



CARSON-NEWMAN

A CHRISTIAN UNIVERSITY



2024-2025 **UNDERGRADUATE AND PROFESSIONAL STUDIES CATALOG**



Undergraduate Catalog 2024-25

Jefferson City, Tennessee 37760
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General Information call 865-471-2000
Home Page <http://www.cn.edu>

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 make 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 nation's top ten liberal arts colleges. 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 business, counseling, education, nursing, social justice, and theology.

MISSION

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

VISION

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

UNIVERSITY IDENTITY AND VALUES

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

- *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.*

UNIVERSITY LEARNING GOALS

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

G.1. Develop a Foundation for Learning through the Liberal Arts and Biblical Tradition

We engage in learning throughout our lives in order to grow intellectually, spiritually, emotionally, personally, and professionally. At Carson-Newman, the Liberal Arts Core curriculum provides a foundation to learning for all undergraduate students and influences their academic major through the perspective of a Christian liberal-arts based education.

- SLO 1.a. Students examine the Old Testament Scriptures from a scholarly perspective as it relates to the contemporary world.
- SLO 1.b. Students examine the New Testament Scriptures from a scholarly perspective as it relates to the contemporary world.
- SLO 1.c. Students explore the value and breadth of Christian liberal arts education through the transcendentals: **Truth, Beauty, Goodness, Justice, and Courage.**

G.2. Apply Critical and Analytical Reasoning Skills Appropriate for Multiple Ways of Knowing

We employ multiple ways to understand and gain knowledge about ourselves, our world, and others. The Liberal Arts Core curriculum and academic majors use a variety of critical and analytical reasoning skills to explore ways of knowing.

- SLO 2.a. Students apply scientific principles to investigate natural phenomena.
- SLO 2.b. Students solve analytical problems using quantitative techniques.
- SLO 2.c. Students critically evaluate arguments and claims.

G.3. Communicate Effectively

We communicate with others informally and formally to listen and to express ideas, knowledge, and creativity. The Liberal Arts Core curriculum and academic majors use spoken and written language and media to develop effective communication skills for clarity of thought and expression to build understanding.

- SLO 3.a. Students compose writing that is organized, developed, and grammatically correct, and students differentiate sources of information and question various viewpoints.

- SLO 3.b. Students compose and deliver organized oral presentations.

G.4. Exhibit Personal, Social, and Ethical Awareness and Responsibility

We reflect upon self and others to develop personal identity and fulfilling lives and to facilitate healthy societies. The Liberal Arts Core curriculum and the academic majors explore values, ethics, ideals, systems, and theories to acquire the capacity for self-evaluation, to act responsibly, and to foster justice.

- SLO 4.a. Students examine influences on personal and societal values and attitudes.
- SLO 4.b. Students evaluate the effects of personal and societal choices relating to individual holistic well-being.

G.5. Develop Regional and Global Perspectives on Cultures, Traditions, and the Arts

We share in a community shaped by various cultures, traditions, and expression of the arts. The Liberal Arts Core curriculum and the academic majors expand and enrich personal perspective through the study of cultures, traditions, and the arts to cultivate a sense of place and create an appreciation of the rich diversity of human experience and expression.

- SLO 5.a. Students examine the relationship between works of art and the cultural and contextual circumstances that influence their production through historical study of the arts or the creation and/or performance of works of art.
- SLO 5.b. Students explore historical, societal, cultural, and/or geopolitical factors that influence human behavior.
- SLO 5.c. Students examine the multiple ways of reading and understanding literary texts, using historical, cultural, and theoretical approaches.

(Note: Each academic major at Carson-Newman University bears distinction and unique opportunity for study. Differentiation in coursework is expected and encouraged as is suitable for the degree type (e.g., BA or BS). For example, students seeking a Bachelor of Arts degree are typically required to complete coursework in a language other than English which may meet SLO 5.b. Students should consult their academic program to understand all details and the specific coursework needed to meet degree requirements for successful program completion.)

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.

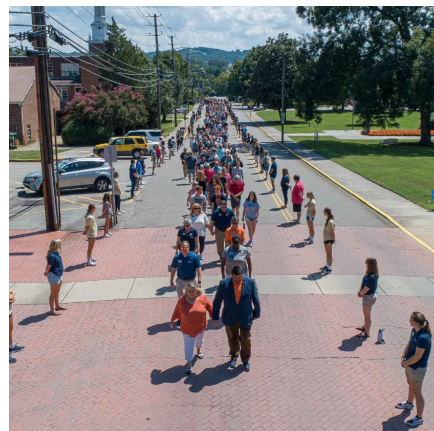
The Tennessee Legislature granted the school's charter in December of that year.

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 Ministry of the Smokies and its volunteers have performed hundreds of home repair projects throughout the region. Each year Campus Ministries sends hundreds of students over fall, spring, and summer semesters to serve across Tennessee, 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 – UNDERGRADUATE

Carson-Newman University seeks students who have demonstrated the ability and motivation required to gain full benefit from a challenging program of liberal arts education in a Christ-centered context and who will contribute to the campus community as a whole. Students are considered for admission based on their academic credentials (coursework, grades attained, and ACT/SAT/CLT test scores) along with additional factors that demonstrate probability of college success at a Christian liberal arts university.

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 to those who fail to meet other admission criteria. Students who are admitted are required to abide by university policies and regulations.

Carson-Newman University maintains a rolling admissions policy. Applications may be submitted for freshman admission after six semesters of completed high school coursework. Transfer students may apply for admission up to one year before the desired term of enrollment. Priority application deadline for fall admission is May 1. Upon review of a student's application and supporting documents, one of the following admission decisions will be rendered:

- **Regular Admission** - Students who meet all requirements for admission as determined by university policy.
- **Conditional Admission** – if a transfer student meets the GPA requirement for admission but is still missing a copy of their Disciplinary Record Check (DRC) a conditional admissions decision can be granted with full admission pending the receipt of a clear DRC.
- **Delayed Admission** - A hold on the application file for the student's chosen term (as selected on the application) until credentials are received that indicate the student meets admission requirements and is ready to be officially offered admission. (*Students who have a delayed status may be admitted by the Enrollment Management Committee. Students admitted through the Enrollment Management Committee's review must meet guidelines established for satisfactory academic progress (see Academic Probation), completed all required academic skills enhancement program requirements, and complete other recommendations and requirements as provided by the committee at the time of decision.)
- **Denial of Admission** - Student does not meet criteria for enrollment to the university either based on their academic record or criminal/academic disciplinary record- (*During the application process, some students may be referred to the Enrollment Management Committee for consideration of admission.

**For international student admission status information, see the International Student Admission section.*

RESCINION AFTER ACCEPTANCE

A student's acceptance to the university can be rescinded if false information was provided on their initial application for admission or if a criminal offense takes place after they have been admitted.

ACADEMIC FORGIVENESS

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

Academic Fresh Start Policy for Transfer Students

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

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

At the successful completion of their first semester a fresh start can be granted by the institution and up to 24 hours of previously attempted unsuccessful coursework may be forgiven. Students are not eligible for an academic fresh start at Carson-Newman if the student has already been previously granted an academic forgiveness according to a similar provision at any other institution of higher education.

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

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

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

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

Re-admit students seeking an academic fresh start must appeal to the Enrollment Management Committee to pursue re-admission to the university and, if they so desire, submit an appeal for an academic fresh start. Students so admitted will be required to enroll full-time, will be admitted on academic probation, and must create a success plan with the Office of Student Success. Students so admitted will be required to make a C or better in all courses in their first semester at Carson-Newman.

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

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

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

ADMISSION APPEAL PROCESS

If an applicant does not meet the stated criteria for undergraduate admission and the applicant wishes to appeal the undergraduate admission decision, he or she should submit a written letter of appeal and provide other supporting documentation to the Enrollment Management Committee.

The Enrollment Management Committee will review the applicant's credentials, test scores, written personal narrative, any submitted letters of recommendation, court documents (if applicable) and may conduct an interview with the applicant to arrive at a decision. If the applicant is denied admission by the Enrollment Management Committee and wishes to appeal the decision.

All Enrollment Management Committee decisions are final.

A student who wishes to appeal admission after suspension from the University must follow the guidelines listed under the Academic Suspension section.

AUDIT ADMISSIONS

Applicants who wish to participate in credit courses for the learning experience only (without earning credit) may apply for admission in an audit status. Cost is one half of the tuition rate per credit hour. Citizens over the age of 65 who are non-degree seeking may take one course per term for \$50 per credit hour. Applicants must submit an application for admission and high school or college transcripts. Auditors may enroll in classes upon instructor approval on a space- available basis.

COLLEGE OF PROFESSIONAL STUDIES ADMISSIONS POLICY

The College of Professional Studies (CPS) is designed for working professionals to reach their full potential by preparing them for meaningful careers and thriving lives. CPS is driven to offer innovative programming that serves students in an online format that bests their needs. It provides purposeful, transformative, and results- driven education that meets our societies and future workforce needs.

CPS Admission Requirements:

- Completed application for admission
- Official copies of all college transcript(s)
- Students must have a 2.5 grade point average on high school or a college GPA of 2.0.

DUAL ENROLLMENT

Carson-Newman University welcomes high school juniors and seniors who wish to earn college credit while still enrolled in a secondary school to apply for dual enrollment. Dual enrolled students may take up to 11 hours of credit per semester at the tuition rate of \$174 per credit hour. Hours taken beyond the 11th hour will be charged at the traditional undergraduate per hour rate.

Dual Enrollment Admission Decisions Are Based on the Following:

- Either a minimum high school GPA of 3.0 **or** a minimum high school GPA of 2.0 with a 19 or higher ACT composite score.
- High school guidance counselor approval via a signed Dual Enrollment Agreement Form

Students with a demonstrated academic deficiency (ie, having a score of 18 or below in Math or English or a demonstrated pattern of grades of C or below in that subject area) are not allowed to take dual enrollment courses in that subject area. Applicants with a GPA below 3.0 may be admitted for dual enrollment if they demonstrate academic competency via an ACT score of 19 or higher in the subject area they wish to enroll for (if applicable) and if they obtain two recommendations from representatives in their high school attesting to their capacity to succeed in college level work. Students so admitted must successfully complete a Carson-Newman Academic Placement Assessment to demonstrate their readiness for college level work.

Candidates Seeking Dual Enrollment Admission Should Submit the Following to the Office of Admissions:

- Completed application for admission
- Official High School Transcript(s)
- High school juniors must submit transcript showing completion of the sophomore year coursework
- High school seniors must submit transcript showing completion of the junioryear coursework
- Dual Enrollment Agreement Form

Priority Application Deadline for Dual Enrollment

- Fall Semester: July 31st
- Spring Semester: December 10th
- Summer Sessions: May 1st

In order for the admissions office to process the applications for dual enrollment, students must apply by these priority dates. If the student does not apply for admission before each deadline, the student may not be able to enroll in the class at the time needed to be dual enrolled.

Fees-Dual Enrollment

Tuition for dual enrolled students is \$174 per credit hour with a \$10 per credit hour technology fee. Tennessee students are encouraged to work with the financial aid office and to utilize the TN Dual Enrollment Grant to cover or offset their dual enrollment tuition expense. The student and/or the parent/ guardians is responsible for paying tuition and fees to the university on or before the first day of each academic term. On-campus dual enrolled students should obtain a Carson-Newman student ID card and parking decal from the Office of Public Safety.

Class Registration-Dual Enrollment

After a student is accepted for dual enrollment, their admission counselor will help them develop a schedule and register for appropriate courses. Students who wish to dual enroll should contact the dual enrollment representatives in the Office of Admissions at 865-471-3223 for additional information.

Books for Dual Enrollment Courses

Students are responsible for ordering/purchasing dual enrollment course textbooks. Textbooks can be found on the students MyCN account under their class schedule.

Financial Aid-Dual Enrollment

Dual enrolled students will not qualify for federal or institutional financial aid, but eligible Tennessee residents may qualify for the Tennessee Dual Enrollment Grant. Please visit www.tn.gov/collegepays.html for more information.

FRESHMAN ADMISSION

Freshman admission decisions are based on the following:

High school academic record demonstrating cumulative GPA of 2.50 or higher at the completion of the junior year of high school or a minimum 21 ACT, 1060 SAT, or 67 CLT score.

Students with a cumulative high school GPA of 2.0 or higher but less than 2.50 are waitlisted and must submit an ACT or SAT score for review scores are considering on a sliding scale compared to the student's overall GPA. Carson-Newman University does not require the essay for standardized tests.

Completion of core academic credits comprising of the following:

- o 4 English
- o 3 Math, including either Geometry or Algebra II
- o 3 Science, including one physical science course and Biology
- o 3 Social Studies, including one History
- o 1 Wellness
- o 6 Additional academic credits electives chosen from foreign language, math, science, or social studies (*to satisfy state graduation requirements credit totals*)

Other factors such as:

- o Extracurricular or leadership activities
- o Special talents or skills
- o Recommendations from high school teachers and counselors and church leadership, such as pastors or youth program directors

Candidates seeking freshman admission should submit the following to the Office of Admissions:

- o Completed application for admission
- o Official high school transcript(s)
- o Official college transcript(s) (if dual enrollment credits have been attempted)
- o ACT or SAT scores (if either exam has been attempted)
- o List of activities/honors (optional)
- o Recommendation letters (optional)

GED OR HISET ADMISSION

Carson-Newman can receive applications from and admit students who do not have a high school diploma if they have passed a GED with a minimum score of 165 or Tennessee HiSet exam with a minimum score of 15. Unless student applicants can provide the college entrance exam scores demonstration academic proficiency in English and Mathematics or take the Carson-Newman Academic Placement assessment demonstrating their college proficiency, students admitted on the basis of a high school equivalency exam will be enrolled in academic enhancement sections of introductory English and Mathematics courses to provide additional support.

HOME SCHOOLED APPLICANTS

Along with the application for admission, home schooled applicants must submit the C-N Home School Information online form; an official copy of the home school transcript, showing coursework completed through the junior year; and a secondary school completion credential (if required by state law based on student's domicile).

INTERNATIONAL STUDENT ADMISSION

Carson-Newman University is authorized under Federal law to enroll nonimmigrant students. Upon review of an international student's application and supporting documents, the Office of Admissions will provide one of the following admission decisions:

Full Admission to the Undergraduate Program:

International freshmen or transfer students who meet all requirements for admission into the undergraduate program including English language proficiency.

Freshman International Student admission decisions are based on the following:

1. Academic record and cumulative GPA (high school graduation or its equivalent). U.S. grade point average minimum is 2.5. High school transcripts can be evaluated by Carson-Newman University. For faster processing, a professional course-by-course evaluation with GPA of the completed studies is recommended but not required. A list of evaluating agencies is available at www.cn.edu.
2. Test Scores*
3. Non-Native English Speaker (must submit one of the following): Duolingo English Test score: 90
 - o TOEFL score: 74 iBT (internet-based)
 - o IELTS score: 6
 - o EIKEN STEP score of LEVEL 1 with a compulsory math placement exam
 - o PPTE Academic score: 59

**A Duolingo score of 90, TOEFL score of 74 iBT (internet-based), IELTS score of 6, or EIKEN STEP score of Level 1 will allow acceptance to the undergraduate program. Students who do not meet the required English language proficiency for full admission to Carson-Newman University but who are academically eligible may be considered for conditional admission. If students are admitted conditionally, they will be required to attend the English Language Institute until they receive the appropriate Duolingo score, TOEFL score, IELTS score, EIKEN STEP score, or a recommendation from the Carson-Newman University Department of English.*

Candidates for freshman admission should submit the following to the Office of Admissions:

1. International Carson-Newman University online application for admission
2. Official high school transcript(s) in both the native language and English from all secondary schools
3. Official university transcript(s) (if applicable*)
4. Standardized tests scores (listed above)

5. Immunization Form: All students must submit proof of proper immunizations and a recent physician's examination. Immunizations can be obtained from a family physician or a local health department. Any questions or appeals because of extenuating circumstances related to immunization requirements must be filed with and approved by the Director of Health Services prior to enrollment.
6. Confirmation of Financial Support: This form must be completed by the individual (student and Parent or sponsor) affirming the availability of financial resources to pay for the student's expenses while attending Carson-Newman University. To verify the support noted on the Confirmation of Financial Support, each individual providing support (parent, sponsor or student, if self-funding) must request a letter from their bank to verify account status and amount available. Bank letters must be written on bank letterhead, including the bank name and location, be currently dated (within last 6 months) and written in English. Furthermore, the bank letter should list of the name of an *individual* bank customer, not a company, should state how long the individual has been a customer of the bank, list of average 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.
7. Residence Hall Application: All students who wish to live on campus must submit a residence hall application. In order to receive a Resident Hall assignment, students must submit both the Residence Hall application and the Enrollment Fee/Deposit. If a student desires to live off campus, they must meet proper requirements and they must submit an off campus residence application.
8. Copy of Passport: All students seeking issuance of a Form I-20 must submit a photocopy of the photo page of their passport prior to being issued a Form I-20.
9. Application for Issuance of Form I-20: All students seeking issuance of a Form I-20 must submit a completed Application for Issuance of Form I-20. This form will serve as verification of the mailing address the student wishes his/her Form I-20 to be sent.

**Official transcripts in both the native language and English from all secondary schools and universities attended. For transfer credit all university transcripts must also be accompanied by a professional, course-by-course evaluation of the completed studies. A list of evaluating agencies is available at www.cn.edu.*

Transfer International Student admission decisions are based on the following:

1. Academic record and cumulative GPA in coursework which is transferable to Carson-Newman University. U.S. grade point average minimum is 2.0. Official transcripts in both the native language and English from all secondary schools and universities attended must be submitted. For transfer credit all university transcripts must also be accompanied by a professional, course-by-course evaluation of the completed studies. A list of evaluating agencies is available at <https://www.naces.org/members>
2. Academic and Disciplinary Standing at current and former

institutions

3. High School coursework (for applicants who have completed fewer than 12 semester hours of transferable college credit).

**International transfer students must meet the same English proficiency standards for Freshman International Student admissions (see #2 above).*

Candidates for transfer admission should submit the following to the Office of Admissions:

1. International application for admission
2. Official transcript(s) in both the native language and English from all secondary schools
3. Immunization Form: All students must submit proof of proper immunizations and a recent physician's examination. Immunizations can be obtained from a family physician or a local health department. Any questions or appeals because of extenuating circumstances related to immunization requirements must be filed with and approved by the Director of Health Services prior to enrollment.
4. Confirmation of Financial Support: This form must be completed by the individual (student and Parent or sponsor) affirming the availability of financial resources to pay for the student's expenses while attending Carson-Newman University. To verify the support noted on the Confirmation of Financial Support, each individual providing support must request a letter from their bank to verify account status and amount available. Bank letters must be written on bank letterhead, including the bank name and location, be currently dated (within last 6 months) and written in English. Furthermore, the bank letter should list of the name of an *individual* bank customer, not a company, should state how long the individual has been a customer of the bank, list of average amount available in accounts and amount currently readily available, in local currency and U.S. dollars. The official bank letter should be signed and dated by a bank representative, with their name printed legibly beneath their signature.
5. Residence Hall Application: All students who wish to live on campus must submit a residence hall application. In order to receive a Resident Hall assignment, students must submit both the residence hall application and the Enrollment Fee/Deposit. If a student desires to live off campus, they must meet proper requirements and they must submit an off campus residence application.
6. Copy of Passport: All students seeking issuance of a Form I-20 must submit a photocopy of the photo page of their passport prior to being issued a Form I-20.
7. Application for Issuance of Form I-20: All students seeking issuance of a Form I-20 must submit a completed Application for Issuance of Form I-20. This form will serve as verification of the mailing address the student wishes his/her Form I-20 to be sent.

**Transfer applicants who have completed fewer than 12 semester hours of transferable college credit (after high school graduation) must also submit official high school transcripts and test scores as listed above the freshman requirements. *For transfer credit all students who have studied at an international college or university must submit an official, certified course-by-course evaluation. A list of evaluating agencies is available at www.cn.edu.*

Enrollment Requirements for International Students

The following items must be submitted to the Office of Admissions before an international student may enroll at Carson-Newman University.

1. New Student Enrollment Fee/Deposit: \$200 (U.S. dollars) enrollment fee/deposit must be submitted to the Office of Admissions prior to enrollment and issuance of Form I-20 (for students entering the undergraduate program).
2. Final official transcript(s): showing completed coursework and graduation date with certified English translations and professional evaluation of any university level studies must be provided.
3. Health Insurance: International student accounts are charged during the fall semester for six months of coverage and during the spring semester for the remaining six months of coverage. See cost section for current rates.

International Student Application and Required Document Submission Deadlines

(All tuition, fees and charges are payable on or before registration)

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

Issuance of Certificate of Eligibility (INS Form I-20)

Form I-20 will be issued only after acceptance to Carson-Newman University has been granted and the University has received all required paperwork (which includes transfer release form from previously attended United States institution/F-1 sponsoring school if applicable).

POST-BACCALAUREATE ADMISSION

Candidates who have obtained a bachelor's degree and wish to enroll in coursework seeking a second degree, teacher certification or health professions preparation, may apply for post-baccalaureate admission.

Graduates of Carson-Newman University must complete a readmission application.

Candidates who do not have an undergraduate degree from Carson-Newman University must apply for admission as a non-degree seeking student and submit official college transcripts. Candidates who possess a baccalaureate degree and wish to enroll at Carson-Newman University as a non-degree seeking student may apply for admission as a post-baccalaureate student. Applicants must apply for admission and submit official college transcripts.

Students who are admitted as post-baccalaureate non-degree seeking students are not eligible for financial aid from Carson-Newman University.

READMISSION

Readmission for Students Who Have Not Enrolled at Another Institution

Students who have previously attended Carson-Newman University but have ceased to be enrolled for a full semester or longer (excluding summer) must apply for readmission. Students who have graduated and wish to re-enroll for a second undergraduate or non-degree seeking set of preparatory undergraduate/post-baccalaureate coursework must apply for readmission.

All students applying for readmission must clear any previous holds or issues with Carson-Newman University before they are eligible to be re-enrolled. Submitting an application for readmission will automatically result in all of the relevant offices in the readmission process being notified of the student's intent to return so that they may make the admission staff aware of any potential issues that the student may need to resolve. Students must be cleared for re-enrollment by the Office of the Registrar, the Office of Student Accounts, the Financial Aid Office, and the Office of Student Services.

Students who have not attended any other institution after ceasing to be enrolled at Carson-Newman and wish to be evaluated for readmission must submit an online Readmission Application Form. The priority deadline for applying for readmission is one month before each semester begins. International students applying for readmission are required to submit an application at least one month prior to the beginning of the next enrollment term. Students who have been readmitted may contact the Office of Admission for class registration information.

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

Readmission for Former Carson-Newman Students Who Enrolled at Another Institution and Wish to Return

Students who previously attended Carson-Newman University who transferred to another institution but wish to return to Carson-Newman must complete the following process:

- o Complete the application for transfer admission
- o Submit official copies of all college transcript(s)
- o Submit the Transfer Student Disciplinary Record Check Form from all institutions attended after ceasing enrollment at Carson-Newman.

Returning students with transfer credit earned at another institution must clear any previous holds or issues with Carson-Newman University before they are eligible to re-enroll. Students must be approved for re-enrollment by the Office of the Registrar, Student One Stop, the Financial Aid Office, and the Office of Student Services. Re-enrolling students will be evaluated for admission under the standards of the academic year in which they wish to return. They will be considered as transfer applicants and are not guaranteed to receive any previously awarded financial aid.

Financial Aid awards will be based on transfer status. Students who apply for readmission during their first term of enrollment at another institution may be evaluated for admission based on the student's previous cumulative GPA from Carson-Newman University.

TRANSFER ADMISSION

Transfer admission decisions are based on the following:

- Academic record and transferable cumulative GPA in coursework taken at all accredited institutions of higher learning.
- A minimum cumulative college GPA of 2.0 is required for standard admission.
- Academic and disciplinary standing at current and former institutions.
- High school coursework and ACT, SAT or CLT test scores (if applicable) can be used to determine admission for all applicants who have completed fewer than 12 semester hours of transferable college credit.

Candidates seeking transfer admission should submit the following to the Office of Admissions:

- Completed application for admission
- Official copies of all college transcript(s)
- Applicants for transfer admission who have completed fewer than 12 semester hours of transferable credit (after high school graduation) must also submit official high school transcript(s) and ACT, SAT or CLT scores. Applicants in their first term of full-time college enrollment and have not yet earned any college credit after high school graduation will be evaluated on the basis of their high school GPA and test scores and must submit a college transcript for evaluation at the conclusion of their first term of enrollment.
- Students must also obtain a Disciplinary Record Check (DRC) form from each post-secondary institution that they have attended. For a student to be granted admission the DRC report will need to be shown as clear by our Dean of Students, they will need to reference the Admission Appeal Process listed previously.

Enrollment Requirements for Freshman and Transfer Students

- **Enrollment Fee/Deposit:** \$200.00 enrollment fee/deposit (\$100 covers registration/orientation costs and \$100 is a deposit on the C-N student account) must be submitted to the Office of Admissions prior to enrollment. The request for the enrollment fee will be listed on the student's application portal. Priority for class registration and residence hall room assignments is based on date fee is received. The enrollment fee is non-refundable if admission offer is canceled after May 1 or if fee is submitted after May 1 for fall and summer semesters (after December 1 or submitted after December 1 for spring semester). Enrollment fee refund requests (or cancellation of acceptance offer) must be submitted to the Office of Admissions.

- **Immunization Form:** All students must submit proof of proper immunizations (those born before 1957 are exempt). Immunizations can be obtained from a family physician or a local health department. Appropriate forms are provided by the Office of Admissions or by the C-N Health Services for the preceding information. Any questions or appeals because of extenuating circumstances related to immunization requirements must be filed with and approved by the Director of Health Services prior to enrollment. A physical examination is not required.

- **Final Official Transcript:** Entering freshmen must submit a final, official transcript (with an administrator's signature/seal) which shows 8 semesters of coursework and graduation date. Transfer students must submit final, official transcripts from all colleges and universities attended.

- **Residence Hall Application:** All students who wish to live on campus must submit a residence hall application prior to enrollment. Resident hall applications are online, and links are provided by the Office of Admissions upon acceptance to the University. Applications should be submitted to the Office of Admissions or to the Office of Residence Life. In order to receive a residence hall assignment, students must submit both the residence hall application and the enrollment fee/deposit.

- **Off-Campus Living Form:** Students who wish to live off-campus must complete the Off-Campus Living Form online and receive permission from Residence Life to live off-campus.

TRANSIENT ADMISSION

A transient student is one, currently enrolled at another college or university, who wishes to take courses at Carson-Newman University for one semester and transfer the credit earned to the institution where the degree is being pursued. Students who are admitted with transient student status are not eligible for financial aid from Carson-Newman University. Students must submit:

- Completed application for admission
- Official transcript(s) or letter of approval from current institution's academic dean or registrar
- Test scores are required for international students seeking to study in the undergraduate program

COST AND FEES

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

Basic Costs		
Certificates (Ungrad)	\$420 per credit hour	N/A
CPS – Undergraduate Programs	\$420 per credit hour	N/A
Traditional Tuition (12-17 hours)	\$17,350 per semester	\$34,700 per year
Traditional Tuition (less than 12 hours)	\$1,450 per credit hour	
Traditional Tuition (over 17 hours)	\$1,025 per credit hour	

Books	Per Semester	Per Year
Books (estimate)	\$800	\$1,600

Other Fees	
CLEP/credit by exam	\$10 per credit hour
Course change (drop/add)*	\$10.00 per add & drop
Dual Enrollment Tuition	\$174.00 per credit hour
Dual Enrollment Technology Fee	\$10.00 per credit hour
Enrollment fee for new students*	\$200.00
Health Insurance for International Students (estimate)*	\$2,022.84
Late enrollment confirmation and registration fee*	
*(Assessment based on registration completion date assigned/determined by Student One Stop)	\$25.00
Returned check fee*	\$25.00
Room damage deposit and resident life fee (\$75 non-refundable) *	\$200 per year
Student Teaching fee	\$400.00
*These fees/expenses are the student's responsibility and are not covered by VA Educational Benefits.	

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

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

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

**Includes initial \$250 declining-balance (Eagle Bucks) account per semester. All charges must be paid in full on or before final registration. All fees and charges are subject to change.

Residence Halls	Occupancy	Cost Per Semester	Cost Per Year
Burnette (Women's Residence Hall)			
Traditional 2-Person Room			
	Double	\$1,850	\$3,700
	Single (Private)	\$2,950	\$5,900
Swann (Women's Residence Hall)			
Traditional 2-Person Room/*Not available for first year students			
	Double	\$2,150	\$4,300
	Single (Private)	\$2,950	\$5,900
Heritage Hall (Men's Residence Hall)			
Traditional 2-Person Room			
	Double	\$1,850	\$3,700
	Single (Private)	\$2,950	\$5,900
Alumni Hall (Men's Residence Hall)			
Traditional 2-Person Room			
	Double	\$2,050	\$4,100
	Single (Private)	\$2,950	\$5,900
West Campus Commons			
Traditional 2-Person Room			
	Double	\$2,950	\$5,900
Appalachian Commons			
Standard 4-Bedroom	4-Person Occupancy	\$2,950	\$5,900
Standard 2-Bedroom	2-Person Occupancy	\$3,300	\$6,600

AUDIT FEES

Course audit is one half of tuition rate per credit hour.

*(undergraduate on campus courses only)

COSTS FOR MAY TERM AND SUMMER TERMS

Since university operating and instructional expenses are generally less during these terms, the tuition rate is reduced. The last date to drop a summer course without being charged for the course in the module is the first day of class. Module classes are part of an academic term. To not incur charges, courses should be dropped by the date and time indicated on the Academic Calendar.

DAMAGE TO UNIVERSITY PROPERTY

Failure to respect University property, including but not limited to the residence halls and any property which is not the student's, is prohibited. Residents may be required to pay restitution for any damages incurred

MUSIC LESSONS

One 30-minute lesson per week is \$100. Two class sessions per week is \$200

PAYMENTS

Tuition, fees, and all other costs for the semester are payable on or before 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 upon registration. Payment of the difference between enrollment charges and financial aid can be made by cash, personal checks, DISCOVER CARD, VISA, MASTERCARD, or through the deferred payment plan. Information on pay plan will be available 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. Each student must settle his/her account for the current semester, including library and traffic fines, infirmary charges, etc., before he/she will be eligible to enroll for a subsequent semester, or before a transcript of his/her academic record can be released by the Office of the Registrar.

REGISTRATION AND TUITION CHARGES

A student's registration for classes will incur charges. Registration is an obligation and commitment to paying for all related charges. Advanced financial planning by the student is imperative. Payments are due by the first day of classes for the registered semester. Students must settle their account each semester to be permitted to register for the following semester. Those who do not plan to take courses they have registered for will need to contact the Registrar's office before the first day of class.

If a student fails to make arrangements for payment of his/her student account by the start of the semester, the student's registration may be canceled. Suppose a student makes arrangements to pay tuition and fees after being dropped from classes. In that case, reenrollment must be approved by the Student Accounts office, the Provost, and the University Registrar. If re-enrollment is approved, the student will be subject to late registration and re-enrollment fees.

REFUNDS

When dropping a class but not withdrawing from school: A refund will be given to traditional undergraduate students who drop a course by the last day of the drop/add period during a regular semester. When withdrawing from school: If a student elects to withdraw after beginning attendance, the student must contact the Financial Aid office to initiate the formal withdrawal process. Any situation in which all classes are dropped is considered withdrawal from the university. The date of withdrawal used to compute refunds is determined by the date of withdrawal notification and is posted on the student's record by the Office of the Registrar. The Student Accounts office computes tuition refunds based on the university's refund policy which is as follows:

Tuition refund schedule when withdrawing from the university for students in the traditional 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%)

In other words, after the fourth week of a semester, no refund will be granted for that semester's tuition.

If a student with federal (Title IV) student financial aid withdraws, drops out of school, or is dismissed from the University, the Financial Aid Office will calculate the portion of federal aid that has been earned and the balance that is unearned must be returned to the appropriate agency or program. Federal aid is earned based upon the student's days in attendance and has no relation to the tuition refund percentage computed above. It is important to note that federal aid may not cover all unpaid institutional charges due upon a student's withdrawal and that a Federal Direct Stafford Loan borrower will begin using the 6-month grace period after which loan repayment will begin. Federal Perkins borrowers have a 9-month grace period.

For specific questions concerning the computation of earned federal aid, please contact the Financial Aid office. Students must be billed 100% tuition charges to earn university-funded financial aid. Students eligible for a tuition refund from withdrawing will no longer qualify for university funded financial aid.

During each semester's last day, to be eligible for a tuition refund for dropping a course, a student may voluntarily reduce or cancel a commitment for room and board (i.e., a meal plan). Charges for board are recomputed to arrive at the amount refundable. The cost for a room is \$200. After the semester's last day to qualify for a tuition refund for dropping a course end, room-and-board commitments are considered noncancelable. However, an alternative room assignment can be authorized by Carson-Newman's Director of Residence Life, and a meal plan can be changed but only to one that offers more meals per week.

If a student withdraws from the university or moves off campus after the semester's last day to qualify for a tuition refund for dropping a course end 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 Carson-Newman's Director of Residence Life, the student will receive a pro-rated refund of his or her board charges only up to mid-term. After mid-term there is no refund for board charges.

Suppose a student withdraws from the university or moves off campus without the permission of Carson-Newman's Director of Residence Life or is dismissed from the university for disciplinary reasons. In that case, no refund will be granted for any portion of the board charges.

Charges for a meal plan commitment that a student voluntarily reduces during the semester's last day to qualify for a tuition refund for dropping a course or subsequently cancels by withdrawing from the university or by moving off campus with the permission of the Director of Residence Life are recomputed based on the ratio of whole weeks remaining in the semester to total weeks in the semester.

A refund is paid accordingly up to mid-term. However, no refund will be paid for a partial week, and no refund will be given after mid-term. Any unused portion of the declining-balance account (Eagle Bucks) is not refundable. The unused portion of a student's declining balance (Eagle Bucks) account will be transferred from the fall to the spring semester only if the student continues to have a meal plan that includes a declining balance (Eagle Bucks) account. At the end of the spring semester, the unused balance of a declining balance (Eagle Bucks) account is forfeited. It is not refundable and cannot be transferred to any subsequent period.

REFUNDS FOR ACCELERATED COURSES AND SUMMER TERM

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 A and B), and ten weeks (TST). 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.

SENIOR CITIZENS

Citizens over the age of 65 who are non-degree seeking may take one course per term for \$50 per credit hour. This rate is applicable for enrollment on a space available basis, which allows registration no earlier than the day before classes begin. The audit rate policy is not applicable to citizens paying the \$50 per credit hour rate.



FINANCIAL AID

Financing higher education is one of the major concerns for students and parents. Carson-Newman University offers a comprehensive financial aid program that includes federal, state, and institutional resources of aid.

The Financial Aid Office at Carson-Newman University is available to assist families in completing the steps that are necessary in applying for aid. Students wishing to apply for any type of assistance must complete the Free Application for Federal Student Aid (FAFSA). This information is used in a formula established by the U.S. Congress to calculate the Student Aid Index known as the SAL. The SAL is a number that represents a family's financial strength and ability to pay for college and helps determine how much financial aid a student is eligible to receive.

Many types of assistance are based upon financial need, which is defined as the student's educational cost minus the SAL. The FAFSA should be completed even if students think they will not qualify, are requesting merit-only awards, or are requesting loan or work-study employment. In addition, to receive assistance from federal student aid programs, students must be U.S. citizens or eligible non-citizens; be admitted into a degree program; and continue to make Financial Aid Satisfactory Academic Progress (FASAP) every semester.

Carson-Newman University offers the following types of assistance:

Scholarships and grants, loans, and part-time employment through the work-study program. These types of assistance may be awarded individually or in combination depending upon the needs of the student and family. The financial need of a family will be used in priority of awarding funds as well. Notification of assistance will be in the form of an Aid Offer notification letter as well as an email to the student's email and will direct them to access the actual offer via MyCN or the C-N Mobile app at the student's convenience.

New students must first apply and be accepted for admission to Carson-Newman University and file the current year FAFSA before an aid letter is prepared. Continuing students need only to complete the FAFSA each year and maintain satisfactory academic progress. For additional information on any financial aid topic or scholarship program, please contact the Financial Aid Office or view online at <https://www.cn.edu/admissions-and-aid/financial-aid/>.

How To Apply for Financial Aid:

Complete the FAFSA online at www.studentaid.gov. FAFSAs may be submitted year-round, but priority processing for new students will take place for FAFSAs received by February 1st prior to the fall semester. If a paper application is needed, students may request one directly from the U.S. Department of Education. List Carson-Newman University on your FAFSA with our federal code of 003481.

Once all forms have been received, a financial aid counselor will review the file for financial aid eligibility, and an Aid Offer notification letter and email will be generated directing the student to their MyCN or the C-N Mobile app to view the proposed assistance.

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

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

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

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

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

CLASSIFICATION OF STUDENT

Definitions of undergraduate student classification are as follows:

Semester hours credit

freshman 1 - 29
 sophomore 30 - 59
 junior 60 - 89
 senior 90 plus

COURSE LOAD

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

ENROLLMENT STATUS

Full-time - enrollment in at least 12 semester hours
 Part-time - enrollment in fewer than 12 semester hours

SUMMER COURSE LOAD

One course, 3 hours, is the maximum for May-term or for a four-week summer school term. Students may not exceed 15 hours during the entire summer including May-term. Exceptions to this policy may be granted on a case-by-case basis by recommendation of the academic advisor and approval by a department chair or dean.

COURSEWORK TOWARD PROGRAM OF STUDY (CPOS) POLICY

For federal aid, TELS, Hope, TSAA, and TN Promise to pay for a course in your major, minor, 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 major and minor are officially declared and noted in your student record. If you have been planning to declare or change a major or minor 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 undergraduate students will enroll full-time and graduate students will enroll at least half-time in **eligible** coursework during the fall and spring semesters. If students do not enroll full-time or half-time to meet that assumption, the Financial Aid Office will be required to adjust your aid to 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 roughly two weeks from the start of the term (after census date) upon confirming you have begun attendance in each class anticipated.

Until the aid is disbursed to your student account, aid will be pending. Award amounts will be based upon your actual attendance in each class. For instance, if you register for 12 credit hours, but only begin attendance in 9 credit hours, your award amounts will be recalculated for 9 credit hours. It is important to begin attendance and have your schedule finalized by the last day to make a schedule change without a fee (census date) each term. Disbursement dates for module classes are traditionally scheduled on the first Thursday after the census date of each module.

FEDERAL GRANTS

- The **Federal Pell Grant** is for exceptional need students. It is a grant that does not have to be repaid. Eligibility is determined by the results of the FAFSA. The actual amount awarded may vary according to the number of hours that a student enrolls per semester. Any changes to enrollment status must be reviewed by the Financial Aid office.

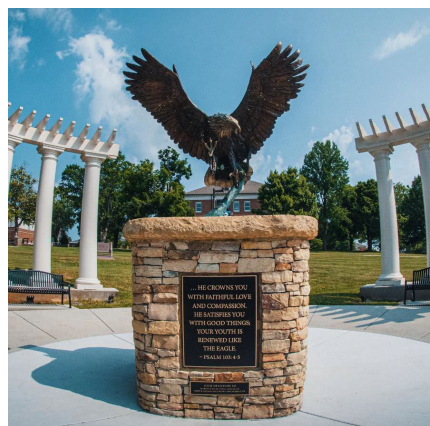
After the drop period is complete, each student who is enrolled in less than 12 hours is reviewed to make sure the student is still eligible for the amount awarded. Amounts will be adjusted prior to the student receiving a refund.

- The **Federal Supplemental Educational Opportunity Grant (SEOG)** is for Federal Pell Grant recipients only with the highest level of exceptional need as determined by the FAFSASAL. It is a grant that does not have to be repaid. This award has limited funding. SEOG is awarded based on the availability of funds. Renewal from year to year is not guaranteed.
- The **Federal TEACH Grant** is not a need-based award. This grant is for students who are pursuing teaching credentials in high need fields of study. The student must agree to teach for four years in a high need field and high need area. The student can either score above the 75th percentile on a college admissions test such as ACT, SAT, or GRE or graduate from high school with a cumulative GPA of at least a 3.25 on a 4.0 scale and/or have a cumulative GPA of at least 3.25 on a 4.0 scale on college coursework to be eligible to receive the TEACH Grant for each subsequent term.

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. Please use your best judgment when deciding to accept this award or not.

FEDERAL WORK-STUDY

The Federal Work-Study Program provides jobs for students who have financial need and who need to earn a part of their educational expenses. Students can attend a job fair to facilitate job placement. Eligible students are placed in jobs on campus where they can work a limited number of hours per week. Jobs are available in a variety of departments across campus. The rate of pay for most jobs is at least the federal minimum wage.



FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (FASAP)

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

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

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

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

FASAP EVALUATION PROCESS:

- **REVIEW Each Term:** Review for FASAP will be conducted at the conclusion of each term, including summer. The FASAP review process is a federally required review process that evaluates students' cumulative academic scores, including transfer and withdrawn hours. Your FASAP calculated GPA is not calculated the same as your Carson-Newman grade point average calculation. 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.
- **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 and noted on students' MYCN account.
- **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 and noted on students' MYCN account.
- **FASAP APPEALS:** Students may appeal an unsatisfactory status from the FASAP calculation. Appeals should be submitted by the semesterly enrollment. Students not approved on appeal must re-gain eligibility by meeting the stated satisfactory standards.
- **PROBATION Status:** Students that filed a successful appeal from an unsatisfactory status will be granted probation in which they will be eligible for financial aid. After the probation, students must either meet the FASAP Satisfactory standards or the standards issued in an Academic Progress Plan from the Financial Aid Office to continue aid eligibility.
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.
- **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.
- **TRANSFER Credits:** Transfer credits accepted by Carson-Newman University for credit will count in attempted and in total earned hours.
- **TELS Hope Awards:** Evaluation to determine continued eligibility for TELS Hope awards will occur upon attempting 24, 48, 72, 96, and 120 hours for coursework completed after high school graduation and is a separate process than FASAP calculations. If you fail to meet TELS SAP, you will be sent a written notification with important information, and future TELS awards may not be available to you. Your TELS HOPE grade point average is not calculated the same as your Carson-Newman grade point average calculation. Visit our consumer page to learn more.
- **APPEALS TELS HOPE Loss:** Students may appeal TELS HOPE loss on reasons other than grade point average. Grade point average is not recognized by the state as an appealable reason.

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 12 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.

ROTC SCHOLARSHIP PROGRAM

High school seniors may apply for the four-year Army ROTC scholarship. Two types of 4-year scholarships are available: general or dedicated nurse. Carson-Newman University is one of only a few Partnerships in Nurse Education Schools offering dedicated nurse scholarships. High school seniors can fill out the scholarship application online at www.armyrotc.com. Typically, high school seniors' scholarships should be completed before October 1 of their senior year to be eligible for all scholarship selection boards. High school seniors are normally selected in early February, and early application is strongly encouraged. Carson-Newman University freshmen, sophomores, and juniors can apply for the three and two- year Army ROTC scholarships. They should contact the Department of Military Science for applications. Scholarships are based on merit and overall academic performance, athletics, and leadership.

Scholarships pay tuition, up to \$600 per semester for books, and up to a \$500 per month tax-free spending allowance. Carson-Newman University awards ROTC Scholarship Cadets up to an \$8,000 award, less other aid, to assist with the cost of an on-campus room and meal plan. Students must live on-campus and file the Free Application for Federal Student Aid (FAFSA) to qualify for this award. The university reserves the right to reduce the ROTC Room and Board Award by the amount of any additional aid the student receives.

SCHOLARSHIPS AND GRANTS

University scholarships, grants, and awards are made possible by the generosity of funds provided from individuals, alumni, outside foundations, and other organizations. The majority of awards are coordinated by the Financial Aid Office and based upon academic criteria as well as financial need. Individual academic areas administer some undergraduate scholarship programs for prospective and enrolled students as well. A separate application may be required. Please refer to the scholarships, grants, and awards page of the financial aid website for more information or contact the academic area for more information.

STUDENT LOANS

- o The **Federal Direct Stafford Loan Program** provides low- interest loans in which repayment is deferred until six months after a student ceases to be enrolled at least half-time. Students may be eligible for the Federal Subsidized Direct Stafford Loan or the Federal Unsubsidized Direct Stafford Loan depending on the student's remaining unmet need. Filing the FAFSA is required as well as completion of the first-time borrower requirements of Entrance Counseling and a master promissory note (MPN). These are found to be completed at studentaid.gov. Students must be enrolled or admitted in a degree seeking program on at least a half-time basis to maintain eligibility.
- o The **Federal PLUS Loan** is a federal loan in the parent's name. If your parents are declined, you may become eligible for additional Federal unsubsidized Stafford Loan.

Federal Grad PLUS Loans are available to graduate students only. Many times, a graduate student's cost of attendance is already covered through the Federal Direct Stafford Loan Program, but any graduate student interested in this loan may contact the Financial Aid Office. The applications for both types of PLUS loans are found at studentaid.gov.

- o **Alternative loans** are consumer-based education loans that are not part of the federal government programs. Alternative loans may be 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 an alternative loan is needed, please research your options carefully. Each lender has different fees, interest rates, and repayment options. Most alternative 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 until student ceases to be enrolled at least half-time.

TENNESSEE SCHOLARSHIPS AND GRANTS

The **Tennessee Student Assistance Award (TSAA)** is available for undergraduate students only. It is a grant that does not have to be repaid. Eligibility is determined by the results of the FAFSA. This award has limited funding. The award is limited to students who are Federal Pell Grant recipients and have exceptional financial need. Students must be a Tennessee resident for one full year prior to receiving funding. Actual amount of TSAA awarded is determined by the number of hours that a student is enrolled per semester. Any changes to enrollment status will be reviewed by the Financial Aid Office. After drop period is complete, each student who is enrolled in less than 12 hours is reviewed to make sure the student is still eligible for the amount awarded. TSAA is awarded based on the availability of funds. Renewal from year to year is not guaranteed. In order to maximize your eligibility for these funds, students should file the FAFSA by the priority deadline each year. A student is also limited to eight semesters of eligibility for the TSAA award.

The **Tennessee Education Lottery Scholarship (HOPE)** is awarded to students who have been a Tennessee resident for one year by September 1 of the year of application date. For students beginning spring and summer terms, residency determined by February 1 as of application date. Recipients must enroll in a TN public college, university, or private college listed on www.CollegePaysTN.com. Please visit www.collegefortn.org for eligibility and renewal requirements.

Students eligible for the TN HOPE scholarship may be eligible for funds from the **TN General Assembly Merit Scholarship (GAMS) or the TN Aspire Award (Aspire)**. Eligibility for the GAMS award will be determined by the student's weighted GPA and ACT/SAT score. Eligibility for the Aspire award is determined by information from the FAFSA. A student may only receive one award in addition to the TN HOPE Scholarship. The student will be given the largest award that he/she is eligible to receive.

The **Tennessee Promise Scholarship** is awarded to students pursuing a two-year associate degree, meeting all other state guidelines, including FAFSA filing deadline, attending mandatory meeting(s), and community service requirements. The amount awarded will be determined after the annual amount has been published in late summer and is reduced by TELS, TSAA, and Federal Pell Grant funding. Not all students that participate in the Tennessee Promise Scholarship program will receive monetary funding, as Promise funds are last dollars applied after TELS, TSAA, and/or Federal Pell Grant dollars. The Tennessee Scholarships and Grants listed are not all inclusive. For more detailed information regarding all Tennessee State Grants and Scholarships available, please visit www.collegefortn.org.



Students receiving state aid, HOPE or TN Promise in particular are expected to remain enrolled in all coursework that was reported at the end of the drop/add period (census date). Withdrawing from a course without prior approval from the Financial Aid Office could result in permanent loss of state funding. Additionally, stopping attendance in a course without officially withdrawing is considered an unofficial withdrawal for state aid purposes. Unofficial withdrawals can result in permanent loss of funding.

Students do have the opportunity to appeal the loss of HOPE, TN Promise, or TN Reconnect by appealing to the Institutional Review Panel. For more information on appeals, please refer to the Financial Aid Handbook. It is important to stress that loss of HOPE, TN Promise or TN Reconnect due to GPA is not appealable per state rules on those awards.

UNIVERSITY GIFT AID

Carson-Newman University has a large variety of institutional gift aid programs and opportunities that can often stack on other eligible federal and state aid. University scholarships are categorized into merit-based, performance-based, and need-based scholarships. These scholarships are limited to our traditional undergraduate students attending class on campus, pursuing their first associate's and/or bachelor's degrees, and are enrolled full-time. For a comprehensive list of university scholarships, see the Financial Aid Webpages on Types of Aid.

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. 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, in order to determine the amount of financial aid a student has earned. Unearned financial aid will be returned to the appropriate program. Returning unearned financial aid may result in a balance due to the University. The process is completed by the Student One Stop Office, where tuition refunds are given as outlined under **Refunds** in the **Costs and Fees** 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.

STUDENT LIFE

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

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 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 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 missions 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 spend 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 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 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.

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 LIFE AND WORSHIP PROGRAM (CLW)

The Community Life and Worship Program (CLW) provides student- focused events that integrate faith, gospel-centered ministry, global missions, education, and community for students, faculty, and staff. These events will consist of chapel on Tuesday and occasional Thursday mornings (Community Worship) and the specified co-curricular programming (Community Life) open to the entire campus community.

To learn more about the CLW Program, navigate to this catalog's Policies and Procedures section. For more information about Campus Ministries, chapel schedule, mission trips, and BCM, visit the [Campus Ministries | Carson-Newman University \(cn.edu\)](#).

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 handle 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 myhelath.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 \(cn.edu\)](#)

COMMUNITY SERVICES

APPALACHIAN MINISTRIES OF THE SMOKIES

Appalachian Ministries of the Smokies (AMOS) demonstrates the love of Christ to others in need by providing services to the local area in East Tennessee. AMOS is a primarily volunteer-based poverty relief ministry sponsored by the Division of Church Relations & Campus Ministries and the local community. The ministry includes home repair, a food pantry, a clothing ministry, a recycling program, and the Samaritan House. The Samaritan House is an emergency shelter for single women and women with children experiencing a housing crisis. This ministry includes children's programs, Tuesday night Bible study, mentoring, and life-skills training. For More information, visit the [AMOS website](#)

BAPTIST COLLEGIATE MINISTRIES

Baptist Collegiate Ministries (BCM) is a student-led volunteer organization that includes Wednesday night worship services, Christian growth groups, outreach teams, mission 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 Biblical and Theological Studies.

CENTER FOR COMMUNITY ENGAGEMENT

The Center for Community Engagement builds 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 operates several scholarships that involve community service, 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 for Community Engagement.

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 \(cn.edu\)](#) 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.

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.

MISSION TRIPS

Students can experience “Kingdom Work” worldwide through mission experiences offered throughout the year. We partner with the International Mission Board (IMB), North American Mission Board (NAMB), and other mission partnerships to establish ongoing relationships with the missionaries we serve and the context in which they minister. Through IMB, we send students to partner with mission teams serving throughout the year to share the gospel, minister to the needs of people, and establish church plants in those areas. Through NAMB, GenSend, is a dynamic experience for students to spend a fall, winter, or spring break truly learning the skills to be a servant-leader and helping spread the hope and the good news of Jesus Christ. Whether learning ministry skills, meeting church planters, or serving side-by-side with local missionaries, GenSend leaves lasting impressions and skills that will surpass a lifetime, regardless of a student’s career pursuits.

ORIENTATION

New student orientation is scheduled prior to the beginning of the fall and spring semester to assist students with the transition to life as a Carson-Newman student. Sessions and activities acquaint the student with the campus community and connect them with resources to help them have an optimal experience as a Carson- Newman student. For more information, visit <https://www.cn.edu/life-at-c-n/student-experiences/orientation/>.

PUBLIC SAFETY

Carson-Newman Department of Public Safety, located at 2209 Branner Avenue, handles the issuance of all campus ID’s and parking decals, as well as being primarily responsible for providing a safe and secure environment for our campus community. Our department includes certified armed campus security officers as well as campus-assigned police officers, who perform routine patrols of campus around the clock. C-N DPS is a 24/7 department. Our on-duty officers may be reached at any time by calling 865-548-9067.

CAMPUS ALERTS

Carson-Newman University has partnered with Vector LiveSafe®, a safety messaging app, to provide notifications to students, faculty, and staff in the event of an emergency. Every student is encouraged to utilize the mobile app. This system is used for both emergency and non-emergency notifications to allow direct two-way communication with C-N DPS. In the event of a campus emergency, messages may be sent by C-N DPS via push notification, text, and email to students who sign up for the service.

STUDENT ID CARDS

Students are encouraged to register for a student ID card prior to arriving on campus by clicking here [ID Card Registration \(wufoo.com\)](https://www.cn.edu/wufoo.com). Student ID card registration may also be completed in-person at the C-N DPS office during normal business hours. When replacing a lost or stolen student ID card, a replacement fee of \$15.00 may apply in some cases.

VEHICLE REGISTRATION

All vehicles driven by students, faculty, or staff members must be registered with the Department of Public Safety as soon as possible. Students may register for a parking decal at the C-N DPS office during normal business hours, or online at [Carson-Newman Vehicle Registration \(wufoo.com\)](https://www.cn.edu/wufoo.com). Our campus parking regulations may be found on the department’s website: [Revised-2022-Parking-Regulations.pdf \(cn.edu\)](https://www.cn.edu/wufoo.com)



RECREATIONAL SERVICES AND MADDOX STUDENT ACTIVITIES CENTER

Recreational Services offer opportunities for physical exercise, social interaction, and enjoyment of the outdoors. Several day trips are offered each year, including hikes in the Smokies, biking, zip line adventures, and many more day activities in the region. Recreational Services plans a diverse intramural program which annually provides events of sports, card games, board games, and even online events. Hundreds of students participate in the popular team sports of softball, soccer, beach volleyball, and basketball. Other choices include billiards, ping-pong, tennis, spades, badminton, and cornhole. Some more unique choices are Connect Four, bowling, gaga ball, and “Family Feud”. Intramurals offer several employment and leadership opportunities for students. Student directors, game day manager, game day supervisors, officials, and a field crew are all a part of the intramural staff.

The Maddox Student Activities Center opens up a world of opportunities for students. The student lounge, Chick-Fil-A, and meeting rooms offer an inviting atmosphere for social interaction. The activity areas provide students with a running track, weight room, cardio room, three full-sized gymnasiums, and a game room. A swimming pool complemented by student lockers, showers, and dressing rooms tops off a wide array of facilities. The Recreational Services Office is located in the Maddox Student Activities Center, Room-1007, and the phone Number is 865-471-3345.

RESIDENCE LIFE

Residential living is a significant component of college experience. Building life-long friendships is but one of the many benefits of this unique adventure. The opportunity to live and interact with people from many diverse cultures and walks of life is an educational opportunity that comes once in a lifetime! Research indicates that living on campus is crucial to the college student's academic success.

Studies show that students who reside on campus have a higher-grade point average and are more likely to graduate than those who live off campus. Residence halls also provide an excellent opportunity to learn beyond the classroom, as students participate in various programs and activities that complement the academic experience.

The **Guide to Residence Life** outlines services, responsibilities, and guidelines for students in an attempt to promote structure and give meaning to the residence life experience. Students are expected to be familiar with the content of this publication and be active participants in enhancing community on campus.

OFF-CAMPUS LIVING—CRITERIA FOR APPROVAL

All full-time students must live on campus. If a student would like to request to live off campus, the student must submit an Off-Campus Living Approval Request Form. This form can be found within the student housing portal. A lease does not affect the status of an off-campus approval request. To live off campus, a student must meet one of the following minimum criteria prior to the beginning of the semester:

- Must be 22 years of age prior to the first day of the fall semester.
- Must have obtained at least 90 credit hours (exclusive of dual-enrollment hours)
- Must be living with a parent or legal guardian within a 50-mile radius
- Must be married and living with spouse.

If a student does not meet these requirements, the student may submit a request to live off campus to the Off Campus Appeal Board by emailing ResidenceLife@cn.edu with an explanation of why they are requesting an exemption. If a student has a disability that meets ADA standards for accommodation, they may contact the Director of Disability Services to receive housing accommodation.

LIVING ENVIRONMENT

There are several residence halls on the Carson-Newman campus. Each residential room is furnished with a bed, chest of drawers, desk, and chair. Residents must supply their own linens and other personal items. For convenience, a laundry facility is available in each residence hall free of charge. Each room is equipped with both cable and wireless internet capabilities. Cable service is included in the cost of the room.

ROOM RESERVATIONS AND DEPOSITS

All entering freshman and transfer students are required to pay a \$200 enrollment fee - \$150 of this fee serves as a room breakage deposit. At the time of payment, or beginning on the first of May each year, students will gain access to the housing portal to select their roommates and rooms for the upcoming year. When changing rooms or checking out of the building, residents must complete the proper paperwork or forfeit the breakage fee.

Each student residing on campus must pay a non-refundable \$75 residence fee to support various programs and services in his/her respective building. This fee is included in the room deposit charged to your student account.

All residential students are required to have a meal plan. Returning students can select their meal plan on the housing portal. First year students are assigned the unlimited meal plan.

ROOMMATE REQUESTS

Roommate requests must be mutual (requested by both students on the housing application).

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.

STUDENT PREVENTION SERVICES

Prevention Services works to protect students as they grow in their potential as worldwide servant leaders. Prevention Services uses an integrated primary prevention approach to encourage positive choices, reduce risk factors, and maintain a healthy campus climate. The department collaborates with regional and national prevention organizations to offer materials and events that support student well-being. Through Prevention Services, the University engages with multiple awareness initiatives, including Suicide Prevention Month in September and Sexual Assault Awareness Month in April.

Prevention Services provides research-backed educational materials on suicide prevention and coping with loss, safe driving, and the risks of alcohol and other drugs. The office maintains a list of confidential contacts and recovery facilities. Contact Student Prevention Services by email: PreventionServices@cn.edu.

STUDENT SUCCESS CENTER

Located on the second floor of Stephens-Burnett Memorial Library, The Student Success Center and the Writing Center offer academic resources for all Carson-Newman students. The academic resources offered by the following:

- **Academic Success Coaching**
Student academic coaching is available for all C-N students. Student Success Center coaches provide academic support for students by assisting them with study and time management skills and additional academic resource recommendations. Success Coaching is required for all first-year athletes, students taking ASE courses, and students in need of academic recovery. Appointments may be made online, and walk-ins are welcome.
- **Advising of Deciding Students**
Students who have not declared a major are identified as “deciding” students. Through *intentional* advising by professional advisors, these students are guided through the early semesters of their college experience and ultimately on a decision to declare a major.
- **Career Development**
Career Services staff assists students in developing a four-year major and career plan. Students are provided resources to enhance their skills in the areas of internships, job searches, and post-graduate life skills.
- **First-Generation Emphasis**
Student Success is enhancing our First-Generation program to support and celebrate our first-generation students, faculty, staff, and alumni. Tri-Alpha, a First-Generation National honor Society, was officially awarded Chartership of the Delta Psi Chapter at Carson-Newman University on November 11, 2021. We invite our First-Generation students, faculty, and staff to consider membership.
- **Peer Tutoring**
In person and online peer tutoring is available to all undergraduate students. These tutoring opportunities are geared towards the essential core academic classes. Late afternoon and evening opportunities are available free of charge.
- **The STORE**
The STORE is the Career Closet and Food Pantry for Carson-Newman University students in need of professional attire and/or facing food insecurities. The Career Closet, located in Baker Building Room 312, provides students access to professional and business casual attire for interviews, internships, and career fairs. The Food Pantry, located in Baker Building Room 310, provides non-perishable food items and personal care products for students needing additional support while attending C-N. All food and clothing items provided are NO COST to all current C-N students.

STUDENT EXPERIENCES

Carson-Newman Student Experiences is devoted to providing a successful experience for first-time freshman, transfer, non-traditional, and returning students.

Activities, events, and one on one meetings assist students through various stages of the academic journey by engaging spiritually, personally, socially, and academically with C-N life. Effectively transitioning to college life is vital for success at C-N, graduation, and future achievement.

There is a wide range of activities available to students at Carson-Newman University. Students may choose to participate in a variety of campus clubs, groups, and organizations including service, faith-based, social, professional, and departmental groups. There are also many traditional campus-wide events available throughout the year, such as Welcome Week, Homecoming, Movies on the Lawn, and Spring Formal.

Organizations such as the Eagle Production Company (EPC), Student Government Association (SGA), Baptist Collegiate Ministries (BCM), and Student Ambassadors Association (SAA), along with many other additional campus groups, regularly schedule special events throughout the year.

Advised by the Director of Student Experiences, both EPC and SGA provide exciting opportunities for positions in student leadership, campus events planning, direct impact on the campus environment and the student experience, and the personal growth and development of the student. The Office of Student Experiences is located in the Maddox Student Activities Center, Room 1016. Phone number 865-471-3392.

THE WRITING CENTER

The Writing Center offers free writing support to all Carson-Newman undergraduate writers, through all the stages of the writing processes and for genres that range from academic essays to business resumes. On-site, face-to-face, individual tutoring is provided by highly accomplished undergraduate students, trained by the English Department in Writing Center tutoring.

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. Title IX Grievance Procedures are published in the Eagle Student Handbook and at www.cn.edu/life-at-cn/title-ix/.



LIBERAL ARTS CORE REQUIREMENTS

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

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

EXPECTED OUTCOMES

The Liberal Arts Core introduces the Liberal Arts and studies in Biblical traditions; mathematics and science; communications; personal, social, and ethical awareness; and regional and global perspectives. Through these core components, the following outcomes are expected: knowledge of a Christian Liberal Arts education; scholarly examination of the Old and New Testament scriptures as it relates to the contemporary world; application of scientific principles to investigate natural phenomena; solve analytical problems using quantitative techniques; critical evaluation of arguments and claims; effective communication skills both orally and in writing; self-evaluation of the influence of personal and societal values and attitudes; the effects of personal and societal choices relating to individual holistic well-being; understanding of the relationship between works of art and the circumstances that influence their production through the study of the arts or the creation and/or performance of works of art; and understanding the historical, societal, cultural, and/or geopolitical facts that influence human behavior. Students who transfer to Carson-Newman University having earned an Associate of Arts or an Associate of Science degree from an accredited post-secondary institution may have satisfied the Carson-Newman liberal arts core with the exception of LA 102, BTS 101, and BTS 102.

NOTE: HSO=Honors Students Only can take the course to satisfy the LA core requirement.

INTRODUCTION TO THE LIBERAL ARTS, (1-3 HOURS)

LA 101SL An Introduction to the Liberal Arts (2 credits)
LA 102* C-N and the Liberal Arts for Transfers (1 credit)

***Transfer students with 45 or more transfer hours**

HUM 101 Humanity and the Cosmos I (3 credits) - **HSO**

STUDIES IN BIBLICAL TRADITIONS (6 HOURS)

BTS 101 Introduction to the Old Testament (3 credits)
BTS 102 Introduction to the New Testament (3 credits)

STUDIES IN COMMUNICATIONS (6 HOURS)

ENG 101 Writing and Literary Studies I (3 credits)

Three hours from the following:

COMM 135 Speech Fundamentals (3 credits)
COMM 230 Interpersonal Communication (3 credits)

STUDIES IN MATHEMATICS AND SCIENCE (9 HOURS)

Any MATH 100 level course or

MATH 201 Statistical Concepts and Methods (3 credits)
MATH 207 Discrete Mathematics (3 credits)

Six hours of laboratory science classes from the approved liberal art core (6 credits). Six hours from the following:

BIOL 101 Human Biology (3 credits)
BIOL 102 Environmental Science (3 credits)
BIOL 105 General Biology I (4 credits)
BIOL 106 General Biology II (4 credits)
BIOL 207 Human Anatomy and Physiology I (4 credits)
BIOL 208 Human Anatomy and Physiology II (4 credits)
BIOL 303 Soils and Geologic Science (3 credits)
BIOL 304 Field Botany (3 credits)
BIOL 380 Zoology for Non-Science Majors (3 credits)
CHEM 100 Chemistry in Society (3 credits)
CHEM 101 Introductory Chemistry (4 credits)
CHEM 103 General Chemistry I (4 credits)
CHEM 104 General Chemistry II (4 credits)
GEOL 101 Introduction to Physical Geology I (3 credits)
PHYS 100 Physics in Everyday Life (3 credits)
PHYS 101 Physics of Musical Sound (3 credits)
PHYS 102 Basic Physics and Astronomy (3 credits)
PHYS 103 General Physics I (4 credits)
PHYS 104 General Physics II (4 credits)
PHYS 110 Elementary Astronomy (3 credits)
PHYS 201 Principles of Physics I (4 credits)
PHYS 202 Principles of Physics II (4 credits)

STUDIES IN PERSONAL/SOCIAL AWARENESS (6 HOURS)

Three hours from the following:

CS 135 Personal and Family Management (3 credits)
ECON 204 Economic Concepts (3 credits)
ECON 210 Principles of Microeconomics (3 credits)
FN 210 Basic Nutrition (3 credits)
HIST 202 United States History II (3 credits)
PHIL 101 Introd.to Philosophy & Critical Thinking (3 credits)
PHIL 301SL Christian Ethics (3 credits)
PSC 101 Introduction to Civil Rights and Liberties (3 credits)
PSC 102 American Government and Politics (3 credits)
PSC 302 Faith, Freedom, and the Individual (3credits) - **HSO**

Three hours from the following:

CFS 206 Human Development Through Lifespan (3 credits)
LING 220 Introduction to Linguistics (3 credits)
PSY 101 Introduction to Behavioral Science (3 credits)
PSY 102 Understanding Human Behavior (3 credits)
PSY 204 Psychology of Childhood and Adolescence (3credits)
PSY 206 Human Development Through the Lifespan (3 credits)
PSY/SOC 250 Society and the Individual (3 credits) - **HSO**
PSY 318 Humanity and the Biosphere (3 credits) - **HSO**
SOC 101 Introduction to Sociology (3 credits)
SOC 105 Social Problems (3 credits)

STUDIES TO ENHANCE A WORLD PERSPECTIVE**(18 credits) for BA / (12 credits) for BM, BS, and BSN**

ENG 201 Writing and Literary Studies II (3 credits)

-or- HUM 102 Humanity and the Cosmos II (3 credits) **HSO**

ENG 301 Writing and Literary Studies III (3 credits)

Three hours from the following:

HIST 133 World History I (3 credits)

HIST 134 World History II (3 credits)

HIST 135 Early Civilizations (3 credits)

Three hours from the following:

ART 104 Photography I (3 credits)

ART 210 Art Appreciation (3 credits)

ART 316 Art History I (3 credits)

ART 317 Art History II (3 credits)

FILM/HIST 250 International Cinema (3 credits) –**HSO**

FILM 310 Introduction to the Art of Film (3 credits)

FA 301 Form and Expression in the Contemporary Arts (3 credits) – **HSO**

Music Ensembles (3 credits)

MUS 133 Appreciation of Music (3 credits)

TH 110 Introduction to the Theatre, (3 credits)

LANGUAGE (6 HOURS)

BA degrees require 6 hours of language at the 100 or 200 level as determined by the degree department. BS, BM, or BSN degrees may also require language.

Subjects include: *(Please see student's major for specific requirements.)*

- American Sign Language (ASL)
- French (FREN)
- German (GER)
- Latin (LAT)
- Spanish (SPAN)

The liberal arts core requirement in language can be met in the following ways:

1. Complete a 6 hour sequence in any language at the 100 or 200 level as determined by degree department. Students with a prior study of a language are required to take our placement test. A recommendation of entry level will be made taking into account performance on the test and the number of years of study of the language. If the student follows a recommendation of placement in a 300-level or higher course he may upon completion of the course with a "C" or better, petition the department for up to 9 hours of credit for the exempted courses.
2. International Students whose native language is not English can satisfy their requirement in the following ways:
 - a) score at least 600 on the TOEFL (paper-based test) or 250 (computer-based test).
 - b) complete one 3-hour course in English language or American literature after completion of ENG-101-201.
 - c) complete six hours of literature in native language if applicable.
 - d) comply with the requirement for American students by satisfying either part 1 (201-202 sequence) or part 4 (CLEP) in a language other than English or the student's native language.

Advanced courses (300 level and above) are offered frequently and consistently.

* Students who have studied a foreign language in high school must take a placement test in order to continue studying that language at Carson-Newman University. Spanish 101 is reserved **ONLY** for students who have never studied Spanish before. If a student who had Spanish in high school registers for Spanish 101, they will be removed from the course. Students who studied Spanish in high school who do not score high enough on the placement test to test into higher levels should begin their language study with Spanish 123 and will complete their six (6) hour requirement with Spanish 201. In French and German, 101 is considered remedial for students who have studied French or German in high school. Therefore, 101 credit cannot be purchased, nor will it be counted toward the 6 hours of foreign language requirement. Those students will need to take French/German 102 and 201 to fulfill their requirement.

NOTE 1: There are some degrees that require 6 hours at the 200 level for the language requirement. Students in those departments will be required to take 201 and 202 to fulfill their requirement.

NOTE 2: If a student tests into the 200 or 300 level, they may be eligible to receive credit by examination for one course that they test out of. Please consult with the Director of World Languages program (Dr. Mary Baldridge) for more information

SENIOR CAPSTONE COURSE OR SEMINAR

Minimum of 1 hour credit (preferably taken in the last year of residency)



MILITARY AND VETERANS' EDUCATION ASSISTANCE

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:

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

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.

Military 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. Colmery Veterans Educational Assistance Act [Chapter 33]
- Survivors' & Dependents' Educational Assistance (DEA) Program [Chapter 35]
- Veterans Work-Study Allowance Program
- Tennessee Support, Training and Renewing Opportunity for National Guardsman (STRONG) Act of 2017
- Federal Tuition Assistance

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

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

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

Military Benefits 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

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.

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 for VA

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).*

VETERANS TUITION AND FEE DEFERMENT

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

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

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

OFF-SITE LOCATIONS

Site Name	Physical Address
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 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.

Some courses are offered in modules within the semester, comprising 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 CREDIT THROUGH THE MILITARY

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

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

ACADEMIC DISHONESTY

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

Academic dishonesty may result in sanctions including, but not limited to, an immediate F and loss of credit for the course.

Additionally, the effect of these sanctions on the student's GPA may impact financial awards. Gross dishonesty or a recurrence of academic dishonesty may result in expulsion from the University.

Any student who receives an F in a course due to academic dishonesty will not be allowed to drop the course even if the F is assigned prior to the last date to drop a course with a W. The student may appeal a finding of academic dishonesty and the resulting sanction first to the Department Chair then the Dean; further recourse is to the Provost. For updates and questions related to this area, please contact the Office of the Provost.

ACADEMIC PROGRAM

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

An Academic Program is a coherent set of prescribed courses required to earn an appropriate degree. Undergraduate academic programs (those leading to an associate or bachelor's degree) consist of an integrated set of courses taken from the Liberal Arts Core and courses taken in the major area of study. Bachelor's degree programs are designed to provide the student with a breadth of knowledge gained from study in the liberal arts core to a depth of knowledge gained from the comprehensive study in the academic discipline/major. Many bachelor's degree programs include elective coursework to earn the total number of hours required for the degree.

DEGREE

Carson-Newman University awards associate and bachelor's degrees at the undergraduate level. A degree is awarded based on successful completion of a course of study which has been approved by the faculty.

A bachelor's degree requires completion of a minimum of 120 hours including liberal arts course requirements, courses required for the major and, in some cases, elective hours. An associate degree requires completion of at least 60 hours of a prescribed set of courses including liberal arts courses and electives. Some associate degrees require discipline specific courses.

Carson-Newman University awards the Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Nursing, Associate of Arts, and Associate of Science degrees on the undergraduate level.

MAJOR

A major is a prescribed set of courses in a specific area of study and requires completion of a minimum of 30 credit hours. Coursework in a major begins with introductory level courses and progresses to an advanced level of study in the discipline. Some majors require coursework in related subjects, which are required to support study in the discipline.

DOUBLE-MAJOR

More than one major may be completed within a 120-hour degree. A student who completes a BA and BS major must satisfy liberal arts requirements for both majors. Completion of two majors under one degree does not constitute two degrees. Please see *Second Degree Requirements (When Earning Both Degrees Simultaneously)*

EMPHASIS

Some majors offer an emphasis within the area of study in the major. An emphasis is a prescribed plan of courses which focus on concentrated study within a major. The emphasis is designated on the transcript as a specialization.

MINOR

A minor is an optional secondary field of study. All minors require a minimum of 18 hours. Some minors consist of courses from a single discipline, others may include courses from several disciplines. Courses in the minor may not count toward a major or another minor unless such courses are designated as required for both. Courses so designated and counted in more than one area are limited to two. Courses selected from a list of courses are not considered required.

Courses in the minor may only count toward a major, another minor, or the core if such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Students may double count courses toward an interdisciplinary minor that are required for a major, as long as a minimum of three disciplines are represented in the interdisciplinary minor.

ACADEMIC STANDING

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

ACADEMIC PROBATION

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

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

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

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

A student who earns a 2.0 GPA for the term on probation but who does not raise his or her cumulative GPA to meet satisfactory academic progress as outlined on the above table, will be allowed to remain enrolled on continued academic probation. Any student placed on academic probation is required to take ID-121 and pass the course with a minimum grade of C.

Failure to complete ID-121 will result in academic suspension. While on probationary status, the student must achieve a semester GPA of 2.0 or higher or a cumulative GPA equal to or greater than that required for minimum standards for satisfactory academic progress to avoid suspension.

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

ACADEMIC SUSPENSION

A student is placed on Academic Suspension when the student failed to meet requirements for continued probation, or failure to pass ID-121 with a minimum grade of C.

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

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

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

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

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

ACADEMIC DISMISSAL

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

- o the student receives a third academicsuspension,
- or
- o the student failed to meet specific academic requirements as indicated in his/her letter of acceptance.
- o Students who have been dismissed may submit an appeal in writing to the Provost who will render a final decision.

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

Credits earned by an advanced placement examination may be used to meet liberal arts core requirements for degrees offered at Carson-Newman University. A student with course credit posted on an official college transcript awarded by an institution earned by recommended advanced placement (AP) or CLEP scores will be awarded credit at Carson-Newman. To qualify for this provision the student must have a minimum 2.5 cumulative college grade point average and at least 30 hours of college credit not earned from credit by exam (AP, CLEP, DANTES, etc). Students who do not meet these criteria will have their AP or

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

AP Examination	Required Score	C-N Equivalency	S.H.
U.S. Government & Politics	3, 4 or 5	PSC 102	3
Biology	4 or 5	BIOL 101	3
Calculus AB	4 or 5	MATH 151	3
Calculus BC	4 or 5	MATH 151 & 152	6
Chemistry <i>*Must serve as lab assistant for 103L & 104L</i>	4 or 5	CHEM 103 & 104	6
Comparative Government & Politics	3	PSC GER	3
Computer Science A	3	CSC 107	3
Computer Science AB	3	CSC 107	3
Computer Science Principles	3	CSC 210	3
Macroeconomics	4 or 5	ECON 220	3
Microeconomics	4 or 5	ECON 210	3
English Language/Comp	4 or 5	ENG 101	3
Environmental Science	4 or 5	BIOL 102	3
European History	4 or 5	HIST 334	3
Human Geography	4 or 5	GEOG ELEC	3
Music Theory	4	MUS 111	3
Music Theory	5	MUS 111 & 112	6
Physics 1: Algebra based	4 or 5	PHYS 103	4
Physics 2: Algebra Based	4 or 5	PHYS 104	4
Physics C: Electricity and Magnetism	4 or 5	PHYS 202	4
Physics C: Mechanics	4 or 5	PHYS 201	4

Psychology <i>*consult with Program Chair</i>	4 or 5	PSY 101 or 102	3
Spanish	3	SPAN 123	3
Spanish	4	SPAN 123 & 201	6
Spanish	5	SPAN 201 & 202	6
Statistics	4 or 5	MATH 201	3
U.S. History	4	HIST 201	3
U.S. History	5	HIST 201 & 202	6
World History:Modern	4	HIST 133	3
World History:Modern	5	HIST 133 & 134	6

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

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 academic related activity which is defined below.

Academic 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. An introduction post does not count as attendance unless it contains an academic component.
- Initiating contact with a faculty member to confirm their active enrollment in the course (including being granted an excused absence).

Verification of attendance is monitored during the add/drop period. Faculty are required to enter attendance for all classes and zero credit courses that include a fee, during this time period. At the end of the add/drop period, faculty submit a census roster finalizing enrollment in courses. At this time, no-shows are reported to the Registrar's Office. Any student reported as a no-show on the census roster will be administratively dropped from the class for non-attendance. Tuition and financial aid will be adjusted based on enrollment status (*See the Financial Aid Section under Student Status*). Example: Going from full-time to part-time would affect tuition charges and financial aid. Instructors are expected to list their class attendance policy on their course syllabus. Students are directly responsible to each instructor for attendance in each regularly scheduled class.

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 the consequences for class absences and publish them in the course syllabus. Students can earn credit for missed work if the absence was caused by a documented illness, the death of immediate family member, or participation in a university sponsored activity. Otherwise, the instructor has no obligation to allow students to earn credit for missed work.

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

BREAK IN ENROLLMENT

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

Instead, we offer a 'Break in Enrollment' option. A break in enrollment is a one-semester break from the university and attendance. This allows the student to have their necessary break from school while maintaining their university acceptance status and preserving their financial aid eligibility. A break in enrollment must be requested from the Registrar's Office by submitting the online 'Break in Enrollment Request form' before attending the semester being asked off. If the student attends any part of the semester being requested, the student accrues charges and must be processed as a withdrawal. If the University Registrar approves an enrollment break, your institutional aid would still be intact upon your return, pending the current FAFSA information and need limits. If you have the TELS HOPE Scholarship that requires continuous enrollment, you would especially need to talk to the Financial Aid office to get information on an appeal that would have to be sent to the state in order to maintain the HOPE scholarship.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

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

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

Introductory Sociology	50	SOC 101	3
Pre-Calculus	50	MATH 125	3
Principles of Marketing	50	MKT 300	3
Principles of Microeconomics	50	ECON 210	3
Principles of Macroeconomics	50	ECON 220	3
Western Civilization I Ancient Near East to 1648	50	HIST 133	3
Western Civilization II 1648 to Present	50	HIST 134	3

CLEP Subject Examination	Required Score	C-N Equivalency	C-N S.H.
American Government	50	PSC 101	3
Biology	50	BIOL 101	3
Calculus	50	MATH 151	3
College Algebra	50	MATH 120	3
College Composition Modular - (Essay to be graded by English Department and combined scores will determine if credit is granted)	50	ENG 101	3
Financial Accounting	50	ACCT 201	3
History of the United States I: Early Colonization to 1877	50	HIST 201	3
History of the United States II: 1865 to the Present	50	HIST 202	3
Human Growth and Development	50	PSY 206	3
Introduction to Educational Psychology	50	EDUC ELEC	3
Introductory Business Law	50	BAD 301	3
Introductory Psychology	50	PSY 101	3



COMMUNITY LIFE AND WORSHIP PROGRAM (CLW)

The Community Life and Worship Program provides student-focused events which integrate faith, gospel centered ministry, global missions, education, and community for students, faculty, and staff. These events will consist of chapel on Tuesday mornings and occasional Thursday mornings (Community Worship) and other specified co-curricular programming (Community Life) open to the entire campus community.

All full-time undergraduate students are required to attend ten (10) Community Life and Worship (CLW) events per semester, at least five (5) in Chapel services (Tuesday mornings at 9:30 am or select Thursday mornings at 9:30 am) and five (5) in Community Life event for a total of 10 events. Chapel credits can only be earned by attending a Tuesday or Thursday Morning Chapel service at 9:30 am. Participation in the CLW program is required for graduation from Carson-Newman.

A student may bank CLW credits by attending more than 10 events in a semester. However, Chapel credits cannot be banked each semester. Once a student attends the 5 required chapel services per semester each additional event will only count as a CLW credit. CLW event credits will not count as Chapel credit, even banked CLW event credits. Chapel credits after 5 will only be counted as CLW credits. Students must attend at least 5 chapel services each semester, excluding their final semester before graduation or upon completion of their total CLW requirement for graduation.

CLW events can be viewed on the university calendar labeled CLW or on the campus ministries page or in the Canvas course CLW 101. A monthly calendar is also available online at the university site (click on Events, CLW, and individual listings of CLW events for more details). Students should check regularly for updates to the schedule, which is subject to change periodically.

If the student has attended 10 CLWs for each semester of full-time enrollment, CLW attendance will not be required during the student's final semester of graduation as indicated on an approved degree plan. For example, students completing a four-year degree will be required to earn 10 CLW credits each semester for 7 of their 8 semesters. Students will need to complete their required number of CLW credits of no more than 10 CLW credits prior to graduation. We are a Christian University and CLW credits are part of the graduation requirements.

CLW Warning Probation and Suspension Policy

If a student fails to attend 10 CLWs each semester or does not meet the required number of events 5 Chapel credits, the student is placed on a CLW warning at the end of the semester of their deficiency. A notice of deficiency will be sent to the student from the office of Campus Ministries. In order to be removed from CLW warning, a student must make up the shortage of CLWs or chapel credits plus the current semester's requirement.

