If a student disagrees with a course grade received, he or she may request a review of the coursework upon which the grade in the course was assigned. If an appeal is made, it must be in writing within one semester of the date the grade in the course was assigned and begins with a conference with the instructor of the course. If not resolved in this conference, the appeal moves to the department chair and then to the dean. If the grade appeal has not been resolved at these levels, the student may appeal to the Provost. The Provost may refer to a

grade appeal to the Academic Standards Committee for their study and recommendation.

GRADE CHANGE REQUEST

A grade change is only acceptable if it's necessary and based on verifiable reasons. Verifiable reasons include an approved grade appeal by the department chair and dean. This involves a formal request for a review of the grade, which is then evaluated by the department chair and dean. Other acceptable reasons for a grade change include mathematical miscalculation, incorrect grade entry, and completed work after an incomplete grade is given. Grade changes should not be issued to students because the student did not complete the necessary work for the course during the semester. Grade changes should also not be allowed for a student to improve his/her grade.

If a student needs additional time to complete unfinished work, it's essential to adhere to the 'Incomplete Grade Policy'

Faculty will complete the online grade change request located on EagleNet.

GRADES THAT DO NOT INFLUENCE GRADE POINT AVERAGE (GPA)

AU - Audit (enrolled with instructor's approval for observation only-one half tuition rate per credit hour with no credit card)

N - No pass (for courses taken on pass/no pass basis)

NG - No grade submitted, or no credit earned

NPE - Not Passed Exam

P - Pass (for courses taken on pass/no pass basis)

S - Satisfactory work (for courses noted on class schedule as using S/F grading)

W - Withdrew (has no effect on GPA)

WP - Withdrew passing

INCOMPLETE GRADES

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

grade point average until removed. A grade of F will be assigned if the Incomplete is not removed by the deadline determined by the instructor or by the end of the six weeks.

IN PROGRESS (IP) GRADE

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. All courses with an IP must be completed and the IP changed to the earned grade at the end of the semester following your last enrolled semester. If the IP is not removed by the deadline, then an earned grade of F will be recorded for the course.

Education Department only — Students wishing to still graduate with licensure will have one year from the course's end date with the assigned "IP" grade to submit their passing exam scores to graduate with licensure. Otherwise, the student will be switched to non- licensure and will be added to the current graduation list to be conferred.

NOT PASSED EXAM(S)

An "NPE" grade is assigned to students who have not passed their licensure exam(s), but who have completed all other requirements for the Student Teaching seminar course. The "NPE" grade is considered a passing grade and will count in hours earned.

PASS/NO PASS

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

Students can take only one course a semester pass/no pass and only 8 pass/no pass courses in college career.

Students cannot pass/no pass in a major, minor, liberal arts requirement, or independent honors thesis courses.

An instructor reserves the right to close a course to pass/no pass grading.

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

REPEATING A COURSE FOR A GRADE

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

- If the course was taken at Carson-Newman University, it must be repeated at Carson-Newman University for the grade replacement to be permitted.
- If the course was taken at another college, it may be repeated at any accredited institution, including Carson-Newman University.
- If the course was taken at Carson-Newman and repeated at another college, the grade replacement policy does not apply. The student will get credit for the course, but the course grades will be averaged.
- After the second repeat, the grade replacement provision is no longer applicable, and each attempt will figure into the grade point average.

All grades will be entered on the student's permanent record.

GRADUATION

Students must complete a graduation application. Students who complete the application for graduation after the stated deadline below may not be processed for graduation after the semester of completion but will be conferred with the next group of graduates. Students should complete the application; the deadlines for applications for graduation are as follows:

- December graduation - October 1
- May graduation - February 1
- August graduation - February 1

Applications for graduation are closed once faculty have voted on the list of graduates for the term. Any student who meets eligibility for graduation and missed submitting their application must contact the Registrar's Office to apply for graduation in person or via phone before the term ends in which the degree will be conferred.

The Graduation application is under the 'Graduation Overview' tab on MyCN. Students should review the degree information on the Graduation Application and the Degree Progress (*also available on MyCN*) to verify that their degree program, major, and minor are all correct. Any errors should be reported to the Registrar's Office before submitting the Graduation Application. The Graduation Application will also provide an opportunity for a student to confirm the spelling of their name on the diploma, participation in the commencement ceremony, Military status, and diploma mailing address.

Once the University Registrar has verified that all requirements for graduation have been satisfied, the student's record will be processed for graduation for the term in which requirements are completed.

Carson-Newman has three conferral dates which are held at the end of the fall, spring, and summer semesters.

COMMENCEMENT

Commencement ceremonies are held in May and December. To participate in commencement, a student must have an approved application for graduation on file with the Office of Registrar and be mathematically eligible to complete degree requirements at the end of the term in which they plan to participate in commencement. Summer graduates participate in the December ceremony.

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

The student must be in good academic standing.

Only one course remains outstanding in the program in which the student is registered.

The course is offered in the immediate term following commencement. (Summer term for May, spring for December)

Ed.D and D.N.P. candidates are not eligible as a defended defense must occur prior to commencement.

Doctoral students must meet the deadlines established by the Education Department to participate in the commencement ceremony following the successful completion of their dissertation defense.

A degree audit is completed at the beginning of the term of anticipated graduation to assure that students on the graduation list for the semester can graduate. If a student is not mathematically able to graduate or is not registered for courses leading to the degree, the student is not eligible to graduate at the end of the term. If a student fails a class required for graduation during the graduation term, the student is allowed to participate in commencement, as long as the failing grade was not due to academic dishonesty. If the student is academically dishonest and fails a course due to this cause, the student is not eligible to participate in commencement for that term.

ON-LINE COURSES

Courses taught online require that instructional quality, quantity of content, course objectives, and learning outcomes are identical to those courses taught in person. Online and hybrid courses are designed to provide an equal

amount of time on the task required by the student as courses that meet in person. Instructional time for online courses is based on the delivery of the learning materials for the course.

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

Instead of relying on classroom content times, learning hours for online courses must be calculated by how long it will take an average student to do all assignments required to complete the course successfully. These assignments could include reading, reviewing videos, utilizing multi-media learning resources, completing homework, taking quizzes, writing papers, conducting research, preparing for independent or group projects, participating in and posting material for group discussions, and preparing presentations.

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

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

UNLISTED COURSES

Sometimes a course is offered which is not listed in this catalog. The department offering the course assigns a title which is used in the official schedule of classes and on the student’s record. Course descriptions are kept on file in the Office of the Registrar.

270-279: Class or Seminar, 1-3 hours -- Open to freshmen, sophomores, juniors and seniors.

470-479: Class or Seminar, 1-3 hours -- Open only to juniors and seniors.

TRANSFER CREDIT POLICY

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

COURSE CREDIT EVALUATION

The transfer credit evaluation process includes accepting college level work in a discipline offered by Carson-Newman. Credit will be accepted as:

A course similar in likeness to a C-N course. The course will be granted a Carson-Newman course number, or

The Department of Nursing will review all Nursing credit. Nursing credit will be awarded only upon the approval of the department chair of the School of Nursing, who will notify the University Registrar concerning the awarding of nursing credit.

CREDIT FROM NON-REGIONALLY ACCREDITED INSTITUTIONS

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

TRANSFER CREDIT ACCEPTED BY DEGREE PROGRAM

GRADUATE BUSINESS TRANSFER CREDIT

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

GRADUATE COUNSELING TRANSFER CREDIT

CACREP accreditation is the industry standard for quality and any program with this designation can be viewed as rigorous and providing excellence in counselor training and education.

The specific course hours must be approved by the Director of the Graduate Studies in Counseling program. Transfer credit for the Counseling program will be reviewed as follows:

- Any credit hours allowed for transfer must be from a CACREP accredited program.
- Counseling Practicum must be completed at Carson-Newman University (3 hours)
- Counseling Internship must be completed at Carson-Newman University (6 hours)
- One third of credit hours in the program must be completed at Carson-Newman University

GRADUATE EDUCATION TRANSFER CREDIT

Nine (9) semester hours of graduate credit from a regionally accredited college or university may be transferred to Carson-Newman University to be used toward the MAT, MEd, and Ed.S. degrees, and twelve (12) hours toward the EdD degree. Transfer hours must have been earned within the last five years prior to enrollment in the education degree program and approved by the program director of the graduate degree program. The following courses will not be accepted as transfer credit: EDUC 630, EDUC 635, EDUC 750, EDUC 751, EDUC 752, EDUC 753, EDUC 7546A, EDUC 7546B.

GRADUATE NURSING TRANSFER CREDIT

Nine (9) semester hours of graduate credit from a recognized nationally accredited nursing program at a regionally accredited college or university may be transferred to Carson-Newman for pathophysiology, graduate statistics, nursing theory, or pharmacology. Clinical courses will not be accepted for transfer credit. Any transfer course must have been completed with a grade of A or B within three (3) years prior to the semester of enrollment.

If a student wishes to transfer additional graduate hours, the course must be comparable to one offered at Carson-Newman and will be assessed on an individual basis by the course faculty. Evaluation may include (but not be limited to) syllabi, written papers, and examination. A written request for transfer credit after enrollment should be submitted to the chair of the Nursing Curriculum Committee. The request should include the university offering the course, course name, course number, and a catalog description.

DNP TRANSFER CREDIT

Up to 6 semester hours of graduate credit from a recognized nationally accredited nursing program at a regionally accredited college or university may be transferred to Carson-Newman University. Courses considered for transfer credit include the following: Applied Biostatistics and Epidemiology; Scholarship in Nursing Practice; Principles of Project Planning and Evaluation; Quality and Safety Practices in Healthcare; Leading Change within Complex Healthcare Systems; Policy, Ethics, and Advocacy in Healthcare; and

Healthcare Transformation through Technology. All courses considered for transfer credit must be completed with a grade of A or B within three years prior to DNP program enrollment. Each course considered for transfer credit will be evaluated on an individual basis. Evaluation may include, but not be limited to, review of the catalog description, course syllabi, and student work from the institution where credit was obtained.

GRADUATE APPLIED THEOLOGY TRANSFER CREDIT

Six (6) semester hours of graduate credit from a regionally accredited college or university may be transferred to Carson-Newman University to be used toward the MAAT degree.

Transfer hours must have been earned within the last five years prior to enrollment in the MAAT degree program. Grades transferred must be A or B. Transfer course(s) must be comparable to that offered at Carson-Newman and will be assessed on an individual basis.

GRADUATE DIVINITY TRANSFER CREDIT

Twenty-one (21) hours of graduate credit earned from a regionally accredited college or university prior to admission to Carson-Newman University's MDiv program may be transferred to Carson-Newman University and applied to the MDiv program. Transfer hours will have typically been earned within the last five years prior to enrollment in the MDiv degree program. Grades transferred must be A or B. Transfer course(s) must be comparable to that offered at Carson-Newman and will be assessed on an individual basis.

STUDENT RECORDS

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

Carson-Newman University provides for the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act, as amended. This act provides for the right of access by a student to his/her file and records with certain limited exceptions and prohibits the disclosure of information without the student's written approval, with certain limited exceptions, other than for disclosure of directory information. Directory information includes student name, address, telephone numbers, e-mail addresses, photographs, dates of attendance, enrollment status (full-time or parttime), major and anticipated date of graduation, degree, honors and awards, the most recent previous educational institution attended, and participation in school activities and sports. Students wishing to withhold directory

information may do so by notifying the University Registrar in writing. The Family Educational Rights and Privacy Act (FERPA) affords student's certain rights with respect to their education records.

These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - a. A student should submit to the university registrar, chair of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - a. A student who wishes to ask the University to amend a record should write to the University official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. b. If the University decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to a hearing if the request to correct an alleged inaccuracy is denied. a. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
4. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. The University may disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a third party engaged in research conducted on behalf of the University provided such information is not disclosed to any other authorized party; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901 The Family Educational Rights and Privacy Act provides that educational records of a student who is a dependent of his/her parent(s) for Internal Revenue purposes may be disclosed to the parent(s) without first receiving the student's consent, provided documentation showing the student to be dependent under the provisions of the Internal Revenue Code is presented by the parent(s). Students may authorize the release of otherwise confidential information, i.e., grades, academic progress, class attendance, billing statement, and disciplinary actions to parents by signing a consent form available in the Office of the Registrar. The following is a partial list of records maintained in university offices and the official responsible for each.
 - Academic records and transcripts: University Registrar
 - Student Judicial Records: Vice President for Student Services and Dean of Students
 - Student Co-curricular and Extracurricular Involvement: Vice President for Student Services and Dean of Students
 - Placement Files (compiled by the student): Student Success Carson-Newman University defines a student is enrolled the first day the student begins attendance at the University.

CERTIFICATES

At Carson-Newman University, a Certificate is an academic program that teaches and enhances articulated skills and knowledge to enrolled students. It is a stand-alone, prescribed course of study not intended for transfer. Certificate coursework must be completed at the post-secondary level or higher and consist of 12 semester hours, minimum. Level and program may determine a certificate's maximum hours. * As an entry point for other educational pathways offered at Carson-Newman University, Certificate coursework may be applied to a bachelor's, master's, specialist, or doctoral academic program. The Certificate may be awarded prior to or concurrently with the degree credential. The Certificate will be added to the student's transcript upon completion of the Certificate. For College of Professional Studies certificates, all course prerequisites are waived due to the nature of the credential.

CHRISTIAN COUNSELING CERTIFICATE

The ideal candidate for this certificate holds a graduate degree in counseling or another mental health field, is licensed in their respective state, and is seeking to specialize in Christian Counseling. This may include but is not limited to Licensed Professional Counselors, Licensed Marriage and Family Therapists, Licensed Clinical Social Workers, Licensed Psychologists and Psychiatric Nurse Practitioners. Upon completion of the certificate, the Certificate Holder will adapt to practicing Christian Counseling, advertise themselves as trained in Christian Counseling, and ideally be endorsed as a Christian Counselor by the American Association of Christian Counselors. The benefits of completing this certificate program are numerous, including enhanced skills, professional recognition, and the opportunity to serve a specific community. Their practice will continue to be governed by either their personal state license or licensure of the program under which they operate.

Upon completion of the certificate, individuals will fortify their awareness of basic mental health interventions in human development, basic theories of counseling, and group and individual interventions, all informed by a Christian Counseling lens. The courses in this certificate are specially selected to ensure no overlap with a graduate degree but create a unique learning opportunity.



Courses for Christian Counseling Certificate

12 credits, courses are 3 credits each

COUN 600: Tenants of Crisis Counseling
 COUN 634: Topics in Counseling
 COUN 653: Spirituality, Family Systems, and Holistic Mental Health
 BTS 533: Love, Grief, and Anger

Summary of Total Credits

Christian Counseling = 12 credits

Min. to Earn Christian Counseling Certificate = 12 credits

CHRISTIAN COACHING CERTIFICATE

Through consultation with the American Association of Christian Counselors, a need has been identified for additional education to support and education for non-clinical staff seeking to support clinical staff and clergy aiding those with mental health issues.

These staff may include those holding a MDIV or other graduate/non-graduate degrees in unrelated fields. Upon completion of the certificate, the preview of the Certificate Holder will be limited (distinct from the limits of an individual with a licensure or graduate degree in Mental Health Counseling/Social Work/Psychology). However, the individual will have an ability to provide mental health support (like Psychological First Aid)

<https://www.samhsa.gov/resource/dbhis/psychological-first-aid-online> as needed, as well as knowledge of how to triage cases in need of additional support.

Courses for Christian Coaching Certificate

12 credits, courses are 3 credits each

COUN 580: Crisis and Trauma Interventions in Counseling with Individuals & Families
 COUN 614: Substance Abuse and Addictions Counseling for Individuals & Families
 COUN 653: Spirituality, Family Systems, and Holistic Mental Health
 BTS 533: Love, Grief, and Anger

Summary of Total Credits

Christian Coaching = 12 credits

Min. to Earn Christian Coaching Certificate = 12 credits

MASTER OF ACCOUNTANCY (MACC)

The Master of Accountancy program is intended to prepare students for successful careers in accounting and analytics with an emphasis on professional certification. The curriculum is aligned with the content of the revised CPA exam and the knowledge and skills required for thriving accounting careers in public or private accounting. The online program emphasizes the core disciplines of financial accounting and data analytics, auditing and accounting information systems, and federal taxation. The integrated curriculum is provided through state-of-the-art instructional technology, small class sizes, and faculty deeply committed to meeting each student's learning needs. The program is designed to support our institutional mission by emphasizing professional and personal ethics while offering students a path to become business leaders with a Christ-centered focus.

Curriculum and Course Offerings

The 30-credit hour Master of Accountancy will be delivered over 3 semesters (Fall, Spring, Summer). Courses will be offered on a rotational schedule with full and part-time admission available in the fall term and part-time admission available in the spring term.

Master of Accountancy

Core Classes, 24 credits

ACCT 502: CPA Prep: Financial Accounting and Reporting Core
 ACCT 505: CPA Prep: Auditing and Attestation Core
 ACCT 506: CPA Prep: Taxation and Regulation Core
 ACCT 515: Advanced Financial Accounting
 ACCT 520: Advanced Financial Reporting
 ACCT 530: Intermediate Managerial Accounting and Data Analytics
 ACCT 540: Accounting Information and Control Systems
 ACCT 550: Advanced Auditing and Professional Ethics
 ACCT 560: Federal Taxation

Choose one of the following-based on chosen discipline:

ACCT 507: CPA Prep: Discipline Track – Business Analysis and Reporting
 ACCT 508: CPA Prep: Discipline Track – Information Systems and Controls
 ACCT 509: CPA Prep: Discipline Track – Tax Compliance and Planning

Choose one of the following-based on chosen discipline:

ACCT 570: Discipline Track Emphasis: Business Analysis and Reporting (BAR)
 ACCT 580: Discipline Track Emphasis: Information Systems and Controls (ISC)
 ACCT 595: Discipline Track Emphasis: Tax Compliance and Planning (TCP)

Summary of Total Credits

MACC Accounting Core = 24 credits
 CPA Prep: Discipline Track = 3 credits
 Discipline Track Emphasis = 3 credits
 Min. to Earn Master of Accountancy = 30 credits



MASTER OF BUSINESS ADMINISTRATION (MBA)

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 into specific business situations.

Students with degrees in all major fields of study from accredited institutions are encouraged to apply. However, there are prerequisite business course requirements to enter the program. These prerequisites may be satisfied by completing the appropriate undergraduate courses or by alternate means with advice of the student's advisor and permission from the course instructor. The MBA degree program requires a minimum of 30 graduate credit hours and must be completed within five years of full acceptance into the program. A minimum of 21 hours of coursework in the MBA must be earned at Carson-Newman.

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

MISSION STATEMENT

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

PROGRAM GOALS

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

- Analyze and synthesize information across disciplines/functions in order to evaluate business opportunities and make sound business decisions.
- Evaluate business environment and opportunities and devise strategies for responding effectively to problems, threats, and opportunities. Construct and communicate well-organized and relevant business information using

oral, written, and presentation mediums.

- Demonstrate and apply appropriate management science and analytical tools to create credible solutions.
- Formulate a personal leadership philosophy that is Biblically principled.
- Demonstrate the application of academic research to business problems.

QUALIFYING SENIORS IN AN UNDERGRADUATE DEGREE PROGRAM

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

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

RESEARCH OPTIONS

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

RESIDENCY REQUIREMENTS

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

TIME LIMIT TO COMPLETE DEGREE

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

MASTER OF BUSINESS ADMINISTRATION – NO SPECIALIZATION

MBA Business Core, 27 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 560: Quantitative Methods for Managers
 BAD 570: Business Law and Organizational Ethics
 ECON 530: Managerial Economics
 FIN 510: Advanced Corporate Finance
 MGT 525: Leadership
 MGT 550: Strategic Management
 MGT590: Entrepreneurship: New Business Venture
 MKT 520: Strategic Marketing Management

Additional Course, 3 credits

MGT 540: Organizational Behavior

Summary of Total Credits MBA

Business Core = 27 credits
 Additional Course = 3 credits

Min. to Earn Master of Business Administration = 30 credits

MBA – COMMUNICATIONS SPECIALIZATION

MBA Business Core, 27 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 560: Quantitative Methods for Managers
 BAD 570: Business Law and Organizational Ethics
 ECON 530: Managerial Economics
 FIN 510: Advanced Corporate Finance
 MGT 525: Leadership
 MGT 550: Strategic Management
 MGT590: Entrepreneurship: New Business Venture
 MKT 520: Strategic Marketing Management,

Communications Specialization, 9 credits

COMM 510: Organizational Communication
 COMM 520: Crisis Communication in a Digital Age
 COMM 530: Strategic Public Relations Management

Summary of Total Credits

MBA Business Core = 27 credits
 Communication Course = 9 credits

Min. to Earn MBA with Communications = 36 credits

MBA – ENTREPRENEURIAL LEADERSHIP SPECIALIZATION

MBA Business Core, 27 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 560: Quantitative Methods for Managers
 BAD 570: Business Law and Organizational Ethics

ECON 530: Managerial Economics
 FIN 510: Advanced Corporate Finance
 MGT 525: Leadership
 MGT 550: Strategic Management
 MGT590: Entrepreneurship: New Business Venture
 MKT 520: Strategic Marketing Management

**Entrepreneurial Leadership Specialization, 9 credits*

ENTL 510: Entrepreneurial Leadership
 ENTL 530: Competitive Advantage through Product Development
 ENTL 540: Competitive Advantage through Market Analysis
**Successful program progression in the Entrepreneurial Leadership Specialization requires students to demonstrate passion for entrepreneurial, creativity, and commitment as assessed by a panel of subject specialist.*

Summary of Total Credits

MBA Business Core = 27 credits
 Entrepreneurial Leadership Course = 9 credits

Min. to Earn MBA with Entrepreneurial Leadership = 36 credits

MBA—HEALTHCARE ENTREPRENEURSHIP

MBA Business Core, 21 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 570: Business Law and Organizational Ethics
 ECON 530: Managerial Economics
 MGT 525: Leadership
 MGT 540: Organizational Behavior
 MGT 550: Strategic Management
 MKT 520: Strategic Marketing Management

Health Care Specialization, 6 credits

HCE-530 Healthcare Finance
 HCE-590 Healthcare Entrepreneurship: A New Venture

Choose 3 credits from one of the followings:

COMM-530 Strategic Public Relations Management
 NURS 690 Scholarship in Nursing Practice
 *BAD-560 Quantitative Methods for Managers

*Prerequisite: BAD-560 Quantitative Methods for Managers
 (Required if the student has not taken an alternative graduate statistic course in their primary discipline.)

Summary of Total Credits MBA

Business Core = 21 credits
 Healthcare Specialization = 9 credits

Min. to Earn MBA with Healthcare Specialization = 30 credits

MBA – HUMAN RESOURCE MANAGEMENT SPECIALIZATION

MBA Business Core, 27 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 560: Quantitative Methods for Managers
 BAD 570: Business Law and Organizational Ethics
 ECON 530: Managerial Economics
 FIN 510: Advanced Corporate Finance
 MGT 525: Leadership
 MGT 550: Strategic Management
 MGT590: Entrepreneurship: New Business Venture M
 KT 520: Strategic Marketing Management

Human Resource Management Specialization, 9 credits

HRM 510: Human Resource Management
 HRM 520: Strategic Human Resource Management
 HRM 530: Contemporary Issues in Human Resource Law & Management

Summary of Total Credits

MBA Business Core = 27 credits

Human Resource Management Course = 9 credits

Min. to Earn MBA with HR Mgt Specialization = 36 credits

MBA - LEADERSHIP SPECIALIZATION

MBA Business Core, 27 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 560: Quantitative Methods for Managers
 BAD 570: Business Law and Organizational Ethics
 ECON 530: Managerial Economics
 FIN 510: Advanced Corporate Finance
 MGT 525: Leadership
 MGT 550: Strategic Management
 MGT590: Entrepreneurship: New Business Venture
 MKT 520: Strategic Marketing Management

Leadership Specialization, 9 credits

MGT 530: Leadership Development
 MGT 535: Operations Management
 MGT 540: Organizational Behavior

Summary of Total Credits MBA

Business Core = 27 credits

Leadership Course = 9 credits

Min. to Earn MBA with Leadership = 36 credits

MBA - MARKETING SPECIALIZATION

MBA Business Core, 27 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 560: Quantitative Methods for Managers
 BAD 570: Business Law and Organizational Ethics
 ECON 530: Managerial Economics
 FIN 510: Advanced Corporate Finance
 MGT 525: Leadership
 MGT 550: Strategic Management
 MGT590: Entrepreneurship: New Business Venture
 MKT 520: Strategic Marketing Management

Marketing Specialization, 9 credits

MKT 530: Brand Management
 MKT540: Social Media Management
 MKT 550: Marketing Analytics

Summary of Total Credits MBA

Business Core = 27 credits

Marketing Course = 9 credits

Min. to Earn MBA with Marketing Specialization = 36 credits

MBA – MILITARY LEADERSHIP SPECIALIZATION

MBA Business Core, 27 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 560: Quantitative Methods for Managers
 BAD 570: Business Law and Organizational Ethics
 ECON 530: Managerial Economics
 FIN 510: Advanced Corporate Finance
 MGT 525: Leadership
 MGT 550: Strategic Management
 MGT590: Entrepreneurship: New Business Venture
 MKT 520: Strategic Marketing Management

Military Leadership Specialization, 27 credits

MILS 505: ROTC Cadet Basic Camp
 MILS 510: Military History of the United States
 MILS 511: Training Management and the Warfighting Functions
 MILS 512: Applied Leadership in Small Unit Operations
 MILS 513: Physical Conditional I
 MILS 520: ROTC Cadet Advance Camp
 MILS 521: The Army Officer
 MILS 522: Company Grade Leadership
 MILS 524: Physical Conditional II

Summary of Total Credits

MBA Business Core = 27 credits

MILS Leadership Course = 27 credits

Min. to Earn MBA with MILS Specialization = 54 credits

MBA - NONPROFIT LEADERSHIP

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

MBA Business Core, 24 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 560: Quantitative Methods for Managers
 BAD 570: Business Law and Organizational Ethics
 ECON 530: Managerial Economics
 MGT 525: Leadership
 MGT590: Entrepreneurship: New Business Venture
 MKT 520: Strategic Marketing Management
 ASJ 510: Social Entrepreneurship I: Building Just and Sustainable Communities

Two Additional Courses, one from each group, 7 credits

Group A:

ASJ 530: Global Poverty and Social Change
 ASJ 540: Rural Communities in Global Perspectives

Group B:

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

Summary of Total Credits

MBA Business Core = 24 credits

Non-Profit Leadership Course = 7 credits

Min. to Earn MBA with Non-Profit Leadership Spec. = 31 credits

MBA – OPERATIONS MANAGEMENT SPECIALIZATION

MBA Business Core, 27 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 560: Quantitative Methods for Managers
 BAD 570: Business Law and Organizational Ethics
 ECON 530: Managerial Economics
 FIN 510: Advanced Corporate Finance
 MGT 525: Leadership
 MGT 550: Strategic Management
 MGT590: Entrepreneurship: New Business Venture
 MKT 520: Strategic Marketing Management

Operations Management Specialization, 9 credits

BAD 565: Business Modeling

MGT 535: Operations Management

MGT 575: Project Management

Summary of Total Credits

MBA Business Core = 27 credits

Operations Management Course = 9 credits

Min. to Earn MBA with Operations Management Spec. = 36 credits

MBA – SPORT MANAGEMENT SPECIALIZATION

MBA Business Core, 27 credits, courses are 3 credits each

ACCT 510: Accounting and Financial Management
 BAD 560: Quantitative Methods for Managers
 BAD 570: Business Law and Organizational Ethics
 ECON 530: Managerial Economics
 FIN 510: Advanced Corporate Finance
 MGT 525: Leadership
 MGT 550: Strategic Management
 MGT590: Entrepreneurship: New Business Venture
 MKT 520: Strategic Marketing Management

Sport Management Specialization, 9 credits

SMGT 510: Issues in Sport Management

SMGT 520: Sport Psychology & Coaching Methodology

MKT 530: Brand Management

Summary of Total Credits MBA

Business Core = 27 credits

Sport Management Course = 9 credits

Min. to Earn MBA with Sport Management Spec. = 36 credit



MASTER OF SCIENCE IN COUNSELING (MSC)

Accreditation

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

Master of Science in Counseling Program of Study

The Master of Science in Degree Specializations in both Clinical Mental Health Counseling and Professional School Counseling are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students in the GSC programs follow a cohort model and are expected to adhere to their Plans of Study. Failure to follow a Plan of Study as laid out by their advisor may result in delayed graduation. Students work with their faculty advisors to make necessary modifications to develop their Plans of Study to meet credentialing requirements. Licensure as a Professional Counselor or Marriage and Family Therapist requires supervised counseling beyond the graduate degree and specific examinations required for the licensure area. Additional licensure requirements may be necessary for some areas of specialization.

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

Mission Statement

The mission of Carson-Newman Graduate Studies in Counseling program is to provide high quality training and curricular experiences to graduate students who have a passion for service, leading to eligibility for licensure as a professional counselor in mental health and PK-12 school settings. We are honored to produce ethically and culturally competent counselors who demonstrate professional leadership, dedication to social justice, and commitment to client advocacy for the people of the Appalachian region and the broader pluralistic nation and world.

Program Goals

To fulfill our mission, the Graduate Studies in Counseling (GSC) faculty established the following program goals to guide training of our students. The GSC program will provide counselors-in-training with: Knowledge and understanding of

human development, helping processes, and evidence-based counseling approaches that build on client strengths.

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

Program Objectives

As a result of successfully completing a specific GSC program, graduates will be able to:

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

- Develop an integration of knowledge and skills needed for effective counsel or practice through supervised practicum and internship experiences.
- Develop professional and personal reflection as an integral practice of effective counseling and demonstrate ability to use it to strengthen counseling competencies.

Program Objectives for Clinical Mental Health Counseling

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

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

Program Objectives for Professional School Counseling

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

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

Repeating a Course for a Grade

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

Research Options

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

Residency Requirements

CACREP accreditation is the industry standard for quality and any program with this designation can be viewed as rigorous and providing excellence in counselor training and education. The specific course hours must be approved by the Director of the Graduate Studies in Counseling program. Transfer credit for the Counseling program will be reviewed as follows:

- Any credit hours allowed for transfer must be from a CACREP accredited program.
- Counseling Practicum must be completed at Carson-Newman University (3 hours)
- Counseling Internship must be completed at Carson-Newman University (6 hours)
- One third of credit hours in the program must be completed at Carson-Newman University

Time Limit to Complete Degree

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

MSC: CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION

MSC Counseling Core, 36 credits, courses are 3 credits each

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

Clinical Mental Health Counseling Concentration, 21 credits

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

Clinical Mental Health Counseling Elective choose one of the following:

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

Summary of Total Credits

MSC Counseling Core = 36 credits
 Mental Health Concentration = 21 credits
 Elective Course = 3 credits

Min. to Earn MSC with Clinical Mental Health Counseling = 60 credits

MSC: PROFESSIONAL SCHOOL COUNSELING SPECIALIZATION

MSC Counseling Core, 36 credits, courses are 3 credits each

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

Professional School Counseling Concentration, 18 credits

COUN 501: Foundations of School Counseling
 SPED 508: Survey of Persons with Exceptionalities
 COUN 568: Individual and Group Appraisal
 COUN 613: Design and Evaluation of Comprehensive School Counseling Programs
 COUN 665: School Counseling Internship (6 credits required) (may be taken as two 3-hour courses)

Professional School Counseling Elective, choose two of the following:

* COUN 561: School Orientation for Counselors
 COUN 612: Consultation and Collaboration
 COUN 634: Topics in Counseling

COUN 638: Play Therapy across the Lifespan
 COUN 664: Counseling Students for College Access and Success

Summary of Total Credits

MSC Counseling Core = 36 credits
 Prof. School Counseling Concentration = 18 credits
 Elective Course = 6 credits

Min. to Earn MSC with Professional School Counseling = 60 credits

*Candidates who do not have classroom teaching experience will be required to take COUN 561, School Orientation for Counselors, in accordance with Tennessee licensure requirements as one of their electives.

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

DUAL DEGREE PROGRAM: MSC AND EDS

The Master of Science in Counseling and Educational Specialist Dual degree is designed for students who want to complete CACREP training in both the Master of Science in Counseling in Professional School Counseling and in Clinical Mental Health Counseling.

Through this degree option, students are allowed to move from one area of specialization of counseling into another specialization during their entry level preparation for both. However, both specialization trainings are required to be completed before either degree (MSC/EdS) is conferred.

The Master of Science in Counseling would not be awarded until the completion of the EdS degree. Upon receipt of the EdS, the students would have met all the requirements for both specializations (Professional School Counseling and Clinical Mental Health Counseling). This dual degree option requires that the coursework for both degrees be completed at Carson- Newman.

Students work with their faculty advisors to make necessary modifications to develop their Plans of Study in order to meet credentialing requirements. All students who complete the Dual degree program are required to take the National Counselor Exam and the Praxis II: Professional School Counselor (5421). Passing scores on these exams are required for the receipt of the MSC/EdS degree in Professional School Counseling and Clinical Mental Health Counseling.

DUAL DEGREE COURSE OF STUDY

MSC Counseling Core, 36 credits, courses are 3 credits each

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

Clinical Mental Health Counseling Concentration, 21 credits

COUN 569: Introduction to Family Systems in Counseling
 COUN 587: Assessment and Treatment Planning
 COUN 614: Substance Abuse and Addictions Counseling with Individuals and Families
 COUN 650: Neuroscience and Counseling Interventions with Individuals and Families
 COUN 653: Spirituality Family Systems and Holistic Mental Health
 COUN 668: Mental Health Counseling Internship (6 credits required) (*may be taken as two 3-hour courses*)

Professional School Counseling Concentration 18 credits

COUN 501: Foundations of School Counseling
 SPED 508: Survey of Persons with Exceptionalities
 COUN 568: Individual and Group Appraisal
 COUN 613: Design and Evaluation of Comprehensive School Counseling Programs
 COUN 665: School Counseling Internship (6 credits required) (*may be taken as two 3-hour courses*)

Six (6) elective credits from the following:

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

*Candidates who do not have classroom teaching experience will be required to take COUN 561 School Orientation for Counselors in accordance with Tennessee licensure requirements as one for their electives.

Summary of Total Credits

MSC Counseling Core = 36 credits
 Mental Health Concentration = 21 credits
 Prof. School Counseling Concentration = 18 credits
 Electives = 6 credits

Min. to Earn MSC/EdS degree in Professional School Counseling and Clinical Mental Health Counseling = 81 credits



GRADUATE EDUCATION

ACCREDITATION

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

MISSION STATEMENT

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

PROGRAM GOALS

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

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

REPEATING A COURSE FOR A GRADE

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

and will be used to determine if university requirements have been satisfied.

RESEARCH OPTIONS

All graduate degree candidates are expected to complete research requirements for their respective programs in compliance with guidelines established by the Institutional Review Board of the Graduate Committee. Candidates in the MAT and the MEd programs in Education may complete the research requirement for the program by completing a master's thesis or selecting the on-thesis action research project. Candidates should consult with their academic advisors to make the appropriate research project choice to complete the master's degree. Candidates in the EdS program complete research requirements through courses and the professional portfolio. Candidates in the EdD program complete the doctoral dissertation following successful completion of core coursework, examinations, the research course sequence, and an approved proposal for the dissertation research.

RESIDENCY REQUIREMENT

All but nine (9) hours of course work in the MAT, M.Ed., and Ed.S. degrees and twelve (12) hours in the Ed.D. degree must be residency hours. Courses taken on Carson-Newman University campus or online, independent studies, thesis, other research, and internships will meet the residency requirements.

TIME LIMIT TO COMPLETE DEGREE

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

MASTER OF ARTS IN TEACHING (MAT)

MAT: CURRICULUM AND INSTRUCTION - PROGRAM GOALS

The Master of Arts in Teaching (MAT) Degree provides a route to initial licensure for those who feel called to teach and who arrive with a completed baccalaureate degree from a regionally accredited college or university. The purpose of this graduate level initial licensure program is to prepare committed, caring, and competent professional educators who provide opportunities for children, PreK12 so that all students can and will learn.

MAT GRADUATES WILL:

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

STATE REQUIREMENTS FOR LICENSURE

Master of Arts in Teaching degree candidates, in addition to meeting the MAT degree requirements, must also meet licensure requirements of the state in which they are planning to teach. The Teacher Education Office will offer information concerning licensure requirements in Tennessee.

Those seeking to be licensed in other states are responsible for making sure they are meeting their respective state's requirements, as published on the individual state department of education web site, but the Carson-Newman University Teacher Education Office can assist students in determining how to locate that information.

LICENSURE AREAS

The MAT degree provides a route to initial licensure in the following areas: Integrated Early Childhood, Elementary Education (K-5), Middle Grades (6-8): Mathematics & Science, Language Arts & Social Studies, Family and Consumer Sciences Education (5-12)

K-12 areas:

Music (Instrumental Vocal)	Physical Education
TESOL	Visual Arts
Theater	

Secondary Education (6-12):

Biology	Business	Chemistry	English
Government	History	Mathematics	Physics
Psychology	Spanish		

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

STUDENT TEACHING

Each student's teaching experience in the MAT degree program is a full semester with placement in two different settings. Teacher candidates are expected to be in the schools for the full day, following the same schedule as their

cooperating teacher. A student teacher cannot be paid for being in the classroom.

Students seeking an initial teaching license in Tennessee are required to have completed all methods courses at Carson-Newman University. Student teachers cannot take any courses during their student teaching semester except in extreme circumstances, and then no more than one course, which must be the last course needed for licensure or degree.

Approval to take a course during student teaching must be obtained from the student's advisor and department chair. Student teachers are required to carry liability insurance during all practice as well as during the student teaching experience.

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

Prior to the completion of the student teaching semester, students are required to obtain passing scores on all exams required for licensure in their major area of study. All content area exams required for licensure must be passed before a passing grade is assigned for the seminar course. Successful completion of seminar is a requirement for completion of MAT licensure programs.

MAT - ELEMENTARY EDUCATION K-5 WITH LICENSURE (57 CREDITS)

Pre-Student Teaching, 42 credits. Courses are 3 credits each

EDUC 505: Introduction to Diagnostic Reading Instruction: Techniques & Strategies
 EDUC 531: Evaluation of Learning
 EDUC 533: Educational Technology
 EDUC 555: Literacy Development through Language Arts
 EDUC 558: Foundations of Education
 EDUC 560: Classroom Management
 EDUC 561: Effective Home, School, Community Relations
 EDUC 601: Curriculum, Instruction, & Management of the PK-5 Classroom (*Practicum required*)
 EDUC 603: K-8 Mathematics Methods, (*Practicum required*)
 EDUC 605: K-8 Social Studies Methods, (*Practicum required*)
 EDUC 606: K-8 Science Methods, (*Practicum required*)
 EDUC 655: Reading Instruction & Assessment, (*Practicum required*)
 SPED 508: Survey of Persons with Exceptionalities, (*Practicum required*)
 SPED 524: Techniques for Inclusion of Diverse Learners

Enhanced Student Teaching, 9 credits

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

Research, 6-9 credits, courses are 3 credits each

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

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

Summary of Total Credits

Pre-Student Teaching = 42 credits

Enhanced Student Teaching = 9 credits

Research = 6-9 credits

Min. to Earn MAT in C&I with K-5 licensure = 57 credits

MAT - INTEGRATED EARLY CHILDHOOD PREK-3 TEACHER LICENSURE, (56-59 CREDITS)

Pre-Student Teaching, 41 credits, courses are 3 credits each unless otherwise listed

EDUC 505: Introduction to Diagnostic Reading Instruction: Techniques & Strategies
EDUC 533: Educational Technology
EDUC 555, Literacy Development through Language Arts
EDUC 558: Foundations of Education (*Practicum required*)
EDUC 561: Effective Home, School, Community
EDUC 601, Curriculum, Instruction, and Management of the PreK-5 Classroom, (*Practicum required*)
IEC 520, Play-based Integrations in Early Childhood, (*Practicum required*)
IEC 522, Administrative Practices for Integrated Early Childhood Educators, 4 credits (*Practicum required*)
IEC 515 Math, Science, and Social Studies in the Integrated Early Childhood Classroom
IEC 655, Reading Instruction and Assessment, (*Practicum required*)
SPED 508, Survey of Persons with Exceptionalities, (*Practicum required*)
SPED 526 Case Management in Special Education, 1 credit
SPED 619, Assessment & Diagnosis of Persons with Exceptionalities
SPED 625, Managing Challenging Behaviors

Student Teaching, 9 hours

EDUC 667, Student Teaching: Placement One, 4 credits
EDUC 668, Student Teaching: Placement Two, 4 credits
EDUC 669, Seminar in Student Teaching, 1 credit

Research, 6-9 hours

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

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

Summary of Total Credits

Pre-Student Teaching = 41 credits

Student Teaching = 9 credits

Research = 6-9 credits

Min. to Earn MAT in Integrated Early Childhood PreK-3 with Teacher Licensure = 56-59 credits

MAT MIDDLE GRADES 6-8, LANGUAGE ARTS & SOCIAL STUDIES (51 CREDITS)

TEACH-OUT – PROGRAM CLOSURE

Pre-Student Teaching, 36 credits, courses are 3 credits each unless otherwise listed

EDUC 505: Introduction to Diagnostic Reading Instruction: Techniques & Strategies
EDUC 531: Evaluation of Learning
EDUC 533: Educational Technology
EDUC 536: Using Books with Children and Adolescents
EDUC 558: Foundations of Education, (*Practicum required*)
EDUC 560: Classroom Management
EDUC 561: Effective Home, School, Community Relationships
EDUC 602: Curriculum, Instruction, & Management of the 6-12 Classroom, (*Practicum required*)
EDUC 618: K-8 Social Studies Methods, (*Practicum required*)
EDUC 655: Reading Instruction & Assessment, (*Practicum required*)
SPED 508, Survey of Persons with Exceptionalities, (*Practicum required*)
SPED 524: Techniques for Inclusion of Diverse Learners

Student Teaching, 9 hours

EDUC 667, Student Teaching: Placement One, 4 credits
EDUC 668, Student Teaching: Placement Two, 4 credits
EDUC 669, Seminar in Student Teaching, 1 credit

Research, 6-9 hours

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

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

Summary of Total Credits

Pre-Student Teaching = 36 credits

Student Teaching = 9 credits

Research = 6-9 credits

Min. to Earn MAT in C&I with 6-8 Licensure in Language Arts and Social Studies = 57 credits

MAT-MIDDLE GRADES 6-8, SCIENCE & MATHEMATICS (51 CREDITS)

TEACH-OUT – PROGRAM CLOSURE

Pre-Student Teaching, 36 credits, courses are 3 credits each unless otherwise listed

EDUC 505: Introduction to Diagnostic Reading Instruction: Techniques & Strategies
EDUC 531: Evaluation of Learning
EDUC 533: Educational Technology
EDUC 558: Foundations of Education, *(Practicum required)*
EDUC 560: Classroom Management
EDUC 561: Effective Home, School, Community Relationships
EDUC 602: Curriculum, Instruction, & Management of the 6-12 Classroom *(Practicum required)*
EDUC 603: K-8 Mathematics Methods, *(Practicum required)*
EDUC 606: K-8 Science Methods, *(Practicum required)*
EDUC 655: Reading Instruction & Assessment, *(Practicum required)*
SPED 508: Survey of Persons with Exceptionalities, *(Practicum required)*
SPED 524: Techniques for Inclusion of Diverse Learners

Student Teaching Semester, 9 credits

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

Research, 6-9 hours

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

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

Summary of Total Credits

Pre-Student Teaching = 36 credits

Student Teaching = 9 credits

Research = 6-9 credits

Min. to Earn MAT in C&I with 6-8 Licensure in Math and Science = 51 credits

MAT WITH A MAJOR IN MIDDLE GRADES EDUCATION, WITH TEACHER LICENSURE IN 6-8 ENGLISH/LANGUAGE ARTS, MATH, SCIENCE, OR SOCIAL STUDIES (57 CREDITS)

Pre-Student Teaching, 39 hours

SPED 508: Survey of Persons with Exceptionalities
SPED 524: Techniques for Inclusion of Diverse Learners
EDUC 502: Disciplinary Literacy
-or- EDUC 624: Reading in Content Areas
EDUC 505: Introduction to Diagnostic Reading Instruction
EDUC 531: Evaluation of Learning
EDUC 533: Educational Technology
EDUC 558: Foundations of Education
EDUC 560: Classroom Management
EDUC 561: Effective Home, School, Community Relations
EDUC 566: Issues in Human Development
EDUC 602: Curriculum, Instruction, & Management of the 6-12 Classroom, *(Practicum required)*
EDUC 655: Reading Instruction & Assessment
-or- EDUC 622: Diagnosis & Correct Read Problems

Discipline-specific methods course as listed below, 3 hours

English:

EDUC 536: Using Books with Children & Adolescents -or-
EDUC 671: Curriculum & Instruction Strategies

Math:

EDUC 603: K-8 Math Methods -or-
EDUC 671: Curriculum & Instruction Strategies

Science:

EDUC 606: K-8 Science Methods -or-
EDUC 671: Curriculum & Instruction Strategies

Social Studies:

EDUC 605: K-8 Social Studies Methods -or-
EDUC 671: Curriculum & Instruction Strategies

Student Teaching Semester, 9 hours

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

Research, 6 hrs.