If during the next semester of enrollment, the student fails to attend 10 CLWs plus the shortage of CLWs from the first semester, the student is placed on CLW probation for one semester.

At the beginning of the probation semester, the student will need to meet with a representative of Campus Ministries and their academic advisor to establish a contractual agreement that outlines how the probation will be removed by attending the correct number of CLW events. If the probationary student fails to meet their probationary requirement by the end of their probation semester, the student may be suspended from the university.

Suspension and Appeal

A student is placed on CLW Suspension when:

- o The student failed to meet requirements for continued probation, or
- o The student has 3 or more failed CLW semesters.
- o The first time a student is placed on CLW Suspension, that student will be suspended from the University for one semester.
- o The second time a student is placed on CLW Suspension, that student will be suspended from the University for two semesters. The notation of the suspension will be made on the student's academic transcript.
- o A student who is suspended a third time is subject to dismissal from the University (see below).

A student who has failed to attain the required number of CLW credits and the minimum number of Chapels (as indicated above) after the probationary period will be suspended. The notation of the suspension will be made on the student's academic transcript.

Readmission to the University after CLW

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

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

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

CLW Course and Attendance

Students will have a CLW class added to their schedule without a day/time. The class will only appear on the student's schedule and degree evaluation. The course will reflect a pass/fail grade at the end of the semester if the student meets the CLW requirements. The course does not go on their official transcript, and it does not affect their GPA. Attendance at CLW events will be monitored through the Campus Ministries Office. To receive CLW credit for an event a student is required to bring her/his valid C-N ID card to each event attended.

IDs will be scanned at the conclusion of the event. A student must remain for the duration of the event, which will vary according to the event. The student is responsible for checking his/her attendance in Canvas and reporting in person or via email with C-N ID any discrepancy to the Campus Ministries Office within seven (7) days of the event. After seven days, credit will not be earned.

Transfer Students and Special Circumstances

A transfer student is required to attend CLWs as listed previously every semester while enrolled as a full-time student, except during the student's semester of graduation. The following students do not have to complete the CLW requirements:

1. A student who has completed 120 credit hours.
2. A student who has previously received a bachelor's or graduate degree.
3. A student who is twenty-five years of age by the last day of the semester.
4. A student who is married.
5. A student who is a parent.

In order to receive that exemption for one of these reasons, a student should contact the office of Campus Ministries to complete the necessary paperwork. Online only students and graduate students are not required to attend CLW credits but are encouraged to watch Chapel services online.

CLW Virtual Completion Program

Students who have commitments that interfere with chapel attendance like work schedules, academic internships or commuter students who are unable to attend Tuesday morning chapel can apply for the CLW Virtual Completion Program. CLW virtual completion program will excuse the attendance of in-person CLW Credits, but students will be required to watch 10 chapel services online and complete a 250-word summary of each one. Summaries are due by the last day of classes each semester. To apply for the CLW virtual completion program please email campusministries@cn.edu for more information. Students who are still under warning, probation or suspension will not be eligible for the CLW Virtual Completion Program.

Documents for the CLW Virtual Completion Program must be completed by the add/drop date each semester. Approval or denial of the waiver form will be sent to the student within 5 business days after receiving the waiver form.

Extreme Circumstances

Exceptions in extreme or unforeseen circumstances will only be made on a case-by-case basis. You can visit the Viel Center for Missions and Ministry or email campusministries@cn.edu to set up a meeting. This meeting will allow the student to discuss the situation with someone in the Campus Ministries office. After that meeting a follow-up will be scheduled to either approve or deny alterations to the required number of credits to be earned and discuss options for completing the required number of CLWs.

COMMUNITY LIFE AND WORSHIP PROGRAM (CLW) POLICIES AND INSTRUCTIONS

CLW Event Policy Values

- o CLW events must be open to all students.
- o CLW events must be in alignment with the mission and vision of the university.
- o CLW events must complete the online event form to be considered for a CLW event at least 2 weeks prior to the event and before the fall/spring semester deadline.
- o CLW events must meet on campus and reserve appropriate space and facilities for their own event. Campus ministries will not be responsible or expected to reserve space or facilities.
- o CLW events must encourage and promote biblical community. Biblical passages such as: Acts 2:1-46; 1 Cor. 12:12-27; Galatians 3:27-29; Ephesians 2:19-22 give a biblical framework for diverse biblical community and fellowship.
- o CLW events must be sponsored by a department, club, or student led organization. Organizations, clubs, groups, and departments may request up to two events per semester within the maximum number of offered events approved by the Campus Ministries Department.
- o CLW events must have faculty advisor or staff advisor contact.
- o CLW events will be approved or declined by the campus ministries office. All forms and paperwork must be completed to be considered. The office of Campus Ministries will prayerfully, fairly, and meticulously consider each proposal in its decision-making process. Approval or denial will be communicated within five full business days of proposal or by the end of the week, unless otherwise noted.
- o Some CLW events may not have a clear spiritual formation element, but it will have academic elements.
- o As a Christian University CLW events should either acknowledge academic rigor of the university or promote spiritual formation among students, faculty, and staff.

CLW Conduct and Dress

All events - Please arrive on time and know that tardiness can result in a student not being admitted to an event. Common courtesy and respect for others should be observed. Sleeping and studying are not acceptable. Use of cell phones, laptops, ear buds, and other electronic devices is prohibited. Drinking and eating during events are also prohibited unless permitted by the sponsoring department, organization, or group.

Appropriate dress is determined by the nature of an event and should be taken into consideration. If there is a question regarding attire, the student should contact the sponsoring organization in advance. Failure to comply to these instructions may result in denial of CLW credit for the event.

During formal recitals/concerts

The audience generally applauds after a set or a group of pieces (not after each selection). The best suggestion is to wait until the experienced concert goers begin their applause and then join with them.

Community Worship (Tuesday mornings and Occasional Thursday morning chapels)

Doors will be locked at 9:45 a.m. for Tuesday and Thursday morning chapel services to avoid disruption of worship. Inappropriate conduct and/or dress may result in denial of CLW credit for the service. Students should be engaged in worship and preaching during the chapel service, any Campus Ministries staff reserves the right to deny CLW credit for a Chapel Service based on conduct or disruptions during the service by specific students after verbal warning and repeat offenses.



COURSES

INDEPENDENT STUDY COURSES

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

The student will be registered for the independent study by the Office of the Registrar upon submission of the Request for Approval to Registrar for an Independent Study Course Form which indicates signatory approvals from the instructor, department chair, and dean. The form is available on the C-N Registrar website at

<http://www.cn.edu/administration/registrar-office/student-forms/independent-study>. Faculty members may direct an independent study course only in their discipline or department and are limited to the direction of two independent study courses per semester.

INTERNSHIPS

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

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

WASHINGTON SEMESTER (Internship Courses)

The Washington Semester is an internship program, primarily for political science and prelaw majors, that grants credit for work in the nation's Capital. Students learn the workings of federal government firsthand, under the supervision of a United States congressman out of whose office they work. Contact the Department of History, Political Science, and Sociology for details.

MAY-TERM COURSES

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

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

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 multimedia learning resources, completing homework, taking quizzes, writing papers, conducting research, preparing for independent or group projects, participating in and posting material for group discussions, and preparing presentations.

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

<https://cat.wfu.edu/resources/tools/estimator2/> will be utilized as a tool in determining the amount of total learning time for the course.

Online course instructors will employ practices found in the "Carson-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 credits) -- Open to freshmen, sophomores, juniors and seniors.
- **470-479:** Class or Seminar, (1-3 credits) -- Open only to juniors and seniors.

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 and 668.8) one credit is awarded for a workload which reasonably approximates 45 hours per term. Non-lecture courses, i.e., labs, studios, performance-based or clinical-based courses, also require a minimum workload of 45 hours per term to receive one semester hour of credit. The University bases credit for internships on one semester hour of credit for 50 hours of work. Courses offered by alternative methods of delivery or in accelerated calendars require an equivalent amount of student engagement and workload to earn one credit hour.

DETERMINING THE LEVEL OF CREDIT

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

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

- o **0XX courses** are Academic Skill Enhancement (ASE) courses that are remedial in content. ASE courses are designed to provide students with the skills necessary to be academically prepared for college-level courses. ASE credit hours may not be used toward the 120 semester hours required for baccalaureate graduation but may be used in determining enrollment status for the term. ASE courses are taught in mathematics, reading, and writing.
- o **100-Level courses** typically introduce basic concepts, principles, and foundational knowledge in a subject matter or discipline. These courses typically do not require prerequisite courses but are designed to develop the ability to comprehend relevant material to further study in courses with advanced subject matter content. Course content and material at the 100-level expose

students to a breadth of knowledge in the subject matter. These courses are designed to be taken during the freshman year.

- o **200 level courses** are designed to expand introductory knowledge and skills and provide development for additional cognizance and practical application of the subject matter. These courses offer an intermediate level of difficulty and may require a prerequisite course taught at the 100-level. These courses are designed to be taken as sophomores.
- o **300 Level courses** require a more complex thought process and present an advanced level of difficulty. These courses expose students to in-depth treatment of knowledge in a subject matter. Students will further develop problem-solving and theoretical application skills. These courses are generally taken by students who want to focus their studies on a particular area of study, such as a major, minor, or concentration. Most 300 level courses require pre-requisite knowledge or completion of pre-requisite courses before enrollment. These courses are designed to be taken by juniors or seniors.
- o **400 level courses** - in addition to the features/distinctive of 300 level courses, a 400-level course requires the student to demonstrate higher-level knowledge and cognitive abilities in a discipline. Students apply analytical and evaluative skills of theories and methods in a subject matter at this level. Undergraduate senior capstone courses are designated as 400 level courses. The senior capstone course offers the opportunity to develop essential and refine specialized professional skills necessary for employment and/or graduate school.

DETERMINING THE AMOUNT OF CREDIT

To determine the amount of credit awarded for on campus classes, Carson-Newman adopts the federal regulation requiring a workload of 45 hours per term for one credit hour. To receive one semester credit hour, 15 hours of in-class instruction and approximately two hours of out-of-class preparation or student engagement are required, employing the Carnegie unit's standard. On campus, in-class instruction may include lectures, multi-media presentations, discussions, experiential learning activities, labs or studio experiences, or directed research. Out-of-class activities may include reading books, articles, and other materials for the course, completing homework assignments or solving problems, preparing for classroom presentations, writing research findings, completing assigned projects, and preparation for exams.

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

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

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

Credit hours	Course format by weeks	Total hours per week	Total hours per term
1	3	15	45
1	4	12	45
1	7	7	45
1	15	3	45
2	3	30	90
2	4	24	90
2	7	14	90
2	15	6	90
3	3	45	135
3	4	36	135
3	7	21	135
3	15	9	135

DEAN'S AND PRESIDENT'S LIST

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

- Dean's List = term GPA of 3.50 or better
- President's List = maintain both a term and cumulative GPA of 4.0 each semester

FINAL GRADES THAT DO NOT INFLUENCE GRADE POINT AVERAGE (GPA)

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

DEPARTMENTAL EXAMINATIONS

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

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.)

As an example, the GPA would be figured as follows for a student receiving: *Grade points (18) divided by graded hours attempted by (9) = 2.00 GPA*

Grade points based on a 4.00 scale

Course	Grade	Grade Pts	S.H.
ENG 101	A	12	3
BIOL 101	C	6	3
BTS 101	F	0	3
PSY 202	S	0	3

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).

CHANGE OF GRADE

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.

GRADE APPEAL

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

INCOMPLETE GRADES

Grades of "Incomplete" or "I" are given at the end of a course only when there is evidence that a significant event or issue interfered with a student's successful completion of the course. Faculty assigning a grade of "I" must give an end date within six weeks of the course's final meeting through continuing work with the instructor. A student may request an Incomplete grade if, a minimum, 60% of the coursework has been completed in the course. Exceptions will be made if extraordinary circumstances occur if a student cannot finish a course.

In this case, an incomplete grade can be assigned with a six-week extension to complete the course through continuing work with the instructor. The "I" will carry no grade points and **will count as failure (F)** in the computation of the grade point average until removed. A grade of F will be assigned if the Incomplete is not removed by the deadline determined by the instructor or by the end of the six weeks.

IN PROGRESS (IP) GRADE

An "IP" is assigned for students seeking licensure who have not passed their licensure exam (s). An In Progress (IP) will carry no grade points, remain on the final transcript, and not be included in GPA computation. 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

An "NPE" grade is assigned to student who has not passed their particular licensure exam(s) but has 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 courses pass/no pass in a 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.

GRADUATION

ADDITIONAL OR SECOND BACHELOR'S DEGREE

A student may earn a second or additional bachelor's degree by completing the requirements for both degrees. Students must complete liberal arts courses required for both degrees and must complete major and common degree requirements for both degrees.

APPLICATION FOR GRADUATION

Students must complete a graduation application to graduate; applications for students open two semesters before their graduating term. Applications for graduation are closed once faculty have voted on the list of graduates for the term. Students should complete the application by the deadlines below. Failure to complete the application by the deadline may delay your graduation to the following semester.

December graduation – October 1
May graduation – February 1
August graduation – February 1

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

COMMENCEMENT CEREMONY

Commencement ceremonies are held in May and December. To be able to participate in commencement, 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.

If a student fails a class required for graduation during the graduation term, the student is allowed to participate in commencement, if 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.

Undergraduate students graduating in December may participate in the May ceremony following their December graduation date. Undergraduate students who are graduation candidates for the summer terms may participate in the May commencement ceremony as long as an approved application for graduation is on file with the University Registrar showing that a student has no more than nine (9) hours remaining and who will complete all degree requirements at the end of the summer semester.

All other summer graduates will participate in the December commencement.

HONORS PROGRAM DISTINCTION

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

LATIN HONORS LISTED ON DIPLOMA AND TRANSCRIPTS

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

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

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

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

POST-BACCALAUREATE SECOND DEGREE REQUIREMENTS

Post-baccalaureate students who previously earned a bachelor's degree from Carson-Newman University or another regionally accredited college or university may pursue a second degree from Carson-Newman. The following requirements must be met in order for a student to receive second baccalaureate degree after completion of the first one:

- The student must complete a minimum of 150 hours.
- The student must earn at least 30 hours toward the degree from Carson-Newman University.
- The 30 credit hours taken at Carson-Newman beyond the first degree shall include at least 12 hours in the major toward the second bachelor's degree and a minimum of 15 upper-level hours.
- The student must earn a minimum grade point average of 2.0 in courses required for the major taken at Carson-Newman, a minimum institutional grade point average of 2.0, and a minimum cumulative grade point average of 2.0.
- Courses required for the major for one degree cannot be counted toward the major for the second degree.
- Students must meet all Liberal Arts core requirements for the second degree from the catalog prevailing.
- The time limit on Transfer Credits Policy will be applied to students seeking a post-Baccalaureate second degree.

OUTSTANDING GRADUATES

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



REQUIREMENTS FOR BACCALAUREATE DEGREES

Graduation requirements may be met under any Carson-Newman catalog published **during student's enrollment** at any post-secondary institution provided the catalog selected was published no more than 5 years prior to completion of requirements. The University reserves the right to change the requirements and/or the programs of study.

1. **Application for Graduation**--An application for graduation must be submitted to the University Registrar.
2. **Liberal Arts Core**--The Liberal Arts Core is a major component of all baccalaureate degree programs. Liberal Arts Core course requirements are prescribed for each major and degree as a foundational encounter and introduction to a broad base of knowledge, Christian values and skills essential for a well-educated person.
3. **Semester hours**--Minimum 120-degree credit hours. Some degrees require additional hours. Hours earned through Academic Skills Enhancement, or the English Language Institute do **not** apply toward graduation.
4. **Grade point average (Cumulative GPA)**--Minimum C average (2.00 GPA) on all college work attempted. Minimum C average (2.00 GPA) on all work attempted at Carson-Newman University.
5. **Grade point average in major or minor**--Overall C average minimum (2.00 GPA) in the major and minor. Some departments may require a higher GPA than the institutional minimum.
6. **Junior/Senior credits**--Minimum **36 semester hours** of courses numbered 300 or higher and taken at a 4-year college. A transfer course numbered 100- or 200-level at the college where it was taken may be equated to a specific upper-division Carson-Newman course; such courses do not count toward this requirement, unless approved by the department chair.
7. **Senior (four year) college credits**--Minimum 60 semester hours (applicable to transfer students from two-year institutions).
8. **Community Life and Worship**--Minimum attendance of 10 CLWs for each semester of enrollment, except for the last semester, for traditional students at Carson-Newman University (see CLW attendance policy).
9. **Residency requirements**--Minimum 30 semester hours or 25 percent of the semester hours required for graduation, whichever is higher for baccalaureate degrees at Carson-Newman University. **Senior year in residence is required (30 hours) excluding students in binary programs.** Waiver of last hours in residence may be approved not to exceed 12 hours upon establishment of valid reasons provided a minimum 30 hours are completed at Carson-Newman University.

10. **Majors**--Major course requirements are prescribed by each major. More than one major may be completed within a 120 hour degree. Completion of two majors under one degree does not constitute two degrees. A student who completes a BA major and a BS major must satisfy liberal arts requirements for *both* majors. Students who will earn a minimum of 150 hours and complete a BA major and a BS major may apply for two degrees. See information on requirements for two degrees. **NOTE: A maximum of 48 hours toward the major discipline (excluding art and music) is allowed for a BA degree.**
11. **Carson-Newman University credits in a major**--Minimum 12 hours must be completed in a major at Carson-Newman University.
12. **Carson-Newman University credits in minor**--Minimum 6 hours must be completed in the minor at Carson-Newman University.
13. **Approval of graduates**-- must be approved by the faculty and Board of Trustees.

REQUIREMENTS FOR COMPLETING TWO DEGREES

Complete requirements for two of the following degrees (BA, BM, BS, or BSN) and a minimum 30 semester hours beyond 120. The additional 30 hours must be taken in residence at Carson-Newman University. Courses counted toward a major for one degree cannot be counted toward a major for a second degree.

RESPONSIBILITY IN MEETING DEGREE REQUIREMENTS

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

SECOND DEGREE REQUIREMENTS (WHEN EARNING BOTH DEGREES SIMULTANEOUSLY)

A student may earn two distinct or different bachelor's degrees simultaneously provided the student satisfies all liberal arts core requirements required for each major, major courses for each degree, and common requirements for all baccalaureate degrees. The student must earn a minimum of 150 hours to be awarded two degrees.

TIME LIMIT FOR COMPLETION OF DEGREE REQUIREMENTS

Academic catalogs are generally in effect for six (6) years. This time frame is congruent with the amount of time (150%) allowed by the Department of Education for a student to get a bachelor's degree and for Title IV financial aid purposes. Bachelor's Degree students are permitted 12 semesters of full-time enrollment. For Title IV aid purposes, all time and all hours earned at prior institutions count toward the 150% of the total program. Standard practice for candidates who do not complete the work for their degrees within 12 full-time semesters of continuous enrollment from the time of matriculation will be as follows:

- Complete the readmission application
- Consult with the Department Chair for the major discipline and develop a plan of study for approval

Criteria for Plan of Study Approval

General education requirements for students who have reached the time limit usually default to those in the current academic catalog when the plan of study is made. Therefore, the plan of study must meet the degree requirements under the current catalog for the intended major for which readmission is approved. Substitutions and waivers will be limited and reviewed on a case-by-case basis. The Department Chair must communicate this recommended degree plan to the Registrar for approval. Once the degree plan is approved, it will become the standard for the student's degree plan.

REGISTRATION AND CHANGE OF COURSE (DROP/ADD)

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

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

Financial aid is based on a student's enrollment status. Financial Aid eligibility may be adjusted if the student's enrollment status changes. A grade of "W" will be assigned when the student drops a course between the end of the drop/add period and the last day to drop with a "W".

The "W" will not be reflected in the student's GPA, but the class and grade will show on the student's permanent record (transcript).

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

REPEATING A COURSE

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

The following provisions apply:

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

STUDENT RECORDS

The official transcript for each student is maintained by the Office of the Registrar and is stored in an electronic format. Other academic information, non-permanent but relating to the student's enrollment and academic progress, is also stored electronically according to records retentions guidelines of the University. Official transcripts as authorized by the student or former student may be requested for third party release. Carson-Newman University provides for the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act, as amended. This act provides for the right of access by a student to his/her file and records with certain limited exceptions and prohibits the disclosure of information without the student's written approval, with certain limited exceptions, other than for disclosure of directory information.

Directory information includes student name, address, telephone numbers, e-mail addresses, photographs, dates of attendance, enrollment status (full-time or part-time), major and anticipated date of graduation, degree, honors and awards, the most recent previous educational institution attended, and participation in school activities and sports.

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - a) A student should submit to the university registrar, chair of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - a) A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.
 - b) If the University decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to a hearing if the request to correct an alleged inaccuracy is denied.
4. 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.
5. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a) The University may disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a third party engaged in research conducted on behalf of the University provided such information is not disclosed to any other authorized party; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
 - b) A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
 - c) Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.
6. 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.

- o **Academic records and transcripts:** University Registrar
- o **Student Judicial Records:** Vice President for Student Services and Dean of Students
- o **Student Co-curricular and Extracurricular Involvement:** Vice President for Student Services and Dean of Students
- o **Placement Files (compiled by the student):** Student Success

Note: Carson-Newman University defines a student as enrolled the first day the student begins attendance at the University. For additional information regarding Family Educational Rights and

Privacy Act policies, please contact the University Registrar at 865-471- 3240 or registrar@cn.edu.

STUDENT CONSENT TO DISCLOSE INFORMATION

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

Disclosure which may not legally be made except upon the consent of the student shall not be made by any University employee (except for access with certain limited exceptions as allowed by law) until the student's consent is on file in the Office of the Registrar. Disclosure shall be made only of the specific matters to which the student has consented and to the person designated by the student.

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

When disclosure is made, the disclosing employee shall first ascertain that the person to whom disclosure is made is indeed the person the student has designated. In each instance, no disclosure shall be made except to a person who can recite the student-designated access code. When disclosure is made to the person in person, the employee should first secure from the person adequate identification. When disclosure is made by mail, the envelope will be marked "Confidential: To Be Opened by the Addressee." The University is not legally obliged to disclose in each instance to which the student consents. If circumstances exist which cause a university employee to believe it may not be in the student's best interests for a disclosure consented to by the student to be made, the employee should report the situation to the University Registrar.

TAKING COURSES AT ANOTHER INSTITUTION

Students who are currently enrolled at Carson-Newman University, and wish to take course work at another institution, must obtain the approval of his or her advisor and the University Registrar for the corresponding Carson-Newman course by completing the "Authorization to Take Courses at Another Institution" form.

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

TENNESSEE REVERSE TRANSFER

Tennessee Reverse Transfer is a process that allows a student who completed a minimum of 15 hours at a participating Tennessee Board of Regents (TBR) community college and enrolled at Carson-Newman University before completing an associate degree to transfer their credits earned at Carson-Newman back to their community college. A reverse transfer potentially allows these students to be awarded an associate degree by their community college while also meeting bachelor's degree requirements at Carson-Newman. For more information, see <http://www.cn.edu/admissions/undergraduate-admissions/tennessee-reverse-transfer>.

TENNESSEE TRANSFER PATHWAY

Carson-Newman University has established articulation agreements and transfer pathways for students who complete an associate degree from a Tennessee community college prior to beginning their enrollment at Carson-Newman University. Students who transfer to Carson-Newman University having earned an Associate of Arts or an Associate of Science degree from an accredited post-secondary institution may have satisfied the Carson-Newman liberal arts core except for LA 102, BTS 101, and BTS 102. Students will also be required to meet the specific Liberal Arts Core Requirements specified by their chosen major to complete their course of study at Carson-Newman. Students who follow the prescribed transfer pathway will streamline their educational journey and satisfy many components of their pursuit of a bachelor's degree without taking additional unnecessary coursework and often transfer credit into their academic major at Carson-Newman. Following an articulation agreement or transfer pathway prior to admission will allow a student to graduate with a bachelor's degree from Carson-Newman University upon completion of any remaining required major, liberal arts, or elective hours from Carson-Newman.

TRANSFER ARTICULATION AGREEMENTS

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

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

TRANSFER CREDIT EARNED THROUGH THE ARMED FORCES

Veterans of the Armed Forces and members of the military reserve may receive up to 40 hours of credit for military training. Credit is evaluated based on applicability to the declared major or degree of pursuit. If the declared major or degree changes after the veteran enrolls, the University reserves the right to re-evaluate military transfer credit and add or remove credit as it applies to the declared major of pursuit. Carson-Newman follows the American Council of Education recommendation for course credit earned through the Armed Forces. Carson-Newman will award credit that is similar in likeness to a course offered through Carson-Newman based on this recommendation. Credit earned through the military will be reviewed by the Carson-Newman University Registrar. C-N will award a minimum of 4 hours of military credit (MILS) for basic training based on either the DD-214 or the Joint Services Transcript. An official Joint Services Military Transcript or other equivalent military transcript must be submitted to the University Registrar for consideration of additional credit.

TRANSFER CREDIT POLICY

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

COURSE CREDIT EVALUATION

1. The transfer credit evaluation process includes accepting college level work in a discipline offered by Carson-Newman. Credit will be accepted as:
 - a. A course similar in likeness to a C-N course. The course will be granted a Carson-Newman course number, or
 - b. A course that meets a Liberal Arts Core requirement will be granted credit as GER or LA, for example BIOL-GER, or BIOL-LA, or
 - c. A course that is taught in a discipline that is offered by Carson-Newman, but does not equate to a representative course at C-N. The course will be accepted as elective credit, designated as ELEC, for example, BIOL-ELEC. Elective credit may not be used toward meeting Liberal Arts Core requirements. It may be used toward major requirements if approved by the department chair. It may also be used toward the total number of hours toward a degree. Credit accepted as elective credit may be further reviewed by a department chair upon student request to determine if the course would meet a Liberal Arts Core or major course requirement. A course description and syllabus from the course must be provided to the department chair of the discipline in question for review of specific credit.

2. Courses taught at the developmental or remedial level from the transferring institution are not accepted for credit.
3. Courses from vocational or technical schools are not generally accepted for credit. Students may petition for credit for courses that may have an equivalent match at C-N by following the procedures outlined below to appeal for credit from an unaccredited institution.
4. Credit for institutionally specific courses, such as chapel, convocation, lecture series, etc. is typically not accepted unless the syllabi demonstrate content that is general in nature and not specific to the transferring institution.
5. Varsity Athletic sport credit will transfer as an "S" graded course and is limited to one credit per academic year.
6. Credit earned for Nursing coursework does not automatically transfer. The Department of Nursing will review all Nursing credit. Nursing credit will be awarded only upon approval of the department chair of the School of Nursing, who will notify the University Registrar concerning the awarding of nursing credit.
7. Credit for freshman seminar courses may be granted upon review and evaluation of course content. If the course's content is similar in nature to a course(s) at C-N, the credit will be granted as Interdisciplinary (prefix ID) credit.
8. Credit by exam, i.e., Advanced Placement, College Level Examination Program, International Baccalaureate and State-Wide Dual credit is accepted based upon established guidelines and required scores determined by individual departments. These guidelines are based on information and recommendations from the College Board, IB and the State of Tennessee. Credit by Exam is limited to 30 hours and is not considered as institutional credit. (*refer to the Credit by Examination section for score information*)
9. Credit from international institutions must be evaluated by a professional foreign credentials' evaluation service such as WES, or Joseph Silney and Associates, or recognized equivalent. The official professional evaluation must be submitted to the University Registrar for consideration of transfer credit. Credit will be awarded according to guidelines stated in this transfer credit policy.

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.

INTERNATIONAL BACCALAUREATE

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

TIME LIMIT ON TRANSFER CREDITS TO CARSON-NEWMAN UNIVERSITY

Courses meeting the Liberal Arts Core requirement do not have a time limit for traditional undergraduate programs.

1. Courses used for elective credit toward the total number of hours required for the degree do not have a timelimit.
2. Courses meeting major requirements for the Bachelor of Arts, Bachelor of Music, or Bachelor of Science taken more than 15 years prior to enrollment at Carson-Newman University will transfer only with departmental approval. An exception to this policy may be granted with approval of the department chair for the program in which the student plans to major.
3. In certain courses, current knowledge is essential, and the department chair may impose a time limit on the applicability of earned credit toward satisfying a degree requirement. In this instance, the course may be used as elective credit toward the total number of hours required for the degree, but the student will have to repeat the course at Carson-Newman University to earn the credit for the major requirement.
4. Pre-requisite courses for the Nursing major, i.e., General Chemistry, Anatomy and Physiology, Nutrition, Microbiology, Human Development, and Statistics must have been earned within ten years of the date of enrollment in the program.
5. All nursing coursework completed at another institution must be approved by the Nursing Admission and Progression Committee for credit to be awarded toward the major at Carson-Newman.

TRANSFER CREDIT AND DEGREE REQUIREMENTS

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

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

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

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

TRANSCRIPTS

The official record of a student's coursework is the academic transcript. All courses in which the student is registered on the census date are recorded on the academic transcript. Transcripts shall be processed by the Office of the Registrar upon request from the student or former student. Students may request an official transcript by utilizing the on-line service on the Registrar's web page or by completing the request form in the Office of the Registrar. Official transcripts will be released according to Federal Regulation § 668.14(b)(33) & § 668.14(b)(34).



SPECIAL ACADEMIC PROGRAMS

In addition to the regular academic programs, Carson-Newman University offers an array of special programs which focus on interdisciplinary study, unique study opportunities, community-based education, and scholarship. Some are designed for students while others are for faculty professional development. Five of these, termed Centers, are part of the strategic plan to advance Carson-Newman University toward a position of academic excellence at the national level.

ACADEMIC SKILLS ENHANCEMENT PROGRAM

Students with low scores on the ACT, SAT, and/or C-N Placement Exams will be required to take Basic Writing Skills and/or Basic Reading Skills and/or Intermediate Algebra. Writing and reading courses are designed to be taken during the first semester of enrollment. ASE math classes are designed to be taken during the first year of enrollment. Classes will be assigned based on individual subject ACT/SAT/Placement Exam scores. The writing and reading classes are designed to prepare students for writing compositions (essays) and to enhance student's study skills. The Intermediate Algebra class is preliminary for any 100-level math class.

Students who are required to take at least two ASE courses will be advised by the Director of the Academic Skills Enhancement Program until satisfactory completion of the courses. They will be allowed to take no more than 14 hours during the semester they are taking the ASE courses. A grade of at least a "C" is required to pass the ASE courses, and any failed ASE course must be repeated the next semester. In addition, students in this program will be required to take ID 120, Academic Strategies. This two-hour course is designed to reinforce study skills, time management skills, etc. Students in the ASE program must satisfy all the academic requirements of the University (see Academic Standing in the catalog).

Credit for academic skills enhancement courses does not satisfy any requirement for graduation from Carson-Newman University. However, academic skills enhancement credit hours and grades are used in determining athletic eligibility (first year only) and enrollment status for financial aid eligibility when required by the University to be taken.

ACADEUM COURSE SHARING CONSORTIUM

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

Courses taken through the consortium are considered institutional credit and will impact a student's GPA just like a course taken directly from C-N. Acadeum courses registered through Carson-Newman are included in Carson-Newman's Repeating a Course for a Grade Policy and grade replacement is permitted within these guidelines.

NOTIFICATION REGARDING COURSE REQUEST

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

COURSE COSTS AND BILLING

For courses offered during the summer term, the tuition that students pay is based on Carson-Newman's summer hourly course rate. Carson-Newman will bill the student for courses taken through the Acadeum course sharing consortium. For courses offered during the fall and spring semesters, the student will pay additional tuition charges for the cost of the course above the regular semester tuition charges. Once a student enrolls in a course offered through the consortium, the student agrees to pay the costs for the course. Charges for the course will not be reversed after the second day of class, therefore, there will be no refund for the course after this date.

TRANSCRIPTS

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

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

ARTICULATION AGREEMENT UNIVERSITY OF ST. AUGUSTINE (FL)

Carson-Newman is a participating institution in the Ambassador Program involving the Doctor of Physical Therapy and both the Master's and the Doctor of Occupational Therapy at the University of St. Augustine (FL). Students who meet all requirements for admission (see listed websites) at St. Augustine and all local requirements at Carson-Newman will gain preferred admission status. Students are expected to work closely with their HPAC Advisor and to identify their desire to participate in the Ambassador Program to the Director of Health Pre-Professions as soon as possible but before the start of their junior year.

BONNER SCHOLARS PROGRAM

Operating out of the Center for Community Engagement (CCE), the Bonner Scholars Program is a four-year community service and leadership development scholarship program. Bonner Scholars, called 'Bonners,' complete 140 hours of community service and leadership training each semester. Bonners also complete two, 280-hour Summer of Service internships with non-profits, a required three-course sequence, and a 'Capstone' project and presentation which combines students' academic interests and career goals with a community service project. The application deadline for high school seniors is January 1st. Open spots for current Carson-Newman and incoming transfer students are announced periodically. Students who remain in good standing receive a minimum of \$3,000 each year toward tuition and fees; \$4,500 for each Summer of Service; priority access to subsidized federal loans, and a grant covering 100 % of demonstrated financial need (after loans, grants, scholarships, and family contribution). For more information, contact either the Bonner Scholars Coordinator or the Director of the Center for Community Engagement.

CENTER FOR EDUCATIONAL SERVICE TO APPALACHIA

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

FAMILY ENRICHMENT INSTITUTE

As an extension of the graduate program in counseling, the Institute uses graduate students in teaching life coping skills in a variety of community settings. The Institute also sponsors the Family Enrichment Seminars, which are regularly presented to the community on mental health topics pertaining to effective individual and family functioning. For information, contact the Director.

HONORS PROGRAM

Students whose composite ACT score is 29 or higher or SAT is 1310 (Critical Reading and Math) or above, and a high school grade point average of at least 3.65, may be eligible for participation in the honors program. Freshmen through junior students take special team-taught classes such as Humanity and the Cosmos, Faith, Freedom and the Individual, and Form and Expression in the Contemporary Arts. The honors thesis, completed during the junior and senior years, consists of supervised experience or research in the student's major field(s).

Upon successful completion of the thesis and the recommendation of the honors council, the student may receive six semester hours of credit and is recognized as graduating with honors. Honors students also have the opportunity to live in the Honors House

Honors courses are generally reserved for Honors students. Academically superior students not involved in the Honors Program may take Honors courses if space is available and by the permission of the instructors of the course and the Honors Director.

These courses may substitute for required Liberal Arts Core courses as described in the Liberal Arts Core Requirements section of this catalog. Honors students are required to take 12 hours of team-taught Honors courses chosen from: **FILM/HIST 250, HUM 101-102, HUM 302, FA 301, PSC 302, PSY 318, PSY/SOC 250, and BTS 452.** Other team-taught courses may be offered from time to time. These courses may be taken in any order or combination. Students who participate in a study abroad experience for at least 3 hours credit may waive one of the above courses. In addition, Honors students are required to fulfill liberal arts core requirements in religion as well as Writing and Literary Studies I with Honors sections of those courses.

INTERNATIONAL PROGRAM

Carson-Newman is a community of scholars and students committed to global awareness and world outreach. Numerous opportunities exist for students to participate in programs of study or interest with an international or cross-cultural focus. Several departments at Carson-Newman University offer majors that expose the student to courses with a distinctly international component. Some departments further provide students with the opportunity to focus more of their major coursework specifically in international studies, and hence offer emphases or minors within that major.

For complete details of course offerings and requirements, see the contact person listed. Students can satisfy their curiosity in any or all the following areas:

- **International Language and Cultural Immersion Opportunities**-Students can earn academic credit for foreign language study from an approved consortium or international universities. For information, contact Dr. Mary Baldrige.
- **Oxford Studies Minor** - Available to students selected for study in the Oxford term. Contact Dr. Andrew Smith.
- **Sociology Major** - Cross-Cultural Emphasis in the Sociology Major. Contact Dr. Greg Hoover.
- **Study Abroad** - Carson-Newman offers both short-term and long-term study abroad opportunities for students who wish to gain credit from international study. Carson-Newman participates in study abroad agreements with several international institutions around the world. For a complete list of colleges or universities approved for study abroad or study away, contact the Center for Global Education.

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

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

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

All students who study abroad or away will be charged a \$100 fee. Students must have been enrolled as a full-time student at Carson- Newman University for at least one semester before being approved for Study Abroad.

A pre-departure orientation offered by the Center for Global Education is required of all semester study abroad participants.

- **OXFORD TERM**
A scholarship-supported, research and tutorial experience in England for selecting students who compete for acceptance. For information, contact Dr. Andrew Smith.
- **CROSS CULTURAL MISSION EXPERIENCE**
Opportunities for collaborative learning and ministry for academic credit by participation in educational mission's trips are offered through various departments throughout the year.

INTERDISCIPLINARY SCHOLARS

This program is designed for self-motivated, academically superior students (minimum 3.00 university GPA). Students in the interdisciplinary scholar's program design their own curriculum. They are assigned a preceptor who assists in putting together an area of study allowing for a variety of interests and a minor in at least one academic area. To graduate with an Interdisciplinary Scholars major, a student must complete the liberal arts core requirements and meet common requirements for a degree, excluding those pertaining to a major. Students must apply for acceptance into the program no fewer than 48 semester hours prior to anticipated graduation. For more information, contact the Office of the Provost.

6:8 SCHOLARS PROGRAM

Created for students that have a heart for Christian servanthood, this service-based academic scholarship program equips students for a life of interdisciplinary faith-based service. The 6:8 Scholars program requires students to complete 50 hours of service and 25 hours of faith-development per semester.



PREPROFESSIONAL PROGRAMS

Carson-Newman's pre-professional programs give students a competitive advantage in a highly selective admissions process for graduate school. Students can choose any academic major and still be part of the program in one of the following emphasis areas. Students will benefit from close relationships with teachers and advisors who will guide them in practical skills like interviewing and professional testing as they prepare to continue their education.

Pre-Professional Program Opportunities include:

Chiropractic Medicine	Dentistry
Occupational Therapy	Optometry
Osteopathic Medicine	Pharmacy
Physical Therapy	Medicine
Physician Assistant	Law
Podiatric Medicine	Public Health Veterinary
Medicine	

HEALTH PRE-PROFESSIONS

For students interested in continuing to graduate school in allied health areas. These areas include Chiropractic Medicine, Dentistry, Medical Technology, Medicine (Allopathic and Osteopathic), Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Podiatry, and Veterinary Medicine (this does not include Nursing or Athletic Training). Students are required to abide by the following Health Professions Advising Committee (HPAC) policies. These policies are reviewed annually by the HPAC.

HEALTH PRE-PROFESSION POLICIES

1. You must identify yourself as a health pre-professional student and be included in our Health Professions database. Contact the administrative assistant (DSC 203), 865-471-3250, or the Director of Health Professions.
2. You will be assigned a faculty advisor who is a member of the HPAC.
3. You must complete a 1-hour course, ID 208 (Career Planning in Health Professions), before the local HPAC interview. We recommend that ID 208 be taken during your first fall semester at Carson-Newman University.
4. You must accumulate at least 40 hours of experience (which can include shadowing) in your specific career choice before scheduling the local HPAC interview.
5. You must be interviewed by the HPAC before a letter of recommendation will be written in support of your application to professional school.
6. If you are a transfer student, you must pass two lab science courses at Carson-Newman University under two different professors before scheduling your HPAC interview.
7. Once you are admitted to Carson-Newman, you are expected to take the lab science courses required by the professional schools to which you plan to apply at Carson-Newman University.

8. You must use the HPAC composite letter of recommendation for admission to professional school. If exceptions are found, contact the Director of Health Pre-Professions. Carson-Newman faculty are asked NOT to write individual letters of recommendation directly to professional schools to support admission to health professional schools.

POST-BACCALAUREATE HEALTH PROFESSIONS PROGRAM

The Health Pre-Professional Program at Carson-Newman University offers a bridge program for students who already have earned a bachelor's degree and desire a change of career into one of the health professions. Requirements will center around the health professions, career choice and the specific professional schools to which the student selects to apply. Post-Baccalaureate students will need to work closely with their Health Professions advisor. ***This program is not a graduate program or a degree program and thus does not need to satisfy a major or the Carson-Newman University Liberal Arts Core Requirements.*** It is anticipated that required courses can be completed in an intense 12-to-24-month period.

Students in this program are expected to maximize their exposure to the Carson-Newman University environment. Therefore, post-baccalaureate students will be able to take advantage of the strong health pre-professional program already in place at the university. Components of this preparation include academic advising, required curriculum, shadowing in the career, the Committee interview, letter of recommendation, and MCAT prep program. For more information, contact Dr. Susan McGaha, Director of Health Professions, at 865-471-3250. ***This program is not aid eligible.***

PHARMACY PRE-PROFESSIONS

Carson-Newman offers a four-year binary program in conjunction with an accredited pharmacy school. Students complete three years at Carson-Newman, minimum 90 hours, and one year of the professional program at pharmacy school with a minimum "C" average, and 30 hours. After completing the first year of professional school, those credits are transferred back to Carson-Newman. The student receives a BA or BS degree from Carson-Newman in Biology or a BA or BS degree in Chemistry. Students must complete the Carson-Newman liberal arts core requirements and satisfy the Biology or Chemistry major departmental requirements. (Carson-Newman residency requirements must be met -- see Academic Policies, Procedures, and Regulations.) Precautions should be taken to avoid duplication of courses, such as biochemistry, immunology, microbiology, and anatomy & physiology. These courses are generally taken during the first year of pharmacy school.

LIST OF MAJORS, MINORS AND EMPHASES

Program / Major	Emphases/Specialization Options	Major	Minor	Degree
Accounting (Major offered online in CPS)		X	X	BS
Addictions (CPS-Online)				Certificate
<i>Archeology</i>			X	<i>minor only</i>
Art (requires emphasis)	*Drawing and Painting *Graphic Design *Teacher Licensure K-12	X		BA
<i>Art History</i>			X	<i>minor only</i>
Behavioral Health (CPS-Online)				Certificate
Biblical Languages		X	X	BA
Biochemistry		X		BS
Biology		X		BS
Biology (requires emphasis)	*General Research *Teacher Licensure 6-12 *Wildlife Ecology	X		BA
Business Administration (CPS-Online)		X		BBA
Business Administration (Undergraduate)	*Teacher Licensure 6-12	X	X	BS
Business Analytics		X	X	BS
Chemistry	*Teacher Licensure 6-12	X		BA
Chemistry		X		BS
Child and Family Studies	*Integrated Early Childhood PK-3 *Teacher Licensure *Integrated Early Childhood (non- licensure)	X		BS
Christian Ministries		X		AA
Christian Studies	*Biblical Studies *Ministry to Children and Youth *Missions	X	X	BA
Communication Studies	*Marketing *Nonprofit Leadership	X	X	BA
Computer Science		X		AS
Computer Science (requires emphasis)	*Applied/Management *Traditional/Theoretical	X	X	BS
Computer Science (CPS-Online)		X		BS
<i>Creative Writing</i>			X	<i>minor only</i>
<i>Criminal Psychology</i>			X	<i>minor only</i>
<i>Criminology</i>			X	<i>minor only</i>
<i>Developmental Psychology</i>			X	<i>minor only</i>
<i>Education</i>			X	<i>minor only</i>
Elementary Education (non-licensure offered online through CPS)	*Non-Licensure	X		BA
Elementary Education (K-5)	*Teacher Licensure K-5	X		BA
Elementary Education & Special Education with Dual Licensure		X		BA
Elementary Education (K-5) & TESOL (Teaching English to Speakers of Other Languages) (PreK-12) with Dual Licensure		X		BA

English (requires emphasis)	*Creative Writing *Creative Writing - Teacher Licensure *6-12 Literature *Literature - Teacher Licensure 6-12	X	X	BA
Environmental and Community Studies			X	minor only
Exercise Science (requires emphasis) (Major offered online in CPS)	*Exercise Science *Strength & Conditioning	X		BS
Faith and Justice Studies			X	minor only
Family and Consumer Sciences	*Education with Teacher Licensure Non-Licensure Additional endorsements: *Early Childhood Care & Services *Food Production & Management Services	X		BS
Fashion			X	minor only
Fashion Merchandising and Design		X		BS
Film			X	minor only
Film and Digital Media		X		BA
Finance/Economics		X	X	BS
Foods and Nutrition	*Dietetics	X		BS
General Studies		X		AS
German			X	minor only
Gerontology			X	minor only
Greek			X	minor only
Health Pre-Professions			X	minor only
Hebrew			X	minor only
History	*Teacher Licensure 6-12	X	X	BA
Human Service		X	X	BA
Interior Design		X	X	BS
Law and Policy Studies			X	minor only
Liberal Arts		X		AA
Linguistics	*Corollary	X	X	BA
Management		X	X	BS
Marketing (Major offered online in CPS)		X	X	BS
Mathematics	*Teacher Licensure 6-12	X	X	BA
Medieval and Renaissance Studies			X	minor only
Mental Health			X	minor only
Middle Grades Education (6-8) (*Teach Out – Program Closure)	*Math/Science Licensure Language* *Arts/Social Studies*	X		BA
Middle Grades Education: Teacher Licensure (6-8) (*requires emphasis)	*Language Arts *Mathematics *Science *Social Studies	X		BA
Military Leadership			X	minor only
Missions			X	minor only
Music	*Worship Leadership	X	X	BA

Music <i>*requires emphasis</i>	*Performance (Instrumental, Piano or Vocal) *Church Music *Music with an Outside Field	X	X	BM
Music Education <i>*requires emphasis</i>	*Instrumental K-12 Teacher Licensure *Instrumental K-12 Teacher Non-Licensure *Vocal K-12 Teacher Licensure *Vocal K-12 Teacher Non-Licensure	X		BM
Nursing		X		BSN
Oxford Studies			X	minor only
Philosophy		X		BA
Photography		X	X	AA and BA
Physical Education	*Non-Licensure *Teacher Licensure K-12	X		BS
Physics (*Teach Out - Program Closure)	*Professional Physics* *Applied Physics* *Teacher Licensure 6-12*	X	X	BS
Political Science	*Teacher Licensure 6-12 in Government	X	X	BA
Professional Studies (CPS-Online)		X		BS
Professional Writing			X	minor only
Psychology	*Teacher Licensure 9-12	X	X	BA
Recreation			X	minor only
Religious Studies			X	minor only
Research in Psychology			X	minor only
Servant Leadership (CPS-Online)				Certificate
Social Entrepreneurship			X	minor only
Sociology (<i>requires emphasis</i>)	*General Criminology	X	X	BA
Spanish (<i>requires emphasis</i>)	*Professional *Corollary (add-on major) *Teacher Licensure 6-12	X	X	BA
Special Education <i>*requires emphasis</i>	*Comprehensive K-12 *Special Educator K-8 *6-12 Interventionist	X		BS
Special Education Non-licensure (Major offered online in CPS)		X		BS
Speech			X	minor only
Sport Management		X	X	BS
Supply Chain Management		X		BS
Teaching English to Speakers of Other Languages) PreK-12	*Teacher Licensure Pre-K-12	X		BA
Theatre	*Teacher Licensure K-12	X	X	BA
Wilderness Recreational Management			X	minor only
Youth Athletics and Recreational Management		X		BS

ASSOCIATE DEGREE PROGRAMS

Carson-Newman University offers associate degrees - one in Liberal Arts, one in General Studies, one in Christian Ministries, one in Photography, and one in Computer Science. All courses completed in the associate degree can be used toward fulfilling requirements for a bachelor's degree from Carson-Newman.

The associate degree curriculum aims to provide students with a breadth of knowledge in the liberal arts leading to a two-year credential and earning credits that can also be applied toward a four-year degree. Associate degrees require a minimum of 60 hours. The core curriculum includes study in communication, biblical traditions, mathematics, science, and personal and social awareness. The remaining requirements may consist of courses in Religion (for Christian Ministries), Computer Science, Art (for Photography), or elective courses for the Liberal Arts or General Studies emphasis. See page 34 for a complete listing of approved liberal arts core courses.

Students must earn a minimum GPA of 1.7 at the end of 30 hours and an average minimum of 2.0 GPA at the completion of 60 hours in all courses leading to the degree. A minimum of 15 hours must be earned at Carson-Newman, including the last 15 hours in residence.

Students participating in the Tennessee Reverse Transfer program may only earn one associate degree. Suppose the student is eligible for an associate degree at both Carson-Newman and a Tennessee community college. In that case, the student must elect the college to receive the degree. Contact the University Registrar for more information.

COURSE REQUIREMENTS FOR AN ASSOCIATE'S DEGREE

All courses REQUIRED in the associate's program are 100 to 200-level courses. Specializations include 300 and 400-level course options as electives but are not required to complete the degree. A student may choose to take a 300-level course option to satisfy a liberal arts core requirement. However, it is not required to complete the degree.

ASSOCIATE OF ARTS - LIBERAL ARTS

Liberal Arts (2 hours)

LA 101SL An Introduction to the Liberal Arts (2 credits)
-or- HUM 101 Humanities, & the Cosmos I (3 credits) **HSO**

Studies in Biblical Traditions (6 hours)

BTS 101 Introduction to the Old Testament (3 credits)
BTS 102 Introduction to the New Testament (3 credits)

Studies in Communications (6 hours)

English 101 Writing and Literary Studies I (3 credits)

COMM 135 Speech Fundamentals (3 credits)
-or- COMM 230 Interpersonal Communication (3 credits)

Studies in Mathematics and Science (9 hours)

Any MATH 100 level course -or-

MATH 201 Statistical Concepts and Methods (3 credits)
MATH 207 Discrete Mathematics (3 credits)

Six hours of laboratory science classes from the approved liberal art core (6 credits)

Studies in Personal/Social Awareness (6 hours)

3 credits from the approved liberal arts core personal/social 1
3 credits from the approved liberal arts core personal/social 2

Studies to Enhance a World Perspective (15 hours)

ENG 201 Writing and Literary Studies II (3 credits)
-or- HUM 102 Humanity & the Cosmos II (3 credits) **HSO**

Three hours from the following (3 credits)

HIST 133 World History I (3 credits)
HIST 134 World History II (3 credits)
HIST 135 Early Civilizations (3 credits)

Three hours of fine arts from the approved liberal arts core (3 credits)

Language (in sequence at appropriate level) (6 credits)

Summary of Total Credits

Liberal Arts Core (44 credits)

Elective Hours (16 credits)

Minimum to Earn AA in Liberal Arts (60 hours)

ASSOCIATE OF ARTS - CHRISTIAN MINISTRIES

Liberal Arts (2 hours)

LA 101SL An Introduction to the Liberal Arts (2 credits)
-or- HUM 101 Humanities, & the Cosmos I (3 credits) **HSO**

Studies in Biblical Traditions (6 hours)

BTS 101 Introduction to the Old Testament (3 credits)
BTS 102 Introduction to the New Testament (3 credits)

Studies in Communications (6 hours)

ENG 101 Writing and Literary Studies I (3 credits)

COMM 135 Speech Fundamentals (3 credits)
-or- COMM 230 Interpersonal Communication (3 credits)

Studies in Mathematics and Science (9 hours)

Any MATH 100 level course -or-

MATH 201 Statistical Concepts and Methods (3 credits)
MATH 207 Discrete Mathematics (3 credits)

Six hours of laboratory science classes from the approved liberal art core (6 credits)

Studies in Personal/Social Awareness (6 hours)

3 credits from the approved liberal arts core personal/social 1
3 credits from the approved liberal arts core personal/social 2

Studies to Enhance a World Perspective (15 hours)

ENG 201 Writing and Literary Studies II (3 credits)
 -or- HUM 102 Humanity & the Cosmos II (3 credits) **HSO**

Three hours from the following (3 credits)

HIST 133 World History I (3 credits)
 HIST 134 World History II (3 credits)
 HIST 135 Early Civilizations (3 credits)

Three hours of fine arts from the approved liberal arts core (3 cr)

Language (in sequence at appropriate level) (6 credits)

Christian Ministries Core (15 hours)

BTS 201 Introduction to Ministry (3 credits)
 BTS 224SL Spiritual Growth and Development (3 credits)
 BTS Electives (9 credits)

Elective Hour (1 credit)

Summary of Total Credits

Liberal Arts Core (44 credits)
 Christian Ministries Core (15 credits)
 Elective Hour (1 credits)

Minimum to Earn AA in Christian Ministries (60 hours)

ASSOCIATE OF ARTS - PHOTOGRAPHY**Liberal Arts (2 hours)**

LA 101SL An Introduction to the Liberal Arts (2 credits)
 -or- HUM 101 Humanities, & the Cosmos I (3 credits) **HSO**

Studies in Biblical Traditions (6 hours)

BTS 101 Introduction to the Old Testament (3 credits)
 BTS 102 Introduction to the New Testament (3 credits)

Studies in Communications (6 hours)

ENG 101 Writing and Literary Studies I (3 credits)

COMM 135 Speech Fundamentals (3 credits)
 -or- COMM 230 Interpersonal Communication (3 credits)

Studies in Mathematics and Science (9 hours)

Any MATH 100 level course -or-
 MATH 201 Statistical Concepts and Methods (3 credits)
 MATH 207 Discrete Mathematics (3 credits)

Six hours of laboratory science classes from the approved liberal art core (6 credits)

Studies in Personal/Social Awareness (6 hours)

3 credits from the approved liberal arts core personal/social 1
 3 credits from the approved liberal arts core personal/social 2

Studies to Enhance a World Perspective (15 hours)

ENG 201 Writing and Literary Studies II (3 credits)
 -or- HUM 102 Humanity & the Cosmos II (3 credits) **HSO**

Three hours from the following (3 credits)

HIST 133 World History I (3 credits)
 HIST 134 World History II (3 credits)
 HIST 135 Early Civilizations (3 credits)
 Art 104 Photography I (3 credits)

Photography Core (17 hours)

Art 121 Orientation for Art and Photography Majors (2 cr)
 Art 204 Photography II (3 credits)
 Art 224 Digital Photography (3 credits)
 Art 234 History of Photography (3 credits)
 Art 264 Studio Photography (3 credits)
 Art 284 Fine Art Photography (3 credits)

Elective Hours (5 credits)

Summary of Total Credits

Liberal Arts Core (38 credits)
 Photography Core (17 credits)
 Elective Hours (5 credits)

Minimum to Earn AA in Photography (60 hours)

ASSOCIATE OF SCIENCE - GENERAL STUDIES**Liberal Arts (2 hours)**

LA 101SL An Introduction to the Liberal Arts (2 credits)
 -or- HUM 101 Humanities, & the Cosmos I (3 credits) **HSO**

Studies in Biblical Traditions (6 hours)

BTS 101 Introduction to the Old Testament (3 credits)
 BTS 102 Introduction to the New Testament (3 credits)

Studies in Communications (6 hours)

ENG 101 Writing and Literary Studies I (3 credits)

COMM 135 Speech Fundamentals (3 credits)
 or- COMM 230 Interpersonal Communication (3 credits)

Studies in Mathematics and Science (9 hours)

Any MATH 100 level course -or-
 MATH 201 Statistical Concepts and Methods (3 credits)
 MATH 207 Discrete Mathematics (3 credits)

Six hours of laboratory science classes from the approved liberal art core (6 credits)

Studies in Personal/Social Awareness (6 hours)

3 credits from the approved liberal arts core personal/social 1
 3 credits from the approved liberal arts core personal/social 2

Studies to Enhance a World Perspective (15 hours)

ENG 201 Writing and Literary Studies II (3 credits)
 or- HUM 102 Humanity & the Cosmos II (3 credits) **HSO**

Three hours from the following (3 credits)

HIST 133 World History I (3 credits)
HIST 134 World History II (3 credits)
HIST 135 Early Civilizations (3 credits)

Three hours of fine arts from the approved liberal Arts core (3 credits)

Elective Hours (22 credits)

Summary of Total Credits

Liberal Arts Core (38 credits)
Elective Hours (22 credits)

Minimum to Earn AS in General Studies (60 hours)

ASSOCIATE OF SCIENCE - COMPUTER SCIENCE

Liberal Arts (2 hours)

LA 101SL An Introduction to the Liberal Arts (2 credits)
-or- HUM 101 Humanities, and the Cosmos I (3 credits) **HSO**

Studies in Biblical Traditions (6 hours)

BTS 101 Introduction to the Old Testament (3 credits)
BTS 102 Introduction to the New Testament (3 credits)

Studies in Communications (6 hours)

ENG 101 Writing and Literary Studies I (3 credits)

COMM 135 Speech Fundamentals (3 credits)
-or- COMM 230 Interpersonal Communication (3 credits)

Studies in Mathematics and Science (9-11 hours)

MATH 201 (3 credits)

Six hours of laboratory science classes from the approved liberal art core (6 credits)

Studies in Personal/Social Awareness (6 hours)

ECON 210 Principles of Microeconomics (3 credits)

3 credits from the approved liberal arts core personal/social 2

Studies to Enhance a World Perspective (9 hours)

ENG 201 Writing and Literary Studies II (3 credits)
-or- HUM 102 Humanity, and the Cosmos II (3 credits) **HSO**

Three hours from the following (3 credits)

HIST 133 World History I (3 credits)
HIST 134 World History II (3 credits)
HIST 135 Early Civilizations (3 credits)

Three hours of fine arts from the approved liberal arts core (3 credits)

Computer Science Core Courses (12 hours)

CSC 107 Computer Programming I (3 credits)
CSC 207 Computer Programming II (3 credits)
CSC 210 Introduction to Computer Science (3 credits)
BAD 215 Business Information Tools (3 credits)

Elective Hours (4 credits)

Summary of Total Credits

Liberal Arts Core (38 credits) Computer
Science Core (12 credits)
Elective Hours (8-10 credits)

Minimum to Earn AS in Computer Science (60 hours)



BACHELOR'S DEGREE PROGRAMS

ART

Majors

Art

Emphasis

Drawing and Painting

Graphic Design

Specialization

Art - Teacher Licensure K-12

Photography

Minors

Art

Art History

Photography

The Department of Art is housed in the 4-story Warren Art Building, which sits in the heart of campus and includes two art galleries, several classroom studios, a number of private student studios, color and black and white chemical darkrooms, a Macintosh computer design lab, classrooms, and faculty offices. The art faculty are active professionals who have published scholarly or creative works, exhibited their artworks extensively, and won awards on the state, regional and national levels. Art and photography majors participate in monthly juried exhibits of their work in the Student Gallery and have the opportunity for senior thesis exhibitions. Art and photography majors also have opportunities to gain valuable experience through art assistantships for credit or pay through the University Work Study program and through select internships.

Mission

The Department of Art strives to support and accomplish the overall mission and vision of Carson-Newman University, as a dynamic, vital, and visible academic department on campus. All our students are counseled toward a broad education in the liberal arts, to strive to create students who think critically and creatively and are knowledgeable about a wide range of disciplines. We seek to provide the general student the knowledge and ability to understand and appreciate the visual arts as an integral part of life.

We offer the Bachelor of Arts degree with a major in photography or a major in art with an emphasis in graphic design, painting and drawing, or art education. We seek to prepare majors in our department for entry-level professional careers in art, graphic design, photography, or teaching, or for entry into appropriate academic graduate programs at other institutions. We strive to foster the individual artistic goals of each student and facilitate the development and maturity of each student's artmaking and critical thinking skills toward the accomplishment of these individual goals. The Department of Art also works to make its program a center of focus for the visual arts in the community by hosting a number of art

exhibitions which are open to the public each year in our two galleries and by employing faculty who are active professionally in local and regional events and projects related to the visual arts. The art major or the photography major requires six hours of the same language at the 100 level or higher deemed appropriate by the language placement exam.

Advanced placement

The Department of Art does not accept advanced placement by testing. Consideration for advanced placement is done by portfolio review. The decision will be made by the chair of the department in consultation with the instructor in the area. Advanced placement in art courses is not recommended and is granted only in rare cases.

Carson-Neman's Art Collection from Graduates

Each student graduating with a major in art or photography is requested to place a representative piece of his/her work in the permanent collection of the Carson-Newman University Department of Art.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the *Liberal Arts Core Requirements* section of the catalog for additional details. Art and Photography majors should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

o Studies to Enhance a World Perspective

Art 104, Art 316, or Art 317 (*as listed in major hours below*)

o Senior Capstone Course

Art 411 (*as listed in major hours below*)

Prerequisites

Courses within any specific medium must be taken in numerical sequence unless otherwise approved by the chair of the Department of Art. Transfer students whose proficiency in art is not equal to the entry level at Carson-Newman University are required to take remedial study as course audits.



ART

A student must complete no less than 44 hours including the art core and an emphasis area within the Department of Art. A maximum of 66 hours in Art may be applied toward the BA.

Art Core Requirements (32 hours)

ART 100 Art Fundamentals I (3 credits)
 ART 103 Art Fundamentals II (3 credits)
 ART 104 Photography I (3 credits)
 ART 105 Drawing I (3 credits)
 ART 113 Computer Graphics (3 credits)
 ART 121 Orientation for Art and Photography Major (2 credits)
 ART 205 Drawing II (3 credits)
 ART 302 Painting I (3 credits)
 ART 316 Art History I (3 credits)
 ART 317 Art History II (3 credits)
 ART 411 Senior Seminar (3 credits)

*Must choose one emphasis below

Drawing and Painting Emphasis (15 hours)

ART 350 Intermediate Studio Art (3 credits)
 ART 402 Painting II (3 credits)
 ART 417 Contemporary Art (3 credits)
 ART 450 Advanced Studio Art (3 credits)

Choose 3 hours from the following:

ART 234 History of Photography (3 credits)
 ART 313 History of Graphic Design (3 credits)

Elective Hours (29 hours)

Summary of Total Credits

Liberal Arts Core (44 credits)
 Art Core Requirements (32 credits)
 Graphic Design Emphasis (15 credits)
 Electives (29 credits)

Minimum to Earn BA in Art with Drawing and Painting Emphasis (120 hours)

Graphic Design Emphasis (18 hours)

ART 233 Graphic Design I (3 credits)
 ART 243 Graphic Design II (3 credits)
 ART 313 History of Graphic Design (3 credits)
 ART 323 Web and Interactive Design (3 credits)
 ART 343SL Graphic Design III (3 credits)
 ART 453 Graphic Design IV (3 credits)

Elective Hours (26 hours)

Summary of Total Credits

Liberal Arts Core (44 credits)
 Art Core Requirements (32 credits)
 Graphic Design Emphasis (18 credits)
 Electives (26 credits)

Minimum to Earn BA in Art with Graphic Design Emphasis (120 hours)

Note: Students must participate in a portfolio review during the spring semester (usually in March) of freshman, sophomore, and junior years.

Assignments of studios, assistantships, and other departmental privileges are based upon the results of these annual portfolio reviews. Lecture courses in the Department of Art earning 3 hours of credit meet for 3 hours per week during the semester, as is the standard for most courses at Carson-Newman University. Studio courses (art-producing courses) earning 3 hours of credit in the Department of Art usually meet for 6 hours per week during the semester to facilitate the accomplishment of some (but not all) course requirements in the classroom with the aid of the instructor.

ART - TEACHER LICENSURE K-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

For teacher licensure in K-12, students must meet state-mandated requirements as well as complete the following curriculum.

Additional Liberal Arts Core Requirements

o Studies in Personal/Social Awareness

Psychology 204, Psychology 206, or Child and Family Studies 206 (3 credits)

Art Core Requirements (32 hours)

ART 100 Art Fundamentals I (3 credits)
 ART 103 Art Fundamentals II (3 credits)
 ART 104 Photography I (3 credits)
 ART 105 Drawing I (3 credits)
 ART 113 Computer Graphics (3 credits)
 ART 121 Orientation for Art & Photography Major (2 credits)
 ART 205 Drawing II (3 credits)
 ART 302 Painting I (3 credits)
 ART 316 Art History I (3 credits)
 ART 317 Art History II (3 credits)
 ART 411 Senior Seminar (3 credits)

Art Education Requirements (12 hours)

ART 308 Art Methods for Elementary Teachers (3 credits)
 ART 350 Intermediate Studio Art (3 credits)
 ART 417 Contemporary Art (3 credits)
 ART 450 Advanced Studio Art (3 credits)

Professional Education (34 31 hours)

EDUC 203SL Foundations of Education (3 credits)
 EDUC 204 Educational Technology (3 credits)
~~EDUC 205 Introduction to Diagnostic Reading Instruction (3 credits)~~
 EDUC 341 Curriculum, Instruction, & Management of the K-6 Classroom (3 credits)

or EDUC 342 Curriculum, Instruction, & Management of the 6-12

EDUC 350 Diversity in Schools, Homes, & Communities (2 cr)
 EDUC 432 Disciplinary Literacy (2 credits)
 SPED 313 Survey of Persons with Exceptionalities (3 credits)
 EDUC 420 Content-Area Methods in 6-12 Classrooms (3 cr)
 EDUC 463 Seminar in Student Teaching (2 credits)
 EDUC 465 Student Teaching: Placement One (5 credits)
 EDUC 467 Student Teaching: Placement Two (5 credits)

Elective Hours (1-3 credits)

Summary of Total Credits

Liberal Arts Core (44 credits)
 Art Core Requirements (32 credits)
 Art Education Requirements (12 credits)
 Professional Education Requirements (34 31 credits)
 Electives (1-3 credits)

Minimum to Earn BA in Art with Teacher Licensure K-12 (122 120-122 hrs)

PHOTOGRAPHY

A student must complete no less than 45 hours in Art, including the following. A maximum of 66 hours in Art may be applied toward the BA.

Photography Requirements (47 hours)

ART 100	Art Fundamentals I (3 credits)
ART 103	Art Fundamentals II (3 credits)
ART 104	Photography I (3 credits)
ART 113	Computer Graphics (3 credits) Orientation for
ART 121	Art and Photography (2 cr) Photography II (3
ART 204	credits)
ART 224	Digital Photography (3 credits)
ART 234	History of Photography (3 credits)
ART 316	Art History I (3 credits)
ART 317	Art History II (3 credits)
ART 324SL	Color Photography (3 credits)
ART 411	Senior Seminar (3 credits)
ART 414	Alternative Photographic Processes (3 credits)

Choose 9 hours from the following:

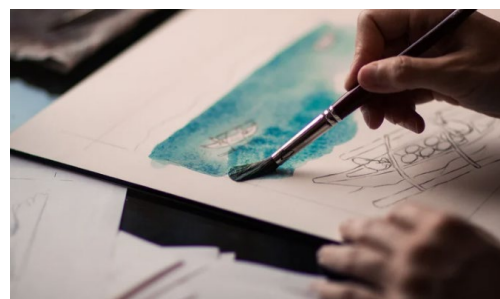
ART 264	Studio Photography (3 credits)
ART 284	Fine Art Photography (3 credits)
ART 434	Photojournalism (3 credits)
ART 440	Advanced Photographic Methods (3 cr)
ART 444	Commercial Photography (3 credits)

Elective Hours (29 credits)

Summary of Total Credits

Liberal Arts Core (44 credits)
Photography Core Requirements (47 credits)
Electives (29 credits)

Minimum to Earn BA in Photography (120 hours)



ART MINORS

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Minors available and their requirements are:

ART (18 hours)

ART 100	Art Fundamentals I (3 credits)
ART 103	Art Fundamentals II (3 credits)
ART 104	Photography I (3 credits) or ART 302 Painting I
ART 105	Drawing I (3 credits)
ART 205	Drawing II (3 credits)
ART 317	Art History II (3 credits)

Total Credits = 18

ART HISTORY (18 hours)

ART 100	Art Fundamentals I (3 credits)
ART 316	Art History I (3 credits)
ART 317	Art History II (3 credits)
ART 417	Contemporary Art (3 credits)

Choose 6 six hours from the following:

ART 210	Art Appreciation (3 credits)
ART 234	History of Photography (3 credits)
ART 313	History of Graphic Design (3 credits)

Total Credits = 18

PHOTOGRAPHY (18 hours)

ART 100	Art Fundamentals I (3 credits)
ART 104	Photography I (3 credits)
ART 204	Photography II (3 credits)
ART 234	History of Photography (3 credits)

Photography electives (6 credits)

Total Credits = 18

BIBLICAL AND THEOLOGICAL STUDIES

Majors

Biblical Languages
Christian Studies

Emphasis

Biblical Studies
Ministry to Children and Youth
Ministry Studies
Missions

Minors

Archaeology	Biblical Languages
Christian Studies	Greek
Hebrew	Missions
Oxford Studies	Religious Studies

The School of Biblical and Theological Studies is located on the second floor of the Henderson Humanities Building. The Christian Studies major is designed to provide a foundational understanding of each major theological discipline. Christian Studies majors also have the opportunity to earn credit through practical experiences supervised by the faculty. A Biblical and Theological Studies faculty advisor will help the student plan a curriculum based on vocational goals. Majors can join *Theta Alpha Kappa*, the national Religion honor society. Opportunities also exist for students to study at Oxford University, intern with the Baptist Joint Committee for Religious Liberty in Washington, DC, participate in a travel seminar or an archaeological dig in the lands of the Bible, and enroll in international mission practicums.

Majors are encouraged and assisted by the Biblical and Theological Studies faculty to pursue seminary or graduate studies following graduation. The background they receive at Carson-Newman University (including significant study offered in the biblical languages) makes our strongest majors eligible for advanced academic standing and significant graduate scholarships or fellowships.

AREAS OF STUDY

Biblical Studies:

BTS 302 Angels, Demons, Deities, and Devils (3 credits)
BTS 313 Proverbs, Job, Ecclesiastes (3 credits)
BTS 314 Psalms (3 credits)
BTS 315 Worship in the New Testament (3 credits)
BTS 317 Johannine Literature (3 credits)
BTS 318 Sermon on the Mount (3 credits)
BTS 319 Paul (3 credits)
BTS 411 Parables of Jesus (3 credits)
BTS 412 Luke-Acts (3 credits)
BTS 415 Old Testament Prophets (3 credits)
BTS 416 Women in Biblical Tradition (3 credits)
BTS 417 Pentateuch (3 credits)

Comparative Studies:

BTS 320 Religions of the World (3 credits)
BTS 322 New Religion Movement (3 credits)
BTS 324 Islam (3 credits)
BTS 329 Denominations in America (3 credits)
BTS 404 Nonwestern Religious Thought (3 credits)
BTS 423 Travel Seminar in the Land of the Bible (3 credits)
BTS 426 Religion and Popular Culture (3 credits)
PHIL 321 Religion and Science (3 credits)

Historical/Theological Studies:

BTS 155 Who Are the Baptists? (1 credit)
BTS 339 History of Christianity (3 credits)
BTS 355 History of the Baptist People (3 credits)
BTS 357 Tutorial in Baptist Research I (3 credits)
BTS 358 Tutorial in Baptist Research II (3 credits)
BTS 359 Readings in British and Baptist Life (3 credits)
BTS 433 American Religious History (3 credits)
BTS 437 Women in Christian History (3 credits)
BTS 438 The Reformation: Protestant and Catholic (3 credits)
BTS 459 Oxford Residency in Baptist Research (6 credits)
BTS 301SL Christian Ethics
BTS 361 Introduction to Systematic Theology (3 credits)
BTS 362 Readings in Christian Theology (3 credits)
BTS 402SL Philosophy of Religion (3 credits)

Ministry Studies:

BTS 238 Introduction to Children's Ministry (3 credits)
BTS 240 Introduction to Youth Ministry (3 credits)
BTS 241 Introduction to Leadership (3 credits)
BTS 347 Sermon Preparation and Delivery (3 credits)
BTS 427 Religion and Film (3 credits)
BTS 440 Understanding Families (3 credits)
BTS 441 Love (1 credits)
BTS 442 Grief (1 credits)
BTS 443 Anger (1 credits)
BTS 444 Guilt (1 credit)
BTS 445 Self Esteem (1 credit)
BTS 446 In Search of Yourself (1 credit)
BTS 449 Introduction to Pastoral Theology and Care (3 credits)
BTS 450 Discovering the Mission of God (3 credits)
BTS 452 Cross Cultural Experience and World Awareness Practicum (3 credits)
BTS 453 A History of the Church on Mission with God (3 credits)
BTS 454 Topics in Missions (3 credits)

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. Bachelor of Arts with Christian Studies, students should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- o **Senior Capstone Course**
BTS 469SL

BIBLICAL LANGUAGES

For a major in **Biblical Languages**, see the Foreign Language Department section of this catalog. The major in biblical languages is skill oriented and consists of at least 15 hours in one biblical language (*either Koine Greek or Biblical Hebrew*) and a minimum of 12 hours in the other. The major is designed as preparation for graduate study in biblical studies. The courses are offered through the Foreign Language Department and taught by the Biblical and Theological Studies Department faculty.

CHRISTIAN STUDIES

For a major in Christian Studies, the student will complete the Liberal Arts Core Requirements and the Christian Studies Core Requirements.

Christian Studies Core Requirements (30 hours)

BTS 224SL	Spiritual Growth and Development (3 credits)
BTS 300	Vocation, Calling, and Life Purpose (3 credits)
BTS 263	Methods of Biblical Interpretation (3 credits)
BTS	Upper-Level Biblical Elective (3 credits)
BTS 339	History of Christianity (3 credits)
BTS 361	Christian Doctrine (3 credits)
BTS 469SL	Senior Seminar (3 credits)

Additional Christian Studies Electives (9 credits)

Elective Hours (25 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)

Christian Studies Core (30 credits)

Elective Hours (43 credits)

Min. to Earn a BA in Christian Studies (120 hours)

CHRISTIAN STUDIES WITH AN EMPHASIS

For a major in Christian Studies with an emphasis area, the student must complete the Liberal Arts Core Requirements and the Christian Studies Core Requirements.

Emphasis areas include one of the following:

Emphasis in Biblical Studies

Emphasis in Ministry to Children and Youth

Emphasis in Ministry Studies

Emphasis in Missions

CHRISTIAN STUDIES - BIBLICAL STUDIES

For a major in Christian Studies with Emphasis in Biblical Studies, the student will complete the Liberal Arts Core Requirements and the Christian Studies Core Requirements. In addition, the student will complete 15 hours of required electives in the "Area Emphasis" courses as follows.

Christian Studies Core Requirements (30 hours)

BTS 224SL	Spiritual Growth and Development (3 credits)
BTS 300	Vocation, Calling, and Life Purpose (3 credits)
BTS 263	Methods of Biblical Interpretation (3 credits)
BTS	Upper-Level Biblical Elective (3 credits)
BTS 339	History of Christianity (3 credits)
BTS 361	Christian Doctrine (3 credits)
BTS 469SL	Senior Seminar (3 credits)

Additional Christian Studies Electives (9 credits)

Biblical Studies Emphasis Requirements (12 hours)

Christian Studies Elective (course in Old Testament) (3 credits)

Christian Studies Elective (course in New Testament) (3 credits)

Hebrew 201-202 sequence OR Greek 201-202 sequence (6 credits)

Elective Hours (31-37 credits)

Summary of Total Credits Liberal

Arts Core (47 credits)

Christian Studies Core Requirements (30 credits)

Biblical Studies Emphasis (12 credits)

Elective Hours (31-37 credits)

Min. to Earn a BA in Christian Studies with Emphasis in Biblical Studies (120 hours)



CHRISTIAN STUDIES - MINISTRY TO CHILDREN AND YOUTH

For a major in Christian Studies with Emphasis in Ministry to Children and Youth, the student will complete the Liberal Arts Core Requirements and the Christian Studies Core Requirements.

In addition, the student will complete a total of 18 hours of both requirements and electives from the "Area Emphasis" courses as follows.

Christian Studies Core Requirements (30 hours)

BTS 224SL	Spiritual Growth and Development (3 credits)
BTS 300	Vocation, Calling, and Life Purpose (3 credits)
BTS 263	Methods of Biblical Interpretation (3 credits)
BTS	Upper-Level Biblical Elective (3 credits)
BTS 339	History of Christianity (3 credits)
BTS 361	Christian Doctrine (3 credits)
BTS 469SL	Senior Seminar (3 credits)

Additional Christian Studies Electives (9 credits)

Ministry to Children and Youth Emphasis Requirements (12 hours)

BTS 238	Introduction to Children's Ministry (3 credits)
BTS 240	Introduction to Youth Ministry (3 credits)

Choose six (6) hours from the following area electives:

PSY 204	Psychology of Childhood and Adolescence (3 credits) or CFS/PSY 206 Human Development Through Lifespan
CFS 301	Family Relationships (3 credits)
SOC 205SL	Sociology of Community (3 credits)
SOC 401	Family Violence (3 credits)
COMM 250	Media, Religion and Ministry (3 credits)

Elective Hours (31 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
 Christian Studies Core Requirements (30 credits)
 Ministry to Children and Youth Emphasis (12 credits)
 Elective Hours (31 credits)

Min. to Earn a BA in Christian Studies with Emphasis in Ministry to Children and Youth (120 hours)

CHRISTIAN STUDIES - MINISTRY STUDIES

For a major in Christian Studies with Emphasis in Ministry Studies, the student will complete the Liberal Arts Core Requirements and the Christian Studies Core Requirements. In addition, the student will complete 18 hours of required electives to be selected from the "Area Emphasis" courses as follows.

Christian Studies Core Requirements (30 hours)

BTS 224SL	Spiritual Growth and Development (3 credits)
BTS 300	Vocation, Calling, and Life Purpose (3 credits)
BTS 263	Methods of Biblical Interpretation (3 credits)
BTS	Upper-Level Biblical Elective (3 credits)
BTS 339	History of Christianity (3 credits)
BTS 361	Christian Doctrine (3 credits)
BTS 469SL	Senior Seminar (3 credits)

Additional Christian Studies Electives (9 credits)

Ministry Studies Emphasis (12 hours)

Choose Nine (9) hours from the following area requirements:

BTS 238	Introduction to Children's Ministry (3 credits)
BTS 240	Introduction to Youth Ministry (3 credits)
BTS 241	Introduction to Leadership (3 credits)
BTS 347	Sermon Preparation and Delivery (3 credits)
BTS 441-6	Love, Grief, Anger, Guilt, Self-Esteem, Resilience (1-hour modules) (3 credits)
BTS 450	Discovering the Mission of God (3 credits)
BTS 454	Topics in Missions (3 credits)

Choose three (3) hours from the following area electives:

PSY 204	Childhood and Adolescence (3 credits) or PSY 206 Human Development Through the Lifespan (also CFS 206)
PSY 302	Abnormal Psychology (3 credits)
CFS 301	Family Relationships (3 credits)
SOC 401	Family Violence (3 credits)

Elective Hours (31 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
 Christian Studies Requirements (30 credits) Ministry Studies Emphasis (12 credits) Elective Hours (31 credits)

Min. to Earn a BA in Christian Studies with Emphasis in Ministry Studies (120 hours)



CHRISTIAN STUDIES - MISSIONS

For a major in Christian Studies with Emphasis in Missions, the student will complete the Liberal Arts Core Requirements and the Christian Studies Core Requirements. In addition, the student will complete 18 hours of both requirements and electives from the "Area Emphasis" courses as follows.

Christian Studies Core Requirements (30 hours)

BTS 224SL	Spiritual Growth and Development (3 credits)
BTS 300	Vocation, Calling, and Life Purpose (3 credits)
BTS 263	Methods of Biblical Interpretation (3 credits)
BTS	Upper-Level Biblical Elective (3 credits)
BTS 339	History of Christianity (3 credits)
BTS 361	Christian Doctrine (3 credits)
BTS 469SL	Senior Seminar (3 credits)

Additional Christian Studies Electives (9 credits)

Missions Emphasis Requirements (6 hours)

BTS 320	Religions of theWorld (3 credits)
BTS 450	Discovering the Mission of God (3credits)

Choose six (6) hours from the following:

SOC 201	Cultural Anthropology (3 credits)
BTS 238	Introduction to Children's Ministry (3 credits)
BTS 240	Introduction to Youth Ministry (3 credits)
BTS 452	Cross-Culture Missions and World Awareness Practicum (3 credits)
BTS 454	Topics in Missions (3 credits)

Elective Hours (31 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
 Christian studies Core Requirements (30 credits)
 Missions Emphasis (12 credits)
 Elective Hours (31 credits)

Min. to Earn a BA in Christian Studies with Emphasis in Missions (120 hours)

BIBLICAL AND THEOLOGICAL STUDY MINORS

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Courses for minor do not include BTS 101 and 102.

ARCHEOLOGY (12 hours)

SOC 201	Introduction to Cultural Anthropology (3 cr)
ARC 201	Archeological Method and Theory (3 credits)
ARC 301	Near Eastern Archeology (3 credits)
ARC 302	Greco-Roman Archeology (3 credits)

Choose Six hours of elective from the following:

GEOL 101	Introduction to Physical Geology (3 credits)
HIST 135	Early Civilization (3 credits)
ARC 401	Archeology Field Experience (3 credits)
HEB 201	Elementary Biblical Hebrew I (3 credits)
HEB 202	Elementary Biblical Hebrew II (3 credits)
GRK 201	Elementary Greek I (3 credits)
GRK 202	Elementary Greek II (3 credits)

BIBLICAL LANGUAGES (24 hours)

12 hours of Greek and
 12 hours of Hebrew

CHRISTIAN STUDIES (18 hours)

18 hours must be taken from **each of the five areas** in the Christian Studies curriculum plus one additional BTS elective.