EDUC 630: Educational Research
EDUC 635: Integrating Research and Learning

Summary of Total Credits

Pre-Student Teaching = 39 credits
Discipline = 3 credits
Student Teaching = 9 credits
Research = 6 credits

**Min. to Earn MAT in C&I with Middle Grades Education with
Teacher Licensure in 6-8 English/Language Arts, Math,
Science or Social Studies = 57 credits**

MAT - SECONDARY 6-12 OR K-12 EDUCATION (48-51 CREDITS)

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

Pre-Student Teaching, 33 credits, courses are 3 credits each unless otherwise listed

EDUC 502: Disciplinary Literacy
EDUC 505: Introduction to Diagnostic Reading Instruction: Techniques & Strategies
*EDUC 520: Content-Area Methods for 6-12 Classrooms, (Practicum required)
EDUC 531: Evaluation of Learning
EDUC 533: Educational Technology
EDUC 558: Foundations of Education, (Practicum required)
EDUC 560: Classroom Management
EDUC 561: Effective Home, School, Community Relations
EDUC 566: Issues in Human Development
SPED 508: Survey of Persons with Exceptionalities, (Practicum required)
SPED 524: Techniques for Inclusion of Diverse Learners

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

Student Teaching, 9 credits

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

Research, 6-9 hours

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

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

Summary of Total Credits

Pre-Student Teaching = 33 credits
Student Teaching = 9 credits
Research = 6-9 credits

Min. to Earn MAT in C&I in 6-12 and K-12 = 48-51 credits

MAT - SPECIAL EDUCATION, COMPREHENSIVE K-12 (46 CREDITS)

Pre-Student Teaching, 28 credits, courses are 3 credits each unless otherwise listed

EDUC 505: Introduction to Diagnostic Reading Instruction: Techniques & Strategies
EDUC 533: Educational Technology
EDUC 558: Foundations of Education, (Practicum required)
EDUC 566: Issues in Human Development
EDUC 655: Reading Instruction & Assessment, (Practicum required, may substitute EDUC 621)
SPED 508: Survey of Persons with Exceptionalities, (Practicum required)
SPED 509: Transition and Vocation Education, 1 hour
SPED 526: Case Management in Special Education, 1 hour
SPED 617: Characteristics/Needs of Low Incidence Disabilities, (Practicum required)
SPED 619: Assessment and Diagnosis of Persons with Exceptionalities
SPED 625: Managing Challenging Behaviors

Student Teaching, 9 credits

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

Research, 6-9 hours

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

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

Summary of Total Credits

Pre-Student Teaching = 33 credits
 Student Teaching = 9 credits
 Research = 6-9 credits

Min. to Earn MAT in C&I in 6-12 and K-12 = 48-51 credits

MAT - SPECIAL EDUCATION, INTERVENTIONIST K-8 (46 CREDITS)

Pre-Student Teaching, 30 credits, courses are 3 credits each unless otherwise listed

EDUC 505: Introduction to Diagnostic Reading Instruction: Techniques & Strategies
 EDUC 533: Educational Technology
 EDUC 558: Foundations of Education, (Practicum required)
 EDUC 566: Issues in Human Development
 EDUC 655: Reading Instruction & Assessment, (practicum required; may substitute EDUC 621)
 SPED 508: Survey of Persons with Exceptionalities, (Practicum required)
 SPED 524: Techniques for Inclusion of Diverse Learners
 SPED 526: Case Management in Special Education, 1 hour
 SPED 616: Characteristics/Needs of Mild/Moderate Disabilities, (Practicum required)
 SPED 619: Assessment and Diagnosis of Persons with Exceptionalities
 SPED 625: Managing Challenging Behaviors

Student Teaching, 9 credits

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

Research, 6-9 hours

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

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

Summary of Total Credits

Pre-Student Teaching = 30 credits
 Student Teaching = 9 credits
 Research = 6-9 credits

Min. to Earn MAT in C&I with Special Education, Interventionist K-8 licensure = 46 credits

MAT - SPECIAL EDUCATION, INTERVENTIONIST 6-12 (47 CREDITS)

Pre-Student Teaching, 31 credits, courses are 3 credits each unless otherwise listed

EDUC 505: Introduction to Diagnostic Reading Instruction: Techniques & Strategies
 EDUC 533: Educational Technology
 EDUC 558: Foundations of Education, (Practicum required)
 EDUC 566: Issues in Human Development,
 EDUC 624: Reading in Content Areas/Working with Adolescents, (Practicum required)
 SPED 508: Survey of Persons with Exceptionalities, (Practicum required)
 SPED 509: Transition and Vocation Education, 1 hour
 SPED 524: Techniques for Inclusion of Diverse Learners,
 SPED 526: Case Management in Special Education, 1 hour
 SPED 616: Characteristics/Needs of Mild/Moderate Disabilities, (Practicum required)
 SPED 619: Assessment and Diagnosis of Persons with Exceptionalities
 SPED 625: Managing Challenging Behaviors

Student Teaching Semester, 9 credits

EDUC 667: Student Teaching Placement One, 4 credits
 EDUC 668: Student Teaching Placement Two, 4 credits
 EDUC 669: Student Teaching Seminar, 1 hour

Summary of Total Credits

Pre-Student Teaching = 31 credits
 Student Teaching = 9 credits
 Research = 6-9 credits

Min. to Earn MAT in Curriculum and Instruction with Special Education, Interventionist 6-12 licensure = 47 credits

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

In addition to the overall goals for the MAT degree, the Teaching English to Speakers of Other Languages (TESOL) program provides a substantive foundation in language acquisition and applied linguistics, language pedagogy, culturally responsive teaching, and research germane to the education of Multilingual Learners in PreK-12 and international contexts. The program presents theoretical, empirical, and practical dimensions for language teaching and learning. Candidates consider the cognitive, cultural, ethnical, policy-making, and individual influences on the education of Multilingual Learners. These considerations contribute to a candidate's exposition to work with those learning English as an additional language across the lifespan, across context, and across content.

The purpose of the TESOL program is to prepare committed, caring and competent teachers, leaders, advocates, and researchers who promote educational equity for multilingual learners and cultivate classrooms that value linguistic and cultural diversity.

Graduates of the TESOL program will espouse equitable access to education and educational opportunities, individual successes, and positive identities of Multilingual Learners through 4 program priorities: leadership, advocacy, culture, and competence.

Graduates will demonstrate knowledge of language, sociocultural context for Multilingual Learners, planning and implementation of instruction, assessment and evaluation, and professionalism and leadership. These 5 proficiencies underpin educational equity and accessibility for Multilingual Learners.

Demonstrate knowledge of theories of language acquisition, developmental processes, structure, use, and meaning of language which promotes literacy and communicative and academic competencies for Multilingual Learners.

Demonstrate knowledge of how language is conditioned through intrapersonal intelligence, sociolinguistics, intercultural, cross-cultural, multicultural contexts, and sociopolitical factors. Candidates recognize how their own identity, role, culture, and bias influence teaching and learning.

Facilitate language learning across the lifespan, across context, and across content. Candidates plan and implement language instruction through multi-modal, integrated, and interactive approaches. Informed instruction promotes positive learner experiences, outcomes, and proficiencies. Bridge educational equity for Multilingual Learners through reliable, valid, and authentic language proficiency

assessments. Candidates understand how to analyze and interpret data to make informed decisions that advance language learning across the lifespan, across context, and across content.

Demonstrate leadership for Multilingual Learners through professional collaboration with colleagues and multilingual families, knowledge of educational policies and litigation that inform the educational rights of Multilingual Learners, and engagement in reflection and self-assessment of content and pedagogy.

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

MAT: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES NON-LICENSURE (36 CREDITS)

Linguistics, 12 credits, Courses are 3 credits each unless otherwise listed

TESOL 565: Culturally Responsive Teaching
TESOL 566: Applied Linguistics for Language Teachers
TESOL 567: Structure and Application of American English
TESOL 568: Second Language Acquisition

Pedagogy, 15 credits

TESOL 580: Design Principles and Methodologies of Language Teaching
TESOL 581: Leadership, Policy, and Practice
TESOL 582: Instructional Pedagogy and Materials for PreK-12
TESOL 583: Evaluation of Language Learning
TESOL 584: Practicum in TESOL

Research, 9 credits

EDUC/TESOL/SPED Electives
EDUC 630: Educational Research
EDUC 635: Integrating Research and Learning

*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 TESOL program and the chair of graduate studies in education.

Summary of Total Credits

Linguistics = 12 credits

Pedagogy = 15 credits

Research = 9 credits

Min. to Earn MAT in TESOL = 36 credits

MAT: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES PreK-12 LICENSURE (51 CREDITS)

Linguistics, 12 credits, Courses are 3 credits each unless otherwise listed

TESOL 565: Culturally Responsive Teaching
TESOL 566: Applied Linguistics for Language Teachers
TESOL 567: Structure and Application of American English
TESOL 568: Second Language Acquisition

Pedagogy, 12 credits

TESOL 580: Design Principles and Methodologies of Language Teaching
TESOL 581: Leadership, Policy, and Practice
TESOL 582: Instructional Pedagogy and Materials for PreK-12
TESOL 583: Evaluation of Language Learning

Licensure Requirement, 9 credits

EDUC 667: Student Teaching: Placement One
EDUC 668: Student Teaching: Placement Two
EDUC 669: Seminar in Student Teaching

Non-Thesis Research Requirement, 6 credits

EDUC 630: Educational Research
EDUC 635: Integrating Research and Learning

*In addition, students seeking initial Tennessee licensure in TESOL must add the following credits 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 credits*

EDUC 533: Educational Technology
EDUC 558: Foundations of Education
EDUC 566: Issues in Human Development
SPED 508: Survey of Persons with Exceptionalities

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

Summary of Total Credits

Linguistics = 12 credits Pedagogy = 12 credits

Licensure = 9 credits

Research = 6 credits

Professional Education = 12 credits

Min. to Earn MAT in TESOL, with K-12 licensure = 51 credits



MASTER OF EDUCATION (MED)

MASTER OF EDUCATION: CURRICULUM AND INSTRUCTION:
PRACTITIONER LICENSE (Alternative Pathway with Job-
Embedded Experience), (36-39 CREDITS)

Orientation Component, 6 credits

EDUC 661: Mentored Teaching I: Foundations of Education
EDUC MENT 1: Clinical Mentoring 1

Choose Content Area Methods Course, 3 credits *(one of the
following determined by licensure area):

EDUC 513: Teaching Physical Education in the Elementary
School
EDUC 514: Teaching Physical Education and Wellness in the
Secondary School
EDUC 671: Curriculum & Instructional Strategies
TESL 582: Methods of Teaching English as a Second Language

Professional Education Core, 24 credits

EDUC 505: Introduction to Diagnostic Reading Instruction:
Techniques & Strategies
EDUC 531: Evaluation of Learning -or- (TESL 583 for TESL
license)
EDUC 560: Classroom Management
EDUC 566: Issues in Human Development -or- (TESL 566 for
TESL license)
SPED 508: Survey of Persons with Exceptionalities
EDUC MENT 2: Clinical Mentoring 2
EDUC 662: Mentored Teaching II: Literacy and Technology
EDUC 663: Mentored Teaching III: Professional Development

One of the following determined by licensure area, 3 credits:

EDUC 621: Teaching/Reading/Writing in Elementary/Middle
School
EDUC 622: Diagnosis and Correction of Reading Problems
EDUC 624: Reading in the Content Area/Working with
Adolescents

Research, 6-9 hours

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

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

Summary of Total Credits

Orientation Component = 6 credits
Professional Education Core = 24 credits
Research = 6-9 credits

**Min. to Earn MED: C&I: Practitioner License (Alternative
Pathway with Job-embedded Experience = 36-40 credits**

MASTER OF EDUCATION: CURRICULUM AND
INSTRUCTION: PRACTITIONER LICENSE FOR SPECIAL
EDUCATION (Alternative Pathway with Job- Embedded
Experience), (36-40 CREDITS)

Orientation Component, 6 credits

EDUC 661: Mentored Teaching I: Foundations of Education
EDUC MENT 1: Clinical Mentoring 1

*Choose one Content Area Methods Course (practicum
required):

SPED 616: Characteristics/Needs of Mild/Moderate
Disabilities
SPED 617: Characteristics/Needs of Low Incidence
Disabilities

Professional Education Core, 25-26 credits

EDUC MENT 2: Clinical Mentoring 2
EDUC 505, Introduction to Diagnostic Reading Instruction:
Techniques & Strategies
EDUC 566, Issues in Human Development
EDUC 662: Mentored Teaching II: Literacy and Technology
EDUC 663: Mentored Teaching III: Professional Development
SPED 508: Survey of Persons with Exceptionalities
*SPED 509: Transitional and Vocational Education
*(only K-12 Comprehensive & 6-12 Interventionist)
SPED 619: Assessment & Diagnosis of Exceptional Children
SPED 625: Managing Challenging Behaviors

One of the following determined by licensure area, 3 credits:

EDUC 621: Teaching/Reading/Writing in Elementary/Middle
School
EDUC 622: Diagnosis and Correction of Reading Problems
EDUC 624: Reading in the Content Area/Working with
Adolescent

Research, 6-9 hours

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

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

Summary of Total Credits

Orientation Component = 6 credits
Professional Education Core = 25-26 credits
Research = 6-9 credits

**Min. to Earn MED: C&I: Practitioner License for Special
Education (Alternative Pathway with Job-embedded
Experience = 36-40 credits**

MASTER OF EDUCATION: CURRICULUM AND INSTRUCTION: PRACTITIONER LICENSE FOR TESOL (Alternative Pathway with Job- Embedded Experience), (36-40 CREDITS)

Orientation Component, 6 credits

EDUC 661: Mentored Teaching I: Foundations of Education
EDUC MENT 1: Clinical Mentoring 1

**Take Content Area Methods Course (practicum required):*

TESOL 582: Instructional Pedagogy and Materials for PreK-12

Professional Education Core, 25-26 credits

EDUC MENT 2: Clinical Mentoring 2
EDUC 505, Introduction to Diagnostic Reading Instruction: Techniques & Strategies
EDUC 560: Classroom Management
EDUC 662: Mentored Teaching II: Literacy and Technology
EDUC 663: Mentored Teaching III: Professional Development
SPED 508: Survey of Persons with Exceptionalities
TESOL 566: Applied Linguistics for Language Teachers
TESOL 583: Evaluation of Language Learning

One of the following determined by licensure area, 3 credits:

EDUC 621: Teaching/Reading/Writing in Elementary/Middle School
EDUC 622: Diagnosis and Correction of Reading Problems
EDUC 624: Reading in the Content Area/Working with Adolescent

Research, 6-9 hours

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

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

Summary of Total Credits

Orientation Component = 6 credits
Professional Education Core = 25-26 credits
Research = 6-9 credits

Min. to Earn MED: C&I: Practitioner License TESOL (Alternative Pathway with Job-embedded Experience = 36-40 credits

MASTER OF EDUCATION (MED) - CURRICULUM AND INSTRUCTION (36 CREDITS)

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

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

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

Required Core, 12 credits

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

Electives, 15-18 credits

Candidates are encouraged to select an area of focus in the electives chosen. *If non-thesis option chosen, then additional Education Elective, 3 credits

Research, 6-9 hours

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

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

Summary of Total Credits

Required Core = 12 credits
Electives = 15-18 credits
Research = 6-9 credits

Min. to Earn MED: Curriculum and Instruction = 36 credits

MED - CURRICULUM AND INSTRUCTION: COACHING EMPHASIS (36 CREDITS)

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.

Required Core, 12 credits

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

Coaching Emphasis, 15-18 credits

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

Research, 6-9 hours

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

*If the non-thesis option is chosen, additional education electives (3 credits) are required.

Summary of Total Credits

Required core = 12 credits
 Coaching Emphasis = 15-18 credits
 Research = 6-9 credits

Min to earn MED: Curriculum and Instruction with Coaching emphasis = 36 credits

MED - CURRICULUM AND INSTRUCTION: READING SPECIALIST PREK-12 EMPHASIS (36 CREDITS)

The MEd in Curriculum and Instruction: Reading Specialist PreK-12 is designed for licensed teachers who wish to become licensed as reading specialists. Before being recommended for licensure, teachers must have two years of successful classroom teaching experience in P12 settings as well as a graduate degree. All reading specialist candidates must pass the required Praxis II Reading Specialist Licensure Exam prior to completion of the program.

Required Core, 12 credits

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

Reading Specialist Emphasis, 18 credits

EDUC 536: Using Books with Children and Adolescents
 EDUC 620: Emergent Literacy
 EDUC 621: Teaching Reading and Writing in the Elementary /Middle School
 EDUC 622: Diagnosis and Correction of Reading Problems
 EDUC 624: Reading in the Content Area/Working with Adolescents
 EDUC 625: Organization and Administration of Reading Programs
 EDUC-PRAX: Reading Specialist Exam

Research, 6-9 hours

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

Summary of Total Credits

Required Core = 12 credits
 Reading Specialist Emphasis = 18 credits
 Research = 6-9 credits

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

M.ED. - CURRICULUM AND INSTRUCTION: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES/INTERNATIONAL EMPHASIS (36 CREDITS)

The Teaching English to Speakers of Other Languages (TESOL) program provides a substantive foundation in language acquisition and applied linguistics, language pedagogy, culturally responsive teaching, and research germane to the education of Multilingual Learners in PreK-12 and international contexts. The program presents theoretical, empirical, and practical dimensions for language teaching and learning. Candidates consider the cognitive, cultural, ethnical, policy-making, and individual influences on the education of Multilingual Learners. These considerations contribute to a candidate's exposition to work with those learning English as an additional language across the lifespan, across context, and across content.

The purpose of the TESOL program is to prepare committed, caring and competent teachers, leaders, advocates, and researchers who promote educational equity for multilingual learners and cultivate classrooms that value linguistic and cultural diversity.

The TESOL emphasis espouses equitable access to education and educational opportunities, individual successes, and positive identities of Multilingual Learners through 4 program priorities: leadership, advocacy, culture, and competence. Degree candidates wishing to complete the add-on endorsement in Teaching English to Speakers of Other Languages must also submit passing scores on the Praxis II English to Speakers of Other Languages licensure exam.

Required Core, 15 credits

EDUC 561: Effective Home, School, Community Relations
EDUC 672: Evaluation for Continuous Improvement -or-
EDUC 531: Evaluation of Learning
EDUC 630: Educational Research
EDUC 638: Foundations of Leadership
TESOL 565: Language and Culture

Teaching English to Speakers of Other Languages Emphasis, 18 credits

TESOL 566: Applied Linguistics for Language Teachers
TESOL 567: Structure and Application of American English
TESOL 568: Second Language Acquisition
TESOL 581: Leadership, Policy and Practice
TESOL 582: Instructional Pedagogy and Materials for PreK-12
TESOL 583: Evaluation of Language Learning

Non-Thesis Research

EDUC 635: Integrating Research and Learning

Summary of Total Credits

Required Core = 15 credits
TESOL Emphasis = 18 credits
Research = 3 credits

Min. to Earn Master of Education: Curriculum and Instruction with TESOL K-12 Emphasis = 36 credits

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

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

Required Core, 12 credits

EDUC 561: Effective Home, School, Community Relations
EDUC 672: Evaluation for Continuous Improvement
-or- *EDUC 531, Evaluation of Learning*
EDUC 638: Foundations of Leadership
SPED 524: Techniques for Inclusion of Diverse Learners

Special Education Emphasis, 15-18 credits

EDUC 622: Diagnosis and Correction of Reading Problems
SPED 619: Assessment and Diagnosis of Exceptional Children
SPED 616: Char./Needs of Mildly/Moderately Disabled
SPED 617: Characteristics/Needs of Low Incidence Disabilities
SPED 625: Managing Challenging Behaviors

Research, 6-9 hours

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

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

Summary of Total Credits

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

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

M.E.D. EDUCATIONAL LEADERSHIP (36 CREDITS)

The Master of Education: Educational Leadership program is designed for those practicing teachers who have a desire to become leaders in their schools and districts. The following list of courses comprises the curriculum for the M.Ed.:

Educational Leadership:

Required Core, 15 credits

EDUC 561: Effective Home, School, Community Relations

EDUC 630: Educational Research

EDUC 638: Foundations of Leadership

Choose one from below:

EDUC 672: Evaluation for Continuous Improvement (licensure)

EDUC 531: Evaluation for Learning, 3 credits (non-licensure)

Choose one from below:

TESL 565: Language and Culture

SPED 524: Techniques for Inclusion of Diverse Learners

Educational Leadership, 18 credits

EDUC 527: School Safety and Security

EDUC 575: Administrator Field Experience

EDUC 670: Legal and Ethical Issues

EDUC 671: Curriculum and Instructional Strategies

EDUC 673: Management of the School

EDUC 674: Professional Learning Community

Research, 3 credits

EDUC 635: Integrating Research and Learning

Summary of Total Credits

Required Core = 15 credits

Educ. Leadership = 18 credits

Research = 3 credits

Min. to Earn Master of Education: Educational Leadership = 36 credits

INSTRUCTIONAL LEADER LICENSE

The Instructional Leader License Specialization is designed for educators who want to work in positions requiring the license such as the assistant principal, principal, instructional supervisor, and other district administrator positions. This specialization may be taken congruently with the MEd in Educational Leadership, Ed.S. in Administrative Leadership, or Ed.D. in Administrative Leadership, or by a candidate who already has a master's degree and meets the other criteria for admissions. Students who complete the Instructional Leader License Specialization meet the qualifications to receive Tennessee's Instructional Leader License.

INSTRUCTIONAL LEADER LICENSE SPECIALIZATION

EDUC FOLIO, Educational Leadership Evidence Portfolio

EDUC PRACT, Educational Leadership Practicum Project

EDUC SLLA, School Leaders Licensure Assessment

INSTRUCTIONAL LEADERSHIP LICENSE (ILL-A)

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

Instructional Leadership License (ILL) (21 CREDITS)

Twenty-one credits from the following:

EDUC 527: School Safety and Security

EDUC 575: Administrator Field Experience

EDUC 638: Foundations of Leadership

EDUC 670: Legal and Ethical Issues

EDUC 672: Evaluation for Continuous Improvement

EDUC 673: Management of the School

EDUC 674: Professional Learning Community

*EDUC 721: Educ. Leadership Theory & Policy Analysis

*EDUC 724: Financial Planning and Responsibilities

*EDUC 750: Mentored Residency Internship and Professional Portfolio

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

Additional Requirements

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

EDUC FOLIO, Educational Leadership Evidence Portfolio

EDUC PRACT, Educational Leadership Practicum Project

EDUC SLLA, School Leaders Licensure Assessment

Summary of Total Credits

Administrator License = 21 credits

Licensure Req. = 3 courses

Min. to Earn Instructional Leadership License = 21 credits

EDUCATIONAL SPECIALIST AND DOCTOR OF EDUCATION (EdS / EdD)

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

The following programs are offered:

EDUCATIONAL SPECIALIST, WITH THE FOLLOWING CONCENTRATIONS:

- *Administrative Leadership Concentration*
- *Curriculum and Instruction Leadership Concentration*

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP, WITH THE FOLLOWING CONCENTRATIONS:

- *Administrative Leadership Concentration*
- *Curriculum and Instruction Leadership Concentration*

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

PROGRAM GOALS

Candidates in the Ed.S. and Ed.D. programs will, based on the Interstate School Leaders Licensure Consortium Standards: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth; Ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment; Collaborate with families and community members, responding to diverse community interests and needs and mobilizing community resources; Act with integrity, fairness, and in an ethical manner; and understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

In addition, candidates in the Ed.D. program will: Conduct original research designed to address educational issues/problems and/or enhance the success of all students 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.

Candidates may choose the Administrative Leadership Concentration or the Curriculum and Instruction Leadership Concentration. Ed.S. candidates complete the same courses as Ed.D. candidates, but the Ed.S. program requires only mentored residency and professional portfolio, rather than the dissertation. Candidates may choose to complete the dissertation and the Ed.D. degree after completing the Ed.S. degree.

Instructional Leader License (ILL)

The Instructional Leader License (ILL) - EdS & EdD Level Specialization can be taken concurrently for students seeking Instructional Leader Licensure. Once a student has completed all the Core Courses and Required Courses, EDUC 748 and EDUC 753 (36 hours) a degree of EdS can be awarded in the Instructional Leadership and Curriculum and Instruction Concentration. (Those students enrolled in the Higher Education Administration Concentration are not eligible for the EdS.)

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

Core Courses, 12 credits

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

Required Courses, 24 credits

EDUC 670: Legal and Ethical Issues
EDUC 673: Management of the School
EDUC 674: Professional Learning Communities
EDUC 723: Emergent Educational Leadership Trends and Topics
EDUC 724: Financial Planning and Responsibilities
EDUC 748: Quantitative Research for Educational Practitioners
EDUC 750: Mentored Residency Internship and Professional Portfolio
EDUC 753: Professional Composition Studies
EDUC ANRVW: Annual Review
EDUC CAPS: Capstone

Summary of Total Credits

Core = 12 credits

Required Courses = 24 credits

Min. to Earn EdS Administrative Leadership = 36 credits

CURRICULUM AND INSTRUCTION LEADERSHIP CONCENTRATION (36 CREDITS)

Core Courses, 12 credits

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

Required Courses, 24 credits

EDUC 672: Evaluation for Continuous Improvement
EDUC 637: Topics in the Content Field
EDUC 671: Curriculum and Instruction Strategies
EDUC 740: The Teacher as Leader
EDUC 741: Diversity and Exceptionality Practice and Theory
EDUC 748: Quantitative Research for Educational Practitioners
EDUC 750: Mentored Residency Internship and Professional Portfolio
EDUC 753: Professional Composition Studies
EDUC ANRVW: Annual Review
EDUC CAPS: Capstone

Summary of Total Credits

Core = 12 credits

Required Courses = 24 credits

Min. to Earn EdS C&I Leadership = 36 credits

DOCTOR OF EDUCATION

The Doctor of Education is designed for those individuals who have completed master's and/or EdS degrees and who wish to extend their research expertise. All research project proposals must conform to the policies and procedures of the Institutional Review Board of the Graduate Committee.