GREEK (18 hours)

18 hours of Greek

HEBREW (18 hours)

18 hours of Hebrew

MISSIONS (18 hours)

BTS 224SL	Spiritual Growth and Development (3 credits)
BTS 320	Religions of theWorld (3 credits)
BTS 450	Discovering the Mission of God (3credits)
SOC 201	Introduction to Cultural Anthropology (3 cr)

Choose six hours of electives from the following:

BTS 241	Introduction to Leadership (3 credits)
BTS 452	Cross-Cultural Experience and World Awareness (3 credits)
BTS 453	A History of the Church and Mission with God (3 credits)
BTS 454	Topics in Missions (3 credits)

OXFORD STUDIES (18 hours)

6 hours tutoring in preparation for Oxford hours in Baptist History
 3 hours in Readings in British and Baptist Life
 6 hours credit for the Trinity term at Regents Park College of Oxford University, England (contact the Biblical and Theological Studies Department for the application process).

RELIGIOUS STUDIES (18 hours)

PHIL 402SL	Philosophy of Religion (3 credits)
PHIL 404	Non-Western Religious Thought (3 cr)
BTS 320	Religions of theWorld (3 credits)
SOC 312	Sociology of Religion (3 credits)

Choose six hours of electives from the following:

BTS 324	Islam (3 credits)
HIST 341	Confucian Tradition (3 credits)
BTS 322	New Religious Movements (3 credits)
BTS 426	Religion & Popular Culture in America (3 cr)
BTS 433	American Religious History (3 credits)

BIOLOGY

Major

Bachelor of Arts in Biology
Bachelor of Science in Biology

Emphasis

General
Health Professions
Research
Wildlife Ecology

Specialization

Biology-Teacher Licensure - 6-12

The biology program is housed in Dougherty Science Center. Its facilities include the Chapman Research Laboratory, laboratory facilities for environmental studies, zoology, botany, microbiology, immunology, cell biology, anatomy/physiology, genetics, mammalian physiology, gross anatomy, and a greenhouse.

Biology majors are eligible for membership in Beta Beta Beta, the national biology honor society. In addition to traditional courses, the department offers unique opportunities for individual studies through externships, independent projects, and teaching assistantships. Following graduation, alumni have entered a variety of vocational fields, including health professions, education, research, and industry.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the *Liberal Arts Core Requirements* section of the catalog for additional details. Biology majors with a general emphasis should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies in Mathematics and Science**
MATH 120 or 201 (3 credits)
CHEM 103 and 104 (8 credits)
- **Studies to Enhance a World Perspective**
Language (*The biology major requires six hours of the same language at the 100 level or higher*).
- **Senior Capstone Course**
BIOL 411 (*as listed in major hours below*)

BIOLOGY - GENERAL

For a general emphasis in biology, a student must complete at least 34 hours in biology.

General Biology Requirements (34 hours)

BIOL 105 General Biology I (4 credits)
BIOL 106 General Biology II (4 credits)
BIOL 410 Directed Readings in Biology (1 credit)
BIOL 411SL Senior Seminar (capstone course) (1 credit)

One course from each of the following three categories:

Molecular/Cell

BIOL 314 Genetics (4 credits)
BIOL 320 Molecular Cell Biology (4 credits)
BIOL 408 Immunology (4 credits)

Organismal

BIOL 301 Botany (4 credits)
BIOL 302 Zoology (4 credits)
BIOL 404 Mammalian Physiology (5 credits)

Population

BIOL 315SL Ecology (4 credits)
BIOL 317SL Natural History (4 credits)
BIOL 319SL Animal Behavior (4 credits)

Choose one of the following (That was not taken from the prior three categories molecular/cell, organismal or population):

BIOL 317SL Natural History (4 credits)
BIOL 319SL Animal Behavior (4 credits)
BIOL 320 Molecular Cell Biology (4 credits)
BIOL 402SL Gross Anatomy (5 credits)
BIOL 404 Mammalian Physiology (5 credits)
BIOL 405 Environmental Policy (4 credits)
BIOL 408 Immunology (4 credits)

Biology elective hours* (8-12 hours)

**CHEM 301, Organic Chemistry I, and CHEM 302, Organic Chemistry II, are strongly recommended.*

Elective Hours (37 credits)

Summary of Total Credits

Liberal Arts Core (49 credits)
General Biology Requirements (34 credits)
Electives (37 credits)

Minimum to Earn a BA in Biology with General Emphasis (120 hours)



BIOLOGY – HEALTH PROFESSIONS

For a health professions emphasis in biology, a student must complete the following requirements.

A minimum grade of “C” is required in all Biology classes.

Biology Requirements (47 hours)

Category 1 (8 hours)

BIOL 105	General Biology I (4 credits)
BIOL 106	General Biology II (4 credits)

Category 2 (12 hours)

BIOL 301	Botany (4 credits)
BIOL 314	Genetics (4 credits)
BIOL 315SL Ecology	(4 credits)

Category 3 – (12 hours)

BIOL 404	Mammalian Physiology (5 credits) or BIOL 302 Zoology (4 credits)
BIOL 320	Molecular Cell Biology (4 credits) or BIOL 408 Immunology (4 credits)
BIOL 317SL	Natural History (4 credits) or BIOL 319SL Animal Behavior (4 credits)

Biology Elective– (12 hours)

Any 300 or 400 Biology Class

CHEM 201	Excel for Scientists (2 credits)
CHEM 301	Organic Chemistry I (4 credits)
CHEM 302	Organic Chemistry II (4 credits)
CHEM 311	Biochemistry I (4 credits)
CHEM 312	Biochemistry II (4 credits)

Biology Capstone– (2 hours)

BIOL 410	Directed Readings (1 credit)
BIOL 411SL	Senior Seminar – (1 credit)

Health Professions Requirement– (1 hour)

ID 208	Career Planning in the Health Professions

Summary of Total Credits

Liberal Arts Core (49 credits)
General Biology Requirements (47 credits)
Electives (37 credits)

Min. to Earn a BA in Biology with Health Professions Emphasis (120 hrs.)



BIOLOGY - RESEARCH

The **research emphasis in biology** is intended for students interested in careers in research, industry, and college level teaching. These students should prepare for graduate study on either the master's or doctoral degree level. Their undergraduate requirements include those listed under the general emphasis.

Also strongly recommended are one or more of the following:

BIOL 315SL	Ecology (4 credits)
BIOL 320	Molecular Cell Biology (4 credits)
BIOL 404	Mammalian Physiology (5 credits)
BIOL 408	Immunology (4 credits)
BIOL 491	Directed Projects in Biology (1-4 credits)

General Biology Requirements (34 hours)

BIOL 105	General Biology I (4 credits)
BIOL 106	General Biology II (4 credits)
BIOL 410	Directed Readings in Biology (1 credit)
BIOL 411SL	Senior Seminar (capstone course) (1 credit)

One course from each of the following three categories:

Molecular/Cell

BIOL 314	Genetics (4 credits)
BIOL 320	Molecular Cell Biology (4 credits)
BIOL 408	Immunology (4 credits)

Organismal

BIOL 301	Botany (4 credits)
BIOL 302	Zoology (4 credits)
BIOL 404	Mammalian Physiology (5 credits)

Population

BIOL 315SL Ecology	(4 credits)
BIOL 317SL Natural History	(4 credits)
BIOL 319SL Animal Behavior	(4 credits)

Choose one of the following (That was not taken from the prior three categories molecular/cell, organismal or population):

BIOL 317SL	Natural History (4 credits)
BIOL 319SL	Animal Behavior (4 credits)
BIOL 320	Molecular Cell Biology (4 credits)
BIOL 402SL	Gross Anatomy (5 credits)
BIOL 404	Mammalian Physiology (5 credits)
BIOL 405	Environmental Policy (4 credits)
BIOL 408	Immunology (4 credits)

Biology elective hours* (8-12 hours)

**CHEM 301, Organic Chemistry I, and CHEM 302, Organic Chemistry II, are strongly recommended.*

Elective Hours (37 credits)

Summary of Total Credits

Liberal Arts Core (49 credits)
General Biology Requirements (34 credits)
Electives (37 credits)

Minimum to Earn a BA in Biology with Research (120 hrs)

BIOLOGY - TEACHER LICENSURE 6-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

For teacher licensure 6-12 in Biology, students must meet state-mandated requirements as well as complete the following curriculum.

In addition to other Liberal Arts core requirements for biology majors:

- **Studies in Personal/Social Awareness**
CFS 206, Psychology 204 or 206

General Biology Requirements (10 hours)

BIOL 105	General Biology I (4 credits)
BIOL 106	General Biology II (4 credits)
BIOL 410	Directed Readings in Biology (1 credit)
BIOL 411SL	Senior Seminar (capstone course) (1 credit)

Biology Teacher Licensure Courses (24 hours)

BIOL 102	Environmental Science (3 credits)
BIOL 303	Soils and Geologic Science (3 credits)
BIOL 314	Genetics (4 credits)
BIOL 315SL	Ecology (4 credits)
BIOL 317SL	Natural History (4 credits)

Choose one of the following courses from Organismal:

BIOL 301	Botany (4 credits)
BIOL 302	Zoology (4 credits)
BIOL 404	Mammalian Physiology (5 credits)

Biology elective hours (2 credits)

Professional Education (34 ~~31~~ hours)

(A grade of C or better is required in all courses below)

EDUC 203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
~~EDUC 205~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 342	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
EDUC 350	Diversity in Schools, Homes, & Communities
EDUC 403	Assessment and Evaluation (3 credits)
EDUC 420	Content-Area Methods in 6-12 Classroom (3 cr)
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Persons with Exceptionalities (3 cr)
EDUC 463	Seminar in Student Teaching (2 credits)
EDUC 465	Student Teaching: Placement One (5 credits)
EDUC 467	Student Teaching: Placement Two (5 credits)

Elective hours (3 credits)

Summary of Total Credits

Liberal Arts Core (49 credits)
General Biology Requirements (10 credits)
Biology Teacher Licensure courses (24 credits)
Professional Education courses (~~34~~ 31 credits)
Elective hours (3 credits)

Min. to Earn a BA in Biology with Teacher Licensure 6-12 (120 hrs.)

BIOLOGY - WILDLIFE ECOLOGY

The Wildlife Ecology emphasis is intended for students interested in pursuing graduate studies in the field of ecology or for those students who seek to gain employment with various private, state, or federal natural resources management agencies. Traditional coursework will provide students with a strong foundation in wildlife ecology and conservation principles, while field studies and internships will equip students with the necessary hands-on experience needed to pursue further studies or employment opportunities in this field.

Biology Requirements (50 hours)

Category 1 (10 hours)

BIOL 105	General Biology I (4 credits)
BIOL 106	General Biology II (4 credits)
BIOL 410	Directed Readings in Biology (1 credit)
BIOL 411SL	Senior Seminar (capstone course) (1 cr)

Category 2 (12 hours)

BIOL 319	Animal Behavior (4 credits)
BIOL 415	Mammalogy (4 credits)
BIOL 416	Ornithology (4 credits)

Category 3 – Select one (4 hours)

BIOL 314	Genetics (4 credits)
BIOL 320	Molecular Cell Biology (4 credits)

Category 4 – Select two (8 hours)

BIOL 302	Zoology (4 credits)
BIOL 315	Ecology (4 credits)
BIOL 404	Mammalian Physiology (4 credits)

Category 5 – Select two (7 hours minimum)

BIOL 301	Botany (4 credits)
BIOL 350	Field Ecology (4 credits)
BIOL 406	Field Botany (3 credits)
BIOL 304	Field Biology (3 credits)

Category 6 (1 hour)

BIOL 491 Directed Project (1 credit)
or BIOL 383 Internship

Category 7 (8 hours)

8 hours of upper-level Biology

Elective Hours (26 credits)

Summary of Total Credits

Liberal Arts Core. (49 credits)
Biology Requirements (45 credits)
Electives (26 credits)

Min. to Earn a BA in Biology with Wildlife Ecology Emphasis (120 hrs)

BACHELOR OF SCIENCE - BIOLOGY

The Bachelor of Science in Biology is an intensive degree for students looking to pursue advanced studies in the biological sciences and/or employment in various fields of science. The courses required in this emphasis are as follows.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the *Liberal Arts Core Requirements* section of the catalog for additional details. Bachelor of Science in Biology should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- o **Studies in Mathematics and Science (11 hours)**
MATH 120 or 201 (3 credits)
Chemistry 103 and 104 (8 credits)
- o **Senior Capstone Course** (*as listed in major hours below*)
BIOL 410 and 411

Biology Requirements

(46 hours) Biology Core

(28 hours)

BIOL 105	General Biology I (4 credits)
BIOL 106	General Biology II (4 credits)
BIOL 301	Botany (4 credits)
BIOL 314	Genetics (4 credits)
BIOL 315SL	Ecology (4 credits)
CHEM 301	Organic Chemistry I (4 credits)
CHEM 302	Organic Chemistry II (4 credits)

Biology Electives (16 hours)

Any 300/400 level Biology classes (16 credits)

Biology Capstones (2 hours)

BIOL 410	Directed Readings in Biology (1 credit)
BIOL 411SL	Senior Seminar (capstone course) (1 credit)

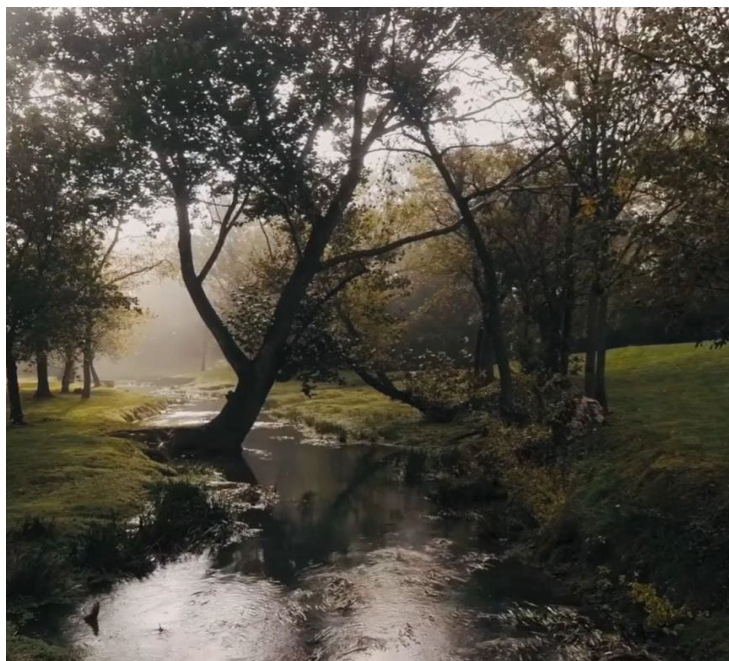
Elective Hours (31 credits)

Summary of Total

Credits

Liberal Arts Core (43 credits)
Biology Requirements (46 credits)
Electives (31 credits)

Minimum to Earn a BS in Biology (120 hours)



BUSINESS

Majors

Accounting	Business Administration
Business Analytics	Finance/Economics
Management	Marketing
Sport Management	Supply Chain Management

Specialization

Teacher Licensure - 6-12

Minors

Accounting	Business Administration*
Business Analytics	Finance/Economics
Management	Marketing
Sport Management	

*Available only to non-business majors

The Department of Business encourages students majoring in Business to complete second majors and minors. Students who choose to earn two majors within the Department of Business must follow the following policies:

- Students may choose two majors within the Department of Business from Accounting, Business Administration, Business Analytics, Finance/Economics, Management, Marketing, Sport Management, and Supply Chain Management.
- If Business Administration is one of the two majors, no classes beyond the common Business Core classes may count toward both majors.
- The Department cannot guarantee that students will be able to complete both majors due to scheduling constraints. Substitutions may not be approved.

The Department of Business is located in the Ted Russell Hall. The computer lab features Windows operating systems connected to a campus-wide computer network. Majors within the department have opportunities for internships and other projects during the senior year. Alumni include a former president of American Banking Association, hospital administrators, entrepreneurs, nursing facility administrators, CPAs, and several CEOs.

Advanced Placement Credit

Students may receive credit for Economics 210 (Principles of Microeconomics) and Economics 220 (Principles of Macroeconomics) by achieving a score of 4 or higher on the College Entrance Examination Board's Advanced Placement exams in those subject areas. Students wishing to receive advanced placement credit must provide evidence of their score and pay a fee to the University for each credit hour awarded. The Department of Business accepts the following CLEP exams by the University's standards for a passing score:

Accounting 201, BAD 301, Economics 210, Economics 220, Marketing 300.

Grade Requirements

Students must earn the minimum grade of C in each course in the major and minor.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the *Liberal Arts Core Requirements* section of the catalog for additional details. All majors in the Business depart will fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- Studies in Personal/Social Awareness (3 hours)**
ECON 210
- Senior Capstone Course**
MGT 408 Strategic Management (Capstone Course)

Transfer credit

Generally, courses from two-year institutions will not be accepted as equivalents for 300 or 400 level courses in any curriculum in the Department of Business. Any exception must be approved by the department chair.

ACCOUNTING

Business Foundations Core (12 hours)

(to be completed prior to major courses, unless otherwise noted)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits)
<i>or MATH 201 Statistical Concepts and Methods</i>	
ECON 210	Principles of Microeconomics (3 credits)

Business Core (24 hours)

BAD 201	Business and Professional Communication
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment of Business
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 cr)
MGT 301	Essentials of Management and Leadership
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (Capstone Course) (3 cr)

Accounting Requirements (27 hours)

ACCT 301	Intermediate Accounting I (3 credits)
ACCT 302	Intermediate Accounting II (3 credits)
ACCT 306	Strategic Cost Accounting (3 credits)
ACCT 309	Accounting Information Systems (3 cr)
ACCT 402	Auditing I (3 credits)
ACCT 406	Advanced Accounting (3 credits)
ACCT 414	Federal Taxation I (3 credits)
ACCT 415	Federal Taxation II (3 credits)
BAD 302	Law of Business Organizations and Commercial Transactions (3 credits)

Elective Hours (18-19 credits)

Summary of Total Credits

Liberal Arts Core (38-39 credits)
Business Foundations Core (12 credits)
Business Core (24 credits)
Accounting Requirements (27 credits)
Electives (18-19 credits)

Minimum to Earn a BS in Accounting (120 hours)

BUSINESS ADMINISTRATION

For a BS with a major in business administration, a student must meet the liberal arts core requirement, the business foundations core, major area requirement, and electives to complete 120 hours as follows:

Business Foundations Core (12 hours)

(to be completed prior to major courses, unless otherwise noted)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits) or MATH 201 Statistical Concepts and Methods
ECON 210	Principles of Microeconomics (3 credits)

Business Core (24 hours)

BAD 201	Business and Professional Communication
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment of Business
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 cr)
MGT 301	Essentials of Management and Leadership
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (Capstone Course) (3 cr)

Business Administration Requirements (15 hours)

Upper division coursework in at least three Business disciplines* (15 credits)

*Internship courses **will not** count toward this 15-hour requirement.

Elective Hours (30-31 credits)

Summary of Total Credits

Liberal Arts Core (38-39 credits)
Business Foundations Core (12 credits)
Business Core (24 credits)
Business Admin Requirements (15 credits)
Electives (30-31 credits)

Minimum to Earn a BS in Business Admin (120 hours)

BUSINESS ADMINISTRATION - TEACHER LICENSURE 6-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

For teacher licensure 6-12 in Business, students must meet state-mandated requirements as well as complete the following curriculum:

Business Foundations Core (12 hours)

(to be completed prior to major courses, unless otherwise noted)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits) or MATH 201 Statistical Concepts and Methods
ECON 210	Principles of Microeconomics (3 credits)

Business Core (24 hours)

BAD 201	Business and Professional Communication
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment of Business
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 cr)
MGT 301	Essentials of Management and Leadership
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (Capstone Course) (3 cr)

Business Administration Requirements (15 hours)

Upper division coursework in at least three Business disciplines* (15 credits)

*Internship courses **will not** count toward this 15-hour requirement.

Professional Education (34 31 hours)

(A grade of C or better is required in all courses below)

EDUC 203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
~~EDUC 205~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 342	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
EDUC 350	Diversity in Schools, Homes, & Communities (2 cr)
EDUC 403	Assessment and Evaluation (3 credits)
EDUC 420	Content-Area Methods in 6-12 Classroom (3 credits)
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Persons with Exceptionalities (3 credits)
EDUC 463	Seminar in Student Teaching (2 credits)
EDUC 465	Student Teaching: Placement One (5 credits)
EDUC 467	Student Teaching: Placement Two (5 credits)

Summary of Total Credits

Liberal Arts Core (38-39 credits)
Business Foundations Core (12 credits)
Business Core (24 credits)
Business Admin Requirements (15 credits)
Professional Education Requirements (34 31 credits)

Min to Earn a BS in Business with Teacher

Licensure (120 120-121 hrs.)



BUSINESS ANALYTICS

For a BS with a major in business analytics a student must meet the liberal arts core requirement, the business foundations core, major area requirement, and electives to complete 120 hours as follows:

Business Foundations Core (12 hours)

(to be completed prior to major courses, unless otherwise noted)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits)
<i>or MATH 201 Statistical Concepts and Methods</i>	
ECON 210	Principles of Microeconomics (3 credits)

Business Core (24 hours)

BAD 201	Business and Professional Communication
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment of Business
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 cr)
MGT 301	Essentials of Management and Leadership
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (Capstone Course) (3 cr)

Business Analytics Requirements (21 hours)

CSC 107	Programming I (3 credits)
CSC 207	Programming II (3 credits)
CSC 312	Database Management (3 credits)
BAD 320	Analytical Decision Modeling (3 credits)
BAD 321	Data Security, Governance, and Ethics (3 cr)
BAD 322	Advanced Analysis Tools (3 credits)
BAD 420	Data Visualization (3 credits)
BAD 421	Data Mining (3 credits)
ECON 420	Econometrics (3 credits)

Choose one of the following:

MGT 302	Operations Management (3 credits)
MGT 367	Project Management (3 credits)
MKT 407	Marketing Research (3 credits)
ACCT 320	Accounting Analytics (3 credits)
FIN 320	Financial Analytics (3 credits)
SMGT 320	Sport Management Analytics (3 credits)

Elective Hours (15-16 credits)

Summary of Total Credits

Liberal Arts Core (38-39 credits)
Business Foundations Core (12 credits)
Business Core (24 credits)
Business Analytics Requirements (30 credits)
Electives (15-16 credits)

Minimum to Earn a BS in Business Analytics (120 hours)

FINANCE/ECONOMICS

For a BS with a major in finance/economics a student must meet the liberal arts core requirement, the business foundations core, major area requirement, and electives to complete 120 hours as follows:

Business Foundations Core (12 hours)

(to be completed prior to major courses, unless otherwise noted)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits)
<i>or MATH 201 Statistical Concepts and Methods</i>	
ECON 210	Principles of Microeconomics (3 credits)

Business Core (24 hours)

BAD 201	Business and Professional Communication
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment of Business
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 cr)
MGT 301	Essentials of Management and Leadership
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (Capstone Course) (3 cr)

Finance/Economics Requirements (21 hours)

ECON 310	International Trade and Finance (3 credits)
ECON 404	Financial Institutions and Monetary Theory
FIN 304	Investment Analysis (3 credits)
FIN 305	Financial and Tax Strategies (3 credits)
FIN 307	Corporate Finance (3 credits)
FIN 401	Financial Analysis and Valuation (3 credits)
FIN 402	Insurance and Risk Management (3 credits)

Elective Hours (24-25 credits)

Summary of Total Credits

Liberal Arts Core (38-39 credits)
Business Foundations Core (12 credits)
Business Core (24 credits)
Finance/Economics Requirements (21 credits)
Electives (24-25 credits)

Minimum to Earn a BS in Finance/Economics (120 hours)



MANAGEMENT

For a BS with a major in management, a student must meet the liberal arts core requirement, the business foundations core, major area requirement, and electives to complete 120 hours as follows:

Business Foundations Core (12 hours)

(to be completed prior to major courses, unless otherwise noted)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits) or MATH 201 Statistical Concepts and Methods
ECON 210	Principles of Microeconomics (3 credits)

Business Core (24 hours)

BAD 201	Business and Professional Communication
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment of Business
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 cr)
MGT 301	Essentials of Management and Leadership
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (Capstone Course) (3 cr)

Management Requirements (24-27 hours)

MGT 302	Operations Management (3 credits)
MGT 306	Organizational Behavior (3 credits)
MGT 367	Project Management (3 credits)
MGT 405	Human Resource Management (3 credits)
MGT 410	Entrepreneurship (3 credits)
MGT 420	Change Management (3 credits)
MKT 400	Marketing Management (3 credits)
BAD 465	Business Administration Internship (3-6 credits)

Or choose two upper division business courses from the same discipline

Elective Hours (18-22 credits)

Summary of Total Credits

Liberal Arts Core (38-39 credits)
Business Foundations Core (12 credits)
Business Core (24 credits)
Management Requirements (24-27 credits)
Electives (18-22 credits)

Minimum to Earn a BS in Management (120 hours)

MARKETING

For a BS with a major in marketing, a student must meet the liberal arts core requirement, the business foundations core, major area requirement, and electives to complete 120 hours as follows:

Business Foundations Core (12 hours)

(to be completed prior to major courses, unless otherwise noted)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits) or MATH 201 Statistical Concepts and Methods
ECON 210	Principles of Microeconomics (3 credits)

Business Core (24 hours)

BAD 201	Business and Professional Communication
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment of Business
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 cr)
MGT 301	Essentials of Management and Leadership
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (Capstone Course) (3 cr)

Marketing Requirements (24 hours)

MGT 410	Entrepreneurship (3 credits)
MKT 330	Marketing in the Digital Era (3 credits)
MKT 350	Consumer Behavior (3 credits)
MKT 400	Marketing Management (3 credits)
MKT 407	Marketing Research Methods and Design (3 cr)
MKT 442	Advertising and Promotions (3 credits)

Choose Six (6) hours from the following:

ACCT 306	Strategic Cost Accounting (3 credits)
ART 323	Web and Interactive Design (3 credits)
BAD 465	Internship (3-6 credits)
COMM 201	Strategic Communication Techniques/Skills (3 cr)
COMM 322	Mass Media (3 credits)
COMM 323	Public Relations (3 credits)
COMM 404	Communication Law and Ethics (3 credits)
COMM 424	Persuasion (3 credits)
MGT 367	Project Management (3 credits)
SMGT 400	Sport Marketing (3 credits)

Elective Hours (21-22 credits)

Summary of Total Credits

Liberal Arts Core (38-39 credits)
Business Foundations Core (12 credits)
Business Core (24 credits)
Marketing Requirements (24 credits)
Electives (21-22 credits)

Minimum to Earn a BS in Marketing (120 hours)

SPORT MANAGEMENT

For a BS with a major in sport management, a student must meet the liberal arts core requirement, the business foundations core, major area requirement, and electives to complete 120 hours as follows:

Business Foundations Core (12 hours)

(to be completed prior to major courses, unless otherwise noted)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits) or MATH 201 Statistical Concepts and Methods
ECON 210	Principles of Microeconomics (3 credits)

Business Core (24 hours)

BAD 201	Business and Professional Communication
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment of Business
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 cr)
MGT 301	Essentials of Management and Leadership
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (Capstone Course) (3 cr) Leadership (3 credits)
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (Capstone Course) (3 credits)

Sport Management Requirements (24-27 hours)

SMGT 301	Sport Management (3 credits)
SMGT 302	Sport Facility and Event Management (3 cr)
SMGT 304	Behavioral Aspects of Sports and Coaching Methodology (3 credits)
SMGT 400	Sport Marketing (3 credits)
SMGT 401	Legal and Ethical Environment of Sport (3 cr)
SMGT 405	Financial Issues in Sport Business (3 credits)
SMGT 410	Sport Management Seminar (3 credits)
SMGT 465	Sport Management Internship (3-6 credits)

Elective Hours (18-22 credits)

Summary of Total Credits

Liberal Arts Core (38-39 credits)
Business Foundations Core (12 credits)
Business Core (24 credits)
Sport Management Requirements (24 credits)
Electives (24-27 credits)

Minimum to Earn a BS in Sport Management (120 hours)

SUPPLY CHAIN MANAGEMENT

For a BS with a major in supply chain management a student must meet the liberal arts core requirement, the business foundations core, major area requirement, and electives to complete 120 hours as follows:

Business Foundations Core (12 hours)

(to be completed prior to major courses, unless otherwise noted)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits) or MATH 201 Statistical Concepts and Methods
ECON 210	Principles of Microeconomics (3 credits)

Business Core (24 hours)

BAD 201	Business and Professional Communication
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment of Business
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 cr)
MGT 301	Essentials of Management and Leadership
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (Capstone Course) (3 cr)

Supply Chain Management Requirements (27 hours)

BAD 305	Business Data Management (3 credits)
BAD 320	Analytical Decision Modeling (3 credits)
BAD 322	Advanced Analysis Tools (3 credits)
MGT 302	Operations Management (3 credits)
SCM 301	Supply Chain Management (3 credits)
SCM 310	Global Supply Chain Management (3 credits)
SCM 401	Procurement, Negotiations, Law, and Ethics (3 cr)
SCM 402	Business Logistics (3 credits)

Choose one of the following:

MGT 367	Project Management (3 credits)
MGT 420	Change Management (3 credits)
SCM 465	Supply Chain Management Internship (3 credits)
BAD 420	Data Visualization (3 credits)
BAD 421	Data Mining (3 credits)

Elective Hours (18-19 credits)

Summary of Total Credits

Liberal Arts Core (38-39 credits)
Business Foundations Core (12 credits)
Business Core (24 credits)
Supply Chain Management Requirements (27 credits)
Electives (24-27 credits)

Minimum to Earn a BS in Supply Chain Management (120 hours)

BUSINESS DEPARTMENT MINORS

Minors in the Department of Business consist of a minimum of 18 credit hours selected from the courses offered under a single designation. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Minors available and their requirements are:

ACCOUNTING (18 HOURS)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
ACCT 301	Intermediate Accounting I (3 credits)
ACCT 306	Strategic Cost Accounting (3 credits)
ACCT 309	Accounting Information Systems (3 credits)
ACCT 414	Federal Taxation I (3 credits)

BUSINESS ADMINISTRATION (18 HOURS)

(Available to non-business majors only)

ACCT 201	Principles of Financial Accounting (3 credits)
BAD 215	Business Information Tools (3 credits)
ECON 210	Principles of Microeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 credits)
MGT 301	Essentials of Management and Leadership (3 cr)
MKT 300	Principles of Marketing (3 credits)

BUSINESS ANALYTICS (18 HOURS)

BAD 205	Introduction to Business Analytics (3 credits)
BAD 215	Business Information Tools (3 credits)
BAD 320	Analytical Decision Modeling (3 credits)
BAD 322	Advanced Analysis Tools (3 credits)
BAD 420	Data Visualization (3 credits)

Choose 1 of the following:

MGT 302	Operations Management (3 credits)
MGT 367	Project Management (3 credits)
MKT 407	Marketing Research (3 credits)
ACCT 320	Accounting Analytics (3 credits)
FIN 320	Financial Analytics (3 credits)
SMGT 320	Sport Management Analytics (3 credits)

FINANCE/ECONOMICS (18 HOURS)

ECON 220	Principles of Macroeconomics (3 credits)
ECON 404	Financial Institutions and Monetary Theory (3 credits)
FIN 301	Introduction to Financial Management (3 credits)
FIN 304	Investment Analysis (3 credits)
FIN 307	Corporate Finance (3 credits)

Choose three (3) hours from the following:

ECON 403	Public Finance and Public Policy (3 credits)
FIN 305	Financial and Tax Strategies (3 credits)
FIN 401	Financial Analysis and Valuation (3 credits)
FIN 402	Insurance and Risk Management (3 credits)
ACCT 414	Federal Taxation I (3 credits)

MANAGEMENT (18 HOURS)

MGT 301	Essentials of Management and Leadership (3 credits)
MGT 302	Operations Management (3 credits)
MGT 306	Organizational Behavior (3 credits)
BAD 301	Legal and Ethical Environment of Business (3 credits)

Choose two (2) courses from the following (1 must be a management course):

MGT 367	Project Management (3 credits)
MGT 405	Human Resource Management (3 credits)
MGT 410	Entrepreneurship (3 credits)
MGT 420	Change Management (3 credits)
MKT 400	Marketing Management (3 credits)
SMGT 301	Sport Management (3 credits)
ACCT 306	Strategic Cost Accounting (3 credits)

MARKETING (18 HOURS)

ECON 210*	Principles of Microeconomics (3 credits)
MKT 300*	Principles of Marketing (3 credits)
MKT 400*	Marketing Management (3 credits)

Choose 9 hours of the following:

ACCT 306	Strategic Cost Accounting
MKT 330	Marketing in the Digital Era (3 credits)
MKT 350	Consumer Behavior (3 credits)
MKT 407	Marketing Research Methods (3 credits)
MKT 442	Advertising and Promotions (3 credits)
MGT 410	Entrepreneurship (3 credits)
SMGT 400	Sport Marketing (3 credits)

SPORT MANAGEMENT (18 HOURS)

FIN 301	Introduction to Financial Management (3 credits)
MKT 300	Principles of Marketing (3 credits)
SMGT 301	Sport Management (3 credits)
SMGT 304	Behavioral Aspects of Sports and Coaching (3 cr)

Choose 6 hours of the following (3 hours must be SMGT):

PE 311SL	Sport as Mission (3 credits)
PE 335	Ethical Consideration in Sport (3 credits)
PE 440	Policy and Risk Management in Sport and Recreation (3 credits)
SMGT 302	Sport Facility and Event Management (3 credits)
SMGT 400	Sport Marketing (3 credits)
SMGT 401	Legal and Ethical Environment of Sport (3 credits)
SMGT 405	Financial Issue in Sport Business (3 credits)

***Double Counting:**

Management majors would take four options at the bottom instead of three (not MGT 410) because they would only double-count two courses from the top list (not three) Non-business majors would be required to take prerequisites for MGT 410 (MGT-301 and FIN-301), for ACCT-306 (ACCT-201 and ACCT-202), and for SMGT-400 (SMGT 301)



CHEMISTRY

Majors

Bachelor of Arts in Chemistry
 Bachelor of Science in Biochemistry
 Bachelor of Science in Chemistry

Specialization

Teacher Licensure 6-12

Careers

Since many career paths are open to chemists, students should consult with academic advisers to determine which degree is most appropriate for their particular interests and abilities. Some typical careers of our graduates include the health professions (all branches), graduate school, teaching in the public schools (teacher licensure program), and direct entry into the workforce (government or industry).

The chemistry program is located on the third level of Dougherty Science Center. Major equipment holdings include atomic absorption, inductively coupled plasma (ICP), chromatographs (gas and HPLC), diode laser (with optics and oscilloscope), electrochemistry, nuclear magnetic resonance (90 MHz FT), spectrophotometers (UV-VIS, FTIR with library search, fluorescence), and mass spectrometers (GC and HPLC). Labquest™ is used in a number of labs for data collection and analysis (temperature, pH, electrochemistry, UV-Vis spectrophotometry, etc.). Additional major equipment shared with the department of biology for the biochemistry major includes centrifuges (preparative and ultracentrifuges), preparative and analytical chromatographic systems, gel electrophoresis, electroblotting, fluorescence imaging, microscopy and fluorescence microscopy, DNA sequencer, biosensor, autoclaves, data analysis equipment (scanners, digital cameras, computers), cell culture (hoods, incubators, reactors), ultracold freezers, walk-in cold room and freezer.

Some departmental scholarship money is available, particularly to junior and senior chemistry majors. A \$30.00 lab fee is required for all laboratory and externship courses in the department.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the *Liberal Arts Core Requirements* section of the catalog for additional details. Bachelor of Arts in Chemistry should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Senior Capstone Course** (as listed in major hours below) CHEM 412

BACHELOR OF ARTS - CHEMISTRY

The BA degree in chemistry requires at least 34 hours of chemistry and additional requirements as follows:

Chemistry Requirements (34 hours)

CHEM 103	General Chemistry I (4 credits)
CHEM 104	General Chemistry II (4 credits)
CHEM 201	Excel for Scientists (2 credits)
CHEM 301	Organic Chemistry I (4 credits)
CHEM 302	Organic Chemistry II (4 credits)
CHEM 305SL	Quantitative Analysis (4 credits)
CHEM 411	Special Topics in Chemistry (1 credit)
CHEM 412	Seminar in Chemistry (1 credit)

CHEM Chemistry electives (must be 300/400 level) (10 credits)

Elective Hours (37-39 credits)

Only eight (8) hours of 100 level courses and only 3 hours of externship (CHEM 307 or CHEM 308) may count towards the major.

Summary of Total Credits

Liberal Arts Core (47-49 credits)
 Chemistry Requirements (34 credits)
 Electives (37-39 credits)

Minimum to Earn a BA in Chemistry (120 hours)



CHEMISTRY - TEACHER LICENSURE 6-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

For teacher licensure 6-12 in Chemistry, students must meet state-mandated requirements as well as complete the following curriculum.

Additional Liberal Arts Core Requirements

- **Studies in Mathematics and Science (11 hours)**
 - MATH 151 (3 credits)
 - BIOL 105, Physics 103 (8 credits)
- **Studies in Personal/Social Awareness**
 - PSY 204, Psychology 206, or FCS 206 (3 credits)

Chemistry Requirements (34 hours)

CHEM 103	General Chemistry I (4 credits)
CHEM 104	General Chemistry II (4 credits)
CHEM 201	Excel for Scientists (2 credits)
CHEM 301	Organic Chemistry I (4 credits)
CHEM 302	Organic Chemistry II (4 credits)
CHEM 305SL	Quantitative Analysis (4 credits)
CHEM 411	Special Topics in Chemistry (1 credit)
CHEM 412	Seminar in Chemistry (1 credit)
CHEM Chemistry electives (must be 300/400 level) (10 credits)	

Elective Hours (7-39 credits)

Only eight (8) hours of 100 level courses and only 3 hours of externship (CHEM 307 or CHEM 308) may count towards the major.

Professional Education (37 34 hours)

(A grade of C or better is required in all courses below)

EDUC 203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
~~EDUC 205~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 342	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
EDUC 350	Diversity in Schools, Homes, & Communities (2 cr)
EDUC 403	Assessment and Evaluation (3 credits)
EDUC 420	Content-Area Methods in 6-12 Classroom (3 cr)
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Persons with Exceptionalities (3 credits)
EDUC 463	Seminar in Student Teaching (2 credits)
EDUC 465	Student Teaching: Placement One (5 credits)
EDUC 467	Student Teaching: Placement Two (5 credits)

Additional Courses Required for Major (7 hours)

BIOL 102	Environmental Science (3 credits)
PHYS 104	General Physics II (4 credits)

Summary of Total Credits

Liberal Arts Core (49 credits)
 Chemistry Requirements (33 credits)
 Professional Education (37 34 credits)
 Additional Courses (7 credits)

Min to Earn a BA in Chemistry with 6-12 teacher licensure (126 123 hours)

BACHELOR OF SCIENCE - BIOCHEMISTRY

The BS degree in biochemistry requires a total of 48 hours, including 4 hours of electives; some additional courses are strongly recommended. BS majors must serve as a laboratory assistant (CHEM 300) for at least one lab for one semester. The student may receive course credit (CHEM 300) or receive pay for this at the current rate established by the University. All chemistry majors must complete a minimum of 12 semester hours of 300 and/or 400 level chemistry courses at Carson-Newman University. All chemistry majors must have a minimum GPA of 2.0 in chemistry. A maximum of 6 hours research (CHEM 491-494) may be counted toward a degree in chemistry.

AP credit

To obtain AP credit for CHEM 103 and 104, students must score 4 or 5 on the AP exam and serve at least once as a teaching assistant for the lab portions of both CHEM 103 and 104 (cannot receive pay or credit for CHEM 300).

Chemistry Requirements (48 hours)

CHEM 103	General Chemistry I (4 credits)
CHEM 104	General Chemistry II (4 credits)
CHEM 201	Excel for Scientists (2 credits)
CHEM 301	Organic Chemistry I (4 credits)
CHEM 302	Organic Chemistry II (4 credits)
CHEM 305SL	Quantitative Analysis (4 credits)
CHEM 311	Biochemistry I (4 credits)
CHEM 312	Biochemistry II (4 credits)
CHEM 411	Special Topics in Chemistry (1 credits)
CHEM 412	Seminar in Chemistry (1 credits)
CHEM/BIOL 300/400 level CHEM or BIOL elective (2 credits)	
BIOL 105	General Biology I (4 credits)
BIOL 106	General Biology II (4 credits)
BIOL 475	Introduction to Bioinformatics (2 credits)

Choose one course from biology electives below:

BIOL 314	Genetics (4 credits)
BIOL 316	Microbiology (4 credits)
BIOL 402	Gross Anatomy (4 credits)
BIOL 408	Immunology (4 credits)
BIOL 320	Molecular Cell Biology (4 credits)

Math Requirements (3 hours)

MATH 201	Statistical Concepts and Methods (3 credits)

Elective Hours (20-22 credits)

Summary of Total Credits

Liberal Arts Core (47-49 credits)
 Chemistry Requirements (48 credits)
 Math Requirements (3 credits)
 Electives (20-22 credits)

Minimum to Earn a BS in Biochemistry (120 hour)

BACHELOR OF SCIENCE - CHEMISTRY

The BS degree in chemistry requires at least 39 hours of chemistry and additional requirements as follows:

No more than eight (8) hours of chemistry electives may be counted toward the 120 hour requirement for graduation.

Since some of the supporting courses in math and physics also meet Liberal Arts Core Requirements, the student may have additional elective hours available for other studies. BS majors must serve as a laboratory assistant for at least one lab for one semester. The student may receive course credit (CHEM 300) or receive pay for this at the current rate established by the University.

Additional Liberal Arts Core Requirements

- **Studies in Mathematics and Science** (9-11 hours)
MATH 151 (3 credits)
- **Studies to Enhance a World Perspective**
A student must receive 6 hours credit in the same language at either the 100 or 200 level based on the results of the placement exam.

Chemistry Requirements (39 hours)

CHEM 103	General Chemistry I (4 credits)
CHEM 104	General Chemistry II (4 credits)
CHEM 201	Excel for Scientists (2 credits)
CHEM 301	Organic Chemistry I (4 credits)
CHEM 302	Organic Chemistry II (4 credits)
CHEM 305SL	Quantitative Analysis (4 credits)
CHEM 306	Instrumental Methods of Analysis (4 credits)
CHEM 401	Foundations of Physical Chemistry (3 credits)
CHEM 402	Molecular Dynamics & Spectroscopy (3 credits)
CHEM 411	Special Topics in Chemistry (1 credits)
CHEM 412	Seminar in Chemistry (1 credits)
CHEM 415	Foundations of Physical Chemistry Laboratory (1 cr)
CHEM 416	Molecular Dynamics and Spectroscopy Laboratory (1 credit)
CHEM 491-494	Three hours of research (3 credits)

Supporting Course Requirements (20 hours)

CSC 107	Computer Programming I (3 credits)
MATH 151	Calculus I (3 credits)
MATH 152	Calculus II (3 credits)
MATH 211	Calculus III (3 credits)
PHYS 103	General Physics I (4 credits)
PHYS 104	General Physics II (4 credits)

Elective Hours (12-14 credits)

Summary of Total Credits

Liberal Arts Core (47-49 credits)
 Chemistry Requirements (39 credits)
 Supporting Course Requirements (20 credits)
 Electives (12-14 credits)

Minimum to Earn a BS in Chemistry (120 hours)



COMMUNICATION

Majors

Communication Studies

Emphasis

Marketing

Nonprofit Leadership

Theatre

Specialization

Theatre - Teacher Licensure K-12

Minors

Communication

Studies Speech

Theatre

The Communication program is located on the main floor of Henderson Humanities Building. The department's facilities include an Oral Communication Lab and Forensics suite on the fourth floor of Henderson, and the Digital Café: A Center for DigitalStorytelling, a Mac-based media convergence laboratory and the production studio, both located on the fourth floor of the Stephens-Burnett Library. Majors have several opportunities for practical experience within the department. Communication Studies students program and produce for a variety of video, film, and online productions; participate in a practicum through on-campus work in journalism, public relations, production, or sports information; produce campaigns for non-profit organizations; participate in film festivals; and participate in tournaments with the forensics team. Theatre students present three major productions a year in Gentry Auditorium and several smaller productions in Phoenix Theatre each semester.

Communication Studies and Theatre majors, as well as non-majors, are eligible for membership in Alpha Psi Omega, the national honorary drama fraternity; the Society for Collegiate Journalists; and Pi Kappa Delta, a national honorary society for speech and debate. The Communication Studies and Theatre majors require six hours of the same language at the 100 level or higher. For students with a high school background in a language, the 101 level is considered remedial and does not fulfill the required six hours.

Communication majors, including students with an emphasis, also are required to develop a digital portfolio showcasing their communication skills and talents, as well as their progression through the program. Various courses will allow a student to develop the skills and content needed for an online portfolio, which ultimately will be a demonstration of the student's competency, creativity, and unique potential to possible employers, graduate programs, and others. The successful creation of the portfolio is indicative of the acquisition of important communication competencies. Prior to enrolling in COMM 457, Communication majors will submit their portfolios for evaluation by the departmental faculty. To enroll in COMM 322, students' portfolios must "pass without reservations" or "pass with reservations." Students whose portfolios do not pass must resubmit

their portfolios to the Communication faculty the next semester. Students are not permitted to enroll in COMM 457 until their portfolios are passed by the departmental committee. Students who are interested in COMM 305 or a communication internship must receive "pass without reservations" on their digital portfolios prior to enrolling in those courses.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the *Liberal Arts Core Requirements* section of the catalog for additional details. All Communication Studies majors require specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies in Communications**
COMM 135 Speech Fundamentals (3 credits)
- **Senior Capstone Course**
COMM 457 (*as listed in major hours below*)

COMMUNICATION STUDIES

For a major in Communication Studies, a student must complete the Liberal Arts core, the Communication Studies core, coursework in two areas of professional competency, Communication electives, and general electives.

Communication Studies Core (15 hours)

COMM 123	Introduction to Media Writing (3 credits)
COMM 201	Strategic Communication Techniques/Skills
208	Introduction to Digital Media (3 credits)
COMM 357	Communication Theory (3 credits)
COMM 457	Senior Communication Studies Theory/Research Seminar (Capstone Course) (3 credits)

Professional Competencies (12 hours)

(6 hours in two of three areas below)

Digital Media (6 hours)

COMM 322	Mass Media (3 credits)
COMM 325	News Writing and Reporting (3 credits)

Speech (6 hours)

COMM 337	Oral Interpretation of Literature (3 credits)
436	Advanced Public Speaking (3 credits)

Production (6 hours)

COMM 209SL	Video Production (3 credits)
COMM 304	Advanced Production (3 credits)

Communication Electives (9 hours)

COMM Electives (9 credits)

Elective Hours (37 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
Communication Core Requirements (15 credits)
Professional Competencies Requirements (12 credits)
Communication Electives (9 credits)
Electives (37 credits)

Minimum to Earn a BA in Communication Studies (120 hours)

COMMUNICATION STUDIES -MARKETING

For a major in Communication Studies with an emphasis in Marketing, a student must complete the Liberal Arts core, the Communication Studies core, coursework in two areas of professional competency, additional requirements in Communication Studies and Marketing, and general electives. Students must also complete the digital portfolio requirement.

Additional Liberal Arts Core Requirements

- **Studies in Mathematics and Science**
MATH 201 Statistical Concepts and Methods (3 credits)
Laboratory Science (6 credits)
- **Studies in Personal/Social Awareness**
ECON 210 Principles of Microeconomics (3 credits)

Communication Studies Core (15 hours)

COMM 123 Introduction to Media Writing (3 credits)
COMM 201 Strategic Communication Techniques/Skills (3 cr)
COMM 208 Introduction to Digital Media (3 credits)
COMM 357 Communication Theory (3 credits)
COMM 457 Senior Communication Studies Theory/Research Seminar (Capstone Course) (3 credits)

Professional Competencies (12 hours)

(6 hours in two of three areas below)

Digital Media (6 hours)

COMM 322 Mass Media (3 credits)
COMM 325 News Writing and Reporting (3 credits)

Speech (6 hours)

COMM 337 Oral Interpretation of Literature (3 credits)
COMM 436 Advanced Public Speaking (3 credits)

Production (6 hours)

COMM 209SL Video Production (3 credits)
COMM 304 Advanced Production (3 credits)

Additional Requirements (21 hours)

COMM 323 Public Relations (3 credits)
COMM 404 Communication Law and Ethics (3)
MKT 300 Principles of Marketing (3 credits)
COMM Elective (3 credits)

Choose Nine (9) hours from the following:

MKT 350 Consumer Behavior (3 credits)
MKT 400 Marketing Management (3 credits)
MKT 407 Marketing Research Methods and Design (3 cr)
MKT 442 Advertising and Promotions (3 credits)

Elective Hours (25 credits)

Summary of Total Credits

Liberal Arts Core (47 Credits)
Communication Core Requirements (15 credits)
Professional Competencies Requirements (12 credits)
Additional Requirements (21 credits)
Electives (25 credits)

Minimum to Earn a BA in Communication Studies with an emphasis in Marketing (120 hours)

COMMUNICATION STUDIES - NONPROFIT LEADERSHIP

For a major in Communication Studies with an emphasis in Nonprofit Leadership, a student must complete the Liberal Arts core, the Communication Studies core, coursework in two areas of professional competency, and course work in nonprofit leadership in the areas of Communication Studies, Psychology, and Sociology, and additional electives. Students must also complete the digital portfolio requirement.

Communication Studies Core (15 hours)

COMM 123 Introduction to Media Writing (3 credits)
COMM 201 Strategic Communication Techniques/Skills (3 cr)
COMM 208 Introduction to Digital Media (3 credits)
COMM 357 Communication Theory (3 credits)
COMM 457 Senior Communication Studies Theory/Research Seminar (Capstone Course) (3 credits)

Professional Competencies (12 hours)

(6 hours in two of three areas below)

Digital Media (6 hours)

COMM 322 Mass Media (3 credits)
COMM 325 News Writing and Reporting (3 credits)

Speech (6 hours)

COMM 337 Oral Interpretation of Literature (3 credits)
COMM 436 Advanced Public Speaking (3 credits)

Production (6 hours)

COMM 209SL Video Production (3 credits)
COMM 304 Advanced Production (3 credits)

Additional Requirements (27 hours)

COMM 323 Public Relations (3 credits)
COMM 404 Communication Law and Ethics (3 credits)
PSY 212 Social Entrepreneurship Seminar (2 credits)
PSY 312SL Social Entrepreneurship & Nonprofit Studies (3 cr)
COMM Elective (3 credits)

Choose three (3) hours from the following:

PSY 301 Social Psychology (3 credits)
SOC 205SL Sociology of Community (3 credits)

Elective Hours (26 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
Communication Core Requirements (15 credits)
Professional Competencies Requirements (12 credits)
Additional Requirements (20 credits)
Electives (26 credits)

Minimum to Earn a BA in Communication Studies with an emphasis in Non-Profit Leadership (120 hours)

THEATRE

For a major in Theatre, a student must complete the Liberal Arts core and the required courses for the Theatre major.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the *Liberal Arts Core Requirements* section of the catalog for additional details. Bachelor of Arts in Theatre should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies to Enhance a World Perspective**
TH 110 Introduction to Theatre (3 credits)
- **Senior Capstone Course**
TH 419, 420 (as listed in major hours below)

Theatre Major Requirements (37 hours)

TH 101A	Theatre Practicum (2 credits)
TH 214	Basic Acting (3 credits)
TH 218	Scenery Construction and Lighting (3 credits)
TH 219	Costume Construction and Makeup (3 credits)
TH 310	Play Direction (3 credits)
TH 321	Scenography (3 credits)
TH 410SL	Production Development (3 credits)
TH 419	Senior Theatre Research/Project I (1 credit)
TH 420	Senior Theatre Research/Project II (2 credits)
TH 301A	Theatre Practicum (2 credits)
ENG 342	Studies in Drama (3 credits)
ENG 423	Shakespeare (3 credits)

Choose six (6) hours from the following:

MUS 030	Lyric Theatre (may be repeated for credit (1 cr)
COMM 208	Introduction to Digital Media (3 credits) Or FILM 208
COMM 337	Oral Interpretation of Literature (3 credits)
PE 009A*	Fencing (1 credit)
PE 048A*	Judo (1 credit)
PE 303	Teaching & Assessment in Rhythmic Movement and Educational Gymnastics (3 credits)

*Not more than 3 hours combined from PE 009A and PE 048A may count towards the major.

Elective Hours (36 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
Theatre Requirements (37 credits)
Electives (36 credits)

Minimum to Earn a BA in Theatre (120 hours)

THEATRE - TEACHER LICENSURE K-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

For teacher licensure K-12 in Theatre, students must meet state-mandated requirements as well as complete the following curriculum:

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the *Liberal Arts Core Requirements* section of the catalog for additional details. Bachelor of Arts in Theatre with teacher licensure K-12 should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies in Mathematics and Science** MATH 105 or 106 (3 credits) Laboratory Science (6 credits)
- **Studies to Enhance a World Perspective**
TH 110 Introduction to Theatre (3 credits)
- **Senior Capstone Course**
TH 419 and 420 (as listed in major hours below)

Theatre Major Requirements (37 hours)

TH 101A	Theatre Practicum (2 credits)
TH 212	Voice and Physical Preparation (3 credits)
TH 214	Basic Acting (3 credits)
TH 218	Scenery Construction and Lighting (3 credits)
TH 219	Costume Construction and Makeup (3 credits)
TH 301A	Theatre Practicum (2 credits)
TH 310	Play Direction (3 credits)
TH 321	Scenography (3 credits)
TH 410SL	Production Development (3 credits)
TH 416	Advanced Acting (3 credits)
TH 419S	Senior Theatre Research/Project I (1 credit)
TH 420	Senior Theatre Research/Project II (2 credits)
COMM 337	Oral Interpretation of Literature (3 credits)
ENG 342	Studies in Drama (3 credits)
ENG 423	Shakespeare (3 credits)

Professional Education (37 34 hours)

(A grade of C or better is required in all courses below)

EDUC 203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
~~EDUC 205~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 342	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
EDUC 350	Diversity in Schools, Homes, & Communities (2 cr)
EDUC 403	Assessment and Evaluation (3 credits)
EDUC 420	Content-Area Methods in 6-12 Classroom (3 credits)
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Persons with Exceptionalities (3 credits)
EDUC 463	Seminar in Student Teaching (2 credits)
EDUC 465	Student Teaching: Placement One (5 credits)
EDUC 467	Teaching: Placement Two (5 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
Theatre Requirements (40 credits)
Professional Education (37 34 credits)

Minimum to Earn a BA in Theatre with K-12 teacher licensure (124 121 hours)

COMMUNICATION DEPARTMENT MINORS

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. The Communication department offers minors in both Communication Studies and Speech.

COMMUNICATION STUDIES (18 HOURS)

- COMM 123 Introduction to Media Writing (3 credits)
- COMM 201 Strategic Communication Techniques/Skills (3 cr)
- COMM 208 Introduction to Digital Media (3 credits)
- COMM Electives (9 credits)

SPEECH (18 HOURS)

- COMM 135 Speech Fundamentals (3 credits)
- COMM 230 Interpersonal Communication (3 credits)
- COMM 337 Oral Interpretation of Literature (3 credits)
- COMM 436 Advanced Public Speaking (3 credits) Choose **Six**

(6) hours from the following:

- *COMM 101F/301F Forensics Practicum (1 credit)
- COMM 424 Persuasion (3 credits)
- COMM 433 Small Group Communication (3 credits)

**(may be repeated for credit)*

THEATRE MINOR (18 HOURS)

Courses so designated and counted in more than one area are limited to 6 hours.

- TH 110 Introduction to Theatre (3 credits)
- TH 214 Basic Acting (3 credits)
- TH 218 Scenery Construction and Lighting (3 credits)
- or TH 219 Costume Construction and Makeup

Choose nine (9) hours from the following:

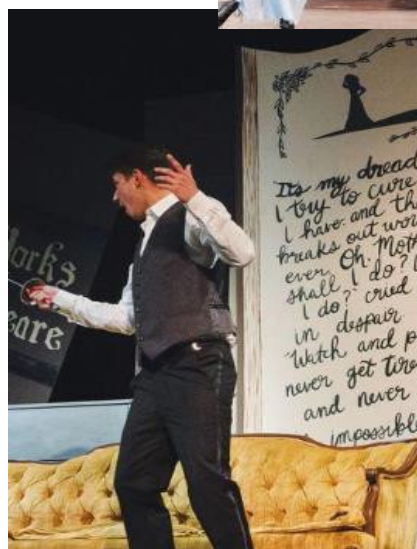
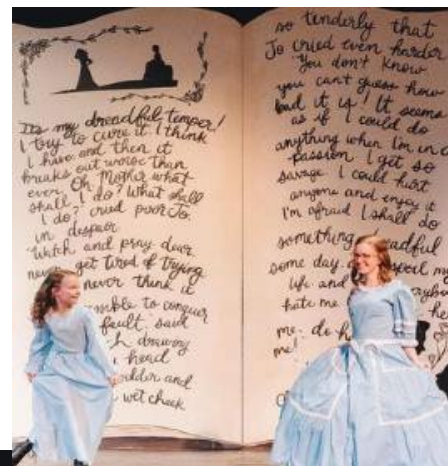
- ENG 342 Studies in Drama (3 credits)
- ENG 423 Shakespeare (3 credits)
- ART 381 Lyric Theatre Design (3 credits)
- *MUS 030 Lyric Theatre (1 credit)
- COMM 208 Introduction to Digital Media (3 credits)

Or FIM 208

- COMM 337 Oral Interpretation of Literature (3 credits)
- PE 009A Fencing (1 credit)
- PE 048A Judo (1 credit)
- PE 303 Teaching & Assessment in Rhythmic Movement and Educational Gymnastics (3 credits)

**(may be repeated for credit)*

Note: Not more than 3 hours combined from PE 009A and PE 048A may count towards the minor.



COMPUTER SCIENCE

Major

Computer Science

Emphasis

Applied/Management
Traditional/Theoretical

Minor

Computer Science

Objectives

The Computer Science program develops skills in the theory and application of computer technology. The program consists of two tracks: applied/ management and traditional/theoretical. The applied/management track is intended for students interested in pursuing careers or further study in the application of computer technology in business as well as the management of large computer- based projects. The traditional/theoretical track is intended for students interested in careers and further study in programming and in the theoretical underpinning of computer technology.

Students who score a 3 or higher on the Advanced Placement (AP) Computer Science exam (A or AB) can receive 3 semester hours credit in Computer Programming I (CSC 107) and those who score a 3 or higher on the Computer Science Principles AP exam can receive 3 semester hours credit in Introduction to Computer Science (CSC 210).

The Computer Science program is located on the first level of Dougherty Science Center with classes primarily taught in the Dougherty Science Center and in Ted Russell Hall.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the *Liberal Arts Core Requirements* section of the catalog for additional details. Bachelor of Science in Computer Science requires specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Senior Capstone Course**
CSC 451

COMPUTER SCIENCE - APPLIED/MANAGEMENT

For a major in Computer Science with an emphasis in Applied/Management, a student must complete 51 hours in the program courses listed below. To reach this goal the student must complete all of the courses in the Computer Science Core, all of the courses in the Applied/Management Emphasis, and one additional computer science elective.

Additional Liberal Arts Core Requirements

- **Studies in Mathematics and Science**
MATH 201
- **Studies in Personal/Social Awareness**
ECON 210

Computer Science Core Courses (18 hours)

CSC 107	Computer Programming I (3 credits)
CSC 207	Computer Programming II (3 credits)
CSC 303	Computer Organization and Architecture (3 credits)
CSC 307	Data Structures (3 credits)
CSC 320	Systems Programming (3 credits)
CSC 451	Senior Capstone (3 credits)

Emphasis in Applied/Management (33 hours)

CSC 210	Introduction to Computer Science (3 credits)
CSC 310	Networking (3 credits)
CSC 312	Database Management (3 credits)
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environments of Business (3 cr)
MGT 301	Essentials of Management and Leadership (3 cr)
MGT 302	Operations Management (3 credits)
MKT 300	Principles of Marketing (3 credits)

Choose three hours from:

CSC 308	Algorithms (3 credits)
CSC 330	Mobile Application Programming (3 credits)
CSC 370	Special Topics (3 credits)
CSC 406	Principles of Programming Languages (3 credits)
CSC 407	Operating Systems (3 credits)
MATH 207	Discrete Mathematics (3 credits)

Elective Hours (32-34 credits)

Summary of Total Credits

Liberal Arts Core (35-37 credits)
Computer Science Core Requirements (18 credits)
Applied/Management Emphasis (33 credits)
Electives (32-34 credits)

Minimum to Earn a BS in Computer Science with an emphasis in Applied/Management (120 hours)

COMPUTER SCIENCE -

TRADITIONAL/THEORETICAL

For a major in Computer Science with an emphasis in Traditional/Theoretical, a student must complete 51 hours in the program courses listed below. To reach this goal the student must complete all of the courses in the Computer Science Core, all of the courses in the Traditional/Theoretical Emphasis, and two additional computer science electives.

Additional Liberal Arts Core Requirements

Studies in Mathematics and Science

MATH 151

Computer Science Core Courses (18 hours)

CSC 107	Computer Programming I (3 credits)
CSC 207	Computer Programming II (3 credits)
CSC 303	Computer Organization and Architecture (3cr)
CSC 307	Data Structures (3 credits)
CSC 320	Systems Programming (3 credits)
CSC 451	Senior Capstone (3 credits)

Emphasis in Traditional/Theoretical (33 hours)

CSC 308	Algorithms (3 credits)
CSC 405	Theory of Computation (3 credits)
CSC 406	Principles of Programming Languages (3 credits)
CSC 407	Operating Systems (3 credits)
MATH 201	Statistical Concepts and Methods (3 credits)
MATH 207	Discrete Mathematics (3 credits)
MATH 208	Linear Algebra I (3 credits)

Choose nine hours from:

CSC 210	Introduction to Computer Science (3 credits)
CSC 310	Networking (3 credits)
CSC 312	Database Management (3 credits)
CSC 330	Mobile Application Programming (3 credits)
CSC 370	Special Topics (3 credits)
MATH 152	Calculus II (3 credits)
MATH 211	Calculus III (3 credits)
MATH 303	Differential Equations (3 credits)

Elective Hours (29-31 credits)

Summary of Total Credits

Liberal Arts Core (35-37 credits)

Computer Science Core Requirements (18 credits)

Applied/Management Emphasis (33 credits)

Electives (32-34 credits)

Minimum to Earn a BS in Computer Science with an emphasis in Traditional/Theoretical (120 hours)

COMPUTER SCIENCE MINOR

A Computer Science minor consists of a minimum of 18 credit hours. Of these, twelve hours must come from the following required core courses. Only six of these hours can be counted toward a major, another minor, or the core.

Core Courses (15 hours)

CSC 107	Computer Programming I (3 credits)
CSC 207	Computer Programming II (3 credits)
CSC 210	Introduction to Computer Science (3 credits)
CSC 303	Computer Organization and Architecture (3 cr)
CSC 307	Data Structures (3 credits)

Choose three hours from:

CSC 308	Algorithms (3 credits)
CSC 310	Networking (3 credits)
CSC 312	Database Management (3 credits)
CSC 320	Systems Programming (3 credits)
CSC 330	Mobile Application Programming (3 credits)
CSC 370	Special Topics (3 credits)
CSC 405	Theory of Computation (3 credits)
CSC 406	Principles of Programming Languages (3 credits)
CSC 407	Operating Systems (3 credits)



EDUCATION

Majors

Bachelor of Arts

Elementary Education - Non-Licensure
 Elementary Education - Teacher Licensure K-5
 Elementary Education – (K-5) & TESOL (Teaching English to
 Speakers of Other Languages) with Dual Licensure
 Elementary Education (K-5) & Special Education with Dual
 Licensure
 Middle Grades Education - Language Arts & Social Studies
 -
 Teacher Licensure 6-8 (**Teach Out – Program Closure**)
 Middle Grades Education – Mathematics and Science –
 Teacher Licensure 6-8 (**Teach Out – Program Closure**)
 Middle Grades Education – Teacher Licensure 6-8 –
 Emphasis in Language Arts, Science, Social Studies, or
 Math
 Teaching English to Speakers of Other Languages (Pre-K-12)

Bachelor of Science

Special Education (Non-Licensure)
 Special Education K-12
 Comprehensive Special
 Education K-8 Interventionist
 Special Education 6-12
 Interventionist

Minors

Education

The Teacher Education Program of Carson-Newman University is being constantly refined to meet the State of Tennessee's new licensure requirements for teachers. As a result, there may be changes in the course offerings and in the program requirements for students preparing to become teachers. Interested students should stay in contact with the Department of Education, via the University website and e-mail, to be aware of any changes that may affect them.

Accreditation

Carson-Newman is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and its teacher licensure programs are approved by the Tennessee State Board of Education. Satisfactory completion of the Teacher Education Program with an approved subject area fulfills Tennessee licensure requirement and those of most other states. Any student desiring licensure in other states should check the licensure requirements of those particular states.

Admission to Teacher Education Program, Student Teaching, Graduation and Licensure

Requirements for admission to the Teacher Education Program, student teaching, graduation and licensure are published in the current edition of the Teacher Education Program Handbook.

The handbook is maintained by, and available in, the Education Department. Because the Tennessee Department of Education changes requirements, it is the student's responsibility to regularly check the Teacher Education Program Handbook for admission requirements.

Majors in teacher education programs complete a full semester of student teaching during the senior year with placement in two different settings, in addition to practica during their college career.

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 practica as well as during the student teaching experience. Students with appropriate grade point averages are eligible for affiliate membership in Kappa Delta Pi. Students may join the Student National Education Association and Best Buddies.

Appeals Procedures

Students who wish to appeal admission requirements, either to the Teacher Education Program or to the student teaching semester, must follow the procedures outlined in the Teacher Education Program Handbook.

Course substitutions

Course substitutions may be made at the discretion of the department chair and/or dean so long as the substituted course contributes to the intended student learning outcomes of the program/major in which the substitution is being made.

Curricula for Early Childhood, Secondary, and K-12 Licensure Programs

Those students who desire licensure in Business Education, Biology, Chemistry, English, History, Mathematics, Music, Physics, Political Science, Physical Education, Psychology, Spanish, Theatre, Visual Arts, and Family and Consumer Sciences should consult the content area section of the University catalog for their licensure area requirements.

Education Partnership Advisory Council

The Education Partnership Advisory Council is an advisory group made up of sub-groups of students, faculty, and community representatives from P-12 schools and the private sector. These groups provide leadership in developing and evaluating curricula, programs, and policies for the education unit.

Facilities

The Department of Education is located on the first level of Stokely Memorial. Its facilities include the Cole-Little Curriculum Laboratory, containing elementary and secondary textbooks required by the Tennessee Department of Education as well as the Lynn Alexander Children's Literature Collection, and the Morgan Computer Laboratory. Nine of the classrooms in Stokely are also equipped with interactive whiteboards, and the wireless network is available throughout the department for student use.

General Requirements and Recommendations for

Licensure Students will be recommended for licensure in their chosen fields to the Tennessee State Department of Education after being admitted to the Teacher Education Program, completing required courses, passing required content area exams, and completing a semester of student teaching. All students are required to complete practicum and student teaching experiences. Before any practicum experiences will be assigned, students will be required to clear a background record check and provide proof of liability insurance. Field placements will not be at a distance greater than 50 miles from our main campus in Jefferson City.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the *Liberal Arts Core Requirements* section of the catalog for additional details. All Education students must fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below. Some majors may require other specific requirements, which will be noted with the major.

Non-licensure Programs:

- **Studies in Mathematics and Science (9hours)**
Any MATH 100 level course, 201, or 207
- **Senior Capstone Course**
EDUC 461 (*as listed in major hours below*)
- **Language**
6 hours in the same language at either the 100 or 200 level based on the results of the placement exam.

Licensure Programs:

- **Studies in Mathematics and Science**
MATH 105 (3 credits)
- **Studies in Personal/Social Awareness (6-7 hours)**
PSC 101 or 102 (3 credits)
PSY 204 or 206 or CFS 206 (3 credits)
- **Language**
6 hours in the same language at either the 100 or 200 level based on the results of the placement exam.
- **Senior Capstone Course**
(course is based on program)
EDUC 461, 463, SPED 463 or TESOL 463.

Licensure Areas and Requirements (See appropriate department for major requirements)

- K-12 areas: Theatre, Visual Arts, Music:
Instrumental, Music: Vocal/General, Physical Education.
- PreK-3: Integrated Early Childhood PreK-12: English as a Second Language K-5: Elementary Education
- 6-8 areas: Middle Grades Education (6-8)
Language Arts & Social Studies
- Middle Grades Education (6-8) Science & Mathematics

- 6-12 areas: Biology, Business, Chemistry, English, Family and Consumer Sciences, Government, History, Mathematics, Physics, Psychology, Spanish
- Special Education: Interventionist (K-8), Interventionist (6-12), Comprehensive (K-12), 6-8 Emphasis in Language Arts, Science, Social Studies, and Math

Transfer students

Transfer students in liberal studies with elementary education may not substitute coursework from two-year institutions for 400 level courses. Transfer students should contact the Teacher Education Director of Certification at 865-471-3444 to ensure completion of appropriate requirements.

ELEMENTARY EDUCATION - (NON- LICENSURE)

Elementary Education Major (Non-Licensure) (35hours)

EDUC 203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
EDUC 205	Introduction to Diagnostic Reading Instruction (3 credits)
EDUC 314	Literacy Development through Language Arts (3 credits)
EDUC 341	Curriculum, Instruction, and Management of the PreK-5 Classroom
EDUC 350	Diversity in Schools, Homes, & Communities (2 credits)
EDUC 403	Assessment and Evaluation (3 credits)
EDUC 461	Liberal Arts Education Capstone Seminar

MATH Any additional math liberal arts core course not counted above (3 credits)

MUS 341	General Music Education: Elementary (3 cr) or ART 308 Art Methods for Elementary Teachers or PE 302SL Teaching Health & Physical Education in Elementary School
PSY 404	Classroom Management (2 credits)
SPED 313	Survey of Persons with Exceptionalities (3 cr)
SPED 318	Techniques for the Inclusion of Diverse Learners (3 credits)

Elective Hours (38 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
Elementary Education Non-Licensure Requirements (35 credits)
Electives (38 credits)

Min. to Earn a BA in Elementary Education Non-Licensure (120 hours)

ELEMENTARY EDUCATION - TEACHER LICENSURE K-5

*Students must make a grade of “C” or better in the course

Elementary Education Major K-5 Licensure (23 hrs)

EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 cr)
EDUC 314*	Literacy Development through Language Arts (3 credits)
EDUC 341*	Curriculum, Instruction, and Management of the PreK-5 Classroom (3 cr)
EDUC 414SL*	Reading Instruction and Assessment (3 cr)
MATH 106*	Basic Concepts II (3 credits)
MUS 341*	General Music Education: Elementary (3 cr) or ART 308* <i>Art Methods for Elementary Teachers</i> or PE 302SL* <i>Teaching Health and Physical Education in Elementary School</i>
PSY 404*	Classroom Management (2 credits)
SPED 318*	Techniques for the Inclusion of Diverse Learners (3 credits)

Electives* (15 credits)

Professional Education (35 hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 350*	Diversity in Schools, Homes, & Communities (2 credits)
EDUC 403*	Assessment and Evaluation (3 credits)
EDUC 440*	K-8 Mathematics Methods (3 credits)
EDUC 444*	K-8 Science Methods (3 credits)
EDUC 449*	K-8 Social Studies Methods (3 credits)
SPED 313*	Survey of Persons with Exceptionalities (3 cr)
EDUC 463*	Seminar in Student Teaching (2 credits)
EDUC 465*	Student Teaching: Placement One (5 credits)
EDUC 467*	Student Teaching: Placement Two (5 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
Elementary Education with Teacher Licensure K-5 (23 credits)
Professional Education (35 credits)
Electives (15 credits)

Min. to Earn a BA in Elementary Education K-5 Licensure (120 hours)

NOTE: To add Special Education Comprehensive K-12 as an additional endorsement, include the following courses: SPED 312 (1 hour), SPED 326 (1 hour), SPED 404 (3 hours), SPED 417 (3 hours), SPED 425 (3 hours) for a total of 11 hours. Students may choose to select elective hours in a content area for an add-on in a specific subject area.

To add Special Education K-8 interventionist as an additional endorsement, include the following courses: SPED 326 (1 hour), SPED 404 (3 hours), SPED 416 (3 hours), and SPED 425 (3 hours) for a total of 10 hours.

ELEMENTARY EDUCATION & SPECIAL EDUCATION WITH DUAL LICENSURE

*Students must make a grade of “C” or better in the course

Licensure + Content Requirements - (72 total hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 credits)
EDUC 314*	Literacy Development through Language Arts (3 cr.)
EDUC 341*	Curriculum, Instruction, and Management of The K-6 Classroom (3 cr)
EDUC 350*	Diversity in Schools, Homes, and Communities (2 cr.)
EDUC 403*	Assessment and Evaluations (3 credits)
MATH 106*	Data Analysis and Geometry for Teachers (3 cr)
PSY 404*	Classroom Management (2 credits)
PE 407SL*	Adapted Physical Education (3 credits)
SPED 312*	Transition and Vocation Education (1 cr)
SPED 313*	Survey of Persons with Exceptionalities
SPED 318*	Techniques for Inclusion of Diverse Learners (3 cr.)
SPED 326*	Case Management in Special Education (1 cr)
SPED 404*	Assessment and Diagnosis of Persons with Exceptionalities (3 credits)
SPED 408*	Gifted and Talented Learners (3 credits)
SPED 425*	Management of Challenging Behaviors (3 cr)

Choose one of the following 2 courses:

SPED 416*	Characteristics/Strategies of Mild/Moderate Disabilities (<i>required for K-8 Interventionist</i>)
SPED 417*	Characteristics/Needs of Low Incidence Disabilities (<i>required for K-12 Comprehensive</i>)

EDUC 414SL*	Reading Instruction and Assessment (3 credits)
EDUC 440*	K-8 Mathematics Methods (3 credits)
EDUC 444*	K-8 Science Methods (3 credits)
EDUC 449*	K-8 Social Studies Methods (3 credits)
EDUC 463*	Seminar in Student Teaching (2 credits)
EDUC 465*	Student Teaching: Placement One (5 credits)
EDUC 467*	Student Teaching: Placement Two (5 credits)

Electives (1 hour)

Summary of Total Credits

Liberal Arts Core (47 credits)
6-8 Licensure + Content Requirements (72 credits)
Elective (1 credit)

Min. to Earn a BA in Elementary Education & Special Education with Dual Licensure (120 credits)

ELEMENTARY EDUCATION (K-5) & TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES) (PREK-12) WITH DUAL LICENSURE

*Students must make a grade of “C” or better in the course

Licensure + Content Requirements - (72 total hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 credits)
EDUC 314*	Literacy Development through Language Arts (3 cr.)
EDUC 341*	Curriculum, Instruction, and Management of The K-6 Classroom (3 cr)
EDUC 350*	Diversity in Schools, Homes, and Communities (2 cr.)
EDUC 403*	Assessment and Evaluations (3 credits)
MATH 106*	Data Analysis and Geometry for Teachers (3 cr)
PSY 404*	Classroom Management (2 credits)
SPED 313*	Survey of Persons with Exceptionalities
SPED 318*	Techniques for Inclusion of Diverse Learners (3 cr.)
TESOL 366*	Applied Linguistics for Language Teachers (3 cr.)
TESOL 367*	Structure and Application of American English (3 credits)
TESOL 368*	Second Language Acquisition (3 credits)
TESOL 381*	Leadership, Policy, and Practice (3 cr)
TESOL 382*	Instructional Pedagogy and Materials for PreK-12 (3 credits)
TESOL 383*	Evaluation of Language Learning (3 cr)
EDUC 414SL*	Reading Instruction and Assessment (3 cr)
EDUC 440*	K-8 Mathematics Methods (3 credits)
EDUC 444*	K-8 Science Methods (3 credits)
EDUC 449*	K-8 Social Studies Methods (3 credits)
EDUC 463*	Seminar in Student Teaching (2 credits)
EDUC 465*	Student Teaching: Placement One (5 cr)
EDUC 467*	Student Teaching: Placement Two (5 cr)

Summary of Total Credits

Liberal Arts Core (47 credits)

Licensure + Content Requirements (73 credits)

Minimum to Earn a BA in Elementary Education (K-5) & Teaching English to Speakers of Other Languages (PreK-12) with Dual Licensure (120 hours)

MIDDLE GRADES EDUCATION: TEACHER LICENSURE 6-8

*Students must make a grade of “C” or better in the course

Additional Liberal Arts Core Requirements

- o **Studies in Mathematics and Science**
 - PHYS 101 is *required for science licensure* (3 credits)
 - BIOL 102 is *required for science licensure* (3 credits)

6-8 Licensure (45-48 hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 cr)
EDUC 314*	Literacy Development through Language Arts (3 credits)
EDUC 342*	Curriculum, Instruction, and Management of the 6-12 Classroom
EDUC 350*	Diversity in Schools, Homes, and Communities (2 cr.)
EDUC 403*	Assessment and Evaluations (3 credits)
EDUC 414SL*	Reading Instruction and Assessment (3 cr)
EDUC 432*	Disciplinary Literacy (2 credits)
PSY 404*	Classroom Management (2 credits)
SPED 313*	Survey of Persons with Exceptionalities
SPED 318*	Techniques for Inclusion of Diverse Learners

K-8 Methods course

For Math – EDUC 440 K-8 Mathematics Methods (3 credits)

For Science – EDUC 444 K-8 Science Methods (3 credits)

For Social Studies – EDUC 449 K-8 Social Studies Methods (3 cr.)

(**English licensure candidates do not take an additional methods course)

EDUC 463	Seminar in Student Teaching (2 credits)
EDUC 465	Student Teaching: Placement One (5 credits)
EDUC 467	Student Teaching: Placement Two (5 credits)

6-8 Content (21-23 hours)

English/Language Arts (21 hours)

ENG 317*	Creative Writing: 3 Genres (3 credits)
ENG 328*	Advanced Grammar and the History of English (3 credits)
ENG 360/361*	American Literature I or II (3 credits)
ENG 362/363*	British Literature I or II (3 credits)

Choose 2 courses from:

ENG 340*	Studies in Novel (3 credits)
ENG 341*	Studies in the Short Story (3 credits)
ENG 342*	Studies in Drama (3 credit)
ENG 343*	Studies in Poetry (3 credits)
ENG elective*	(300-level or higher) (3 credits)

Math (22 hours) from:

MATH 106*	Data Analysis and Geometry for Teacher (3cr.)
MATH 125*	Precalculus (4 credits)
MATH 151*	Calculus (3 credits)
MATH 201*	Statistical Concepts and Methods (3 cr)
MATH/BIOL/CHEM/PHYS*	Electives (9 credits)

Science (21-23 hours)

BIOL 105*	General Biology I (4 credits)
BIOL 303*	Soils and Geologic Science (3 credits)
CHEM 103*	General Chemistry I (4 credits)
CHEM 104*	General Chemistry II (4 credits)
PHYS (any)*	(3-4 credits)
BIOL/CHEM/PHYS Elective (3-4 credits)	

Social Studies (21 hours)

HIST 133/134/135*	World History I or II or Early Civilizations
HIST 201*	United States History I (3 credits)
HIST 202*	United States History II (3 credits)
PSC 101/102*	Intro to Civil Rights and Liberties or American Government and Politics

*(Choose one that **was not chosen** to satisfy Liberal Arts requirements) (3 credits)*

ECON 210/220*	Principles of Microeconomics or Macroeconomics (3 credits)
HIST/PSC* Elective (300-level or higher) (3 credits)	

Summary of Total Credits

Liberal Arts core (47 credits)
 6-8 Licensure (21-23)
 6-8 Content (21-23)
 English/Language Arts (21 credits)
 Science (21 credits)
 Social Studies (21 credits)

Min to Earn a BA in Middle Grades Education: Teacher Licensure 6-8 (120 hrs)

MIDDLE GRADES EDUCATION - MATHEMATICS/SCIENCE – TEACHER LICENSURE 6-8 (Teach-Out – Program Closure)

Specific Liberal Arts Core Requirements

- **Studies in Mathematics and Science (9 hours)**
 - BIOL 101 (3 credits)
 - BIOL 102 or Chemistry or Biology 303 (3 credits)

Math/Science Requirement Courses:

BIOL 102*	Environmental Science (3 credits)
	or CHEM 100* Chemistry in Society
	(Whichever course not taken above)
BIOL 105*	General Biology I (4 credits)
	or BIOL 106* General Biology II
BIOL 303	Soils and Geological Science (3 credits)
MATH 106*	Basic Concepts II (3 credits)
MATH 125*	Precalculus (4 credits)
MATH 151*	Calculus I (3 credits)
MATH 201*	Statistical Concepts and Methods (3 cr)
Math/Science Electives* (6 credits)	

Professional Education - (44 total hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques and Strategies
EDUC 342*	Curriculum, Instruction, and Management of the 6-12 Classroom
EDUC 350*	Diversity in Schools, Homes, and Communities
EDUC 403*	Assessment and Evaluations (3 credits)
EDUC 414SL*	Reading Instruction and Assessment
EDUC 440*	K-8 Mathematics Methods (3 credits)
EDUC 444*	K-8 Science Methods (3 credits)
SPED 313*	Survey of Persons with Exceptionalities
SPED 318*	Techniques for the Inclusion of Diverse Learners
EDUC 463*	Seminar in Student Teaching (2 cr)
EDUC 465*	Student Teaching: Placement One (5 cr)
EDUC 467*	Student Teaching: Placement Two (5 cr)

Summary of Total Credits

Liberal Arts Core (47 credits)
 Math/Science Requirements (29 credits)
 Professional Education (44 credits)

Min. to Earn a BA in Middle Grades Education Mathematics & Science (Licensure 6-8) (120 hours)

MIDDLE GRADES EDUCATION - LANGUAGE ARTS/ SOCIAL STUDIES - TEACHER LICENSURE 6-8 (Teach-Out – Program Closure)

Language Arts/Social Studies (30 hours)

ENG 328*	Advanced Composition (3 credits)
ENG 360*	American Literature I (3 credits) or ENG 361* American Literature II
ENG 362*	British Literature I (3 credits) or ENG 363* British Literature II
HIST 201*	United States History I (3 credits)
HIST 202*	United States History II (3 credits)
HIST 133*	World History I (3 credits) or HIST 134* World History II
HIST 135*	Early Civilizations (3 credits)
PSC 101*	Introduction to Civil Rights and Liberties (<i>whichever course not taken above</i>) or PSC 102* American Government and Politics
ECON 210*	Principles of Microeconomics (3 credits) or PSY 102* Understanding Human Behavior or PSY 209* Psychology of Adjustment and Health or SOC 105* Social Problems or SOC 201* Introduction to Cultural Anthropology
ENG elective course	(3 credits)

Professional Education - (44 total hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques and Strategies
EDUC 342*	Curriculum, Instruction, and Management of the 6-12 Classroom
EDUC 350*	Diversity in Schools, Homes, and Communities (3 credits)
EDUC 403*	Assessment and Evaluations (3 credits)
EDUC 414SL*	Reading Instruction and Assessment
EDUC 440*	K-8 Mathematics Methods (3 credits)
EDUC 444*	K-8 Science Methods (3 credits)
SPED 313*	Survey of Persons with Exceptionalities
SPED 318*	Techniques for the Inclusion of Diverse Learners (3 credits)
EDUC 463*	Seminar in Student Teaching (2 cr)
EDUC 465*	Student Teaching: Placement One (5 cr)
EDUC 467*	Student Teaching: Placement Two (5 cr)

Summary of Total Credits

Liberal Arts Core (47 credits)
Math/Science Requirements (29 credits)
Professional Education (44 credits)

**Min. to Earn a BA in Middle Grades Education
Language Arts/Social Studies (Licensure 6-8) (120 hours)**

SPECIAL EDUCATION

Choose one of the following:

(*Comprehensive K-12 or K-8 Interventionist or 6-12 Interventionist*)

*Students must make a grade of C or better in the course

Specific Liberal Arts Core Requirements

o Studies to Enhance a World Perspective

Students may elect 6 hours of foreign language, same language in sequence at appropriate level, in place of ASL 201/202 as listed below.