ADMINISTRATIVE LEADERSHIP CONCENTRATION (57 CREDITS)

Core Courses, 12 credits

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

Required Courses, 18 credits

EDUC 670: Legal and Ethical Issues
EDUC 673: Management of the School

EDUC 674: Professional Learning Communities
EDUC 723: Emergent Educ. Leadership Trends & Topics
EDUC 724: Financial Planning and Responsibilities
EDUC 750: Mentored Residency Internship and Professional Portfolio
EDUC ANRVW: Annual Review
EDUC CMPEX: Comprehensive Exam

Research Core, 15 credits

EDUC 747: Qualitative Research for Educational Practitioners
EDUC 748: Quantitative Research for Educational Practitioners
EDUC 749: Doctoral Research Practicum and Directed Readings
EDUC 752: Critical Analysis and Research Design
EDUC 753: Professional Composition Studies

Doctoral Dissertation, 12 credits

EDUC 7546-A Beginning Dissertation
EDUC 7546-B Continuing Dissertation

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

Summary of Total Credits

Core = 12 credits

Required Courses = 18 credits

Research = 15 credits

Doctoral Dissertation = 12 credits

Min. to Earn EdD with Administrative Leadership = 57 credits



CURRICULUM AND INSTRUCTION LEADERSHIP CONCENTRATION (57 CREDITS)

Core Courses, 12 credits

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

Required Courses, 18 credits

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

Research Core, 15 credits

EDUC 747: Qualitative Research for Educational Practitioners
EDUC 748: Quantitative Research for Educational Practitioners
EDUC 749: Doctoral Research Practicum and Directed Readings
EDUC 752: Critical Analysis and Research Design
EDUC 753: Professional Composition Studies

Doctoral Dissertation, 12 credits

EDUC 7546-A Beginning Dissertation
EDUC 7546-B Continuing Dissertation

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

Summary of Total Credits

Core = 12 credits
Required Courses = 18 credits
Research = 15 credits
Doctoral Dissertation = 12 credits
Min. to Earn EdD with C&I Leadership = 57 credits

HIGHER EDUCATION ADMINISTRATION CONCENTRATION (57 CREDITS)

Core Courses, 12 credits

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

Required Courses, 18 credits

HEDA 701: Administration of Student Affairs in Higher Education
HEDA 705: Administration of Finances in Higher Education
HEDA: Organization and Administration of Higher Education
EDUC 670 Legal and Ethical Issues
MGT 550 Strategic Management
EDUC 750 Mentored Residency
EDUC ANRVW, 0 credits
EDUC COMPS, 0 credits

Research Core, 15 credits

EDUC 747: Qualitative Research for Educational Practitioners
EDUC 748: Quantitative Research for Educational Practitioners
EDUC 749: Doctoral Research Practicum and Directed Readings
EDUC 752: Critical Analysis and Research Design
EDUC 753: Professional Composition Studies

Doctoral Dissertation, 12 credits

EDUC 7546-A Beginning Dissertation
EDUC 7546-B Continuing Dissertation

Summary of Total Credits

Core = 12 credits
Required Courses = 18 credits
Research = 15 credits
Doctoral Dissertation = 12 credits
Min. to Earn EdD with C&I Leadership = 57 credits

DOCTOR OF EDUCATION ABD COMPLETION PATHWAY

The Doctor of Education ABD Completion Pathway is designed for those individuals who are ABD (all but dissertation) from a program in a regionally accredited program and wish to extend their research expertise and complete the doctor in education degree. All research project proposals must conform to the policies and procedures of the Institutional Review Board of the Graduate Committee. This is a non-licensure program.

Doctor of Education (24 HOURS)

The following list of courses comprises the curriculum for the EdD ABD Completion Pathway with administrative leadership or curriculum and instruction based on transcript analysis:

EDUC 747, Quantitative Research for Educational Practitioners
 EDUC 748, Qualitative Research for Educational Practitioners
 EDUC 749, Doctoral Research Practicum and Directed Readings
 EDUC 752, Critical Analysis and Research Design
 EDUC CONT RES I, Educational Contemporary Research I
 EDUC CONT RES II Educational Contemporary Research II
 EDUC CONT RES III Educational Contemporary Research III
 EDUC CMPEX, Comprehensive Exam

Doctoral Dissertation, 12 hours

Summary of Total Credits Research = 12

Doctoral Dissertation = 12

Min. to Earn EdD in ABD Completion Pathway = 24 hours

*A minimum of 12 hours of dissertation hours is required for the EdD program. Doctoral candidates must defend the dissertation successfully before the EdD degree is conferred. Students unable to complete the dissertation in the 12 hours must continue enrollment in EDUC 7546-B, Continuing Dissertation (6 hours per semester) until the dissertation is successfully defended.



MASTER OF SCIENCE IN NURSING (MSN)

ACCREDITATION

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

NURSING PRACTICUM

A 46-semester hour program designed to prepare the registered nurse for advanced practice roles in nursing within the context of Christian beliefs, values, and behaviors. Clinical practicum includes a seminar and has a credit/clinical ratio of 1:4 hours.

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. Nursing malpractice insurance is obtained through Carson- Newman University, every semester the student is enrolled in a clinical course and is paid through course fees.

Please note: All students currently enrolled in the family nurse practitioner 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.

OBJECTIVES/OUTCOMES: FAMILY NURSE PRACTITIONER

1. Implement advanced nursing practice skills, clinical reasoning, and knowledge from nursing and other disciplines to promote and maintain the health of individuals and populations within all healthcare systems.
2. Demonstrate independent decision-making and clinical judgment in the provision of evidence-based, culturally appropriate healthcare to individuals and populations.
3. Demonstrate leadership, effective partnerships, and interdisciplinary collaboration in developing, assessing, planning, and improving healthcare for individuals and populations.
4. Apply knowledge from research and scholarly activity to evaluate, improve, and advance clinical practice and individual and population outcomes.
5. Analyze the impact of economics, health policy, and technological advancements on patient safety, provider safety, and healthcare quality.
6. Utilize informatics and healthcare technology to improve communication, gather data, generate knowledge, and provide/document care.

7. Demonstrate Christian values, accountability, and ethical conduct in healthcare practice with individuals, populations, and the nursing profession.
8. Demonstrate a commitment to personal and professional growth and a spirit of inquiry that fosters flexibility and professional maturity.

PROGRAM FEE

Students enrolled in nursing courses will incur a \$400 per semester program fee. This fee is used to cover APEA, Intellectus, Live Review course, Health Assessment supplies, insurance, etc.

PROGRAM GOAL

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

RESIDENCY REQUIREMENT

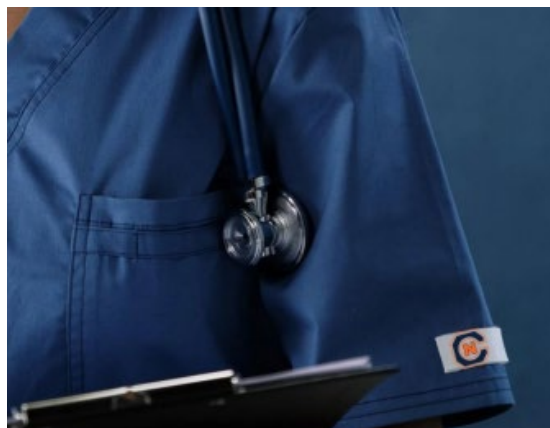
All but nine (9) semester hours of course work in the family nurse practitioner for students desiring an MSN degree must be taken at Carson-Newman University. Courses taken on the Carson-Newman University campus, independent studies, thesis, other research, and clinical practicum meet residency requirements.

REPEATING A COURSE FOR A GRADE

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

TIME LIMIT TO COMPLETE DEGREE

Graduate work for the MSN degree or post-master's certificate must be completed within five (5) years of admission into the program.



MASTER OF SCIENCE IN NURSING FAMILY NURSE PRACTITIONER (46 CREDITS)

Core Requirements, 41 credits

NURS 501: Advanced Pathophysiology
 NURS 503: Advanced Pharmacology
 NURS 507: Advanced Health Assessment
 NURS 513: Theories of Nursing
 NURS 516: Research Methods and Design in Nursing
 NURS 531: Advanced Primary Nursing Care for Women
 NURS 535, Advanced Primary Nursing Care for Children and Adolescents
 NURS 537, Advanced Primary Nursing Care for Adults
 NURS 540, Accountability for Advanced Nursing Practice
 NURS 541, Comprehensive Examination: Family Nurse Practitioner
 NURS 685: Applied Biostatistics and Epidemiology

Choose one of the following, 2 credits: Seminar Presentation

NURS 600: Advanced Practice Project
 NURS 640: Independent Nursing Research Project

Nursing Electives Requirement, 3 credits

Summary of Total Credits

Core requirements = 41 credits

Seminar = 2 credits

Nursing Electives = 3 credits

Min. to Earn MSN in FNP = 46 credits

ADVANCED PRACTICE PROJECT OPTION

Prior to beginning the advanced practice project option, a student must have completed NURS 510 Advanced Statistics, NURS 513 Theories of Nursing, and NURS 516 Research Methods and Design in Nursing. The advanced practice project requires two faculty members both from the department of nursing; one faculty member will serve as the committee chair and must be doctorally prepared. The project committee approval form must be completed and submitted to the Assistant Chair, Graduate Studies in Nursing prior to beginning NURS 600. Students will submit a scholarly article for publication and complete a scholarly presentation prior to grade assignment.

INDEPENDENCE NURSING RESEARCH PROJECT

Prior to taking the courses in the independent nursing research project, a student must have completed NURS 510 Advanced Statistics, NURS 513 Theories of Nursing, and NURS 516 Research Methods and Design in Nursing. The independent nursing research project is a written research project related to the program of study. A scholarly article for publication and a presentation is required at completion of the project. Before registering for NURS 640 Independent Nursing Research Project, a student must have selected an area for study and doctorally prepared faculty member to chair the research. The committee must have three members including the chair. The chairperson and the second member of the committee must be full-time faculty members from the

student's degree program. The third member may be selected from outside the student's degree program if desired. The committee approval form must be completed and submitted to the Assistant Chair, Graduate Studies in Nursing prior to beginning NURS 640. A scholarly presentation must be completed prior to the grade assignment.

POST-MASTER'S CERTIFICATE PROGRAM

Accreditation

The post-graduate APRN certificate program at Carson-Newman University is accredited by Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). The Department of Nursing is approved by the Tennessee Board of Nursing.

The post-master's certificate program is an individualized course of study designed to meet the learning needs of the student. Upon successful completion of the required course and clinical practicum, the student will receive the appropriate certificate of completion from the Department of Nursing. The following coursework is required if it has not been successfully completed in a previous master's program. In addition to the courses listed below, all students enrolled in the post-graduate certificate program will have to enroll in and successfully complete NURS 507, Advanced Health Assessment at Carson-Newman University.

POST-MASTER'S CERTIFICATE PROGRAM: FAMILY NURSE PRACTITIONER

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

*The two courses above are only required if the student did not complete these courses in their master's program. The advanced pharmacology course MUST have been taken within the past three (3) years.

NURS 531, Advanced Primary Nursing Care for Women
 NURS 535, Advanced Primary Nursing Care for Children and Adolescents
 NURS 537, Advanced Primary Nursing Care for Adults
 NURS 540, Accountability for Advanced Nursing Practice
 NURS 541, Comprehensive Examination: Family Nurse Practitioner

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

NOTE: All non-practitioner post-master students are required to complete a minimum of 500 clock hours of supervised clinical practice as part of their program. Clinical practicum has a credit/clinical ratio of 1:4 hours.

APPROVED NURSING ELECTIVE COURSES

NURS 518. Teaching Methods and Strategies
 NURS 519. Advanced Skills for the Nurse Practitioner
 NURS 520. Global Health and Nursing

DOCTOR OF NURSING PRACTICE (DNP)

ACCREDITATION

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

GRADUATION REQUIREMENTS FOR DNP PROGRAM

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

- Completion of all 33 credit hours in the DNP program while maintaining a GPA of 3.0 or higher within 5 years of beginning the program.
- Completion of 1,000 hours or more of post-baccalaureate supervised academic program practice hours with a minimum of 500 hours completed at Carson-Newman University during the DNP program.
- Recommendation of the student's DNP Project Committee for graduation after the successful completion and dissemination of the DNP project.

POST-GRADUATE DNP WILL PREPARE GRADUATE WHO:

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

PROGRAM GOALS

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

STUDENT LEARNING OUTCOMES

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

1. Demonstrate clinical judgment established on extensive knowledge of theory and research from nursing and other disciplines.
2. Establish caring relationships and communicate effectively in all aspects of healthcare assessment and delivery while maintaining accountability for care outcomes.
3. Manage and protect population health by engaging in successful partnerships, considering the economic impact of healthcare delivery, and advancing equitable health policy.
4. Advance the scholarship of nursing while promoting the ethical conduct of scholarly activities, integrating best evidence into practice, and fostering innovation in nursing.
5. Improve healthcare by applying principles of quality improvement to the provider, work environment, and patient safety.
6. Perform efficiently in various team roles while communicating in a manner that facilitates collaboration, maintains a culture of respect and shared values, and addresses healthcare needs.
7. Optimize effectiveness by applying knowledge of systems, healthcare economics, and evidence-based practice.
8. Comply with standards and policies in the use of informatics and healthcare technologies to improve communication, gather data, generate knowledge, and provide document care.
9. Demonstrate professionalism in healthcare practice and accountability to the individual, society, and nursing profession.
10. Develop leadership capacity and display a commitment to ongoing personal and professional growth with spirit of inquiry, flexibility, and professional maturity.

RESIDENCY REQUIREMENT

All but 6 semester hours of course work in the DNP program and completion of a minimum of 500 hours of the required 1,000 hours total post-baccalaureate supervised practice must be completed at Carson-Newman University.

DOCTOR OF NURSING PRACTICE DEGREE REQUIREMENTS (33 CREDITS)

NURS 680, DNP Introductory Seminar
 NURS 685, Applied Biostatistics and Epidemiology
 NURS 690, Scholarship in Nursing Practice
 NURS 700, Principles of Project Planning and Evaluation
 NURS 710, Translational Research and Quality and Safety Practices in Healthcare
 NURS 720, Leading Change within Complex Healthcare Systems
 NURS 730, Policy, Ethics, and Advocacy in Healthcare
 NURS 740, Healthcare Transformation through Technology
 NURS 753, DNP Project Proposal
 NURS 754, DNP Project Implementation
 NURS 755, DNP Project Dissemination and Evaluation

Min. credits to earn a DNP = 33 credits

MASTER OF ARTS IN APPLIED THEOLOGY (MAAT)

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

PROGRAM GOALS

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

RESIDENCY REQUIREMENTS

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

REPEATING A COURSE FOR A GRADE

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

TIME LIMIT TO COMPLETE DEGREE

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

MASTER OF ARTS IN APPLIED THEOLOGY (36 CREDITS)

Core Seminars (12 credits)

BTS 509 The Old Testament Foundations for Christian Life and Service
 BTS 510 The New Testament Foundations for Christian Life and Service
 BTS 511 Themes in Biblical Theology
 BTS 515 Ethical Issues in the Twenty-First Century

History of Christianity Elective (3 credits)

BTS 520 The Ideas and Kairos Moments of Church History through the Ages
 BTS 535 History of Christianity I
 BTS 536 History of Christianity II

Spiritual Formation Elective (3 credits)

BTS 553 Spiritual Formation I
 BTS 554 Spiritual Formation II

Pastoral Care Elective (3 credits)

BTS 500 Pastoral Care
 BTS 533 Love, Grief, and Anger

Christian Leadership Elective (3 credits)

BTS 544 Christian Leadership I
 BTS 545 Christian Leadership II
 BTS 546 Christian Leadership III
 BTS 547 Christian Leadership IV

Elective Tracks (choose one)

Biblical and Theological Studies Track (12 credits)
 Students will complete 12 credits of any 500-level BTS course

Bi-vocational Track (12 credits)

Students will complete 12 credits of graduate-level Business or Counseling courses instead of or in combination with 500-level BTS courses.

Thesis Track (12 credits)

BTS 600 Research and Writing
 BTS 630 A Readings Course in the Subject Area of Thesis
 BTS 665 Thesis

Summary of Credits

Core Seminars = 12 credits
 History of Christianity Elective = 3 credits
 Spiritual Formation Elective = 3 credits
 Pastoral Care Elective = 3 credits
 Christian Leadership Elective = 3 credits
 Chosen Elective Track = 12 credits

Min to earn a MAAT = 36 credits

THESIS OPTION

A student may choose to fulfill the elective 12 hours of the MAAT program by writing a thesis. A student selecting a thesis option will meet with the Program Director to determine which faculty member will supervise the thesis. The faculty advisor will meet with the student to consider the viability of the thesis project. BTS 600 and BTS 630 are prerequisites to BTS 665, the writing of the thesis. The thesis will be completed six weeks before the end of the graduating semester.

Three weeks before the end of the graduating semester, a student will defend the thesis before a committee made up of two School of Biblical and Theological Studies. Faculty members and an outside reader. The student will submit the original and three (3) thesis copies to the readers. After the defense of the thesis, the student will submit two (2) corrected copies of the thesis (100% cotton, white paper, and unbound). One copy will be placed in the Carson-Newman library archives, and one copy will be for record in the School of Biblical and Theological Studies.

MASTER OF DIVINITY (MDIV)

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

PROGRAM GOALS

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

REPEATING A COURSE FOR A GRADE

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

TIME LIMIT TO COMPLETE DEGREE

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

MASTER OF DIVINITY DEGREE REQUIREMENTS (81 CREDITS)

Biblical Studies (12 credits)

BTS 509 Old Testament Foundations for Christian Life and Service
 BTS 510 New Testament Foundations for Christian Life and Service
 BTS 511 Themes in Biblical Theology
 BTS 512 Interpretation of Scripture

Biblical Languages (12 credits)

BTS 522 Biblical Greek I
 BTS 523 Biblical Greek II
 BTS 526 Biblical Hebrew I
 BTS 527 Biblical Hebrew II

Christian History and Theology (12 credits)

BTS 535 History of Christianity I
 BST 536 History of Christianity II
 BTS 538 Christian Doctrine I
 BTS 539 Christian Doctrine II

Christian Ministry and Leadership (27 credits)

BTS 500 Pastoral Care
 BTS 517 Bible Exposition I
 BTS 518 Bible Exposition II
 BTS 544 Christian Leadership I
 BTS 545 Christian Leadership II
 BTS 546 Christian Leadership III
 BTS 547 Christian Leadership IV
 BTS 561 Ministry Practicum I
 BTS 562 Ministry Practicum II
 BTS 563 Ministry Practicum III
 BTS 564 Ministry Practicum IV

Christian Missions and Cultural Context (6 credits)

BTS 502 World Religions
 BTS 504 Great Commission Studies

Personal and Spiritual Formation (12 credits)

BTS 515, Ethical Issues in the Twenty-First Century
 BTS 553 Spiritual Formation I
 BTS 554 Spiritual Formation II
 BTS 555 Christian Philosophy

Summary of Credits:

Biblical Studies = 12 credits
 Biblical Languages = 12 credits
 Christian History and Theology = 12 credits
 Christian Ministry and Leadership = 27 credits
 Christian Missions and Cultural Context = 6 credits
 Personal and Spiritual Formation = 12 credits
Min to earn an MDiv = 81 credits



COURSES DISCRIPTIONS

ACCOUNTING (ACCT)

ACCT 502. CPA PREP: Financial Accounting and Reporting (FAR) Core, 2 credit hour

This course provides focused study and discussion of the topics covered by the Financial Accounting and Reporting (FAR) section of the Uniform CPA Examination. Course content emphasizes key financial accounting concepts, theories, and techniques. Prerequisite:

ACCT 505. CPA Prep: Auditing and Attestation (AUD) Core, 2 credit hour

This course provides focused study and discussion of the topics covered by the Auditing and Attestation (AUD) section of the Uniform CPA Examination. Course content emphasizes professional responsibility, financial risk assessment, audit procedures and reporting. Prerequisite: ACCT 550 Advanced Auditing and Professional Ethics

ACCT 506. CPA Prep: Taxation and Regulation (REG) Core, 2 credit hour

This course provides focused study and discussion of the topics covered by the Taxation and Regulation (REG) section of the Uniform CPA Examination. Course content emphasizes federal tax procedures, business law, and the concepts and calculations related to the federal taxation of property transactions, individuals, and entities. Prerequisite: ACCT 560 Federal Taxation

ACCT 507. CPA Prep: Discipline Track-Business Analysis and Reporting, 3 credit hour

This course provides focused study and discussion of the topics covered by the Business Analysis and Reporting (BAR) disciplinary track option of the Uniform CPA Examination. Course content emphasizes advanced business analysis, technical accounting and reporting, and state and local governmental accounting. Prerequisite: ACCT 570 Discipline Track Emphasis: Business Analysis and Reporting (BAR)

ACCT 508. CPA Prep: Discipline Track – Information Systems and Controls (ISC), 3 credits

This course provides focused study and discussion of the topics covered by the Information Systems and Controls (ISC) disciplinary track option of the Uniform CPA Examination. Course content emphasizes information systems and data management, data security, confidentiality and privacy, and considerations relevant to System and Organization Controls (SOC) engagements. Prerequisite: ACCT 580: Discipline Track Emphasis: Information Systems and Controls (ISC)

ACCT 509. CPA Prep: Discipline Track – Tax Compliance and Planning (TCP), 3 credits

This course provides focused study and discussion of the topics covered by the Tax Compliance and Planning (TCP) disciplinary track option of the Uniform CPA Examination. Course content emphasizes advanced tax compliance and planning for individuals, personal financial planning, entity tax planning and compliance, and taxation of property transactions including disposition of assets. Prerequisite: ACCT 590. Discipline Track Emphasis: Tax Compliance and Planning (TCP)

ACCT510. Accounting and Financial Management, 3 credits

This course is a study of the foundations and applications of accounting and financial management principles, tools, and techniques used by accounting and other managers to make informed business decisions. Aspects of financial and managerial accounting, both useful and necessary in making productive financial decisions, are incorporated into this course. Prerequisites: ACCT 201 and 202 or instructor approval.

ACCT 515. Advanced Financial Accounting I, 3 credit hours

This course emphasizes the recognition, measurement, presentation, and additional disclosures required to properly account for financial statements and accounts under the U.S. Generally Accepted Accounting Principles.

ACCT 520. Advanced Financial Accounting II, 3 credit hours

This course emphasizes complex financial accounting topics and transactions of particular interest to financial report preparers and auditors. Course content includes accounting for complex business transactions, financial statement analysis, and the accounting foundations for governmental and not-for-profit entities. Prerequisites: ACCT 515. Advanced Financial Accounting

ACCT 530. Intermediate Managerial Accounting and Data Analytics, 3 credit hours

This course emphasizes the use of financial data analytics to make business decisions. Topics include capital analysis and financial performance management as well as financial and accounting data analysis.

ACCT 540. Accounting Information and Control Systems, 3 credit hours

This course emphasizes the role and impact of accounting information systems. Course content includes the role of information systems and internal controls in accounting systems, the impact of the internet on business operations, the use of technology in the audit function, and the key concepts underlying system design.

ACCT 550. Advanced Auditing and Professional Ethics, 3 credit hours

This course emphasizes advanced audit and attestation-related knowledge and skills as well as the professional, ethical, and legal standards associated with audit reporting and accounting communications. Course content includes the audit environment, engagement planning, risk assessment, and audit procedures.

ACCT 560. Federal Taxation, 3 credit hours

This course emphasizes federal tax planning, procedures, and preparation. The course content includes the calculation of federal tax liability associated with individual and business tax returns as well as the foundations of tax planning.