Comprehensive K-12 (41 hours)

ART 308*	Art Methods for Elementary Teachers (3 cr) or MUS 341* General Music Education: Elementary or PE 302SL* Teaching Health and Physical Education in Elementary School or PE 407SL* Adapted Physical Education
EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 cr)
EDUC 314*	Literacy Development through Language Arts (3 credits)
EDUC 341*	Curriculum, Instruction, and Management of the PreK-5 Classroom (3 credits)
EDUC 414SL*	Reading Instruction and Assessment (3 cr)
MATH 106*	Basic Concepts II (3 credits)
SPED 312*	Transition and Vocation Education (1 cr)
SPED 318*	Techniques for Inclusion of Diverse Learners
SPED 326*	Case Management in Special Education (1 cr)
SPED 408*	Gifted and Talented Learners (3 credits)
SPED 416*	Characteristics/Strategies of Mild/Moderate Disabilities (3 credits)
SPED 417*	Characteristics/Needs of Low Incidence Disabilities (3 credits)
SPED 425*	Managing Challenging Behaviors (3 credits)

Professional Education Requirements (29 hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 350*	Diversity in Schools, Homes, & Communities (2 credits)
EDUC 403*	Assessment and Evaluations (3 credits)
SPED 313*	Survey of Persons with Exceptionalities (3 cr)
SPED 404*	Assessment and Diagnosis of Persons with Exceptionalities (3 credits)
SPED 463*	Seminar in Student Teaching (2 credits)
EDUC 465*	Student Teaching: Placement One (5 cr) or SPED 465* Student Teaching: Placement One
EDUC 467*	Student Teaching: Placement Two (5 cr) or SPED 467* Student Teaching: Placement Two

Elective Hours (9 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)
Comprehensive Requirements (41 credits)
Professional Education (29 credits)
Elective Hours (9 credits)

**Minimum to Earn a BS in Special Education with
Comprehensive K-12 licensure (120 hours)**

NOTE: The K-5 endorsement may be added to the special education license by passing the appropriate content knowledge licensure exams.

-- OR --

K-8 Interventionist (42 hours)

ART 308*	Art Methods for Elementary Teachers (3 cr) or MUS 341* General Music Education: Elementary or PE 302SL* Teaching Health and Physical Education in Elementary School or PE 407SL* Adapted Physical Education
EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 cr)
EDUC 314*	Literacy Development through Language Arts (3 credits)
EDUC 341*	Curriculum, Instruction, and Management of the PreK-5 Classroom (3 credits)
EDUC 414SL*	Reading Instruction and Assessment (3 cr)
MATH 106*	Basic Concepts II (3 credits)
PSY 404*	Classroom Management (2 credits)
SPED 318*	Techniques for Inclusion of Diverse Learners (3 cr)
SPED 326*	Case Management in Special Education
SPED 408*	Gifted and Talented Learners (3 credits)
SPED 416*	Characteristics/Strategies of Mild/Moderate Disabilities (3 credits)
SPED 417*	Characteristics/Needs of Low Incidence Disabilities (3 credits)
SPED 425*	Managing Challenging Behaviors (3 credits)

Professional Education Requirements (32 hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 350*	Diversity in Schools, Homes, & Communities
EDUC 403*	Assessment and Evaluations (3 credits)
SPED 313*	Survey of Persons with Exceptionalities (
SPED 404*	Assessment and Diagnosis of Persons with Exceptionalities (3 credits)
SPED 463*	Seminar in Student Teaching (2 credits)
EDUC 465*	Student Teaching: Placement One (5 cr) or SPED 465* Student Teaching: Placement One
EDUC 467*	Student Teaching: Placement Two (5cr) or SPED 467* Student Teaching: Placement Two

Summary of Total Credits

Liberal Arts Core (41 credits)

6-12 Interventionist Requirements (47 credits)

Professional Education (32 credits)

**Minimum to Earn a BS in Special Education with K-8
Interventionist licensure (120 hours)**

-- OR --

6-12 Interventionist (47 hours)

EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 cr)
EDUC 342*	Curriculum, Instruction, and Management of the 6- 12 Classroom (3 credits)
EDUC 414SL*	Reading Instruction and Assessment (3 cr)
MATH 106*	Basic Concepts II (3 credits)
SPED 312*	Transition and Vocation Education (1 cr)
SPED 318*	Techniques for Inclusion of Diverse Learners
SPED 326*	Case Management in Special Education
SPED 408*	Gifted and Talented Learners (3 credits)
SPED 416*	Characteristics/Strategies of Mild/Moderate Disabilities (3 credits)
SPED 425*	Managing Challenging Behaviors (3credits) Content-Specific Courses** (15 credits)

**Consult with an advisor to choose content-specific courses
in a particular core subject (e.g., math, English, history,
biology).

Professional Education Requirements (32 hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 350*	Diversity in Schools, Homes, & Communities
EDUC 403*	Assessment and Evaluations (3 credits)
EDUC 420*	Content-Area Methods n 6-12 Classrooms
SPED 313*	Survey of Persons with Exceptionalities (
SPED 404*	Assessment and Diagnosis of Persons with Exceptionalities (3 credits)
SPED 463*	Seminar in Student Teaching (2 cr)
EDUC 465*	Student Teaching: Placement One (5 cr) or SPED 465* Student Teaching: Placement One
EDUC 467*	Student Teaching: Placement Two (5cr) or SPED 467* Student Teaching: Placement Two

Summary of Total Credits

Liberal Arts Core (41 credits)

6-12 Interventionist Requirements (47 credits)

Professional Education (32 credits)

**Minimum to Earn a BS in Special Education with 6-12
Interventionist licensure (120 hours)**

SPECIAL EDUCATION (NON-LICENSURE)

The Special Education (Non-Licensure) major offers a program to students interested in working with persons with disabilities but not as licensed teachers. Graduates in Special Education (Non-Licensure) work in settings such as adult service agencies, vocational rehabilitation agencies and hospital treatment/ institutional settings. Students seeking admission to pre-professional graduate programs in speech-language pathology or occupational therapy will find that the Special Education (Non-Licensure) major prepares them to competitively apply by following a prescribed program of electives. Pre-occupational therapy students will also be required to abide by the Health Professions Advising Committee (HPAC) policies. For a BS with a major in Special Education (Non-Licensure), students must complete the following curriculum.

Special Education (Non-Licensure) Major (36 hours)

PE 407	Adapted Physical Education (3 credits)
PSY 204	Psychology of Childhood and Adolescence (3 credits) or PSY 206 Human Development Through the Lifespan or CFS 206 Human Development Through the Lifespan
EDUC 205	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 credits)
EDUC 350	Diversity in Schools, Homes, & Communities (2 credits)
EDUC 461	Liberal Arts Education Capstone Seminar
SPED 313	Survey of Persons with Exceptionalities (3 cr)
SPED 318	Techniques for the Inclusion of Diverse Learners (3 credits)
SPED 408	Gifted and Talented Learners (3 credits)
SPED 416	Characteristics/Strategies of Mild/Moderate Disabilities (3 credits)
SPED 417	Characteristics/Needs of Low Incidence Disabilities (3 credits)
SPED 425	Managing Challenging Behaviors (3 credits)

Elective Hours (43 credits)

Recommended Electives:

EDUC 314	Literacy Development through Language Arts (3 credits)
EDUC 341	Curriculum, Instruction, and Management of the Pre-K-5 Classroom (3 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
Human Exceptionalities Requirements (30 credits)
Elective Hours (43 credits)

Minimum to Earn a BS in Special Education (Non-Licensure) (120 hours)

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (PRE-K-12)

*Students must make a grade of "C" or better in the course

Teaching English to Speakers of Other Languages: Pre-K - 12 (38 hours)

EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 credits)
EDUC 314*	Literacy Development through Language Arts (3 cr.)
EDUC 341*	Curriculum, Instruction, and Management of The K-6 Classroom (3 cr)
EDUC 414SL*	Reading Instruction and Assessment (3 credits)
MATH 106*	Basic Concepts II (3 credits)
PSY 404*	Classroom Management (2 credits)
SPED 318*	Techniques for the Inclusion of Diverse Learners
TESOL 366	Applied Linguistics for Language Teachers (3 cr)
TESOL 367	Structure and Application of American English (3 cr)
TESOL 368	Second Language Acquisition (3)
TESOL 381	Leadership, Policy, and Practice (3 credits)
TESOL 382	Instructional Pedagogy and Materials for Pre-K-12 (3 credits)
TESOL 383	Evaluation of Language Learning (3 credits)

Professional Education - (26 total hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 350*	Diversity in Schools, Homes, and Communities (2 cr)
EDUC 403*	Assessment and Evaluations (3 credits)
SPED 313*	Survey of Persons with Exceptionalities (3 credits)
EDUC 463*	Seminar in Student Teaching (2 credits)
EDUC 465*	Student Teaching: Placement One (5 credits)
EDUC 467*	Student Teaching: Placement Two (5 credits)

Elective Hours - (9 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
ESL Requirements (38 credits)
Professional Education (26 credits)
Elective Hours (9 credits)

Minimum to Earn a BA in Teaching English to Speakers of Other Languages Pre-K-12 (120 hours)

EDUCATION DEPARTMENT MINOR

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours.

Requirements for a minor in Education are as follows:

Required Core (6 hours)

EDUC 203SL	Foundations of Education
SPED 313	Survey of Persons with Exceptionalities

Choose 12 hours of courses with the EDUC and/or SPED designation (12 credits)

ENGLISH

Major

English

Emphasis

Creative Writing
Literature

Minor

Creative Writing
English
Professional Writing

Specialization

English - Creative Writing - Teacher Licensure - 6-12
English - Literature – Teacher Licensure 6-12

ACT Scores

Students with low ACT scores in English will be required to complete a course in basic writing skills (ASE 031) prior to enrolling in ENG 101.

Honors Society

Majors are eligible for membership in Sigma Tau Delta, the English honor society. Ampersand, a journal for student writing, is published by the Department of English. Students earning an English major must demonstrate competency in a modern foreign language at the sophomore (201/202) level or achieve equivalent credit through placement tests.

All English majors are required to take 39 hours in English, including 24 hours General Requirements and 15 hours from an emphasis area. English 101, 201 and 301 do not count as hours toward the major requirement.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. The Liberal Arts Core requirement can be met by: (1) completing ENG 101 and 201 or (2) taking the CEEB exam: a score of 4 or 5 on the CEEB entitles a student to credit for ENG 101 or (3) taking the CLEP exam: must pass both the essay and the objective sections of the Subject exams entitled Freshman English to receive credit for ENG 101. The Department of English will evaluate the CLEP exams for appropriate credit. Bachelor of Arts with a major in English, students should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated as follows:

- **Studies to Enhance a World Perspective Foreign Language (6 hours)**
Modern foreign language at the 200-level or equivalent
*ASL courses do not count
- **Senior Capstone Course**
ENG 460

ENGLISH - CREATIVE WRITING

General Requirements — 24 hours including the following:

ENG 305	Literary Criticism and Theory (3 credits)
ENG 328	Advanced Grammar & the History of English (3 cr)
ENG 360	American Literature I (3 credits)
ENG 361	American Literature II (3 credits)
ENG 362	British Literature I (3 credits)
ENG 363	British Literature II (3 credits)
ENG 423	Shakespeare (3 credits)
ENG 460	English Seminar (3 credits)

Emphasis in Creative Writing — 15 hours including the following:

ENG 317	Creative Writing: Three Genres (3 credits)
ENG 327	Seminar in Creative Writing (3 credits)

Choose six (6) hours from:

ENG 321	Creative Writing: Poetry (3 credits)
ENG 323	Creative Writing: Short Story (3 credits)
ENG 325	Creative Writing: Memoir and Creative Non-Fiction (3 credits)

Choose three (3) hours from the following:

ENG 340	Studies in the Novel (3 credits)
ENG 341	Studies in the Short Story (3 credits)
ENG 342	Studies in Drama (3 credits)
ENG 343	Studies in Poetry (3 credits)

Elective Hours (34 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
General Requirements (24 credits)
Creative Writing (15 credits)
Elective Hours (34 credits)

Minimum to Earn a BA in English with an Emphasis in Creative Writing (120 hours)



ENGLISH – CREATIVE WRITING - TEACHER LICENSURE 6-12

*Courses require a grade of C or better

Additional Specific Liberal Arts Core Requirements

o Studies in Personal/Social Awareness

CFS 206* or PSY 206* (3 credits)

General Requirements — 27 hours including the following:

ENG 204	Literature for Children and Youth (3 credits)
ENG 305	Literary Criticism and Theory (3 credits)
ENG 328	Advanced Grammar & the History of English (3 cr)
ENG 360	American Literature I (3 credits)
ENG 361	American Literature II (3 credits)
ENG 362	British Literature I (3 credits)
ENG 363	British Literature II (3 credits)
ENG 423	Shakespeare (3 credits)
ENG 460	English Seminar (3 credits)

Emphasis in Creative Writing — 15 hours including the following:

ENG 317	Creative Writing: Three Genres (3 credits)
ENG 327	Seminar in Creative Writing (3 credits)

Choose six (6) hours from:

ENG 321	Creative Writing: Poetry (3 credits)
ENG 323	Creative Writing: Short Story (3 credits)
ENG 325	Creative Writing: Memoir and Creative Non- Fiction (3 credits)

Choose three (3) hours from:

ENG 340	Studies in the Novel (3 credits)
ENG 341	Studies in the Short Story (3 credits)
ENG 342	Studies in Drama (3 credits)
ENG 343	Studies in Poetry (3 credits)

Professional Education (38 hours)

*EDUC 203SL	Foundations of Education (3 credits)
*EDUC 204	Educational Technology (3 credits)
*EDUC 205	Introduction to Diagnostic Reaching Instruction: Techniques and Strategies (3cr)
*EDUC 342	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
*EDUC 350	Diversity in Schools, Homes, & Communities (2cr)
*EDUC 403	Assessment and Evaluation (3 credits)
*EDUC 414SL	Reading Instruction and Assessment (3 credits)
*EDUC 420	Content-Area Methods in 6-12 Classroom (3 cr)
*SPED 313	Survey of Persons with Exceptionalities (3 cr)
*EDUC 463	Seminar in Student Teaching (2 credits)
*EDUC 465	Student Teaching: Placement One (5 credits)
*EDUC 467	Student Teaching: Placement Two (5 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)

General Requirements (27 credits)

Creative Writing (15 credits)

Professional Education (38 credits)

Min to Earn a BA in English with Creative Writing in teacher licensure 6-12 (120 hours)

ENGLISH - LITERATURE

General Requirements — 24 hours including the following:

ENG 305	Literary Criticism and Theory (3 credits)
ENG 328	Advanced Grammar & the History of English (3 cr)
ENG 360	American Literature I (3 credits)
ENG 361	American Literature II (3 credits)
ENG 362	British Literature I (3 credits)
ENG 363	British Literature II (3 credits)
ENG 423	Shakespeare (3 credits)
ENG 460	English Seminar (3 credits)

Emphasis in Literature — 15 hours including the following:

Choose three (3) hours from the following:

ENG 450	Major Authors of American Literature (3 cr)
ENG 451	Major Authors of British Literature (3 credits)

Choose three (3) hours from the following:

ENG 340	Studies in the Novel (3 credits)
ENG 341	Studies in the Short Story (3 credits)
ENG 342	Studies in Drama (3 credits)
ENG 343	Studies in Poetry (3 credits)

Choose three (3) hours from the following:

ENG 433	Topics (3 credits)
Six ENG elective hours (6 credits)	(excluding ENG 300 and 465)

Electives Hours (34 credits)

Summary of Total Credits

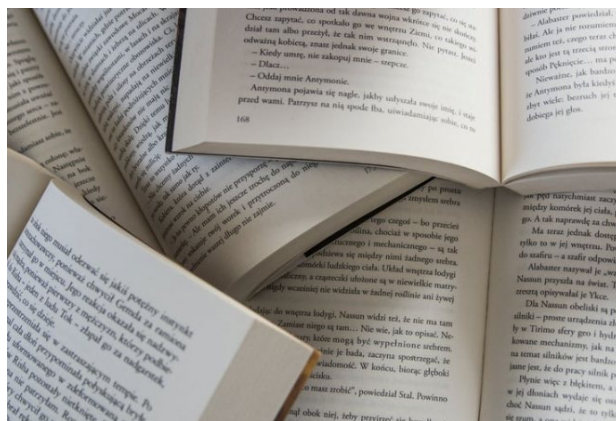
Liberal Arts Core (47 credits)

General Requirements (24 credits)

Literature Writing (15 credits)

Elective Hours (34 credits)

Minimum to Earn a BA in English with an Emphasis in Literature (120 hours)



ENGLISH - LITERATURE - TEACHER LICENSURE 6-12

*Courses require a grade of C or better

Additional Specific Liberal Arts Core Requirements

- o **Studies in Personal/Social Awareness**

CFS 206* or PSY 206* (3 credits)

General Requirements — 27 hours including the following:

ENG 204	Literature for Children and Youth (3 credits)
ENG 305	Literary Criticism and Theory (3 credits)
ENG 328	Advanced Grammar & the History of English (3 cr)
ENG 360	American Literature I (3 credits)
ENG 361	American Literature II (3 credits)
ENG 362	British Literature I (3 credits)
ENG 363	British Literature II (3 credits)
ENG 423	Shakespeare (3 credits)
ENG 460	English Seminar (3 credits)

Emphasis in Literature — 15 hours including the following:

Choose three (3) hours from the following:

ENG 450	Major Authors of American Literature (3 cr)
ENG 451	Major Authors of British Literature (3 credits)

Choose three (3) hours from the following:

ENG 340	Studies in the Novel (3 credits)
ENG 341	Studies in the Short Story (3 credits)
ENG 342	Studies in Drama (3 credits)
ENG 343	Studies in Poetry (3 credits)

Choose three (3) hours from the following:

ENG 433	Topics (3 credits)
Six ENG elective hours (6 credits)	
<i>(excluding ENG 300 and 465)</i>	

Professional Education (38 hours)

*EDUC 203SL	Foundations of Education (3 credits)
*EDUC 204	Educational Technology (3 credits)
*EDUC 205	Introduction to Diagnostic Reaching Instruction: Techniques and Strategies (3 cr)
*EDUC 342	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
*EDUC 350	Diversity in Schools, Homes, & Communities (2 cr)
*EDUC 403	Assessment and Evaluation (3 credits)
*EDUC 414SL	Reading Instruction and Assessment (3 credits)
*EDUC 420	Content-Area Methods in 6-12 Classroom (3 cr)
*SPED 313	Survey of Persons with Exceptionalities (3 cr)
*EDUC 463	Seminar in Student Teaching (2 credits)
*EDUC 465	Student Teaching: Placement One (5 credits)
*EDUC 467	Student Teaching: Placement Two (5 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)

General Requirements (27 credits)

Literature (12 credits)

Professional Education (38 credits)

Minimum to Earn a BA in English with Literature in teacher licensure 6-12 licensure (120 hours)

ENGLISH DEPARTMENT MINORS

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Minors available and their requirements are:

CREATIVE WRITING

The Creative Writing Minor prepares students to write in a variety of genres, including poetry, short fiction, creative non-fiction, and memoir. Students will learn to work effectively and collaboratively in creative writing workshops, with a goal of publishing their work.

18 hours *beyond ENG 101, 201, and 301, including the following:*

ENG 305	Literary Criticism and Theory (3 credits)
ENG 317	Creative Writing: Three Genres (3 credits)
ENG 327	Seminar in Creative Writing (3 credits)

Choose three (3) hours from:

ENG 340	Studies in the Novel (3 credits)
ENG 341	Studies in the Short Story (3 credits)
ENG 342	Studies in Drama (3 credits)
ENG 343	Studies in Poetry (3 credits)

Choose six (6) hours from the following:

ENG 321	Creative Writing: Poetry (3 credits)
ENG 323	Creative Writing: Short Story (3 credits)
ENG 325	Creative Writing: Memoir and Creative Nonfiction (3 credits)

ENGLISH

18 hours *beyond ENG 101, 201, and 301, including the following:*

ENG 360	American Literature I (3 credits)
ENG 361	American Literature II (3 credits)
ENG 362	British Literature I (3 credits)
ENG 363	British Literature II (3 credits)
ENG 423	Shakespeare (3 credits)
Three ENG elective hours (excluding ENG 300 and 465) (3 credits)	

PROFESSIONAL WRITING

The Professional Writing Minor prepares students for various corporate and non-profit professions, including medical, technical, legal, and administrative. Students will develop both practical experience with and a theoretical knowledge of the writing process, oral and written rhetoric, publishing, editing, and professional problem solving.

18 hours *beyond ENG 101, 201, and 301, including the following:*

ENG 328	Advanced Grammar & the History of English (3 credits)
WRIT 201	Business and Professional Communication (3 credits)
WRIT 307	Scientific and Technical Writing (3 credits)
WRIT 308	Editing and Publishing (3 credits)
WRIT 330	Advanced Composition (3 credits)
WRIT 400	Advanced Rhetoric (3 credits)

EXERCISE SCIENCE

Major

Exercise Science

Emphasis

Exercise Science

Strength & Conditioning

Exercise Science is located in the Drama & Ted Russell Building. Exercise Science is a rigorous program for students aspiring to work in an Allied Health field such as physical therapy, occupational therapy, physician assistant, medicine, athletic training, cardiopulmonary rehab, strength and conditioning, corporate wellness, chiropractic, coaching or personal training. Students will explore human movement and human physiology and will gain an in-depth understanding of how physical activity affects the human body. Because recommended job and graduate school preparations can vary widely depending on career direction, CAREFULLY PLAN your course of studies by meeting regularly with your faculty advisor.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirement section of the catalog for additional details. The Bachelor of Science with a major in Exercise Science, student will fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

o Studies in Mathematics and Science (8 hours)

BIOL 207* (4 credits)

BIOL 208 (4 credits)

o Senior Capstone Course

EXSC 403 (as listed in major hours below)

EXERCISE SCIENCE

For a BS degree in Exercise Science, the student must complete the following requirements.

Content Core Requirements (77 hours)

*Students must make a grade of C or better in the course.

Must choose one emphasis below:

EXERCISE SCIENCE EMPHASIS

EXSC 104*	Introduction to Exercise Science (3cr)
EXSC 215*	Testing and Prescription (4 credits)
EXSC 226*	Concepts in Exercise & Sport Behavior (3 cr)
EXSC 245*	Principles of Strength and Conditioning (4 cr)
EXSC 312SL*	Exercise for Special Populations (3 credits)
EXSC 316*	Exercise Science Practicum (1 credit)
EXSC 331*	Prevention and Treatment of Athletic Injuries (4 credits)
EXSC 402*	Human Motor Learning and Performance
EXSC 403*	Exercise Physiology (4 credits)
EXSC 406*	Motor Development (3 credits)
EXSC 407*	Kinesiology (4 credits)
EXSC 408*	Sport Mechanics (3 credits)
EXSC 440*	Physical Activity Epidemiology (3 credits)

EXSC 469*	Exercise Science Internship (6 credits)
BIOL 105	General Biology I (4 credits)
BIOL 106	General Biology II (4 credits)
BIOL 207*	Human Anatomy and Physiology I (4 credits)
BIOL 208	Human Anatomy and Physiology II (4 credits)
BIOL 305	Medical Terminology I (2 credits)
BIOL 306	Medical Terminology II (2 credits)
HLTH 202	Wellness: a Lifetime Objective(3 credits)
HLTH 203	First Aid and Safety Education (3 credits)

Choose one (1) nutrition course:

FN 210	Basic Nutrition (3 credits)
FN 214	Science of Nutrition (3 credits)
FN 215	Sports Nutrition (3 credits)

Summary of Total Credits

Liberal Arts Core (43 credits)

Content Core Requirements (77credits)

Minimum to Earn a BS in Exercise Science with EXSC (120 hours)

-OR-

STRENGTH & CONDITIONING EMPHASIS

EXSC 104*	Introduction to Exercise Science (3credits)
EXSC 215*	Testing and Prescription (4credits)
EXSC 226*	Concepts in Exercise and Sport Behavior (3 cr)
EXSC 245*	Principles of Strength and Conditioning (4 cr)
EXSC 316*	Exercise Science Practicum (1 credit)
EXSC 331*	Prevention and Treatment of Athletic Injuries (4 credits)
EXSC 402*	Human Motor Learning & Performance (3 cr)
EXSC 403*	Exercise Physiology (4 credits)
EXSC 407*	Kinesiology (4 credits)
EXSC 408*	Sport Mechanics (3 credits)
EXSC 449*	Strength and Conditioning Program Design (4 credits)
EXSC 469*	Exercise Science Internship (6 credits)
BIOL 105	General Biology I (4 credits)
BIOL 106	General Biology II (4 credits)
BIOL 207*	Human Anatomy and Physiology I (4 credits)
BIOL 208	Human Anatomy and Physiology II (4 credits)
BIOL 305	Medical Terminology I (2 credits)
BIOL 306	Medical Terminology II (2 credits)
HLTH 202	Wellness: A Lifetime Objective (3 credits)
HLTH 203	First Aid and Safety Education (3 credits)

Choose two (2) nutrition courses:

FN 210	Basic Nutrition (3 credits)
FN 214	Science of Nutrition (3 credits)
FN 215	Sports Nutrition (3 credits)

Elective Hours (2 credits)

Summary of Total Credits

Liberal Arts Core (43 credits)

Content Core Requirements (75 credits)

Elective Hours (2 credits)

Minimum to Earn a BS in Exercise Science with Strength & Conditioning (120 hours)

FAMILY AND CONSUMER SCIENCES

Accreditation

The Carson-Newman Department of Family and Consumer Sciences (FCS) is accredited by the American Association of Family and Consumer Sciences (AAFCS) Council for Accreditation. The Didactic Program in Dietetics (DPD) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

Majors

Child and Family Studies

Emphasis

Integrated Early Childhood – Teacher Licensure - PreK-Grade 3
Integrated Early Childhood – Non-Licensure

Family and Consumer Sciences - Non-Licensure

Emphasis

FCS Education– Teacher Licensure - 6-12

Fashion Merchandising and Design

Foods and Nutrition

Emphasis

Dietetics

Interior Design

Additional Endorsements

Early Childhood Care and Services – 9-12

Food Production and Management Services

Minors

Fashion

Interior Design

Located in Blye-Poteat Hall, the Department of Family and Consumer Sciences has expanded, state-of-the-art laboratories and classroom facilities for fashion merchandising and design; interior design; foods, nutrition, and dietetics; career and technical education; and child and family studies. In a nearby facility is the Child Development Laboratory (CDL) with a classroom for preschool children, playground, and conference rooms for staff, parents, and student teachers.

All areas of study within the department include a senior internship program for application of college concepts and training. Family and consumer sciences majors, except those in integrated early childhood, complete a one-semester cooperative learning experience at the cooperative management and housing laboratory, Duncan Hall, located on Russell Avenue.

Family and consumer sciences majors may join the Carson-Newman student member section of the American Association of Family and Consumer Sciences, the Association for the Education of Young Children, the Student Academy of Nutrition and Dietetics, the Fashion Merchandising and Design Society, the Interior Design Student Organization, and may be eligible for membership in Kappa Omicron Nu, the FCS national scholastic honor society.

Teacher Licensure: Students wishing to receive licensure in integrated early childhood (PreK-3) or family and consumer sciences education (grades 6-12) must be a major and meet the requirements of the Department of Education. Because the Tennessee Department of Education changes requirements, it is the student's responsibility to regularly check the Teacher Education Handbook for admission requirements.

Family and Consumer Sciences Core (14 hours)

CS 135*	Personal and Family Management (3 credits)
CFS 206*	Human Development through the Lifespan (3 credits)
FCS 121*	Professional Orientation (1 credit)
FCS 421SL*	Senior Seminar (1 credit)
FMD 141*	Design, Culture, and the Near Environment (3 credits)
FN 210 *	Basic Nutrition (3 credits) or FN 214*Science of Nutrition (required for Foods and Nutrition majors)

**Students must make a grade of "C" or better in the courses for Child and Family Studies: Integrated Early Childhood majors, Family and Consumer Sciences Education majors, and Foods and Nutrition majors with Dietetics emphasis with the exception of FMD 141 for the latter major with Dietetics emphasis which requires a grade of "B" or better for FN 114, FN 214, and FN 310. (See specific major for grade requirements.)*

Completion of the **liberal arts core**, the **family and consumer sciences core** and **specialization** courses for a major with designated courses from supporting disciplines, along with general electives sufficient to total 120 hours leads to the BS degree.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. All majors under Family and Consumer Sciences will fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below. Some majors may require additional requirements which are noted with the specific major.

- **Studies in Personal/Social Awareness (6 hours as listed in FCS hours)**
CS 135* Personal and Family Management (3 credits)
CFS 206* Human Development through the Lifespan (3 credits)
- **Senior Capstone Course (as listed in FCS core hours)**
FCS 421SL

Substitutions or waivers will be considered by the program chair/dean in unique circumstances.

CHILD AND FAMILY STUDIES

The Child and Family Studies major is an approved Certified Family Life Educator (CFLE) program, recognized by the National Council of Family Relations (NCFR).

**Students must have a "C" or better in the course to be eligible for the CFLE credential.*

Family and Consumer Sciences Core (8 hours)

FCS 121*	Professional Orientation (1 credit)
FCS 421SL*	Senior Seminar (1 credit)
FMD 141*	Design, Culture, and the Near Environment (3 cr)
FN 210 *	Basic Nutrition (3 credits) or FN 214* <i>Science of Nutrition (required for Foods and Nutrition majors)</i>

Child and Family Studies Requirements (41 hours)

CFS 207	Infancy and Early Childhood (3 credits)
CFS 301	Family Relationships (3 credits)
CFS 304	Parenting (3 credits)
CFS 305	Family Sciences (3 credits)
CFS 407	Current Topics in Child and Family Studies (3 credits)
CFS 427	Methods of Teaching Child and Family Studies (1 credit)
CFS 465	Internship in Child and Family Studies (3 credits)
CS 333	Public Policy and the Family (3 credits)
CS 338	Personal and Family Finance (3 credits)
CS 432	Cooperative Management and Housing (4 cr)
FCSE 424	Methods of Teaching Family and Consumer Sciences Education (2 credits)
FN 310	Principles of Food Preparation and Meal Management (4 credits)
IEC 420	Play-Based Integration in an Early Childhood Classroom (3 credits)
CFS 421	Human Sexuality (3 credits)

Elective Hours (30 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)

FCS Core Requirements (8 credits)

CFS Requirements (41 credits)

Electives (30 credits)

Minimum to Earn a BS in Child and Family Studies (120 hours)

CHILD AND FAMILY STUDIES - INTEGRATED EARLY CHILDHOOD - TEACHER LICENSURE PREK-3

* Students must make a grade of "C" or better in the course.

Additional Liberal Arts Core Requirements

- **Studies in Mathematics and Science (9 hours)**
MATH 105 Number and Operations for Teachers (3 credits)
- **Studies in Personal/Social Awareness (3 hours)**
HIST-201 or 202 or PSC-101, 102, or 202 (honors) (3 credits)

Family and Consumer Sciences Core (8 hours)

FCS 121*	Professional Orientation (1 credit)
FCS 421SL	Senior Seminar (1 credit)
FMD 141 *	Design, Culture, and the Near Environment (3 cr)
FN 210 *	Basic Nutrition (3 credits) or FN 214* <i>Science of Nutrition (required for Foods and Nutrition majors)</i>

Integrated Early Childhood Requirements (65 hours)

CFS 207*	Infancy and Early Childhood (3 credits)
CFS 301*	Family Relationships (3 credits)
CFS 304*	Parenting (3 credits)
CFS 305*	Family Sciences (3 credits)
CFS 407*	Current Topics in Child & Family Studies (3 cr)
CFS 421 *	Human Sexuality (3 credits)
EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
EDUC 205*	Introduction to Diagnostic Reading Instruction: Techniques & Strategies (3 credits)
EDUC 314*	Literacy Development through Language Arts (3 credits)
EDUC 341*	Children in Elementary Schools (3 credits)
IEC 414*	Reading Instruction and Assessment (3 credits)
IEC 415*	Mathematics, Science, and Social Studies in the Primary Grades (4 credits)
IEC 420*	Play-Based Integration in an Early Childhood Classroom (3 credits)
IEC 422*	Administrative Practices for Integrated Early Childhood Educators (4)
SPED 313*	Survey of Persons with Exceptionalities (3 cr)
SPED 326*	Case Management in Special Education (1 cr)
SPED 404*	Assessment and Diagnosis of Persons with Exceptionalities (3 credits)
SPED 425*	Managing Challenging Behaviors (2 credits)
EDUC 463*	Seminar in Student Teaching (2 credits)
EDUC 465*	Student Teaching: Placement One (5 credits)
EDUC 467*	Student Teaching: Placement Two (5 credits)

Elective Hours (6 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)

FCS Core Requirements (8 credits)

Integrated Early Childhood Requirements (65 credits)

Elective (6 credits)

Min. to Earn a BS in Child and Family Studies with an emphasis in integrated early childhood teacher licensure (PreK-3) (120 hours)

CHILD AND FAMILY STUDIES - INTEGRATED EARLY CHILDHOOD - NON-LICENSURE

Liberal Arts Core Requirements

Additional Liberal Arts Core Requirements

- **Studies in Mathematics and Science (9 hours)**
 - MATH 105 Number and Operations for Teachers (3 credits)

Family and Consumer Sciences Core (8 hours)

FCS 121	Professional Orientation (1 credit)
FCS 421SL	Senior Seminar (1 credit)
FMD 141	Design, Culture, and the Near Environment (3 cr)
FN 210	Basic Nutrition (3 credits)

Integrated Early Childhood Education Requirements (53 hrs)

CFS 207	Infancy and Early Childhood (3 credits)
CFS 301	Family Relationships (3 credits)
CFS 304	Parenting (3 credits)
CFS 305	Family Sciences (3 credits)
CFS 407	Current Topics in child and Family Studies (3 credits)
EDUC 203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
EDUC 205	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 cr)
EDUC 314	Literacy Development through Language Arts (3 cr)
EDUC 341	Children in Elementary Schools (3 credits)
IEC 414	Reading Instruction and Assessment (3 cr)
IEC 415	Mathematics, Science, and Social Studies in the Primary Grades (4 credits)
IEC 420	Play-Based Integration in an Early Childhood Classroom (3 credits)
IEC 422	Administrative Practices for Integrated Early Childhood Educators (4 credits)
SPED 31	Survey of Persons with Exceptionalities (3 cr)
SPED 326	Case Management in Special Education (1 cr)
SPED 404	Assessment and Diagnosis of Persons with Exceptionalities (3 credits)
SPED 425	Managing Challenging Behaviors (2)

Culminating Experience (students will complete either student teaching OR an internship) (3-12 hours)

EDUC 463	Seminar in Student Teaching (2 credits)
EDUC 465	Student Teaching: Placement One (5 credits)
EDUC 467	Student Teaching: Placement Two (5 credits)
-OR- CFS 465	Internship in Child and Family Studies (3 cr)

Elective Hours (6 hours if completing student teaching; 15 hours if completing internship)

Summary of Total Credits

Liberal Arts Core (41 credits)
 FCS Core Requirements (8 credits)
 Integrated Early Childhood Requirements (53)
 Culminating Experience (3-12 hours)
 Electives (6-15 hours)

Min. to Earn a BS in Child and Family Studies with an emphasis in integrated early childhood non-licensure (120 hours)

FAMILY AND CONSUMER SCIENCES NON-LICENSURE

Family and Consumer Sciences Core (8 hours)

FCS 121	Professional Orientation (1 credit)
FCS 421SL	Senior Seminar (1 credit)
FMD 141	Design, Culture, and the Near Environment (3 cr)
FN 210	Basic Nutrition (3 credits) <i>or FN 214 Science of Nutrition (required for Foods and Nutrition majors)</i>

Family and Consumer Sciences (without licensure) (32-39 hrs)

CFS 301	Family Relationships (3 credits)
CFS 304	Parenting (3 credits)
CFS 305	Family Sciences (3 credits)
CFS 427	Methods of Teaching Practicum (1 credit) <i>or FCSE 426</i>
CS 338	Personal and Family Finance (3 credits)
CS 432	Cooperative Management and Housing (4cr)
FCS 465	Internship in Family & Consumer Science (3 cr)
FCSE 320	Introduction to Family and Consumer Sciences Education (3 credits)
FCSE 424	Methods of Teaching Family and Consumer Sciences Education (2 credits)
FN 310	Principles of Food Preparation and Meal Management (4 credits)

Choose a 3-hour elective

Elective Hours (32 hours if completing student teaching 39 hours if completing internship)

Summary of Total Credits

Liberal Arts Core (41 credits)
 FCS Core Requirements (8 credits)
 FCS with Licensure Requirements (32-39 credits)
 Electives (32-39 credits)

Minimum to Earn a BS in Family and Consumer Sciences Non-licensure (120 hours)



FAMILY AND CONSUMER SCIENCES - FAMILY AND CONSUMER SCIENCES EDUCATION – TEACHER LICENSURE

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

* Students must make a grade of “C” or better in the course.

Family and Consumer Sciences Core (8 hours)

FCS 121	Professional Orientation (1 credit)
FCS 421SL	Senior Seminar (1 credit)
FMD 141	Design, Culture, and the Near Environment (3 cr)
FN 210	Basic Nutrition (3 credits)

Family and Consumer Sciences Education Requirements (66 63 hours)

CFS 301*	Family Relationships (3 credits)
CFS 304*	Parenting (3 credits)
CFS 305*	Family Sciences (3 credits)
CS 338*	Personal and Family Finance (3 credits)
CS 432*	Cooperative Management and Housing (4 cr)
FCSE 320*	Introduction to Family and Consumer Sciences Education (3 credits)
FCSE 424*	Methods of Teaching Family and Consumer Sciences Education (2 credits)
FCSE 426*	Methods of Teaching FCSE Practicum (1 cr)
FMD 241*	Textiles (3 credits)
FMD 242*	Sewn Products for Apparel and Interiors (3 cr)
FN 310*	Principles of Food Preparation and Meal Management (4 credits)
INTD 101*	Interior Design Fundamentals (3 credits)
EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
~~EDUC 205*~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 342*	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
EDUC 350*	Diversity in Schools, Homes, & Communities (2 credits)
EDUC 432*	Disciplinary Literacy (2 credits)
EDUC 463*	Seminar in Student Teaching (2 credits)
EDUC 465*	Student Teaching: Placement One (5 credits)
EDUC 467*	Student Teaching: Placement Two (5 credits)
SPED 313*	Survey of Persons with Exceptionalities (3 cr)

Elective Hours (5 8 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)
FCS Core Requirements (8 credits)
FCS Education Requirements (66 63 credits)
Electives (5 8 credits)

Min to Earn a BS in FCS with an Emphasis Family and Consumer Sciences Education with licensure (120 hours)

ADDITIONAL ENDORSEMENTS IN FAMILY AND CONSUMER SCIENCES EDUCATION

* Students must make a grade of “C” or better in the course. credits)

For additional endorsements in family and consumer sciences education, a student must complete the requirements for family and consumer sciences education and the following additional requirements (13-14 hours):

Early Childhood Care and Services (9-12):

IEC 420*	Play-based Integration in an Early Childhood Classroom (3 credits)
IEC 422*	Administrative Practices for Integrated Early Childhood (4 credits)
CFS 465*	Internship in Child and Family Studies (3 cr.)
FCSE 425*	Occupational Family and Consumer Sciences Education (3 credits)

Food Production Management Services:

FN 313*	Quantity Food Systems (4 credits)
FN 316*	Experimental Food Science (4 credits)
FN 466*	Field Experience in Foods, Nutrition, and Dietetics (3 credits)
FCSE 425*	Occupational Family and Consumer Services (3 credits)



FASHION MERCHANDISING AND DESIGN

Fashion Merchandising and Design Requirements (53 hours)

CS 432	Cooperative Management and Housing (4 cr)
FCS 100	The Art of Weaving (3 credits)
FMD 143	Fashion Industry (3 credits)
FMD 233	Presentation of Techniques for Fashion (3 cr)
FMD 241	Textiles (3 credits)
FMD 242	Sewn Products for Apparel and Interiors (3 cr)
FMD 341	Merchandising I (3 credits)
FMD 342	Merchandising II (3 credits)
FMD 345	Fashion History I (3 credits)
FMD 346	Apparel Design I (3 credits)
FMD 347	Fashion History II (3 credits)
FMD 349	Apparel Design II (3 credits)
FMD 442	Fashion Advertising and Promotion (3 credits)
FMD 445	Fashion Show Production (3 credits) or FMD 431 Product Development
FMD 468	Internship in Fashion (3 credits)
FN 310	Principles in Food Preparation and Meal Management (4 credits)
INTD 101	Interior Design Fundamentals (3 credits)

Elective Hours (18 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)
FCS Core Requirements (8 credits)
Food and Nutrition Requirements (53 credits)
Electives (18 credits)

Minimum to Earn a BS in Fashion Merchandising and Design (120 hours)

FOODS AND NUTRITION

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details.

Bachelor of Science with a major in foods and nutrition, students should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

o **Studies in Mathematics and Science (11 hours)**

MATH 201 (3 credits)

BIOL 207 and 208 (8 credits)

Family and Consumer Sciences Core (8 hours)

FCS 121 Professional Orientation (1 credit)

FCS 421SL Senior Seminar (1 credit)

FMD 141 Design, Culture, and the Near Environment (3 cr)

FN 210 Basic Nutrition (3 credits) *or FN 214 Science of Nutrition (required for Foods and Nutrition majors)*

Food and Nutrition Requirements (55 hours)

FN 114 Food and Culture (3 credits)

FN 310 Principles of Food Preparation and Meal Management (4 credits)

FN 311 Nutrition Education and the Community (3 cr)

FN 313 Quantity Food Systems (4 credits)

FN 316 Experimental Food Science (4 credits)

FN 421 Seminar in Foods, Nutrition, and Dietetics (1 cr)

FN 466 Field Experience in Foods, Nutrition, and Dietetics (3 credits)

ACCT 201 Principles of Financial Accounting (3 credits)

BAD 215 Business Information Tools (3 credits)

BIOL 316 Microbiology (4 credits)

CHEM 103 General Chemistry I (4 credits)

CHEM 104 General Chemistry II (4 credits)

CS 338 Personal and Family Finance (3 credits)

CS 432 Cooperative Management and Housing (4 cr)

FCSE 424 Methods of Teaching Family and Consumer Sciences Education (2 credits)

MGT 301SL Essentials of Management and Leadership (3 cr)

PSY 101 Introduction to Behavioral Science (3 credits)

or PSY 102 Understanding Human Behavior

Elective Hours (16 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)

FCS Core Requirements (8 credits)

Food and Nutrition Requirements (55 credits)

Electives (16 credits)

Minimum to Earn a BS in Foods and Nutrition (120 hours)

FOODS AND NUTRITION - DIETETICS EMPHASIS

For a BS with a major in **foods and nutrition with a dietetics**

emphasis and requirements for the ACEND accredited Didactic Program in Dietetics, a student must complete courses within the family and consumer sciences core and the following.

** Students must make a grade of "C" or better in the Didactic Program in Dietetics (DPD) required course.*

*** Students must make a grade of "B" or better in the Didactic Program in Dietetics (DPD) required course.*

Liberal Arts Core Requirements

o **Studies in Communications (6 hours)**

COMM 135* or 230* (3)

o **Studies in Mathematics and Science (11 hours)**

MATH 201* (3 credits)

BIOL 207* and 208* (8 credits)

o **Studies to Enhance a World Perspective (12 hours)**

ENG 201*, 301* (6 credits)

Family and Consumer Sciences Core (8 hours)

FCS 121 Professional Orientation (1 credit)

FCS 421SL Senior Seminar (1 credit)

FMD 141 Design, Culture, and the Near Environment

FN 210 Basic Nutrition (3 credits) *or FN 214 Science of Nutrition (required for Foods and Nutrition majors)*

Food and Nutrition with Dietetics Emphasis (63 hrs)

FN 114** Food and Culture (3 credits)

FN 310** Principles of Food Preparation and Meal Management (4 credits)

FN 311* Nutrition Education & the Community (3 cr)

FN 313* Quantity Food Systems (4 credits)

FN 316* Experimental Food Science (4 credits)

FN 411* Advanced Nutrition (3 credits)

FN 412* Medical Nutritional Therapy (3 credits)

FN 421* Seminar in Foods, Nutrition, and Dietetics (1 credit)

FN 466* Field Experience in Foods, Nutrition, and Dietetics (3 credits)

ACCT 201* Principles of Financial Accounting (3 cr)
or FIN 301 Introduction to Financial Management or MGT 301SL* Essentials of Management and Leadership*

BIOL 305* Medical Terminology I (2 credits)

BIOL 306* Medical Terminology II (2 credits)

BIOL 316* Microbiology (4 credits)

CHEM 103* General Chemistry I (4 credits)

CHEM 104* General Chemistry II (4 credits)

CHEM 301* Organic Chemistry I (4 credits)

CHEM 310* Survey of Biochemistry (3 credits)

CS 432* Cooperative Management and Housing (4 credits)

FCSE 424* Methods of Teaching Family and Consumer Sciences Education (2 credits)

PSY 101 Introduction to Behavioral Science (3 credits)
or PSY 102 Understanding Human Behavior

Elective Hours (6 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)

FCS Core Requirements (8 credits)

Food and Nutrition w/Dietetics (63 credits)

Electives (8 credits)

Minimum to Earn a BS in Food and Nutrition with Dietetics Emphasis (120 hours)

Additional requirements related to Didactic Program in Dietetics (DPD) required courses: Students must earn a grade of “C” or above on all Didactic Program in Dietetics courses and must maintain a cumulative GPA of at least 2.8. Students who do NOT meet this requirement will receive their degree but will NOT be awarded a verification statement. A grade of D constitutes failure in foods, nutrition, and dietetics courses. In most cases, the student must repeat the failed course before taking any other required foods, nutrition, and dietetics courses.

NOTE: All areas of study in the Department of Family and Consumer Sciences include an internship as part of the program. Senior standing required.

INTERIOR DESIGN

Family and Consumer Sciences Core (8 hours)

FCS 121	Professional Orientation (1 credit)
FCS 421SL	Senior Seminar (1 credit)
FMD 141	Design, Culture, and the Near Environment (3 cr)
FN 210	Basic Nutrition (3 credits) or FN 214 Science of Nutrition (required for Foods and Nutrition majors)

Interior Design Requirements (56 hours)

CS 432	Cooperative Management and Housing (4cr)
FCS 100	The Art of Weaving (3 credits)
FMD 241	Textiles (3 credits)
FMD 242	Sewn Products for Apparel and Interiors (3 credits)
FN 310	Principles of Food Preparation and Meal Management (4 credits)
INTD 101	Interior Design Fundamentals (3 credits)
INTD 244	Interior Design Building Systems I (3 credits)
INTD 245	Interior Design Building Systems II (3credits)
INTD 246	Architectural Drafting (3 credits)
INTD 252	Space Planning (3 credits)
INTD 254	Material and Finishes (3 credits)
INTD 256	Computer Aided Design I (3 credits)
INTD 300	Computer Aided Design II (3 credits)
INTD 345	History of Architecture & Interiors Before 1830 (3 cr)
INTD 346	History of Architecture & Interiors After 1830 (3 cr)
INTD 348	Kitchen and Bath Design (3 credits)
INTD 350	Residential Design (3 credits)
INTD 450	Commercial Design (3 credits)
INTD 459	Professional Practice (3 credits)
INTD 469	Internship in Interior Design (3 credits)

Elective Hours (9 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)
 FCS Core Requirements (8 credits)
 Interior Design Requirements (62 credits)
 Electives (9 credits)

Minimum to Earn a BS in Interior Design (120 hours)

FAMILY AND CONSUMER SCIENCE MINORS

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Minors available and their requirements are:

FASHION (18 HOURS)

FMD 141	Design, Culture, and the Near Environment (3 cr)
FMD 143	Fashion Industry (3 credits)
FMD 233	Presentation Techniques for Fashion (3credits)
FMD 241	Textiles (3 credits)
FMD 242	Sewn Products for Apparel and Interiors (3 credits)

Choose three (3) hours from the following:

FMD 341	Merchandising I (3 credits)
FMD 345	Fashion History I (3 credits)
FMD 346	Apparel Design I (3 credits)
FMD 349	Apparel Design II (3 credits)
FMD 431	Product Development (3 credits)
FMD 442	Fashion Advertising and Promotion (3 credits)

INTERIOR DESIGN (18 HOURS)

INTD 101	Interior Design Fundamentals (3 credits)
INTD 254	Materials and Finishes (3 credits)
INTD 345	History of Architecture & Interiors Before 1830 (3 credits)

Choose nine (9) hours from the following:

INTD 246	Architectural Drafting (3 credits)
INTD 252	Space Planning (3 credits)
INTD 256	Computer-Aided Design (3 credits)
INTD 346	History of Architecture & Interiors After 1830 (3 credits)
INTD 350	Residential Design (3 credits)



FILM AND DIGITAL MEDIA

Film and Digital Media at Carson-Newman University is an interdisciplinary major. Courses are taught in the Departments of Communication and English, as well as other disciplines. Film students are able to use the resources of the Digital Café: A Center for Digital Storytelling and Carson-Newman's Production Studio. Film and Digital Media majors follow a sequential curriculum which includes classes on aesthetics, production, film and society, and international cinema. By their senior year students choose one area for their advanced, senior project. The program is designed for students with academic or professional interest in film and filmmaking, and it offers students the opportunity to apply for internships through the Los Angeles Film Studies Center and other organizations.

FILM AND DIGITAL MEDIA

The Film and Digital Media major requires six hours of the same language at the 100 level or higher. For students with a high school background, the 101 level is considered remedial and does not fulfill the requires six hours.

Liberal Arts Core Requirements

- **Senior Capstone Course** - FILM 460

Major requirements (39 hours)

Writing and Aesthetics (15 hours)

COMM 123	Introduction to Media Writing (3 credits)
FILM 310	Introduction to the Art of Film (3 credits)
FILM 311	Film History (3 credits)
FILM 344	Studies in American Film Genres (3 cr)
FILM 441	Film Authors (3 credits)

Production (12 hours)

FILM 208	Introduction to Digital Media (3 credits)
FILM 209SL	Video Production (3 credits)
FILM 304	Advanced Production (3 credits)

Choose one of the following courses:

FILM 305	Digital Storytelling (3 credits)
FILM 320	Topics in Film (3 credits)

Film and Society (6 hours)

Choose two (2) courses from the following:

COMM 250	Media, Religion, and Ministry (3 credits)
COMM 327	Media in a Changing World (3 credits)
COMM 404	Communication Law and Ethics (3 credits)
HIST 427	History and Film (3 credits)
BTS 427	Religion and Film (3 credits)
SOC 427	Sociology and Film (3 credits)

World Cinema (3 hours)

FILM 415	Various courses, mostly from departments of foreign languages and English, which emphasize film from outside the United States (3 credits)
FILM 460	Senior Project (3 credits)
Senior Project	(3 hours)

Elective Hours (36-37 credits)

Summary of Total Credits

Liberal Arts Core (44-45 credits)
 Film Requirements (39 credits)
 Electives (36-37 credits)

Minimum to Earn a BA in Film and Digital Media (120 hours)

FILM MINOR

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Minors available and their requirements are:

FILM 310	Introduction to the Art of Film (3 credits)
Choose fifteen (15) hours from the following:	
FILM 209SL	Video Production (3 credits)
FILM 304	Advanced Production (3 credits)
FILM 305	Digital Storytelling (3 credits)
FILM 311	Film History (3 credits)
FILM 344	Studies in American Film Genres (3 credits)
FILM 415	World Cinema (3 credits)
FILM 441	Film Authors (3 credits)
HIST 427	History and Film (3 credits)
BTS 427	Religion and Film (3 credits)



HISTORY AND POLITICAL SCIENCE

Majors

History
Political Science

Specializations

History - 6-12 Teacher Licensure
Political Science - Teacher Licensure - Government 6-12

Minors

History
Law and Policy Studies
Political Science

The History and Political Science program is housed in the History and Political Science Building, located behind Stokely Memorial. The department primarily has classroom space on the second floor of the Baker Building, with classrooms elsewhere used as circumstances dictate.

History and political science majors, as well as non-majors, have the opportunity to work in federal and state government through the Washington Semester program and internships in the State Capital. Many history and political science majors earn licensure to teach, and a number of majors enter law school. Others enter graduate training and/or such varied occupations as the ministry, government, business, and journalism. Students completing 12 hours of history classes are eligible for membership in Phi Alpha Theta, the international history honor society. Students completing 10 hours of political science classes are eligible for membership in Pi Sigma Alpha, the national political science honor society.

Advanced Placement

Credit in the appropriate subject will be three hours for a score of 4 and six hours for a score of 5.

Independent Studies

Independent studies courses are not offered for catalog courses, except under the most unusual circumstances. A catalog course cannot be taken as an independent study in order to improve a grade.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. History and Political Science majors should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies in Personal/Social Awareness**
HIST 201, 202
- **Studies to Enhance a World Perspective**
HIST 133, 134
- **Language**
6 hours of Spanish, German, or French
- **Senior Capstone Course**
HIST 451 or PSCI 491

NOTE: Department faculty reserve the right to determine the prerequisite for all the 300 and 400 level courses

Required Grades

All majors must make a minimum grade of C in all required courses in the major. Additionally, all majors must achieve a 2.0 overall average in all courses taken in the department.

HISTORY

Major Requirements for History (37 hours)

HIST 133	World History I – required for core requirement
HIST 134	World History II – required for core requirement
HIST 201	United States History I – required for core requirement
HIST 202	United States History II – required for core requirement
HIST 210SL	Research and Writing Essentials for Historians (2 cr)
HIST 451	Senior Capstone in History (2 credits)

Non-Western History (Choose one course)

HIST 312	Modern Middle East (3 credits)
HIST 323	Global Feminism: Women in the Modern World (3)
HIST 324	Modern Africa (3 credits)
HIST 340	Literature and Revolution (3 credits)
HIST 341	The Confucian Tradition (3 credits)
HIST 347	Japan Past and Present (3 credits)
HIST 348	China in Revolution (3 credits)
HIST 355	Imperialism (3 credits)

European History (Choose one course)

HIST 334	Europe in Transition, 1350-1789 (3 credits)
HIST 335	Europe in Age of Revolution: Reform and Unification (3 credits)
HIST 336	Emergence of Modern Europe, 1901 to the present

300 or 400 level HIST (6 credits)

Political Science

PSC 101	Introduction to Civil Rights and Liberties (3 credits)
PSC 102	American Government and Politics (3 credits)

300 or 400 level PSC course (exclusive of internship hours) (3 credits)

Elective Hours (42 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)
History Requirements (37 credits)
Electives (42 credits)

Minimum to Earn a BA in History (120 hours)

HISTORY - TEACHER LICENSURE 6-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

Additional Liberal Arts Core Requirements

- **Studies in Personal/Social Awareness 1 and 2**
HIST 201, 202
PSY 204, PSY 206, or CFS 206

Major Requirements for History (37 hours)

HIST 133	World History I – <i>required for core requirement</i>
HIST 134	World History II – <i>required for core requirement</i>
HIST 201	United States History I – <i>required for core requirement</i>
HIST 202	United States History II – <i>required for core requirement</i>
HIST 210SL	Research and Writing Essentials for Historians
HIST 451	Senior Capstone in History (2 credits)

Non-Western History (Choose one course)

HIST 312	Modern Middle East (3 credits)
HIST 323	Global Feminism: Women in the Modern World
HIST 324	Modern Africa (3 credits)
HIST 340	Literature and Revolution (3 credits)
HIST 341	The Confucian Tradition (3 credits)
HIST 347	Japan Past and Present (3 credits)
HIST 348	China in Revolution (3 credits)
HIST 355	Imperialism (3 credits)

European History (Choose one course)

HIST 334	Europe in Transition, 1350-1789 (3 credits)
HIST 335	Europe in Age of Revolution: Reform and Unification (3 credits)
HIST 336	Emergence of Modern Europe, 1901 to present (3)

American History (Choose one course) (3 credits)

300 or 400 level HIST (6 credits)

Political Science

PSC 101	Introduction to Civil Rights and Liberties (3cr)
PSC 102	American Government and Politics (3 credits)

300 or 400 level PSC course (*exclusive of internship hours*) (3 credits)

Professional Education (~~37~~ 34 hours)

(A grade of C or better is required in **all courses** below)

EDUC203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
~~EDUC 205~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 342	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
EDUC 350	Diversity in Schools, Homes, & Communities
EDUC 403	Assessment and Evaluation (3 credits)
EDUC 420	Content-Area Methods in 6-12 Classroom (3 cr)
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Persons with Exceptionalities (3 cr)
EDUC 463	Seminar in Student Teaching (2 credits)
EDUC 465	Student Teaching: Placement One (5 credits)
EDUC 467	Student Teaching: Placement Two (5 credits)

Elective Hours (2 5 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)
History Requirements (40 credits)
Professional Education (~~37~~ 34 credits)
Electives (2 5 credits)

Min to Earn a BA in History with 6-12 teacher licensure (120 hrs)

POLITICAL SCIENCE

Additional Liberal Arts Core Requirements

- **Studies in Personal/Social Awareness**
PSC 101
PSY 204, PSY 206, or CFS 206 (3 credits)
- **Studies to Enhance a World Perspective**
HIST 134

Major Requirements for Political Science (39 hours)

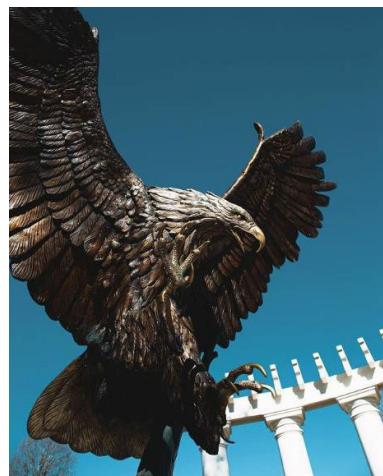
PSC 101	Introduction to Civil Rights and Liberties (3 credits)
PSC 102	American Government and Politics (3 credits)
PSC 201	Global Politics (3 credits)
PSC 321	American Political Thought (3 credits)
PSC 439	American Constitutional Law II (3 credits)
PSC 491SL	Senior Seminar in Political Science (2 credits)
HIST 134	World History II (3 credits)
300 or 400 level History	(3 credits)
Additional Political Science hours	(3 credits)

Elective Hours (37 credits)

Summary of Total Credits

Liberal Arts Core (44 credits)
Political Science Requirements (39 credits)
Electives (37 credits)

Minimum to Earn a BA in Political Science (120 hours)



POLITICAL SCIENCE - TEACHER LICENSURE GOVERNMENT 6-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

Additional Liberal Arts Core Requirements:

- **Studies in Personal/Social Awareness**
PSC 101
PSY 204, PSY 206, or CFS 206 (3 credits)
- **Studies to Enhance a World Perspective**
HIST 134

Major Requirements for Political Science (39 hours)

PSC 101	Introduction to Civil Rights and Liberties (3cr)
PSC 102	American Government and Politics (3credits)
PSC 201	Global Politics (3 credits)
PSC 321	American Political Thought (3 credits)
PSC 439	American Constitutional Law II (3credits)
PSC 491SL	Senior Seminar in Political Science (2 credits)
HIST 134	World History II (3 credits)
	300 or 400 level History (3 credits)
	Additional Political Science hours (3 credits)

Professional Education (~~37~~ 34 hours)

(A grade of C or better is required in **all courses** below)

EDUC 203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
~~EDUC 205~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 342	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
EDUC 350	Diversity in Schools, Homes, and Communities (2cr)
EDUC 403	Assessment and Evaluation (3 credits)
EDUC 420	Content-Area Methods in 6-12 Classroom (3 credits)
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Persons with Exceptionalities (3 cr)
EDUC 463	Seminar in Student Teaching (2credits)
EDUC 465	Student Teaching: Placement One (5 credits)
EDUC 467	Student Teaching: Placement Two (5credits)

Elective Hours (6 9 credits)

Summary of Total Credits

Liberal Arts Core (41)
Political Science Requirements (36 credits)
Professional Education (~~37~~ 34 credits)
Electives (6 9 credits)

**Minimum to Earn a BA in Political Science with
teacher licensure in government 6-12 (120 hours)**

HISTORY AND POLITICAL SCIENCE MINORS

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Minors available and their requirements are:

HISTORY (18 HOURS)

Choose six (6) required hours from the following:

HIST 133	World History I (3 credits)
HIST 134	World History II (3 credits)
-OR- HIST 201-202 United States History I-II (6 credits)	
Additional History hours (12 credits)	

LAW AND POLICY STUDIES (19 HOURS)

PSC 101	Introduction to Civil Rights and Liberties (3cr)
PSC 105	Introduction to the Legal Profession (1 credit)

Choose three (3) hours from the following:

ACCT 201	Principles of Financial Accounting (3 credits)
BAD 301	Legal and Ethical Environment of Business (3 credits)
PHIL 204	Principles of Logic and Science (3 credits)

Twelve (12) hours from the following:

PSC 200	Moot Court (2 credits) - <i>(only two hours can be applied to the minor)</i>
PSC 330	Law in American Society (3 credits)
PSC 335	Church-State Relations (3 credits)
PSC 336	Administrative Law (3 credits)
PSC 337	Contemporary Criminal Procedure (3 credits)
PSC 338	Women and the Law (3 credits)
PSC 409	Contemporary Issues in U. S. Public Policy (3credits)
PSC 438	American Constitutional Law I (3 credits)
PSC 439	American Constitutional Law II (3 credits)
*PSC	Internship (3 credits)
PSY/SOC 310	Introduction to Criminology (3 credits)
SOC 303	Social Welfare Policy (3 credits)
BAD 301	Legal and Ethical Environment of Business (3credits) - <i>(if not taken above)</i>

**PSC internship may be legal internship or other relevant internship related to law and policy; variable credit but only three hours may be applied toward the minor.*

POLITICAL SCIENCE (18 HOURS)

PSC 101	Introduction to Civil Rights and Liberties (3cr)
PSC 102	American Government and Politics (3 credits)
Additional Political Science Hours (12credits)	

INTERDISCIPLINARY MINORS

ENVIRONMENTAL AND COMMUNITY STUDIES

This minor is for students interested in pursuing their major and career interests in the context of addressing human needs and problems through sustainable development and conserving the natural environment and informed by an understanding of place, the aesthetics of environment and community, and other considerations of community history, culture, and values. Students complete 21 hours of coursework including 3 additional hours in the natural sciences beyond the 6-hour liberal arts core requirement to be selected from BIOL 102, 105, 106, 304, 315, 317, 405, or any GEOL/GEOG course; 15 hours chosen from HIST/PSC 323, PSY 212, 312, 318, 323, SOC 205SL, 402, or approved special topics courses in Philosophy, economics, or related field; and 3 hours of approved field work or research selected from BIOL 383, 491, ENG 465, HON 499, PSY410, PSY 491, SOC 406SL. Contact the Psychology Department for more information.

FAITH AND JUSTICE STUDIES

Designed for students interested in social justice ministry, peace studies, nonviolent conflict resolution, restorative justice, and faith-centered responses to social issues. Students take 18 hours to include BTS/PHIL 301SL plus an additional 15 hours with a minimum of one course from each of the following subject areas: Sociology: SOC/PSY 310; Psychology: PSY 316, 323; History/Political Science: HIST 351, 353, PSC 321, 337, 338, 438, 439; Biblical & Theological Studies: BTS 318, 415. Contact the Psychology Department for more information.

GERONTOLOGY

This 18-hour minor is designed for students interested in caring for and working with the elderly. The following courses are required: PSY 407 and NURS 217SL; 3 hours from PE 407SL, FN 114 or 210; 3 hours from PSY 410 or other supervised internships of 135 clock hours or more in a geriatric environment; electives (6 more hours), 3 hours from BIOL 101, 207; or special topics in gerontology (390); and 3 hours from BTS 442, SOC 102, 401, or PSY/CFS206. Contact the Psychology Department for more information.

HEALTH PROFESSIONALS

Designed for individuals who plan to have a career as a practicing health professional. This minor requires 18 hours of coursework. Required courses include CHEM 308, ID 208, BTS 301, and BTS 224 or SOC 302. For the remaining 8 hours, you may choose from 13 different elective courses. For these options, or more information about this minor, contact the Director of Health Professions. This program is not aid eligible.

MEDIEVAL AND RENAISSANCE STUDIES (MARS)

It is the historical, cultural, and artistic study of time periods ranging from the fifth century A.D. to the mid-seventeenth century A.D. At Carson-Newman University, we offer an interdisciplinary minor in this field. This minor allows a deal of flexibility so that students can supplement their major with a broad study of the Medieval and Renaissance world.

Students can combine classes in art, music, history, linguistics, philosophy, English, foreign language, and religion to better understand holistically these periods. A MARS minor would complement and enrich a major in the abovementioned areas. The minor is built from 200-level or higher courses regularly offered at Carson-Newman University, i.e., studies dealing with Medieval or Renaissance topics. To ensure the minor's multidisciplinary nature, students may use no more than two courses for their minor that would normally apply to their major. (*For example, an English major could take two additional English classes and apply those classes to the MARS minor, but the additional courses beyond those two must be in areas outside his major. This variety will encourage interdisciplinary understanding.*) The student must take a total of 18 hours chosen from the following: ENG 362, 423; GER 270; HIST 341, 333, 334, 437, 438; MUS 431; PHIL 304; and BTS 438; any approved advanced course in English/French/Linguistics/Spanish/German or religion (repeated with permission) that focuses on a Medieval or a Renaissance topic, genre, or author (e.g., ENG 340, 440, 451; SPAN 415; GER 415, etc.). Interested students should contact the English Department or the World Languages Department.

WOMEN'S STUDIES

To minor in Women's Studies, the student must take 18 hours of coursework in courses that focus primarily on women or women's issues. At least three disciplines must be represented. Courses may be chosen from English 242, 352, 440, or 444; History 242 or 323; Nursing 415; Political Science 321, 338, or 410; Psychology 408; Biblical and Theological Studies BTS 416 or 437; Sociology 309 or 401. Other special topics courses with an emphasis on women's issues or women's studies may also be applied to the minor. Students may work with individual professors to devise independent study courses that may be applied to the minor. The Women's Studies program offers students the opportunity to earn an interdisciplinary minor in Women's Studies. The program encourages the study of women and gender in different cultures and time periods. It seeks to integrate questions of race, class, and gender and approach them globally. The coursework is designed to give the student a historical and contemporary perspective on the roles women have played and continue to play in societies worldwide and across time. It also strives to offer a supportive community to women interested in feminist issues through dinners, workshops, and outings. Contact the English Department or History Department for more information.

WORSHIP LEADERSHIP

The minor intends to provide interested students with basic skills and knowledge that will enable them to plan and lead worship services. This minor assumes that some students currently lead or will in the future lead worship services of different types and in a variety of settings. It consists of the following requirements: MUS 100 (or higher music theory), MUS 101 (or higher piano), MUS 140, MUS 141, MUS 249, MUS 322, MUS 460, 2 hours of ensemble, BTS 224SL, BTS 361, and one of these three courses: BTS 238, BTS 240, or BTS 241. Contact the Department of Biblical & Theological Studies for more information.

LANGUAGES

Majors

Biblical Languages (*through the BTS Department*)

Linguistics Corollary

Spanish

Emphasis

Professional

Spanish Corollary

Specialization

Spanish Professional – Teacher Licensure 6-12

Minors

German

Linguistics

Spanish

The World Languages Program is located on the third floor of Henderson Humanities Building. Through the Liberal Arts Core Requirement, we enable students to acquire the ability to communicate with, and have a keen awareness of, people of a culture other than their own. Our purpose for the student who elects to pursue advanced study of language(s) is to provide specific knowledge and skills to enhance vocations and opportunities in areas such as business, social work, and Christian service. We also strive to foster a knowledge and appreciation of language as art in the form of literature.

In conjunction with the Division of Education, we strive to recruit and prepare superior language teachers to meet the growing demand. The national honor society for Spanish students is Sigma Delta Pi. Students wishing to enroll in foreign language courses at other institutions must secure advanced written permission of the department chair of foreign language at Carson-Newman University. Permission is not generally given for more than one course per semester nor for courses offered by non-consortium institutions.

The Department offers two majors in Spanish (*the professional and the corollary major*). A major and minor in Biblical Languages are offered through the Department of Religion. The professional major is intended for students who plan to study language and literature at the graduate level or teach the language. Literature and culture are stressed, as well as skills development.

The corollary major is communication skills oriented to complement majors in English, Business, Human Services, Religion, Pre-Med, etc. and is offered only as a second major. Requirements for both are listed in this section.

The Department also offers certificates in Spanish and French. A certificate in a language will consist of two courses above the 202 level (*which must be 301 and 302 at Carson-Newman or courses in an approved study abroad program*) with a minimum of a B average and a standardized test of oral and written proficiency.

Upon completion, certificate students will receive a certificate which acknowledges their completion and their level of proficiency in the language certified by the department, but who lack the time to complete a full minor or major in the language. This may be very useful for heritage speakers and children of missionaries.

- Capstone will be taken in conjunction with student's final 400 level class in their last semester of coursework.
- Students seeking certification to teach Spanish must enroll in a study abroad or certified immersion experience preapproved by the chair of the department.
- A student who begins at the 300 level will have six additional hours of electives.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. Bachelor of Arts with a linguistics major, students should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies to Enhance a World Perspective**
Foreign language 201/202 (6 credits)
(at least 6 hours at second-year level)
- **Senior Capstone Course** (as listed in major hours below)
LING 475 or SPAN 420 (based on students major)



LINGUISTICS

Linguistics, the study of human language, is a major, corollary major and minor at Carson-Newman University. Due to the interdisciplinary nature of the field, linguistics students are afforded a great deal of flexibility in designing their program of study. While all linguistics students are required to take courses in the various branches of linguistic analysis, students enjoy the option of combining this with coursework in Communication, Education, English, Foreign Languages, Philosophy, Psychology, and Sociology. The program in Linguistics is designed for students with academic or professional interest in Linguistics and offers students the unique opportunity to pursue this field of study in both a liberal arts tradition and a Christian context.

Requirements for the major (33 hours)

Introduction to linguistic inquiry/analysis

LING 220 Introduction to Linguistics (3 credits)

Knowledge of the structure of a foreign/second language:

Foreign language 201/202 (6 credits) (at least 6 hours at second-year level) – [required for core requirement](#)

Core

LING 305 Syntax. (3 credits)
LING 310SL Phonology (3 credits)

Core electives (two or more of the following, for 6+ hours

LING 320 Topics in Linguistics (3 credits) (Can be repeated)
LING 327 Translation Theory (3 credits)
LING 415SL Advanced Topics in Linguistic (3 credits) (Can be repeated)
LING 420 Advanced Seminar in Linguistics (3 credits) (Can be repeated)
LING 430 Language & the Brain/Psycholinguistics (3)
LING 450 Linguistics Research Group (3 credits)
(Up to 6 hours may count toward the major, but you must take at least one additional course (3 credits) from the “core electives” category)
ENG 328 Advanced Grammar and the History of English (3 cr)

Capstone project

LING 475 Senior Project (3 credits)

Related courses

Additional courses from the following for a total of at least 33 hours in the major. Any approved advanced course in English/German/Spanish (may be repeated with permission)

LING 390 Independent Study (3 credits)
PHIL 204 Principles of Logic and Science (3 credits)
MATH 201 Statistical Concepts and Methods (3 credits) - or- PSY 203 Statistical Concepts and Methods
PHYS 101 Physics of Musical Sound (3 credits)
PSY 213 Research Design and Interpretation (3 credits)
PSY 337 Neuropsychology (3 credits)

Elective Hours (46 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)
Linguistics Requirements (33 credits)
Electives (46 credits)

Minimum to Earn a BA in Linguistics (120 hours)

LINGUISTICS COROLLARY

A corollary major is an add-on major.

Requirements for the major (24 hours)

Introduction to linguistic inquiry/analysis

LING 220 Introduction to Linguistics (3 credits)

Knowledge of the structure of a foreign/second language:

Foreign language 201/202 (6 credits) (at least 6 hours at second-year level) – [required for core requirement](#)

Core

LING 305 Syntax. (3 credits)
LING 310SL Phonology (3 credits)

Core electives (two or more of the following, for 6+ hours

LING 320 Topics in Linguistics (3 credits) (Can be repeated)
LING 327 Translation Theory (3 credits)
LING 415SL Advanced Topics in Linguistic (3 credits) (Can be repeated)
LING 420 Advanced Seminar in Linguistics (3 credits) (Can be repeated)
LING 430 Language & the Brain/Psycholinguistics (3)
LING 450 Linguistics Research Group (3 credits)
(Up to 6 hours may count toward the major, but you must take at least one additional course (3 credits) from the “core electives” category)
ENG 328 Advanced Grammar and the History of English

Capstone project

LING 475 Senior Project (3 credits)

Related courses

Additional courses from the following for a total of at least 33 hours in the major. Any approved advanced course in

English/German/Spanish (may be repeated with permission) LING 390 Independent Study (3 credits)
PHIL 204 Principles of Logic and Science (3 credits)
MATH 201 Statistical Concepts and Methods (3 credits) -or- PSY 203 Statistical Concepts and Methods
PHYS 101 Physics of Musical Sound (3 credits)
PSY 213 Research Design and Interpretation (3 credits)
PSY 337 Neuropsychology (3 credits)

Summary of Total Credits

Linguistics Requirements (24 credits)

Minimum to earn Linguistics Corollary (24 hours)

SPANISH - PROFESSIONAL

The professional Spanish major is intended for students who plan to study language and literature at the graduate level or teach the language.

*A grade of C or better is required in all courses below.

Liberal Arts Core Requirements

- Studies in Communications (6 hours)
ENG 101* (3 credits)
COMM 135* or 230* (3 credits)
- Studies to Enhance a World Perspective
SPAN 201 and 202

Professional Spanish Major (37 hours)

- LING 220 Introduction to Linguistics (3 credits)
- SPAN 201 Hispanics in the U. S. III (3 credits)
- SPAN 202 Conversational Spanish for Outreach & Serv. (3 credits)
- SPAN 301 Written Spanish for the Professional World (3 credits)
- SPAN 310 Spoken Spanish for the Professional World (3 credits)
- SPAN 420 Capstone in Spanish (1 credit)

Choose nine (9) hours from the following:

- SPAN 303 People and Places of Spain (3 credits)
- SPAN 304 People and Places of Latin America (3 credits)
- SPAN 309 Foreign Study/Travel/Language/Missions Experience. (1-6 credits)
- SPAN 317SL Spanish in Community Service and Missions (3 credit)
- SPAN 320 Interdisciplinary Topics in Spanish (1-6 credits)
- SPAN 327 Translation Theory (3 credits)

Choose twelve (12) hours from the following:

- SPAN 401 La guerra sucia: Issues in Conflict (3 credits)
- SPAN 402 Mujeres al borde: Issues in Gender (3 credits)
- SPAN 403 Muero porque no muero: Issues in Religion (3 credits)
- SPAN 404 Los de abajo: Issues in Justice (3 credits)
- SPAN 405 Foreign Study (1-15 credits)

Elective Hours (42 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)
Professional Spanish Requirements (37 credits)
Electives (42 credits)

Minimum to Earn a BA in Spanish-Professional (120 hours)

SPANISH PROFESSIONAL TEACHER

LICENSURE 6-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

*A grade of C or better is required in all courses below.

Liberal Arts Core Requirements

- Studies in Communications (6 hours)
ENG 101* (3 credits)
COMM 135* or 230* (3 credits)
- Studies in Personal/Social Awareness
PSY 204, PSY 206 or CFS 206
- Studies to Enhance a World Perspective
SPAN 201 and 202

Professional Spanish Major (37 hours)

- LING 220 Introduction to Linguistics (3 credits)
- SPAN 201 Hispanics in the U. S. III (3 credits)
- SPAN 202 Conversational Spanish for Outreach Serv. (3 credits)
- SPAN 301 Written Spanish for the Professional World (3 credits)
- SPAN 310 Spoken Spanish for the Professional World (3 credits)
- SPAN 420 Capstone in Spanish (1 credit)

Choose nine (9) hours from the following:

- SPAN 303 People and Places of Spain (3 credits)
- SPAN 304 People and Places of Latin America (3 credits)
- SPAN 309 Foreign Study/Travel/Language/Missions Experience. (1-6)
- SPAN 317SL Spanish in Community Service and Missions (3 credit)
- SPAN 320 Interdisciplinary Topics in Spanish (1-6 credits)
- SPAN 327 Translation Theory (3 credits)

Choose twelve (12) hours from the following:

- SPAN 401 La guerra sucia: Issues in Conflict (3 credits)
- SPAN 402 Mujeres al borde: Issues in Gender (3 credits)
- SPAN 403 Muero porque no muero: Issues in Religion (3 credits)
- SPAN 404 Los de abajo: Issues in Justice (3 credits)
- SPAN 405 Foreign Study (1-15 credits)

Professional Education (37-34 hours)

(A grade of C or better is required in **all courses** below)

- EDUC 203SL Foundations of Education (3 credits)
- EDUC 204 Educational Technology (3 credits)
- ~~EDUC 205 Introduction to Diagnostic Reading Instruction (3 credits)~~
- EDUC 342 Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
- EDUC 350 Diversity in Schools, Homes, and Communities (2 cr)
- EDUC 403 Assessment and Evaluation (3 credits)
- EDUC 420 Content-Area Methods in 6-12 Classroom (3 credits)
- EDUC 432 Disciplinary Literacy (2 credits)
- SPED 313 Survey of Persons with Exceptionalities (3 credits)
- EDUC 463 Seminar in Student Teaching (2 credits)
- EDUC 465 Student Teaching: Placement One (5 credits)
- EDUC 467 Teaching: Placement Two (5 credits)

Elective Hours (5-8 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)
Professional Spanish Requirements (37 credits)
Professional Education (37-34 credits)

Electives (5-8 credits)

Minimum to Earn a BA in licensure in Spanish 6-12 (120 hours)

SPANISH COROLLARY

A corollary major is an add-on major. Courses for the degree for the primary major must be completed as well as the requirements for the corollary major.