ACCT 570. Discipline Track Emphasis -Business Analysis and Reporting (BAR), 3 credit hours

This course provides coverage of complex financial statement analysis, financial accounting and reporting requirements applicable to technical accounting and reporting topics, in-depth reporting requirements for state and local governments, and accounting analytics. Prerequisites: ACCT 502. CPA Prep Financial Accounting and Reporting Core

ACCT 580. Discipline Track Emphasis -Information Systems and Controls (ISC), 3 credit hours

This course provides coverage of information systems and data management including data security, confidentiality, and privacy. Course content includes considerations relevant to System and Organization Controls (SOC) engagements. Prerequisites: ACCT 505. CPA Prep Auditing and Attestation Core

ACCT 595. Discipline Track Emphasis -Tax Compliance and Planning (TCP), 3 credit hours

This course provides coverage of federal tax planning, compliance, and reporting for individuals and entities. Course content includes tax and retirement planning and property related tax considerations. Prerequisites: ACCT 503. CPA Prep Taxation and Regulation Core

ACCT 564. Accounting Internship, 1 – 6 credits

This course provides experiential learning of the concepts and practices commonly associated with managerial accounting. In this internship, students participate in an individualized learning experience through structured employment situations. The internship is coordinated and agreed upon by the student and the local business site coordinator with approval from the MBA Program Director. Course assignments throughout the term define the employment relationship, specify, and discuss relevant learning outcomes, and assist students in their academic, career, and professional preparedness. Maximum 6 hours credit.

APPLIED SOCIAL JUSTICE (ASJ)**ASJ 510. Social Entrepreneurship I: Building Just and Sustainable Communities, 4 credits**

This course examines social entrepreneurship as a means to build just and sustainable communities with a special focus on the problems and strengths of rural people. Theories and models of good practice will be addressed such as Asset Based Community Development and successful church-based and secular community development models, drawing especially from principles and resources of the Christian Community Development Association.

ASJ 530. Global Poverty and Social Change, 3 credits

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 credits

An introduction to research and action that explores the ecology of human development and intervention strategies that prevent problem behavior, promote social competence, and strengthen citizen participation and empowerment, with a special emphasis on rural people and their communities in cross-cultural perspective including Appalachia and the global mission field. The course acknowledges a Christian view of persons as created in the image of God and thus intrinsically worthy of compassion and dignity.

ASJ 600. Social Entrepreneurship II: Practicum, 4 credits

Drawing on theories and models of good practice from social entrepreneurship, community development, and nonprofit leadership, the student proposes, carries out, and presents (defends) a social entrepreneurship project such as: special event planning and coordination for a nonprofit fundraiser; grant application to address an identified need or goal of an established faith-based or nonprofit organization; develop and/or lead a special project or program to address an identified need or goal of an established faith-based or nonprofit organization; propose a new social venture designed to address a need or problem the basis of a Community Strengths and Needs Study; or internship in nonprofit leadership.

BUSINESS (BAD)**BAD 560. Quantitative Methods for Managers, 3 credits**

An introduction to statistical methods useful for analyzing data, with specific applications to problems of business and economics. Topics will include uncertainty and risk management, estimation and forecasting, optimization, and the logic of statistical inference. Students will apply statistical methodology to problems in economics, marketing, financial and managerial accounting, corporate finance, and applied operational methods. Prerequisites: Undergraduate business or general statistics course (MATH 201) or instructor approval.

BAD 565. Business Modeling, 3 credits

This course covers the development, implementation, and utilization of business models for managerial decision making. Various techniques for analytical modeling, such as forecasting, optimization, simulation, decision analysis, and classification are examined. This course helps students understand complex business models implemented in decision support systems that cover applications in strategic planning, financial management, operations/project management, and marketing research.

BAD 570. Business Law and Organizational Ethics, 3 credits

To be successful, managers and entrepreneurs must understand how to navigate the legal environment in which they operate their business. This course examines the U.S. legal system and how critical legal concepts impact business agreements, interactions, and relationships. Additionally, this course will explore common moral dilemmas faced by managers and how successful business leaders make ethical, faith-based decisions when challenged.

BIBLICAL & THEOLOGICAL STUDIES (BTS)**BTS 500. Pastoral Care, 3 credits**

This course introduces students to the theology and practice of pastoral and spiritual care.

BTS 502. World Religions, 3 credits

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

BTS 504. Great Commission Studies, 3 credits

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

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

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

BTS 506. The World of Second Temple Judaism and the New Testament, 3 credits

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.

BTS 509. The Old Testament Foundations for Christian Life and Service, 3 credits

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.

BTS 510. The New Testament Foundations for Christian Life and Service, 3 credits

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.

BTS 511. Themes in Biblical Theology, 3 credits

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.

BTS 512. Interpretation of the Scripture, 3 credits

This course teaches students how to interpret the Bible in its ancient historical context, as well as how to derive meaning from the Biblical writings for the student's own context. Prerequisites: Biblical Hebrew I-II, Biblical Greek I-II

BTS 515. Ethical Issues in the Twenty-First Century, 3 credits

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

BTS 517. Bible Exposition I, 3 credits

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

BTS 518. Bible Exposition II, 3 credits

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

BTS 520. The Ideas and Kairos Moments of Church History through the Ages, 3 credits

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

BTS 521. The Voices of the Twentieth-Century Prophets, 3 credits

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.

BTS 522. Biblical Greek I, 3 credits

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

BTS 523. Biblical Greek II, 3 credits

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

BTS 525. Ten Theologians that Speak from the Grave, 3 credits

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

BTS 526. Biblical Hebrew I, 3 credits

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

BTS 527. Biblical Hebrew II, 3 credits

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

BTS 530. Foundations in Spirituality and Worship, 3 credits

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

BTS 531. In Search of Yourself, 3 credits

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

BTS 533. Love, Grief, and Anger, 3 credits

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

BTS 535. History of Christianity I, 3 credits

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

BTS 536. History of Christianity II, 3 credits

This course is the second part of a two-course sequence, introducing students to the history of the Christian faith from the Enlightenment and the rise of Pietism to the present day. Special emphasis will be laid on the history of Christianity in the United States and the history of the Baptist movement.

BTS 538. Christian Doctrine I, 3 credits

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

BTS 539. Christian Doctrine II, 3 credits

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

BTS 540. The Art of Leadership, 3 credits

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

BTS 542. The Art of Communication, 3 credits

Developing a skill set for public speaking and preaching events.

BTS 544. Christian Leadership I, 3 credits

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

BTS 545. Christian Leadership II, 3 credits

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

BTS 546. Christian Leadership III, 3 credits

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

BTS 547. Christian Leadership IV: Church Administration and Finance, 3 credits

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

BTS 550. Global Awareness Practicum, 3 credits

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

BTS 552. Christian Witness in a World of Religion, 3 credits

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

BTS 553. Spiritual Formation I: How to Be a Disciple, 3 credits

This course examines the interior and exterior journey of a Christ follower by looking through the lens of spiritual disciplines and experiencing a spiritual retreat.

BTS 554. Spiritual Formation II: How to Make Disciples, 3 credits

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

BTS 555. Christian Philosophy, 3 credits

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

BTS 560. Apologetics & the Secular and Spiritual Trends in the Post-Christendom City, 3 credits

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

BTS 561. Ministry Practicum I, 1.5 credits

Experience in a ministry setting with an approved mentor.

BTS 562. Ministry Practicum II, 1.5 credits

Experience in a ministry setting with an approved mentor. Prerequisite: Ministry Practicum I

BTS 563. Ministry Practicum III, 1.5 credits

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

BTS 564. Ministry Practicum IV, 1.5 credits

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

BTS 600. Research and Writing, 3 credits

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

BTS 630. Readings Course in the Area of Thesis, 3 credits

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

BTS 665. Thesis, 6 credits

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

COMMUNICATION (COMM)**COMM 510. Organizational Communications, 3 credits**

This intensive course equips students for leadership in dynamic settings by deeply engaging with critical

facets of organizational behavior, from culture to power dynamics. Emphasizing a personal approach, the curriculum invites students to dissect and reconstruct concepts like conflict resolution, socialization processes, and group dynamics, using real-life scenarios to refine their own communication and leadership abilities. The interactive format ensures that students not only understand theoretical underpinnings but also adeptly translate them into enhanced practices for their professional growth and interpersonal relationships within any organizational structure.

COMM 520. Crisis Communications, 3 credits

This advanced course delves into the dynamic and evolving field of crisis communication, equipping students with the essential knowledge and skills to navigate and excel in the complex landscape of crisis management in today's digital era. The course blends theoretical foundations with real-world case studies, peer-reviewed research, and hands-on simulations to prepare students for the challenges of effectively communicating during times of crisis. From developing strategic crisis communication plans to understanding crisis impact in a digital age, this course provides a comprehensive understanding of crisis communication in contemporary contexts.

COMM 530. Strategic Public Relations Management, 3 credits

This course explores the dynamic landscape of public relations in the digital era, emphasizing strategic management principles. Students will delve into the convergence of traditional and digital communication channels, studying the impact of social media, data analytics, and emerging technologies on contemporary public relations practices. Through case studies, hands-on projects, and theoretical frameworks, participants will develop advanced skills in crafting and executing strategic PR campaigns that align with organizational goals. The course also addresses ethical considerations, crisis communication, and the evolving role of PR professionals in shaping public perception.

COUNSELING (COUN)**COUN 501. Foundations of School Counseling, 3 credits, Fall**

Introductory course in school counseling designed to give students an understanding of the history, philosophy, trends, professional competencies, and ethics in school counseling. The ASCA National Model for building comprehensive school counseling programs will be applied to such counselor duties as individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination.

COUN 502. Theories and Techniques of Counseling, 3 credits, Fall, Spring.

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

COUN 514. Helping Relationships and Counseling Skills with Individuals and Families, 3 credits, Fall, Spring

This course provides the basis for understanding the helping relationship in the counseling profession, including multi-cultural sensitivity. Students will examine the history of the counseling profession and learn to differentiate clinical counseling approaches based upon the client and the context of the therapeutic relationship. The acquisition of basic counseling skills effective for counseling individuals and families will occur.

COUN 550. Holistic Counseling in a Diverse World, 3 credits, Fall, Summer.

This course facilitates the understanding and acceptance of all cultures and differentiated individuals within the counseling profession. An examination of multi-cultural and pluralistic trends is coupled with exploration of personal biases and experiences. Counseling skills and approaches among varying cultures are fortified.

COUN 561. School Orientation for Counselors, 3 credits, Spring

In accordance with the requirements for Tennessee Licensure Standards for School Counselors (preK12), this course is required for professional school counselor candidates who do not have teaching experience. The orientation experience will provide observation, participation in classroom instruction, and analysis of classroom activities.

COUN 565. Group Counseling Processes, 3 credits, Fall, Spring

Background in group methods, including group counseling, group guidance, and group dynamics. One half of classtime is spent in a laboratory experience in which each student is provided an opportunity to function in a group. Students will develop the ability to lead large and small group counseling activities in such areas as personal and interpersonal growth, self-help and problem solving, and career and vocational development. Prerequisite: COUN 502 or instructor approval.

COUN 566. Life-Span Development: Implications for Counseling, Spring.

This course examines the major issues and influences impacting human development across the lifespan. The examination of the major theories of human development includes physical, language, psychological, cognitive, social, and moral perspectives. This course focuses on the integration of theoretical foundations of human development to form a framework for the counseling process and implications for counseling across the lifespan. (Same as EDUC 566)

COUN 567. Career Development and Counseling, 3 credits, Fall, Summer

This course will examine ways in which counselors and other helping professionals assist persons of all ages in their life/career development. Emphasis will be on understanding theories, methods information systems, and techniques for fostering career awareness, exploration, planning, decision making, and preparation. The interrelationships among work, family, and other life roles, including multicultural and gender issues, will be addressed.

COUN 568. Individual and Group Appraisal, 3 credits, Summer

An overview of measurement methods and evaluations of tests and testing programs for school and related counseling programs. It will provide students with the information and materials necessary for an understanding of appropriate tests and other assessments to assist students and their parents in making effective education, social, and career decisions and develop the ability to use group administered educational and psychological measurement and appraisal instruments.

COUN 569. Introduction to Family Systems in Counseling, 3 credits, 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.

COUN 580. Crisis and Trauma Interventions in Counseling with Individuals & Families, 3 credits, Spring, Summer.

Overview of the helping relationship in the context of crises which arise during the standard counseling relationship as well as preparation needed to become a crisis counselor will be emphasized. Crisis counseling such as: basic listening and responding skills, strong community development and professional response in times of crises including disasters is studied and practiced. An additional emphasis will be placed on working effectively in traumatic situations and the development of treatment plans in cases involving trauma with children, adolescents, individual adults, families, and Pk-12 school settings. Professional self-care and reflection will be emphasized.

COUN 585. Professional Orientation and Ethics in Counseling, 3 credits, Summer

Ethics of counseling will be explored within the context of historical and philosophical exploration of the field. Students will synthesize personal counseling philosophies and techniques with professional ethical standards established by the American Counseling Association and the Marriage and Family Therapy Ethical Code. Special attention will be provided to developing and maintaining professional awareness and wellness throughout one's career. These concepts will be linked to advocacy and the social justice model.

COUN 586. Study of Abnormal Behavior, DSM, and Psychopathology, 3 credits, Fall, Spring

This course explores the development, symptoms, and patterns of abnormal behavior. Students are introduced to the DSM V categorization and classification of psychiatric phenomena. Case studies of psychopathological behavior will be analyzed to enable students to make informed diagnoses of abnormal behavior and to promote critical thinking around ethical and diversity issues of psychopathology classification.

COUN 587. Assessment and Treatment Planning, 3 credits, Spring

This course provides students with the ability to evaluate and assess clients within the context of counseling relationships. The course provides an outline of diagnostic principles based on the DSM V. The value of treatment planning based upon diagnosis and its link to quantifiable treatment outcomes will be explored. Prerequisite: COUN 586 or instructor approval.

COUN 589. Counseling Practicum, 3 credits, Fall, Spring, Summer

Supervised practicum experiences totaling a minimum of 100 clock hours including a minimum of 40 hours of direct service to clients/ counselees over a minimum 10-week academic term. Program Faculty Approval Required. \$100 fee.

COUN 611. Counseling and Development of Children and Adolescents, 3 credits, Spring, Summer and as needed.

Counseling theories and techniques with children and adolescents in individual and group settings. Designed to build counseling skills and programs for children and adolescents. The needs of at-risk youth and diverse populations are an integral part of the course.

COUN 612. Consultation and Collaboration, 3 credits, Summer as needed.

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

COUN 613. Design and Evaluation of Comprehensive School Counseling Programs, 3 credits, Spring.

Comprehensive review and implementation of the knowledge and skills learned during the school counseling graduate program. The student is required to complete a needs assessment in accordance with the ASCA national model for one part of a school counseling program, design a specific program plan to meet a need identified within the school setting, implement the program, and evaluate the outcomes of the program. This course is intended to be taken during the same semester as COUN 665: School Counseling Internship so that students may work closely with their respective internship site supervisor and the program faculty member. Prerequisite: COUN 630 or instructor approval.

COUN 614. Substance Abuse and Addictions Counseling for Individuals and Families, 3 credits, Fall.

This course provides students with a comprehensive overview of the role of addiction in the counseling field. Chemical addiction, as well as non-substance related addictions, will be explored. Special emphasis will be placed on understanding and treating the dual diagnosis client. The course will survey a variety of approaches to treating addiction, including both abstinence and non-abstinence-based models of treatment.

COUN 630. Counseling 630 Research and Program Evaluation, 3 credits, Fall, Spring.

Students will realize the importance of research and program evaluation within the counseling profession. An exploration of a variety of research and program evaluation techniques including quantitative, qualitative, and mixed-methods research will be synthesized with recognized evidence-based practices in counseling. Students will integrate appropriate statistical techniques into their knowledge of research. Special attention will be paid to creating discerning consumers of research, developing a discriminating eye for culturally and ethically biased research.

COUN 634. Topics in Counseling, 3 credits, offered as needed

A critical analysis of books, research, current or foundational issues, theories, or specialty areas significant for counseling. This course may be repeated for credit with a different topic. A student may enroll for no more than a total of six (6) semester hours of topics courses taken independently within the graduate program.

COUN 638. Play Therapy across the Lifespan, 3 credits, Spring

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

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

An overview of the historical, conceptual, and contextual development of the field of family therapy, including a preliminary exposure to a variety of systems perspectives on families and couples. Approaches to be explored include those developed by Minuchin, Haley, Madanes, Satir, Bowen, Whitaker, and others. Attention will be focused on distinguishing between the systemic approaches in terms of assessment, treatment interventions, and theoretical foundations. Contemporary directions of the field will be explored. Prerequisite: COUN 569 or instructor approval.

COUN 653. Spirituality, Family Systems, and Holistic Mental Health, 3 credits, Summer Online.

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

COUN 665. School Counseling Internship, 3 or 6 credits, 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 the duties of a professional school counselor. These duties include individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. Interns are required to take six (6) hours of internship in school counseling. The intern may enroll twice for three (3) credit hours completing three hundred (300) clock hours each time or enroll for six (6) credit hours to complete six hundred (600) clock hours. Six (6) hours is required to be taken either in two semesters of 3 (3) hours each or one semester of 6 (6) hours. Prerequisites: COUN 589 and program faculty approval. \$100 fee.

COUN 650. Neuroscience and Counseling Interventions with Individuals & Families, 3 credits, Fall.

Exploration of the emerging field of behavioral medicine, especially as it applies to psychotherapy among children, adolescents, adults, and families. A special focus will be upon non-medical techniques to balance brain chemistry which determines our behavior, moods, and health in general. The course will provide a broad overview of trends in Psychopharmacology. The orientation of the course will be a holistic concept of personhood. Recent medical studies on the efficacy of belief will be considered, as well as how behavioral medicine techniques can be used effectively in traditional psychotherapy.

COUN 664. Counseling Students for College Access and Success, 3 credits, Summer as needed.

This course explores the theories and models for working with students and families to promote postsecondary education access and success. Attention will be given to skill development for counseling the college bound student. Special emphasis will be placed on strategies for empowering low income and minority students toward postsecondary education.

COUN 668. Mental Health Counseling Internship, 3 credits, Fall, Spring, Summer.

Six graduate credit hours taken as two three-hour courses are required. Supervised clinical field experience consisting of a minimum total experience for both courses of 600 clock hours in appropriate and approved counseling settings. A total of a minimum of 240 hours of direct counseling experience is required including individual, family, and group counseling experiences. Each 3hr internship course consists of 300 hours of clinical field experience and a minimum of 120 hours of direct counseling experience. Six (6) hours is required to be taken over two semesters of three (3) hours each. Prerequisites: COUN 589 and program faculty approval. \$100 fee.

ECONOMICS (ECON)**ECON 530. Managerial Economics, 3 credits**

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.

EDUCATION (EDUC)**EDUC 502. Disciplinary Literacy, 3 credits, Fall**

This course provides prospective teachers opportunities to attain and demonstrate an understanding of discipline-specific literacy skills and strategies essential to their endorsement area. Practicum required.

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

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

EDUC 507. Materials/Methods for Teaching Young Children, 3 credits, 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 credits, 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 with the opportunity to further develop their technical and pedagogical knowledge base. Using 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 credits, 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 credits, Offered as needed

An introduction of cooperative learning strategies to teachers who are currently teaching. Teachers will be directed through a process of implementing cooperative learning into their classrooms during the semester they are enrolled in the course.

***EDUC 513. Teaching Physical Education and Health in the Elementary School, 3 credits, Spring**

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

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

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

***EDUC 520. Content-Area Methods in 6-12 Classrooms, 3 credits, Fall.**

This course equips prospective teachers to teach in secondary classrooms. Activities will focus on curriculum, methods, and materials for teaching, and students will focus on their content area. Additionally, the practicum for this course will be completed in the prospective teacher's content area. Includes practicum experience. Must provide proof of liability insurance.

EDUC 521. Math Activities for K-12 Teachers, 1-3 credits, 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 credits.

EDUC 523. Issues in Multicultural Education, 3 credits, Offered as needed

Multicultural education in the global and local context. Major theories and models of multicultural education will be discussed from which will derive critical and reflective analyses of the strengths and weaknesses of respective models. Speakers with different cultural and ethnic backgrounds will help to facilitate class discussions. The participants will engage in a sample of cultural activities designed to heighten self and student sensitivity toward different cultural experiences.

EDUC 526 Case Management in Special Education, 1 hour, Spring,

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

EDUC 527. School Safety and Security, 3 credits

The focus of this course is on research designed to broaden the knowledge of instructional leaders regarding the provision of a safe environment for school students and staff. The content provides information about crisis prevention and management of crisis situations. The course will focus on skills that allow administrators to provide a safe environment for their students, staff, and visitors. Required Practicum: A field experience activity of 25 hrs. is included, emphasizing TILS-B, D.

EDUC 531. Evaluation of Learning, 3 credits, Fall, Spring, Summer periodically

Theory and skill in techniques for identifying learner proficiency, measuring learning, and gathering information about learner performance to make data-based curricular decisions, improve instruction, and design appropriate educational supports for learners at all levels. Preparation in the areas of types of learning, norm- and criterion-referenced tests, universal screeners, data literacy, assessment construction, analysis and interpretation of assessment results, reflection on assessment results with stakeholders, and the use of alternative and authentic assessment. The course also covers evaluating instructional materials to determine quality, as well as internalizing and adjusting practice to effectively utilize high-quality instructional materials to support all learners in engaging meaningfully in grade-appropriate curriculum.

EDUC 532. Cognitive Development, 3 credits, 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 credits, Fall, Spring, Summer (periodically)

This course equips the student with the knowledge and skills necessary to utilize computer software in the classroom as a means of improving classroom management and instruction. These skills include hands-on experience with software balanced with the use of software evaluation techniques and current research findings. No prior experience with technology is necessary. Macintosh and Windows platforms are used. \$50 fee.

EDUC 534. Topics in Education, 1-3 credits

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 credits of topics courses taken independently within the graduate program. Instructor approval.

EDUC 536. Using Books with Children and Adolescents, 3 credits, Offered as needed

Introduces the student to the different types of literature available for children and adolescents, the various ways to use this literature, and the significant role it can play. Literature will be considered from the perspective of literary quality and content measured against age level and interest level appropriateness.

EDUC 539. Supervision in the Classroom, 3 credits, 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 credits**

Requires 50 clock hours of work as a teacher's assistant, including working with individual students and small groups in an elementary or secondary classroom. P/F grading.

***EDUC 555. Literacy Development through Language Arts, 3 credits, 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 credits,**

Offered as needed Methods and materials of teaching math and science.

***EDUC 558. Foundations of Education, 3 credits, Fall, Spring, Summer periodically.**

Historical, sociological, and philosophical foundations of American education. Practicum required.

EDUC 560. Classroom Management, 3 credits, Spring

Effective classroom management techniques and strategies with an emphasis on providing practical applications and theoretical conflict management among all stakeholders. Practices to create and sustain an inclusive, respectful, and safe environment are researched. Disciplinary systems and organizational strategies for effective instruction are discussed, including culturally responsive practices within the context of equity.

EDUC 561. Effective Home, School, Community Relations, 3 credits.

Course content will focus on meeting students' academic, social, guidance, and career needs through understanding communication theories and strategies; social and cultural change with respect to racial, gender, ethnic, and academic differences; and knowledge of differing cultural and lifestyle patterns. The course will also explore ways in which school professionals (teachers, counselors, and administrators) can enhance communication with students, parents, other school personnel, and the community.

EDUC 564. Philosophy of Education: Christian Perspective, 3 credits, offered as needed.

In-depth study of five philosophies of education and practical application to teaching methodology.

EDUC 566. Issues in Human Development, 3 credits, Fall, Spring, Summer

Major influences and issues affecting human development throughout the lifespan are addressed in this course. An ecological approach to human development will be used to examine the interrelationships among cognitive, language, physical and motor, social, emotional, and moral development.

EDUC 569. Understanding Families, 3 credits

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 credits

Managing change in educational institutions from three perspectives: technical, political, and cultural, is examined in the course. Theories and concepts in organizational change and the interpersonal dynamics of working with and leading teams will be a focus of the course.

EDUC 575. Administrator Field Experience, 3 credits

This course is designed to provide practical experiences that are typical of the work completed by a school principal, assistant principal, or a curriculum/instructional supervisor in diverse K-12 settings. Emphases are placed on developing an understanding of the change process/ways of dealing with change, the importance of literacy instruction, performing an analysis of an actual school budget, and a review of the *Tennessee Uniform Accounting Policy Manual*. Required Practicum: A field experience activity (practicum) of 50 hrs. is included, emphasizing TILS-D.

EDUC 580. Topics in Child and Family Studies, 3 credits, 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 credits of topics courses taken independently within the graduate program.

EDUC 584. Study of Normal and Abnormal Behavior, 3 credits

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

EDUC 600. Study Abroad, 0-17 credits. Offered periodically

Students study abroad for one term at an approved university. Apply for study abroad programs through the Education Department.

***EDUC 601. Curriculum, Instruction, and Management of the PreK-5 Classroom, 3 credits, Fall, Spring**

This course provides an overview of developmentally appropriate practice in the PreK-5 classroom. Emphasis is placed on understanding that effective instruction and classroom management is based on an understanding of children's developmental characteristics, educational theories, and the requirements of the elementary curriculum. Candidates complete a practicum in an early childhood/elementary setting in which they are required to plan and implement individual lessons appropriate for the setting. Candidates for the Integrated Early Childhood license are assigned to a PreK-3 setting. Practicum required. Must provide proof of liability insurance.

***EDUC 602. Curriculum, Instruction, & Management of the 6-12 Classroom, 3 credits, Spring**

Provides an overview of developmentally appropriate practice in grades 6-12 classroom. Emphasis is placed on understanding that effective instruction and classroom management is based on an understanding of children's developmental characteristics, educational theories, and the requirements of the middle grades and high school curriculum. Includes practicum experience.

***EDUC 603. K-8 Mathematics Methods, 3 credits, Fall**

Introduction to methods and materials for teaching mathematics in elementary school. Activities will focus on curriculum, planning, and strategies for teaching and assessing K-6 mathematics. Includes practicum experience.

***EDUC 605. K-8 Social Studies Methods, 3 credits, Fall**

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

***EDUC 606. K-8 Science Methods, 3 credits, Fall**

Preparation to teach science on the elementary and middle school levels. Curricula, materials, and instructional approaches will be addressed. Age-appropriate "hands-on and minds-on" activities will be stressed. Controversial issues relevant to the science classroom will be discussed. Includes practicum experience.

EDUC 610. Elementary Mathematics Remediation Clinic, 1 hour, Offered as needed.

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 credits, Fall**

An introduction to research-based methods and materials for teaching mathematics in 4-8 classrooms. Activities will focus on curriculum, planning, and strategies for teaching and assessing 4-8 mathematics. Includes practicum experience.

Prerequisite: EDUC 602. Corequisites: EDUC 616, 617, and 618.

***EDUC 616. Middle Grades Science Methods, 3 credits, Fall**

Designed to equip pre-service teacher education candidates to teach science to students in grades 4-8. Students will develop an appreciation of the critical role that science plays in producing future citizens who are scientifically literate and able to participate knowledgeably in a scientific and technologically based society. The course focuses on research-based, developmentally appropriate curriculum, planning, teaching strategies, safety, and logistics for hands-on, minds-on science. Includes practicum experience. Prerequisite: EDUC 602. Corequisites: EDUC 615, 617, and 618.

***EDUC 617. Middle Grades Literacy Methods, 3 credits, Fall**

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

***EDUC 618. Middle Grades Social Studies Methods, 3 credits, Fall**

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

EDUC 620. Emergent Literacy, 3 credits, 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 credits, Offered as needed.**

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

EDUC 622. Diagnosis and Correction of Reading Problems, 3 credits, 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 credits, 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 credits, offered as needed**

Provides an overview of effective, research-based strategies for teaching reading in the content areas in middle school and high school. Included in the course will also be an emphasis upon working with the struggling adolescent reader. Practicum required.

EDUC 625. Organization and Administration of Reading Programs, 3 credits, 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 credits, Fall, Spring

Develop skills in reading, interpreting, and applying results from educational research literature. Students will focus on appropriate quantitative and qualitative designs and data analysis procedures for specific research problems. *\$10 fee.*

EDUC 631. Research in the Content Field, 3 credits

Acquaints the student with current research in his/her 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 credits of topics courses taken independently within the graduate program. Prerequisites: EDUC 630, Instructor approval.

EDUC 632. Applied Research, 3 credits

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 semester credits of topics courses taken independently within the graduate program. Prerequisite: Instructor approval.

EDUC 633. Diagnosis & Remediation of Elementary Mathematics Learning Problems, 3 credits, Offered as needed

Interview and pencil/paper techniques for diagnosing the causes of children's difficulties in mathematics will be developed in this course. Methods and materials for effective remediation of those difficulties will also be taught.

EDUC 635. Integrating Research and Learning, 3 credits, Fall, Spring.

Designed to help students reflect upon experiences in the graduate program and to complete the nonthesis option for their degree programs. The major project for the course is an action research project that is designed to improve some aspects of the student's professional practice. Each student submits a proposal, collects, and analyzes data, and presents the project to an audience selected by the course instructor. Should be taken during final semester. Prerequisites: EDUC 630, Degree Plan. (Course number changes from EDUC 600.) \$10 fee.

EDUC 637. Topics in Content Field, 3 credits

Through the course design, candidates use insight and analysis to design, explore, and conduct research in a current issue of educational practitioners. Candidates expand their knowledge of education and its practices through research, presentations, discussions, collaboration, and interviews with school and district leaders. The course activities align with the professional standards described in the TILS and PSEL standards. (Course number change from EDUC 537.)

EDUC 638. Foundations of Leadership, 3 credits, Fall,

Spring The foundations of leadership course develop a deep understanding of theory and research of practical applications to allow administrators to lead and support in the face of changing and challenging climates in schools while enabling and inspiring a culture of innovation conducive to teaching and learning. Special leadership paradigms include the leader as a visionary, the leader who cultivates a literacy rich environment, the leader who uses technology for learning to meet future demands, the leadership role of a chief executive and financial officer, and the Christian leader. (Course number change from EDUC 538.) \$10 fee.

EDUC 646. Current Topics in Child and Family Studies, 3 credits, 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 credits, offered as needed.

In accordance with the requirements for Tennessee Licensure Standards for School Counselors (PreK12), this course is required for professional school counselor candidates who do not have teaching experience. The orientation experience will provide observation, participation in classroom instruction, and analysis of classroom activities.

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

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

EDUC 652. Internship in School Counseling II, 3 credits, 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 credits, Fall, Spring.

Two hundred (200) hour supervised school counseling experience. The internship will provide practical learning experiences supervised by a professional. Pre or Corequisites: EDUC 652, Instructor approval, Praxis II passing scores.

***EDUC 655. Reading Instruction & Assessment, 3 credits, Fall**

Introduction to the theory that undergirds literacy development and emphasizes practical implementation of effective literacy strategies. Students will develop an understanding of the causes of reading difficulties and use this knowledge in planning and assessing literacy skills of an individual student. Includes practicum experience. *\$50 fee.*

EDUC 660. Thesis, 3 credits, Fall, Spring, Summer

A research project designed with the help of a faculty advisory committee (thesis committee). Students who do not complete the thesis in one semester are required to maintain continuous registration in EDUC 660 until completion of the thesis. Prerequisites: EDUC 630 and EDUC 631.

EDUC 661. Mentored Teaching, I: Foundations of Education, 3 credits, Fall.

For those students who are enrolled in Tennessee's alternate pathway to licensure and teaching in P-12 classrooms. Class meetings will emphasize lesson planning, IEPs, SMART Goals, edTPA, literacy implications for discipline-specific licensure areas, and the historical, sociological, and philosophical foundations of American Education. *Prerequisite: Admission to the Job-Embedded Practitioner Program. \$100 fee.*

EDUC 662. Mentored Teaching, II: Literacy & Technology, 3 credits, Fall.

For those students who are enrolled in Tennessee's alternate pathway to licensure and teaching in P-12 classrooms. This course builds data literacy and equips students to utilize computer software. A particular focus will include examining standardized test scores and utilizing technology to improve instructional practice and P-12 student outcomes. No prior experience with technology is necessary. Macintosh and Windows platforms are used. *Prerequisites: EDUC 661 and EDUC MENT1. \$100 fee.*

EDUC 663. Mentored Teaching, III: Professional Development, 3 credits, Spring.

For those students who are enrolled in Tennessee's alternate pathway to licensure and teaching in P-12 classrooms. The course will focus on classroom safety, reporting requirements, on-going literacy implications for discipline-specific licensure areas, and continuing teacher licensure requirements. In addition, students must obtain passing scores on any other remaining required content area exams, for successful completion of the course. Successful completion of this course is a requirement for completion of the license. Prerequisites: EDUC 661, EDUC 662, EDUC MENT1, & EDUC MENT2. *\$100 fee.*

***EDUC 664. Supervised Teaching Experience, 3 credits, offered as needed.**

For those students who are teaching under a transitional license in PreK- 12 classrooms. Carson-Newman faculty, in collaboration with school personnel, will evaluate the student while he/she is teaching as a fully employed teacher in the area in which state licensure is being sought. Prerequisite: Transitional License. *\$200 fee.*

***EDUC 665. Enhanced Student Teaching, 9 credits, 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 school and a professor from the University. Prerequisite: Praxis II passing scores.

***EDUC 667. Student Teaching: Placement One, 4 credits, 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. \$200 fee.

***EDUC 668. Student Teaching: Placement Two, 4 credits, 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. \$200 fee.

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

This course is designed as the capstone experience for the teacher education program and the student teaching experience. Student teachers will reflect upon and analyze the experiences they are having in the classrooms to which they are assigned, and they will refine skills for entering the teaching profession. Each student will complete the process by which the developmental portfolio is transformed into the exit portfolio. All content area exams required for licensure must be passed before a passing grade will be assigned for the course. Successful completion of this course is a requirement for the completion of all licensure programs. Must be taken concurrently with EDUC 667 and EDUC 668. Prerequisite: Admission to the student teacher semester. \$50 fee.

EDUC 670. Legal and Ethical Issues, 3 credits, Fall

This course focuses on legal and regulatory mandates outlined in federal, state, and local laws and court decisions, emphasizing school personnel's legal rights, responsibilities, and liabilities for maintaining a safe, orderly, and fair school climate. Moral, ethical, and professional dilemmas that affect decision-making processes and relationships of school personnel with parents, staff, and the larger community will be a significant part of the course. Students are expected to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems relevant to a school leader. Required Practicum: A field experience activity worth 25 hrs. is included, reflecting TILS-B, C, D. (Course number change from EDUC 525.)

EDUC 671. Curriculum and Instructional Strategies, 3 credits, Fall

This course provides an overview of current trends in PreK-12 school curriculum and recent research findings related to best practice in instructional design, including the integration of technology and multidisciplinary literacy skills. The factors that impact high quality curriculum and instruction, including attention to diverse learners, national and state curriculum standards and social and emotional learning are addressed. (Course number change from EDUC 530.)

EDUC 672. Evaluation for Continuous Improvement, 3 credits, Spring.

This course emphasizes the planning and implementation of assessment strategies designed to evaluate student learning, staff performance using the Tennessee's evaluation model, and staff professional growth; utilizing assessment data to make decisions regarding improvements to instructional programs, and the development of school vision/goals and to inform stakeholders of progress related to these areas. Class activities are designed to expose participants to the development of a vision

of learning based on the implementation of the *Tennessee Instructional Leadership Standards* and are aligned with the *Tennessee Standards for Professional Learning* and the Tennessee Literacy Standards for Instructional Leader Preparation. Required Practicum: A field experience activity of 25 hrs. is included, emphasizing TILS-A, C. (Course number change from EDUC 572.)

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

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

EDUC 674. Professional Learning Community, 3 credits, Summer

This course focuses on development of skills to promote a sense of professional community with all stakeholders from culturally diverse backgrounds, including school personnel, students, parents, and community leaders. Emphasis is placed upon the development of interpersonal relationship skills, literacy development, consensus building strategies, and conflict resolution techniques, as well as traditional forms of verbal and nonverbal communication techniques. The students research and present information of Professional Learning Communities to the class and to their school districts. Required Practicum: A field experience activity of 25 hrs. is included, emphasizing TILS A, B, C (Course number change from EDUC 574.)

EDUC 720. Ethical, Social, and Spiritual Leadership Principles, 3 credits.

This course is designed to convey vital aspects of ethics, values, and decision-making in the leadership role. Areas of emphases include ethical issues, spiritual principles in leadership, emotional intelligence, ethical conduct, social theory, church and state constructs, and personal ethical development. Emphasis is given to the role of an educational leader's role of acting ethically and according to professional norms.

EDUC 721. Educational Leadership and Policy Analysis, 3 credits

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

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

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

EDUC 723. Emergent Educational Trends and Topics, 3 credits

This course investigates contemporary educational leadership topics, trends, and issues. The impact of global, social, economic, professional, and political issues on the leadership process are discussed. Students will study current research and use analytical skills for reflective discussions and compositions. Emphasis is placed on the ability of educational leaders to assess the value and applicability of emerging, research-based educational trends for organizational improvement.

EDUC 724. Financial Planning and Responsibilities, 3 credits

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

EDUC 740. Teacher as Leader, 3 credits

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

EDUC 741. Diversity and Exceptionality Practice and Theory, 3 credits.

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

EDUC 748 Quantitative Research for Educational Practitioners, 3 credits.

The course design uses a hands-on introductory approach to quantitative research methods, data analysis, and conceptualization. Focusing on non-experimental methods, the course prepares students as consumers of professional literature and quantitative studies and develops the skills needed to conduct quantitative data analysis. The course introduces several core techniques, applications, and concepts helpful in framing and evaluating quantitative inquiry and solving authentic problems in the educational environment. An intuitive approach is utilized to understand concepts and methodologies. Critical thinking skills are developed through course topics, including graphical representation, interpreting graphical data, central tendency and spread in summarizing and analyzing datasets, normal distribution, linear regression, correlation analysis, t-tests, Chi-square and ANOVA.

EDUC 749 Doctoral Research Practicum and Directed Readings, 3 credits.

This course immerses candidates in professional experience as a researcher completing a literature review preparatory to conducting research leading to a dissertation. It requires setting specific goals and objectives, a commitment to scholarly work, and meeting aggressive timelines. Candidates writing a literature review in this course must receive prior approval from their dissertation chair and the instructor in determining a suitable topic for research.

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

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

EDUC 751. Quantitative and Qualitative Research Design, 3 credits

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 credits

This course is designed to acquaint the student with the processes necessary to complete a proposed action research study. The student will complete a preliminary rough draft of Chapters One, Two, and Three of the dissertations (Chapter One – Introduction, Chapter Two – Professional Literature Review, Chapter Three – Research Methodology). Emphasis is placed on Chapter Two, a professional literature analysis and inclusion of empirical information and scholarly articles including an evidentiary basis that the study will add to substantive or theoretical understanding of gaps in the current literature. Outcomes will include literature summaries and critiques that are thematic and synthesized.

EDUC 753. Professional Composition Studies, 3 credits

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

EDUC 7546A. Dissertation First Semester, 6 credits

This course requires the candidate to propose structured research, either qualitative or quantitative in nature, guided by the chair of the dissertation committee, and present a formal defense of the proposal upon approval of the manuscript by the dissertation committee. This first course in the formal dissertation process requires that the Proposal be completed and defended successfully before moving to where the final chapters of the dissertation are completed, and the dissertation is formally defended. The proposal includes completion of Chapter One: Introduction, Chapter Two: Professional Literature Review, and Chapter Three: Research Methodology. This course holds the expectation of leadership continuous improvement through a thorough investigation of professional literature and methodology applicable to the topic chosen. *Prerequisite: Successful completion of the Comprehensive Examination and approval of the department chair.* \$3,480 Dissertation (Fee subject to change based on current tuition rates), \$20 Graduate Fidelity Fee, \$330 Tech Fee (Fee subject to change based on current tech fees)

EDUC 7546B. Dissertation Continuing, 6 credits

This course requires the candidate to conduct structured research, either qualitative or quantitative in nature, guided by the chair of the dissertation committee. The candidate must successfully complete a final draft of the dissertation and present a formal defense of the dissertation upon approval of the manuscript by the Dissertation Committee. The final dissertation includes

ChapterOne: Introduction,ChapterTwo:ProfessionalLiterature,ChapterThree:ResearchMethodology,ChapterFour: Presentation ofFindings, and Chapter Five: Conclusions, Implications, and Recommendations. The course holds the expectation that the research conducted is comprised of original, valid data from multiple measures and findings are evidence- based. The study findings must be relevant to continuousimprovementin an educational environment. Final dissertation approval must be granted by the Dean of Education. *Prerequisites: EDUC 7546A, Carson- Newman IRB approval including organizational approval, and Dissertation Chair approval.* \$3,480 Dissertation (Fee subject to change based on current tuition rates), \$20 Graduate Fidelity Fee, \$330 Tech Fee (Fee subject to change based on current tech fees)

EDUC ANRVW. Annual Review, 0 credits, Spring

The Annual Review is required for all EdS and Ed.D. students upon completion of three semesters within the chosen program of study. The Annual Review must be passed to continue enrollment in the program. This zero-credit course documents the passing of the examination. The requirement includes a standards-based authentic assessment. Concepts addressed include knowledge of the principles of educational leadership, knowledge of collaborative practices, evidence of background knowledge integrated with theory and practice, use of relevant research to inform thinking, validity of facts and perspective, quality of writing, and fidelity to directions posited. Within the concepts addressed, two essential constructs are assessed: Educator Leadership, Knowledge, and Collaboration and Research and Evaluation.

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

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

EDUC CONT RES I. Educational Contemporary Research I, Zero credits. Spring.

Through the course design, candidates will explore and apply contemporary research in educational leadership to authentic problems. Activities expand the candidate's knowledge of leadership and its practices through research, presentations, discussions, collaboration, and interactions with organizational leaders.

EDUC CONT RES II. Educational Contemporary Research II, Zero credits. Summer.

Through the course design, candidates will explore and apply contemporary research in educational leadership to authentic problems. Activities expand the candidate's knowledge of leadership and its practices through research, presentations, discussions, collaboration, and interactions with organizational leaders.

EDUC CONT RES III. Educational Contemporary Research III, Zero credits. Fall.

Through the course design, candidates will explore and apply contemporary research in educational leadership to authentic problems. Activities expand the candidate's knowledge of leadership and its practices through research, presentations, discussions, collaboration, and interactions with organizational leaders.

EDUC-CMPEX. Comprehensive Exam, 0 credits, Spring

The Comprehensive Exam is required for all EdD students. The Comprehensive Exam must be passed to move to doctoral candidate status and, therefore, progress to the dissertation stage. This zero credit course documents the passing of the exam. The requirement includes a standard- based authentic assessment. Concepts addressed include knowledge of the principles of educational leadership, knowledge of collaborative practices, evidence of background knowledge integrated with theory and practice, use of relevant research to inform thinking, validity of facts and perspective, quality of writing, and fidelity to directions

posited. Within the concepts addressed, two essential constructs are assessed: Educator Leadership, Knowledge, and Collaboration and Research and Evaluation.

***EDUC FOLIO. Educational Leadership Evidence Portfolio, 0 credits**

Educational Leadership Evidence Portfolio expectations are documented for students pursuing a license to become an instructional leader by pursuing the Licensed Instructional Leader Certification. Includes practicum experience. \$100 fees.

EDUC MENT1. Clinical Mentorship 1, Zero credits, Fall, Spring

Provides an orientation for students who are enrolled in Tennessee's alternate pathway to licensure and teaching in P-12 classrooms. Carson-Newman University Mentors, in collaboration with school personnel, will mentor the student in his/her role as a fully employed teacher. \$650 fee.

EDUC MENT2. Clinical Mentorship 2, Zero credits, Fall, Spring

Provides continued mentoring for students who are enrolled in Tennessee's alternate pathway to licensure and teaching in P-12 classrooms. Carson-Newman University Mentors, in collaboration with school personnel, will mentor the student in his/her role as a fully employed teacher. Prerequisite: EDUC MENT1. \$650 fee.

***EDUC PRACT. Educational Leadership Practicum Project, 0 credits.**

Literacy Practicum Project completion is documented for students pursuing a license to become an instructional leader. The completion of 175 practicum hours is documented in this course. Includes practicum experience. Prerequisite: EDUC-FOLIO. \$100 fee.

EDUC-PRAX. Reading Specialist Praxis Exam, 0 credits, Fall, Spring, Summer.

The Reading Specialist Praxis Exam is required for all candidates seeking licensure as a Reading Specialist. This zero credit course documents the passing of the exam.

EDUC-SLLA. School Leaders Licensure Assessment, 0 credits

Passage of the School Leaders Licensure Assessment is documented for students pursuing a license to become an instructional leader. Prerequisite: EDUC FOLIO

ENTREPRENEURIAL (ENTL)

ENTL 510. Entrepreneurial Leadership, 3 credits

The characteristics of entrepreneurial leaders is not simply a set of activities devoted to starting a new venture but is a broader style of business leadership. Students explore the trajectory of successful entrepreneurial businesses and the leadership styles in each phase of the process.

ENTL 530. Competitive Advantage through Product Innovation, 3 credits.

Free enterprise is dependent upon entrepreneurs bringing new products and services to market. For the aspiring entrepreneur, the product development process is often confusing and exhausting of both resources and time. This course focuses on product & service innovation with an emphasis on customer-centric design. *\$50 fee.*

ENTL 540. Competitive Advantage through Marketing Analysis, 3 credits.

Enterprises need strategic advantages over their competition by identifying and exploiting market niches. Students will examine the processes for market analysis to determine where they can have a strategic advantage. *\$50 fee.*

FINANCE (FIN)**FIN 510. Advanced Corporate Finance, 3 credits**

An examination of the finance function in business organizations, including managing cash flow, capital budgeting, break even analysis, capital structure, risk, and return, and working capital management.

FIN 564. Finance Internship, 1 – 6 credits.

This course provides experiential learning of the concepts and practices commonly associated with managerial finance. In this internship, students participate in individualized learning experience through structured employment situations. The internship is coordinated and agreed upon by the student and the local business site coordinator with approval from the MBA Program Director. Course assignments throughout the term define the employment relationship, specify, and discuss relevant learning outcomes, and assist students in their academic, career, and professional preparedness. Maximum 6 hours credit.

HEALTHCARE (HCE)**HCE-530 Healthcare Finance, 3 credits**

This course will provide Health Care leaders with the financial literacy needed to manage organizations and create financially sound strategies for delivering health care. Recent shifts in U.S. health care policy towards payment structures that incent high quality and efficient care, a refocus on value-based care from volume-based care. This course is designed to increase a health care leader's competence in the critical area of financial management and control.

HCE-590 Healthcare Entrepreneurship: A New Venture, 3 credits

This course introduces advanced concepts in the design and operation of a new health care business venture. Topics covered include new venture funding, market analysis, preparation of pro-forma financial statements, and the writing of a business plan. *\$50 fee*

HEDA 701: Administration of Student Affairs in Higher Education, 3 credits

This course introduces student affairs as a professional field and area of study. It focuses on the role and function of professionals in the field, the populations served, the college and university settings where the profession is practiced, the skills and competencies necessary for success, and current issues in student affairs. The course is organized around the in-depth exploration of persistent and contemporary problems students may encounter as student affairs educators and issues using historical and philosophical underpinnings of the field, including the values, ethics, standards, theories, and scholarship

of student affairs leaders. Students examine several administrative operations, including academic affairs offices, student services, business/financial affairs, university advancement, institutional research, registrar, admissions, athletics, building and grounds, facility planning and construction, continuing education, and communications. In addition, students study various agencies of the state and federal governments primarily concerned with higher education.

HEDA 705: Financial Leadership in Higher Education, 3 credits

This course introduces educational leaders to higher education finance by examining the economic principles and fundamental financial practices that affect U.S. colleges and universities. Institutional revenue, expenditure, and funding priorities within the broader higher education policy landscape are discussed. The course activities provide participants with an understanding of the critical concepts and issues related to why institutions face budget constraints and how higher education finance impacts various stakeholders, including students, faculty, and administrators. The historical landscape of fiscal expenditure in higher education is explored. Additionally, the manifestation of different financial considerations along multiple dimensions, such as student access and learning, and private and public colleges/universities and community colleges are investigated across institutional types.