Corollary Spanish Major Requirements (24 hours)

SPAN 201 Hispanics in the U. S. III (3 credits)
 SPAN 202 Conversational Spanish for Outreach & Service (3)
 SPAN 301 Written Spanish for the Professional World (3 cr)
 SPAN 310 Spoken Spanish for the Professional World (3 cr)

Choose six (6) hours from the following:

LING 220 Introduction to Linguistic (3 credits)
 SPAN 303 People and Places of Spain (3 credits)
 SPAN 304 People and Places of Latin America (3 credits)
 SPAN 309 Foreign Study/Travel/Language Missions Exp. (3 cr)
 SPAN 317SL Spanish in Community Service & Missions (3 cr)
 SPAN 320 Interdisciplinary Topics in Spanish (1-6 credits)
 SPAN 327 Translation Theory (3 credits)

Choose six (6) hours from the following:

SPAN 401 *La guerra sucia*: Issues in Conflict (3 credits)
 SPAN 402 *Mujeres al borde*: Issues in Gender (3 credits)
 SPAN 403 *Muerto porque no muero*: Issues in Religion (3 credits)
 SPAN 404 *Los de abajo*: Issues in Justice (3 credits)
 SPAN 405 Foreign Study (1-15 credits)

Students can generally expect to get 6 semester hours of credit for a summer study abroad program and 12-15 semester hours of credit for a semester- long study abroad program. Depending on the courses taken, these will fulfill 300and 400 level requirements for the major, minor, or certificate.

LANGUAGES MINORS

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Minors are available and their requirements are:

GERMAN MINOR

GER 301 Advanced Skills I (3 credits)
 GER 302 Advanced Skills II (3 credits)
 12 additional GER electives excluding GER 400

Courses below 201 do not count toward the minor.

SPANISH MINOR

SPAN 301 Written Spanish for the Professional World (3 credits)
 SPAN 310 Spoken Spanish for the Professional World (3 credits)
 12 additional SPAN electives excluding SPAN 400

Courses below 201 do not count toward the minor.

LINGUISTICS MINOR

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Minors are available and their requirements are:

Requirements for the linguistics minor (18 hours)

I. Introduction to linguistic inquiry/analysis

LING 220 Introduction to Linguistics (3 credits)

II. Knowledge of the structure of a foreign/second language

Foreign language 201/202 (6 credits)

(at least 6 hours at second-year level)

III. Core

LING 305 Syntax (3 credits)

LING 310SL Phonology (3 credits)

Core electives (2 or more of the following, for 3+ hours credit)

LING 320 Topics in Linguistics (3 credits)

(can be repeated)

LING 327 Translation Theory (3 credits)

LING 390 Independent Study (3 credits)

LING 415SL Advanced Topics in Linguistics (3 credits)

LING 420 Advanced Seminar in Linguistics (3 credits)

LING 430 Language and the Brain/Psycholinguistics (3 credits)

LING 450 Linguistics Research Group (3 credits)

PHIL 204 Principles of Logic and Science (3 credits)

MATH 201 Statistical Concepts and Methods (3 credits)

or PSY 203

PHYS 101 Physics of Musical Sound (3 credits)

PSY 213 Research Design and Interpretation (3 credits)

PSY 337 Neuropsychology (3 credits)

ENG 328 Advanced Grammar and the History of English (3 credits)

CERTIFICATE IN SPANISH OR FRENCH

A certificate in Spanish or French consists of 12 hours, including SPAN 201, 202, 301, and 310 (*or equivalent in study abroad credit*) or FREN 201, 202, and 6 additional hours at upper division level in an approved study abroad program. Added to the coursework requirement is a requirement to complete a standardized assessment of oral and written proficiency.

MATHEMATICS

Major

Mathematics

Specialization

Mathematics - Teacher Licensure 6-12

Minors

Mathematics

The Mathematics Program is located on the first level of Dougherty Science Center. Its facilities include a computer center.

Mathematics majors who meet the requirements for membership will be invited to join Kappa Mu Epsilon, the national mathematics honor society. To be qualified for membership, a person must be a regularly enrolled student with at least the standing of a second semester sophomore of Carson- Newman University; must rank in the upper 35% of his/her class; and must complete with an overall average in mathematics of 3.00 at least three college mathematics courses including at least one semester of calculus.

Objectives

The Department seeks to develop skills in the application of mathematics to those disciplines which it enhances, and to provide a solid foundation in the principles of the discipline.

Advanced Placement (AP)

The department policy regarding academic credit for Advanced Placement (AP) courses is as follows:

- Statistics—Three hours credit in elementary statistics (MATH 201) will be awarded for a score of 4 or higher on the AP test. Scores below 4 receive no academic credit.
- Calculus—A score of 4 or 5 on the Calculus AB test or on the AB sub-score of Calculus BC test, will give a student 3-hour credit for MATH 151. A score of 4 or 5 on the Calculus BC test will give a student 6-hour credit for MATH 151 and 152.
- Computer Science—Three hours credit in CSC 107 will be awarded for scores of 3 or higher.

Language Requirement

Six hours in a single language at either the 100- or 200-level, or equivalent AP or CLEP credit.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. Students with a mathematics major, should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies in Mathematics and Science**
MATH 151 Calculus I (3 credits) Laboratory Science (6-8 credits)
- **Senior Capstone Course** (as listed in major hours below)
MATH 412

Certain upper division courses are appropriate for specific future vocational choices; a list of these will be given to each student by his/her advisor. Math courses below Math 151 do not count as hours toward the major requirement.

Local tests

A student wishing to receive academic credit in a course listed in the catalog may arrange with the department chair to take an exam. A score of 80% or higher is required for credit, and grading will be S/F. An examination for credit for a particular course can be taken no more than one time.

MATHEMATICS

Major Requirements (36 hours)

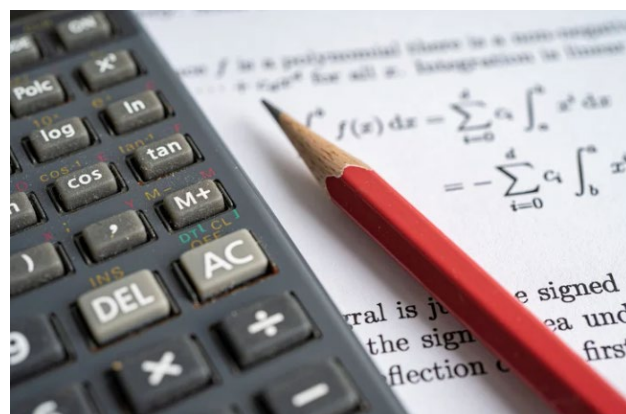
MATH 152	Calculus II (3 credits)
MATH 201	Statistical Concepts and Methods (3 credits) or MATH 406 Mathematical Statistics
MATH 207	Discrete Mathematics (3 credits)
MATH 208	Linear Algebra I (3 credits)
MATH 211	Calculus III (3 credits)
MATH 212	Introduction to Abstract Mathematics (3 cr)
MATH 404	Abstract Algebra (3 credits)
MATH 412	Senior Seminar in Mathematics
Three additional 300/400 level MATH courses (9 credits)	
CSC 107	Computer Programming I (3 credits)

Elective Hours (35-37 credits)

Summary of Total Credits

Liberal Arts Core (47-49 credits)
Math Requirements (36 credits)
Electives (35-37 credits)

Minimum to Earn a BA in Mathematics (120 hours)



MATHEMATICS - TEACHER LICENSURE 6-12

***Requires a grade of C**

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

Additional Liberal Arts Core Requirements:

- o **Studies in Personal/Social Awareness (6 hours)**
PSY 204, PSY 206, or CFS 206 (3 credits)

Major Requirements (36 hours)

MATH 152	Calculus II (3 credits)
MATH 201	Statistical Concepts and Methods (3 credits) or <i>MATH 406 Mathematical Statistics</i>
MATH 207	Discrete Mathematics (3 credits)
MATH 208	Linear Algebra I (3 credits)
MATH 211	Calculus III (3 credits)
MATH 212	Introduction to Abstract Mathematics (3 credits)
MATH 404	Abstract Algebra (3 credits)
MATH 412	Senior Seminar in Mathematics (3 credits)
Three additional 300/400 level MATH courses (9 credits)	
CSC 107	Computer Programming I (3 credits)

Professional Education (37 34 hours)

EDUC 203SL*	Foundations of Education (3 credits)
EDUC 204*	Educational Technology (3 credits)
~~EDUC 205*~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 342*	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
EDUC 350*	Diversity in Schools, Homes, and Communities (2 credits)
EDUC 403*	Assessment and Evaluation (3 credits)
EDUC 420*	Content-Area Methods in 6-12 Classroom (3 cr)
EDUC 432*	Disciplinary Literacy (2 credits)
SPED 313*	Survey of Persons with Exceptionalities (3 cr)
EDUC 463*	Seminar in Student Teaching (2 credits)
EDUC 465*	Student Teaching: Placement One (5 credits)
EDUC 467*	Student Teaching: Placement Two (5 credits)

Elective hours (3 credits)

Summary of Total Credits

Liberal Arts Core (47-49 credits)

Math Requirements (36 credits)

Professional Education (37 34 credits)

~~Elective Hours (3 credits)~~

Minimum to Earn a BA in Mathematics (120 hours)

MATHEMATICS MINOR

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Minors available and their requirements are:

Requirements for the minor (18 hours)

MATH 151	Calculus I (3 credits)
MATH 152	Calculus II (3 credits)
Two 200 level MATH courses (6 credits)	
Two additional 300/400 level MATH courses (6 credits)	



MILITARY LEADERSHIP MINOR

The Military Science program, located at 706 Ken Sparks Way, Baker Building Room 105, offers courses to develop leadership and management skills for both military and civilian careers. The Army Reserve Officers Training Corps (ROTC) program provides qualified students opportunities to serve their country full or part-time as officers in the U.S. Army. Students enrolled in ROTC who meet specified qualifications can earn a commission as a Second Lieutenant in the U.S. Army, Army National Guard, or the U.S. Army Reserve. ROTC students may participate in the Color Guard, Ranger Challenge Club, Officers Christian Fellowship, annual Military Ball, and many social functions sponsored by Cadets and Cadre. The Ranger Challenge Club attends a regional, multi-state intercollegiate competition for physical stamina, leadership ability, and teamwork each year. Military Science courses are open to all students; however, to enroll in advanced ROTC courses which lead to a commission as a Second Lieutenant, a student must meet U.S. Army administrative, physical, medical, and mental standards and be accepted by the Professor of Military Science.

MILITARY SCIENCE CURRICULUM

Military Science courses are designed to fulfill the educational and training requirements for commissioning as a Second Lieutenant in the U.S. Army. The curriculum consists of a Basic Course (first two years) and an Advanced Course (final two years). In addition to the specified military science courses, the Army requires successful completion of a college degree and one course in military history.

Freshman Year

MILS 100, Military History of the US (*may be taken during other years*)

MILS 101, Introduction to the Army and Critical Thinking

MILS 102, Introduction to the Profession of Arms

Sophomore Year

MILS 201, Leadership and Decision Making

MILS 202, Army Doctrine and Team Development Advanced Course

Junior Year

MILS 301, Training Management, and the Warfighting Functions

MILS 302, Applied Leadership in Small Unit Operations

Summer

MILS 303, ROTC Cadet Advance Camp

Senior Year

MILS 401, The Army Officer

MILS 402, Company Grade Leadership

Enhanced leadership development focused in an organizational setting. Students complete the 21-hour sequence, including MILS 100, 101- 102, 201-202, 301-302, 401-402. The student **is not** required to be contracted in the ROTC program nor to attend the ROTC Leader Development and Assessment Course (ROTC Cadet Advance Camp) during the summer when enrolled in MILS 101-102, 201-202. The student **must** be contracted in the ROTC program and attend ROTC Cadet Advance Camp during the summer between their junior and senior years when enrolled in MILS 301-302, 401-402. **Contact** the Department of Military Science.

ROTC Cadet Advance Camp is a 30-day training event that assesses where Cadets are in their overall leadership development. Army training provides additional development to further enhance their leadership capabilities.

A two-year program, available when a student has only two academic years remaining at Carson-Newman, consists of the last two years of ROTC (Advanced Course) and an authorized substitute for the Basic Course. Authorized substitutes are:

1. MILS 300, ROTC Cadet Basic Camp, taken during the summer between the sophomore and junior years. This 30-day training program at Fort Knox, KY, Supplements the freshmen and sophomore courses to transition a student with no previous experience into the ROTC Advance Course.
2. At least three years of high school Junior ROTC and approval of the Professor of Military Science.
3. Successful completion of a basic training program in the U.S. Army, Navy, Air Force, or Marine Corps.

MILITARY SERVICE OBLIGATION

A student incurs **NO** military obligation by taking any of the classes in the ROTC Basic Course. A student who accepts a scholarship or signs a contract to participate in the Advanced Course during the junior and senior years is obligated to serve either full-time on active duty in the U.S. Army or part-time in the Army Reserves or Army National Guard for a specific period after graduation. See the Department of Military Science faculty for an explanation of the various options.

PAY, UNIFORMS, AND EQUIPMENT

Each ROTC student is furnished with uniforms and textbooks at no charge. The advanced ROTC student signs a contract with the U.S. Government agreeing to complete the Advanced Course and accept a Regular Army, U.S. Army Reserve, or National Guard commission as a Second Lieutenant upon graduation. While enrolled in the Advanced Course (two years), the student receives \$420 per month tax-free and approximately \$700 plus travel expenses, housing, and meals to attend Summer Camp between the junior and senior years.



MUSIC

Majors

Bachelor of Arts in Music
 Bachelor of Arts in Music with Emphasis in Worship Leadership
 Bachelor of Music in Performance (*Instrumental, Piano or Vocal*)
 Bachelor of Music in Church Music
 Bachelor of Music in Music – Instrumental - Teacher Licensure K-12
 Bachelor of Music in Music Education – Vocal – Teacher Licensure K-12
 Bachelor of Music in Music Education – Vocal or Instrumental - Non-Licensure
 Bachelor of Music with an Outside Field

Minor

Music

The Department of Music is housed in the Mabel Lewallen Tarr Music Building, one of the finest buildings on the Carson-Newman campus. The building features a recital hall, private rehearsal studios, a music library, and an electronic music lab. Several music ensembles, both vocal and instrumental, give concerts and tour the area during the school year. The Department of Music also presents a Lyric Theater production in the fall and spring. Applied music lessons and ensembles are open to music majors and non-music majors.

Music majors are eligible for Delta Omicron, Music Teachers National Association, National Association for Music Education, and Pi Kappa Lambda membership.

Several factors are considered in the decision to accept a student as a music major. Among the requirements that the faculty takes under advisement is the student's ability to relate musical sound to notation and terminology quickly and accurately enough to undertake basic musicianship and the level of achievement in music performance demonstrated by audition for the appropriate faculty committee. Those who do not exhibit proper skills and knowledge in either area may be deferred for acceptance for one semester while they attempt to develop the necessary abilities. The respective applied jury and the theory faculty will make decisions regarding these students at the end of the student's first semester of study.

All music majors are advised by music faculty members. Sophomores and transfers are required to participate in a Sophomore/Transfer Review, which assesses their possibilities of success as a music major. Different majors within music require different talents. The initial audition for acceptance and the above-noted evaluation is intended to direct students into majors that match their abilities and desires. Applied music instruction is available in piano, organ, voice, wind, percussion, and string instruments in either private lessons or for some instruments in group classes. Non-music majors may only enroll for one credit hour per semester. They must receive a private instructor's approval before enrolling. Group classes (for non-music majors or secondary applied music majors) carry one hour of credit. Applied music finals are given by a faculty jury.

All Bachelor of Music students must pass all portions of the piano proficiency examination before they are allowed to schedule a senior recital. For music education, students before the Music Faculty will support their request for student teaching.

Bachelor of Arts students are not required to pass piano proficiency. All Bachelor of Music candidates must audition for upper division status after four semesters of study in their major applied area. Keyboard majors are required to take MUS 205, Class Piano V. Academic credit is awarded for applied music lessons as follows:

1 credit hour = 1/2 hour of instruction per week; 6 hours of required practice time per week

2 credit hours = 1 hour of instruction per week; 12 hours of required practice time per week

3 credit hours = 1 hour of instruction per week; 18 hours of required practice time per week

Students may take up to 4 applied hours per semester and up to 1 applied hour in a secondary area per semester unless approved by the department chair. Students also meet collectively with the applied instructor regularly (weekly or bi-weekly) for repertoire classes.

Recitals may be given by all music majors. Students must have completed 1 semester of upper division applied study before giving a junior or senior recital. Performance majors are required to present a junior recital (presented jointly) and a full senior recital. Church Music, Music Education, and Music with Outside Field majors are required to present a senior recital (presented jointly). Lecture recitals are an option for all except performance majors. A faculty committee will hold a hearing at least two weeks before all junior and senior recitals. Recital candidates must pass the hearing before they are allowed to perform a junior or senior recital.

Music majors are required to attend 18 concerts or recitals presented by the Department of Music each semester. Non-music majors enrolled in applied music courses must attend a minimum of 5 recitals throughout the semester. Performer's certificates are awarded in recognition of the excellence of musicianship and technical proficiency. Students must be nominated by the faculty committee at their senior recital hearing. A ballot of the faculty will be taken following the performance.

Accreditation

Carson-Newman University is an institutional member of the National Association of Schools of Music.

Advanced Placement

Credit for MUS 111 will be given for a score of 4 on the AP exam in music. Credit for both MUS 111 and 112 will be given for a score of No CLEP credit is awarded in music.

Ensembles

Music majors are required to participate in at least one (1) credit hour ensemble each semester. Normally voice majors are required to sing in a vocal ensemble each semester, and instrumental majors (brass, woodwinds, and percussion) are required to play in marching and concert band.

Semester grades in ensembles are based on attendance and participation. For music majors only, ensemble hours above four may count as upper division credits for juniors and seniors.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. Each major in the Music department has specific categories of the Liberal Arts Core curriculum that must be met.

Mission

The mission of the Department of Music is to nurture and challenge students in a Christian environment helping them to reach their potential as educated musicians to serve and lead in church, schools, and community. Our department serves the Carson-Newman University mission by (1) providing professional degree programs in music, (2) providing a liberal arts degree program in music, and (3) providing general music education (courses, ensembles, and applied lessons) and performance opportunities for the university community at large in order to develop musical skills and knowledge of music for the enrichment of life.

Music Program Curricula

The Department of Music program curricula provide a musically rich context to support the education and development of music majors to attain either the professional Bachelor of Music degree or the liberal arts Bachelor of Arts - Music degree. Music majors seeking the Bachelor of Music degree study to become professional musicians by developing musical performance skills and cultivating an advancing knowledge and appreciation of music. This academic and musical foundation equips graduates to lead as school music teachers or church musicians and/or to pursue graduate studies in music. Music majors seeking the Bachelor of Arts degree study to obtain a diverse liberal arts education and to develop musical skills that foster their intellectual growth in the knowledge and appreciation of music.

Teacher Licensure

Any student wishing to teach Music (K-12) must be a music education major and meet the requirements of the Department of Teacher Education.



CHURCH MUSIC

For a BM with a major in church music, a student must complete the following curriculum.

NOTE: Piano sequence is not complete until the piano proficiency requirements have been met.

Liberal Arts Core Requirements

- **Studies to Enhance a World Perspective**
ART 204, ART 210, FA 301 (Honors), FILM 310, TH 110, OR MUSIC ENSEMBLES (3 credits)
- **Senior Capstone Course** (*as listed in major hours below*)
Part of Applied credit in the Senior Recital Semester

Courses in Music (83 hours)

Applied Music Major (16 credits)	
Applied Music Piano Sequence (4 credits)	
Ensemble (8 credits)	
MUS 026*	Contemporary Ensemble Lab (1 credit)
MUS 105	Keyboard Improvisation in Worship (1 cr)
MUS 111-112	Elementary Theory I-II (6 credits)
MUS 117-118	Sight-Singing and Ear Training I-II (2 cr)
MUS 135-136	Introduction to Music History (2 credits)
MUS 140	Formation for Music Ministry (1 credit)
MUS 141	Contemporary Worship Leadership (1 cr)
MUS 155	Voice (<i>Keyboard and Instrumental emphasis</i>) (2 credits)
MUS 157	Guitar (1 credit)
MUS 170	Percussion (1 credit)
MUS 211-212	Advanced Theory I-II (6 credit)
MUS 217-218	Sight-Singing and Ear Training III-IV (2 cr)
MUS 249	Music and Sound Technology (1 credit)
MUS 321	The Songs of the Church (3 credits)
MUS 322	Christian Worship Practices (2 credits)
MUS 325	Church Music Leadership (<i>with Internship</i>) (3 credits)
MUS 348	Electronic Music Methods (2 credits)
MUS 415	Instrumentation (2 credits)
MUS 431-432	Music History I-II (6 credits)
MUS 441-442	Conducting I-II (4 credits)
MUS 443	Teaching General Music Education K-8 (3 credits)
MUS 445	Teaching Choral Methods (practicum) (2 credits)
MUS 460	Field Work in Church Music (1 credit)

Note: Keyboard primaries must include MUS 205 as applied hours.

*(.5 credit, 2 semesters)

Summary of Total Credits

Liberal Arts Core (47 credits)

Music Requirements (83 credits)

Minimum to Earn a BM in Church Music (130 hours)

MUSIC

For a BA degree with a major in music, a student must complete the following curriculum.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. Bachelor of Arts with a major in music should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies to Enhance a World Perspective**
(*Must take Fine Arts outside the Department of Music.*)
Language for BA degrees at the 100 level (6 credits)
- **Senior Capstone Course**
MUS 461

Courses in Music (43 hours)

Applied Music - voice, instrument, or piano (4 credits)

Applied Music – keyboard (2 credits)

Ensemble (4 credits)

MUS 111-112	Elementary Theory I-II (6 credits)
MUS 117-118	Sight-Singing and Ear Training I-II (2 cr)
MUS 135-136	Introduction to Music History (2 credits)
MUS 211-212	Advanced Theory I-II (6 credits)
MUS 431-432	Music History I-II (6 credits)
MUS 461	Senior Seminar for BA in Music (1 credit)
MUS electives (10 credits, 6 hours upper level)	

Elective Hours (30 credits)

Summary of Total Credits

Liberal Arts Core (47 credits) Music

Requirements (43 credits)

Electives (30 credits)

Minimum to Earn a BA in Music (120 hours)

MUSIC EDUCATION - INSTRUMENTAL TEACHER LICENSURE K-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

Music education majors are eligible to apply for teacher licensure in Tennessee upon completion of their curriculum.

NOTES:

1. Applied music study must include wind or percussion instrument. Enrollment in a small ensemble each semester is required of wind and percussion instrumental majors.
2. For vocal licensure, add MUS 443, MUS 445, and one additional semester of private applied voice.
3. Before student teaching, students must have upper division status in their major applied area and must have completed piano proficiency.

Liberal Arts Core Requirements

- **Studies in Personal/Social Awareness**
CFS 206 or PSY 204 or 206 (3 credits)
- **Studies to Enhance a World Perspective**
ART 204, ART 210, FA 301 (Honors), FILM 310, TH 110, OR MUSIC ENSEMBLES (3 credits)
- **Senior Capstone Course** (*as listed in major hours below*)
Part of credit in the Senior Teaching Seminar

Courses in Music (70.5 hours)

Applied Music Major (13 credits)

Applied Music Keyboard (4 credits)

Applied Music Voice (1 credit)

Ensemble (10.5 credits)

MUS 111-112	Elementary Theory I-II (6 credits)
MUS 117-118	Sight-Singing and Ear Training I-II (2 cr)
MUS 135-136	Introduction to Music History (2 credits)
MUS 211-212	Advanced Theory I-II (6 credits)
MUS 217-218	Sight-Singing and Ear Training III-IV (2 cr)
MUS 241	Percussion Methods and Literature (2 cr)
MUS 242	Woodwind Methods and Literature (2 cr)
MUS 246	Brass Methods and Literature (2 credits)
MUS 343	Instrumental Music Methods (<i>practicum</i>) (2 cr)
MUS 345SL	Teaching Music Methods (<i>practicum</i>) (2 c)
MUS 346	String Methods and Literature (2 credits)
MUS 415	Instrumentation (2 credits)
MUS 431-432	Music History I-II (6 credits)
MUS 441-442	Conducting I-II (4 credits)

Professional Education (28 25 hours)

(A grade of C or better is required in **all courses** below)

EDUC 203SL	Foundations of Education (3 credits)
~~EDUC 205~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 350	Diversity in Schools, Home, Community
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Exceptional Persons (<i>practicum</i>)
MUS 249	Music and Sound Technology (1 credit)
MUS 348	Electronic Music Methods (2 credits)
EDUC 463	Student Teaching Seminar (2 credits)
MUS 465	Student Teaching: Placement One (5 cr)
MUS 467	Student Teaching: Placement Two (5 cr)

**Music education majors are eligible to apply for teacher licensure in Tennessee upon completion of their curriculum.*

Summary of Total Credits

Liberal Arts Core (41 credits)

Music Educ. Requirements (70.5 credits)

Professional Education Requirements (28 25 credits)

**Minimum to Earn a BM in Music Education-Instrumental
with K-12 Teacher Licensure (139.5 136.5 hours)**

MUSIC EDUCATION – VOCAL TEACHER LICENSURE K-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

Music education majors are eligible to apply for teacher licensure in Tennessee upon completion of their curriculum.

NOTES:

1. Applied music study may be voice or keyboard and must include four semesters of applied vocal instruction and four semesters of applied keyboard instruction. Keyboard majors must include MUS 205.
2. For instrumental licensure, add MUS 241, 242, 246, 343 and 346.
3. Before student teaching, students must have upper division status in their major applied area and must have completed piano proficiency.

Liberal Arts Core Requirements

- o **Studies in Personal/Social Awareness**
CFS 206 or PSY 204 or 206 (3 credits)
- o **Studies to Enhance a World Perspective**
ART 204, ART 210, FA 301 (Honors), FILM 310, TH 110, OR MUSIC ENSEMBLES (3 credits)
- o **Senior Capstone Course** (*as listed in major hours below*)
Part of credit in the Senior Teaching Seminar

Courses in Music (67 hours)

Applied Music Major (14 credits)

Applied Music Keyboard (4 credits)

Ensemble (7 credits)

MUS 109	Foreign Language Diction (3 credits)
MUS 111-112	Elementary Theory I-II (6 credits)
MUS 117-118	Sight-Singing and Ear Training I-II (2 cr)
MUS 135-136	Introduction to Music History (2 credits)
MUS 211-212	Advanced Theory I-II (6 credits)
MUS 217-218	Sight-Singing and Ear Training III-IV (2 cr)
MUS 240	Instrument Studies (2 credits)
MUS 345SL	Teaching Music Methods (<i>practicum</i>) (2 cr)
MUS 415	Instrumentation (2 credits)
MUS 431-432	Music History I-II (6 credits)
MUS 441-442	Conducting I-II (4 credits)
MUS 443	Teaching General Music Education K-8 (3 cr)
MUS 445	Teaching Choral Methods (<i>practicum</i>) (2 cr)

Professional Education (28 25 hours)

(A grade of C or better is required in all courses below)

EDUC 203SL	Foundations of Education (3 credits)
~~EDUC 205~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 350	Diversity in Schools, Homes, Community (2 cr)
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Exceptional Persons <i>practicum</i> (3 cr)
MUS 249	Music and Sound Technology (1 credit)
MUS 348	Electronic Music Methods (2 credits)
EDUC 463	Student Teaching Seminar (2 credits)
MUS 465	Student Teaching: Placement One (5 credits)
MUS 467	Student Teaching: Placement Two (5 credits)

Summary of Total Credits

Liberal Arts Core (41 credits)

Music Educ. Requirements (67 credits)

Professional Education Requirements (28 25 credits)

Minimum to Earn a BM in Music Education in Vocal with K-12 Teacher Licensure (136 133 hours)

MUSIC EDUCATION – VOCAL OR INSTRUMENTAL – NON- LICENSURE

For a BM with a major in music education K-12 (without licensure), a student must complete the following curriculum.

NOTES:

1. Applied music study may be **voice, wind, keyboard, or percussion** and must include four semesters of applied keyboard instruction. Keyboard majors must include MUS 205. Keyboard, Wind, and Percussion majors must include 1 hour of class voice (or applied voice).
2. Before student teaching, students must have upper division status in their major applied area and must have completed piano proficiency.
3. Professional electives can include EDUC 341, EDUC 342, EDUC 403, SPED 318.
4. These elective options require admission into the Teacher Education Program which leads to Licensure but are not required in non-licensure track. However, students who have completed these courses, but unsuccessfully complete PRAXIS Subject Assessment exams, may substitute hours from these courses to meet Professional Education Electives: MUS 345SL, Teaching Music Methods (*practicum*), 2 hours; EDUC 4632, Student Teaching Seminar, 2 hours; MUS 465-4672, Student Teaching: Placements I-II (10 hours).

Liberal Arts Core Requirements

- o **Studies in Personal/Social Awareness**
CFS 206 or PSY 204 or 206 (3 credits)
- o **Studies to Enhance a World Perspective**
ART 204, ART 210, FA 301 (Honors), FILM 310, TH 110, OR MUSIC ENSEMBLES (3 credits)
- o **Senior Capstone Course** (*as listed in major hours below*)
Part of Applied credit in the Senior Recital Semester

Courses in Music (60-63 hours)

Music Requirements for all majors

Applied Music Major (14 credits)

Applied Music Keyboard (4 credits)

Ensemble (7 credits)

MUS 111-112	Elementary Theory I-II (6 credits)
MUS 117-118	Sight-Singing and Ear Training I-II (2 cr)
MUS 135-136	Introduction to Music History (2 credits)
MUS 211-212	Advanced Theory I-II (6 credits)
MUS 217-218	Sight-Singing and Ear Training III-IV (2 cr)
MUS 415	Instrumentation (2 credits)
MUS 431-432	Music History I-II (6 credits)
MUS 441-442	Conducting I-II (4 credits)

Vocal and Keyboard majors

MUS 109	Foreign Language Diction (3 credits)
MUS 443	Teacher General Music Education K-8 (3 cr)
MUS 445	Teaching Choral Methods (<i>practicum</i>) (2 cr)

Wind and Percussion majors

MUS 343	Instrumental Music Methods (<i>practicum</i>) (2 cr)

Choose three (3) of the following:

MUS 241	Percussion Methods and Literature (2 credits)
MUS 242	Woodwind Methods and Literature (2 credits)
MUS 246	Brass Methods and Literature (2 credits)
MUS 346	String Methods and Literature (2 credits)

Professional Education (24 hours)

(A grade of C or better is required in all courses below)

EDUC 203SL	Foundations of Education (3 credits)
EDUC 205	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 credits)
EDUC 350	Diversity in Schools, Homes, Community (2 cr)
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Exceptional Persons- <i>practicum</i>)
MUS 249	Music and Sound Technology (1 credit)
MUS 348	Electronic Music Methods (2 credits)
Professional EDUC electives (8 credits)	

Summary of Total Credits

Liberal Arts Core (41 credits)

Music Requirements (60-63 credits)

Professional Education Requirements (24 credits)

Minimum to Earn a BM in Music Education K-12 (Non-Licensure) Wind/Keyboard/Percussion (128 hours)

MUSIC WITH AN OUTSIDE FIELD

For a BM in combination with an outside field, a student must complete the following curriculum.

Note: Applied music must include at least one semester of upper division credit. The outside field must fulfill a minor, if offered, or have department of music approval.

Liberal Arts Core Requirements

Senior Capstone Course (*as listed in major hours below*)

Part of Applied credit in the Senior Recital Semester

Courses in Music (65 hours)

Applied Music Major (12 credits)

Applied Music Keyboard (4 credits)

Ensemble (8 credits)

MUS 111-112	Elementary Theory I-II (6 credits)
MUS 117-118	Sight-Singing and Ear Training I-II (2 credits)
MUS 135-136	Introduction to Music History (2 credits)
MUS 211-212	Advanced Theory I-II (6 credits)
MUS 217-218	Sight-Singing and Ear Training III-IV (2 cr)
MUS 431-432	Music History I-II (6 credits)
MUS 441	Conducting I (2 credits)
MUS Electives (<i>12 hours must be upper level</i>) (15 credits)	
Outside Field (18 credits)	

Summary of Total Credits

Liberal Arts Core (47 credits)

Music Requirements (65 credits)

Outside Field (18 credits)

Min. to Earn a BM in combination with an outside field (130 hours)

MUSIC - WORSHIP LEADERSHIP**Liberal Arts Core Requirements**

- Studies to Enhance a World Perspective**

(*Must take Fine Arts outside the Department of Music.*)

Language for BA degrees at the 100 level (6 credits)

- Senior Capstone Course** (*as listed in major hours below*)
MUS 461

Courses in Music (55 hours)

Applied Music Primary (6 credits)

Ensemble (6 credits)

MUS 026*	Contemporary Ensemble Lab (1 credit)
MUS 111-112	Elementary Theory I-II (6 credits)
MUS 117-118	Sight-Singing and Ear Training I-II (2 cr)
135-136	Introduction to Music History (2 cr)
MUS 140	Formation for Music Ministry (1 credit)
MUS 141	Contemporary Worship Leadership
MUS 211	Advanced Theory I (3 credits)
MUS 249	Music and Sound Technology (1 credit)
MUS 321	The Songs of the Church (3 credits)
MUS 322	Christian Worship Practices (2 credits)
MUS 325	Church Music Leadership (<i>with Internship</i>) (3 credits)
MUS 348	Electronic Music Methods (2 credits)
MUS 431-432	Music History I-II (6 credits)
MUS 441	Methods and Techniques of Conducting
MUS 461	Senior Seminar for BA in Music (2 credits)

Applied Music Secondary (see below) (6 credits)

Keyboard Majors-(6 hours total with each area represented)

MUS 105	Keyboard Improvisation in Worship
MUS 155	Voice
MUS 157	Guitar
MUS 170	Percussion

Instrumental Majors-(6 hours total with each area represented)

MUS 105	Keyboard Improvisation in Worship
MUS 150	Class, Piano (2 hours)
MUS 155	Voice
MUS 157	Guitar
MUS 170	Percussion

Vocal Majors-(6 hours total with each area represented)

MUS 105	Keyboard Improvisation in Worship
MUS 150	Class, Piano (2 hours)
MUS 157	Guitar
MUS 170	Percussion

Non-Music Elective Hours (18 credits)

Students are encouraged to take additional Biblical and Theological Studies courses (especially BTS 224 and BTS 361) or pursue a minor in Religious Studies.

*(.5 credit, 2 semesters)

Summary of Total Credits

Liberal Arts Core (47 credits)

Music Requirements (55 credits)

Electives (18 credits)

Minimum to Earn a BA in Music with an Emphasis in Worship Leadership (120 hours)

PERFORMANCE - INSTRUMENTAL

For a BM with a major in performance (instrumental: brass, percussion, and woodwind), a student must complete the following curriculum.

Liberal Arts Core Requirements

- Studies to Enhance a World Perspective
ART 204, ART 210, FA 301 (Honors), FILM 310, TH 110, OR
MUSIC ENSEMBLES (3 credits)
French/German (6 hours of same language)
- **Senior Capstone Course** (as listed in major hours below)
Part of Applied credit in the Senior Recital Semester

Courses in Music (78 hours)

Applied Music Instrument (20 credits)

Applied Music Keyboard (4 credits)

Ensemble, to include semesters of MUS 035 (8 credits)

MUS 111-112	Elementary Theory I-II (6 credits)
MUS 117-118	Sight-Singing and Ear Training I-II (2 credits)
MUS 135-136	Introduction to Music History (2 credits)
MUS 211-212	Advanced Theory I-II (6 credits)
MUS 217-218	Sight-Singing and Ear Training III-IV (2 cr)
MUS 411	Form and Analysis (3 credits)
MUS 413	Counterpoint (3 credits)
MUS 415	Instrumentation (2 credits)
MUS 431-432	Music History I-II (6 credits)
MUS 436	Wind Literature (3 credits) or MUS 437 <i>Percussion Literature</i>
MUS 440	Pedagogy Internship (3 credits)
MUS 441-442	Conducting I-II (4 credits)
MUS Electives	(4 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)

Music Requirements (78 credits)

**Minimum to Earn a BM in Performance (Instrumental)
(125 hours)**

PERFORMANCE - PIANO

For a BM with a major in performance (piano), a student must complete the following curriculum.

Liberal Arts Core Requirements

- Studies to Enhance a World Perspective
Music Ensemble
- French/German (6 hours of same language)
Senior Capstone Course (as listed in major hours below)
Part of Applied credit in the Senior Recital Semester

Courses in Music - General (42 hours)

Ensemble (8 credits)

MUS 111-112	Elementary Theory I-II (6 credits)
MUS 117-118	Sight-Singing and Ear Training I-II (2 cr)
MUS 135-136	Introduction to Music History (2 cr)
MUS 211-212	Advanced Theory I-II (6 credits)
MUS 217-218	Sight-Singing and Ear Training III-IV (2 cr)
MUS 411	Form and Analysis (3 credits)
MUS 413	Counterpoint (3 credits)
MUS 431-432	Music History I-II (6 credits)
MUS 441-442	Conducting I-II (4 credits)

Courses in Music - Piano-Specific (39 hours)

Applied Piano (24 credits)

MUS 205	Class Piano V (1 credit)
MUS 230	Accompanying Seminar (1 credit)
MUS 347-349	Piano Pedagogy I-II (6 credits)
MUS 446-447	Piano Literature I-II (6 credits)

At least one semester of each of the following:

MUS 017	Piano Ensemble (0.5 credit)
MUS 035	Instrumental Chamber Ensemble (0.5 cr)

Summary of Total Credits

Liberal Arts Core (44 credits)

Music Requirements (42 credits)

Piano Requirements (39 credits)

Minimum to Earn a BM in Performance - Piano (125 hours)



PERFORMANCE - VOCAL

For a BM with a major in performance (vocal), the student must complete the following curriculum.

Liberal Arts Core Requirements

- **Studies to Enhance a World Perspective**
ART 204, ART 210, FA 301 (Honors), FILM 310, TH 110, OR
MUSIC ENSEMBLES (3 credits)
French (6 hours) and German (6 hours)
- **Senior Capstone Course** (*as listed in major hours below*)
Part of Applied credit in the Senior Recital Semester

Courses in Music (78 hours)

Applied Music Voice (20 credits)

Applied Music Keyboard (4 credits)

Ensemble (8 credits)

MUS 030	Lyric Theatre (<i>spring semester - Opera Workshop</i>) (1 credit)
MUS 109	Foreign Language Diction (3 credits)
MUS 111-112	Elementary Theory I-II (6 credits)
MUS 117-118	Sight-Singing and Ear Training I-II (2 credits)
MUS 135-136	Introduction to Music History (2 credits)
MUS 211-212	Advanced Theory I-II (6 credits)
MUS 217-218	Sight-Singing and Ear Training III-IV (2 cr)
MUS 342	Vocal Pedagogy (3 credits)
MUS 431-432	Music History I-II (6 credits)
MUS 435	Song Literature (3 credits)
MUS 411	Form and Analysis (3 credits)
MUS 413	Counterpoint (3 credits)
MUS 441-442	Conducting I-II (4 credits)
MUS Electives	(2 credits)

Summary of Total Credits

Liberal Arts Core (53 credits)

Music Requirements (78 credits)

Minimum to Earn a BM in Performance -Vocal (131 hours)



MUSIC MINOR

For a Minor in Music, a student must complete the following for a total of 18 hours.

MUS 111-112	Elementary Theory I-II (6 credits)
MUS 135-136	Introduction to Music History (2 cr)
Applied Music	(4 hours)
MUS electives	(6 hours)



NURSING

The Carson-Newman University Department of Nursing offers studies toward a Bachelor of Science in Nursing degree. The requirements for the BSN include 5 semesters of nursing courses with the first semester courses being offered in both the Fall and Spring. Students meeting the requirements to begin nursing courses must submit their Letter of Intent to begin Undergraduate Nursing Courses to the Assistant Chair of Undergraduate Nursing Studies and be approved by before being registered for first semester Nursing courses.

Accreditation

The baccalaureate degree program in nursing at Carson-Newman University is accredited by the Commission on Collegiate Nursing Education (www.ccnaccreditation.org). The Baccalaureate Program is approved by the Tennessee Board of Nursing, holds membership in the American Association of Colleges of Nursing, and is an Army ROTC Partnership in Nursing Education (PNE) school.

Admission information

If the number of qualified students exceeds the number that can be accommodated in the class, the following criteria will be utilized in selection: cumulative GPA, Carson-Newman credit hours, ROTC enrollment, current military service, prior nursing education or experience, prior degree, nursing prerequisite grades, number of course withdrawals and repeats, grade improvement over time, number of prerequisite courses to complete, and interview as deemed necessary by the admission and progression committee.

After graduation from Carson-Newman, registered nurse (RN) licensure is acquired when the NCLEX-RN examination is successfully completed. Any state board of nursing reserves the right to deny licensure to anyone ever convicted of a crime other than a minor traffic violation. Anyone having such a conviction should contact the appropriate state board of nursing for advice prior to enrolling in nursing as a major. Successful completion of the BSN degree does not guarantee successful completion of NCLEX-RN.

A current copy of the nursing student handbook is maintained in the Department of Nursing and online for all nursing students in their canvas BSN Student Community tile. The handbook is given to students during initial nursing orientation and is available anytime upon request from the department.

To begin Semester 1 Nursing coursework, students must meet the following criteria:

1. Cumulative GPA of 2.75 or higher.
2. Science GPA of 2.5 or higher. Science courses include BIOL 207 (A&P 1), BIOL 208 (A&P 2), BIOL 316 (Microbiology), and CHEM 101 (Chemistry) or equivalent.
3. Complete all prerequisite courses with a C or better with a maximum of one retake per course.
4. Successfully complete a criminal background check.
5. Have no more than four (4) liberal arts core courses remaining towards completion of the BSN degree requirements.

Department of Nursing

The Department of Nursing has classrooms, clinical skills labs, health assessment labs, and the E.A.G.L.E. Simulation Lab. Nursing majors have clinical study and practice at a variety of institutions and health care facilities in both rural and urban settings. Carson-Newman University Department of Nursing offers a rigorous baccalaureate nursing curriculum that includes academic and clinical performance requirements. To be awarded a Bachelor of Science in Nursing degree, the student must successfully complete both elements of the program. Students who receive a nursing degree from Carson-Newman University will have been exposed to the skills and knowledge necessary to attain licensure and to perform the clinical tasks normally expected of a Registered Nurse. All nursing majors are eligible for membership in the Student Nurses' Association.

Degree Graduation Requirements

There are three groups of courses that are taken to satisfy nursing degree graduation requirements — prerequisites, liberal arts, and nursing. Prerequisites are completed prior to beginning nursing courses.

- BIOL 207 and BIOL 208, Anatomy and Physiology I/II, BIOL 316, Microbiology, CHEM 101, General Chemistry,
- CFS 206 or PSY 206, Human Development Across the Lifespan,
- English 101 and 201,
- FN 210, Basic Nutrition, or FN 214, Science of Nutrition, or FN 216, Nutrition Foundations for Nursing Profession, or a 200-level course for transfer students,
- MATH 201, Statistics
- Liberal Arts Requirements
- Nursing Program Requirements

Goal

The overall goal of the Bachelor of Science in Nursing program is to prepare entry level baccalaureate nurses who have the skills and knowledge necessary to attain licensure and to perform the clinical tasks normally expected of registered nurses.

Liberal Arts Core Requirements

- **Studies in Mathematics and Science (15 hours)**
MATH 201 (3 credits)
BIOL 207, 208 (8 credits)
CHEM 101 (4 credits)
- **Studies in Personal/Social Awareness**
CFS 206 or Psychology 206 (3 credits)
- **Senior Capstone Course** (as listed in major hours below)
NURS 405

*There is no language requirement for the nursing degree.

Nursing Major

All students who declare nursing as a major are assigned a departmental advisor who will closely follow the student's academic progress. Those students who wish to transfer into nursing from another major must first file a change of major form and be assigned an advisor for nursing. Transfer students from other institutions must have their previous work evaluated before being admitted to the university and declaring a nursing major. Granting credit for coursework completed at other institutions is determined by the university registrar and department chair.

Nursing Program Fee

The BSN program at Carson-Newman consists of 5 semesters of Nursing courses. Students enrolled in Nursing courses will incur a \$850 per semester program fee. This fee is used to cover items such as physical equipment for labs/clinical, ATI resources, and an NCLEX Review course.

Types of Students

Qualified high school seniors admitted as freshmen to Carson-Newman University may be admitted as Nursing majors, upon successful completion of university entry requirements. Placement in nursing courses typically begins in the second semester of the sophomore year and is dependent upon successful completion of the requirements to begin nursing coursework. Carson-Newman students who begin as freshmen in a different major and then change to Nursing, must complete a change major form.

Transfer students must meet all entry requirements and contact the nursing department to be considered for placement into nursing courses. Transfer students with nursing coursework completed at other institutions must also attach a letter of good standing from their previous university. To be considered for admission as a Nursing major, a student may have no more than one nursing course failure as defined by the previous institution.

NURSING PROGRAM REQUIREMENTS (68 hours)

Additional Courses Required for Nursing Major (7 hours)

- Biology 316 (4)
- Nutrition Foundations for Nursing Profession (FN 216) (3 credits) or *Food and Nutrition 214 or Food and Nutrition 210.*

First Semester

NURS 202 Health Assessment (3 credits)
 NURS 203 Pharmacology (3 credits)
 NURS 212 Fundamentals of Nursing Practice (6 credits) NURS 217SL Health Care of the Elderly (2 credits)

Second Semester

NURS 301 Pathophysiology I (2 credits)
 NURS 303 Adult Medical/Surgical Nursing I (6 credits)
 NURS 307 Pediatric Nursing (4 credits)

Third Semester

NURS 302 Pathophysiology II (2 credits)
 NURS 304 Adult Medical-Surgical Nursing II (6 credits)
 NURS 413 Maternal-Newborn Nursing (4 credits)
 NURS Elective (2 credits)

Fourth Semester

NURS 308 Psychiatric-Mental Health Nursing (4 credits) NURS 404SL Community Health Nursing (4 credits)
 NURS 414 Critical Care Nursing (6 credits)
 NURS 431 NCLEX Success I (1 credit)

Fifth Semester

NURS 405 Leadership and Management (6 credits)
 NURS 412 Dimensions of Professional Nursing (2 credits) NURS 432 NCLEX Success II (2 credits)
 NURS 315 Nursing Research & Evidence-Based Practice (3 credits)

Summary of Total Credits

Liberal Arts Core (46-47 credits)
 Additional Courses (7 credits)
 Nursing Requirements (68 credits)

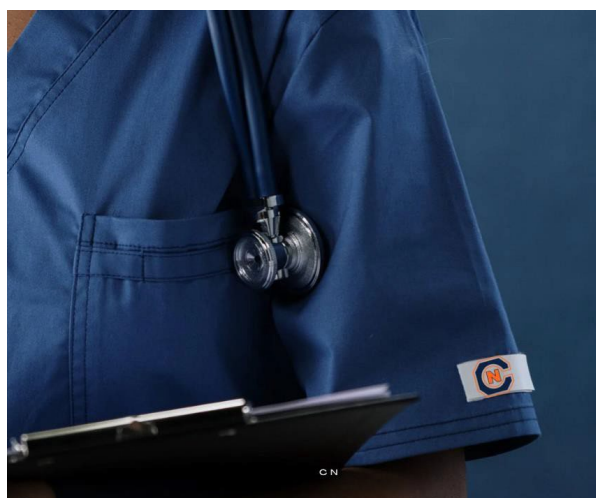
Minimum to Earn a BSN (120-122 hours)

Note: ROTC students additional required courses:

MILS 100, MILS 101, MILS 102, MILS 201, MILS 202, MILS 301, MILS 302, MILS 303, MILS 401, MILS 402

Note: Nursing elective options:

BIOL 305 Medical Terminology (3 credits)
 HLTH 202 A Lifetime Objective (3 credits)
 NURS 209 Wellness for the 21st Century (2 credits)
 NURS 320 Special Topics for ROTC Nursing (1-2 credits)
 NURS 410 Nursing Care of the High-Risk Neonate (2 credits)
 NURS 417 Multicultural Practicum (1-3 credits)
 NURS 418 Health Care Ethics (2 credits)



PHILOSOPHY

Majors

Philosophy

The Philosophy program is located on the third floor of Henderson Humanities Building in the Philosophy, Linguistics, and World Languages Suite. Students who have completed six hours in philosophy and who have a 3.00 GPA are eligible for membership in Phi Sigma Tau, the philosophy national honor society. Students earning a philosophy major must demonstrate competency in a modern foreign language at the sophomore (201/202) level or achieve equivalent credit through placement tests.

For a major in philosophy, a student must complete no fewer than 28 hours of philosophy courses, including PHIL 410 during the senior year.

Liberal Arts Core Requirements

Bachelor of Arts with a major in philosophy, students should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- Senior Capstone Course (as listed in major hours below)
PHIL 410

PHILOSOPHY

Requirements (27 hours)

Choose twenty-seven (27) hours from the list below:

PHIL 101	Introduction to Philosophy & Critical Thinking (3 credits)
PHIL 204	Principles of Logic and Science (3 credits)
PHIL 301SL	Christian Ethics (3 credits)
PHIL 303	Ancient Philosophy (3 credits)
PHIL 304	Medieval Philosophy (3 credits)
PHIL 305	Modern Philosophy (3 credits)
PHIL 306	Contemporary Philosophy (3 credits)
PHIL 321	Religion and Science (3 credits)
PHIL 400	Teaching Assistantship1 (3 credits)
PHIL 401	Problems of Philosophy (3 credits)
PHIL 402SL	Philosophy of Religion (3 credits)
PHIL 403	Aesthetics (3 credits)
PHIL 404	Nonwestern Religious Thought (3 credits)

Philosophy Capstone (1 hour)

PHIL 410	Philosophy Colloquium (senior capstone course)

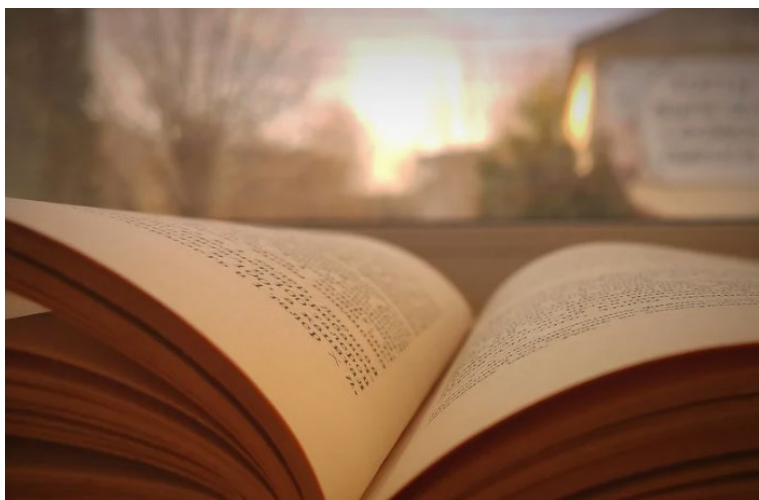
Elective Hours (45 credits)

Honors students may use HUM 101, Humanities and the Cosmos I, as 3 hours of the PHIL hour requirement.

Summary of Total Credits

Liberal Arts Core (47 credits)
Philosophy Requirements (27 credits)
Capstone Requirements (1 credit)
Elective Hours (45 credits)

Minimum to Earn a BA in Philosophy (120 hours)



PHYSICAL EDUCATION

Major

Physical Education

Physical Education – Non-Licensure

Youth Athletics and Recreational Management

Specialization

Teacher Licensure K-12

Add-on Endorsement

Minor

Recreation

Wilderness Recreational Management

The physical education degree program prepares students to enter the physical education field with a K-12 teacher license. Students may also teach wellness at the high school level with this certification.

The Youth Athletics and Recreation Management major is designed for students who want to teach physical activity and recreation to children, but do not want to teach Physical Education in schools. Graduates would be well suited as youth activity directors or other children's programming positions. Additionally, graduates will be well suited for a variety of careers in entertainment programming.

Students must be certified in First Aid and CPR by either the American Red Cross or the American Heart Association at some time during their collegiate career.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. Bachelor of Science in Physical Education with K-12 Teacher Licensure, students should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

**Students must make a grade of "C" or better in courses marked with an asterisk for licensure programs.*

- **Studies in Mathematics and Science**
BIOL 101 (3 credits) BIOL 207* (4 credits)
- **Studies in Personal/Social Awareness**
PSY 204 (3 credits)
- **Senior Capstone Course** (as listed in major hours below)
PE 403

PHYSICAL EDUCATION –TEACHER LICENSURE K-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

**Students must make a grade of "C" or better in courses marked with an asterisk.*

- EXSC 245* Principles of Strength and Conditioning (4 credits)
- EXSC 402* Human Motor Learning and Performance (3 credits)
- HLTH 202 Wellness: a Lifetime Objective (3 credits)
- PE 102 History and Philosophy of Physical Education (1 credit)
- PE 302SL* Teaching Physical Education in the Elementary School (3 credits)
- PE 360SL* Teaching and Assessment of Individual and Dual Sports (3 credits)
- PE 361SL* Teaching and Assessment of Team Games and Leisure Activities (3 credits)
- PE 403* Teaching Physical Education and Wellness in the Secondary School (3 credits)
- PE 407SL Adapted Physical Education (3 credits) Any racquet sport or tennis class (1 credit)
- Any two activity elective classes (**not varsity athletics**) (2 credits)

Professional Education Requirements (41-42 38-39 hours)

**Students must make a grade of "C" or better in courses marked with an asterisk.*

- EDUC 203SL* Foundations of Education (3 credits)
- EDUC 204* Educational Technology (3 credits)
- ~~EDUC 205* Introduction to Diagnostic Reading Instruction (3 credits)~~
- EDUC 341 Curriculum, Instruction, and Management of the K-6 Classroom (3 credits) *or* EDUC 342 Curriculum, Instruction, and Management of the 6-12 Classroom
- EDUC 350* Diversity in Schools, Homes, & Communities (2 cr)
- EDUC 403* Assessment and Evaluation (3 credits)
- EDUC 414SL Reading Instruction and Assessment (3 credits) *or* EDUC 432 Disciplinary Literacy
- EDUC 461 Liberal Arts Education Capstone Seminar (1 credit)
- PSY 404 Educational Psychology II: Classroom Management (2-3 credits) *or* SPED 425 Management of Challenging Behaviors
- SPED 313* Survey of Persons with Exceptionalities (3 credits)
- SPED 318 Techniques for the Inclusion of Diverse Learners (3 cr)
- EDUC 463* Seminar in Student Teaching (2 credits)
- EDUC 465* Student Teaching: Placement One (5 credits)
- EDUC 467* Student Teaching: Placement Two (5 credits)

Elective Hours (7-8 11-12 credits)

Summary of Total Credits

Liberal Arts Core (42 credits)

Physical Educ. Requirements (29 credits)

Professional Educ. Requirements (41-42 38-39 credits)

Elective Hours (7-8 11-12 credits)

Minimum to Earn a BS in Physical Education with K-12 Teacher Licensure (120-120-122 hours)

PHYSICAL EDUCATION – NON-LICENSURE

Additional Liberal Arts Core Requirements

- **Studies to Enhance a World Perspective**
ART 210 or MUS 133 (3 credits)

Physical Education Core (26 hours)

EXSC 245	Principles of Strength and Conditioning (4 credits)
EXSC 402	Human Motor Learning and Performance (4 credits)
HLTH 202	Wellness: a Lifetime Objective(3 credits)
PE 102	History and Philosophy of Physical Education
PE 302SL	Teaching Physical Education in the Elementary School (3 credits)
PE 360SL	Teaching and Assessment of Individual & Dual Sports (3)
PE 361SL	Teaching and Assessment of Team Games and Leisure Activities (3 credits)
PE 407SL	Adapted Physical Education (3 credits)
Any racquet sport or tennis class (1 credit)	
Any two activity elective classes (not varsity athletics) (2 credits)	

Additional Requirements (14 hours)

EDUC 203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
EDUC 350	Diversity in Schools, Homes, & Communities (2cr)
EDUC 403	Assessment and Evaluation (3 credits)
SPED 313	Survey of Persons with Exceptionalities (3cr)

Additional Elective Hours (38 credits)

Summary of Total Credits

Liberal Arts Core (42 credits)
Physical Educ. Requirements (26 credits)
Additional Requirements (14 credits)
Elective Hours (38 credits)

Minimum to Earn a BS in Physical Education (non-licensure) (120 hours)

PHYSICAL EDUCATION ADD-ON ENDORSEMENT

This option is for individuals already possessing a teaching license and wanting to add the physical education endorsement. To gain the endorsement, the courses must meet the knowledge and skills of the teaching areas, thereby satisfying the requirement for adding this endorsement to an existing license. An initial license requires that the same knowledge and skill be met, plus the equivalent of an undergraduate major. Every endorsement (initial and add-on) requires the pertinent PRAXIS specialty area test(s).

The minimum total hour requirement for the add-on is 22.

The following courses are required:

EXSC 245	Principles of Strength and Conditioning (4 credits)
EXSC 402	Human Motor Learning and Performance (3 cr) Teaching
PE 302	Physical Education and Health in the Elementary School (3 credits)
PE 360SL	Teaching and Assessment of Individual & Dual Sports (3)
PE 361SL	Teaching and Assessment of Team Games and Leisure Activities (3 credits)
PE 403	Teaching Physical Education and Wellness in the Secondary School (3 credits)
PE 407SL	Adapted Physical Education (3 credits)

Additional Field Experience (as deemed appropriate if needed,
depending on previous experience and area of initial licensure)

REC 306	Administration of Recreation Programs (3 credits)
REC 340	Outdoor Recreation (3 credits)
REC 440	Wilderness Leadership (3 credits)
REC 461	Critical Issues in Recreation (3 credits)



YOUTH ATHLETICS AND RECREATIONAL MANAGEMENT

For a BS in Youth Athletics and Recreational Management, a student must complete the following curriculum.

Additional Liberal Arts Core Requirements

- **Studies in Mathematics and Science**
 - BIOL 101 (3 credits) Laboratory Science 4 credits)
- **Senior Capstone Course** (*as listed in major hours below*)
 - PE 440

Content Core (37-39 hours)

- PE 102 History and Philosophy of Physical Education (1 credit)

Choose one course from the following (2-3 credits)

- ID 213 Leadership Methods
- MGT 301 Essentials of Management and Leadership
- BTS 241 Introduction to Leadership

Choose one course from the following (2-3 credits)

- PE 202 Principles of Coaching
- PE 210 Coaching Football
- PE 212 Coaching Basketball
- PE 214 Coaching Track and Field
- PE 302SL Teaching Health & Physical Education in Elementary School
- CFS 414 Programs for Young Children I: Creativity and Expression

Choose one course from the following (3 credits)

- PE 311SL Sport as a Mission
- PE 335 Ethical Consideration in Sport

Choose one course from the following (3 credits)

- PE 318 Practical Skills for Professionals in Sport and Recreation Management
- BAD 215 Business Information Tools

Choose one course from the following (3 credits)

- PE 360SL Teaching and Assessment of Individual and Dual Sports (3 credits)
- PE 361SL Teaching and Assessment of Team Games and Leisure Activities

Choose one course from the following (3 credits)

- EXSC 402 Human Motor Learning and Performance (3 cr)
- EXSC 406 Motor Development
- EXSC 408 Sport Mechanics

Required courses

- PE 407SL Adapted Physical Education (3 credits)
- PE 440 Policy and Risk Management in Sport and Recreation (3 credits)
- PE 469 Exercise, Recreation, and Sport Sciences Internship (6 credits)
- REC 304SL Recreation Program Planning & Management (3 cr)
- REC 440 Wilderness Leadership (3 credits)

Any two activity elective classes (2 credits)

Related Area Requirements (11 hours)

- PSY 212 Social Entrepreneurship Seminar
- PSY 312SL Social Entrepreneurship & Non Profit Studies

Choose one of the following:

- BTS 238 Introduction to Children's Ministry
- BTS 240 Introduction to Youth Ministry

Choose one of the following:

- SOC 207 Race and Ethnicity
- SOC 105 Social Problems
- SOC 205 Sociology of Community
- SOC 305 Urban Sociology

Elective Hours (29-31 credits)

Summary of Total Credits

- Liberal Arts Core (41 credits)
- Content Core Requirements (37-39 credits)
- Related Area Requirements (11 credits)
- Elective Hours (29-31 credits)

Minimum to Earn a BS in Youth Athletics and Recreational Management (120 hours)

RECREATION MINOR

Students will complete 19 hours in the following courses:

- REC 200 Foundations of Recreation (3 credits)
- REC 220 Recreation Practicum (1 credit)
- REC 304SL Recreation Program Planning & Management (3 credits)

WILDERNESS RECREATIONAL MANAGEMENT MINOR

The Wilderness Recreational Management Minor provides students with experience and knowledge to manage wilderness recreation settings and guide excursions. Students learn to lead adventures in hiking, backpacking, kayaking, high and low ropes, and rock climbing. Graduates learn managerial skills, leadership styles, and risk management to lead wilderness-based groups and organizations.

Students will complete 19 hours in the following courses:

- ID 213 Leadership Methods (2 credits)
- PE 012 Hiking/Backpacking (1 credit)
- PE 052 Beginning Kayaking (1 credit)
- PE 056 Rock Climbing & High Course Management (2 cr)
- PE 318 Practical Skills for Professionals in Sport and Recreation Management (3 credits)
- PE 407SL Adapted Physical Education (3 credits)
- REC 220 Recreation Practicum (1 credits)
- REC 304SL Recreation Program Planning & Management (3 crs)
- REC 440 Wilderness Leadership (3 credits)

PHYSICS

Major Physics

Emphasis Applied Physics Professional Physics

Specialization Teacher Licensure 6-12

Minor Physics

The Physics program offers a high-quality, contemporary Physics Major and a Physics Minor. The major provides a solid foundation in the core areas of physics suitable as a preparation for careers in science and engineering or as a springboard for applying technical knowledge in such fields as business, medicine, law, public policy, and education. The Physics Program is located on the first level of Dougherty Science Center. Facilities include an advanced experimental physics laboratory, an electronics lab, a shop, several classrooms, and a student study room.

Our Physics program offers a wide range of research opportunities for undergraduate students, covering experimental and theoretical nuclear physics, electronic sensing technology, computational physics, astronomy, and more. The major has a strong fundamental technical core consisting of 33 hours of classes in general physics with lab, intermediate physics, calculus, and general chemistry with lab. Professional Physics requires an additional 12 hours of coursework in physics for a total of 45 hours. Applied Physics requires a student to select courses in a variety of different disciplines to complete the required 12 hours.

- **Professional Physics** prepares graduates for entry into respected graduate or professional schools. Through classes and laboratories, directed research, and summer internships, the program will prepare graduates for further study.
- **Applied Physics** involves selected coursework and research on various applied topics in physics and cognate areas in the sciences, mathematics, and computer science. It is intended to prepare students for graduate work in engineering, a health-related profession, or entry-level employment in various technical fields immediately following graduation.
- **Pre-engineering** is intended for students who plan to transfer to an undergraduate engineering program after completing two years of study at Carson-Newman. Students interested in obtaining a four-year degree and entering a graduate engineering program should follow the emphasis on applied physics.

AP Credit

To obtain AP credit for PHYS 103 and 104, students must score 4 or above on the AP exam. On AP Test B, a score of 4 will receive credit for PHYS 103, and a score of 5 will receive credit for PHYS 103 and 104. On AP Test C: Mechanics, a score of 4 or above will receive credit for PHYS 201. On AP Test C: Electricity and Magnetism, a score of 4 or above will receive credit for PHYS 202.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. Physics majors should fulfill

specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies in Mathematics and Science (11 hours)**
MATH 151 (as listed in major hours below)
PHYS 201 (as listed in major hours below)
PHYS 202 (as listed in major hours below)
- **Senior Capstone Course** (as listed in major hours below)
PHYS 491

PHYSICS – APPLIED PHYSICS (Teach Out – Program Closure)

Common core courses required for Applied Physics and Professional Physics (33 hours)

PHYS 201	Principles of Physics I – required in LA core requirements
PHYS 202	Principles of Physics II – required in LA core requirements
PHYS 307	Modern Physics (3 credits)
PHYS 318	Experimental Physics (2 credits)
PHYS 330	Mechanics (3 credits)
PHYS 491	Senior Seminar (1 credit)
MATH 151	Calculus I – required in LA core requirements
MATH 152	Calculus II (3 credits)
MATH 211	Calculus III (3 credits)
CHEM 103	General Chemistry I (4 credits)
CSC 107	Computer Programming I (3 credits)

Applied Physics Requirements (12 hours)

Twelve additional hours selected from the courses below. Courses may be substituted at the advisor's discretion to customize curricula for individual students. At least three of the twelve hours must be selected from courses with prefix PHYS.

BIOL 303	Soils and Geologic Science (3 credits)
CHEM 104	General Chemistry II (4 credits)
CHEM 201	Excel for Scientists (2 credits)
CHEM 301	Organic Chemistry I (4 credits)
CHEM 302	Organic Chemistry II (4 credits)
CHEM 305SL	Quantitative Analysis (4 credits)
CHEM 306	Instrumental Methods of Analysis (4 credits)
CHEM 310	Survey of Biochemistry (3 credits)
CHEM 401/415	Thermodynamics and Laboratory (4 credits)
MATH 201	Statistical Concepts and Methods (3 credits)
MATH 208	Linear Algebra I (3 credits)
MATH 303	Differential Equations (3 credits)
MATH 304	Mathematical Modeling (3 credits)
MATH 313	Calculus IV (3 credits)
MATH 406	Mathematical Statistics (3 credits)
MATH 408	Numerical Methods (3 credits)
MATH 409	Complex Analysis (3 credits)
Any CSC course	
Any ENGR course	
Any PHYS course numbered 300 or higher	

Elective Hours (43 credits)

Additional physics and mathematics courses are recommended for students planning to attend graduate school. Consult with your advisor on the courses you choose.

Summary of Total Credits

Liberal Arts Core (32 credits)
Common Physics Core Requirements (33 credits)
Applied Physics Requirements (12 credits)
Elective Hours (43 credits)

Minimum to Earn a BS in Physics with an Emphasis in Professional Physics (120 hours)

PHYSICS – PROFESSIONAL PHYSICS (Teach Out – Program Closure)

Common core courses required for Applied Physics and Professional Physics (33 hours)

PHYS 201	Principles of Physics I – required in LA core requirements
PHYS 202	Principles of Physics II – required in LA core requirements
PHYS 307	Modern Physics (3 credits)
PHYS 318	Experimental Physics (2 credits)
PHYS 330	Mechanics (3 credits)
PHYS 491	Senior Seminar (1 credit)
MATH 151	Calculus I – required in LA core requirements
MATH 152	Calculus II (3 credits)
MATH 211	Calculus III (3 credits)
CHEM 103	General Chemistry I (4 credits)
CSC 107	Computer Programming I (3 credits)

Professional Physics Requirements (12 hours)

Twelve additional hours from PHYS courses

Elective Hours (43 credits)

For students planning to attend graduate school, additional courses in physics and mathematics are recommended. These courses should be chosen in consultation with the student's advisor.

Summary of Total Credits

Liberal Arts Core (32 credits)

Common Physics Core Requirements (33 credits)

Professional Physics Requirements (12 credits)

Elective Hours (43 credits)

Minimum to Earn a BS in Physics with an Emphasis in Professional Physics (120 hours)

Additional Physics Requirements (6 hours)

Six additional hours from PHYS courses (6 credits)

Related Area Requirements (8 hours)

CHEM 104	General Chemistry II (4 credits)
BIOL 105	General Biology I (4 credits)

Professional Education (37 hours)

(A grade of C or better is required in all courses below) EDUC

203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
EDUC 205	Introduction to Diagnostic Reaching Instruction: Techniques and Strategies (3 credits)
EDUC 342	Curriculum, Instruction, and Management of the 6-12 Classroom (3 cr)
EDUC 350	Diversity in Schools, Homes, and Communities (2 credits)
EDUC 403	Assessment and Evaluation (3 credits)
EDUC 420	Content-Area Methods in 6-12 Classroom (3 credits)
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Persons with Exceptionalities (3 credits)
EDUC 463	Seminar in Student Teaching (2 cr)
EDUC 465	Student Teaching: Placement One (5 cr)
467	Student Teaching: Placement Two (5 cr)

Elective Hours (1 credit)

Summary of Total Credits

Liberal Arts Core (32 credits)

Physics Core Requirements (36 credits)

Additional Physics Requirements (6 credits)

Related Area Requirements (8 credits)

Professional Education Requirements (37 credits)

Elective Hours (1 credit)

Minimum to Earn a BS in licensure in Physics 6-12 (120 hours)

PHYSICS – TEACHER LICENSURE 6-12 (Teach Out – Program Closure)

Liberal Arts Core Requirements

- **Studies in Personal/Social Awareness**
PSY 204, PSY 206, or CFS 206 (3)

Physics Core Requirements (36 hours)

PHYS 201	Principles of Physics I – required in LA core requirements
PHYS 202	Principles of Physics II – required in LA core requirements
PHYS 110	Astronomy (3 credits)
PHYS 307	Modern Physics (3 credits)
PHYS 308	Quantum Physics (3 credits)
PHYS 318	Experimental Physics (2 credits)
PHYS 330	Mechanics (3 credits)
PHYS 491	Senior Seminar (1 credit)
MATH 151	Calculus I – required in LA core requirements
MATH 152	Calculus II (3 credits)
MATH 211	Calculus III (3 credits)
CHEM 103	General Chemistry I (4 credits)

PHYSICS DEPARTMENT MINOR

A Physics minor consist of a minimum of 20 credit hours. Courses in the minor **may not count toward a major, another minor, or the core unless such courses are designated as required.** Courses so designated and counted in more than one area are limited to 6 hours.

Courses required for a Physics Minor are:

PHYS 201	Principles of Physics I (4 credits)
PHYS 202	Principles of Physics II (4 credits)
MATH 151	Calculus I (3 credits)
MATH 152	Calculus II (3 credits)

Any physics course numbered 300 or above (6 credits)

Total Hours 20

PSYCHOLOGY

Majors

Psychology

Specialization

Psychology – Teacher Licensure 9-12

Minors

Criminal Psychology	Developmental Psychology
Mental Health	Psychology
Research in Psychology	

The Psychology Department at Carson-Newman University seeks to provide an excellent undergraduate learning experience within a supportive Christian environment. The department is located in the Chambliss Building. In addition to traditional academic courses, the Psychology Department offers several practical opportunities through community field work, internships, independent research projects and teaching assistantships. One distinguishing feature of the Psychology Department is our emphasis on community participation and service. Following graduation, alumni have entered a variety of vocational fields, including mental health, the ministry, education, law, research, business and industry.

Students may choose between two primary majors: Psychology or Social Entrepreneurship. Psychology provides an overview of the field of psychology. Students going into bachelor's level mental health work or graduate study in applied fields such as counseling, youth work, psychological research, or social services should also choose a minor in psychology. An additional major, Social Entrepreneurship, is available for students wishing to help people by building strong communities through non-profit organizations of public policy advocacy. All majors are expected to participate in the co-curricular program of the psychology department by attending announced meetings, guest speaker programs as well as working closely with their faculty advisors in academic and career planning. Often students will choose to major and minor in psychology.

Because recommended job and graduate school preparations can vary widely depending on career direction, CAREFULLY PLAN your course of studies by meeting regularly with your faculty advisor. Students in the psychology major are eligible for membership in Psi Chi, the national psychology honor society, and the Psychology Club, which helps plan departmental activities.

Advanced Placement

Three hours of credit for general psychology will be granted for a score of 4 or 5. Applicants must submit to the chair of the department a written description of the content of their high school psychology course, the most important and interesting topics they covered, and any course activities or projects. The chair will determine whether credit is to be awarded for PSY 101 or 102.

Collateral Areas

It is highly recommended that students preparing for graduate study in psychology, theology, law, medicine, or other professions take an additional emphasis, minor, or major in another area. Examples are biology, math, computer science, English, philosophy, religion, language, political science, history, sociology, cross-cultural sociology, art, music, conflict and justice studies, creative writing, film study, women's studies, Latin American studies, photography, management, or economics.

Language

General Psychology majors, Applied Psychology majors, and Social Entrepreneurship majors require six hours of language at the 100 level or higher. The language does not have to be in the same language.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. Psychology majors should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies in Personal/Social Awareness**
Language (100 level or higher) (6 credits)
- **Senior Capstone Course** (as listed in major hours below)
PSY 412SL



PSYCHOLOGY

Psychology Requirements (30 hours)

PSY 101	Introduction of Behavioral Science (3 credits) PSY
102	Understanding Human Behavior (3 credits) PSY 204 Childhood and Adolescence (3 credits) -or- 206 <i>Human Development Through the Lifespan</i>
PSY 213	Research Design & Interpretation (3 credits)
PSY 301	Social Psychology (3 credits) -or- 318 <i>Humanity and the Biosphere</i>
PSY 302	Abnormal Psychology (3 credits)
PSY 405	History and Systems of Psychology (3 credits) PSY
412SL	Senior Seminar (3 credits)
PSY Electives (6 credits)	

Elective Hours (43 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)
Psychology Requirements (30 credits)
Elective Hours (43 credits)

Minimum to Earn a BA in Psychology (120 hours)

PSYCHOLOGY – TEACHER LICENSURE 9-12

Addendum Effective 11/19/24:

Remove EDUC-205, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact majors.

Liberal Arts Core Requirements

o Studies in Personal/Social Awareness (6 hours)

HIST 201 or 202 (3 credits)

PSY 206 (as listed in major hours below)

Psychology Requirements (30 hours)

PSY 101	Introduction of Behavioral Science (3cr)
PSY 102	Understanding Human Behavior (3credits)
PSY 206	Human Development Through the Lifespan
PSY213	Research Design & Interpretation (3 credits)
PSY301	Social Psychology (3 credits)
PSY302	Abnormal Psychology (3 credits)
PSY405	History and Systems of Psychology (3cr)
PSY412SL	Senior Seminar (3 credits)
PSY Electives (6 credits)	

Professional Education (37 34 hours)

EDUC 203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
~~EDUC-205~~	~~Introduction to Diagnostic Reading Instruction (3 credits)~~
EDUC 342	Curriculum, Instruction, and Management of the 6-12 Classroom (3 credits)
EDUC 350	Diversity in Schools, Homes, and Communities (2cr)
EDUC 403	Assessment and Evaluation (3 credits)
EDUC 420	Content-Area Methods in 6-12 Classroom
EDUC 432	Disciplinary Literacy (2 credits)
SPED 313	Survey of Persons with Exceptionalities (3 cr)
EDUC 463	Seminar in Student Teaching (2credits)
EDUC 465	Student Teaching: Placement One (5 cr)
EDUC 467	EDUC Student Teaching: Placement Two (5 credits)

Elective Hours (9 12 credits)

Summary of Total Credits

Liberal Arts Core (44 credits)

Psychology Requirements (30 credits)

Professional Education (37 34 credits)

Elective Hours (9 12 credits)

Min. to Earn a BA with licensure in Psychology 9 -12 (120 hours)

PSYCHOLOGY DEPARTMENT MINORS

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. The minors are for both psychology majors and non-majors. Minors available and their requirements are:

CRIMINAL PSYCHOLOGY (18hours)

PSY 102	Understanding Human Behavior (3 credits)
PSY 301	Social Psychology (3 credits)
PSY 302	Abnormal Psychology (3 credits)
PSY 316	Forensic Psychology (3 credits)
SOC 310	Introduction to Criminology (3 credits) or SOC 401 Family Violence

Choose one of the following:

PSY 320	Topics in Psychology (Juvenile Offenders) (3 cr)
PSY 337	Neuropsychology (3 credits)
PSY 406	Personality Theories (3 credits)

DEVELOPMENTAL PSYCHOLOGY (18 hours)

PSY 102	Understanding Human Behavior (3 credits) or PSY 101 Introduction to Behavioral Science
PSY 206	Human Development Through the Lifespan (3 cr)
PSY 308	Cognitive Psychology (3 credits)
PSY 337	Neuropsychology (3 credits)

Choose six (6) hours from the following:

PSY 320	Topics in Psychology (Juvenile Offenders) (3cr)
PSY 406	Personality Theories (3 credits)
PSY 408	Psychology of Gender (3 credits)

MENTAL HEALTH (18 hours)

PSY 102	Understanding Human Behavior (3 credits)
PSY 206	Human Development Through the Lifespan (3 credits)
PSY 209	Personal Adjustment and Health (3 credits)
PSY 302	Abnormal Psychology (3 credits)
PSY 304	Child and Adolescent Psychopathology (3 cr) or PSY 316 Forensic Psychology, or PSY 334 Group Counseling
PSY 413	Counseling Theories and Techniques (3credits)

PSYCHOLOGY (18 hours)

PSY 101	Introduction to Behavioral Science (3credits)
PSY 102	Understanding Human Behavior (3 credits)
PSY Electives	(12 credits)

RESEARCH IN PSYCHOLOGY (18 hours)

PSY 213	Research Design and Interpretation (3credits)
PSY 301	Sociology Psychology (3 credits)
PSY 308	Cognitive Psychology (3 credits)
PSY 313	Statistical Analysis for the Social Sciences (3cr)

Choose six (6) hours from the following:

PSY 337	Neuropsychology (3 credits)
PSY 401	Research Assistant (1-3credits)
PSY 406	Personality Theories (3 credits)
PSY 425	Positive Psychology (3 credits)
PSY 491	Psychological Research (2-3 credits)
HON 499	Independent Honors Thesis (1-6credits)

SOCIAL ENTREPRENEURSHIP (20 hours)

ECON 204	Economic Concepts (3 credits) -or- ECON 210 Principles of Microeconomics
MGT 306	Organizational Behavior (3 credits)
PSC 102	American Federal Government I (3 credits) -or- PSC 330 Law in American Society, or PSC 409 Contemporary Issues in U. S. Public Policy
PSY 212	Social Entrepreneurship Seminar (2 credits)
PSY 312SL	Social Entrepreneurship & Non-Profit Studies
BTS/PHIL 301SL	Christian Ethics(3)
PSY 301	Social Psychology (3) -or- SOC205SL Sociology of Community

SOCIOLOGY

Majors

Sociology

Emphasis

- General
- Criminology
- Human Services

Minors:

- Criminology
- Human Services
- Sociology

The Sociology program is located in the Chambliss Building. Sociology and Human Services majors have opportunities for practical experience in service-learning settings such as the Tennessee Department of Human Services, community organizations, and urban or overseas missions. Majors with a 3.5 GPA become members of Alpha Kappa, the department's honor society. The sociology and the human services majors require six hours of language at the 100 level or higher. The language does not have to be in the same language.

NOTE: Courses in one major within the Sociology Department may not count toward the other major offered by the department unless such courses are designated as required by both majors. Courses so designated and counted in more than one major are limited to two.

Liberal Arts Core Requirements

All students are expected to complete the university's Liberal Arts Core requirements. See the Liberal Arts Core Requirements section of the catalog for additional details. Sociology majors should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies in Personal/Social Awareness**
SOC 101 Introduction to Sociology (3 credits)
- **Senior Capstone Course** (as listed in major hours below)
SOC 441



SOCIOLOGY – GENERAL SOCIOLOGY

For a major in sociology with an emphasis in general sociology, a student must complete no less than 30 hours within the department.

Sociology Core Requirements (8 hours)

SOC 204	Introduction to Sociological Research (3 credits)
SOC 405	Social Theory (3 credits)
SOC 441	Seminar in Sociology (2 credits)

General Sociology Emphasis

SOC electives (19 credits)

Elective hours (46 credits)

Summary of Total Credits

- Liberal Arts Core (47 credits)
- Sociology Core Requirements (8 credits)
- General Sociology Emphasis (19 credits)
- Elective Hours (46 credits)

Min. to Earn a BA in Sociology with General Sociology Emp. (120 hours)

SOCIOLOGY – CRIMINOLOGY

For a major in sociology with an emphasis in criminology, a student must complete no less than 30 hours within the department.

Sociology Core Requirements (8 hours)

SOC 204	Introduction to Sociological Research (3 cr)
SOC 405	Social Theory (3 credits)
SOC 441	Seminar in Sociology (2 credits)

Criminology Core (12 hours)

SOC 310	Introduction to Criminology (3 credits)
SOC 325	American Criminal Justice System (3cr)
SOC 420	Punishment and Society (3 credits)
PSC 101	Introduction to Civil Right and Liberties (3credits)

Electives for Criminology Emphasis

Choose seven (7) hours from the following courses:

SOC 105	Social Problems (3 credits)
SOC 203	Statistical Concepts and Methods (3 cr)
SOC 207	Race and Ethnicity (3 credits)
SOC 324	Topics in Criminology (1-3 cr)
SOC 401	Family Violence (3 credits)
PSC 337	Contemporary Criminal Procedures (3cr)
PSY 316	Forensics Psychology (3 credits)

Elective hours (46 credits)

Summary of Total Credits

- Liberal Arts Core (47 credits)
- Sociology Core Requirements (8 credits)
- Criminology Core (12 credits)
- Criminology Elective Hours (7 credits)
- Elective Hours (46 credits)

Min. to Earn a BA in Sociology with Criminology (120 hours)

HUMAN SERVICES

The human services major teaches helping skills to be used in the field of social work. For a major in human services, a student must complete no less than 30 hours within the department.

Human Services Requirements (27 hours)

SOC 102	Introduction to Human Services (3 credits)
SOC 202	Human Services Practice, Theory, and Skills
SOC 204	Introduction to Sociological Research (3 cr)
SOC 218	Human Behavior in the Social Environment I (3 credits)
SOC 303	Social Welfare Policy (3 credits)
SOC 318	Human Behavior in the Social Environment II (3 credits)
SOC 401	Family Violence (3 credits)
SOC 409SL	Human Services Field Experience (3 credits)
SOC 442	Seminar in Human Service (2 credits)
SOC	Electives (1 credit)

Elective hours (46 credits)

Summary of Total Credits

Liberal Arts Core (47 credits)

Human Services Requirements (27 credits)

Elective Hours (46 credits)

Minimum to Earn a BA in Human Services (120 hours)

SOCIOLOGY DEPARTMENT MINORS

Minors consist of a minimum of 18 credit hours. Courses in the minor may not count toward a major, another minor, or the core unless such courses are designated as required. Courses so designated and counted in more than one area are limited to 6 hours. Minors available and their requirements are:

CRIMINOLOGY (18 hours)

SOC 101	Introduction to Sociology (3 credits)
SOC 310	Introduction to Criminology (3 credits)
SOC 325	American Criminal Justice System (3 credits)
SOC 420	Punishment and Society (3 credits)

Choose six (6) hours from the following:

SOC 105	Social Problems (3 credits)
SOC 203	Statistical Concepts and -or- MATH 201 <i>Statistical Concepts and methods</i>
SOC 207	Race and Ethnicity (3 credits)
SOC 324	Topics in Criminology (1-3 credits)
SOC 401	Family Violence (3 credits)
PSC 101	Introduction to Civil Rights and Liberties (3 cr)
PSC 337	Contemporary Criminal Procedure (3 credits)
PSY 316	Forensic Psychology (3 credits)

HUMAN SERVICES (18 hours)

SOC 101	Introduction to Sociology (3 credits)
SOC 102	Introduction to Human Services (3 credits)
SOC 202	Human Services Practice, Theory, and Skills (3 cr)
SOC 218	Human Behavior in the Social Environment I (3 cr)
SOC 318	Human Behavior in the Social Environment II (3 cr)

Choose three (3) hours from the following:

SOC 105	Social Problems (3 credits)
SOC 204	Introduction to Sociological Research (3 credits)
SOC 206	Poverty and Homelessness (2-4 credits)
SOC 209	Internship in Human Services (1-3 credits)
SOC 303	Social Welfare Policy (3 credits)
SOC 401	Family Violence (3 credits)
SOC 409SL	Human Services Field Experience (3 credits)
SOC 416	Policy and Practice in Health Care Setting (3 credits)
SOC 417	Gerontology (3 credits)

SOCIOLOGY (18 hours)

SOC 101	Introduction to Sociology (3 credits)
SOC 204	Introduction to Sociological Research (3 cr)
SOC 405	Social Theory (3 credits)
Nine (9) hours of sociology courses (9 credits)	

THE COLLEGE OF PROFESSIONAL STUDIES

Certificate Programs

Addictions Certificate
Behavioral Health Certificate
Servant Leadership Certificate

CPS Liberal Arts Core

Degree Programs

Bachelor of Science in Accounting
Bachelor of Business Administration
Bachelor of Science in Computer Science
Bachelor of Arts in Elementary Education (Non-Licensure)
Bachelor of Science in Exercise Science with an emphasis in:
Exercise Science or Strength & Conditioning
Bachelor of Science in Marketing
Bachelor of Science in Organizational Leadership
Bachelor of Science in Professional Studies
Bachelor of Science in Special Education (Non-Licensure)

THE COLLEGE OF PROFESSIONAL STUDIES LIBERAL ARTS CORE REQUIREMENT

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

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

Expected Outcomes

The Liberal Arts Core introduces the Liberal Arts and studies in Biblical traditions; mathematics and science; communications; personal, social, and ethical awareness; and regional and global perspectives. Through these core components, the following outcomes are expected: knowledge of a Christian Liberal Arts education; scholarly examination of the Old and New Testament scriptures as it relates to the contemporary world; application of scientific principles to investigate natural phenomena; solving analytical problems using quantitative techniques; critical evaluation of arguments and claims; effective communication skills both orally and in writing; self-evaluation of the influence of personal and societal values and attitudes; the effects of personal and societal choices relating to individual holistic well-being; understanding of the relationship between works of art and the circumstances that influence their production through the study of the skills or the creation and/or performance of works of art; and understanding the historical, societal, cultural, and/or geopolitical facts that influence human behavior. The liberal arts core requirement will be required for all undergraduate programs under the College of Professional Studies.

All undergraduate CPS students in bachelor's degree programs will complete the Liberal Arts Requirements below, along with the major requirements for the student's program.

Liberal Arts Requirements (36 hours)

Liberal Arts

- LA 167 (4 credits)

Studies in Biblical Traditions

- BTS 367, BTS 368 (8 credits)

Studies in Communications

- ENG 101 (3 credits)
- Any English, Communications or Writing course (3 credits)

Studies in Mathematics and Science

- Any Mathematics course (3 credits)
- Any Biology Chemistry, Geology, or Physics course (3 credits)

Studies in Personal/Social Awareness

- Any Psychology or Sociology course (3 credits)

Studies to Enhance a World Perspective

- Any History course or MILS 100 (3 credits)
- Any Art, Music, Theater, Fine Arts, or Film course (3 credits)
- Any Political Science or Philosophy course (3 credits)



BACHELOR OF SCIENCE IN ACCOUNTING

The Bachelor of Science in Accounting prepares students to build and shape the future with accounting and technology skills. This program provides a thorough background in accounting with an emphasis on the analysis of business information. Students learn the theories and procedures that support financial analysis as they discover the integration of faith into financial decision-making. This program will equip students with the tools for success in a variety of environments including private industry, public accounting firms, social service agencies, international companies, and hospitals.

- **Critical thinking accounting leadership**
Apply a broad set of Christian critical thinking and business skills to ethically serve the accounting needs of society.
- **Core accounting skills needed for success.**
Empowered with critical data analytics and other technology-based skills, you'll be prepared to improve organizational performance.
- **Creative innovation and problem-solving.**
Become a thoughtful, Christ-centered problem solver working in an industry that significantly impacts every aspect of our lives.
- **Connecting with community and global perspectives.**
As a diverse and evolving profession, accounting professionals are the backbone of the business world in an increasingly global economy.
- **Christian servant leadership that achieves success.**
In a world that needs leaders with character more than ever, graduates will understand Christian leadership principles and be servant leaders who exhibit solid values, character, and integrity.

Business Foundations Core (12 Hours)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits)
-OR- MATH 201 Statistical Concepts and Methods (3 credits)	
ECON 210	Principles of Microeconomics (3 credits)

Accounting Requirements (51 hours)

ACCT 301	Intermediate Accounting I (3 credits)
ACCT 302	Intermediate Accounting II (3 credits)
ACCT 306	Strategic Cost Accounting (3 credits)
ACCT 309	Accounting Information Systems (3 credits)
ACCT 402	Auditing I (3 credits)
ACCT 406	Advanced Accounting (3 credits)
ACCT 414	Federal Taxation I (3 credits)
ACCT 415	Federal Taxation II (3 credits)
BAD 201	Business and Professional Communication (3 cr)
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment in Business (3 cr)
BAD 302	Law of Business Organizations and Commercial Transactions (3 credits)
ECON 220	Principles of Macroeconomics 3 (credits)
FIN 301	Introduction to Financial Management (3 credits)
MGT 301	Essentials of Management and Leadership (3cr)
MGT 408	Strategic Management (3 credits)
MKT 300	Principles of Marketing (3 credits)

Elective Hours 21 credits)

Summary of Total Credits

Liberal Arts Core (36 hours)
Business Foundations Core (12 hours)
Accounting Requirements (51 hours)
Elective Hours (21 hours)

Minimum to Earn BS in Business Administration (120 hours)

BACHELOR OF BUSINESS ADMINISTRATION

The Bachelor of Business Administration equips students to be creative thinkers and transformational leaders with the critical business skills needed to achieve success and impact society. This program is designed to help students to develop business leadership skills that go beyond managerial efficiency to strategic servant leadership, beyond mere bottom line results to practical, holistic success. In a world that needs bold, innovative, ethical, and dedicated leaders, the BBA prepares students to fulfill their full potential for the good of achieving business goals and serving society. Through the Carson-Newman BBA learning experience, students will gain the creative and critical thinking abilities and transformational leadership skills needed to achieve success and serve society. This program is offered through the College of Professional Studies. Upon completion of the BBA, students will be able to exhibit the following attributes:

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

Students must earn the minimum grade of C in each course in Business Core and Business Concentration.

Business Core (48 Hours)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 101	Introduction to Christian Business Leadership (3 credits)
BAD 201	Business and Professional Communication
BAD 205	Introduction to Business Analytics (3 credits)
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment in Business (3 cr)
BAD 401	International Business (3 credits)
ECON 210	Principles of Microeconomics (3 credits)
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 credits)
MGT 302	Operations Management (3 credits)
MGT 367	Project Management Essentials (3 credits)
MGT 410	Entrepreneurship and Innovation (3 credits)
MGT 408	Strategic Management (3 credits)
MKT 300	Principles of Marketing (3 credits)

Area of Business Concentration (12 hours)

Elective Hours (24 hours)

Summary of Total Credits

Liberal Arts Core (36 hours)
Business Core (48 hours)
Business Concentration (12 hours)
Elective Hours (24 hours)

Minimum to Earn BS in Business Administration (120 hours)

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The Bachelor of Computer Science degree at Carson-Newman University will be aimed at expanding options for online professional development students in the STEM areas. The major will provide a background in computer science with an emphasis in business applications and applied project management. This will prepare students to program, administer computer networks and databases, work with information systems in a business setting, and manage computer projects.

Student Learning Outcomes

The outcomes and learning objectives are broken into two categories: computer science goals and business management goals.

Computer Science Outcomes – the graduates of the program should be able to demonstrate:

1. mastery of basic programming skills in at least one industry-standard programming language.
2. familiarity with computer architecture and organization.
3. the ability to describe and implement basic data structures using appropriate memory management techniques.
4. familiarity with the organization of a computer operating system.
5. the ability to write programs that interact with a computer operating system in appropriate ways.
6. the ability to think critically about computer systems.
7. familiarity with basic legal and ethical issues raised by computer technology.
8. familiarity with the operation and administration of database systems.
9. familiarity with the operation and administration of basic computer networks.

Business Management Outcomes – graduates of this emphasis should be able to demonstrate:

1. knowledge of the legal and ethical issues raised by computer technology as it applies to business settings.
2. knowledge of the use of information tools in a business setting.
3. the ability to describe and use quantitative tools used in the decision-making process.
4. knowledge of basic business management and leadership concepts.

Computer Science Requirements (33 hours)

CSC 107	Computer Programming I (3 credits)
CSC 207	Computer Programming II (3 credits)
CSC 210	Introduction to Computer Science (3 credits)
CSC 303	Computer Organization and Architecture (3cr)
CSC 307	Data Structures (3 credits)
CSC 310	Networking (3 credits)
CSC 312	Database Management (3 credits)
CSC 320	Systems Programming (3 credits)
CSC 330	Mobile Applications Programming (3 credits)
CSC 451	Senior Capstone (3 credits)
MATH 201	Statistical Concepts & Methods (3 credits)

Management Requirements (18 hours)

BAD 101	Essentials of Christian Business Leadership & Management (3 credits)
ECON 210	Principles of Microeconomics (3 credits)
BAD 215	Business Information Tools (3 credits)
MKT 300	Principles of Marketing (3 credits)
BAD 301	Legal & Ethical Environment in Business (3cr)
MGT 302	Operations Management (3 credits)

Elective Hours (33 hours)

Summary of Total Credits

Liberal Arts Core (36 hours)
 Computer Science Requirements (33 hours)
 Management Requirements (18 hours)
 Elective Hours (33 hours)

Minimum to Earn BS in Computer Science (120 hours)



BACHELOR OF ARTS IN ELEMENTARY EDUCATION (NON-LICENSURE)

For a BA with a major in elementary education (non-licensure), a student must complete the Liberal Arts Core Requirement (47 hours). A student must receive 6 hours in the same language at either the 100 or 200 level based on the results of the placement exam.

Liberal Arts Requirements

Bachelor of Arts with a major in elementary education (without licensure), students should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- **Studies in Mathematics and Science (9hours)** Any MATH 100 level course, 201, or 207 Laboratory Science
- **Senior Capstone Course**
EDUC 461 (*as listed in major hours below*)
- **Language**
6 hours in the same language at either the 100 or 200 level based on the results of the placement exam.

Elementary Education Non-Licensure (35hours)

EDUC 203SL	Foundations of Education (3 credits)
EDUC 204	Educational Technology (3 credits)
EDUC 205	Introduction to Diagnostic Reading Instruction (3 credits)
EDUC 314	Literacy Development through Language Arts (3 credits)
EDUC 341	Curriculum, Instruction, and Management of the PreK-5 Classroom (3 credits)
EDUC 350	Diversity in Schools, Homes, & Communities (2 credits)
EDUC 403	Assessment and Evaluation (3 credits)
EDUC 461	Liberal Arts Education Capstone Seminar
MATH	Any additional math liberal arts core course not counted above (3 credits)
MUS 341	General Music Education: Elementary (3 credits) <i>or ART 308 Art Methods for Elementary Teachers or PE 302SL Teaching Health & Physical Education in Elementary School</i>
PSY 404	Classroom Management (2 credits)
SPED 313	Survey of Persons with Exceptionalities (3 credits)
SPED 318	Techniques for the Inclusion of Diverse Learners (3 credits)

Elective Hours (38 credits)

Summary of Total Credits

Liberal Arts Core (36 credits)
Elementary Education Non-Licensure Requirements (35 cr)
Electives (49 credits)

Min. to Earn a BA in Elementary Education Non-Licensure (120 hours)

BACHELOR OF SCIENCE IN EXERCISE SCIENCE

Exercise Science is a rigorous program for students aspiring to work in an Allied Health field such as physical therapy, occupational therapy, physician assistant, medicine, athletic training, cardiopulmonary rehab, strength and conditioning, corporate wellness, chiropractic, coaching or personal training. Students will explore human movement an physiology and will gain an in-depth understanding of how physical activity affects the human body. Because recommended job and graduate school preparations can vary widely depending on career direction, CAREFULLY PLAN your course of studies by meeting regularly with your faculty advisor.

*** Student must make a grade of C or better in the course. Must choose one emphasis below:**

EXERCISE SCIENCE EMPHASIS

EXSC 104*	Introduction to Exercise Science (3 credits)
EXSC 215*	Testing and Prescription (4 credits)
EXSC 226*	Concepts in Exercise and Sport Behavior (3 cr)
EXSC 245*	Principles of Strength and Conditioning (4 cr)
EXSC 312SL*	Exercise for Special Populations (3 credits)
EXSC 316*	Exercise Practicum (1 credit)
EXSC 331*	Prevention and Treatment of Athletic Injuries
EXSC 402*	Human Motor Learning and Performance (3 cr)
EXSC 403*	Exercise Physiology (4 credits)
EXSC 406*	Motor Development (3 credits)

STRENGTH AND CONDITIONING EMPHASIS

EXSC 104*	Introduction to Exercise Science (3 credits)
EXSC 226*	Concepts in Exercise and Sport Behavior (3 cr)
EXSC 316*	Exercise Practicum (1 credit)
EXSC 331*	Prevention and Treatment of Athletic Injuries
EXSC 402*	Human Motor Learning and Performance (3 cr)
EXSC 403*	Exercise Physiology (4 credits)
EXSC 407*	Kinesiology (4 credits)
EXSC 408*	Sport Mechanics (3 credits)
EXSC 449*	Strength and Conditioning Program Design (4 c)
EXSC 469*	Exercise Science Internship (6 credits)
BIOL 105	General Biology I (4 credits)
BIOL 106	General Biology II (4 credits)
BIOL 207*	Human Anatomy and Physiology I (4 credits)
BIOL 208	Human Anatomy and Physiology II (4 credits)
BIOL 305	Medical Terminology I (2 credits)
BIOL 306	Medical Terminology II (2 credits)
HLTH 202	Wellness: A Lifetime Objective (3 credits)
HLTH 203	First Aid and Safety Education (3 credits)

Choose two (2) nutrition courses:

FN 210	Basic Nutrition (3 credits)
FN 214	Science of Nutrition (3 credits)
FN 215	Sports Nutrition (3 credits)

Elective Hours (8-19 credits)

Summary of Total Credits

Liberal Arts Core (36 credits)
Content Core Requirements (67-69 credits)
Elective Hours (15-17 hours)

Minimum to Earn a BS in Exercise Science with an Emphasis = 120 hours

BACHELOR OF SCIENCE IN MARKETING

The Bachelor of Science in Marketing equips students to be creative thinkers and transformational leaders with the critical marketing skills necessary to shape the future with insights, creativity, and innovation. This program is designed to equip students with business, technical, creative, and communication skills that go above and beyond basics of marketing slogans, advertising, and sales. The Bachelor of Science in Marketing at Carson-Newman prepares students to fulfill their full potential and reach their career goals while serving society.

Business Foundations Core (12 Hours)

ACCT 201	Principles of Financial Accounting (3 credits)
ACCT 202	Principles of Managerial Accounting (3 credits)
BAD 205	Introduction to Business Analytics (3 credits)
-OR- MATH 201 Statistical Concepts and Methods (3 credits)	
ECON 210	Principles of Microeconomics (3 credits)

Marketing Requirements (39 Hours)

BAD 201	Business and Professional Communication (3 cr)
BAD 215	Business Information Tools (3 credits)
BAD 301	Legal and Ethical Environment in Business (3 cr)
ECON 220	Principles of Macroeconomics (3 credits)
FIN 301	Introduction to Financial Management (3 cr)
MGT 301	Essentials of Management and Leadership (3 cr)
MKT 300	Principles of Marketing (3 credits)
MGT 408	Strategic Management (3 credits)
MKT 350	Consumer Behavior (3 credits)
MKT 400	Marketing Management (3 credits)
MKT 407	Marketing Methods and Design (3 credits)
MKT 442	The Promotional Mix of Marketing (3 credits)
MGT 410	Entrepreneurship (3 credits)

Choose six credits from the following:

ART 323	Web and Interactive Design (3 credits)
BAD 465	Internship (1 to 6 credits)
COMM 201	Strategic Communication Techniques/Skills
COMM 322	Mass Media (3 credits)
COMM 323	Public Relations (3 credits)
COMM 404	Communication Law and Ethics (3 credits)
COMM 421	Advertising (3 credits)
COMM 424	Persuasion (3 credits)
MGT 367	Project Management (3 credits)
SMGT 400	Sport Management (3 credits)

Elective Hours (33 hours)

Summary of Total Credits

Liberal Arts Core (36 hours)
Business Foundations Core (12 hours)
Marketing Requirements (39 hours)

Minimum to Earn BS in Marketing (120 hours)

BACHELOR OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

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

Organizational Leadership (42 hours)

ACCT 252	Organizational Financial Management (3 cr)
BAD 267	Business Communication Tools & Leadership
ID 368	Organizational Communication (3 credits)
MGT 306	Organizational Behavior (3 credits)
MGT 301	Essentials of Management & Leadership (3 cr)
MGT 367	Project Management Essentials (3 credits)
MGT 405	Human Resource Management (3 credits)
MGT 408	Strategic Management (3 credits)
MGT 410	Entrepreneurship (3 credits)
MKT 467	Marketing and Leadership (3 credits)
ORGL 101	Introduction to Organizational Leadership
ORGL 201	Ethical Leadership (3 credits)
ORGL 301	Organizational Theory (3 credits)
SOC 367	Leadership for Social Change (3 credits)

Elective Hours (42 hours)

Summary of Total Credits

Liberal Arts Core (36 hours)
Organizational Leadership (42 hours)
Elective Hours (42)

Minimum to Earn BS in Organizational Leadership (120 hours)



BACHELOR SCIENCE IN PROFESSIONAL STUDIES

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

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

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

Professional Studies Core Courses (8 hours)

PS 101 Professional Studies 1 (2 credits)
 PS 201 Professional Studies 2 (2 credits)
 PS 301 Professional Studies 3 (2 credits)
 PS 401 Professional Studies 4 (2 credits)

Professional Studies Major Courses (36 hours)

First Concentration (12 credits)
 Second Concentration (12 credits)
 Third Concentration (12 credits)

Elective Hours (40 credits)

Summary of Total Credits

Liberal Arts Core (36 hours)
 Professional Studies Core (8 hours)
 Professional Studies Major (36 hours)
 Elective Hours (40 hours)

Minimum to Earn BS in Professional Studies (120 hours)

BACHELOR SCIENCE IN SPECIAL EDUCATION (NON-LICENSURE)

The Special Education (Non-Licensure) major offers a program to students interested in working with persons with disabilities but not as licensed teachers. Graduates in Special Education (Non-Licensure) work in settings such as adult service agencies, vocational rehabilitation agencies and hospital treatment/ institutional settings. Students seeking admission to pre-professional graduate programs in speech-language pathology or occupational therapy will find that the Special Education (Non-Licensure) major prepares them to competitively apply by following a prescribed program of electives. Pre-occupational therapy students will also be required to abide by the Health Professions Advising Committee (HPAC) policies. For a BS with a major in Special Education (Non-Licensure), students must complete the following curriculum.

Liberal Arts Requirements

Bachelor of Arts with a major in Special Education (Non-Licensure), students should fulfill specific categories of the Liberal Arts Core curriculum by taking the courses indicated below.

- Senior Capstone Course
 EDUC 461 (*as listed in major hours below*)
- Language
 For a BS with a major in Special Education (Non-Licensure), a student must complete the liberal arts core and must receive 6 hours in the same language at either the 100 or 200 level based on the results of the placement exam.

Special Education (Non-Licensure) Major (36 hours)

PE 407	Adapted Physical Education (3 credits)
PSY 204	Psychology of Childhood and Adolescence (3 credits) -or- PSY 206 Human Development Through the Lifespan -or- CFS 206 Human Development Through the Lifespan
EDUC 205	Introduction to Diagnostic Reading Instruction: Techniques and Strategies (3 cr)
EDUC 350	Diversity in Schools, Homes, & Communities (2 credits)
EDUC 461	Liberal Arts Education Capstone Seminar
SPED 313	Survey of Persons with Exceptionalities
SPED 318	Techniques for the Inclusion of Diverse Learners (3 credits)
SPED 408	Gifted and Talented Learners (3 credits)
SPED 416	Characteristics/Strategies of Mild/Moderate Disabilities (3 credits)
SPED 417	Characteristics/Needs of Low Incidence Disabilities (3 credits)
SPED 425	Managing Challenging Behaviors (3 credits)

Elective Hours (48 credits)

Recommended Electives:

EDUC 314	Literacy Development through Language Arts (3 credits)
EDUC 341	Curriculum, Instruction, and Management of the Pre-K-5 Classroom (3 credits)

Summary of Total Credits

Liberal Arts Core (36 credits)
 SPED non-licensure (36 credits)
 Elective Hours (48 credits)

Minimum to Earn a BS in Special Education (Non-Licensure) (120 hours)

CERTIFICATE PROGRAMS

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.

ADDICTIONS CERTIFICATE

*Program requires background check.

COUN 314	Substance Abuse and Addictions Counseling for Individuals and Families (3 credits)
COUN 330	Counseling 630 Research and Program Evaluation (3 credits)
PSY 320	Topics in Psychology (3 credits)
SOC 409SL	Human Services Field Experience (3 credits)

Minimum credits to earn an Addictions Certificate = 12 credits

BEHAVIORAL HEALTH CERTIFICATE

PSY 206	Human Development Through the Lifespan (3 cr.)
SOC 102	Intro to Human Services (3 credits)
PSY 302	Abnormal Psychology (3 credits)
SPED 313	Persons with Exceptionalities (3 credits)
PSY 320	Topics in Psychology (3 credits)
COUN 314	Substance Abuse and Addictions Counseling for Individuals and Families (3 credits)
COUN 350	Holistic Counseling in a Diverse World
SOC 409SL	Human Services Field Experience

Minimum credits to earn a Behavioral Health Certificate = 12 credits

SERVANT LEADERSHIP CERTIFICATE

BAD 101	Introduction to Christian Business Leadership (3 credits)
BAD 201	Business and Professional Communication (3 cr)
MKT 350	Consumer Behavior (3 credits)
BTS/MGT 165	Foundations of Servant Leadership (3 credits)

Choose 1 of the following:

MGT 301	Essentials of Management and Leadership (3 credits)
MGT 405	Human Resources Management (3 credits)
MGT 302	Operations Management (3 credits)

Optional:

BAD 465	Internship (1 credit per semester for 3 semesters)

Minimum credits to earn a Servant Leadership Certificate = 15-18 credits



COURSE DESCRIPTIONS

ACADEMIC SKILLS ENHANCEMENT (ASE)

**Hours are not degree credit hours and cannot be used toward graduation requirements.*

ASE 030. Reading Skills, 3 credits*, Fall, Spring

Comprehension and vocabulary development, listening, note-taking, test-taking, and time-management skills.

ASE 031. Basic Writing Skills, 3 credits*, Fall, Spring

Basic reviews and development of grammar, spelling, vocabulary, and composition (essay) skills and mechanics.

ASE 033. Basic Writing Skills for International Students, 3 credits *, Taught as needed

Taught as needed for those students whose second language is English. Development of grammar, spelling and composition (essay) skills.

ASE 034. Intermediate Algebra, 3 credits *, Fall, Spring

The number system, basic operations and properties, equations and inequalities, quadratic equations, graphs, exponents and radicals, ratio, proportion, and variation.

ASE 070. Intermediate Algebra II, 2 credits *, Fall, Spring

Additional skill development in college algebra. Placement based on ACT math score.

ACCOUNTING (ACCT)

ACCT 201. Principles of Financial Accounting, 3 credits, Fall, Spring

Introduction to basic concepts and terminology of financial accounting. Study of basic financial statements, recording of transactions, and control of assets for various forms of business organizations in retail and service industries, financing through the use of debt, and capital stock transactions. **\$45.00 fee.**

ACCT 202. Principles of Managerial Accounting, 3 credits, Fall, Spring

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

ACCT 301. Intermediate Accounting I, 3 credits, Fall

The study of accounting standards, conceptual framework, accounting process and balance sheet accounts. **Prerequisite: Business Foundation Core**

ACCT 302. Intermediate Accounting II, 3 credits, Spring

The study of stockholder equity, earnings per share, income taxes, pensions, leases, cash flow and accounting concepts. **Prerequisite: ACCT 301**

ACCT 306. Strategic Cost Accounting, 3 credits, Spring

Study of the creation and measurement of value in business organizations. Provides the skills needed to help organizations improve their financial and operating performance, thereby increasing the value of the firms. **Prerequisite: Business Foundation Core**

ACCT 307. Accounting Theory, 3 credits, Offered periodically

Study of theories, principles and postulates of accounting. Includes a study of history of standard setting process, analysis of the APBs and FASBs and a survey of current topics. Students make major presentation on some issue affecting the profession. **Prerequisite: ACCT 301**

ACCT 308. Not-for-Profit Accounting, 3 credits, Offered periodically

Study of budgeting, accounting and control procedures for non-profit organizations such as governmental units, philanthropic organizations, churches, hospitals and colleges. Includes theory and principles as stated in FASB and GASB standards. **Prerequisite: Business Foundation Core**

ACCT 309. Accounting Information Systems, 3 credits, Fall

Introduction to the use of relational databases and the design of accounting information systems that use such databases with respect to the revenue cycle, expenditure cycle, and payroll cycle. Database design using the REA data model and implementing an REA model in relational databases are covered. Students study computer fraud and systems controls to detect fraud. **Prerequisite: Business Foundation Core**

ACCT 320. Accounting Analytics, 3 credits, as needed

Data analytics tools and techniques in accounting will be evaluated. Microsoft track (Excel, Power Pivot, and Power BI) and Tableau track (Tableau Prep and Tableau Desktop) will be analyzed to determine which tool is best for necessary data analysis, data visualization, and communication of the insights gained. **Prerequisite: CSC 312, BAD 320, and BAD 322.**

ACCT 400. Teaching Assistantship, 1-3 credits, Offered periodically

Majors selected by departmental invitation to tutor students in accounting and assist accounting faculty with teaching related activities. Does not count toward hours required for any business major or minor. **Prerequisite: Business Foundation Core and instructor's consent.**

ACCT 402. Auditing I, 3 credits, Spring

The auditing profession, types of reports, professional ethics, legal liability, and methods of conducting audits. **Prerequisite: Business Foundation Core**

ACCT 406. Advanced Accounting, 3 credits, Fall

Study of accounting procedures for consolidated firms, partnerships and a survey of accounting for not-for-profit organizations. **Prerequisite: ACCT 301 and 302**

ACCT 414. Federal Taxation I, 3 credits, Fall

Federal tax fundamentals with emphasis on Internal Revenue Service rules and regulations as applicable to individual taxpayer. **Prerequisite: Business Foundation Core**

ACCT 415. Federal Taxation II, 3 credits, Spring

Federal income tax fundamentals with emphasis on Internal Revenue Service rules and regulations applicable to corporations, partnerships, estates, and trusts. **Prerequisite: ACCT 414**

ACCT 465. Accounting Internship, 1-6 credits, Offered periodically

Practical experience as an accountant or accountant trainee. Proposals must be submitted for approval to faculty member supervising the internship. Credit assigned will be at the sole discretion of supervising faculty member. Course may be repeated to a maximum of 6 hours credit. S/F grading. **Prerequisites: Business Foundation Core, junior standing, instructor's consent.**

AMERICAN SIGN LANGUAGE (ASL)**ASL 201. American Sign Language I, 3 credits, Fall, Spring, Summer**

This course introduces learners to Deaf culture and the American Sign Language (ASL), the mode of communication of individuals who are Deaf, Deaf-Blind, and hard of hearing. Students will gain a basic understanding of Deaf culture and be able to communicate in basic ASL. **\$25 fee.**

ASL 202. American Sign Language II, 3 credits, Fall, Spring, Summer

Extends the learning of ASL 201 and increases the ability of students to communicate in American Sign Language with individuals who are Deaf, Deaf-Blind, or hard of hearing. **Prerequisite: ASL 201. \$25 fee.**

ARCHAEOLOGY (ARC)**ARC 201. Archaeological Method and Theory, 3 credits, Spring**

Archaeological Method and Theory is a foundational survey of the methodological and theoretical principles required to conduct or assess an archaeological excavation.

ARC 301. Near Eastern Archeology, 3 credits, Fall

This course is a study of the archaeological remains from the Levant that aid in the interpretation of the Old Testament. These archaeological finds assist in understanding the history, society, religious landscape, built environments, and material culture of the Hebrew people and their ancient environs. This course will begin with the Pre-Pottery Neolithic and extend through the Persian Period, stopping before the era of Macedonians.

ARC 302. Greco-Roman Archeology, 3 credits, Spring

This course is a study of the archaeological remains from the ancient Mediterranean World that aid in the interpretation of the New Testament. These archaeological finds assist in understanding the history, society, religious landscape, built environments, and material culture of the early Jesus movement and the development of Christianity across the Mediterranean Sea. This course continues with the rise of the Macedonians where the Archaeology & the Old Testament ended. We begin with the Conquest of Alexander the Great and conclude with the reign of Domitian near the turn of the first century CE.

ARC 401. Archeology Field Experience, 3 credits, Summer.

Field experience as a worker on an archaeological dig team, combining academic and practical observation and practice of excavation techniques, including excavation, recording, classification and cataloging, as well as preservation. **\$100+ fee**

ART (ART)

ART 100. Art Fundamentals I, 6 studio hours, 3 hours credits, studio fee, Fall

Study and practical applications of the basic fundamentals of visual art, with an emphasis on 2-dimensional design and composition, including the exploration of line, shape, value, texture, color, and space. **\$100 fee.**

ART 103. Art Fundamentals II, 6 studio hours, 3 credits, studio fee, Spring

A continuation of the study and applications of the basic fundamentals of visual art started in ART 100, with an emphasis on 3-dimensional design and composition, the appropriate and safe use of artmaking tools and materials, and professional presentation methods.

Prerequisite: ART 100. \$100 fee.

ART 104. Photography I, 6 studio hours, 3 credits, studio fee, Fall, Spring

Introduction to the basic concepts, processes, and techniques of traditional analog film photography, including 35mm camera usage, exposure, and black and white film and print development in a traditional chemical darkroom. **The student is responsible for providing his or her own 35 mm film SLR (single lens reflex) camera for this course. \$150 fee.**

ART 105. Drawing I, 6 studio hours, 3 credits, studio fee, Fall

Problems in drawing and sketching as applied to the realistic and expressive representation of still life, landscape and figure motifs. Emphasis on composition, line and value qualities, rapid figure sketching and use of varied drawing media. **\$120 fee.**

ART 113. Computer Graphics, 3 credits, Fall, Spring

An introduction to computer hardware and software used in graphic design and the visual arts. **\$150 fee.**

ART 121. Orientation for Art and Photography Majors, 2 credits, Fall

Orientation to the policies and procedures of the Art Department, including submitting to and preparing work for the student gallery, annual portfolio review, using equipment and tools within the department, safety and appropriate use of hazardous materials, and overall professionalism. **This course is required and should be taken during the fall of either the freshman or transfer year.**

ART 204. Photography II, 6 studio hours, 3 credits, studio fee, Spring

Continuation of 35 mm black and white analog film and print development techniques started in Art 104, in a traditional chemical darkroom, with emphasis on categorical photography and special techniques. **Prerequisite: ART 104. \$150 fee.**

ART 205. Drawing II, 6 studio hours, 3 credits, studio fee, Spring

Problems aimed at developing skill and expressiveness in drawing the basic form, construction and action of the human figure from live models. **Prerequisite: ART 105. \$120 fee.**

ART 210. Art Appreciation, 3 credits, Fall, Spring, Summer

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

ART 224. Digital Photography, 6 studio hours, 3 credits, studio fee, Fall

Investigation and practical application of digital capture, storage, digital manipulation, and output of digital photography. **\$150 fee.**

ART 229. Printmaking, 6 studio hours, 3 credits, studio fee, offered periodically

This course will explore a variety of processes in printmaking from traditional relief and intaglio printing to basic screen printing, experimental monotype approaches, and an introduction to historical typography using the letterpress. **\$150 fee.**

ART 233. Graphic Design I, 6 studio hours, 3 credits, Spring

Basic design principles are applied to projects exploring resources, conceptual principles, and procedures underlying the practice of graphic design, particularly the process of problem solving. An emphasis is placed on typography as a medium and message of design.

Prerequisite: ART 113. \$150 fee.

ART 234. History of Photography, 3 credits, Fall odd years

Study of the historical development of photography and noteworthy photographers.

ART 243. Graphic Design II, 6 studio hours, 3 credits, Fall

The development of layout concepts emphasizes the integration of typography and visual imagery. Students develop more sophisticated abilities through problem-solving activities geared to increasing graphic design awareness and skills, as well as a general understanding of production through computer enhanced design and the designer-client roles and responsibilities. **Prerequisite: ART 233. \$150 fee.**

ART 264. Studio Photography, 6 studio hours, 3 credits, studio fee, Spring odd years

Introduction to digital studio photography, including the fundamentals of studio lighting. Emphasis is placed on gaining technical skills, mastering necessary techniques and using studio lighting to obtain the desired aesthetic effect. **Prerequisite: ART 224. \$150 fee.**

ART 284. Fine Art Photography, 6 studio hours, 3 credits, studio fee, Spring even years

Investigation and development of individualized photographic image-making for the fine art arena, with emphasis on professional quality work. **Prerequisite: ART 224. \$50 fee.**

ART 300. Teaching Assistantship, 1-3 credits, Fall, Spring

An opportunity for the student to gain teaching-related, Art Department-related, and/or professional art-related experience while working for college credit. Each student is assigned to help one or more of the professors in the Art Department. For each credit hour earned, the student will work two clock hours per week during the semester. Credit variable 1-3 hours. The course is repeatable. **Prerequisite: Instructor's consent.**

ART 302. Painting I, 6 studio hours, 3 credits, studio fee, Spring

Introduction to painting materials and techniques related to watercolor, oil and/or acrylics through studio problems and reading assignments. **\$175 fee.**

ART 308. Art Methods for Elementary Teachers, 3 credits, materials fee, Fall

Designed to help prepare students to be effective teachers of art at the elementary and middle school levels. Focus will be on effective lesson planning, experience with media appropriate for the age group, development of a teaching file, and examination of the stages of artistic development (with appropriate art lessons and teaching strategies for each age group). **Practicum required for art majors. \$75 fee.**

ART 313. History of Graphic Design, 3 credits, Fall odd years

A survey of the historical development of graphic design from first attempts at communication through cave painting and invention of writing to current design trends in print, web, and motion graphics.

ART 316. Art History Survey I, 3 credits, Fall

A survey covering the history of Western visual art from prehistoric times to the Gothic period.

ART 317. Art History Survey II, 3 credits, Spring

A survey covering the history of Western visual art from the Renaissance period to the present.

ART 323. Web and Interactive Design, 6 studio hours, 3 credits, studio fee, Fall even years

This is a course in web page and interactive design, including how to build a basic site and digital portfolio. An emphasis will be placed on the balance between technical skill and aesthetics. Topics covered include understanding and navigating a CMS system, page layout, digital imaging, color, typography for web-based use, integrated content, appropriate file types, portability, and user performance. **Prerequisites: Art 113 and 233. Web hosting fees may apply.**

ART 324SL. Color Photography, 6 studio hours, 3 credits, studio fee, Fall even years

Explorations of color photography, including digital image capture and printing, and traditional film and chemical color darkroom printing materials and methods. **Prerequisites: ART 204 and 224. \$175 fee.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

ART 343SL. Graphic Design III, 6 studio hours, 3 credits, Fall odd years

Continuation of essential graphic design skills through conceptualization and evolution of complex projects in which the designer must determine how to communicate visually with a specific audience. Projects will focus on socially responsible design and how graphic designers can play a key role in the betterment of society. **Prerequisite: ART 243. \$150 fee.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

ART 350. Intermediate Studio Art, 3 credits, Fall

Mixed media and interdisciplinary studio problems aimed at the exploration of expressive, conceptual, and technical art-making methods. **Prerequisites: ART 103 and 105. \$120 fee.**

ART 365. Internship in Visual Arts, 3-6 credits, Offered as needed

An internship with an established art, graphic design, or photography professional firm. Requires the recommendation of the Art Department Chair. Credit hours are determined by work hours arranged with the firm.

ART 402. Painting II, 6 studio hours, 3 credits, studio fee, Spring Continuation of ART 302 aimed at individual skill development in terms of expressive ability and quality of work. **Prerequisite: ART 302. \$175 fee.**

ART 411. Senior Seminar, 3 credits, materials fee, Fall

Seminar style investigation of topics relevant to post-graduate experiences for emerging professional artists and photographers. Includes discussion of exhibition, employment, and graduate school opportunities, and the creation of a professional portfolio of the student's work. For art majors and photography majors, to be taken in the senior year. **\$100 fee.**

ART 414. Alternative Photographic Processes, 6 studio hours, 3 credits, studio fee, Spring even years

Exploration of non-traditional applications and presentation methods of silver-based and digital photographic processes, as well as of non-silver wet darkroom photographic methods and processes. **Prerequisite: ART 204. \$100 fee.**

ART 417. Modern and Contemporary Art, 3 credits, Fall even years

A study of significant Western visual art and architecture produced in the modern, postmodern, and contemporary periods.

ART 434. Photojournalism, 6 studio hours, 3 credits, studio fee, Spring odd years

Exploration of professional practice and the actual production of journalistic photographs and documentary photographs, emphasizing professional quality work. **Prerequisite: ART 204. \$150 fee.**

ART 440. Advanced Photographic Methods, 6 studio hours, 3 hours credit, Fall

Advanced skill development of photographic image-making, emphasizing individual projects, individual style and thematic exploration, and professional quality of work. The course may be repeated only once for additional credit. **Prerequisites: ART 103 and 204. \$50 fee.**

ART 444. Commercial Photography, 6 studio hours, 3 credits, studio fee, Spring even years

A concentration on the production of commercial, advertising, industrial, and/or fashion photographs, with an emphasis on professional quality work. **Prerequisite: ART 204. \$50 fee.**

ART 450. Advanced Studio Art, 6 studio hours, 3 credits, Fall

A continuation of interdisciplinary studio problems emphasizing individual projects, personal expression and conceptual exploration, and professional quality of work and presentation. The course may be repeated only once for additional credit. **Prerequisite: ART 350.**

ART 453. Graphic Design IV, 6 studio hours, 3 credits, Spring even years

Each student will develop an independent semester long project of his/her choice. Students must form a visual concept for the project and generate final printed materials that will be presented during a final critique. A written project brief and description, along with a timeline outlining points of completion within the project, and a process book are all supporting requirements. **Prerequisite: ART 343SL. \$150 fee.**

BIBLICAL AND THEOLOGICAL STUDIES (BTS)

BTS 101. Introduction to the Old Testament, 3 credits, Fall, Spring, Summer. Introductory study of the background, growth, content, and relevance of the Old Testament.

BTS 102. Introduction to the New Testament, 3 credits, Fall, Spring, Summer. Introductory study of the background, growth, content, and relevance of the New Testament.

BTS 155. Who Are the Baptists, 1 credit, Fall

This survey of Baptist history and beliefs will attend to beliefs and behaviors that distinguish Baptists from other Protestants, as well as outlining those beliefs and behaviors that Baptists hold in common with other Protestants and other Christians.

BTS 224SL. Spiritual Growth and Development, 3 credits, once each year.

Investigation of the biblical understanding of discipleship and spirituality and the psychological aspects of personal development in relationship to the faith journey in college-age students. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

BTS 238. Introduction to Children's Ministry, 3 credits, once every 2 years.

Upon successful completion of this course, the student will be able to develop and express a theology of childhood in the context of the Christian tradition; understand and articulate key theories related to childhood development and their relevance to children's ministry; analyze and explain the effects of cultural trends on the lives of children and families; and evaluate and assess various models and practices of children's ministry.

BTS 240. Introduction to Youth Ministry, 3 credits, once every 2 years.

Overview of the key issues and best practices involved in conducting an effective ministry to youth through the local church and denomination.

BTS 241. Introduction to Leadership, 3 credits, once every 2 years

Study of the principles and models of effective leadership within both the church and the world.

BTS 263. Methods of Biblical Interpretation, 3 credits, Spring

This course serves as an introduction to the methods of biblical interpretation. It examines the process of interpretation, discusses various methods of interpretation, and provides a basic practicum that (1) familiarizes students with various genres of scripture and (2) enables students to practice biblical interpretation on a variety of texts from both the Old and New Testaments.

BTS 300. Vocation, Purpose, and Life Calling, 3 credits, Spring

This course examines the concept of calling, vocation, and life purpose. Content introduces the history, theology, and spirituality of calling and vocation in the Christian tradition as a path to discovering purpose, especially in work. In addition to the theoretic basis, the course will facilitate personal exploration of life calling and purpose by students.

BTS 301SL. Christian Ethics, 3 credits, Spring

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

BTS 302. Angels, Demons, Deities, and Devils, 3 credits, once every two years

This course will survey and analyze beliefs about angels, demons, and other superhuman figures in the Bible and other ancient literature.

Prerequisites: BTS 101, BTS 102

BTS 313. Proverbs, Job, Ecclesiastes, 3 credits, Spring

Study of the wisdom movement in Israel and its relationship to the wisdom literature in the Old Testament. **Prerequisite:** BTS 101 or instructor's consent.

BTS 314. The Psalms: Israel's Voice in Worship, 3 credits, once every 2 years

Study of Israel's worship in the Psalter as a source for worshipping God in the twenty-first century. **Prerequisite:** BTS 101 or instructor's consent.

BTS 315. Worship in the New Testament, 3 credits, once every 2 years

Study of the New Testament as a source for worshipping God in the twenty-first century.

BTS 317. Johannine Literature, 3 credits, once every 2-3 years

Context and contemporary meaning of the writings of John. **Prerequisite:** BTS 102 or instructor's consent.

BTS 318. Sermon on the Mount, 3 credits, once every 2 years

Exegetical study of Matthew 5-7. **Prerequisite:** BTS 102 or instructor's consent.

BTS 319. Paul, 3 credits, once every 2-3 years

Study of the letters, life, and thought of the Apostle Paul. **Prerequisite:** BTS 102 or instructor's consent.

BTS 320. Religions of the World, 3 credits, Spring as needed

Analysis of the origins, beliefs, and practices of the major religious traditions of the world.

BTS 322. New Religious Movements, 3 credits, Spring as needed

Study of diverse new religious groups current in the contemporary world.

BTS 324. Islam, 3 credits, Spring as needed

A comprehensive examination of the faith and practice of Muslims.

BTS 329. Denominations in America, 3 credits, as needed

Introduction to the origins, distinctive beliefs, and influence of selected denominations in America.

BTS 339. History of Christianity, 3 credits, Fall

Survey of the development of Christianity since the first century. **Same as HIST 357.**

BTS 347. Sermon Preparation and Delivery, 3 credits, as needed

Study of the principles of preparing and delivering sermons. Students write, deliver, and analyze sermons. **Prerequisite:** COMM 135 or instructor's consent.

BTS 352. Baptist Stories, 1 credit, as needed

Study of persons who have made significant contributions to Baptist life and thought such as C. H. Spurgeon, Annie Armstrong, Martin Luther King, Jr. and T. B. Maston. **Does not meet religion major requirements.**

BTS 354. Baptists in the United States, 1 credit, as needed

Exploration of various aspects of Baptist life in the United States. **Does not meet Religion major requirements.**

BTS 355. History of the Baptist People, 3 credits, Fall

Baptist beginnings and development.

BTS 357. Tutorial in Baptist Research I, 3 credits, Fall

Guided reading and writing program for Oxford Studies minors in preparation for residency at Regents Park College of Oxford University, England. See faculty advisor.

BTS 358. Tutorial in Baptist Research II, 3 credits, Spring

Guided reading and writing program for Oxford Studies minors in preparation for residency at Regents Park College of Oxford University, England. **See faculty advisor.**

BTS 359. Readings in British and Baptist Life, 3 credits, as needed

Students in the Oxford Studies minor are provided a readings list of books on: British history, Baptist life and thought, and British Baptist history. Students are required to write reviews on each book to use as background for their study during the year.

BTS 361. Introduction to Systematic Theology, 3 credits, once every 2-3 years

Review of a systematic selection of theological issues designed to prepare students for further study.

BTS 362. Readings in Christian Theology, 3 credits, once every 2-3 years

Classics of Christian theological literature.

BTS 400. Teaching Assistantship, 1-3 credits, Fall, Spring

Teaching assistantship for majors by departmental invitation. May involve some class presentations. Does not meet ministry studies requirement. Maximum of 6 hours credit.

BTS 402SL. Philosophy of Religion, 3 credits, Fall

Surveys the engagement of philosophy with religion, with focus upon religious experience, "proofs" of God's existence, religious language, miracles, life after death, and associated topics. **Prerequisites: PHIL 101 or instructor's consent. Same as PHIL 402SL.** Meets Theological Studies requirement for Religion majors. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

BTS 404. Nonwestern Religious Thought, 3 credits, Fall even years Examines the conceptual component in various Eastern religions. The student will read extensively from the sacred writings of these religions and seek to formulate the principles which are basic to them. Comparative studies will be encouraged. **Prerequisite: PHIL 101 or instructor's consent. Same as PHIL 404.**

BTS 411. Parables of Jesus, 3 credits, as needed

Exegetical and theological study of the parables in the Gospels. **Prerequisite: BTS 102 or instructor's consent.**

BTS 412. Luke-Acts, 3 credits, as needed.

Exegetical, theological, and narrative exploration of the Gospel of Luke and the Acts of the Apostles. **Prerequisite: BTS 102 or instructor's consent.**

BTS 415. Old Testament Prophets, 3 hours, Fall

Ancient Israelite prophecy from its beginnings.

BTS 416. Woman and Biblical Tradition, 3 credits, once every 2 years

Biblical concepts of woman and study of some individual women in the Bible.

BTS 417. Pentateuch, 3 credits, as needed

Study of the first five books of the Old Testament (Genesis, Exodus, Leviticus, Numbers, Deuteronomy) with special attention to the literary and historical context. **Prerequisite: BTS 101 or instructor's consent.**

BTS 423. Travel Seminar in the Land of the Bible, 3 credits, Spring, Summer as needed

Study seminar in the lands of the Bible combining both academic preparation and follow-up as well as on-site lectures and journaling during the travel. *BTS 101 and BTS 102 are recommended but not required.* **Additional course fees. Airfare not included in course fees.**

BTS 426. Religion and Popular Culture in America, 3 credits, Fall even years

An examination of the interaction of religion and popular culture, popular forms of religious belief and expression, and popular cultural phenomena that may function as religion, mainly in the United States. The material aspects of popular religion will receive significant attention.

BTS 427. Religion and Film, 3 credits, offered periodically

Study of the role of film in religion with emphasis on how religion is viewed in film, as well as the methodologies and issues of religious beliefs and Christian theology as they are depicted in the popular cinema. Course may be repeated with change of content. **Same as FILM 427.**

BTS 433. American Religious History, 3 credits, Fall

Examination of the relationship of religion to the nation's history and culture. A particular emphasis will be placed on themes and movements that transcend denominational movements.

BTS 437. Woman in Christian History, 3 credits, Spring odd years

Survey of the roles and concepts of women in Christian history as well as their contributions to Christianity.

BTS 438. The Reformation: Protestant and Catholic, 3 credits, Spring even years

Background, course, effects of the reformation. **Same as HIST 434.**

BTS 441. Love, 1 credit, Spring

Module course exploring the emotional and spiritual dimensions of love.

BTS 442. Grief, 1 credit, Spring

Module course exploring the emotional and spiritual dimensions of grief.

BTS 443. Anger, 1 credit, Spring

Module course exploring the emotional and spiritual dimensions of anger.

BTS 444. Guilt, 1 credit, Fall

Module course exploring the emotional and spiritual dimensions of guilt.

BTS 445. Self Esteem, 1 credit, Fall

Module course exploring the emotional and spiritual dimensions of self-esteem.

BTS 446. In Search of Yourself, 1-3 credits, Fall

Enables students to develop a greater self-awareness. Students will create a number of projects which will include a genogram, a spiritual autobiography, and a spiritual assessment. Other assessment tools may be used.

BTS 450. Discovering the Mission of God, 3 credits, Fall odd years

Introduction to the biblical, historical, and philosophical understanding of the redemptive activity of God in the world.

BTS 452. Cross-Cultural Experience and World Awareness, 3 credits, Summer

Preparation for a cross-cultural immersion experience within the United States or abroad that offers the student opportunity to engage in mission praxis, reflection, and service.

BTS 453. A History of the Church on Mission with God, 3 credits, Fall even years

Examination of God's mission to establish the church among all the peoples of the earth from the first century to the twenty-first century.

BTS 454. Topics in Missions, 3 credits, Summer

Study of mission models and trends that assist in formulating a strategy of life mission congruent with vocation and geography.

BTS 459. Oxford Residency in Baptist Research, 6 credits, Trinity term (approximately the end of April to the end of June)

Eight weeks residency engaging in research and writing under an English Baptist tutor at Regents Park College, Oxford University, England. **See faculty advisor.**

BTS 469SL. Senior Seminar, 3 credits, Fall

For junior and senior Religion majors. Overview of biblical traditions, hermeneutical and theological methodologies, key concepts and seminal thinkers throughout Christian history. Includes theological reflection and personal vocational assessment. **Prerequisites:** junior/senior standing. *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

BIOLOGY (BIOL)**BIOL 101. Human Biology, 3 credits, Fall, Summer periodically**

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

BIOL 102. Environmental Science, 3 credits, Spring, Summer periodically

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

BIOL 105. General Biology I, 4 credits, Fall

An introduction to the Biological Sciences for the science/health professions major. Topics include ecological principles, animal behavior, evolution, genetics, chemistry as it applies to living systems, cell and function, energy transductions, mitosis, and molecular genetics. Three lectures and one two-hour lab a week. **\$20 fee.**

BIOL 106. General Biology II, 4 credits, Spring

An introduction to the Biological Sciences for the science/health professions major. Topics include systematics, taxonomy and classification, basic microbiology, anatomy and physiology of plants and animals (with emphasis on human systems), meiosis and reproduction in plants and animals, development. Continuation of BIOL 105. Three lectures and one two-hour lab a week. **\$20 fee.**

BIOL 207. Human Anatomy and Physiology I, 4 credits, Fall, Summer periodically

Structure and functions of the major organ systems of the human body. Chemical basis of life, cells, cellular metabolism, tissues, integumentary, skeletal, muscular and nervous systems. Three lectures and one two-hour lab a week. **\$20 fee.**

BIOL 208. Human Anatomy and Physiology II, 4 credits, Spring, Summer periodically

Structure and functions of the endocrine, digestive, respiratory, circulatory, lymphatic, urinary and reproductive systems. Continuation of BIOL 207. Three lectures and one two-hour lab a week. **Recommended prerequisite: BIOL 207. \$20 fee.**

BIOL 300. Teaching Assistantship, 1-3 credits

Assist in lab preparation, lab instruction, lab report grading, and review/tutoring sessions. Must have junior status.

BIOL 301. Botany, 4 credits, Fall

Plant anatomy and physiology including cells, tissues, development in vegetative and reproductive structures, plant biochemistry and metabolism, hormonal regulation of development. Survey of kingdoms Plantae, Protista (except Protozoa), Fungi, Bacteria, and Archaea. Three lectures and one two-hour lab a week.

Prerequisites: BIOL 105 and 106. \$20 fee.

BIOL 302. Zoology, 4 credits, Spring

A detailed comparative study of the major invertebrate and vertebrate animal groups including protozoa, sponges, radiate animals, acoelomates, pseudocoelomates, mollusks, annelids, arthropods, echinoderms, the fishes, amphibians, reptiles, birds and mammals. Morphology, physiological adaptations, evolution and ecology are stressed in association with all animal groups. Three lectures and one three-hour lab a week. **Prerequisites: BIOL 105 and 106. \$20 fee.**

BIOL 303. Soils and Geologic Science, 3 credits, Spring

Earth space relationship, global features, mineral and soil classification, as well as study of the interaction between humans and the geologic processes that shape the Earth's environment. Three class periods and one two-hour lab a week. Prerequisite: Sophomore level standing or instructor's consent. **\$20 fee.**

BIOL 304. Field Botany, 3 credits, Once every 3-4 years

Field experience and taxonomy of select plant groups including mosses, fungi, lichens, ferns, aquatic vascular plants, woody plants, and wildflowers. Two lectures and one field trip or lab a week. **Overnight camping trip required.**

BIOL 305. Medical Terminology I, 2 credits, Fall, Mayterm periodically

Introduction to medical terminology through the study of prefixes, suffixes and root words of commonly used medical terms. Terminology of clinical procedures, laboratory tests, and pathologies presented as well. Course is taught in an independent study format.

BIOL 306. Medical Terminology II, 2 credits, Spring, Mayterm periodically

Continuation of medical terminology through the study of prefixes, suffixes and root words of commonly used medical terms. Terminology of clinical procedures, laboratory tests, and pathologies presented as well. Course is taught in an independent study format.

Prerequisite: BIOL305

BIOL 314. Genetics, 4 credits, Spring

Principles of gene transmission and expression, with an emphasis on human health and welfare. Three lectures and one three-hour lab a week. **Prerequisites: BIOL 105 and 106 or instructor's consent. \$20 fee.**

BIOL 315SL. Ecology, 4 credits, Fall

Principles governing interactions between organisms and their environment. Three lectures and one three-hour lab or field trip a week. **Prerequisites: BIOL 105 and 106 or instructor's consent. \$20 fee.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

BIOL 316. Microbiology, 4 credits, Fall, Spring

Classical bacteriology, virology, microbial genetics, bacterial metabolism, immunology and the various applications of microbiological knowledge. Three lectures and one two-hour lab a week. **Prerequisites: BIOL 105 and 106, or Biology 207 and 208, or instructor's consent. \$20 fee.**

BIOL 317SL. Natural History, 4 credits, Spring

A survey of the adaptation of living organisms to their environment over time, as evidenced by the fossil record and comparisons among living species, and an in-depth review of the possible mechanisms involved. Three lectures and one two-hour lab/discussion per week.

Prerequisites: BIOL 105 and 106. \$20 fee. *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

BIOL 319SL. Animal Behavior, 4 credits, Fall

An introduction to the principles of animal behavior that considers the influences of genetics, ecology, physiology, and evolutionary history on behavior. Topics include communication, reproductive strategies, social interactions, foraging, defense, migration, habitat selection, and learning. Three lectures and one three-hour lab per week. **Prerequisites: BIOL 105 and 106, or instructor's consent. \$20 fee.** This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

BIOL 320. Molecular Cell Biology, 4 credits, Fall

Study of the major cellular components with particular attention to the relationship between functions and the organization of the cell. Topics include cell architecture, macromolecules, metabolism, energy transductions, cellular control mechanisms and molecular genetics. Three lectures and one three-hour lab a week. **Prerequisites: BIOL 105 and 106, CHEM 104 or instructor's consent. \$20 fee.**

BIOL 350. Field Ecology, 4 credits, Spring

This course includes a field experience that introduces students to biological ecosystems found outside of East Tennessee. Guided hikes will expose students to a diversity of organisms (from plants to mammals) found within various ecosystems. The complex relationships between these organisms and their communities will be investigated.

BIOL 380. Zoology for non-science majors, 3 credits, Mayterm

Exploration of the animal kingdom, adaptations, and the significance of animal groups to mankind. Includes readings, field trips, lab work, creative writing, and a group project.

BIOL 381. Pharmacology, 3 credits, Mayterm periodically, Summer periodically

Introduction to basic pharmacological principles including molecular pharmacology, pharmacokinetics, toxicology, chemotherapeutics and systemic drug survey.

BIOL 382. Cancer Biology, 3 credits, Mayterm periodically/Summer periodically

Etiology, diagnosis and treatment of cancer in humans. Course will also include field trips to regional cancer centers.

BIOL 383. Biology Externship, 3 credits, Mayterm/Summer

An externship course allowing the biology major to gain field, laboratory, or work experience in a desired area. Opportunities may include, but not limited to, externships at the Zoo, National and State Parks, laboratories in both academic and industrial settings. **Prerequisite: instructor's consent.**

BIOL 400. Teaching Assistantship, 1-3 credits

Assist in lab preparation, lab instruction, lab report grading, and review/tutoring sessions. Must have senior status.

BIOL 402SL. Gross Anatomy, 5 credits, Spring

Detailed gross and microscopic anatomy of the human. Three lectures and one four-hour lab a week. **Prerequisites: BIOL 105 and 106 and instructor's consent. \$20 fee.** This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

BIOL 404. Mammalian Physiology, 5 credits, Fall

Applied analysis of the functioning of mammals, with focus on the human, involving a systems approach. Three lectures and one four-hour lab a week. **Prerequisites: BIOL 105 and 106, CHEM 104.**

\$20 fee.

BIOL 405. Environmental Policy, 4 credits, Spring odd years

A lecture-discussion course on the nature of and generation of environmental assessment statements and environmental impact statements. Topics also include soils, hydrology, and other issues pertinent to environmental studies. **Prerequisites: Junior or Senior in the Wildlife Ecology track and BIOL 315SL, or instructor's consent. \$20 fee.**

BIOL 406. Field Biology, 3 credits, Once every 3-4 years

Field experience and study of plant and animal life in selected habitats, including geographical distribution, climatic and soil relationships, methods and use of instruments necessary for a critical study of plant and animal communities. Two lectures and one three-hour field trip or lab a week.

BIOL 408. Immunology, 4 credits, Fall

Basic aspects of specific and non-specific defense mechanisms. Humoral and cellular mechanisms as well as the synthesis, structure, and action of antibodies and lymphokines, cytotoxic reactions and regulatory mechanisms. Three lectures and one four-hour lab a week.

Prerequisites: BIOL105 and 106 or instructor's consent. **\$20 fee.**

BIOL 410. Directed Readings in Biology, 1 credit, Fall

Biological and scientific investigation. Selected readings, both classical and current; methods, access, and use of scientific literature. Planning and conduct of library research and report writing. **Prerequisite:** At least 4 BIOL courses or junior/senior standing.

BIOL 411SL. Senior Seminar, 1 credit, Spring

Discussion of current and controversial topics in biology with an emphasis on advances in biological research. Each student will present a formal seminar on an approved topic. **Prerequisite:** BIOL 410. *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

BIOL 415. Mammalogy, 4 credits, alternating Fall semesters

This course is designed to introduce students to the diversity of class Mammalia. By studying mammalian taxonomy, students will gain an understanding of mammalian evolution, mammalian anatomy and physiology, as well as mammalian ecology and natural history (with specific emphasis of mammalian species of the Southern Appalachian region). Additionally, students will be introduced to various field methods used by mammalogists.

BIOL 416. Ornithology, 4 credits, alternating Fall semesters

This course is designed to introduce students to the diversity of class Aves. In addition to studying the evolution of various taxonomic groups of birds, students will also study the anatomical and physiological characteristics that separate this class from other classes. Further attention will be given to behavior and natural history of birds.

\$20 fee.

BIOL 475. Introduction to Bioinformatics, 2 credits, Fall

New area of science in which biology, chemistry, computer science, and mathematics are combined to decipher information encoded with the DNA and protein of each living organism. An introductory course in the use of computers to evaluate large biological data sets. Will be presented in Canvas as an interactive online course.

BIOL 491. Directed Projects in Biology, 1-4credits

May consist of field, laboratory or library research on any topic of mutual interest to the student and instructor. Research may spread over one or more semesters and culminates in written reports on results and conclusions. **Prerequisite:** instructor's consent.

BUSINESS ADMINISTRATION (BAD)**BAD 101. Introduction to Christian Business Leadership, 3 credits,**

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

BAD 201. Business and Professional Communication, 3 credits, Fall, Spring

Designed to assist students in solving business problems through effective expression of ideas and information—writing, speaking, and listening. Covers the principles and methods of written and oral communication in a high technology environment and includes intercultural, legal, and ethical aspects of communication. **Prerequisites:** ENG 101. **Corequisite:** Business Foundation Core. **Same as WRIT 201.**

BAD 205. Introduction to Business Analytics, 3 credits, Fall, Spring

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

BAD 215. Business Information Tools, 3 credits, Fall, Spring

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

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

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

BAD 302. Law of Business Organizations and Commercial Transactions, 3 credits, Spring

Introduction to legal implications of basic business transactions including securities law, business associations-corporations, bankruptcy, insurance, commercial sales, commercial paper, secured transactions, bulk transfers, documents of title and legal responsibilities of accountants **Prerequisites:** junior standing, BAD 301.

BAD 305. Business Data Management, 3 credits, Spring

In today's dynamic business landscape, data-driven decision-making has emerged as a pivotal trend shaping organizations' strategies. At the heart of these strategies lie database systems, serving as the foundational pillars of modern information systems. Modern data models, data security and integrity, and concurrency are covered. An SQL database system is designed and implemented as a group project. **Prerequisite:** Business Foundation Core. BAD 215.

BAD 320. Analytical Decision Modeling, 3 credits, Spring

Managing the design and development of quantitative models for business decision-making. Topics include sensitivity analysis, decision tree, utility theory Bayesian statistics, and Monte Carlo simulation. Statistical techniques will be used to evaluate data quality and completeness, prepare data for analysis, and transform data into useful information. Tools such as Alteryx, Tableau, and SQL Server will be used for data prep and analysis. Students will learn how to communicate their analytical insights effectively. **Prerequisite:** BAD 322 and CSC 312 or BAD 305. \$90 fee

BAD 321. Data Security, Governance, and Ethics, 3 credits, Spring Information on data security, governance, and ethics will be evaluated as it applies to government, corporate, and individual data. Technical aspects of data security and privacy policy-level issues form a corporate perspective. The current regulatory system will be assessed to determine how it affects various types of personal data and data anonymization that protects privacy. Students will examine data ethics in terms of privacy, data manipulations, data sharing and ownership, conflict of interests, and communications. **Prerequisite:** Business Foundation Core and CSC 107.

BAD 322. Advanced Analysis Tools, 3 credits, Fall

Students evaluate current tools, technologies, trends, and practices for data-driven analysis and their role in organizational decision-making. Students will examine modern desktop and cloud-based applications for analytics. **Prerequisite:** Business Foundation Core and BAD 215.

BAD 401. International Business, 3 credits, Offered periodically

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

BAD 420. Data Visualization, 3 credits, Fall

Different types of data and analytical tools will be used to solve business problems. Students will formulate data requirements, use statistical techniques to evaluate data quality and completeness, prepare data for analysis, and transform data into useful information. Microsoft Power BI and Tableau will be used. Students will learn how to communicate their analytical insights effectively. **Prerequisite:** CSC 312, BAD 320 and BAD 322. \$90 fee.

BAD 421. Data Mining, 3 credits, Fall

A practical, hands-on learning environment focuses on data mining and predictive analytics to solve business problems. Students will examine how data analysis technologies can be used to improve decision-making by studying the fundamental principles and techniques of data mining to develop data-analytic thinking, in addition students will prepare data, create and validate predictive models, and deploy those models to predict future events and uncover hidden patterns of behavior. **Prerequisite:** CSC 312, BAD 320 and BAD 322.

BAD 463. International Business Experience, 3 credits, Summer

An immersion experience in or closely related to the international economy, international business, international political or cultural relations, or international missions. **Prerequisite:** Business Foundation Core, instructor's consent, senior standing.

BAD 465. Business Administration Internship, 1-6 credits, offered periodically

Practical experience gained through an internship in the private or public sector. Proposal must be submitted and approved by supervising instructor. **Prerequisites:** Business Foundation Core, instructor's consent.

CHEMISTRY (CHEM)**CHEM 100. Chemistry in Society, 3 credits, Spring, Summer**

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

CHEM 101. Introductory Chemistry, 4 credits, Fall, Spring, Summer

An introduction to basic chemical principles for students majoring in nursing, family and consumer sciences, and exercise science. Also serves as a preparatory course for CHEM 103. Three lectures and one three-hour lab a week. **\$30 fee.**

CHEM 103. General Chemistry I, 4 credits, Fall, Spring, Summer

Atomic structure, bonding and molecular structure, solids, liquids, gases; thermochemistry. For students majoring in natural sciences. Previous exposure to chemistry is very helpful but not required. A good working knowledge of algebra is expected. Three lectures and one three-hour lab a week. **\$30 fee.**

CHEM 104. General Chemistry II, 4 credits, Spring, Summer

Solutions, kinetics, equilibrium, thermodynamics, and electrochemistry. Also includes discussion of typical properties of the representative elements and first transition elements and their compounds. CHEM 104 is a prerequisite for all chemistry courses with higher numbers. Three lectures and one three-hour lab a week. **Prerequisite: CHEM 103. \$30 fee.**

CHEM 201. Excel for Scientists, 2 credits, Fall

Advanced Excel topics (i.e., statistical analysis tools, least squares, calibration methods, solving equations, 2-D and 3-D graphs, data smoothing, Fourier transform, and macros) with relation to chemical systems. Some prior knowledge of Excel is expected. **Prerequisites: CHEM 103 and 104, or instructor's consent.**

CHEM 300. Teaching Assistant, 1-2 credits, Fall, Spring

Assist faculty during lab with materials, safety, and individual instruction. Academic credit may be received for either one or two hours, but only one hour of credit may be counted toward a chemistry major. Two hours of credit may be obtained in one semester or in different semesters. Students who are serving as TA's in order to receive AP credit for Chemistry 103 and 104 may not receive credit. **Prerequisites: Instructor's consent.**

CHEM 301. Organic Chemistry I, 4 credits, Fall

An extensive study of aliphatic hydrocarbons, stereochemistry, substitution reactions and spectroscopy. Three hours lecture and one three-hour lab a week. **Prerequisite: CHEM 104. \$30 fee.**

CHEM 302. Organic Chemistry II, 4 credits, Spring

An extensive study of aromatics, aldehydes, ketones, carboxylic acids and their derivatives and amines; introduction to biochemical molecules. Three hours lecture and one three-hour lab a week. **Prerequisite: CHEM 301. \$30 fee.**

CHEM 305SL. Quantitative Analysis, 4 credits, Fall odd years

Volumetric, gravimetric, and instrumental methods of analysis. Two lectures and two three-hour labs a week. **Prerequisite: CHEM 104. Prerequisite or corequisite: CHEM 201. \$30 fee.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

CHEM 306. Instrumental Methods of Analysis, 4 credits, Spring even years

Absorption spectroscopy (UV, visible, atomic and IR), potentiometry, polarography, conductimetry and chromatography. Two lectures and two three-hour labs a week. **Prerequisite: CHEM 104. \$30 fee.**

CHEM 307. Chemical Industry Externship, 3 credits, Mayterm or Summer

Work/training experience for exploration of a career in chemistry. Work site(s) (such as industrial, corporate, government) must be approved by instructor prior to registration. Students wishing to take the course must notify the instructor before spring break in order to have time to make the arrangements. **Prerequisite: instructor's consent. \$30 fee.**

CHEM 308. Hospital Externship, 3 credits, May-term and Summer

Externships are available in medically related areas in order to increase exposure to a field of study and help with career choices. Can be taken a maximum of two times provided the experiences are in two different professional areas. Can be listed as Biology credit. Students must apply through the chair of Health Professions before April 1. This course is intended for health professions students. **\$30 fee.**

CHEM 310. Survey of Biochemistry, 3 credits, Spring

Introductory course in biochemistry dealing with the chemistry and biochemistry of proteins, lipids, carbohydrates, nucleic acids, other biomolecules, and includes an overview of metabolism. **Prerequisites: CHEM 103, CHEM 104, and CHEM 301.**

CHEM 311. Biochemistry I, 4 credits, Fall

Organization of living systems at the molecular level and the thermodynamic principles allowing for the flow of energy through living systems will be introduced. The important classes of biomolecules, such as proteins, carbohydrates, lipids, and nucleotides will be studied. The structure and function of cell membranes and membrane transport is also covered. Three hours lecture and one three-hour lab per week. **Prerequisites: BIOL 105 and CHEM 302. \$30 fee.**

CHEM 312. Biochemistry II, 4 credits, Spring

Enzyme mechanisms, kinetics, and regulation will be introduced. Carbohydrate metabolism and regulation will be covered in addition to lipid metabolism. Three hours lecture and one three-hour lab per week. **Prerequisite: CHEM 311. \$30 fee.**

CHEM 401. Foundations of Physical Chemistry, 3 credits, Fall even years

This course provides a comprehensive introduction to the principles of thermodynamics, kinetics, and advanced equilibrium processes in physical chemistry. Topics such as kinetic molecular theory, the laws of thermodynamics, state functions, chemical equilibrium, reaction rates and mechanisms fundamental principles of physical chemistry and gain an understanding of their applications in various systems. The course will include both theoretical concepts and practical applications to enhance students' problem-solving and critical thinking skills. While this course may be more mathematically rigorous and uses a bit of calculus, all necessary mathematical tools will be introduced within the course itself. **Prerequisites: CHEM 104; MATH 125 or higher. Corequisite: CHEM 415.**

CHEM 402. Molecular Dynamics and Spectroscopy, 3 credits, Spring odd years

This course introduces students to the principles and applications of molecular dynamics and spectroscopy in the field of physical chemistry. Theoretical foundations and practical techniques will be used to study molecular motion, interactions, and spectroscopic properties as it relates to the specific classification of energy being probed (e.g., electronic, vibrational, rotational, nuclear). Students will learn dynamics, and adsorption/reactivity. The course will emphasize the connection between molecular dynamics and spectroscopy in different chemical systems, providing a broader understanding of their dynamics. **Corequisite: CHEM 416.**

CHEM 407. Inorganic Chemistry, 3 credits, Spring odd years

Descriptive and theoretical chemistry. Three hours lecture a week. **Prerequisites: CHEM 103 and 104 (401 recommended).**

CHEM 411. Special Topics in Chemistry, 1 hour, Fall

Introduction to chemical literature, review of common chemical journals, group and individual reviews of journal articles, other selected projects such as resume preparation, and skills of the short interview. One lecture hour a week. **Prerequisites: CHEM 301 and two years of college chemistry.**

CHEM 412. Seminar in Chemistry, 1 credit. Spring

The capstone course for all chemistry degrees. Development of a topic and paper, presentation of a formal seminar, and may include other selected projects. One lecture hour a week. **Prerequisite: COMM 135 and CHEM 411 or instructor's consent.**

CHEM 415. Foundations of Physical Chemistry Laboratory, 1 credit, Fall even years

This laboratory course is designed to complement the theoretical concepts covered in the associated 'Foundations of Physical Chemistry' course, (CHEM 401/PHYS 304). Through hands-on advanced equilibrium processes in physical chemistry. The laboratory exercises will provide practical applications of the theoretical concepts, enabling them to cultivate critical laboratory skills. Students will analyze and compare experimental results to theoretical frameworks using Python programming to foster a deeper understanding of fundamental principles. **Prerequisite: Same as CHEM 401. Corequisite: CHEM 401. \$30 fee.**

CHEM 416. Molecular dynamics and Spectroscopy Laboratory, 1 credit, Spring odd years

Ionic equilibria, electrochemistry, kinetics, spectroscopy. One three-hour lab a week. **Prerequisite: CHEM 401. Corequisite: CHEM 402. \$30 fee.**

CHEM 491. Research Techniques in Biochemistry, 1-3 credits, Fall, Spring

Experience in isolation, analysis, and characterization of biologically important compounds. One lecture and 3-9 lab hours a week. **Prerequisite: instructor's consent. \$30 fee.**

CHEM 492. Research Techniques in Inorganic or Analytical Chemistry, 1-3 credits, Fall, Spring

Methodology and techniques appropriate to the synthesis, separation, and characterization of inorganic compounds. One lecture and 3-9 lab hours a week. **Prerequisite: instructor's consent. \$30 fee.**

CHEM 493. Research Techniques in Organic Chemistry, 1-3 credits, Fall, Spring

Procedures and techniques involved in research in organic chemistry. One lecture and 3-9 lab hours a week. **Prerequisite: instructor's consent. \$30 fee.**

CHEM 494. Research Techniques in Physical Chemistry, 1-3 credits, Fall, Spring

Procedures and techniques involved in research in physical chemistry. One lecture and 3-9 lab hours a week. **Prerequisite: instructor's consent. \$30 fee.**

CHILD AND FAMILY STUDIES (CFS)**CFS 206. Human Development Through the Lifespan, 3 credits, Fall, Spring**

Major milestones of development in each stage from prenatal to late adulthood and death. Physical, cognitive, and psycho-social growth. **Same as PSY 206.**

CFS 207. Infancy and Early Childhood, 3 credits, Fall

Research on developmental milestones from birth through middle childhood. Emphasis on developmentally appropriate practice with infants and young children. **Prerequisite: CFS 206.**

CFS 301. Family Relationships, 3 credits, Fall, Spring

Family dynamics and roles of family interaction. The influence of family experiences on individual growth, development, and relationship functioning. **Prerequisite: junior/senior standing.**

CFS 304. Parenting, 3 credits, Spring

Parenting as a developmental role throughout the life span. Discipline techniques, strategies, and resources. **Prerequisite: CFS 206 or instructor's consent.**

CFS 305. Family Sciences, 3 credits, Spring

Examination of existing theoretical frameworks to provide a context for understanding today's family in the complex social world. **Prerequisite: CFS 206, 301 or instructor's consent.**

CFS 407. Current Topics in Child and Family Studies, 3 credits, Fall

Research and readings on selected issues affecting children and families. **Prerequisites: CFS 206 or PSY 204, CFS 305, and junior/senior standing. Same as PSY 409.**

CFS 421. Human Sexuality, 3 credits, Spring even years

Social, Personal, and Moral understandings of sexual behavior. **Prerequisites: Junior/senior standing; instructor permission required.**

CFS 427. Methods of Teaching Child and Family Studies Practicum, 1 credit, Fall

Observation and practical application of principles, objectives, methods, materials, procedures, and evaluation for teaching family-based and adult family and consumer sciences. **Prerequisite: FCSE 320 or instructor's consent. Corequisite: FCSE 424.**

CFS 465. Internship in Child and Family Studies, 3 credits, Fall, Spring, Summer

Supervised experience in a selected setting/program for children and/or families. **Prerequisites: CFS 206 and 414 and instructor's consent.**

COMMUNICATION (COMM)

COMM 101F, 301F. Forensics Practicum, 1 credit each course, Fall, Spring

Study and participation in debating and various individual speaking events on the intercollegiate level. COMM 101 is repeatable for up to 2 hours credit; COMM 301 may be repeated for up to 6 hours credit. A total of four (4) practica credit hours may be counted toward the major requirements.

COMM 110, 310. Communication Practicum, 1 credit each course, Fall, Spring

This practicum provides students with practical hands-on experience in journalism, advertising, public relations, broadcasting, speech, social media, sports information, human resources, advancement, admissions, or other communication-related professions. Under the guidance of a faculty member, students will participate in projects that will enhance their knowledge and expertise in a specific area of communication. COMM 110 offers introductory experience in the field and may be taken once. COMM 310 provides more advanced experience in the field and is repeatable up to three times. **Prerequisite: Instructor's consent.**

COMM 123. Introduction to Media Writing, 3 credits, Fall, Spring

Introductory course to the communication professions with emphasis on developing writing skills for print, electronic and online media, film, advertising, public relations, and research in the field. Includes introduction to news gathering techniques, aural-visual production, online content creation, communication research and presentational skills. Three-hour lecture and one-hour lab. **\$35 fee.**

COMM 135. Speech Fundamentals, 3 credits, Fall, Spring

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

COMM 201. Strategic Communication Techniques/Skills, 3 credits, Fall, Spring

Planning, writing, editing, designing, and producing public relations and advertising content for print, outdoor, broadcast, direct mail, on-line media and social media. This course also contains a research component. **Prerequisite: COMM 123. \$35 fee.**

COMM 208. Introduction to Digital Media, 3 credits, Fall, Spring

An introduction to the use of digital media in the communication process. Applying learned visual and aural principles students will explore the use of computer-based tools in the design and production of media content by creating and editing digital images, sounds, video, text and motion graphics. **Prerequisites: COMM 123 and 201. Same as FILM 208. \$35 fee.**

COMM 209SL. Video Production, 3 credits, Spring

Lecture-laboratory study of the techniques and procedures used in the creation, production and direction of television programming. Emphasis on the function and operation of the primary tools and their application on the production process. Same as FILM 209SL. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service. **\$35 fee.**

COMM 230. Interpersonal Communication, 3 credits, Fall, Spring, Summer

This course will focus on the need to interact with others by expressing thoughts and feelings through various communication channels. Topics include self-concept, self-disclosure, perception, nonverbal communication, listening, conflict, building relationships, interpersonal communication, and the job market.

COMM 250. Media, Religion and Ministry, 3 credits, offered as needed

Explores the intersection of media and religion with special attention on the changing role of media in the local church. The course includes an investigation of theory and research in the area of media and religion, as well as the creative application of media in religious contexts.

COMM 304. Advanced Production, 3 credits, Fall

Advanced techniques of designing, writing and production of audio, video, film and multimedia presentations. Topics include advanced techniques in videography, editing in a digital environment, script writing, story construction, and performance. **Prerequisites: COMM 123, 208, and 209SL. Same as FILM 304.**

COMM 305. Digital Storytelling, 3 credits, Spring

A laboratory experience in researching, designing, and producing content in an environment of converging communication forms. Using the resources of the Center for Digital Storytelling students will create multimedia content for various audiences. Each semester the course will focus on a different arena of production (news website, multimedia presentation for a non-profit, a digital filmmaking competition via the internet, etc.). Repeatable for up to 6 hours. **Prerequisites: COMM 123, 201, 208, and "pass without reservations" on digital portfolio. Same as FILM 305.**

COMM 317. The Business of Film and Television, 3 credits, Fall odd years

This course serves as an intensive study of the film business and entrepreneurial strategies to succeed within independent and studio structures. Throughout the course, we will examine the intricacies of producing feature films, including financing, marketing, distribution, and ancillary sources of revenue. **Same as FILM 317.**

COMM 322. Mass Media, 3 credits, Spring

Overview of the development and social impact of mass media, including newspapers, magazines, advertising, public relations, books, photography, film, the broadcast/cable industry (structure, station, and network operation), and the FCC and other regulatory agencies. **Prerequisites: COMM 123, 201SL, and 208.**

COMM 323. Public Relations, 3 credits, Fall

Overview of public relations with attention given to theories and principles, examination of case problems, preparation of materials, planning campaigns and executing public relations projects. **Prerequisites: COMM 123 and 201SL.**

COMM 324. Writing for Targeted Audiences, 3 credits, Fall

Principles of writing freelance magazine articles (for niche and mainstream publications), with an emphasis on feature writing. Students move articles from inception through the revision process to querying with targeted publications. **Prerequisites: COMM 123 and 201SL.**

COMM 325. News Writing and Reporting, 3 credits, Spring

Intensive training in the core journalism skills: news judgment, researching, writing, reporting and presentation. Students will learn to develop story ideas, research and gather information, combine visual, verbal and written messages, and to write and edit news for various media audiences. **Prerequisites: COMM 123 or instructor's consent.**

COMM 327. Media in a Changing World, 3 credits, as needed

Analysis of mass media business policies and practices of media organizations in a changing political, economic, regulatory, and technological environment. Includes analysis of the historical and structural contexts and implications of new media technologies. **Same as FILM 327.**

COMM 337. Oral Interpretation of Literature, 3 credits, Fall

Development of mental, emotional, and physical responsiveness to prose, poetry, and drama through the student's performance of literature. **Prerequisite: COMM 135 for Communication Studies majors; TH 110 for Theatre majors.**

COMM 340. Special Topics in Speech Communication, 1-3 credits, Offered as needed

Lecture-laboratory focuses on a single speech-related topic. Subject matter may change each semester and this course may be repeated for different topics/titles to a maximum of 3 hours.