HEDA 707: Organization and Administration of Higher Education, 3 credits

This course introduces students to the organization, governance, administration, and culture of higher education within the U.S. socio-economic and political context at the national, state, institutional, departmental, and programmatic levels. Students will examine the U.S. postsecondary system to understand how the external governance structures shape the decision-making of higher education administrators and staff. Additionally, they will explore the internal structures of colleges and universities to know how administrators and staff develop the leadership capacity to enact and respond to change.

HUMAN RESOURCE MANAGEMENT (HRM)

HRM 510. Human Resource Management, 3 credits

This course provides a comprehensive view of Human Resource Management in 21st Century organizations. The course includes traditional activities of HRM, such as workforce assessments, job analysis, appraisals, employee motivation, turnover, recruitment, retention, career development, and employee safety. However, the course goes beyond these topics to discuss the many more issues facing HRM in the 21st century. The role of HR director/manager has become much more than managing personnel; it encompasses overcoming the unique challenges posed by outsourcing, profitability, ethical and social responsibility, aligning HR activities with strategy and mission, technological changes, diversity, and developing human capital to maximize organizational success.

HRM 520. Strategic Human Resource Management: Building Competitive Advantages, 3 credits

Successful students will develop an understanding of the most recent theories in strategic human resource management, and how, through strategic initiatives, firms build competitive advantages using human resource development. Using case studies and textual readings, students will understand the vital connection between various HR functions, and activities and achieving organizational strategic goals. Prerequisite: HRM510

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

A practical approach designed for the general manager that provides a knowledge base in contemporary human resource topics, as well as an in-depth analysis of important current issues in the field. Through text readings and case studies students research, synthesize, and integrate theory with application and evaluate the effectiveness of an organization's human resources. Prerequisite: HRM 520

INTEGRATED EARLY CHILDHOOD (IEC)

IEC 515 Mathematics, Sciences, and Social Studies in the Integrated Early Childhood Classroom, 3 hours

Introduction to methods and materials for teaching mathematics, science, and social studies in grades PreK-3. Activities will focus on curriculum, planning, strategies for teaching and assessing, and methods of integrating learning in the three subject areas. Practicum required – minimum 15 hours

IEC 520: Play-based Integration in an Early Childhood Classroom, 3 hours

Study and application of inclusive, developmentally appropriate techniques and strategies to support the development of the whole child through creative play. Emphases include planning effective curriculum and environments, supporting the role of the integrated early childhood, professional developing effective classroom management and individual instruction, while exploring typical and atypical developmental sequences. Practicum required in Child Development Laboratory (CDL) and public-school early childhood classroom.

IEC 522: Administrative Practices for Integrated Early Childhood Educators, 4 hours

Study and application of family-school relationships, professionalism, administrative practices, and assessment-based curriculum modifications to ensure high-quality, integrative, developmentally appropriate, play-based learning environments. Practicum required.

IEC 655 Reading Instruction and Assessments for Integrated Early Childhood, 3 hours

This course introduces the theory that under-girds literacy development and emphasizes practical implementation of effective literacy strategies through a minimum 15-hour practicum experience in PreK-3 setting. 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. Practicum required – minimum 15 hours

MANAGEMENT (MGT)

MGT 525. Leadership: A Biblical Perspective, 3 credits

In today's rapidly changing global landscape, effective leadership is a critical skill that transcends boundaries and influences positive change within organizations. This dynamic Leadership course goes beyond conventional approaches, blending contemporary leadership theories, practical skills, and Biblical perspective to empower students with a holistic understanding of leadership in the 21st century. Instructor approval.

MGT 530. Leadership Development, 3 credits

Intentional professional development and career planning is essential for success and satisfaction in most business-related careers. In today's businesses, personal branding and professionalism is especially important. This course is focused on ensuring that each business graduate student will have a clear understanding of how to intentionally manage their career and will be well equipped to succeed, grow in their career, and have the impact they choose.

MGT 535. Operations Management, 3 credits

The student explores the management of the efficient transformation of inputs, to outputs, to suitably satisfy customers. Inputs are materials, labor, capital, and management. Outputs are products or services which customers want. The focus of discussions varies from strategic to daily control of business processes.

MGT 540. Organizational Behavior, 3 credits

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 credits

Students will examine strategic processes that influence the direction of an organization, including defining an enterprise's mission and objectives, understanding competitive forces and industry dynamics, and analyzing aspects of competitive advantage. It will explore matching organizational strengths with environmental opportunities and developing strategies and policies to help achieve the organization's mission. Prerequisites: MGT 408 or instructor approval.

MGT 564. Management Internship, 1 – 6 credits

This course provides experiential learning of the concepts and practices commonly associated with managerial management. In this internship, students participate in individualized learning experience through structured employment situations. The internship is coordinated and agreed upon by the student and the local business site coordinator with approval from the MBA Program Director. Course assignments throughout the term define the employment relationship, specify and discuss relevant learning outcomes, and assist students in their academic, career, and professional preparedness. Maximum 6 hours credit.

MGT 575. Project Management, 3 credits

The focus of this course is on Project Process Architecture (PPA) which is a methodology for managing data throughout the project life. The objective of PPA management is to enable project completion at an accelerated pace and in a cost-effective manner. The student will be exposed to a process that involves assorted process groups and diverse knowledge areas. This process has been successfully used in numerous industries, including banking, publications, manufacturing, finance, insurance, healthcare, education, apparel, communications, non-profits, and public organizations.

MGT 590. Entrepreneurship: New Business Venture, 3 credits

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. \$40 fee.

MILITARY SCIENCE (MILS)

MILS 505. ROTC Cadet Basic Camp, 6 credits

ROTC Cadet Basic Camp, 6 hours, Summer Four weeks of military training at Fort Knox, KY, to qualify for the ROTC Advanced course. Equal to first two years of the on-campus program. This allows potential Cadets to gain the understanding of the military values pertaining to leadership, military rank structure, customs, courtesies, operational field, tactics, and standard operating procedures seen within the United States Army. The Army pays housing, meals, travel expenses and a stipend (approximately \$700) for the period. ROTC scholarships available. *Cross listed with MILS 300.*

MILS 510. Military History of the United States, 3 credits

Introduction to critical thinking, grounded in military history, as the basis for decision making. This course will examine military history of the U.S. from 1776 to the present. It will seek to develop students' awareness of the relationship of the military establishment to society, particularly in the United States. It will examine the evolution of war and the progression of military professionalism, giving the student an awareness of the history and purpose of joint operations, role of history in understanding the Army profession, and encourage the viewing of American military history from both joint and combined perspectives. *Prerequisite MILS 505. Cross listed with MILS-100.*

MILS 511. Training management and the Warfighting Functions, 3 credits

Challenges cadets to study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. Cadets receive systematic and specific feedback on their leadership attributes values, and core leader competencies from instructor, other ROTC cadre, and MSL IV Cadets using the Cadet Officer Evaluation System (OES). *Cross listed with MILS 301. \$150 fee.*

MILS 512. Applied Leadership in Small Unit Operations, 3 credits

Builds on the lessons learned and leadership attributes gained and developed during MILS 511. This is an academically challenging course where Cadets will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, Cadets will be capable of planning, coordinating, navigating, motivating, and leading a squad

MILS 513. Physical Conditioning I, 1 credit

Fall Introduction to Physical Fitness. Set and meet a physical fitness goal. Learn the principles of fitness and apply these principles to pass the Army Physical Fitness Test. *Cross listed with MILS 104.*

MILS 520. ROTC Cadet Advance Camp, 4 credits

Summer Five weeks of practical leadership application training, performed primarily in a field environment, at an Army installation between the in the summer between the two years of the MBA program. The Army pays housing, meals, travel expenses and a stipend (approximately \$700) for the period. *Cross listed MILS 303.*

MILS 521. The Army Officer, 3 credits

Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow Army ROTC cadets. They identify the responsibilities of Key staff, coordinate staff roles, and use situational opportunities to teach, train and develop subordinates. *Cross listed with MILS 401. \$150 fee.*

MILS 522. Company Grade Leadership, 3 credits

Explores the dynamics of leading in the complex situations of current military operations in today's operational environment. Cadets examine differences in customs and courtesies, military law, principles of war and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield and host nation support. The course places significant emphasis on preparing cadets for their unit of assignment. *Cross listed with MILS 402. \$150 fee.*

MILS 524. Physical Conditioning II, 1 credit

Progressive conditioning program. Army Physical Fitness Test is given as midterm and final. Cadets will be required to develop and assist in creating a fitness plan that demonstrates their understanding of the health and holistic fitness components, which will be assessed through changes in the Cadet sample population's physical ability and collective Army combat fitness test performance results. *Cross listed with MILS 104.*

MARKETING (MKT)**MKT 520. Strategic Marketing Management, 3 credits**

This course will provide MBA students with a working knowledge of the steps involved in the analytical and decision-making processes involved in formulating, implementing, and controlling a strategic marketing program for a product market entry. The course covers topics such as 1) relationships among corporate, business level and tactical strategies, 2) relationships between marketing strategy and the internal/external operating environments of an organization, and 3) relationships between marketing and other functional areas of the organization. *Prerequisites: MGT 308, MKT 300, or instructor approval.*

MKT 530. Brand Management, 3 credits

Building and effectively maintaining brand equity is among the top priorities of high performing companies. Effective brand-building and brand management drive superior financial results, consumer loyalty, and competitive insulation. This course provides students with insights into how profitable brand strategies can be created and the implications for brand management professionals. The class blends marketing theory and practice to provide prospective corporate marketing and the brand management function.

MKT 540. Social Media Management, 3 credits

Social media is an integral component of successful marketing strategies. In this course, students will develop social media best practices and the skills to connect business objectives with social media strategy.

MKT 550. Marketing Analytics, 3 credits

Marketing analytics is a blend of both art and science to discover and understand patterns in a company's marketing data to predict, evaluate, and improve advertising and promotion performance.

MKT 564. Marketing Internship, 1 – 6 credits

This course provides experiential learning of the concepts and practices commonly associated with managerial marketing. In this internship, students participate in individualized learning experience through structured employment situations. The internship is coordinated and agreed upon by the student and the local business site coordinator with approval from the MBA Program Director. Course assignments throughout the term define the employment relationship, specify and discuss relevant learning outcomes, and assist students in their academic, career, and professional preparedness. Maximum 6 hours credit.

NURSING (NURS)**NURS 501. Advanced Pathophysiology, 3 credits, Fall, Spring, Summer**

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

NURS 503. Advanced Pharmacology, 3 credits, Fall, Spring, Summer

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

NURS 507. Advanced Health Assessment, 3 credits, Fall, Spring, Summer

Comprehensive health assessment of the client with advanced application and synthesis of physiologic, psychological, and sociocultural concepts as applied to comprehensive health appraisal of individuals, families, and community groups. This course has a clinical practicum, (60 clock hours). Prerequisites: NURS 501, NURS 503.

NURS 513. Theories of Nursing, 3 credits, Fall, Spring, Summer

Exploration and application of theoretical basis for advanced nursing practice.

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

Exploration of quantitative and qualitative methods and research designs useful in clinical investigation for health-related trends in health care delivery. Prerequisites: NURS 513 and NURS 685.

NURS 518. Teaching Methods and Strategies, 3 credits, Offered Fall, Spring.

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

NURS 519. Advanced Skills for the Nurse Practitioner, Fall, Spring

A hybrid course involving both an online and on-ground component. The online portion involves an in-depth evaluation of fracture diagnosis and treatment. The three day on-ground component covers hands-on training of advanced practice skills. \$75 fee.

NURS 520. Global Health and Nursing, 3 credits, Summer

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

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

Exploration and application of advanced nursing theory in the provision of a wide range of health promotion and care services for women, including reproductive health. Practicum (180 clock hours) provided for supervised application of knowledge and skills to care of women in a variety of settings. Prerequisites: NURS 507.

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

Exploration and application of advanced nursing theory in the provision of a wide range of health promotion and nursing care services for children and adolescents. Practicum (180 clock hours) provided for supervised application of knowledge and skills to care of children and adolescents in a variety of settings. *Prerequisites: NURS 531.*

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

Exploration and application of advanced nursing theory in the provision of a wide range of health promotion and care services for adults, including the elderly population. Practicum (240 clock hours) provided for supervised application of knowledge and skills to care of adults in a variety of settings. *Prerequisites: NURS 531, NURS 535.*

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

Synthesis course with emphasis on roles, responsibilities, and relationships for advanced practice nursing including legal, ethical, and religious dimensions; analysis of current and developing health care policies and health care delivery systems. Prerequisites: NURS 531, NURS 535; Pre or Corequisites: NURS 537, NURS 541.

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

This course will provide the student with an opportunity to demonstrate competence and synthesis of coursework in preparation for national certification. *Corequisite: NURS 540.*

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

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

NURS 640. Independent Nursing Research Project, 2 hours, Fall, Spring, Summer

Under the guidance of a faculty research project committee, the student will demonstrate planning and implementation of an original research project. In addition, research findings will be disseminated through submission of a research article suitable for publication and a scholarly presentation. *Prerequisites: NURS 510, NURS 513 and NURS 516.*

NURS 680. DNP Introductory Seminar, 2 credits

Emphasis is on the identification of the Doctor of Nursing (DNP) role in preparation for the highest level of nursing leadership based on DNP Essentials and application of evidence-based practice. This course provides a foundation for scholarly development necessary for the DNP within a changing health care environment. This course has a 3-day on-campus seminar.

NURS 685. Applied Biostatistics and Epidemiology, 3 credits.

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

NURS 690. Scholarship in Nursing Practice, 3 credits

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

NURS 700. Principles of Project Planning and Evaluation Methods, 3 credits,

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

NURS 710. Transitional Research and Quality and Safety in Healthcare 3 credits

This course focuses on the methodological bases of translational research and implementation science for the role of the DNP. Critical evaluation, synthesis, transference, and real-world application of evidence-based findings are related to bridging gaps in healthcare systems and improving quality and safety in diverse practice settings. Students will critically appraise the nature of evidence for inclusion in the DNP quality improvement project.

NURS 720. Leading Change within Complex Healthcare Systems, 3 credits.

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

NURS 730. Policy, Ethics, and Advocacy in Healthcare, 3 credits

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

NURS 740. Healthcare Transformation through Technology, 3 credits

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

NURS 753. DNP Project Proposal, 3 credits

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

NURS 754. DNP Project Implementation, 4 credits

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

NURS 755. DNP Project Evaluation and Dissemination, 3 credits

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

PHYSICAL EDUCATION (PE)**PE 501. Philosophy and Ethics in Sport, 3 credits, 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 credits, 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 credits, 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 credits, Offered online Fall.

The course examines the integration of sport and faith.

PE 505. Psychology of Sport Performance, 3 credits, Offered online Spring. The course provides information to help coaches understand and use mental tools such as goal setting, imagery, relaxation, energy management, focus, stress management, and self-talk to help athletes perform better. Additionally, how the communication style of the coach, the motivational makeup of the athlete, and other social psychological variables can impact performance.

PE 507. Adapted Physical Education, 3 credits, Offered Fall

This course is designed to prepare educators and those who work with individuals with special needs to meet the physical, motor, personal, social, and learning needs of children with disabilities in public schools and various settings. Upon completion of this course, students will have an in-depth understanding of designing physical education/activity programs to meet the needs of individuals with a variety of disabilities.

PE 508. Teaching and Assessment of Individual and Dual Sports, 3 credits, Offered Spring.

Skill development, analysis, and strategies for planning and implementing instructional programs are learned. This course is designed to prepare students to teach individual and dual sport activities in the K-12 and recreation settings. The course develops an understanding in concepts, assessment, and skill development to create an effective pedagogy for lifetime fitness and wellness.

PE 509. Teaching and Assessment of Team Games and Leisure Activities, 3 credits, Offered Fall.

Movement concepts and motor skills applicable to team games and leisure services are discussed in relation to developmentally appropriate physical education. Continued study and application of theories and research serve as the foundation for student learning.

SPORT MANAGEMENT (SMGT)**SMGT 510. Contemporary Issues in Sports, 3 credits**

This course will provide students with a spectrum of the issues and management structures in the world of sports. An in-depth study will occur on how these trends are changing the practices and viewpoints on how sport management is impacting society.

SMGT 520. Sport Psychology & Coaching Methodology, 3 credits.

This course will identify psychological aspects of competitors and coaches in sports. Consideration will be given to motivational techniques and ideas to train athletes mentally as well as physically. Coaching strategies will be identified to strengthen the competitiveness of teams and athletes.

SMGT 564. Sports Management Internship, 1 – 6 credits

This course provides experiential learning of the concepts and practices commonly associated with managerial sports management. In this internship, students participate in individualized learning experience through structured employment situations. The internship is coordinated and agreed upon by the student and the local business site coordinator with approval from the MBA Program Director. Course assignments throughout the term define the employment relationship, specify and discuss relevant learning outcomes, and assist students in their academic, career, and professional preparedness. Maximum 6 hours credit.

SPECIAL EDUCATION (SPED)**SPED 501. Practicum in Special Education I, General, 1 hour**

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

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

Requires 25 clock hours in a public-school setting. P/F grading. Prerequisites or Corequisites: SPED 501, Instructor approval.

SPED 503. Counseling and Leadership in Special Education, 3 credits

Planning and multi-disciplinary aspects of special education. Prerequisite: SPED 508.

SPED 508. Survey of Persons with Exceptionalities, 3 credits, 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. \$50 fee.

SPED 509. Transition and Vocational Education, 1 hour, Spring

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

***SPED 514. Gifted and Talented Learners, 3 credits, offered as needed.**

Identification, curriculum models, program development, and implementation of programs for the gifted and talented learner.

***SPED 515. Materials and Methods for Teaching the Gifted, 3 credits, offered as needed.**

Compares and contrasts existing definitions of the "Intellectually Gifted." Also analyzes and evaluates various teaching strategies and programs used with gifted students. Practicum. Prerequisite: SPED 514.

SPED 521. Language Development, 3 credits, Offered as needed.

This course will explore speech/language and auditory disabilities from the vantage point of public education. We will discuss how language develops and causes for the breakdown of language development. Primary emphasis will be on educational factors of the speech/language or auditory impaired child in light of IDEA revisions of 1997. Prerequisite: SPED 508.

SPED 524. Techniques for Inclusion of Diverse Learners, 3 credits, Fall, Spring, Summer

Equips both regular and special education teachers with skills and strategies to enable students with disabilities to be integrated into the regular educational program. Prerequisite: SPED 508 for students seeking initial licensure.

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

This course is designed to teach pre-service special educators how to serve as special education case managers competently and reflectively. Topics include roles and responsibilities, writing individualized educational plans (IEPs), collaboration, communication, and working with paraprofessionals. Prerequisites: SPED 508, EDUC 601.

***SPED 615. Strategies/Programs for Students with Mild to Moderate Disabilities, 3 credits**

Includes an examination of current programs, materials, and strategies for teaching mild and moderately disabled students in a continuum of placements. Practicum required. Prerequisites: SPED 508, 524, and 616.

***SPED 616. Characteristics/Needs of Mild/Moderate Disabilities, 3 credits.**

Provides an overview of the historical and social perceptions, characteristics, needs, psychological and educational considerations, and identification of mildly and moderately disabled special needs students. Includes practicum experience. Prerequisite: SPED 508 for students seeking initial licensure.

***SPED 617. Characteristics/Needs of Low Incidence Disabilities, 3 credits.**

Provides an understanding of the learning and behavioral characteristics of students with severe and multiple disabilities, including students with autism and related developmental disorders. The personal, education, and social needs of these individuals with low incidence disabilities will be highlighted. Practicum required.

Prerequisite: SPED-508 for students seeking initial licensure.

***SPED 618. Strategies/Programs for Students with Low Incidence Disabilities, 3 credits**

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 consideration of the basic principles of learning that underlie effective instructional strategies and how to structure the environment to promote learning. Practicum required. Prerequisites: SPED 508, 524, and 617.

SPED 619. Assessment/Diagnosis of Exceptional Children, 3 credits

Experience in examining theories of assessment and administering formal and informal tests and inventory instruments which lead to the development of remediation and teaching strategies. Prerequisite: SPED 508 for students seeking initial licensure.

SPED 625. Managing Challenging Behaviors, 3 credits, offered as needed.

Helps equip teachers with the skills, strategies, and dispositions to effectively manage and teach children whose behaviors challenge the system. These children will typically have a diagnosis along the spectrums of autism or emotional and behavior disorders.

SPED 664. Student Teaching in Special Education, 3 credits, Offered as needed.

Requires 90 clock hours in a special education classroom. It is open to students adding special education endorsements to another certification area. Prerequisite: Praxis II passing scores.

SPED 667. Student Teaching: Placement One, 4 credits, Fall, Spring

Observation, participation, and teaching under professional supervision. Must be taken concurrently with SPED 668 and EDUC 669. Prerequisite: Admission to the student teacher semester. \$200 fee.

SPED 668. Student Teaching: Placement Two, 4 credits, Fall, Spring

Observation, participation, and teaching under professional supervision. Must be taken concurrently with SPED 667 and EDUC 669. Prerequisite: Admission to the student teacher semester.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**TESOL 560. Advanced Speaking Skills I, 3 credits, 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.

TESOL 561. Advanced Speaking Skills II, 3 credits, 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.

TESOL 562. History of the English Language, 3 credits, 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.

TESOL 563. Advanced Writing & Research Skills I, 3 credits, 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 TESOL program.

TESOL 564. Advanced Writing & Research Skills II, 3 credits, 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.

TESOL 565. Culturally Responsive Teaching, 3 credits, Fall, Summer periodically

The course presents the anthropological, psychological, and linguistics interconnectivity of language and culture relevant to meeting the educational and sociocultural needs of Multilingual Learners and their families. The course examines how the native and target cultures affect the language learning process. The course explores how factors such as class, gender, race, and ethnicity impact student performance in the classroom. Issues of identity, multilingualism, and language bias are addressed. The course offers experiential opportunities to apply strategies for culturally responsive teaching. *\$50 fee.*

***TESOL 566. Applied Linguistics for Language Teachers, 3 credits, Fall, Summer periodically.**

The course presents a comprehensive survey of the origins, sounds, patterns, and variations of language. The course presents articulatory phonetics, phonology, morphology, semantics, and pragmatics of the American English language germane for teachers of English to Speakers of Other Languages. The course examines segmental, suprasegmentals, and structural analysis of the language sound system observed in the classroom. The course provides experiential opportunities to apply knowledge of language and methods to teach language and mitigate problems that non-native students face when learning English.

TESOL 567. Structure and Application of American English, 3 credits, Spring, Summer periodically.

The course surveys current research, theory, and pedagogy relevant to the structure and application of standard American English. The course identifies 16 keys to English grammar, presents details and vocabulary associated with those 16 keys, examines common errors for each key, and provides specific teaching techniques relevant to the 16 keys to grammar. The course emphasizes the application of traditional and transformational generative grammatical theories. The course offers experiential opportunities to design and implement an integrated curriculum scope and sequence cumulative project that fuses language and literacy as well as language and academic content standards.

TESOL 568. Second Language Acquisition, 3 credits, Spring, Summer periodically.

The course surveys the theoretical principles of first and second language acquisition, multilingualism, and teaching English to Speakers of Other Languages (TESOL); and practical methodologies, approaches, and techniques necessary for the effective instruction of English Learners and Multilingual Learners. The course emphasizes the linguistic, cognitive, affective, cultural, psychological, and learner factors contributing to variations in language acquisition among English Learners and Multilingual Learners. The course offers experiential application of effective and current TESOL education instructional materials, error analysis and development of interlanguage, and current research relevant to the field of study.

TESOL 569. Topics in Teaching English as a Second Language, 1-3 credits, 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 credits of topics courses taken independently within the graduate program.

TESOL 580. TESOL Curriculum, 3 credits, Fall, Summer periodically

History and current realities and objectives in ESL. The scope and sequence of the ESL curriculum at various levels of acquisition and how to design ESL curricula are included.