COMM 350. Film Festival Management, 3 credits, Fall

This course serves as a hands-on opportunity to learn the ins and outs of creating, curating, and running a professional film festival. Throughout the course, we will discuss the various tasks necessary to manage, market, and develop a public event with an international reach. **Same as FILM 350.**

COMM 357. Communication Theory, 3 credits, Spring

An interdisciplinary examination of the most current communication theories, scholarship, published research, and trends in the field of communication. This course will examine the foundation of theoretical inquiry, applications of theory, theoretical development, and ethical implications in various communication contexts.

COMM 404. Communication Law and Ethics, 3 credits, Spring even years.

A study of the legal foundations for freedom of speech and press. Students will explore forms of communication that have constitutional protection and those with limitations including libel, invasion of privacy, access to information, copyright and the special restrictions on broadcasting and advertising. The study includes an examination of the moral reasoning process and the application of ethical responsibilities in communication contexts. **Prerequisites: COMM 123.**

COMM 407. Special Topics in Mass Communication, 1-3 credits, Offered as needed

Lecture-laboratory focuses on a single mass media related topic. Subject matter will change each semester and this course may be repeated for different topics/titles.

COMM 421. Advertising, 3 credits, offered as needed

Survey of American advertising. Students explore advertising principles and theories as they relate to media, markets and audiences. Students study advertising campaigns, do copy writing and layout. **Prerequisite: COMM 123.**

COMM 424. Persuasion, 3 credits, Fall even years

Analysis of the principles and techniques used in all forms of mediated persuasive communication. The course is oriented toward both the persuader and the techniques used to persuade consumers. **Prerequisite: COMM 135.**

COMM 425. Organizational Communication, 3 credits, offered as needed.

Analysis of communication behavior in complex organizations. Areas covered include communication auditing, interviewing, decision making, communication networks and problem solving.

COMM 429SL. Nonprofit Campaigns, 3 credits, Spring even years

An investigation of the communication campaigns of philanthropic organizations. Students will learn about defining a nonprofit organization's mission, identity, and story and crafting its communication campaigns, including writing press releases, creating public service announcements, grant writing and fundraising, and assessing the effectiveness of a charitable organization's messages. **Prerequisites: COMM 123, 201SL, and 208.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

COMM 433. Small Group Communication, 3 credits, Spring odd years

Basic theory and techniques of oral interaction for leaders and participants in small group settings. **Prerequisite: COMM 135.**

COMM 435. Speech Methods for Secondary Teachers, 1 credit, offered as needed

Study of the problems, methods and materials in the teaching of speech on a secondary level. Courses of study, textbooks and teaching strategies. **Prerequisites: COMM 135 and 337.**

COMM 436. Advanced Public Speaking, 3 credits, Fall

This course builds on the foundation laid in the Speech Fundamentals (COMM 135) courses. Instruction focuses on speaking styles, including impromptu, extemporaneous, manuscript, and memorized speaking. **Prerequisite: COMM 135.**

COMM 457. Senior Seminar: Communication Studies Theory and Research, 3 credits, Fall

Designed to synthesize the graduating student's coursework in communication studies with emphasis on the application of theory and research. The student will design a research project, implement an initial study and present the results. The student also will be prepared for post-graduation professional expectations. **Prerequisite: COMM 123, 209SL, 322 and "pass" on digital portfolio.**

COMM 465A. Communication Studies Internship (Advertising/PR), 1-6 credits, Fall, Spring, Summer

Supervised practical experience with professional media organizations. Must be approved by a supervising faculty member. Guidelines may be obtained from the Communication Department. A total of 6 hours of internship credit may be earned within the department. Internship credit may be taken in increments or 6 hours all at once. **Prerequisites: COMM 123, 201SL, 208, and "pass without reservations" on digital portfolio.**

COMM 465B. Communication Studies Internship (Media Studies), 1-6 credits, Fall, Spring, Summer

Supervised practical experience with professional media organizations. Must be approved by a supervising faculty member. Guidelines may be obtained from the Communication Department. A total of 6 hours of internship credit may be earned within the department. Internship credit may be taken in increments or 6 hours all at once. **Prerequisites: COMM 123, 201SL, 208, and "pass without reservations" on digital portfolio.**

COMM 465C. Communication Studies Internship (Speech), 1-6 credits

Supervised practical experience with professionals involved in a speaking career; must be approved by a supervising faculty member. Guidelines may be obtained from the Communication Department. Internship credit may be taken in increments or 6 hours all at once. Prerequisites: Listed in guidelines. A total of 6 hours of internship credit may be earned within the department. Internship credit may be taken in increments or 6 hours all at once. **Prerequisites: COMM 123, 201SL, 208, and “pass without reservations” on digital portfolio.**

COMPUTER SCIENCE(CSC)**CSC 107. Computer Programming I, 3 credits, Fall**

An introduction to fundamental aspects of the field of computing, focusing on problem-solving and software design concepts and their realization as computer programs.

CSC 207. Computer Programming II, 3 credits, Spring

Further topics in computer programming focus on object-oriented design, including objects, classes, class libraries and elementary data structures. **Prerequisite: CSC 107.**

CSC 210. Introduction to Computer Science, 3 credits, Spring even years

An introduction to several computer science topics. These include the history of computing, data storage and manipulation, computer architecture, operating systems, networking, programming, legal and ethical issues, and computer security. **Prerequisite: CSC 107.**

CSC 303. Computer Organization and Architecture, 3 credits, Fall even years

Principles of computer architecture, data representation, machine language execution cycle, addressing modes, symbolic assembly language, interfacing, communication, fundamentals of an operating system. **Prerequisite: CSC 207.**

CSC 307. Data Structures, 3 credits, Fall odd years

Abstract data types, recursion, basic data structures (queues, stacks, trees, and graphs) and transformations (sorting and searching). **Prerequisite: CSC 207.**

CSC 308. Algorithms, 3 credits, Spring even years

Algorithm design techniques, greedy algorithms, divide-and-conquer approaches, dynamic programming, data representation, heuristic search, program complexity, and algorithm verification. **Prerequisites: CSC 207 and MATH 207.**

CSC 310. Networking, 3 credits, Spring odd years

Introduction to data communications and networking. Basic network principles, hardware and software standards, network types and structures, security, and physical implementation will be introduced. **Prerequisite: CSC 207.**

CSC 312. Database Management, 3 credits, Fall odd years

Introduction to databases and their design, function management and application. This includes data modeling approaches including entity-relationship and semantic object models. A variety of database access and management systems will be explored. **Prerequisite: CSC 207.**

CSC 320. Systems Programming, 3 credits, Fall even years

Introduction to C and its use in system programming. Memory and process layout, system calls, buffering, file systems, virtual memory, threading, and inter-process communication. **Prerequisite: CSC 207.**

CSC 325SL. Principles of STEM Communication, 2 credits Fall

Develop communication skills in the STEM disciplines and become familiar with tools used to help communicate STEM concepts. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service. **Same as MATH 325SL and PHYS 325SL.**

CSC 330. Mobile Application Programming, 3 credits, Spring even years

A project-oriented course that examines the principles of mobile application design and development, introducing programming technologies, business strategy, and development related to creating mobile applications. **Prerequisite: CSC 207.**

CSC 370. Special Topics, 3 credits, Spring odd years

An exploration of a current topic in computing. May be repeated if taken with different topics. **Prerequisites: CSC 207 or instructor's consent.**

CSC 405. Theory of Computation, 3 credits, Offered periodically

Formal models of computation such as finite state automata, pushdown automata, and Turing machines, along with corresponding elements of formal languages, regular expressions, context-free languages, and recursively enumerable languages. **Prerequisites: CSC 207 and MATH 207.**

CSC 406. Principles of Programming Languages, 3 credits, Fall/even years

The theory of programming languages, data types, data control, sequence control, run-time storage, language translations, semantics. Language models will include procedural, function, logic, and object-oriented programming. **Prerequisite: CSC 207.**

CSC 407. Operating Systems, 3 credits, Spring odd years

Advanced computer architecture, technological choices, and the operating system interface with the hardware, the application, and the system user. Process synchronization, memory management, devices, files and performance evaluation. **Prerequisite: CSC 303.**

CSC 451. Senior Capstone, 3 credits, Spring

A reflection upon the fundamental ideas of computer science and their connections. This is the capstone course in computer science. **Prerequisite: At least 33 hours in the major.**

CONSUMER SERVICES (CS)

CS 135. Personal and Family Management, 3 credits, Fall, Spring, Summer

Balancing work and family issues across the life cycle through goal-setting, resource management, decision making, and planning and execution skills that are transferable from personal to public life.

CS 333. Public Policy and the Family, 3 credits, Spring even years

Clarifying perspectives, becoming informed about issues impacting consumers and families, and learning strategies for influencing policy to enhance quality of life. **Prerequisite: 3 hours social science elective.**

CS 339. Financial Counseling, 3 credits, Offered periodically

Examination of the components of financial counseling including counseling skills, credit legislation, debt reduction methods, collection policies and practices, bankruptcy, and government assistance programs. **Prerequisite: CS 338.**

CS 432. Cooperative Management and Housing, 4 credits, Spring

An integrative, cooperative team experience emphasizing communication, relationship strategies, problem solving, leadership and management skills as applied to creating sustainable housing and capacity building via entrepreneurship related to housing. Second semester junior/senior standing. Laboratory. **Prerequisites: CS 135, FN 210 or 214 and 310, and instructor's consent. \$150 fee.**

CS 467. Internship in Consumer Services, 3 credits, Fall, Spring, Summer.

Supervised experience in consumer services related to business or agency. **Prerequisites: CS 135, CS 338, INTD 101, FMD 442, and instructor's consent.**

ECONOMICS (ECON)

ECON 204. Economic Concepts, 3 credits, Offered periodically

Basic course for majors outside the business department. Covers the study of market principles, national income, role of government, allocation of resources and distribution of income. *Business majors may not enroll in this course.*

ECON 210. Principles of Microeconomics, 3 credits, Fall, Spring

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

ECON 220. Principles of Macroeconomics, 3 credits, Fall, Spring

National income and its fluctuations, economic role of government, role of commercial banks and the Federal Reserve System, monetary economics, and an introduction to international economics. **Prerequisites: ECON 210. Corequisite: Business Foundation Core.**

ECON 310. International Trade and Finance, 3 credits, Spring even years

The course is a study of the economic theory of international trade and international financial flows. **Prerequisite: ECON 220.**

ECON 403. Public Finance and Public Policy, 3 credits, offered periodically

Interactions between the federal government and the business community. Antitrust enactment, governmental regulatory agencies and the impact of taxation on social welfare. **Prerequisite: Business Foundation Core and ECON 220.**

ECON 404. Financial Institutions and Monetary Theory, 3 credits, Spring odd years

Analysis of the financial system, and financial institutions, advanced macroeconomic theory, and monetary policy. **Prerequisite: Business Foundation Core and ECON 220.**

ECON 405. Economics of Industrial Organization and Management, 3 credits, Offered periodically

The economic theory of consumer demand and business profit maximization applies to business decision making. Other topics affecting business strategy, competition, lobbying and positioning, such as the competitiveness of markets, market structure, business practices, antitrust policies, regulation of business and international competition are presented. **Prerequisites: Business Foundation Core and FIN 301.**

ECON 415. Health Economics, 3 credits

The course is a study of the economics of health care organizations and markets that will include the examination of both demand and supply side issues. **Prerequisite: ECON 220.**

ECON 420. Econometrics, 3 credits, Spring

Regression methods will be used for analyzing data in economics and related areas. Theoretical and practical aspects of statistical analysis, techniques for estimating econometric models, and interpretation of these models will be evaluated. Students will critique empirical studies in economics and related fields. **Prerequisites: ECON 220, CSC 107, BAD 320 and BAD 322.**

EDUCATION (EDUC)

** Must clear a background record check and provide proof of liability insurance.*

***EDUC 203SL. Foundations of Education, 3 credits, Fall, Spring, Summer**

Introduces the field of education. The course includes what teaching looks like today along with philosophical, historical, and legal foundations of American education. Practicum required. Must provide proof of liability insurance. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service. **\$50 fee.**

EDUC 204. Educational Technology, 3 credits, Fall, Spring

The course prepares future teachers to effectively utilize technology as a tool for student learning and for their own productivity and professional development. Students learn basic computer skills as well as how to use productivity software and Internet tools. **\$50 fee.**

EDUC 205. Introduction to Diagnostic Reading Instruction: Techniques and Strategies, 3 credits, Fall, Spring, Summer

Prepares teachers to conduct standardized and informal assessments of reading skills and to develop remediation strategies for struggling readers.

***EDUC 314. Literacy Development through Language Arts, 3 credits, Fall, Spring**

Introduction to theory, structures and strategies for integrating the language arts communication skills of reading, writing, listening, and speaking. **Practicum required.** Must provide proof of liability insurance. **Prerequisite: EDUC 341.**

EDUC 320. Special Topics in Education, 1-3 credits, Fall, Spring, Summer

A critical analysis of significant books, critical research, or current issues in foundations, organizations, learning, curriculum, instruction, evaluation, or specialty areas in education. This course may be repeated for credit with a different topic. A student may enroll for no more than a total of six (6) semester hours of topics courses taken independently within their program. **Instructor approval required.**

***EDUC 341. 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, the foundational educational theories, and the requirements of the PreK- elementary curriculum. Topics include differentiation of instruction for all students regardless of abilities, on-going assessment of individual student progress, the benefits of grouping students to a variety of ways, and the importance of providing a positive, nurturing environment to facilitate and ensure student success. 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. \$50 fee.**

***EDUC 342. Curriculum, Instruction, and Management of the 6-12 Classroom, 3 credits, Spring. Mayterm as needed**

Provides an overview of developmentally appropriate practice in the 6-12 classroom. Emphasis is placed on understanding that effective instruction and classroom management is based on an understanding of student's developmental characteristics, education theories, and the requirements of the 6-12 curriculum. Practicum required. Must provide proof of liability insurance.

EDUC 350. Diversity in Schools, Homes, and Communities, 2 credits, Fall, Spring

Explores diversity in contemporary society and its implications for students, schools, communities, and classroom teachers. The course includes the examination of value systems, communication strategies, and power structures. Students practice the skills necessary for teaching in today's schools.

EDUC 351. Study Abroad: Diversity in Homes, Schools, and Communities, 3 credits, Offered periodically for summer study abroad programs

This course provides an opportunity for students to travel abroad and take an in-depth look at culture and how it affects relationships between teachers, students, and families. Field experiences for this course will take place in the country that is being visited, which will vary depending on the study abroad program.

EDUC 400. Teaching Assistantship, 1-3 credits, Fall, Spring, Summer

Teacher Education student assists faculty members with grading, class exercises, tutoring, research, etc. May be repeated for a maximum of 3 hours. S/F grading. **Prerequisite: Departmental approval.**

EDUC 403. Assessment and Evaluation, 3 credits, Fall

Theory and skill in techniques for identifying learner proficiency, measuring learning, and gathering information about learner performance in order 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 414SL Reading Instruction and Assessment, 3 credits, Fall**

Introduction to the theory that undergirds literacy development and emphasizes practical implementation of effective literacy strategies through a 25-hour practicum experience. 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. Must provide proof of liability insurance. Prerequisites: Admission to Teacher Education Program, **EDUC 204, 314, 341, SPED 313, 318.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service. \$50 fee.*

***EDUC 415. Mathematics, Science, and Social Studies in the Primary Grades, 4 credits, Fall odd years**

Introduction to methods and materials for teaching mathematics, science, and social studies in grades PreK-3. Students will explore current state-adopted curriculum, plan appropriate lessons for student in PreK-3 including those of varied abilities, explore strategies for teaching and assessing students of all abilities and levels, and research methods for integrating learning those in the three subject areas. Students will create a learning segment appropriate for students in a PreK-3 setting as determined by their practicum placement. **Practicum required. Must Provide proof of liability insurance. Prerequisites: Admission to Teacher Education Program.**

***EDUC 420. 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. **Practicum required. Must provide proof of liability insurance. Prerequisites: Admission to the Teacher Education Program and EDUC 342.**

***EDUC 432. Disciplinary Literacy, 2 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. Prerequisites: Admission to Teacher Education Program and EDUC 205, 342.**

***EDUC 440. K-8 Mathematics Methods, 3 credits, Fall**

Introduction to methods and materials for teaching mathematics in the K-8 classroom. Students will develop an appreciation of the critical role that mathematics plays in producing educated citizens who will have the knowledge to understand their world. Activities will focus on curriculum planning and strategies for teaching and assessing K-8 mathematics. Age-appropriate "hands-on" and "minds-on" activities will be stressed. Controversial issues relevant to the mathematics classroom will be discussed. **Practicum required. Must provide proof of liability insurance. Prerequisites: Admission to Teacher Education Program, EDUC 204, 314, 341, PSY 404, SPED 313, 318; Corequisites: EDUC 414SL, 444, 449.**

***EDUC 444. K-8 Science Methods, 3 credits, Fall**

Introduction to methods and materials for teaching science in the K-8 classroom. Students will develop an appreciation of the critical role that science plays in producing educated citizens who will have the knowledge to understand their world. Activities will focus on curriculum, planning, and strategies for teaching and assessing K-8 science. Age-appropriate "hands-on" and "minds-on" activities will be stressed. Controversial issues relevant to the science classroom will be discussed. Practicum required. Must provide proof of liability insurance. **Prerequisites: Admission to Teacher Education Program, EDUC 204, 314, 341, 342, PSY 404, SPED 313, 318; Corequisites: EDUC 414SL, 440, 449.**

***EDUC 445. Middle Grades Mathematics Methods, 3 credits, Fall**

An introduction to 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. Practicum required. Must provide proof of liability insurance. **Prerequisites: EDUC 342, Admission to Teacher Education Program; Corequisites: EDUC 446, 447, 448.**

***EDUC 446. Middle Grades Science Methods, 3 credits, Fall**

This course equips 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 therefore able to participate knowledgeably in a progressively scientific and technologically based society. The course focuses on developmentally appropriate curriculum, planning, teaching strategies, safety and logistics for hands-on, minds on science. **Practicum required. Must provide proof of liability insurance. Prerequisites: EDUC 342, Admission to Teacher Education Program; Corequisites: EDUC 445, 447, 448.**

***EDUC 447SL. Middle Grades Literacy Methods, 3 credits, Fall**

The course introduces 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's language arts classrooms. **Practicum required. Must provide proof of liability insurance. Prerequisites: EDUC 342, Admission to Teacher Education Program; Corequisites: EDUC 445, 446, 448.** This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

***EDUC 448. Middle Grades Social Studies Methods, 3 credits, Fall**

The course equips prospective teachers to teach social studies to students 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 grade's social studies program. **Practicum required. Must provide proof of liability insurance. Prerequisites: EDUC 342, Admission to Teacher Education Program; Corequisites: EDUC 445, 446, 447.**

***EDUC 449. K-8 Social Studies Methods, 3 credits, Fall**

Introduction to methods and materials for teaching social studies in the K-8 classroom. Students will develop an appreciation of the critical role that social studies plays in producing future citizens who will have the knowledge and desire to participate in democracy. Activities will focus on curriculum, planning, and strategies for teaching and assessing K-8 social studies. Age-appropriate "hands-on" and "minds-on" activities will be stressed. Controversial issues relevant to the social studies classroom will be discussed. **Practicum required. Must provide proof of liability insurance. Prerequisites: Admissions to Teacher Education Program, EDUC 204, 314, 341, 342, PSY 404, SPED 313, 318; Corequisites: EDUC 414SL, 440, 444.**

EDUC 461. Liberal Arts Education Capstone Seminar, 1 credit, Fall, Spring.

Designed to help students integrate content knowledge from the liberal arts core, the major, and professional education course work.

EDUC 463. Seminar in Student Teaching, 2 credits, 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. Successful completion of this course is a requirement for the completion of all licensure programs. Must provide proof of liability insurance. **Corequisites: EDUC 465 and 467. Prerequisites: Admission to the Teacher Education Program and Student Teaching Semester. \$50 fee.**

EDUC 465. Student Teaching: Placement One, 5 credits, Fall, Spring

Observation, participation, and teaching under professional supervision. Must provide proof of liability insurance. **Corequisites: EDUC 463 and 467. Prerequisites: Admission to the Teacher Education Program and Student Teaching Semester. \$200 fee.**

EDUC 467. Student Teaching: Placement Two, 5 credits, Fall, Spring Observation, participation, and teaching under professional supervision. Must provide proof of liability insurance. **Corequisites: EDUC 463 and 465. Prerequisites: Admission to the Teacher Education Program and Student Teaching Semester. \$200 fee.**

ENGINEERING (ENGR)**ENGR 201. Engineering Drawing I, 3 credits, Offered periodically**

Techniques, sketching and lettering. Computer assisted drawing. One lecture and 3 hours of drawing lab a week.

ENGR 202. Engineering Drawing II, 3 credits, Offered periodically

Geometrical and graphical construction in solving problems. Computer assisted design. One lecture and 3 hours of drawing lab a week. **Prerequisite: ENGR 201.**

ENGR 210. Introduction to Engineering, 3 credits, Fall

An introduction to the world of engineering, providing a solid foundation in the fundamental principles and physical laws that engineers use and apply. Topics include design and problem solving, communication, ethics, and various areas of engineering specialization.

Prerequisite: MATH 125; **Corequisite:** MATH 151.

ENGLISH (ENG)**ENG 101. Writing and Literary Studies I, 3 credits, Fall, Spring, Summer**

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

ENG 201. Writing and Literary Studies II, 3 credits, Fall, Spring

Development of writing with emphasis on three literary genres: fiction, poetry, and theater; includes the development of analytical and critical reading skills, research writing, and informational technology knowledge. **Prerequisite:** ENG 101. **ENG 300. Teaching Assistantship, 1-3 credits, Fall, Spring Majors selected by departmental invitation to tutor students in writing and assist English faculty. Does not count toward the 36 hours required for the English major or for the minor.**

ENG 301. Writing and Literary Studies III, 3 credits, Fall, Spring

Thematic study of literary texts from a specific literary period, region, nation, theme or genre. Specific course titles will illustrate the content. **Prerequisite:** ENG 201.

ENG 305. Literary Criticism and Theory, 3 credits, Fall

A study of literary interpretation, including an introduction to the history of literary criticism and the practice of analyzing and writing about literature, using current documentation and styles. The initial course in the major, English 305 can be taken simultaneously with English 301.

ENG 317. Creative Writing: Three Genres, 3 credits, Fall and Spring even years

A prerequisite for all Creative Writing courses with reading, discussion, and writing original works in three genres. Practicum in creating works of personal non-fiction/memoir, poetry, and fiction.

ENG 319. Research and Writing, 1 credit, Spring See HONORS PROGRAM**ENG 321. Creative Writing: Poetry, 3 credits, Fall odd years**

Practicum in creating a substantial portfolio of original works of poetry using contemporary poetry as models; workshop environment; possible publication in Ampersand. **Prerequisite:** ENG 317.

ENG 323. Creative Writing: Short Story, 3 credits, Fall even years

Practicum in creating a portfolio of original short stories using modern and contemporary fiction as models; workshop environment; possible publication in Ampersand. **Prerequisite:** ENG 317.

ENG 325. Creative Writing: Memoir and Creative Non-Fiction, 3 credits, Spring odd years

Practicum in creating a portfolio of original memoir and creative non-fiction using modern and contemporary memoir and non-fiction as models; workshop environment; possible publication in Ampersand. **Prerequisite:** ENG 317.

ENG 327. Seminar in Creative Writing, 3 credits, Spring

Advanced course in one or possibly a variety of genres, including but not limited to poetry, short fiction, novels, and personal essay. Critique of student writings. Editing of Ampersand, C-N literary journal. **Prerequisite:** ENG 321 or 323 or 325. **Course may be repeated with change of content.**

ENG 328. Advanced Grammar and the History of English, 3 credits, Fall

Focuses on how historical events have changed English and the practical grammatical principles of English. **Prerequisite:** ENG 101.

ENG 340. Studies in the Novel, 3 hours, Fall

Development of the novel as a genre, with representative selections. Course may be repeated with change of content.

ENG 341. Studies in the Short Story, 3 credits, Spring

Development of the short story as a genre, with representative selections from the 19th and 20th centuries. Course may be repeated with change of content.

ENG 342. Studies in Drama, 3 credits, Spring

Development of drama as a genre, with representative selections. Course may be repeated with change of content. TH credit for Theatre majors or minors.

ENG 343. Studies in Poetry, 3 credits, Fall

Development of poetry as a genre, with representative selections. Course may be repeated with change of content.

ENG 360. American Literature I, 3 credits, Fall

Intensive study of the works of representative American writers from the colonial period to the Civil War.

ENG 361. American Literature II, 3 credits, Spring

Intensive study of the works of representative American writers from the Civil War to the present.

ENG 362. British Literature I, 3 credits, Fall

Intensive study of the works of representative British writers from the Anglo-Saxon period through the 18th century.

ENG 363. British Literature II, 3 credits, Spring

Intensive study of the works of representative British writers from the Romantic period to the present.

ENG 423. Shakespeare, 3 credits, Fall

Life and major works of Shakespeare, with emphasis on critical interpretations and textual studies. TH credit for Theatre majors **or minors**.

ENG 433. Topics, 3 credits, Fall, Spring

In-depth study of specified topics and themes, including gender, race, nationality, faith, time-period, and sub-genres. Specific course titles will illustrate the content. The course may be repeated with a change of content (9 hours maximum).

ENG 450. Major Authors of American Literature, 3 credits, Fall

In-depth study of two or more American authors. The course may be repeated with a change of content.

ENG 451. Major Authors of British Literature, 3 credits, Spring

In-depth study of two or more British authors. The course may be repeated with a change of content.

ENG 460. English Seminar, 3 credits, Fall

For junior and senior English majors. Literary analysis, critical theories, research methods, introduction to job search and graduate study. **\$25 fee.**

ENG 465. English Internship, 3 credits, Fall, Spring, Summer

Supervised experience in a workplace which offers students' opportunities for observation, exploration, and application of relevant, practical English skills; must be approved by a supervising faculty member. Guidelines may be obtained from the English department. Does not count toward the 36 hours required for the English major or for the minor. **Repeatable to a maximum of 6 hours.**

EXERCISE SCIENCE (EXSC)**EXSC 001. EXSC Liability Insurance, 0 credits, Fall, Spring**

This course is required for all EXSC students each semester. This course will serve as a means of obtaining and keeping a record for students on the University's liability insurance. **\$20 fee.**

EXSC 104. Introduction to Exercise Science, 3 credits, Fall, Spring

An introductory course that provides an overview of the exercise science profession including career opportunities, academic and certification requirements, professional organizations, and contemporary issues. The class features multiple guest speakers from multiple allied health disciplines. **\$85 fee.**

EXSC 215. Testing and Prescription, 4 credits, Fall

This course will provide an overview of the relationship of exercise to cardiorespiratory function, body composition, muscular strength/endurance, and flexibility within the general population, as well as testing protocols and procedures for assessing each component of human performance. A laboratory component provides students with firsthand experience performing, testing, and assessing the cardiorespiratory function, body composition, muscular strength/endurance, and flexibility of classmates. While learning the appropriate testing protocols and procedures for each component of human performance. **Prerequisites: BIOL 207.**

EXSC 226. Concepts in Exercise and Sport Behavior, 3 credits, Fall

A presentation of exercise and sport psychology theory: personality and motivation, sport/exercise environments, sport performance, health, and well-being enhancement.

EXSC 245. Principles of Strength and Conditioning, 4 credits, Fall

Students will understand the scientific and practical foundations of strength and conditioning programs applied to healthy adults, athletes, youth, and older adults. Students will work with community athletic and recreation teams and/or Carson-Newman varsity athletics to learn and apply the development of strength and conditioning programs. **Prerequisite: BIOL 207.**

EXSC 300. Teaching Assistantship, 1-3 credits, Fall, Spring

Assist with the preparation and management of EXSC courses. Prerequisite: Program Director's Consent.

EXSC 312SL. Exercise for Special Populations, 3 credits, Fall, Spring

This course will provide students with the ability to design and manage training programs for various populations including youth, obese, pre/post-natal, senior, and clientele experiencing an illness affecting health and wellness. Additionally, a foundational awareness of the pathophysiology of multiple chronic conditions is developed. Students will work with community organizations to develop, teach, and maintain training regimens. **Prerequisites: EXSC 104 and 215 and BIOL 207, and instructor's consent.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

EXSC 316. Exercise Science Practicum, 1 credit, Fall, Spring, Summer

Students will gain a better understanding of resistance training and the responsibilities of a strength and conditioning professional through observation and technique support with the Carson-Newman's strength and conditioning staff. Students will complete 50 hours working with Carson-Newman's strength and conditioning staff or other appropriate professionals in the field. **Prerequisites: BIOL 207 and EXSC 245.**

EXSC 320. Special Topics in Exercise Science, 3 credits, Offered as needed

A wide variety of topics in exercise science and human performance are explored in this contemporary research and special topics course. Relevant issues including conditioning, nutrition and supplementation, and biomechanics are analyzed.

EXSC 331. Prevention and Treatment of Athletic Injuries, 4 credits, Spring

Students will understand knowledge in the field of sport related injuries. Content includes basic anatomy of common injuries, evaluation techniques, preventive measures to reduce the incidences of injuries, and a knowledge of basic treatment procedures to be used after injuries occur. Additionally, ethical and legal issues will also be discussed. Includes lab content. **Prerequisites: BIOL 207. \$20 Fee**

EXSC 350. Applied Kinesiology, 4 credits, Fall

This course is designed to provide undergraduate students with the basic survey of human anatomy, physiology, and human mechanical movement specific to physical education and exercise science professions. Theory is balanced with laboratory experiences within the sport and real-world physical education profession in order to provide an integrated view of Kinesiology. **Prerequisites: BIOL 207 and 208. Taught as BIOL 407.**

EXSC 402. Human Motor Learning and Performance, 3 credits, Fall

The study of theory of how humans coordinate and control human movement and the application of that theory for teaching motor skills to include memory, attention, feedback, practice schedules, and transfer to explore. **Prerequisites: BIOL 207, BIOL 208, junior/senior standing and Instructor's consent.**

EXSC 403. Exercise Physiology, 4 credits, Spring.

Physiological foundations for acute responses and chronic adaptations to exercise. Three lectures and one two-hour lab a week. **Prerequisite: BIOL 207; BIOL 208 recommended. \$20 fee.**

EXSC 406. Motor Development, 3 credits, Spring even years

The course focuses on skill acquisition and performance at various developmental stages throughout the lifespan. This developmental approach emphasizes how motor behavior is influenced by the integration of psychological, sociological, biological, and mechanical factors. **Prerequisites: EXSC 245 and BIOL 207 and 208.**

EXSC 407. Kinesiology, 4 credits, Fall.

Basic anatomical, mechanical, and neuro-muscular concepts applied to human motion. Three lectures and one two-hour lab a week. **Prerequisite: BIOL 207 and BIOL 208. \$20 fee.**

EXSC 408. Sport Mechanics, 3 credits, Spring odd years

Concepts of mechanics are explored as related to human movement, exercise, sport, and physical activity. Mechanical and anatomical principles are applied so students develop the ability to analyze movement. **Prerequisites: BIOL 207 and BIOL 208**

EXSC 440. Physical Activity Epidemiology, 3 credits, Fall

The course examines the basis of epidemiological research and its application to exercise science. Students will acquire knowledge of existing epidemiological research regarding the degree to which regular physical activity provides positive physical and psychological benefits. Chronic health conditions will be addressed including their etiology and clinical manifestations. **Prerequisites: EXSC 104, 215, 245, 312SL, and BIOL 207, or instructor's consent.**

EXSC 449. Strength and Conditioning Program Design, 4 credits, Spring

Students will understand the organizational, administrative, and developmental aspects of athletic program design including development of muscular strength and endurance, flexibility, and cardio-respiratory fitness. **Prerequisites: EXSC 104, 215, 245, and 312SL or instructor's consent.**

EXSC 469. Exercise Science Internship, 6 credits, Fall, Spring, Summer

The internship serves as a capstone event allowing students to apply their academic knowledge in a professional allied health environment. The student is required to complete 300 hours at a pre-approved organization under the supervision of an allied health professional. **Prerequisites:** EXSC 104, 215, 245, 312SL, and BIOL 403 or instructor's consent. **\$35 fee.**

FAMILY AND CONSUMER SCIENCES (FCS)**FCS 100. The Art of Weaving, 3 credits, Spring**

The introduction of loom weaving through the exploration of weave structures used globally to create art and textiles. **\$40 fee.**

FCS 121. Professional Orientation, 1 credit, Fall, Spring

Survey of family and consumer sciences profession. Professionalism, career opportunities and preparation for professional study.

FCS 321. Professional and Multicultural Etiquette, 2 credits, Offered periodically

Concepts and processes involved in etiquette for professional behavior in traditional and multicultural settings throughout the lifespan.

FCS 400. Teaching Assistantship, 1-3 credit(s), Fall, Spring

Majors assist with research, class activities, and tutoring, by departmental invitation. S/F grading. **May be taken more than once, limit 6 hours.**

FCS 421SL. Senior Seminar, 1 credit, Fall

Capstone course for all family and consumer sciences majors focused on the synergistic nature of the profession. Interdisciplinary case study teams generate a training plan focused on a relevant issue requiring an integrative approach to meet needs of a community organization dedicated to improving the lives of individuals, families, and/or communities. **Prerequisites:** senior standing, FCS 121 or instructor's consent. *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.* **\$15 fee.**

FCS 465. Internship in Family and Consumer Sciences, 3 credits, Fall, Spring, Summer

Supervised experience in a family and consumer sciences related business or agency. **Prerequisites:** CS 135, CFS 206, junior standing, instructor's consent.

FAMILY AND CONSUMER SCIENCES EDUCATION (FCSE)**FCSE 320. Introduction to Family and Consumer Sciences Education, 3 credits, Spring odd years**

Philosophy of career and technical education and family and consumer sciences education; facilitation of co-curricular youth program, Family, Career and Community Leaders of America (FCCLA); curriculum development; and delivery management. Emphasis on organization and administration of Family and Consumer Sciences at secondary level.

FCSE 424. Methods of Teaching Family and Consumer Sciences Education, 2 credits, Fall

Assessment of Family and Consumer Sciences education in secondary schools and community. Emphasis on lesson development, delivery methods and procedures, assessment and creation of materials, community assessment, and program evaluation. **Prerequisite:** FCSE 320 or instructor's consent. **Corequisite:** FCSE 426, CFS 427, or Foods and Nutrition major.

FCSE 425. Occupational Family and Consumer Sciences Education, 3 credits, Offered periodically

Organization and administration of facilities, materials, and learning experiences in occupational secondary school programs including methods and curriculum development. **Prerequisite:** FCSE 320 or instructor's consent.

FCSE 426. Methods of Teaching Family and Consumer Sciences Education Practicum, 1 credit, Fall

Observation and practical application of principles, objectives, methods, materials, procedures, and evaluation for teaching middle and secondary level family and consumer sciences. **Prerequisite:** Admission to Teacher Education Program, FCSE 320 or instructor's consent. **Corequisite:** FCSE 424.

FASHION MERCHANDISING AND DESIGN (FMD)

FMD 101. Basic Sewing, 2 credits, Offered periodically Fundamentals of sewing for non-majors. Principles of fabric selection and garment construction applied through exploration of basic techniques. Alteration and/or mending of commercial garments will also be addressed. Laboratory. **\$30 fee.**

FMD 141. Design, Culture, and the Near Environment, 3 credits, Fall, Spring

Impact of design in the near environment, emphasizing the ecosystem of cultures, symbols, and individuals as a means to understanding self and others. **\$40 fee.**

FMD 143. Fashion Industry, 3 credits, Spring odd years. The dynamics, production, markets, procurement, and distribution of fashion.

FMD 233. Presentation Techniques for Fashion, 3 credits, Fall even years. An exploration of techniques for presenting fashion, including fashion illustration and computer-aided design. Students will finish the course with the framework of a professional design portfolio created from a compilation of original work. **Prerequisite: FMD 141 or instructor's consent. \$50 fee.**

FMD 241. Textiles, 3 credits, Fall

An analysis of textile production by examining fibers, yarns, fabric construction, dyeing and printing techniques, and finishes. Other topics include textile performance and proposed use, care, and legislation. Both the apparel and interior design perspectives are considered. Laboratory. **\$50 fee.**

FMD 242. Sewn Products for Apparel and Interiors, 3 credits, Spring

Principles of fabric selection, garment construction and fit. Application of principles includes both the fashion and interior design perspectives. Laboratory. **Prerequisite: FMD 241 or instructor's consent. \$30 fee.**

FMD 341. Merchandising I, 3 credits, Fall odd years

The quantitative principles of profit and loss, cost of merchandise sold, pricing, inventory valuation, planning, buying, and control as they relate to the merchandising of fashion.

FMD 342. Merchandising II, 3 credits, Spring even years

A global and comprehensive perspective of merchandising as it functions in the supply channel to activate product concept development, price, fashion forecasting, line development, buyers' preparation for market, and buyers' translation of the market to product delivery. **Prerequisite: FMD 341.**

FMD 345. Fashion History I, 3 credits, Fall odd years

A chronology of Western dress from antiquity to the 19th century that frames the fashion of each era within its historical, cultural, and economic contexts. The elements of style for each period will be documented.

FMD 346. Apparel Design I, 6 studio hours, 3 credits, Fall even years

Application of draping techniques to the creation and construction of apparel design. Studio. **Prerequisites: FMD 141 and 242. \$25 fee.**

FMD 347. Fashion History II, 3 credits, Spring even years

A chronology of Western dress from the 19th century to the present that frames the fashion of each era within its historical, cultural, and economic contexts. The elements of style for each period will be documented. **Prerequisite: FMD 345 or instructor's consent.**

FMD 348. Retailing, 3 credits, offered periodically

A strategic entrepreneur perspective which includes philosophy, objectives, location, organization, finance, operation, consumer decision making, and environmental analysis.

FMD 349. Apparel Design II, 6 studio hours, 3 credits, Spring odd years

Application of flat pattern techniques to the creation and construction of apparel design. Studio. **Prerequisites: FMD 141 and 242. \$25 fee.**

FMD 431. Product Development, 3 credits, offered periodically Step-by-step preproduction processes of apparel product development, including target market analysis, business planning, trend and color forecasting, fabrication and styling, and line development utilizing computer-aided design. **Prerequisites: FMD 141 and 233 or instructor's consent.**

FMD 442. Fashion Advertising and Promotion, 3 credits, Fall even years

An overview of advertising and sales promotion specific to the fashion industry, including image development, public relations, and visual presentation. Laboratory. **Prerequisites: FMD 141 and 143 or instructor's consent. \$15 fee.**

FMD 445. Fashion Show Production, 3 credits, Spring odd years

The planning, creation, and implementation of a fashion show, including budgeting, staging, lighting and sound, and merchandise and model selection. Strategies for advertising and promotion are also considered. The course will culminate in a dramatized fashion show presented to the public. **Prerequisite: FMD 442 or instructor's consent.**

FMD 468. Internship in Fashion, 3 credits, Fall, Spring, Summer

Supervised experience in a fashion industry establishment. **Prerequisites: Junior standing, FMD 342 or 442, and instructor's consent.**

FILM (FILM)

FILM 208. Introduction to Digital Media, 3 credits, Fall, Spring

An introduction to the use of digital media in the communication process. Applying learned visual and aural principles students will explore the use of computer-based tools in the design and production of media content by creating and editing digital images, sounds, video, text and motion graphics. **Same as COMM 208. Prerequisite: COMM 123. \$35 fee.**

FILM 209SL. Video Production, 3 credits, Spring

Lecture-laboratory study of the techniques and procedures used in the creation, production and direction of television programming. Emphasis on the function and operation of the primary tools and their application on the production process. Same as COMM 209SL. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service. **\$35fee.**

FILM 250. International Cinema, 3 credits, Fall

See HONORS PROGRAM.

FILM 304. Advanced Production, 3 credits, Fall

Advanced techniques of designing, writing and production of audio, video, film and multimedia presentations. Topics include advanced techniques in videography, editing in a digital environment, script writing, story construction, and performance. **Prerequisites: COMM 123, 208, and 209SL. Same as COMM 304.**

FILM 305. Digital Storytelling, 3 credits, Spring

A laboratory experience in researching, designing and producing content in an environment of converging communication forms. Using the resources of the Center for Digital Storytelling students will create multimedia content for various audiences. Each semester the course will focus on a different arena of production (news website, multimedia presentation for a non-profit, a digital filmmaking competition via the internet, etc.). Repeatable for up to 6 hours. **Prerequisites: COMM 123, 208, 209SL, and instructor's consent. Same as COMM 305.**

FILM 310. Introduction to the Art of Film, 3 credits, Spring

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

FILM 311. Film History, 3 credits, Fall as needed

An introduction to the history of world cinema.

FILM 317. The Business of Film and Television, 3 credits, Fall odd years

This course serves as an intensive study of the film business and entrepreneurial strategies to succeed within independent and studio structures. Throughout the course, we will examine the intricacies of producing feature films, including financing, marketing, distribution, and ancillary sources of revenue. **Same as COMM 317.**

FILM 320. Topics in Film, 1-3 credit(s), As needed

This lecture-laboratory course focuses on a single topic in film studies. Subject matter differs each time it is offered. (Topic courses taken through the Los Angeles Film Studies Center require program acceptance and additional fees.) May be repeated for credit.

FILM 327. Media in a Changing World, 3 credits, as needed

Analysis of mass media business policies and practices of media organizations in a changing political, economic, regulatory and technological environment. Includes analysis of the historical and structural contexts and implications of new media technologies. **Same as COMM 327.**

FILM 344. Studies in American Film Genres, 3 credits, Spring even years

Examination of the major types since the studio era of the 1930's, often including the western, screwball comedy, horror, gangster, and musical films.

FILM 350. Film Festival Management, 3 credits, Fall

This course serves as a hands-on opportunity to learn the ins and outs of creating, curating, and running a professional film festival. Throughout the course, we will discuss the various tasks necessary to manage, market, and develop a public event with an international reach. **Same as COMM 350**

FILM 415. International Cinema, 3 credits, offered periodically

Study of film outside the United States, often focusing on movies from a single country, for example, Argentina, Japan, Australia, or Ireland. The course may be repeated with a change of content. **Same as GER 415, and SPAN 415.**

FILM 427. Film in the Disciplines, 3 credits, offered periodically

Study of the role of film in traditional disciplines, with emphasis on how those disciplines are viewed in film, as well as the methodologies and issues of the disciplines as reflected in movies. Course may be repeated with change of content. **Same as HIST 427, BTS 427, and SOC 427.**

FILM 441. Film Authors, 3 credits, as needed

Study of major artists who express their personal style and themes through film. Often focuses on directors as auteurs. The course may be repeated with a change of content.

FILM 460. Senior Project, 3 credits, Fall, Spring

Advanced work in screen writing, production, or research designed as a capstone experience.

FILM 465. Internship, 1-6 credit(s), Fall, Spring, Summer Supervised practical experience in the film industry. Must be approved by film faculty.

FINANCE (FIN)

FIN 301. Introduction to Financial Management, 3 credits, Fall, Spring

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

FIN 302. Advanced Investment Analysis, 1 credit, Fall, Spring

An advanced study of financial instruments. Students will be allotted real funds to manage under the guidance of the instructor and outside representatives. Students will use instruments including corporate bonds, stocks, and commodities to create a return for these real funds. Application of various techniques of assessing risk and return will be employed in an attempt to maximize the return on the funds. May be repeated for up to 4 credits. **Prerequisite: FIN 301 and instructor's consent.**

FIN 304. Investment Analysis, 3 credits, Fall, Spring

A study of U.S. and international financial instruments and securities such as corporate bonds, government bonds, real estate mortgages and investments, commodities, and the stock market. Various techniques of assessing risk and return will be presented. **Prerequisites: Business Foundation Core and FIN 301.**

FIN 305. Financial and Tax Strategies, 3 credits, Spring odd years

An examination of financial services with a study of financial institutions, financial instruments, personal financial and tax planning techniques. Additional topics include regulations related to organizational and personal tax strategies, new methods of borrowing, expanded insurance products, savings and investment alternatives. **Prerequisites: Business Foundation Core and FIN 301.**

FIN 307. Corporate Finance, 3 credits, Spring even years

An overview of the finance function in large business organizations. Topics such as budget preparation, managing cash flow, breakeven analysis, managing cash, accounts receivable, auditing, and inventory. **Prerequisites: Business Foundation Core, FIN 301, or instructor's consent.**

FIN 320. Financial Analytics, 3 credits, as needed

Data analytics modeling will be evaluated to address financial questions in practice. Students will analyze financial data using modern machine-learning techniques, statistical methods, and prediction models. A statistical programming environment will be used to perform data analysis. **Prerequisites: FIN 301, CSC 312, BAD 320, and BAD 322.**

FIN 401. Financial Analysis and Valuation, 3 credits, Fall even years

Overview of markets and the financial analysis used to support decision-making both in organizational and personal matters. **Prerequisites: Business Foundation Core and FIN 301.**

FIN 402. Insurance and Risk Management, 3 credits, Fall odd years

Covers the field of insurance, insurance law, and risk management. Areas covered include insurance regulation, insurance contract interpretation, policy exclusions, alternatives to risk management, and government regulation in regard to employee benefits. **Prerequisites: Business Foundation Core and BAD 301.**

FIN 465. Finance Internship, 1-6 credit(s), Offered periodically

Practical experience gained through an internship in the private or public sector. Proposals must be submitted and approved by supervising instructor. **Prerequisites: Business Foundation Core, instructor's consent.**

FOODS, NUTRITION, AND DIETETICS (FN)

FN 110. Basic Food Preparation, 3 credits, offered periodically

Principles of food preparation with emphasis on healthy menu planning, proper use of equipment, and basic techniques. Laboratory (1 hour lecture, 2 hours lab per week). **\$100 fee.**

FN 114. Food and Culture, 3 credits, Fall

Multicultural factors which influence human foodways with emphasis on nutritional significance of changing world food supply.

FN 210. Basic Nutrition, 3 credits, Fall, Spring

Examination of nutrients, diet planning, and energy utilization from life span perspective.

FN 214. Science of Nutrition, 3 credits, Fall, Spring

Essential nutrients, their sources and function in the human body. Daily food selection across the life span using nutritional guidelines. For food, nutrition, and dietetics majors; and other health professionals. **Prerequisites: CHEM 101 or 103 or BIOL 207 or 208 or instructor's consent.**

FN 215. Sports Nutrition, 3 credits, Spring

Study of the role of nutrition in physical performance and health. Specific regimens applicable to athletes/personal fitness programs, ranging from the training diet to fluid, electrolyte and glycogen replacement, along with examination of how nutrient needs vary depending on types of sport.

FN 216. Nutrition Foundations for the Nursing Profession, 3 credits, Fall

Study of nutritional needs and nutritional therapy across the lifespan defining the nursing professions' role in nutrition, wellness, and health promotion.

FN 310. Principles of Food Preparation and Meal Management, 4 credits, Fall, Spring alternate years

Principles of food science, meal planning, and preparation with emphases on demonstration techniques, quality evaluation, and styles of service. Laboratory. **Prerequisite: FN 210 or 214 or instructor's consent. \$115 fee.**

FN 311. Nutrition Education and the Community, 3 credits, Spring even years

Nutritional needs of populations and principles in nutrition program planning and implementation for health promotion, disease prevention, and food security in communities. Laboratory. **Prerequisites: FN 114, 214, FCSE 424, instructor's consent. \$25 fee.**

FN 313. Quantity Food Systems, 4 credits, Spring odd years

Theory and practice. Systems approach to food service operation (on- site and commercial) for quantity food production with application of menu writing and analysis, management, financial, HACCP/safety/regulatory, and continuous quality principles. Laboratory. **Prerequisite: FN 210 or 214, 310, or instructor's consent. \$50 fee.**

FN 316. Experimental Food Science, 4 credits, Fall even years

Principles of food chemistry, ingredient functionality, and sensory/textural evaluation utilizing scientific method. Current trends in the food industry and impact on nutritional well-being. Laboratory. **Prerequisites: CHEM 100, 101, or 103, FN 310, or instructor's consent. \$100 fee.**

FN 400. Advanced Nutrition, 1-4 credits, periodically

Through an evidence-based seminar course, students will explore the emerging trends and issues in nutrition and/or dietetics. Example topics may include food technology, food safety, food insecurity, new food products, global foods, emerging nutrition concerns (for example, treatment of COVID patient), etc. **Prerequisites: FN 214 or 216, FN 310, junior/senior standing, or instructor permission.**

FN 411. Advanced Nutrition, 3 credits, Fall even years

Metabolism of carbohydrates, lipids, and proteins; role of vitamins and minerals in metabolism; and significance and application of nutrition assessment techniques throughout the life span. **Prerequisites: BIOL 207 and 208, CHEM 310 or equivalent, FN 214 or instructor's consent.**

FN 412. Medical Nutritional Therapy, 3 credits s, Spring odd years

Examination of disease states with emphasis on nutrient needs for planning, intervention, and evaluation throughout the life span utilizing nutrition counseling/education techniques. **Prerequisites: BIOL 305 and 306, FN 411 or instructor's consent.**

FN 421. Seminar in Foods, Nutrition, and Dietetics, 1 credit, Fall

Professional aspects of food and nutrition sciences and dietetics with emphasis on trends in health care systems, credentialing, continuing education, communications, leadership, ethics, and public policy. **Prerequisites: FN 114, 214, and 310, junior/senior standing or instructor's consent.**

FN 466. Field Experience in Foods, Nutrition, and Dietetics, 3 credits, Fall, Spring, Summer

Experience in food establishment, dietetic service of health care facility, health/wellness center, or other food/nutrition related business under supervision of Registered Nutritionist Dietitian (RND) and/or other qualified professional. **Prerequisites: FN 311, 313, or instructor's consent.**

FRENCH (FREN)**FREN 101. Elementary French I, 3 credits, Fall**

Introduction of the sound system of French and correlation of sounds to written symbols. Vocabulary acquisition and use of common verbs in the present tense. Introduction to the passe compose. Pair and small- group work is emphasized for speaking and listening practice. **Prerequisite: Placement exam.**

FREN 102. Elementary French II, 3 credits, Spring

Continuation of skill development from 101. Expressing actions in past time in both the *passé composé* and the *imparfait*. Increased emphasis on writing and reading in French. Pair and small-group work is emphasized for speaking and listening practice. **Prerequisite:** French 101 or placement by exam.

FREN 201. Intermediate French I, 3 credits, Fall

Continuation of skill development from 102. Review of regular and irregular verbs in the present, past, and imperfect tenses. Emphasis on reading and writing short compositions. Part and small-group work is emphasized for speaking and listening practice. Skill development expectations focus on using more complex complete sentences and longer paragraphs including past tense forms. **Prerequisite:** FREN 102 or placement by exam.

FREN 202. Intermediate French II, 3 credits, Spring

Continuation of skill development from 201. Review of the subjunctive, object pronouns, and prepositions. Emphasis on reading for context and oral/written presentation of information. Continue emphasis on compositions in French. **Prerequisite:** FREN 201 or placement by exam.

GEOGRAPHY (GEOG)**GEOG 201. World Regional Geography I, 3 credits, offered periodically**

A regional study of the economically developed regions of the earth including Europe, Russia and the former Soviet Republics, North America, Japan, and Australia.

GEOG 202. World Regional Geography II, 3 credits, offered periodically

A regional study of the underdeveloped regions of the earth including Middle America, South America, North Africa/Southwest Asia, Sub Saharan Africa, South and Southeast Asia, the Chinese World, and the Pacific Realm.

GEOLOGY (GEOL)**GEOL 101. Introduction to Physical Geology, 3 credits, Fall, Spring**

Basic earth-space relationships, gross features of the earth's surface, earth minerals, external and internal earth processes. Three class periods and one two-hour lab a week and one audiovisual or computer/tutorial period.

GERMAN (GER)**GER 101. Elementary German I, 3 credits, Fall**

Introduction to the German sound system and correlation to written symbols. Development of basic survival vocabulary such as greetings, numbers, family, dates, telling time, answering simple questions, and obtaining simple information. Introduction to basic grammatical structures in the context of learning how to describe daily routines, preferences, and things close to students' lives. **Prerequisite:** Placement Exam. *Nominal fee.*

GER 102. Elementary German II, 3 credits, Spring

Continuation of basic skill development in listening, speaking, writing, and reading. Extension of basic vocabulary relating to daily routines, chores, plans, and preferences. Study of grammatical structures for speaking about past actions and events, and the future. **Prerequisite:** GER 101 or placement by exam. *Nominal fee.*

GER 201. Intermediate German I, 3 credits, Fall

Development of communicative proficiency in everyday situations and reading and writing skills. Review and extension of related vocabulary and grammatical structures. **Prerequisite:** GER 102 or placement by exam. *Nominal fee.*

GER 202. Intermediate German II, 3 credits, Spring

Continuation of the development in communicative skills, and emphasis on oral interaction and the acquisition of conversational strategies. Enrichment in related vocabulary and advanced grammar topics. **Prerequisite:** GER 201 or placement by exam. *Nominal fee.*

GER 301. Advanced Skills, I, 3 credits, offered as needed

Grammar review, composition, and conversation. Required of all minors. This course is a prerequisite for all 300-level and 400-level German courses. **Prerequisite:** GER 202 or placement by exam. *Nominal fee.*

GER 302. Advanced Skills, II, 3 credits, offered as needed

Development of reading skills through selected literary and expository texts with continued emphasis on conversation and composition skills. **Prerequisite:** GER 301. *Nominal fee.*

GER 309. Foreign Study/Travel Experience, 1-4 credits, offered as needed

Cultural and linguistic enrichment through travel/study/missions' immersion programs that do not offer credit in themselves. **This course must be approved, and a syllabus prepared before the experience.** This course counts toward majors and minors but not toward liberal arts core requirements. Taught in German. S/F grading. **Prerequisites: GER 301 and 302. Nominal fee.**

GER 320. Junior Seminar in German, 3 credits, offered as needed

Possible topics include readings in relevant issues such as "Germany as a Multi-cultural Society", the German short story, the Contemporary German Film, Cultural History of Germany, Production of a One-Act Play. **Prerequisites: German 301 and 302.** May be repeated with different topics. **Nominal fee.**

GER 400. Teaching Assistantship, 1-3 credits, offered as needed

Includes classroom experience and work in comparative methodologies. Designed for the student considering a language teaching career. Basic credit 1 hour. Up to 3 hours through special arrangement. May not be repeated beyond 3 total hours. By departmental invitation. Does not count toward major or minor. **Nominal fee.**

GER 415. International Cinema, 3 credits, offered periodically

Study of film outside the United States, often focusing on movies from a single country, for example, Argentina, Japan, Australia, or Ireland. **The course may be repeated with a change of content. Same as FILM 415.**

KOINE GREEK (GRK)

GRK 201. Elementary Greek I, 3 credits, Fall

This course serves as an introduction to the Greek of the New Testament. The goals of this course are both to understand Greek and to learn how to explain/translate it into English. Emphasis also is placed on these texts' social and historical settings – including the world behind, within, and created through the texts. It also provides a foundation for understanding how reading Greek can impact multiple contexts (e.g., individual, church, university).

GRK 202. Elementary Greek II, 3 credits, Spring

This course serves as an introduction to the Greek of the New Testament. The goals of this course are both to understand Greek and to learn how and to explain/translate it into English. Emphasis also is placed on these texts' social and historical settings – including the world behind, within, and created through the texts. It also provides a foundation for understanding how reading Greek can impact multiple contexts (e.g., individual, church, university). **Prerequisite: GRK 201.**

GRK 300. Teaching Assistantship, 1-3 credits, Fall, Spring

Advanced students assist with the needs of the instructor. By departmental invitation. Counts toward major or minor.

GRK 301. Intermediate Greek I, 1-3 credits, Fall

This course is an intermediate-level Greek course focused not only on the Greek language but also on using Greek for better understanding Scripture in theologically – and historically – conscious ways. This course engages various text from the ancient world, both biblical and non-biblical. **Prerequisites: GRK 201 and 202.**

GRK 302. Intermediate Greek II, 1-3 credits, Spring

This course is an intermediate – level Greek course focused not only on the Greek language but also on using Greek for better understanding Scripture in theologically – and historically – conscious ways. This course engages various texts from the ancient world, both biblical and non-biblical. **Prerequisites: GRK 201 and 202.**

GRK 401. Advanced Greek I, 1-3 credits, Fall

This course is the capstone of the Greek program. It takes the material learned in the prior courses and applies it to deep and meaningful engagement with the Scriptures. Students select passages they want to read in Greek and then also read commentaries about them. While reading, they use their knowledge of New Testament Greek (cf. GRK 200s) and its broader contextualization (cf. GRK 300s) to better understand each commentary's material. The biblical passage and the commentaries then are discussed in class. **Prerequisites: GRK 301 and 302.**

GRK 402. Advanced Greek II, 1-3 credits, Spring

This course is the capstone of the Greek program. It takes the material learned in the prior courses and applies it to deep and meaningful engagement with the Scriptures. Students select passages they want to read in Greek and then also read commentaries about them. While reading, they use their knowledge of New Testament Greek (cf. GRK 200s) and its broader contextualization (cf. GRK 300s) to better understand each commentary's material. The biblical passage and the commentaries then are discussed in class. **Prerequisites: GRK 301 and 302.**

GRK 420. Topics in Greek, 1-3 credits, Offered as needed

Advanced course consisting of continued translation, grammar, syntax, and textual study of Koine Greek. The course can be repeated with varying content. **Prerequisite: GRK 402.**

HEALTH (HLTH)

HLTH 201. Substance Use and Abuse, 3 credits, offered periodically

Overview of prevention, treatment and cure of chemical excesses.

HLTH 202. Wellness: a Lifetime Objective, 3 credits, Fall, Spring, and Summer periodically

Studies the importance of health and well-being throughout life.

HLTH 203. First Aid and Safety Education, 3 credits, offered periodically

"The how to" of responding to emergency situations. Preventive measures and sports first aid will also be covered. American Red Cross Certification may be obtained. **\$24.50 Fee**

HLTH 209. Wellness for the 21st Century, 2 credits, offered periodically

Trends and issues in wellness. Students will engage in service, research or teaching projects and develop a self-wellness plan.

Same as NURS 209.

HEBREW (HEB)

HEB 201. Elementary Biblical Hebrew I, 3 credits, Fall

Introduction to basic Hebrew grammar and Israelite culture of the ancient world.

HEB 202. Elementary Biblical Hebrew II, 3 credits, Spring

Advanced Hebrew grammar and overview of interpretive methods of Hebrew writings.

HEB 300. Teaching Assistantship, 1-3 credits, Fall, Spring

Advanced students assist with instruction. By departmental invitation. Counts toward major or minor.

HEB 301. Intermediate Biblical Hebrew I, 1-3 credit(s), Fall

Intermediate course focusing upon translation and interpretation of the Hebrew Bible. **Prerequisites: HEB 201 and 202.**

HEB 302. Intermediate Biblical Hebrew II, 1-3 credit(s), Spring

Intermediate course focusing upon translation and interpretation of the Hebrew Bible. **Prerequisite: HEB 301.**

HEB 320. Special Topics, 1-3 credit(s), As needed

Introduction to a Northwest Semitic language: Akkadian, Aramaic, or Ugaritic. The course may be repeated with a change of content.

Prerequisite: HEB 301.

HEB 401. Advanced Biblical Hebrew I, 1-3 credit(s), Fall

Advanced study of the Hebrew Bible including the world of the Masoretic notes and traditions. **Prerequisite: HEB 302.**

HEB 402. Advanced Biblical Hebrew II, 1-3 credit(s), Spring

Advanced study of the Hebrew Bible focusing upon the textual apparatus of the Hebrew texts. **Prerequisite: HEB 401.**

HEB 420. Topics in Hebrew, 1-3 credit(s), offered as needed Advanced course consisting of continued translation, grammar, syntax, and textual study of Hebrew Bible. The course can be repeated with varying content. **Prerequisite: HEB 402.**

HISTORY (HIST)

HIST 100. Military History of the United States, 3 credits, Spring

From 1776 to the present. Freshmen and sophomores only. Juniors with permission of instructor. **Same as MILS 100.**

HIST 133. World History I, 3 credits, Fall, Spring

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

HIST 134. World History II, 3 credits, Fall, Spring, Summer

Survey of the modern world in its political, social, and economic framework, 1850 to the contemporary age.

HIST 135. Early Civilizations, 3 credits, Fall

Survey of pre-1500 world civilizations.

HIST 201. United States History I, 3 credits, Fall

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

HIST 202. United States History II, 3 credits, Spring

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

HIST 210SL. Research and Writing Essentials for Historians, 2 hours, Spring

Students learn the art and craft of writing history by doing substantive research in primary sources. Emphasis on understanding historical interpretation and work in archives or collecting historical materials for an original work of scholarship. This is a service-learning course and may require an additional time commitment outside of class.

HIST 240. Special Topics: Environmental Writers, 1 credit, Spring

Reading and discussion of one writer whose writings on issues relating to the environment are considered classics or pivotal in the history of environmentalism. May be repeated with different topics.

HIST 242. Readings in Feminist Writers, 1-3 credit(s), Offered periodically

Introduction to the writings of major feminist authors from around the world and across the centuries. Included will be authors of fiction as well as non-fiction; poets as well as essayists; sociologists and historians. Can be repeated for credit when topic changes.

HIST 250. International Cinema, 3 credits, Fall even years

See HONORS PROGRAM.

HIST 312. Modern Middle East, 3 credits, offered every 2-3 years

The emergence of the modern Middle East from the late eighteenth century through the present by focusing on political and cultural changes. **Same as PSC 312.**

HIST 320. Special Topics in History, 1-3 credit(s), offered periodically

An examination of a specific area of study in the discipline. Can be repeated for credit when topic changes.

HIST 321. American Political Thought, 3 credits, Spring every 2-3 years

Survey from Puritans to the present. **Same as PSC 321.**

HIST 323. Global Feminisms: Women in the Modern World, 3 credits, Fall odd years

Explores the history of women in the 20th/21st century from a global and thematic perspective by looking at middle class feminism and working-class unionism; women in political revolutions and women in peace movements; women and the development of human rights; the development of women's history; and women and the politics of globalization, development, and environmental politics. **Same as PSC 323.**

HIST 324. Modern Africa, 3 credits, offered every three years

Examines the long-term impact of empire on Africa, the various methodologies of imperialism, and the importance of religion and neo-colonialism.

HIST 334-336. Series: Studies in European Development, 3 credits each course**HIST 334. Europe in Transition, 1350-1789, offered every 2-3 years**

Study covers the period from the waning of the Middle Ages to the outbreak of the French Revolution, examining such topics as the Renaissance and Reformation, the scientific revolution, the emergence of representative government in England and of absolutism in France, and the Enlightenment.

HIST 335. Europe in Age of Revolution: Reform and Unification, offered every 2-3 years

Study moves from the background and eruption of the French Revolution to the dawn of the Twentieth Century, examining such events as revolution, nationalism, liberalism, socialism, and other forces and ideologies which dramatically transformed Europe and created many of the conditions which persist to the present.

HIST 336. Emergence of Modern Europe, 1901 to the present, offered every 2-3 years

Study of a Twentieth Century Europe dominated by events such as World War I, the Great Depression, World War II, and the post-1945 East-West conflict which has helped produce today's world.

HIST 340. Literature and Revolution, 3 hours, Once every 4 years

Explores the major social and political revolutions of the 20th century in Russia, China, Vietnam, South Africa, Iran, and Nicaragua by using novels, short stories, poetry, memoirs and film from these revolutions. Non-majors welcome .

HIST 341-348. Series: Asian Studies, 3 credits each course**HIST 341. The Confucian Tradition, Fall every 4 years**

An examination of the spread of Confucian culture from China into Korea, Vietnam, and Japan.

HIST 347. Japan Past and Present, once every 3 years

A survey of the ideas and events which have made Japan a distinctive and successful society from its classical beginnings through the Tokugawa shogunate and into the modern era.

HIST 348. China in Revolution, once every 3 years

A survey of China since the Opium War (1839) emphasizing the themes of imperialism, nationalism, modernization, the rise of communism, and the post-Mao reforms.

HIST 351-353. Series: Studies of Warfare, 3 credits each course**HIST 351. World War I, offered periodically**

Study of the background, course, settlement and consequences of the Great War.

HIST 355. Imperialism, 3 credits, offered every 2-3 years

Examination of political, religious, cultural, military, and financial aspects of modern imperialism.

HIST 357. History of Christianity, 3 credits

Survey of the development of Christianity since the first century. **Same as BTS 339.**

HIST 365. Washington Semester, 3-9 credits offered as needed

Internship in the nation's capital. Students learn about the workings of the federal government under supervision of a US congressman out of whose office they work. Approvals from instructor, committee and Washington office required during semester prior to participation. **Prerequisite: senior status.**

HIST 400. Teaching Assistantship in History, 1-3 credit(s), Fall, Spring

Teaching assistantship for majors by departmental invitation.

HIST401-405. Studies in American Development, 3 credits each course**HIST 401. Early American History, 3 credits offered periodically**

Study of political, social, economic, religious aspects of American development through the proposing of the Constitution.

HIST 403. The Civil War and Reconstruction, 1848-1877, once every 3-4 years

Study of the background and events surrounding that tragic conflict and of the flawed attempt in its aftermath to create a society willing to accept the concept of racial equality.

HIST 405. The America of Prosperity, Depression, and War, 1920- 1945, offered periodically

Study of the "Roaring Twenties," the Great Depression, and the nation's involvement in World War II.

HIST408. The Civil Rights Movement, 3 credits, offered periodically

Background, development, course, and demise of the American civil rights movement of the latter half of the 20th century.

HIST 413. American Foreign Relations, 3 credits, Fall odd years, other times possible

Study of the aims, achievements and failures in America's relations with the rest of the world, with emphasis on the post-1914 period.

HIST 417. Development of the Modern Presidency, 3 credits

Analysis of the growth of US presidential power. Historical roots and practices of 20th century presidents. **Same as PSC 407.**

HIST 420. Formation and Adoption of the Federal Constitution, 3 credits, offered periodically

Examination of the context and process of the formation and adoption of the United States Constitution. **Same as PSC 420.**

HIST 427. Film in the Disciplines, 3 credits, offered periodically

Study of the role of film in traditional disciplines, with emphasis on how those disciplines are viewed in film, as well as the methodologies and issues of the disciplines as reflected in movies. Course may be repeated with change of content. **Same as FILM 427.**

HIST 434. The Reformation: Protestant and Catholic, 3 credits, offered every 3-4 years

Background, course, effects of the reformation. **Same as BTS 438.**

HIST 440. Celtic Histories, 3 credits, Spring every 4 years

An examination of the cultures of Ireland and Scotland with particular emphasis on religion, society, food, language, and music.

HIST 451. Senior Capstone in History, 2 credits, Fall

Students will explore a variety of topics relating to a career in history; options for different types of careers, professional writing in history, preparing papers for publication, and oral and visual presentation techniques. **Required of all history majors.**

HONORS PROGRAM

ENG 101. Writing and Literary Studies I, 3 credits, Fall

Class section that provides enriched Writing and Literary Studies I content for honors students.

FA 301. Form and Expression in the Contemporary Arts, 3 credits, Fall even years

An exploration of theater, film, visual arts, architecture, music and poetry, and their interrelationship with one another and contemporary culture.

FILM/HIST 250. International Cinema, 3 credits, Fall

The aim of this course is to provide a background and develop academic discursive competence in the aesthetics and history of film. Students will learn to recognize and analyze the formal aspects of narrative and cinematography within particular cultural and historical contexts.

HON 001, 002, 003, 004. Honors Program, 0 credit, Fall, Spring

Academic, artistic, and social enrichment activities for honors students. Required of all honors students each semester. Honor scholarships awarded to junior- and senior-level students are contingent upon enrollment in the appropriate level of the class.

HON 219. Honors Proposal Seminar, 1 credits, Spring

This course will facilitate the Honors student's development of a research proposal. The fundamentals of the research process will be explored. The students will explore areas of research interior and with faculty guidance complete foundational work for the Honors thesis.

HON 319. Research and Writing, 1 credit, Spring

Preliminary to the honors thesis. Prospectus is prepared.

HON 499. Independent Honors Thesis, 1-6 credit(s)

Supervised experience or research in a student's major field(s). Requires departmental and Honors Council approval.

HUM 101-102. Humanity and the Cosmos I, II, 3 credits each semester, Fall (101), Spring (102)

Freshman honors course. A study of the relationship between people and the universe.

HUM 302. Medical Humanities: Meaning and Healing, 3 credits, Spring even years

An exploration and analysis of human flourishing, suffering, and healing from the perspectives of both the sciences and the humanities. Human wholeness and brokenness will be examined with the aid of biological sciences, social sciences, theology, philosophy, ethics, and the arts, with the aim of providing insight into the human condition, suffering, personhood, and our responsibility to each other. Using literature and the arts, the course will help students develop and nurture skills of observation, analysis, empathy, and self-reflections, skills that are essential for humane medical (and other) caregiving and richness of life in community for all.

PSY/SOC 250. Society and the Individual. 3 credits, Fall

Introduction to the basic principles of sociology and psychology and how they relate to each other and the everyday world.

PSC 302. Faith and Freedom of the Individual, 3 credits, Spring

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

PSY 318. Humanity and the Biosphere, 3 credits, Every 2-3 years

A holistic study of human/nature relationships with special emphasis on sustainable living and eco-justice issues in the Appalachian bioregion. Laboratory.

BTS 101. Introduction to the Old Testament--Honors, 3 credits, Fall

Class section that provides enriched Old Testament content for honors students.

BTS 102. Introduction to the New Testament--Honors, 3 credits, Spring

Class section that provides enriched New Testament content for honors students.

BTS 452. Cross-Cultural Experience and World Awareness, 3 credits, Summer

Preparation for a cross-cultural immersion experience within the United States or abroad that offers the student opportunity to engage in mission praxis, reflection, and service.

INTEGRATED EARLY CHILDHOOD COURSES (IEC)

IEC 414. Reading Instruction and Assessment, 3 credits, Fall

This course introduces the theory that undergirds literacy development and emphasizes practical implementation of effective literacy strategies through a minimum 15-hour practicum experience. 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. **Prerequisites: Admission to Teacher Education Program; EDUC 204, 314, 341, SPED 313, IEC 420, or instructor consent. Same as EDUC 414SL. \$50 fee.**

IEC 415. Mathematics, Science, and Social Studies, 4 credits, Fall odd years

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. **Prerequisite: Admission to Teacher Education Program. Same as EDUC 415.**

IEC 420. Play-Based Integration in Early Childhood, 3 credits

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. **Prerequisite: CFS 206 or PSY 204, SPED 313, or instructor consent.**

IEC 422. Administrative Practices for Integrated Early Childhood, 4 credits

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 in Child Development Laboratory (CDL) and public-school early childhood classroom. **Prerequisite: IEC 420 and SPED 326, 416, or 425, or instructor consent.**

INTERDISCIPLINARY COURSES (ID)

ID 102. Power, Privilege, and Difference, 3 credits

This course will explore and examine the systems of privilege, power, and difference in our society. Through personal story sharing, critical conversations, and engagement with critical pedagogy we seek to identify and address the root causes of domination and control prevalent in our individual lives and in American society. **Enrollment is limited to Bonner Scholars.**

ID 120. Academic Strategies Course, 2 credits, Fall, Spring

This course includes methods and strategies to be successful in college. Topics include notetaking, textbook reading strategies, time management, effective use of resources, test-taking tips, stress management, academic goal setting, making the connection between your major and possible careers, acclimation to university life, academic integrity, and effective writing and research skills.

ID 121. The Academic Success Seminar, 1 credit, Fall, Spring Required for students on academic probation. Designed to assist students with the transition to higher education. Topics will include study strategies, time management, and self-motivation techniques. Students must complete the course with a C or better, or they will be required to take the course again the following semester. *Students cannot withdraw from this class.*

ID 125. University Skills Enhancement, 1 credit, Summer

This course will explore the fundamentals of college success through academic topics such as setting short-term and long-term goals, developing non-cognitive skills for success, learning to learn, decreasing the negative aspects of stress, and creating an academic and financial plan for completing college.

ID 170. Introduction to College, 3 credits, Summer

This course assists first-year students' adjustment to college through academic and life-skills instruction and discussion. Topics include language/ reading and writing, math skills, study skills, effective time management, and team building exercises.

ID 201. Major and Career Exploration, 1 credit, Fall

Guidance in choosing a major (1) examining personal and occupational personality, values, skills, and interests through self-assessment tools and (2) developing decision-making and information-gathering methods related to major and/or career investigation. This course is only for freshmen and sophomores deciding on a major. **Prerequisite: Instructor's consent. \$25 fee.**

ID 208. Career Planning in the Health Professions, 1 credit, Fall

Purpose is to introduce and to plan for careers in the health professions (excluding nursing) as organized in the health pre- professional program at Carson-Newman University. Intended for students who have already chosen health professions as a career.

ID 211. Peer Mentoring and Leadership, 1 credit, Fall, Spring

Using communication, trust, and problem solving, students will develop the skills needed to be a successful leader and peer mentor in a college community. Individual and group leadership development in both personal and professional settings will be addressed as well as assessment skills in identifying the needs of a group. Students will be assigned as peer mentors to a cohort of students.

ID 212. Social Entrepreneurship Seminar, 2 credits, Fall

An introduction to service that addresses human needs and problems by strengthening social infrastructure through community research and action, service learning, and civic engagement. Involves readings and a field trip. Same as PSY 212. S/F grading. **\$25 fee.**

ID 213. Leadership Methods, 2 credits, Spring

Students will understand theoretical and practical leadership viewpoints. Students explore various methods and applications of leadership pertaining to management, education, spirituality, and community. Power, authority, influence, team building, diversity, multiculturalism, and values are explored relative to leadership.

ID 215SL. Service-Learning Peer Mentorship, 1 credit, Fall, Spring

Designed for students chosen to be Service-Learning Peer Mentors through *c-involved*. Students will work with assigned instructors and departments to aid in the implementation of service-learning projects. Will meet regularly with the instructor for training and assessment of assigned tasks. **Prerequisite: Instructor's consent.** This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

ID 217. Introduction to Appalachian Studies, 1 credit, Offered annually

A study of the Appalachian bioregion in interdisciplinary perspective to include its history, culture, social ecology, literature, and art, with a focus on the events sponsored by the Appalachian Center.

ID 312. Social Entrepreneurship and Non-Profit Studies, 3 credits, Spring

Students will explore how non-profit organizations can address human needs and problems by strengthening social infrastructure and empowering communities to help themselves. Students will complete a project that addresses human need and creates social change for the common good. Same as PSY 312SL. **Prerequisite: ID/PSY 212. \$25 fee.**

ID 318. Career and Professional Development, 2 credits, Fall, Spring

Designed for seniors. In-depth look at the job search, including resume and cover letter writing, interviewing, and life as a new professional. **Prerequisites: Instructor's consent; junior/senior standing. \$25 fee.**

ID 320. Study Abroad, 12-17 credits, offered as needed

Students study abroad for one semester (fall or spring) at an approved international university. Applications for study abroad are available at the Center for Global Education.

ID 324. Study Away, 12-17 credits, offered as needed

Students earn credit through an approved academic program at a cooperating educational institution within the United States. Coursework taken during the semester away must be authorized for transfer by the University Registrar.

INTERIOR DESIGN (INTD)**INTD 101. Interior Design Fundamentals, 6 studio hours, 3 credits, Fall**

Introduction to interior design history and professional practices including design process and theories, elements and principles, aesthetics and discernment, building systems and codes, space planning, and material and finish selections. Studio. **\$10 fee.**

INTD 244. Interior Design Building Systems I, 3 credits, Fall odd years

Overview of building systems as related to the construction of the building envelope, materials, code information, healthy indoor air, and sustainable design. **\$10 fee.**

INTD 245. Interior Design Building Systems II, 3 credits, Spring even years.

Overview of building systems as related to electrical systems, lighting, and sustainable design. **Prerequisite: INTD 244 or instructor's consent.**

INTD 246. Architectural Drafting, 6 studio hours, 3 credits, Fall odd years

Examination and execution of architectural drawing and light construction techniques for interior visual design communication. Studio. **\$110 fee.**

INTD 252. Space Planning, 6 studio hours, 3 credits, Spring even years

Study and application of analytical, conceptual, and applied aspects of programming and space planning through research and development of the design process for both residential and non-residential environments. Studio. **Prerequisite: INTD 246 or instructor's consent. \$10 fee.**

INTD 254. Materials and Finishes, 3 credits, Fall even years

The study of building products specified by the interior designer for the interior environment to include surface materials and finishes with an emphasis on creating healthy and sustainable spaces.

INTD 256. Computer-Aided Design I, 6 studio hours, 3 credits, Spring even years

Study and application of basic computer-aided design (CAD) skills for design visualization. Studio. **Prerequisite: INTD 246 or instructor's consent. \$10 fee.**

INTD 300. Computer-Aided Design II, 3 credits, Fall even years

Study and application of advanced computer-aided design (CAD) skills for design visualization. Studio. **Prerequisite: INTD 256 or instructor's consent. \$10 fee.**

INTD 345. History of Architecture and Interiors Before 1830, 3 credits, Fall odd years

Historical survey of architectural forms, interior treatments, furnishings, and decorative arts from antiquity through the early 19th century.

INTD 346. History of Architecture and Interiors After 1830, 3 credits, Spring even years

Historical and aesthetic survey of architectural theories and trends, period styles in furnishings and interiors, and leading designers from the early 19th century to present. **Prerequisite: INTD 345 or instructor's consent.**

INTD 348. Kitchen and Bath Design, 6 studio hours, 3 credits, Fall even years

Application of the National Kitchen and Bath Association (NKBA) standards for kitchen and bath design. Studio. **Prerequisites: FMD 141, INTD 101, and INTD 246. \$10 fee.**

INTD 350. Residential Design, 6 studio hours, 3 credits, Fall even years

The study of residential design development includes new construction, adaptation, and sustainable building systems. **Prerequisites: FMD 141, INTD 101, and INTD 256. \$10 fee.**

INTD 450. Commercial Design, 6 studio hours, 3 credits, Spring odd years

The study of commercial design development includes new construction, adaptation, and sustainable building systems. **Prerequisites: FMD 141, INTD 101, and INTD 256. \$10 fee.**

INTD 459. Professional Practice, 3 credits, Spring odd years

Concepts relating to the business, practice, and profession of interior design. **Prerequisites: Junior or senior standing, CS 135, INTD 101, INTD 252, INTD 254, INTD 256, or instructor's consent.**

INTD 469. Internship in Interior Design, 3 credits, Fall, Spring, Summer.

Supervised field experience with an interior design related business. **Prerequisites: CS 135, INTD 101, INTD 252, INTD 254, INTD 256, and instructor's consent.**

LATIN (LAT)

LAT 201. Readings in Classical Latin I, 3 credits, Spring (odd years), Fall (as dual enrollment)

This course is the first of two Latin courses in which students engage in fun and interesting texts from some of the most famous and influential classical authors: Caesar, Cicero, Virgil, Livy, Catullus, Ovid, and Pliny. The two courses also engage texts relevant to Christianity, including the New Testament in Latin (i.e., Jerome's Vulgate)., Pliny's letter in 110 CE to the emperor about early Christians, and the later Roman empire's official edicts that seek to remove pagan worship. These courses are focused on (1) improving comprehension skills through translation and on (2) understanding the world behind, within, and created through the texts. Students will read both adapted (i.e., altered for easier comprehension) and unadopted (i.e., unchanged from manuscript traditions) texts, and helpful aids will be provided when appropriate. The approach of this course reflects Carson-Newman's commitment to faith and learning within a liberal-arts context.