***TESOL 581. Leadership, Policy, and Practice, 3 credits, Fall, Summer periodically**

This course introduces a conceptual framework to address the cultural, linguistic, and educational needs of English Learners and Multilingual Learners in a PreK-12 context. The course explores leadership and advocacy, policy, and practice for English Learners and Multilingual Learners. The course examines historical and current federal legislation and litigation, state TESOL program policies, and litigation and broader educational initiatives significant to teaching English to Speakers of Other Languages. The course presents principles for effective teacher leadership across curricular and instructional design, delivery models, program models, advocacy, and engagement of multilingual families and communities. The course concludes with case studies in the TESOL.

***TESOL 582. Instructional Pedagogy and Materials for PreK-12, 3 credits, Spring, Summer periodically**

This course analyzes theoretical and pedagogical approaches to teaching English to Speakers of Other Languages. The course presents methods, strategies, and techniques relevant to federal, state, and local prescription of linguistic and content-based instruction. The course provides experiential application of classroom teaching materials and activities, multi-modality integration for listening, speaking, reading, and writing, and interdisciplinary collaboration.

TESOL 583. Evaluation of Language Learning, 3 credits, Spring, Summer periodically.

This course examines the fundamental concepts and principles of assessment and its role in the education of linguistically and culturally diverse learners. The course reviews traditional and alternative assessments, informal and formal assessments, and formative and summative assessments for linguistic and content proficiency. The purpose of the course is to build a bridge to sustained educational equity by connecting academic language proficiency to student achievement. The course addresses assessment as the learning, for the learning, and of the learning. The course provides experiential opportunities with language and content objectives, standards alignment, test question formulation, and assessment design of PreK-12 language assessments.

TESOL 584. Practicum in TESOL, 3 credits, 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.

TESOL 600. Research in TESOL, 3 credits, Fall, Spring, Summer

Designed to help students reflect on their experiences in the Graduate TESOL program and to complete the non-thesis option for the MATESL degree. Students will conceptualize, plan, research and write a scholarly paper following the guidelines provided. Should be taken during final semester. Prerequisites: Degree Plan.

TESOL 665. Enhanced Student Teaching in ESL, 9 credits, 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.

TESOL 667. Student Teaching: Placement One, 4 credits, Fall, Spring

Observation, participation, and teaching under professional supervision. Must be taken concurrently with TESOL 668 and TESOL 669. *Prerequisite: Admission to the student teacher semester. \$200 fee.*

TESOL 668. Student Teaching: Placement Two, 4 credits, Fall, Spring

Observation, participation, and teaching under professional supervision. Must be taken concurrently with TESOL 667 and TESOL 669. *Prerequisite: Admission to the student teacher semester. \$200 fee.*

TESOL 669. Seminar in Student Teaching, 1 hour, Fall, Spring

This course is designed as the capstone experience for the teacher education program and the student teaching experience. Student teachers will reflect upon and analyze the experiences they are having in the classrooms to which they are assigned, and they will refine skills for entering the teaching profession. Each student will complete the process by which the developmental portfolio is transformed into the exit portfolio. All licensure requirements, including exams, must be completed before a passing grade is assigned for the course. Successful completion of this course is a requirement for the completion of all licensure programs. Must be taken concurrently with TESOL 667 and TESOL 668. *prerequisite: Admission to the student teacher semester. \$150 fee.*

ACADEMIC TERM - DEFINITIONS

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

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

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

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

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

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

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

Audit - Enrolling in a course without receiving credit.

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

Certificate - is an academic program that teaches and enhances articulated skills and knowledge to enrolled students. It is a stand-alone, prescribed course of study not intended for transfer. Certificate coursework must be completed at the post-secondary level or higher and consist of 12 semester hours, minimum. Level and program may determine a certificate's maximum hours. As an entry point for other educational pathways offered at Carson-Newman University, Certificate coursework may be applied to a bachelor's, master's, specialist, or doctoral academic program. The Certificate may be awarded prior to or concurrently with the degree credential. The Certificate will be added to the student's transcript upon completion of the Certificate.

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

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

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

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

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

Course Number - A number that identifies a specific course.

Course Title - The descriptive name of a course.

Credit - The number of credits assigned to a course based on educational outcomes.

Credit by Exam - A procedure by which a student may receive credit by successfully demonstrating proficiency in a subject by passing a comprehensive exam covering course content.

Credit Hour - A credit is a unit of coursework represented by attainment of educational goals measured by learning outcomes.

Cumulative Hours - A sum of all credits earned, including transfer credits and all work taken at Carson-Newman.

Curriculum - The set of courses offered in a degree program. The plural form is curricula.

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

Department - An organizational unit which offers instruction in a particular curriculum area.

Dismissal, Academic - A status in which the student is ineligible for further enrollment at Carson-Newman.

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

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

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

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

Full Time Student - One enrolled for 9 or more graduate hours

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

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

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

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

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

Legitimate Educational Interest - The need for information by a faculty member or school official to perform an administrative duty or task to fulfill their responsibility for the university.

Major - A prescribed set of courses in a specific area of study. Some majors require coursework in related subjects which are required to support study in the discipline.

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

Part Time Student - One carrying less than 9 graduate hours during a semester.

Plagiarism - Using the intellectual property of someone else without citing proper credit or by misrepresentation of the work as original. Plagiarism is classified as academic dishonesty and is punishable as such.

Prerequisite - A condition, status, requirement, or course that must be satisfied before a course can be taken.

Probation (Academic) - An academic status resulting from unsatisfactory academic performance when a student's GPA is less than the minimum standard academic progression requirement for good standing.

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

Registration - The process of enrolling in classes before the beginning of the next term.

Registration - The procedure by which students enroll in coursework.

Schedule of Classes - Information containing course and section offerings for a semester. **Section** - A division of a course between one or more instructors but with the same subject matter. **Semester Hour** - See Credit Hour.

Standing (Academic) - A student's status based on academic performance, i.e., good standing, academic probation, suspension, or dismissal.

Suspension - A status in which the student is not allowed to continue enrollment at Carson-Newman University for a specific period of time.

Transcript - A copy of the student's permanent academic record. The record becomes official when the seal of the college is affixed and signed by the Registrar.

Tuition - The amount of money charged each semester or term for instructional purposes.

Withdrawal - The termination of a student's attendance in a class or all classes before the end of a semester. A student may elect to voluntarily withdraw before the end of the semester. An administrative withdrawal will be processed if the student discontinues class attendance before the end of the semester. Disclosure of such information is limited to that which is necessary for the faculty member or school official to fulfill those responsibilities.

ADMINISTRATIVE OFFICES

ADMISSIONS

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

ADVANCEMENT

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m. Telephone 865.471.3459 | Email: advancementoffice@cn.edu

ALUMNI RELATIONS

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

ATHLETICS

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

CAMPUS MINISTRIES

Office Hours: Monday – Friday from 8:00 a.m. to 4:30 p.m. Telephone 865.471.3537 | Email: campusministries@cn.edu

COLLEGE OF PROFESSIONAL STUDIES

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

FINANCIAL AID

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

STUDENT ONE STOP

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

STUDENT SUCCESS CENTER

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

REGISTRAR'S OFFICE

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

FULL-TIME FACULTY

Jonathan D. Akin, Vice President for Church Relations and Campus Ministries, Associate Professor of Biblical & Theological Studies, 2021; B.A., Boyce College; M.Div. & Ph.D., Southern Baptist Theological Seminary

John K. Alpers, Assistant Professor of Business, 2018; B.S., Saint John's University; M.B.A., University of Saint Thomas

Krisit Anderson, Associate Professor of Nursing, 2024; Ph.D., M.Th., M.Div., New Orleans Baptist Theological Seminary; M.S.N., Lincoln Memorial University; B.S., Southeastern Louisiana University

D. Brian Austin, Professor of Philosophy, 1995; B.A., Samford University; M.Div., Ph.D., Southern Baptist Theological Seminary

Sandra Austin, Assistant Professor of Education, Associate Department Chair of Undergraduate Education, 2021; B.S., Samford University; M.Ed., University of Louisville; Ed.S., University of Tennessee, Knoxville

Anita Azeem, Assistant Professor of Psychology, 2023; B.A., Forman Christian College University; M.S., M. Phil., Beaconhouse National University, Ph.D., University of Otago.

Laurissa Backlin, Associate Professor of Music, 2020; B.M., Wheaton College; M.M., Temple University; D.M.A., University of North Texas

Philip E. Bailey, Associate Professor of Business, Director of MBA, 2015; B.A. The Citadel; M.B.A., King University; Further Study: Walden University

Mary E. Baldridge, Professor of Foreign Languages, 2001, Chair of Linguistics, Philosophy and World Language; B.A., Berea College; M.S., M.A., Ph.D., University of Tennessee, Knoxville

Tammy Barnes, Associate Professor of Education, 2018; Ed.D., M.Ed., B.S., East Tennessee State University

Thomas Preston Bass, Jr., Professor of Mathematics, Chair of Math, Physics, and Computer Science, 1995; B.A., Mercer University; M.A., Ph.D., Vanderbilt University

Hester D. Beecher, Professor of Marketing, 2004; B.S., M.S., Ph.D., University of Tennessee, Knoxville

Kyle D. Biery, Associate Professor of Theatre, Charles Fuller Endowed Chair of Drama, 2008; B.A., University of Tennessee, Knoxville; M.F.A., University of North Carolina, Greensboro

Benjamin J. Billman, Associate Professor of Sport Management, 2017; Ed.D., United States Sports Academy; M.S., Liberty University; B.S., Taylor University

Joshua A. Bivens, Assistant Professor of English, Coordinator of Academic Skills Enhancement, 2017; M.A., Western Carolina University; B.A., Carson-Newman University

Chandra Blanken, Assistant Professor of Nursing, 2021; B.S.N., Carson-Newman University; M.S.N., University of Tennessee, Knoxville

Megan Patterson Blankenship, Assistant Professor of Nursing, 2023; B.S.N., M.S.N., Carson-Newman University

Ronda Blevins, Assistant Professor of Education, Director of Job-Embedded Program, 2020; B.A., University of Tennessee, Knoxville; M.S., University of Cincinnati; Ed. S & Ed. D., Carson-Newman University

Kimberly S. Bolton, Professor of Graduate Nursing, Assistant Department Chair of Nursing (Graduate), 1997; B.S.N., M.S.N., Ph.D., University of Tennessee, Knoxville

Byron Booker, Assistant Professor of Education, Associate Department Chair of Graduate Education 2022; B.A., University of Tennessee, Knoxville; M.A.T., Carson-Newman University; Ed.S., University of Tennessee; Ph.D., University of Tennessee, Knoxville

Maria B. Bordt, Assistant Professor of Sociology, 2020; B.A., Midway College, M.S., Eastern Kentucky University; Ph.D., University of Tennessee, Knoxville

Karla R. Bowers, Assistant Professor of Chemistry, EPA Coordinator, 1994; B.S., Appalachian State University; M.S., University of Tennessee, Knoxville

Robyn Branca, Assistant Professor of Psychology, 2019; B.A., M.A., University of North Carolina at Charlotte; Ph.D., University of Kentucky

Elvis N. Brandon, Associate Dean of Undergraduate Studies (Nashville), 2022; A.A.S., Volunteer State Community College; B.S., Middle Tennessee State University; M.S., University of Florida; D.Ed., Union University

Jeremy J. Buckner, Senior Vice President & Provost, Professor of Music, 2008; B.M., M.M. Ed., Ph.D., Texas Tech University

Andrew Burrow, Assistant Professor of Biblical Studies, Co-Director of QEP, 2020; B.A., Samford University; M.A., Yale University; summer program, Tel-Aviv University; Ph.D., St. Mary's University

Matthew Cahoon, Assistant Professor of Exercise Science, 2023; B.S., High Point University; M.S., Western Kentucky University; D.A.T., A.T. Still University

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

Carolyn G. Carlisle, Professor of Counseling, Chair of Counseling Department, 2008; B. S., M.S., Texas A & M University; Ph.D., University of Tennessee, Knoxville

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Diane Caruso, Associate Professor of Nursing, 2022; B.S., Wagner College; M.S. Stoney Brook University; D.N. P., Duke University

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Cassandra H. Catlett, Associate Professor of Accounting, Chair of Business, Dean (Interim) of School of Business and Family & Consumer Science, 2007-17, 2020; B.S., Carson-Newman College, MAcc., University of Tennessee, Knoxville

Beau Christian, Assistant Professor of Nursing, Assistant Department Chair of Nursing (Undergraduate), 2019; B.S., M.S.N., California Baptist University

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

James Cole, Assistant Professor of Counseling, 2024; Ph.D. (in progress), University of the Cumberland; M.A., Marshall University; M.S., West Virginia State University

James E. Collins, II, Professor of Psychology, 1990; B.A., University of North Carolina, Chapel Hill; M.S., Ph.D., University of Georgia

Jennifer E. Cook, Assistant Professor of Education, 2024; Ph.D., University of Tennessee, Knoxville; M.S., Wheelock College; B.S., Bridgewater State College

Lisa A. Connor, Associate Professor of Family & Consumer Sciences, 2017; Ph.D., University of Tennessee, Knoxville; M.S., B.S., Lehigh University

David E. Crutchley, Professor of Biblical Studies, Dean of the School of Biblical and Theological Studies, 2004; B.L., L.L.B., University of Rhodesia, M.Div., Ph.D., Southwestern Baptist Theological Seminary

Christine N. Dalton, Professor of Chemistry, Dean of the School of Natural, Applied Sciences, Chair of Chemistry, 2003; B.A., Carson-Newman College; Ph.D., University of North Carolina, Chapel Hill

Brenda P. Dean, Associate Professor of Education, 2015; B.S., Tennessee Technological University; M.S., University of Tennessee, Knoxville; Ed.D., East Tennessee State University

Nicole Drewitz-Crockett, Associate Professor of English, Associate Dean of Undergraduate Studies (Knoxville Center) & Director of New Initiatives for the Appalachian Cultural Center, 2022; B.A. Carson-Newman University; M.A. & Ph.D., University of Tennessee, Knoxville

A. Rae Duto, Associate Professor of Family and Consumer Sciences, 2015; B.S., M. S., East Tennessee State University; Ph.D., Virginia Tech

April K. Dye, Associate Professor of Psychology, Chair of Psychology Department, Director of Honors Program, 2008; B.A., University of Tennessee, M.A., Ph.D., Miami University

Adam Einhardt, Assistant Professor of Nursing, Graduate, 2019; A.A., Oakland Community College; B.S., Wheaton College; M.S.N., Vanderbilt University; D.N.P., University of Alabama at Birmingham

Christopher E. Eppling, Dean of College of Professional Studies, 2023; B.A., Carson-Newman College; M.Div., M.Th., Southeastern Baptist Theological Seminary; Ph.D., Columbia International University

Jessica Evans, Assistant Professor of Biology, 2021; B.S. Lees McRae College; M.S., Eastern Illinois University

Jennifer Griggs Finley, Assistant Professor of Family and Consumer Science, Director of Didactic Program, 2021; B.S., Carson-Newman University; M.S., East Tennessee State University; M.A.T., Carson-Newman University

Cheri Huffman Flynn, Professor of CPS Accounting, Program Director, Accounting (CPS), 2022; M. Acc. & J.D., University of Tennessee, Knoxville; Management Credentials, DeVry University; D.B.A., Capella University

J. L. Ryan Fogg, Professor of Music, Director of NASM Self-Study, 2006; B.M., East Texas Baptist University; M.M., University of Houston; D.M.A., University of Texas at Austin

Amanda R. Ford, Associate Professor of History, 2016; B.A., Carson-Newman University; M.A., Queens University, Belfast; Ph.D., University of Arkansas

Charles A. Fowler, President, Professor of Education, 2019; B.M., Union University; M.C.M., New Orleans Baptist Theological Seminary; Ph.D., Mississippi State University

James P. Fuller, Assistant Professor of Economics, 2024; B.B.A., East Tennessee State University; M.A., University of Texas at Austin; Ph.D., University of North Carolina at Charlotte

Ashby Goldstein, Assistant Professor of Music & Director of Music Education and Bands, 2022; B.M., Florida State University; M.M., Southern Oregon University; Ph.D. (ABD), Ohio State University

David Gonzalez, Visiting Professor of Music, 2024; B.M., University of Central Arkansas; M.M., University of Tennessee, Knoxville; M.M., D.M.A., Arizona State University

Mark A. Gonzales, Associate Professor of Education, 2015; B.B.A., Angelo State University; M.Ed., Sul Ross State University; Ed.D., Texas A&M University, Kingsville

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- Tori H. Knight**, Vice President for University Planning and Effectiveness, Professor of Economics, 2000; B.S., University of Tennessee, Knoxville; M.E., Ph.D., North Carolina State University
- Jeff A. Knox**, Associate Professor of Physical Education, 2015; B.S., M.Ed., Carson-Newman University; Ph.D., University of Tennessee, Knoxville
- Elizabeth Sunshine Koroma**, Assistant Professor of Biblical Studies, 2022; B.A., Brandeis University; M.T.S. & Ph.D., University of Notre Dame
- Albert L. Lang**, Professor of Library Science, Special Collections Librarian and Archivist, 1996; B.A., M.A., Wheaton College; M.L.S., University of Kentucky
- Lucinda A. Lang**, Associate Professor of Education, Dean of Online Learning, Chair of Education & Director of CAEP Accreditation, 2014; B.A., Wheaton College; M.Ed., National-Louis University; Ph.D., University of Tennessee, Knoxville
- Dara Lindner**, Assistant Professor of Biology, 2021; B.S. (combined science) & B.S. (equine science), Middle State Tennessee University; D.V.M., The University of Tennessee, Knoxville
- Michael Lugo**, Assistant Professor of Mathematics, 2020; B.S., Carson-Newman University; M.A. & Ph.D., Virginia Polytechnic Institute and State University
- Emily Looper**, Assistant Professor of Nursing, 2023; A.S.N., B.S.N., Bluefield State College; D.N.P., University of Tennessee, Knoxville
- Kenneth Massey**, Associate Professor of Business Analysis, 2005; B.S., Bluefield College; M.S., Virginia Polytechnic Institute and State University
- Lisa O. Matthews**, Assistant Professor of Counseling, 2024; B.A., Lee University; M.S., Ph.D., University of Tennessee, Knoxville
- John D. McClellan**, Associate Professor of Philosophy, 2011, B.A., University of North Carolina at Greensboro; Ph.D., University of Tennessee, Knoxville
- Susan McGaha**, Assistant Professor of Biology, 2020; A.S., Walters State Community College; B.A., East Tennessee State University; Ph.D., East Tennessee State University Quillen College of Medicine
- Wesley McMasters**, Associate Professor of English, Director of the Appalachian Cultural Center, 2018; B.A., Penn State University; M.A., University of Maine; Ph.D., Indiana University of Pennsylvania
- Damjana Mraovic-O'Hare**, Associate Professor of English, Director of the Writing Center, 2017; Ph.D., The Pennsylvania State University; M.A., University of Tennessee, Knoxville; M.A., B.A., University of Belgrade, Serbia
- Kelley Obringer**, Assistant Professor of Nursing, 2021; B.S.N. & M.S.N., Millikin University; Ph.D., Illinois State University
- Shawn M. O'Hare**, Professor of English, Chair of English Department, Dean of the School of Arts, Humanities, and Social Sciences, 1996; B.A., M.A., University of South Alabama; Ph.D., Florida State University
- Jeana Partin**, Associate Professor of Education, Dean of Student Success, 2024; B.M., M.M., Ph.D., University of Tennessee, Knoxville
- Julia Jones Price**, Professor of Education, 2011; B.S., Carson-Newman College; M.A., Ed.D., East Tennessee State University
- Susan Price**, Assistant Professor of Education, Director of Field Experiences, 2023; B.S., East Tennessee State University; M.A.T., Carson-Newman University; Ed.S., Lincoln Memorial University
- Ashlie Pullen** Assistant Professor of Nursing, 2022; B.S., Trevecca Nazarene University; M.S.N., Vanderbilt University; D.N.P., Indiana Wesleyan University
- Julie L. Rabun**, Professor of Art, Chair of Art Department, 2002; B.A. Architecture, B.F.A., Rhode Island School of Design; M.F.A., Virginia Commonwealth University
- Don Reagan**, Assistant Professor of Exercise Science, 2023; B.S., Liberty University; D.P.T., University of St. Augustine for Health Sciences
- Niles M. Reddick**, Professor of English, 2024; B.A., Valdosta State University; M.A., University of West Georgia; Ph.D., Florida State University
- Jana Redmond**, Assistant Professor of Library Science, 2019; B.A., Lincoln Memorial University; M.A., Clemson University; M.S., University of Tennessee
- Pamela B. Rogers**, Associate Professor of Nursing, 2006; B.S.N., M.S.N., University of Tennessee, Knoxville; Further study: University of Pennsylvania
- Amber N. Roth**, Associate Professor, Chair of Family and Consumer Science, 2014; B.S., Ph.D., Virginia Polytechnic Institute and State University
- Todd Rupe**, Assistant Professor of Communication, Director of Forensics, 2023; A.A., Walters State Community College; B.A., Carson-Newman University; M.A., Southern New Hampshire University
- Rodney E. Russell**, Associate Professor of Education, Dean of Center for Teaching and Learning; 2017; Ed.D., Trevecca Nazarene University; Ed.S., Lincoln Memorial University; M.S., The University of Tennessee, Knoxville; B.S., East Tennessee State University
- Adrienne Sharp**, Visiting Professor of Family Consumer Science, 2024; B.S., M.Ed., Carson-Newman University
- Jessica Short-Long**, Assistant Professor of Physics, 2018; B.A. Transylvania University; Ph.D., M.A., University of Kentucky
- Trevina Sinard**, Assistant Professor of Nursing, 2023; L.P.N. Tennessee College of Applied Technology; A.S.N., Lincoln Memorial University; B.S.N., M.S.N., King University
- Andrew C. Smith**, Professor of History of Christianity, Director, Center for Baptist Studies, 2011, B.A., Carson-Newman College; M.Div., Mercer University; M.A., Ph.D., Vanderbilt University
- Pamela Smith**, Assistant Professor of Nursing, 2021; B.S., James Madison University; M.S.N., Carson-Newman University
- Michael J. Sobiech**, Associate Professor of English, 2014; B.S., Indiana University, Bloomington; M.A., Western Kentucky University; Ph.D., University of Louisville
- Brian K. Sohn**, Associate Professor of Education, Co-Director of QEP, 2017; Ph.D., The University of Tennessee, Knoxville; M.A.T., Morehead State University; B.A., The Colorado College
- Noah P. Soltau**, Associate Professor of German and Linguistics, Assistant Director of Honors Program, Director of Liberal Arts, 2015; B.A., University of Georgia; M.A., Ph.D., University of Tennessee, Knoxville
- Lana S. Spence**, Assistant Professor of Nursing, Dean of the School of Health Sciences; 2017; D.N.P., Frontier Nursing University; M.S.N., The University of Tennessee, Knoxville; B.S.N., Carson-Newman University
- Greg S. Stanley**, Associate Professor of Exercise Science, Chair of Exercise Science 2015; B.A., Maryville College; M.S., University of Tennessee, Knoxville; Ph.D., A.T. Still University
- Brett Alden Starnes**, Professor of Mathematics, 2001; B.A., Carson-Newman College; M.S. Virginia Polytechnic Institute and State University; M.S., University of Kentucky; Ph.D., Virginia Polytechnic Institute and State University

Ryan Stokes, Associate Professor of Biblical Studies, Associate Dean & Chair of School of Biblical & Theological Studies, 2019; B.A., Western Kentucky University; M.A., Gordon-Conwell Theological Seminary; M.A., M.Phil., Ph.D., Yale University

Kara E. Stooksbury, Professor of Political Science, Chair of History, Political Science, and Sociology; 2006; B.S., Carson-Newman College; M.A., Ph.D., University of Tennessee, Knoxville

W. Henry Suters, Professor of Mathematics, Program Director of Computer Science (CPS), 1994; B.A., Berea College; M.S., University of Tennessee, Knoxville, M.A., Ph.D., Duke University

Anna Lora Taylor, Assistant Professor of Counseling, 2020; B.S., East Tennessee State University; M.S. Austin Peay State University; Ph.D., University of Tennessee, Knoxville

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