LAT 202. Readings in Classical Latin II, 3 credits, Spring, (odd years), Fall (as dual enrollment)

This course is the second of two Latin courses in which students engage in fun and interesting texts from some of the most famous and influential classical authors: Caesar, Cicero, Virgil, Livy, Catullus, Ovid, and Pliny. The two courses also engage texts relevant to Christianity, including the New Testament in Latin (i.e., Jerome's Vulgate)., Pliny's letter in 110 CE to the emperor about early Christians, and the later Roman empire's official edicts that seek to remove pagan worship. These courses are focused on (1) improving comprehension skills through translation and on (2) understanding the world behind, within, and created through the texts. Students will read both adapted (i.e., altered for easier comprehension) and unadopted (i.e., unchanged from manuscript traditions) texts, and helpful aids will be provided when appropriate. The approach of this course reflects Carson-Newman's commitment to faith and learning within a liberal-arts context.

LIBERAL ARTS (LA)

LA 101SL. Carson-Newman and the Liberal Arts, 2 credits, Fall, Spring limited

The purpose of a liberal arts education is to expand the students' minds and spirits by exposing them to civilization's fundamental achievements, questions, and debates. As a celebration of the liberal arts, each student at Carson-Newman is required to complete this seminar. The seminar explores the history of Christian liberal arts education and the history of such education at Carson-Newman by investigating the ideals celebrated on Carson-Newman's seal and throughout the University's history: Truth, Beauty, Goodness, Justice, and Courage. The course helps students refine skills that are essential for academic and career success and encourages students to be full and steady participants in the college experience.

LA 102. Carson-Newman and the Liberal Arts for Transfers, 1 credit, Fall, Spring limited

Explores the history of Christian liberal arts education and the history of such education at Carson-Newman by investigating the ideals celebrated on Carson-Newman's seal and throughout the university's history: Truth, beauty, goodness, justice and courage. Students transferring with fewer than 45 transfer hours should enroll in LA 101SL.

LINGUISTICS (LING)

LING 220. Introduction to Linguistics, 3 credits, offered as needed

Students will be introduced to the systematic study of human language from a historical and social perspective. Out of that social and historical context, students will be introduced to the subfields of phonology, morphology, syntax, semantics, and pragmatics, as well as the basics of linguistic analysis.

LING 305. Syntax, 3 credits, offered as needed

This course provides a general introduction to syntactic theory and to the methodology of constructing a theory of syntax. We will explore syntax from the perspective of Chomsky's principles and parameters approach to language, which seeks to find the universal core of human language, and the parameters within which languages can differ. **Prerequisite: LING 220 highly recommended.**

LING 310SL. Phonology, 3 credits, offered as needed

This course provides a general introduction to phonological theory and analysis and to the methodology of constructing a theory of phonology. It focuses on crucial phonological concepts such as underlying and surface representations, phoneme and allophone, contrast, alternation, neutralization, distinctive features, and syllable. **Prerequisite: LING 220 highly recommended.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

LING 320. Topics in Linguistics, 3 credits, offered as needed

Sample topics: phonetics, morphology, language and society in the USA, language variation and change, child language acquisition, second language acquisition. May be repeated with different topics.

LING 327. Translation Theory, 3 credits, offered as needed

Translation is not the mathematical or simple transfer of words between two languages, but rather a construction. The goal of this course is to provide students with a foundation in the theory, practice, and ethics of translation. **Prerequisites: English 201 and GER, GRK, HEB, or SPAN202 or higher.**

LING 400. Teaching Assistantship, 1-3 credits, offered as needed

By prior arrangement and departmental invitation only. Includes classroom experience and work in linguistics pedagogy and teaching methodology. Does not replace student teaching. Does not count as 400-level requirement in major or minor. S/F grading only.

Prerequisite: LING 220.

LING 415SL. Advanced Topics in Linguistics, 1-3 credit(s), offered as needed

Sample topics: Optimality-theory phonology, advanced aspects of phonological/syntactic theory, grammaticalization and language change, the structure of Appalachian English. May be repeated with different topics. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

LING 420. Advanced Seminar in Linguistics, 3 credits, offered as needed

In-depth study of topics, issues, formalisms, or theoretical nuances related to linguistics.

LING 430. Language and the Brain/Psycholinguistics, 3 credits, offered as needed.

The basic objective of psycholinguistics is to understand how the human mind/brain supports the learning, comprehension, and production of language. This course provides a hands-on introduction to modern approaches in psycholinguistics. **Prerequisite: LING 220.**

LING 450. Linguistics Research Group, 1-3 credit(s), Fall, Spring

Faculty-student collaborative research in linguistics. May involve fieldwork, bibliographic research, data analysis, presentation and/or publication of research, etc. May be repeated for up to 8 or 9 credits.). **Prerequisite: LING 220.**

LING 475. Capstone Project, 3 credits, Offered as needed**MANAGEMENT (MGT)****MGT 301. Essentials of Management and Leadership, 3 credits, Fall, Spring**

An introduction to business management concepts and leadership. Innovative leadership will be embedded into topics throughout the course in areas of traits, behaviors, types of leadership, empowerment, communications, diversity, power, and influence. **Prerequisite: Business Foundation Core.**

MGT 302. Operations Management, 3 credits, Fall

The study and application of widely used quantitative models used in the decision-making process such as linear programming, decision analysis, linear regression, plant layout, facility location and quality control. **Prerequisite: MGT 301.**

MGT 306. Organizational Behavior, 3 credits, Spring

Studies concepts, theories, and case studies concerning the behavior of people in modern business organizations. Analyzes the internal organization structure and managerial roles and functions, in the business and other goal-oriented institutions. Studies theory and design of organizational structure, impact of work flow, leadership styles, and control systems on human behavior. **Same as PSY 306. Prerequisite: MGT 301.**

MGT 367. Project Management, 3 credits, Spring

Project Management provides the “holistic” skills needed to manage a project's complete life cycle that includes five (5) processes: initiation, planning, implementation, monitoring, and control, and closing. This course will provide the student with the essential skills of project management that include the PMBOK Knowledge Areas of Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk, and Procurement. **Prerequisites: MGT 301.**

MGT 400. Teaching Assistantship, 1-3 credit(s), offered periodically

Majors selected by departmental invitation to tutor students in management and business administration courses and assist faculty with teaching related activities. Does not count toward hours required for any business major or minor.

MGT 405. Human Resource Management, 3 credits, Spring

Problem solving. Role of people in organizations--a review of the process of recruitment, employee selection, training, performance appraisal, employee benefits, laws governing employer/employee relationships. **Prerequisite: MGT 301.**

MGT 408. Strategic Management, 3 credits, Fall, Spring

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

MGT 410. Entrepreneurship, 3 credits, Fall

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

MGT 420. Change Management, 3 credits, Fall

Change management offers a multiple perspectives approach to managing the one constant – change through every aspect of an organization. It recognizes a variety of ways to facilitate change and reinforces the need for a tailored and creative approach to fit different contexts, cultures, and complex situations. **Prerequisites: MGT 301.**

MARKETING (MKT)**MKT 300. Principles of Marketing, 3 credits, Fall, Spring**

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

MKT 330. Marketing in the Digital Era, 3 credits, Fall

Provides students with knowledge and understanding of the history, importance, and real-world application of social media as a part of marketing strategy. Students will learn about current social media platforms and their application in social media marketing strategies of current industry leaders. **Prerequisite: MKT 300.**

MKT 350. Consumer Behavior, 3 credits, Fall

This course examines the nature and dynamics of customer markets and what influences product or service utilization and purchase decisions. Emphasis is placed on how business organizations conceptualize, gather, and analyze data needed by managers to learn about customers in markets. **Prerequisite: Business Foundation Core and MKT 300.**

MKT 400. Marketing Management, 3 credits, Spring

The study of the Marketing Concept, environmental trends and the development of product, distribution, promotional, as well as pricing strategies. Students will make a major presentation on some current issues relating to marketing. **Prerequisites: Business Foundation Core, MGT 301SL, MKT 300, junior/senior standing.**

MKT 407. Marketing Research Methods and Design, 3 credits, Fall

Methods and techniques for market analysis, business and economic forecasting, and analysis of consumer behavior and related problems of a mixed economy. **Prerequisites: Business Foundation Core and MKT 300.**

MKT 442. Advertising and Promotions, 3 credits, Spring

A study of the concepts and strategies to design, build, and execute integrated marketing communications campaigns, including advertising, sales, promotion, direct sales, and public relations in the commercial, non-profit, and political organizations. **Prerequisites: Business Foundation Core and MKT 300.**

MATHEMATICS (MATH)

MATH 105. Number and Operations for Teachers, 3 credits, Fall

Recommended for prospective elementary teachers. Properties of numeration systems, properties of whole numbers, integers, and rational numbers; topics from algebra, including solving equations and inequalities. **Prerequisite: High school algebra II or ASE 034.**

MATH 106. Data Analysis and Geometry for Teachers, 3 credits, Spring.

Recommended for prospective elementary teachers. Real numbers; topics from algebra, probability, statistics, trigonometry, and geometry. **Prerequisite: High school algebra II or ASE 034.**

MATH 120. Introduction to College Mathematics, 3 credits, Fall, Spring.

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

MATH 125. Precalculus, 4 credits, Spring

For students planning to enroll in a college calculus course. A study of elementary functions - polynomial exponential, logarithmic, trigonometric, rational - their graphs, and applications. Note: A student who has previously received college credit for a calculus course will not receive credit for MATH 125. **Prerequisites: High school Algebra II or ASE 034.**

MATH 151. Calculus I, 3 credits, Fall

First year course in single-variable calculus, primarily intended for science, pre-engineering, and mathematics majors. Differential calculus with applications. **Prerequisite: MATH 125 or equivalent.**

MATH 152. Calculus II, 3 credits, Spring

First year course in single-variable calculus, primarily intended for science, pre-engineering, and mathematics majors. Integral calculus with applications. **Prerequisite: MATH 151 or instructor's consent.**

MATH 201. Statistical Concepts and Methods, 3 credits, Fall, Spring, Summer

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

MATH 207. Discrete Mathematics, 3 credits, Fall

Binary and hexadecimal number systems, sets and set operations, logic, proofs, permutations, combinations, and graph theory. **Prerequisite: instructor's consent.**

MATH 208. Linear Algebra I, 3 credits, Spring

Fundamentals of linear algebra: systems of linear equations, matrix and vector algebra, determinants, eigenvalues, Euclidean space and complex numbers, and applications. **Prerequisites: MATH 125.**

MATH 211. Calculus III, 3 credits, Fall

An overview of multi-variable calculus. Topics include partial derivatives, double integrals, vector geometry, parametric/vector-valued functions, polar coordinates, infinite sequences and series. **Prerequisite: MATH 152.**

MATH 212. Introduction to Abstract Mathematics, 3 credits, Spring

Designed to help bridge the gap from predominantly problem-solving courses to those courses that have a significant amount of abstract content. Emphasis to instill mathematical maturity through creating, writing and comprehending proofs. **Prerequisite: MATH 207.**

MATH 303. Differential Equations, 3 credits, offered periodically

First order, first degree equations, linear differential equations, applications to geometry, physics, biology, chemistry and the behavioral sciences. **Prerequisite: MATH 152 or instructor's consent.**

MATH 304. Mathematical Modeling, 3 credits, offered periodically

Construction and analysis of mathematical models used in science, business and industry. **Prerequisites: MATH 152 and 207, CSC 107.**

MATH 306. Modern Geometries, 3 credits, Fall

Foundations of geometry. An axiomatic approach to Euclidean geometry, with a brief introduction to non-Euclidean geometry. **Prerequisite: MATH 212.**

MATH 313. Calculus IV, 3 credits, Spring

Extends Calculus III to further concepts and applications of multi- variable calculus and vector calculus. Topics include Taylor series, multiple integrals, motion in space, optimization, and vector fields. **Prerequisite: MATH 211.**

MATH 320. Special Topics, 3 credits, offered periodically

An exploration of a current topic in mathematics. May be repeated if taken with different topics. **Prerequisite: Instructor's consent.**

MATH 325SL. Principles of STEM Communication, 2 credits, Fall

Develop communication skills in the STEM disciplines and become familiar with tools used to help communicate STEM concepts. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service. **Same as CSC 325SL and PHYS 325SL.**

MATH 404. Abstract Algebra, 3 credits, Fall

The structure of algebra: elements of number theory, groups, rings, integral domains and fields. **Prerequisite: MATH 212.**

MATH 405. Advanced Calculus, 3 credits offered periodically

The theory of sequences, series, differentiation, and Riemann integration of functions of one or more variables. **Prerequisites: MATH 211 and 212.**

MATH 406. Mathematical Statistics, 3 credits, offered periodically

Discrete and continuous distributions, mathematical expectation, the Central Limit Theorem, point and interval estimation, multivariate probability. **Prerequisite: MATH 213.**

MATH 408. Numerical Methods, 3 credits, Offered periodically

Solving numerical problems via computer. Number systems and errors, function evaluation and approximation, root finding, interpolation, quadrature, numerical linear algebra, systems of equations, algorithm complexity. **Prerequisites: CSC 107, MATH 207, 211, and 303 or 403.**

MATH 409. Complex Analysis, 3 credits, offered periodically

The theory of functions of complex variables, including analytic functions, contour integrals, and applications. **Prerequisite: MATH 211.**

MATH 412. Senior Seminar in Mathematics, 3 credits, Fall Fundamental ideas of mathematics and their connections within their historical contexts. This is the capstone course in mathematics. **Prerequisite: MATH 212 and at least one other MATH course at the junior/senior level.**

MATH 414. Linear Algebra II, 3 credits, Spring

A continuation of MATH 208. Further study of algebraic structures, with an emphasis on vector spaces. **Prerequisite: MATH 208.**

MATH 450. Senior Project, 1 credit, Fall, Spring

An independent investigation of some topic in the field that is of interest to the student and his/her career objectives. The student will be directed by a member of the faculty to research appropriate sources, write a paper, and make an oral presentation of the findings.

MILITARY SCIENCE (MILS)

MILS 100. Military History of the US, 3 credits, Spring

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. **Same as HIST 100. \$10 fee beginning Spring 2025.**

MILS 101. Introduction to the Army and Critical Thinking, 1 credit, Fall.

Cadets will learn how the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. **\$10 fee.**

MILS 102. Introduction to the Profession of Arms, 1 credit, Spring

Cadets will learn how Army ethics and values shape the Army and the specific ways that these ethics are inculcated into Army culture. Cadets can expect to explore the seven Army Values, Warrior Ethos, explore the Profession of Arms, Army Leadership, and critical communication skills. ~~\$10 fee~~ **\$25 fee beginning Spring 2025.**

MILS 103. 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. **Same as PE 013.**

MILS 104. Physical Conditioning II, 1 credit, Spring

Progressive conditioning program. Army Physical Fitness Test is given as midterm and final. **Same as PE 013. \$25 fee beginning Spring 2025.**

MILS 201. Leadership and Decision Making, 2 credits, Fall

Primarily is drawing from the Adaptability ALA. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP). Comprehension of the officer's role in Leading Change by applying innovative Solutions to Problems in concert with the Principles of Mission Command. The Army Profession is also stressed through leadership forums and leadership self-assessment. **\$10 fee.**

MILS 202. Army Doctrine and Team Development, 2 credits, Spring

Begins the journey to understand and demonstrate Cross-Cultural Competencies as they relate to Army doctrine and how they apply in a combatant commander's Engagement Strategies. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises in small units up to squad level. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during Leadership Labs (team building exercises, LTxs, VBS exercises). ~~\$10 fee.~~ **\$25 fee beginning Spring 2025.**

MILS 203. Airborne Operations, 2 credits, Summer

Students who successfully complete this three-week course at Fort Benning, Georgia are awarded the coveted Army Parachutist Badge. The course has three phases: Ground Week, Tower Week, and Jump Week. Students make five static line qualification parachute jumps during the third week from military cargo aircraft. The course is very physically demanding. To qualify, students must pass an Airborne Physical Readiness Test. **Prerequisite: U.S. Army ROTC Cadet status or permission of the Professor of Military Science.**

MILS 204. Airmobile Operations, 2 credits, Summer

Students who successfully complete this two-week course at an Army post are awarded the prestigious Air Assault Badge. The course includes active participation in aircraft safety and familiarization in pathfinder techniques, airmobile insertions, basic rappelling and knots, advanced rappelling, helicopter rappelling, medical evacuation procedures and rigging/sling loading of rotary wing aircraft. Offered annually during the summer. **Prerequisite: U.S. Army ROTC Cadet status or permission of the Professor of Military Science.**

MILS 265. Master Fitness Trainer Course Internship, 2, Summer

The Master Fitness Trainer Course (MFTC) trains selected Noncommissioned Officers (NCOs) and Commissioned Officers in all aspects of the Army's Physical Readiness Training (APRT) system so they can be unit advisors on physical readiness issues and monitor unit and individual physical readiness programs. The instruction includes the science of exercise, physical fitness assessment, exercise training principles, exercise prescription, exercise leadership, and development of individual and unit physical readiness programs in accordance with current Army doctrine and regulations.

MILS 300. ROTC Cadet Basic Camp, 6 credits 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. The Army pays housing, meals, travel expenses and a stipend (approximately \$700) for the period. ROTC scholarships available.

MILS 301. Training Management and the Warfighting Functions, 3 credits, Fall

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).

Prerequisite: MILS 202 or 300 or consent of Professor of Military Science. \$150 fee.

MILS 302. Applied Leadership in Small Unit Operations, 3 credits, Spring

Builds on the lessons learned and leadership attributes gained and developed during MILS 301. 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 and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Leader Training Exercise (LTX). **Prerequisite: MILS 202 or 300 or consent of Professor of Military Science. \$150 fee.**

MILS 303. 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 junior and senior years. Nurses may attend a three-week clinical phase in an Army hospital. The Army pays housing, meals, travel expenses and a stipend (approximately \$700) for the period. **Prerequisites: MILS 302 and consent of Professor of Military Science.**

MILS 304. Cadet Troop Leader Training, 3 credits, Summer Assignment off-campus in an officer role with an active Army unit for three to five weeks in the summer after completion of the Leadership Development and Assessment Course. **Prerequisites: MILS 302 and 303 and consent of Professor of Military Science.**

MILS 305. Nurse Summer Training Program (NSTP), 2 credits, Summer

A three-week clinical experience for selected nurse cadets providing opportunities to develop and practice leadership skills in a clinical environment. Incorporates use of military, leadership, clinical nursing, administrative, and interpersonal skills. Will meet the 2-semester hour elective for nursing majors. **Same as NURS 411.** Prerequisites: NURS 303 or permission of the Professor of Military Science.

MILS 306. Military Science Practicum I, 1 credit, Fall, Spring

Participation on the intercollegiate Ranger Competition Team, Carson-Newman Color Guard, Marksmanship Competition Team or other selected official Military Science regular, on-going, supervised activities. **Prerequisite: Enrollment in the ROTC Program and permission of the Professor of Military Science.**

MILS 307. Military Science Practicum II, 1 credit, Fall, Spring

Additional hands-on experience in military enrichment activities which contribute to the development of leadership and management such as the intercollegiate Ranger Competition Team, Carson-Newman Color Guard, Marksmanship Competition Team, Eagle Battalion Drill Team, and other selected official Military Science regular, on-going, supervised developmental activities. **Prerequisites: Enrollment in the ROTC Program and permission of the Professor of Military Science.**

MILS 401. The Army Officer, 3 credits, Fall

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 responsibilities of Key staff, coordinate staff roles, and use situational opportunities to teach, train and develop subordinates. **Prerequisites: MILS 302 and 303 and consent of Professor of Military Science. \$150 fee.**

MILS 402. Company Grade Leadership, 3 credits, Spring

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. **\$150 fee.**

MUSIC (MUS)

Applied Music, Fall, Spring, Summer

Literature, technique, and for voice students, diction, are taught through private lessons, recitals, and examinations. Course numbers which begin with 1 (e.g., MUS 150) are taken by non-music majors and freshman/sophomore music majors. Course numbers which begin with 3 (e.g., MUS 350) are taken by music majors who have achieved upper division status. Instruction for applied courses at the 100 and 300 level is offered as variable credit 1-3 hours for music majors only. Non-music majors may only enroll for one (1) credit hour per semester of instruction:

Piano	150, 350*	String Bass	167, 367*
Organ	152, 352*	Violin	168, 368*
Voice	155, 355*	Cello	169, 369*
Guitar	157, 357*	Percussion	170, 370*
Flute	161, 361*	Trumpet	171, 371*
Oboe	162, 362*	Horn	172, 372*
Clarinet	163, 363*	Trombone	173, 373*
Bassoon	164, 364*	Euphonium	174, 374*
Saxophone	165, 365*	Tuba	175, 375*

****May be taken more than once for credit.***

Fees for applied lessons for accompanists are based on number of minutes of weekly lesson and credit hours registered. Additional fees are required during the semester when the student gives a recital. Fees for lessons range from \$180 to \$270 per semester and the recital fee is \$75 for a 30-minute recital and \$100 for a 60-minute recital.

MUS 010. Marching Band, 1 credit *

May count for PE credit.

MUS 011. Symphonic Winds, 1 credit*

Open to all students.

MUS 012. Wind Ensemble Brass, .5 credit *

Select instrumental ensemble. Admission by permission of instructor.

MUS 013. Jazz Ensemble, .5 credit *

Select instrumental ensemble. Admission by permission of instructor.

MUS 015. Wind Ensemble Woodwinds, .5 credit *

Select instrumental ensemble. Admission by permission of instructor.

MUS 016. Handbell Ensemble, .5 credit *

Small handbell ensemble. Admission by permission of instructor.

MUS 017. Piano Ensemble, .5 credit *

Students will be coached on standard literature for piano duet and for two pianos. Counts as ensemble credit for keyboard majors. Admission by permission of instructor.

MUS 018. Wind Ensemble Percussion, .5 credit *

Select instrumental ensemble. Admission by permission of instructor.

MUS 020. A Cappella Choir, 1 credit*

Mixed choral group. Admission by audition.

MUS 021. Men's Chorus, 1 credit*

Open to all students without audition.

MUS 022. Women Singers, 1 credit *

Open to all students without audition.

MUS 025. Small Choral Ensemble, .5 credit *

Redemption, auditioned vocalists and instrumentalists, repertoire of contemporary Christian music, perform in area churches, chapel and for campus events.

MUS 026. Contemporary Ensemble Lab, .5 credit, offered as needed

The Contemporary Ensemble Lab provides students hands-on, laboratory-based instruction where they can learn, teach, rehearse, and perform with groups intended to support worship with a local church congregation. **Prerequisites: Any two of the following - Keyboard Improvisation in Worship, Guitar, Percussion, or Voice.**

MUS 030. Lyric Theatre, 1 credit *

Music theatre/opera study through performance lab

MUS 031. Orchestra, 1 credit, Fall, Spring

Admission by audition.

MUS 035. Instrumental Chamber Ensemble, .5 credit, Fall, Also Spring as needed*

Small to medium instrumental chamber ensemble and/or opera/theatre orchestra.

MUS 100. Beginning Music Theory for Majors, 3 credits, Fall

Studies in intervals, scales, key signatures, chords, notation, rhythm, ear training, and sight singing for music majors preparing to take MUS 111.

MUS 101. Class Piano, 1 credit

Beginning piano instruction for students with no previous skills. Emphasizes introductory music theory and chord playing.

MUS 102. Class Voice, 1 credit*

Beginning vocal instruction for the general student and secondary applied music students, instruction in posture, breathing, phonation, resonance, diction, and interpretation in a class setting.

MUS 103, Class Piano I, 1 credit, Fall, Spring

Beginning piano instruction for music majors with limited prior study. Emphasizes development of functional skills, sight-reading, transposition, harmonization, improvisation, technique, and playing by ear. Prerequisite: MUS 101 or instructor's consent.

MUS 104, Class Piano II, 1 credit, Fall, Spring

Continuation of functional keyboard skills development; includes introductory hymn playing. **Prerequisite: MUS 103 or instructor's consent.**

MUS 105. Keyboard Improvisation in Worship, 1 credit, offered as needed

Keyboard Improvisation teaches students to improvise comfortably at the keyboard from a lead sheet using a variety of styles and keys. In addition, students learn to transpose such charts. **Prerequisite: MUS 104 or instructor's consent. \$100 fee.**

MUS 106. Class Guitar I, 1 credit, Fall

Beginning guitar instruction for students with little or no previous skills.

MUS 107. Class Guitar II, 1 credit, Spring.

Intermediate guitar instruction. **Prerequisite: MUS 106 or instructor's consent.**

MUS 109. Foreign Language Diction, 3 credit, offered as needed Study of Italian, German, and French phonology for the singer, with intensive drills in pronunciation and the International Phonetic Alphabet.

MUS 111. Elementary Theory I, 3 credits, Fall

Fundamentals (notation of pitch and duration, scales, keys, modes, intervals, and chords), the structural elements of music (written and analyzed) including melodic organization, rhythm, texture, cadences, non-harmonic tones, voice leading in four-part chorale writing, and basic composition.

MUS 112. Elementary Theory II, 3 credits, Spring

A continuation of the study of the structural elements of music through listening, analyzing, and writing harmonic progressions emphasizing the use of triads, seventh chords, secondary dominants, modulation, and basic composition. An introduction to basic binary and ternary form in music.

MUS 117. Sight Singing and Ear Training I, 1 credit, Fall

Rhythmic reading, interval and chord recognition, melodic and harmonic dictation, computer drill and testing. Two hours a week for one hour credit. **Prerequisite: Pass theory placement test or instructor's consent.**

MUS 118. Sight Singing and Ear Training II, 1 credit, Spring

A continuation of MUS 117 into more advanced levels of difficulty; computer drills. Two hours a week for one hour credit.

Prerequisite: MUS 117 or instructor's consent.

MUS 133. Appreciation of Music, 3 credits, Fall, Spring, Summer

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

MUS 135. Introduction to Music History and Literature I, 1 credit, Fall

Introduction to major composers and styles before 1750. One lecture and one lab session per week for one hour credit.

MUS 136. Introduction to Music History and Literature II, 1 credit, Spring

Introduction to major composers and styles since 1750. Brief treatment of non-western and popular music. One lecture and one lab session per week for one hour credit.

MUS 140. Formation for Music Ministry, 1 credit, Fall

Formation for Music Ministry is an introduction to ministry vocations in music including the investigation of person commitment and preparation for ministry, roles and responsibilities of the leader, and an overview of historical and Biblical foundations for ministry.

MUS 141. Contemporary Worship Leadership, 1 credit, Spring

Contemporary Worship Leadership is an introduction to leading contemporary worship, worship planning, and a Biblical and theological basis for Christian corporate worship.

MUS 203. Class Piano III, 1 credit, Fall, Spring Development of more advanced keyboard skills; emphasis on scales, score reading, hymn playing, and improvisation.

Prerequisite: MUS 104 or instructor's consent.

MUS 204. Class Piano IV, 1 credit, Fall, Spring

Final course in the class piano sequence for non-keyboard music majors. Designed to prepare music majors for the comprehensive piano proficiency exam. **Prerequisite: MUS 203 or instructor's consent.**

MUS 205. Class Piano V, 1 credit, offered as needed

Practical skills including score reading, harmonization, playing by ear; hymn playing, improvisation and transposition. Required for all BM keyboard majors.

MUS 206. Class Piano Laboratory, .5 credit *

Remedial preparation for the keyboard proficiency test. Open only to music majors. S/F grading.

MUS 211. Advanced Theory I, 3 credit, Fall

Counterpoint; advanced tonal harmony; keyboard harmony; variation form; computer applications in music and basic composition.

MUS 212. Advanced Theory II, 3 credit, Spring

Sonata and rondo forms; analysis of late 19th and 20th century music; computer applications in music and basic composition.

MUS 217. Sight Singing and Ear Training III, 1 credit, Fall

Sight-singing and rhythm reading; melodic and harmonic dictation; computer assisted ear-training. Two hours a week for one hour credit.

MUS 218. Sight Singing and Ear Training IV, 1 credit, Spring

Progressively more difficult sight-singing and rhythmic reading; melodic, harmonic, and two-part dictation; computer assisted ear training. Two hours a week for one hour credit.

MUS 219. Composition I, 1-3 credit(s), Fall, Spring

Private instruction in music composition. Public performance on composition recital in spring semester. Does not substitute for theory courses. May be taken more than once for credit. **Prerequisite: MUS 112 and instructor's consent.**

MUS 230. Accompanying Seminar, 1 credit, offered as needed

Piano students are coached on standard accompanying literature for both vocalists and instrumentalists. May be repeated once for credit.

MUS 240. Instrument Studies, 2 credits, Fall

Designed to help music majors gain basic functional knowledge of stringed, percussion, brass, and woodwind instruments. Required for Music Education, Vocal/General majors.

MUS 241. Percussion Methods and Literature, 2 credits, Spring odd years

Teaching percussion instruments including studies in pedagogy, health, and literature.

MUS 242. Woodwind Methods and Literature, 2 credits, Fall odd years

Teaching woodwind instruments including studies in pedagogy, health, and literature.

MUS 246. Brass Methods and Literature, 2 credits, Spring even years

Teaching brass instruments including studies in pedagogy, health, and literature.

MUS 248. Marching Band Drill Writing Techniques, 1 credit, Fall

This course teaches skills required to develop and create high school marching band show designs, utilize the drill writing software Pyware 3D, and develop marketable skills as a freelance drill writer and entrepreneur.

MUS 249. Music and Sound Technology, 1 credit, Spring

Provides students with a robust theoretical background with limited, specific practical applications of common music and sound technologies for use in music education and sacred worship services.

MUS 321. The Songs of the Church, 3 credits, offered as needed

Historical survey of Christian hymns of all periods. The emphasis will be on historical context and current use.

MUS 322. Christian Worship Practices, 2 credits, offered as needed

Introduction to worship practices through reading, examination of worship materials, visits to churches and resource personnel.

MUS 325. Church Music Leadership (with Internship), 3 credits, offered as needed

Administration and organization of the church music program. The course will include an internship.

MUS 341. General Music Education: Elementary, 3 credits, Spring

Designed for elementary teachers with a basic orientation to the purposes and content of music instruction in elementary schools and the opportunity to develop, improve, and apply teaching strategies to music instruction for the elementary classroom. Intended for non- music majors.

MUS 342. Vocal Pedagogy, 3 credits, offered as needed

Vocal teaching techniques.

MUS 343. Instrumental Music Methods, 2 credits, Fall

Organizational structure of the public-school music program. Materials and techniques for orchestra, concert, and marching band. Includes in- school practicum.

MUS 345SL. Teaching Music Methods, 2 credits, Fall

Designed to provide K-12 music teachers with an orientation to classroom management, assessment, curriculum design and implementation and to give opportunity to develop, improve, and apply teaching strategies to music instruction in the various K-12 music settings. Intended for music majors. A 25-hour in-school practicum is required. **Prerequisite: Admission to the Teacher Education Program.** This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

MUS 346. String Methods and Literature, 2 credits, Fall even years Teaching stringed orchestral instruments including studies in pedagogy, health, and literature.

MUS 347. Piano Pedagogy I, 3 credits, offered as needed

Survey of current methods and materials for teaching pre-school, elementary, and early intermediate piano students. Pedagogical approaches to teaching rhythm, reading, technique, memorization, ornamentation, and musicality will be considered. Includes supervised teaching.

MUS 348. Electronic Music Methods, 2 credits, Spring even years

Survey of the physical properties of analog sound, digital sound production and manipulation through the use of synthesizers and computer software, and an introduction to digital music notation software. **Prerequisite: MUS 112 or instructor's consent.**

MUS 349. Piano Pedagogy II, 3 credits, offered as needed

A continuation of MUS 347. Focuses on late intermediate, advanced, and group piano pedagogical approaches. Includes supervised teaching.

MUS385. German/Austrian Music and Culture, 3 credits, May-term

Cultural and musical enrichment through travel, study, and immersion programs in Germany, Austria, and Hungary. While musical culture is the primary focus of the program, students will be exposed in art, architecture, history, religion, German language, and lifestyle.

MUS 411. Form and Analysis, 3 credits, Fall even years

An analytical study of musical form, from phrase structure through the large forms of theme and variation, rondo, sonata form, and fugue.

MUS 413. Counterpoint, 3 credits, Fall odd years

Contrapuntal technique of the sixteenth and eighteenth centuries.

MUS 415. Instrumentation, 2 credits, Spring

Methods of scoring music for instrumental ensembles.

MUS 416. Senior Project in Music Theory, 3 credits, offered as needed.

A detailed analytical study of a major musical composition. For Music Theory majors.

MUS 419. Composition II, 1-3 credit(s), Fall, Spring

Private instruction in music composition for upper-level students. Public performance on composition recital in spring semester. Does not substitute for theory courses. May be taken more than once for credit. **Prerequisites: MUS 211 and 212 and instructor's consent. \$100 fee.**

MUS 431. History of Music I, 3 credits, Fall

The development of western music from the early Christian era through 1750. **Prerequisites: MUS 211 and 212 or instructor's consent.**

MUS 432. History of Music II, 3 credits, Spring

The development of western music from 1750 through the twentieth century. **Prerequisites: MUS 211 and 212 or instructor's consent.**

MUS 435. Song Literature, 3 credits, offered as needed

Study of Italian, German, French, and English art song repertoire from 1600 through modern English and American composers, individual song analysis as well as broader study of composers' compositional traits and connections with poets.

MUS 436. Wind Literature, 3 credits, offered as needed

Basic wind solo and chamber music literature from the Baroque to the present.

MUS 437. Percussion Literature, 3 credits, offered as needed

Basic percussion solo and chamber music literature from the Baroque to the present.

MUS 440. Instrumental Pedagogy, 3 credits, offered as needed

Supervised teaching experience (private or preparatory students).

MUS 441. Methods and Techniques of Conducting, 2 credits, Fall

Techniques of conducting choral and instrumental groups.

MUS 442. Advanced Conducting, 2 credits, Spring

Development of advanced conducting techniques.

MUS 443. Teaching General Music Education K-8, 3 credits, Fall

This course provides prospective music educators with a basic orientation to the purposes and content of general music instruction in K-8 school settings and gives opportunity to develop and improve theoretical and philosophical teaching strategies to music instruction for use in the K-8 classroom. This course is intended for music majors.

MUS 445. Teaching Choral Methods, 2 credits, Fall

Materials and technique for teaching choral music on the secondary level. A 25-hour in-school practicum is required.

MUS 446. Piano Literature I, 3 credits, offered as needed

A study of the history of keyboard music from the Renaissance through the Classical period. Major works and composers will be emphasized, tracing the development of idiomatic keyboard styles and formal structures.

MUS 447. Piano Literature II, 3 credits, offered as needed

Continuation of MUS 446. A study of the history of piano music from the Romantic period to the present. Major works and composers will be emphasized within a historical and stylistic context.

MUS 449. Instrumental Maintenance and Repair, 2 credits, offered periodically. Lab course for instrumental music majors.**MUS 460. Supervised Field Work in Church Music, 1 credit, Fall, Spring**

Supervised practical experience in church music. Student must work in a church situation as a director or accompanist, or in a capacity approved by the supervising professor. Periodic reports and plans are required.

MUS 461. Senior Seminar for BA in Music, 1-3 credits (variable credit), Each semester as needed

This course will include the investigation of relevant after graduation possibilities and resume development. Assignments that facilitate synthesis of the student's college experiences. All appropriate testing for the purpose of Liberal Arts Core Requirements and program assessment.

MUS 465. Student Teaching: Placement One, 5 credits, Fall, Spring

Observation, participation, and teaching under professional supervision. Must provide proof of liability insurance. **Corequisites: EDUC 463 and 467. Prerequisites: Admission to the Teacher Education Program and Student Teaching Semester. \$200 fee.**

MUS 467. Student Teaching: Placement Two, 5 credits, Fall, Spring Observation, participation, and teaching under professional supervision. Must provide proof of liability insurance. **Corequisites: EDUC 463 and 465. Prerequisites: Admission to the Teacher Education Program and Student Teaching Semester. \$200 fee.**

NURSING (NURS)

For nursing courses with a clinical component, 1 credit hour of clinical equals 3 clock hours. A semester consists of 15 weeks. The total clinical clock hours required for a course in a semester is calculated by multiplying the clinical credit by 3 and then multiplying that result by 15.

NURS 202. Health Assessment, 3 credits (2 lecture, 1 clinical credit/45 clock hours per semester), Fall, Spring

Study and application of concepts and skills necessary for holistic health assessment of clients. **Acceptance into first semester nursing courses.**

NURS 203. Pharmacology, 3 credits, Fall, Spring

Introduction to nursing responsibilities related to administration of broad classifications of drugs. **Acceptance into first semester nursing courses.**

NURS 209. Wellness for the 21st Century, 2 credits, Spring

Trends and issues in wellness will be studied. Students will develop and implement a self-wellness plan. Laboratory experiences will involve service, research, or teaching activities. Appropriate for non-nursing majors. No prerequisites. Open to any student at Carson-Newman University.

NURS 212. Fundamentals of Nursing Practice, 6 credits (4 lecture, 2 clinical credits/90 clock hours per semester), Fall, Spring

An introduction to the foundational skills of professional nursing practice based on the metaparadigm (person, environment, health, nursing, and caring). Focus is placed on caring for the individual with alteration in functional health patterns. **Prerequisites: Acceptance into first semester nursing courses. Corequisites or Prerequisite: NURS 202, and 203.**

NURS 217SL. Health Care for the Elderly, 2 credits, Fall, Spring

A study of the health care needs specific to the elderly population. Appropriate for non-nursing majors. **Prerequisite: Acceptance into first semester nursing courses.** This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

NURS 301. Pathophysiology I, 2 credits, Fall, Spring

First of two pathophysiology courses. This course will introduce the conceptual approach and analysis of pathophysiological phenomena and human responses to selected altered health states in the adult. **Prerequisites: 200 level NURS courses.**

NURS 302. Pathophysiology II, 2 credits, Fall, Spring

Second of two pathophysiology courses. This course will continue exploring the conceptual approach and analysis of pathophysiological phenomena and human responses to selected altered health states in the adult. **Prerequisites:** NURS 202, 203, 212, 217, 301, and instructor's consent.

NURS 303. Adult Medical – Surgical Nursing I, 6 credits (3 lecture, 3 clinical credits/135 clock hours per semester), Fall, Spring

First of two Medical-Surgical Nursing courses. Focus is on application of caring actions and the use of critical thinking and clinical decision making to facilitate health in adult clients. **Prerequisites:** 200 level NURS courses and NURS 301 and 303. **Prerequisite or Corequisite NURS 302.**

NURS 304. Adult Medical – Surgical Nursing 2, 6 credits (3 lecture, 3 clinical credits/135 clock hours per semester), Fall, Spring

Second of two Medical-Surgical Nursing Courses. Focus is on more advanced application of caring actions and the use of critical thinking and clinical decision making to facilitate health in adult clients. **Prerequisites:** 200- level nursing courses, NURS 301 and 303; **Pre or Co-req of NURS 302 and instructor's consent.**

NURS 307. Pediatric Nursing, 4 credits (3 lecture, 1 clinical credit/45 clock hours per semester), Fall, Spring

Theory and application of concepts of nursing care are related to the needs of clients from infancy through adolescence and recognize the child as a integral member of the family unit. Caring actions focus upon the use of the nursing process to promote a caring environment for pediatric clients and families. **Prerequisites:** NURS 302 and 303.

NURS 308. Psychiatric-Mental Health Nursing, 4 credits (3 lecture, 1 clinical credit/45 clock hours per semester), Fall, Spring

Professional mental health nursing roles are implemented through caring constructs, communication skills, and therapeutic milieu. **NURS 302 and 303.**

NURS 315. Nursing Research & Evidence Based Practice, 3 credits, Fall, Spring

The fundamentals of research methods are studied and published research findings are critiqued for potential use in nursing practice. Students, working in groups, will participate in an evidence-based practice project for an identified health-related problem. **Prerequisite:** MATH 201 and all sophomore level nursing courses. **Corequisites:** NURS 303 for Honors Students Only.

NURS 320. Special Topics for ROTC Nursing, 1-2 credit(s), Summer

Focuses on issues related to being a Second Lieutenant in the Army Nurse Corps.

NURS 404SL. Community Health Nursing, 4 credits (3 lecture, 1 clinical credit/45 clock hours per semester), Fall, Spring

Application of nursing's metaparadigm with a variety of populations, individuals, families, groups, and communities. Development of nursing strategies to assist multi-cultural clients throughout the lifespan. The clinical focus is the role of the community health nurse. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service. **Prerequisite:** NURS 303, 304, 307, and 413.

NURS 405. Leadership and Management, 6 credits (3 lecture, 3 clinical credits/135 clock hours per semester), Spring, Senior Capstone Course

Selected theories of management and leadership focusing on the integration of these systems with application of clinical decision making to client care management within the health care system using professional standards of client care. **Prerequisites:** NURS 302, 303, 307, 308, 404, and 413. **Corequisites:** NURS 412, 414, and 315 (repeat students only)

NURS 410. Nursing Care of the High-Risk Neonate, 2 credits, Fall, Spring

Focuses on the nursing management of the neonate at risk. **Prerequisite:** NURS 307 or NURS 413.

NURS 411. Nurse Summer Training Program (NSTP), 2 credits, Summer

A three-week clinical experience for selected nurse cadets which provides opportunities to develop and practice leadership skills in a clinical environment. Incorporates use of military, leadership, clinical nursing, administrative, and interpersonal skills. Will meet the 2-semester hour elective requirement for nursing majors. Same as MILS 305. **Prerequisites:** ROTC cadet; NURS 303.

NURS 412. Dimensions of Professional Nursing, 2 credits, Fall, Spring

A synthesis of current and projected trends in nursing practice, education, and nursing research with focus on legal, ethical, social, and legislative issues, which have implications for professional nursing practice. **Prerequisites:** NURS 302, 303, 307, 308, 404 and 413. **Corequisites:** NURS 405, 414, and 315 (repeat students only).

NURS 413. Maternal-Newborn Nursing, 4 credits (3 lecture, 1 clinical credit/45 clock hours per semester), Fall, Spring

Integration of the metaparadigm of person, environment, health, nursing, and caring to childbearing women, their infants, and family. Promotion of positive client health through caring behaviors and roles is emphasized. **NURS 302 and 303.**

NURS 414. Critical Care Nursing, 6 credits (3 lecture, 3 clinical credits/135 clock hours per semester), Fall, Spring

Integration of caring actions that focus on the use of critical thinking and clinical decision making in professional nursing practice. Clinical focus is on the facilitation of health in the client with complex health pattern alterations. **Prerequisites:** NURS 3002, 303, 307, 308, 404, and 413. **Corequisites:** NURS 405, 414, and 315 (repeat students only)

NURS 417. Multicultural Practicum. 1-3 credit(s), Offered as needed Supervised practicum (at least 30 hours) within a cultural setting that is different from the student's dominant/birth culture. **Repeatable to a maximum of 4 hours. \$3,000-\$5,000 Fee**

NURS 418. Health Care Ethics, 2 credits, Spring

Integration of health care decisions in light of core ethical principles/terms as well as exploration of the ethical code of conduct and standards for nurses and other health care professionals.

NURS 419. Nursing Leadership for ROTC, 6 credits (3 lecture, 3 clinical credits/135 clock hours per semester) Fall, Spring, Senior Capstone Course

Selected theories of leadership and management will be examined as the basis for duties, roles, and responsibilities of a professional nurse and military officer. Clinical focus will be delivery of care to a group of clients on a medical-surgical nursing unit. **Prerequisites:** NURS 302, 303, 307, 308, and MILS 401

NURS 431. NCLEX Success I, 1 credit, Fall, Spring

First of two courses designed to assist senior nursing students in preparing for the NCLEX-RN licensure exam. The course focuses on current NCLEX-RN test plan and students' identified learning needs. **Prerequisites:** NURS 302 and 304; **Corequisite:** NURS 414.

NURS 432. NCLEX Success II, 2 credits, Fall, Spring

Second of two courses designed to assist senior nursing students in preparing for the NCLEX-RN licensure exam. The course focuses on current NCLEX-RN test plan and students' identified learning needs. **Prerequisites:** All first-fourth semester NURS courses. **Corequisite or Prerequisite:** NURS 315, 405, and 412.

PHILOSOPHY (PHIL)**PHIL 101. Introduction to Philosophy and Critical Thinking, 3 credits, Fall, Spring**

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

PHIL 204. Principles of Logic and Science, 3 credits, Spring odd years

Studies the principles of symbolic (sentential) logic, categorical logic, and elementary quantification theory. These exercises in deduction will be set over against induction as seen in the activities of science.

PHIL 301SL. Christian Ethics, 3 credits Spring

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

PHIL 303. Ancient Philosophy, 3 credits, Fall even years

Focuses on the beginnings of Western thought in a survey of the Presocratic, Plato, Aristotle, and Greek and Roman philosophy.

PHIL 304. Medieval Philosophy, 3 credits, Spring odd years

Studies the principal thinkers of the medieval period, including Augustine, Boethius, Anselm, Avicenna, Aquinas, Ockham, and others.

PHIL 305. Modern Philosophy, 3 credits, Fall odd years

Examines Western thought from the Renaissance through Hegel with special attention to the Continental Rationalists and the British Empiricists.

PHIL 306. Contemporary Philosophy, 3 credits, Spring even years

Examines the philosophical movements which shape the contemporary Western mind. Special emphasis will be made upon engaging the student in the ongoing philosophical process.

PHIL 321. Religion and Science, 3 credits, Spring even years

A topical and historical study of the philosophical issues surrounding the relationship between the Christian religion and modern science. The tools of philosophy, especially philosophy of science, will be used to address salient points of intersection between Christianity and science in modern times.

PHIL 400. Teaching Assistantship, 1-3 credit(s), Fall, Spring

Engages the senior philosophy student in one-on-one tutoring and other activities with underclassmen. Requires departmental invitation.

PHIL 401. Problems of Philosophy, 3 credits, once every 2-3 years

Examines a selected intellectual problem for its philosophical dimensions. Metaphysical and epistemological issues are given priority.

PHIL 402SL. Philosophy of Religion, 3 credits, Fall

Surveys the engagement of philosophy with religion, with focus upon religious experience, “proofs” of God’s existence, religious language, miracles, life after death, and associated topics. **Prerequisites: PHIL 101 or instructor’s consent. Same as BTS402SL.** This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

PHIL 403. Aesthetics, 3 credits, Once every 2-3 years

Critically examines the artistic enterprise and seeks to develop a coherent set of principles which attend the person and work of the artist, the art object, and the art audience. Several contemporary theories of art will be examined. **Prerequisite: PHIL 101 or instructor’s consent.**

PHIL 404. Nonwestern Religious Thought, 3 credits, Fall even years

Examines the conceptual component in various Eastern religions. The student will read extensively from the sacred writings of these religions. Comparative studies will be encouraged. **Prerequisite: PHIL 101 or instructor’s consent.** Same as BTS 404.

PHIL 410. Philosophy Colloquium, 1 credits, Spring

Intensely examines selected works of a significant philosopher in a colloquium setting. All philosophy professors will be involved, as well as faculty members from other departments, as appropriate. May be repeated for credit.

PHYSICAL EDUCATION (PE)**PE 008. Emergency Life Sustaining Skills, 1 credit**

Emergency measures in choking, poisoning, bleeding, etc.; CPR and rescue skills. Instructor approval required.

PE 009A. Fencing, 1 credit - May be repeated for up to 4 credits.

PE 010. Golf, 1 credit - May be repeated for up to 2 credits.

PE 012. Hiking/Backpacking, 1 credit - May be repeated for up to 2 credits. **\$40 fee.**

PE 013. Physical Conditioning, 1 credit - May be repeated for up to 4 credits.

PE 016. Open Water Scuba Diving, 2 credits - May be repeated for up to 4 credits. **\$250 fee plus purchase of fins and mask is required.**

PE 018. Leisure Activities, 1 credit - May be repeated for up to 4 credits.

PE 020. Self Defense (enrollment restricted to women), **1 credit. \$20 fee.**

PE 021. Pickle Ball, 1 credit - May be repeated for up to 2 credits.

PE 025. Swimming, 1 credit - May be repeated for up to 2 credits.

PE 026. Yoga for Health, 1 credit - May be repeated for up to 2 credits.

PE 028. Tennis, 1 hour - May be repeated for up to 4 credits.

PE 030. Volleyball, 1 credit - May be repeated for up to 2 credits.

PE 031. Beach Volleyball, 1 credit

May be repeated for up to 2 credits. Introductory course designed to teach the fundamental techniques of volleyball including forearm passing, overhead passing (setting), serving, blocking and other defensive skills. Rules and strategies of beach volleyball to improve gameplay awareness will be covered.

PE 032. Weight Training, 1 credit - May be repeated for up to 2 credits.

PE 037. Lifeguard Training, 2 credits

Preparation for and implementation of a lifeguard system at swimming pools and non-surf open water beaches.

PE 038. Fitness Swimming, 1 credit

Must be able to swim. Not for beginners. May be repeated for up to 2 credits.

PE 040. Racquetball, 1 credit - May be repeated for up to 2 credits.**PE 046. Fitness, Core, Barre, 1 credit**

Fitness ballet, dynamic stretching, and core work are used to challenge students to firm and strengthen core, glutes, arms, and leg muscles through controlled, precise movements, improving overall conditioning.

PE 047. Country Line Dancing, 1 credit - May be repeated for up to 2 credits.**PE 048A. Judo, 1 credit****PE 050. Horsemanship, 1 credit** - May be repeated for up to 2 credits.**PE 052. Beginning Kayaking, 1 credit. \$40 fee****PE 054. Speed Training, 1 credit****PE 055. Racket Sports, 2 credit, Fall, Spring**

This activity course provides the opportunity for students to develop skills, tactics/strategy, knowledge, and personal/social behaviors to participate in badminton and pickleball.

PE 056. Rock Climbing and High Course Management, 2 credits -

May be repeated for up to 2 credits.

Varsity athletes, cheerleaders, and dance team members may elect to receive one hour credit each year for participation in these activities. Maximum credit for any student is four hours. Such credit is elective and graded as satisfactory/fail only and does not count toward any major or requirement except as elective hours. Credit is available as follows:

PE 070. Varsity Baseball, 1 credit**PE 071. Varsity Basketball, 1 credit****PE 072. Varsity Football, 1 credit****PE 073. Varsity Golf, 1 credit****PE 074. Varsity Soccer, 1 credit****PE 075. Varsity Softball, 1 credit****PE 076. Varsity Tennis, 1 credit****PE 077. Varsity Track & Field, Cross Country, 1 credit****PE 078. Varsity Volleyball, 1 credit****PE 080. Varsity Cheerleading, 1 credit****PE 081. Dance Team, 1 credit****PE 082. Varsity Swimming, 1 credit****PE 083. Varsity Sand Volleyball, 1 credit****PE 084. Varsity Fishing, 1 credit****PE 101. Introduction to Physical Education, 1 credit**

A survey of the basic concepts of the academic disciplines that comprise physical education.

PE 102. History and Philosophy of Physical Education, 1 credit, Fall

An overview of the history and philosophy of physical education from the Greek civilization to the present.

PE 125. Archery Team, 1 credit (approved on 10/22/24)

A course for students participating on the C-N Eagle Archery Team.

PE 200. Personal Training Methods, 3 credits, offered periodically Students will understand the foundational knowledge and skill development to become a certified personal trainer. Students will learn to develop and administer programs designed to enhance muscular strength, endurance, flexibility, cardio-respiratory fitness, and body composition. Client motivation and exercise adherence is addressed also. This course is designed to prepare students for the nationally recognized Certified Personal Trainer (CPT) exam by the American College of Sports Medicine (ACSM). The CPT exam will serve as the final exam for the course. **Prerequisite: C or better in BIOL 207.**

PE 202. Principles of Coaching, 2 credits, Spring

Survey of principles of coaching with emphasis on coaching philosophy, sport psychology, sport pedagogy, sport physiology and sport management.

PE 209. Athletic Performance and Wellness, 2 credit, Offered periodically

A holistic approach to health and lifetime wellness is explored as students learn various exercise modalities in addition to physical, mental, social, and emotional components critical for living a healthy life.

PE 210. Coaching Football, 2 credits, Summer

Skills, techniques, strategy, and administrative responsibilities in coaching football.

PE 212. Coaching Basketball, 2 credits, Summer

Teach the technical and tactical skills of basketball and develop strategies to be a better leader and coach. Students will develop season and practice plans and learn strategies and skill techniques appropriate for coaching basketball.

PE 214. Coaching Track and Field, 2 credits, Summer

Course includes all facets of coaching Track and Field, technologies of Track and Field, equipment considerations, organization and administration responsibilities, various techniques in running, jumping and throwing events, coaching from an official's perspective, and flexibility and weight training programs.

PE 233. Officiating Athletics, 2 credits, offered periodically Students will learn methods and rules pertinent to officiating in athletics including basketball, volleyball, baseball, and football. In addition to the procedures and rules, students will learn methods to respond to applicable adverse and volatile situations. Career opportunities and methods for certification will be covered.

PE 235. Coaching Techniques in Strength Training and Conditioning, 3 credits, offered periodically

Course will assist with the necessary skills and knowledge to establish and coach a weight training program at the secondary school level.

PE 247. Principles in Physical Therapy, 2 credits, Offered periodically

The career of physical therapy is explored including the history, laws, code of conduct, role, and practices within the profession. Students will learn appropriate foundational methods for rehabilitative practices.

PE 300. Teaching Assistantship, 1-3 credits, Fall, Spring

Assist with preparation for and management of physical education courses. **Prerequisite: Department chair's consent.**

PE 302SL. Teaching Health and Physical Education in Elementary School, 3 credits, Spring

Teacher methodology for developmentally appropriate K-5 physical education and health. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

PE 303. Teaching and Assessment in Rhythmic Movement and Educational Gymnastics, 3 credits, offered periodically

Students will learn planning, organizing, assessment, and teaching activities for children's rhythmic movement and educational gymnastics. Scope, content, and skill practice will be explored.

PE 308. American Red Cross Water Safety Instructor Training, 3 credits, offered periodically

Preparation for teaching swimming and waterfront safety. **Prerequisite: Advanced swimming skills.**

PE 310. Sports Administration, 3 credits, offered periodically

Principles and methods of athletic administration. Topics include: Duties and Responsibilities of Administrators, Management of Personnel and Resources, and Contemporary Issues.

PE 311SL. Sport as Mission, 3 credits, Spring

Students will understand sport as a Christian mission. Coaching, athletic management, and recreation are explored in light of a Christian worldview. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

PE 318. Practical Skills for Professionals in Sport and Recreation Management, 3 credits, offered periodically

Students will understand technical and managerial skills necessary for individuals managing teams, organizations, and facilities pertaining to athletics and recreation. Components include scheduling, budget creation, risk management, human resources, programming logistics, and facility administration. **Prerequisite: junior/senior standing or instructor's consent.**

PE 320. Special Topics in Physical Education, 1-3 credits, offered as needed

A wide variety of topics in physical education, movement pedagogy, and education methods are explored in this contemporary research and special topics course. Relevant issues including conditioning, nutrition and supplementation, and biomechanics are analyzed. **Prerequisite: junior/ senior standing or instructor's consent.**

PE 335. Ethical Consideration in Sport, 3 credits, Fall

Students will understand decision making and ethical dilemmas in sport. Varied ethical perspectives are analyzed through the conflicts presented in sports-related questions. Course readings and lectures examine the theoretical constructs of ethical decision-making. Throughout this course, students develop their own sport philosophy and ethical standards regarding sport. **Prerequisites: PE major, junior level standing or instructor's consent.**

PE 360SL. Teaching and Assessment of Individual and Dual Sports, 3 credits, Spring odd years

Pedagogy of individual and dual sports is learned as students learn and practice teaching and assessment for a variety of sport and leisure activities. **Prerequisites: PE major.** This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

PE 361SL. Teaching and Assessment of Team Games and Leisure Activities, 3 credits, Spring even years

Pedagogy of team games and leisure activities is learned as students learn and practice teaching and assessment for a variety of sport and leisure activities. **Prerequisites: Junior/senior standing or instructor's consent.** This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

PE 403. Teaching Physical Education and Wellness in the Secondary School, 3 credits, Fall/odd years

Teacher methodology for 6-12 physical education and wellness. Students will need to pay for and pass the Praxis health exam for successful completion of this course. **Prerequisite: Admission into Teacher Education Program I. \$75.00 fee.**

PE 404. Measurement and Evaluation, 3 credits, offered periodically

Selection and administration of PE related tests. Interpretation and communication of results.

PE 407SL. Adapted Physical Education, 3 credits, Fall

Design and implementation of adaptations to meet the needs of disabled children and adults. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

PE 440. Policy and Risk Management in Sport and Recreation, 3 credits, offered periodically

A thorough understanding of policy issues pertaining to athletics and recreation is developed in this course. This course provides an analysis of risk management strategies essential for safe and effective sport and recreation settings. **Prerequisites: Junior standing and instructor's consent.**

PE 469. Exercise, Recreation, and Sport Sciences Internship, 3-6 credits, Fall, Spring, Summer

Students will have had a leadership opportunity through assigned work experience. The teacher works with the cooperating institution to develop a learning experience beneficial to the specific student needs. A supervisor/mentor facilitates specific assignments and participates in a final evaluation supported by journal and portfolio. **Prerequisite: Department chair's consent.**

PHYSICS (PHYS)**PHYS 100. Physics in Everyday Life, 3 credits, offered periodically**

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

PHYS 101. Physics of Musical Sound, 3 credits, offered periodically

An investigation of variety of fundamental physics principles and their application to the production, transmission, and perception of sounds. Primarily intended for music majors and students with some music experience. Two lectures and one two-hour lab a week.

PHYS 102. Basic Physics and Astronomy, 3 credits, offered periodically

An introduction to the major concepts and principles of physics and astronomy. Intended primarily for students pursuing licensure in K-8 education. Not open to students who have taken either PHYS 100 or 110. Two lectures and one two-hour lab per week.

PHYS 103. General Physics I, 4 credits, Fall

An application of physical principles, logic, and mathematical examination to understanding motion. Topics include forces, collisions, momentum, energy, rotations, fluids, and heat. Three lectures and one three-hour lab a week. **Prerequisite: MATH 120 or ACT math score of 24 or higher, or instructor's consent. \$30.00 lab fee.**

PHYS 104. General Physics II, 4 credits, Spring

A continuation of PHYS 103, focusing on the nature of sound and light, electromagnetic phenomena, and optics. Three lectures and one three-hour lab a week. **Prerequisite: PHYS 103. \$30.00 lab fee.**

PHYS 110. Elementary Astronomy, 3 credits, offered periodically

A survey of the tools and techniques of astronomy, our solar system, the stars, galaxies, and the structure of the universe. For non-science majors. Two lectures and one lab a week. **\$30.00 lab fee.**

PHYS 201. Principles of Physics I, 4 credits, Fall

An application of physical principles, logic, and calculus to understanding motion. Topics include forces, collisions, momentum, energy, rotations, fluids, and heat. Three lectures and one three-hour lab a week. **Pre- or Corequisite: MATH 151. \$30.00 lab fee.**

PHYS 202. Principles of Physics II, 4 credits, Spring

A continuation of PHYS 201, focusing on the nature of sound and light, electromagnetic phenomena, and optics. Three lectures and one three-hour lab a week. **Prerequisite: PHYS 201. \$30.00 lab fee.**

PHYS 301. Electronics, 4 credits, Spring even years

A study of electronic circuits and the nature of modern instruments commonly used in scientific labs. Topics include integrated circuits, analog and digital electronics, and microcontrollers. Three lectures and one three-hour lab a week. **Prerequisites: PHYS 202 and MATH 152. \$30.00 lab fee.**

PHYS 302. Electrodynamics, 3 credits, Spring odd years

An intermediate treatment of classical electricity and magnetism, including the use of vector calculus. Topics include fields, potentials, electromagnetic waves, and Maxwell's equation. **Prerequisites: PHYS 202 and MATH 152.**

PHYS 304. Thermodynamics, 3 credits, Fall even years

A study of gases, liquids, and solids, as well as an introduction to atomic and molecular structure. **Prerequisites: CHEM 104 and MATH 152; corequisite: PHYS 314.**

PHYS 307. Modern Physics, 3 credits, Fall odd years

A course covering Einstein's theory of special relativity, atomic physics, and elementary particles. **Prerequisite: PHYS 202.** Same as CHEM 403.

PHYS 308. Quantum Mechanics, 3 credits, Spring even years

A mathematical formulation of elementary quantum theory and its application to atoms and solids. **Prerequisite: PHYS 307.**

PHYS 313. Nuclear Physics, 3 credits, Offered periodically

An introduction to nuclear and elementary-particle physics. Topics covered typically include: nuclear models, radioactivity, nuclear reactions, fission, fusion, nuclear energy, nuclear weapons, nuclear medicine, and elementary particles. **Prerequisite: PHYS 307 or instructor's consent.**

PHYS 314. Thermodynamics Laboratory, 1 credit, Fall even years

Laboratory to accompany PHYS 304. Topics include gases, thermodynamics, and phase equilibria. One three-hour lab a week. **Corequisite: PHYS 304.**

PHYS 318. Experimental Physics, 2 credits, Fall odd years

A lab course designed to give students an understanding of data collection, experimental procedures, and analysis techniques. Both modern and classical experiments will be conducted. One lecture and one two-hour lab per week. **Prerequisite: PHYS 202. \$30.00 lab fee.**

PHYS 320. Optics, 3 hours, Offered periodically

A study of wave nature of light and its application to scattering, reflection, interference, diffraction, and refraction. **Prerequisites: PHYS 202 and MATH 152.**

PHYS 325SL. Principles of STEM Communication, 2 credits, offered periodically

Develop communication skills in the STEM disciplines and become familiar with tools used to help communicate STEM concepts. This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service. Same as CSC 325SL and MATH 325SL.

PHYS 330. Mechanics, 3 credits, Fall even years

An application of vector calculus generalized coordinates, differential equations, and Lagrangian and Hamiltonian formulations to solve problems in mechanics. Topics include rigid bodies, rotations, and oscillations. **Prerequisite: PHYS 202. Corequisite: MATH 211.**

PHYS 361. Nuclear Medicine, 3 credits, offered periodically

In this course, topics of study include a background on radiation and nuclear physics, as well as the development of radiopharmaceuticals, radiation dosimetry and safety, proton therapy, brachytherapy, and medical imaging techniques such as positron emission tomography (PET). **Prerequisites: PHYS 103 and 104 or PHYS 201 and 202 and MATH 152.**

PHYS 362. Energy and the Environment, 3 credits, offered periodically

A study of energy and its influence on our lives, sources of energy, future shortages, social and political aspects of energy issues, environmental issues, alternative energy, and energy conservation.

PHYS 400. Teaching Assistantship, 1 credit, offered on Demand

A course designed to help prepare students for teaching in graduate school. Students assist faculty with labs, grading, and other activities deemed appropriate by the instructor and in accordance with school policy. May be repeated once for credit. **Prerequisites: Senior standing and instructor's consent.**

PHYS 401. Special Topics in Physics, 3 credits, offered periodically

A study of current research in physics or other areas which are deemed appropriate by the department. Topics might include solid state physics, nuclear physics, mathematical methods of physics, acoustics, or others. May be repeated for credit. **Prerequisites: PHYS 201 and MATH 152.**

PHYS 491. Senior Seminar, 1 credit, Fall

Introduction to physics literature and journals as well as other selected projects such as resume preparation and skills of the short interview. One lecture hour a week. **Prerequisite: Senior standing and instructor's consent.**

PHYS 495. Physics Research, 1-3 credit(s), offered on demand

Experiments which introduce students to a variety of physical phenomena. The topic is selected by the student and a faculty member. May be repeated for credit. **Prerequisite: Instructor's consent.**

PHYS 496. Physics Internship, 1-3 hours credit(s), offered on demand

Students can obtain academic credit for work experience normally completed during the summer. Both oral and written presentations dealing with the experience are required. May be repeated for credit. **Prerequisite: Instructor's consent.**

PHYS 497. Senior Studies, 1-3 credit(s), offered on demand

A student chooses and studies a topic of particular interest on an individual basis. May be repeated for credit. **Prerequisite: Instructor's consent.**

PROFESSIONAL STUDIES COURSE DESCRIPTIONS

PS 101. Professional Studies I, 2 credits

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

PS 201. Professional Studies II, 2 credits

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

PS 301. Professional Studies III, 2 credits

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

PS 401. Professional Studies IV, 2 credits

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

POLITICAL SCIENCE (PSC)

PSC 101. Introduction to Civil Rights and Liberties, 3 credits, Fall, Summer periodically

Emphasis on historical background and contemporary issues related to civil rights and liberties in the United States.

PSC 102. American Government and Politics, 3 credits, Fall, Spring, Summer periodically

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

PSC 105. Introduction to the Legal Profession, 1 credit, Fall odd years.

Role of participants in the legal system. Various types of lawyers will be guest speakers each week.

PSC 200. Moot Court, 2 credits, Fall

Students will develop research, writing, oral communication, and team building skills by writing a brief and preparing arguments for the AMC3 Moot Court Challenge competition. May be repeated for credit. **Prerequisite: Instructor's consent.**

PSC 201. Global Politics, 3 credits, Spring

Examination of contemporary events and issues across the international system including the role of the United States in those issues.

PSC 202. Model United Nations, 2 credits

Competitive United Nations simulations, encouraging the development of student research, writing and oral communication skills. Students will compete in the Model UN conference. May be repeated for credit.

PSC 300. Teaching Assistantship in Political Science, 1-3 credit(s), Fall, Spring

Teaching assistantship for majors by departmental invitation.

PSC 302. Faith, Freedom and the Individual, 3 credits

See HONORS PROGRAM.

PSC 303. American Political Behavior, 3 credits, offered periodically

Voting behavior, political power and its acquisition, public opinion, propaganda, polling, surveys and techniques of political analysis.

PSC 312. Modern Middle East, 3 credits, offered every 2-3 years

Emergence of the modern Middle East from the late eighteenth century through the present by focusing on political and cultural changes. **Same as HIST 312.**

PSC 313. Introduction to International Relations, 3 credits, Offered every 2-3 years.

Survey of the international relations field including theoretical background and contemporary issues.

PSC 314. International Human Rights, 3 credits, offered periodically

Issues surrounding international human rights including how they are defined, the role of the United Nations and international law, and current controversies.

PSC 316. Comparative Politics, 3 credits, once every 3-4 years

Comparison of contemporary political systems. Students will examine institutions and issues from industrialized to underdeveloped states. Country profiles are presented to highlight significant features.

PSC 318. Democracy and Elections, 3 credits, once every 3-4 years

Comparative examination of political party systems and party families. Students will begin with coverage of mainstream parties within the United States before transitioning to party families common through the world. Ideological features of Communist, Liberal, Conservative, Christian Democratic, Socialist, Social Democratic, Greens and Radical Right parties are presented. In addition, features of dominant party, two-party, and multi-party systems will be explored.

PSC 320. Special Topics in Political Science, 1-3 credit(s), offered periodically.

An examination of a specific area of study in the discipline. Can be repeated for credit when topic changes.

PSC 321. American Political Thought, 3 credits, Spring every 2-3 years

Survey from Puritans to modern thinkers. **Same as HIST 321.**

PSC 323. Global Feminisms: Women in the Modern World, 3 credits, Fall odd years

Explores the history of women in the 20th/21st century from a global and thematic perspective by looking at middle class feminism and working-class unionism; women in political revolutions and women in peace movements; women and the development of human rights; the development of women's history; and women and the politics of globalization, development, and environmental politics. **Same as HIST 323.**

PSC 324. Popular Culture and American Politics, 3 credits, once every 2-3 years.

Popular culture related to American politics and government focusing on the role of film, television, fiction, and music. Specific topic will vary.

PSC 330. Law in American Society, 3 credits, offered periodically

Law as a process through which social problems are addressed. Attention devoted to the structure and function of the U.S. legal system (federal and state). Current controversial legal issues will also be discussed.

PSC 335. Church-State Relations, 3 credits, offered periodically

An examination of the historical roots and contemporary status of church-state relations in America with a focus on the writings of Madison, Jefferson, key court decisions, and the current political culture.

PSC 337. Contemporary Criminal Procedure, 3 credits, Every 3-4 years

Emphasis on issues in a chronological perspective. These criminal procedure rights will be analyzed in terms of the effects of US Supreme Court decisions on law enforcement and criminal defense.

PSC 338. Women and the Law, 3 credits, every 2-3 years

Study of historical and contemporary gender-based discrimination via examination of state and federal court decisions concerning statutory, constitutional based and traditional schemes of such discrimination.

PSC 339. Right to Privacy, 3 credits, every 2-3 years

The historical roots and contemporary applications of the right to privacy in the United States through an examination of US Supreme Court and lower court rulings.

PSC 365. Washington Semester, 3-9 credits, offered as needed

Internship in the nation's capital. Students learn about the workings of federal government under supervision of a US congressman out of whose office they work. Approvals from instructor, committee, and Washington office required during semester prior to participation.

Prerequisite: senior standing.

PSC 407. Development of the Modern Presidency, 3 credits, once every 3-4 years

Analysis of the growth of US presidential power. Historical roots and practices of 20th century presidents. **Same as HIST 417.**

PSC 409. Contemporary Issues in U. S. Public Policy, 3 credits, once every 3-4 years

Overview of the policymaking process in the United States and controversial issues in American public policy.

PSC 410. Women and Politics, 3 credits, offered periodically

Role of women in the U. S. political system from the suffrage movement to current issues surrounding their political behavior as voters and elected officials.

PSC 420. Formation and Adoption of the Federal Constitution, 3 credits, offered periodically

Examination of the context and process of the formation and adoption of the United States Constitution. Same as HIST 420.

PSC 438. American Constitutional Law I, 3 credits, Fall every 2 years

Constitutional interpretation and judicial review. Supreme Court decisions in business and economic matters.

PSC 439. American Constitutional Law II, 3 credits, Spring every 2 years

Civil liberties cases. **PSC 438 is not a prerequisite.**

PSC 491SL. Senior Seminar in Political Science, 2 credits, Fall

Reading/discussion-based course covering contemporary political issues. Students will write a significant research paper. Capstone course for political science majors. This is a service-learning course and may require an additional time commitment outside of class.

PSYCHOLOGY (PSY)**PSY 101. Introduction to Behavioral Science, 3 credits, Fall, Spring**

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

PSY 102. Understanding Human Behavior, 3 credits, Fall, Spring

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

PSY 201. Adult Psychology, 1 credit, Fall

Research and practical applications in patterns of mature living. Will be the adult development module of PSY 206. Students who have taken or plan to take PSY 206 or CFS 206 may not take PSY 201. Students who take PSY 201 after PSY 06 or CFS 206 will not receive credit for the course. **Instructor's Permission.**

PSY 203. Statistical Concepts and Methods, 3 credits, Fall, Spring, Summer

Basic statistical concepts including populations, samples, analysis, and inference. One and two dimensional discrete and random variables. Applications of normal, t, chi square, F and binomial random variables. R statistical software. Same as MATH 201 and SOC 203.

Prerequisites: Strong algebra background evidenced by math ACT 21 (math SAT 530) or MATH 106, 120, or 125.

PSY 204. Psychology of Childhood and Adolescence, 3 credits, Fall, Spring.

Developmental processes from early childhood to adolescence. Consideration of behavioral management techniques.

PSY 206. Human Development Through the Lifespan, 3 credits, Fall, Some Springs

Developmental processes from prenatal to late adulthood and death, including physical, cognitive, and psycho-social development. Same as CFS 206.

PSY 209. Psychology of Adjustment and Health, 3 credits, Fall

An examination of the areas of emotional and behavioral health with emphasis on personal assessment, goal-setting and personal improvement. Analysis of the patterns of behavior that relate to health and higher quality of life. Use of the biopsychosocial model.

PSY 212. Social Entrepreneurship Seminar, 2 credits, Fall

An introduction to service that addresses human needs and problems by strengthening social infrastructure through community research and action, service learning, and civic engagement. Involves readings and a field trip. Same as ID 212.

PSY 213. Research Design and Interpretation, 3 credits, Fall, Spring.

An introduction to research design including quantitative and qualitative approaches. Students will learn how to interpret primary research articles and plan a research project with a specific design.

PSY 250. Society and the Individual, 3 credits

See HONORS PROGRAM.

PSY 301. Social Psychology, 3 credits, Fall, Spring, Summer

Social factors influencing the thoughts and behavior of the individual. **Prerequisite: PSY 101 or 102.** Same as SOC 301.

PSY 302. Abnormal Psychology, 3 credits, Fall, Spring

Causes, treatments, and prevention of maladaptive behavior. **Prerequisite: PSY 101 or 102.**

PSY 304. Child and Adolescent Psychopathology, 3 credits, offered periodically

Causes, treatments, and prevention of disorders in children and adolescents. **Prerequisite PSY 101, 102, 204 or 206.**

PSY 306. Organizational Behavior, 3 credits, offered periodically

Principles of management with emphasis on individual and group behavior in organizations. Same as MGT 306.

PSY 308. Cognitive Psychology, 3 credits, offered periodically

An overview of the scientific study of the mind and mental processes, including memory, language, and decision-making with consideration of the neurological underpinnings of cognitive processes.

PSY 310. Criminology, 3 credits, Fall

Overview of the field of criminology with attention given to behavior of the criminal and case studies. **Same as SOC 310.**

PSY 312SL. Social Entrepreneurship and Non-Profit Studies, 3 credits, Fall

Students will investigate how non-profit organizations can address human needs and problems by strengthening social infrastructure and empowering communities to help themselves. Students will complete a project that addresses human need and creates social change for the common good. Same as ID 312. **Prerequisite: ID/PSY 212. \$25 fee.** This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.

PSY 313. Statistical Analysis for the Social Sciences, 3 credits, Spring

Students will learn statistical analysis from measures of central tendency to analysis of variance as it applies to psychology research. Students will gain expertise in use of SPSS as a means of analysis. **Prerequisite: PSY 213.**

PSY 316. Forensic Psychology, 3 credits, Spring

An overview of criminal behavior, including developmental, biological, learning, personality, and social psychological perspectives. Specific topics range from juvenile delinquents to psychopaths, from typical aggression to homicide and sexual assault. Where possible, both predicting crime and correctional options will be introduced. **Prerequisites: 3 hours of social science and junior standing, or 6 hours socialscience.**

PSY 318. Humanity and the Biosphere, 3 credits, Every 2-3 years

See HONORS PROGRAM.

PSY 320. Topics in Psychology, 1-3 credit(s), offered periodically

Topics vary and may include historical readings, biofeedback, self- management, humor, environment and community, peace psychology, stress management and self-esteem in children. May be repeated.

PSY 323. Peace Psychology, 3 credits, offered periodically

A psychological approach to understanding wars, transforming conflict, and building peace. Requires a lab fee and field experience.

PSY 325. Psychology of Humor, 3 credits, offered periodically

A comparison of motivational and cognitive theories. Key questions: To be funny, must one be aggressive or are verbal puns sufficiently arousing? We will view stand-up comedy, sit-coms, cartoons/comics, and full-length movies. We will deconstruct comedies in terms of "incongruity-resolution," and blend schemas/themes arising in politics, relationships, and regional stereotyping. Original research will support an inclusive model of how we think about humor.

PSY 337. Neuropsychology, 3 credits, Spring

Neuropsychology is the scientific study of the relationship between brain and behavior. Application of neuropsychological concepts, principles, and research findings to understand human behavior and social, political, and cultural phenomena.

PSY 400. Teaching Assistantship, 1-3 credit(s) Fall, Spring

Majors assist with grading, class exercises and tutoring. Taken by instructor's approval. 4 hours maximum. S/F grading.

PSY 401. Research Assistantship, 1-3 hours credit(s), Fall, Spring

Students will work closely with a faculty member on a research project that the faculty member directs. Students will gain research and statistical expertise. Course may be repeated for up to 4 hours credit. S/F grading. **Prerequisites: PSY 213 or instructor's consent.**

PSY 404. Educational Psychology II: Classroom Management, 2 credits, Spring

Teacher/Student Management.

PSY 405. History and Systems of Psychology, 3 credits, Spring, Summer

A study of systems of psychological thought in history and contemporary society. **Prerequisites: PSY 101 or 102, junior/seniorstanding.**

PSY 406. Personality Theories, 3 credits, Fall

Overview of major personality theories. **Prerequisites: PSY101 or 102, 9 additional hours of psychology.**

PSY 407. Gerontology, 3 credits, offered periodically in Spring

Examination of the physical, social, and psychological aspects of the aging process. In-depth look at stereotypes, theories, demographics, and ways to age successfully. Same as SOC 417.

PSY 408. Psychology of Gender, 3 credits, Spring

A survey of current ideas from the field of psychology on gender with an emphasis on women's ways of knowing, positive expressions of masculine character in the age of feminism, and communication differences between the sexes.

PSY 409. Current Topics in Child and Family Studies, 3 credits, offered periodically

Research and readings on selected issues affecting children and families. **Prerequisites: CFS 206 or PSY 204, CFS 305.** Same as CFS 407.

PSY 410. Advanced Skills and Practice, 3 credits, Fall

Supervised experience in local agencies or institutions. **Prerequisites: 12 hours of psychology to include one of the following: PSY 302, PSY209, PSY 413, and junior/seniorstanding.**

PSY 412SL. Senior Seminar, 3 credits, Fall

Review of the field of psychology and career/graduate school preparation within the psychology and psychology-related fields. **Prerequisite: senior standing.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

PSY 413. Counseling Theories and Techniques, 3 credits, Fall, Spring

Psychodynamic, Rogerian, cognitive, behavioral and eclectic theories. Basic counseling skills. Laboratory. **Prerequisites: PSY 302 and junior/ senior standing.**

PSY 425. Positive Psychology, 3 credits, offered periodically

Optimal functioning is explored by studying happiness, wellness, optimism-pessimism, setting goals, resilience, flow, and hope. A purposeful life is not equal to merely being “happy”. Theoretical support comes from cognitive, personality, and social psychology as well as neuroscience and counseling. Students compare empirical research to counseling applications and keep a self-reflective diary.

Prerequisite: Junior/senior standing.

PSY 465. Psychology Internship, 1-3 credit(s), Summer

Experience through a psychology-related agency that has a formal internship program with supervision taking place in the outside agency. S/F grading. **Prerequisites: junior/senior standing and instructor’s consent.**

PSY 491. Psychological Research, 2-3 credits, Spring

Supervised participation in research. May be repeated. 6 hours maximum. **Prerequisites: PSY 213 and instructor’s consent.**

RECREATION (REC)

REC 200. Foundations of Recreation, 3 credits, offered periodically

An in-depth study of the theory and nature of recreation; the impact of recreation on the quality of life for individuals and society; the role of agencies in provision of services; and the professional’s role in education for recreation and the building of positive recreation lifestyle(s).

REC 220. Recreation Practicum, 1 credit, Fall, Spring, Summer

Exploratory on-site practical experience in a recreation and/or park agency. Observe activities and lead programs requiring Recreation Leadership. **Prerequisites: Must be pursuing the Wilderness Recreational Management minor and department chair’s consent.**

REC 304SL. Recreation Program Planning and Management, 3 credits, Spring

Provides the student with an understanding of recreation program practices including planning, program principles, and program evaluation. Practical application of this knowledge will be facilitated through direct experiences in organizational leadership and evaluation of programs. **Prerequisite: junior/senior standing or instructor’s consent.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

REC 306. Administration of Recreation Programs, 3 credits, offered periodically

Designed to introduce students to the principles of administration and organization of recreation agencies. The role of the manager will be explored by investigating the concepts, problems and responsibilities faced by management staff.

REC 320. Special Topics in Recreation, 1-3 credit(s), offered as needed

A wide variety of topics in recreation and leisure studies are explored in this contemporary research and special topics course. Relevant issues including conditioning, nutrition and supplementation, and biomechanics are analyzed. **Prerequisite: Junior/senior standing or instructor’s consent.**

REC 340. Outdoor Recreation, 3 credits, offered periodically

Designed to provide the student with an orientation to the field of outdoor recreation. Emphasis is placed on acquiring knowledge in background knowledge of outdoor pursuits, specific skills utilized, along with leadership and administration of outdoor recreation pursuits. Emphasis will also be placed on the leadership of selected activities.

REC 440. Wilderness Leadership, 3 credits, Fall

Implement wilderness programs including design, planning, implementation, and leadership with consideration of administrative techniques, environmental ethics, and risk management. Field experiences may include minimum-impact backcountry travel, living skills, navigation, climbing, canoeing, and trail service opportunities. **Prerequisite: Junior/senior standing or instructor’s consent.**

REC 461. Critical Issues in Recreation, 3 credits, offered periodically

Examination and exploration of critical issues in the field of Recreation. **Prerequisites: senior standing and instructor’s consent.**

REC 463. Topics in Recreation, 1-3 credit(s), As needed

Study of special topics and problems through directed reading and research in recreation. May be retaken to a maximum of three hours. **Prerequisite: Department chair’s consent.**

REC 465. Internship, 6 credits

Designed to place students in a recreation setting to observe and conduct activities. Students will additionally be gaining practical experience in the daily operations of a comprehensive recreation agency. Through this training, the student is provided an opportunity to test the concepts and competencies gained through his or her completion of college classroom experiences. The student will also gain knowledge and experience that provides a smooth transition into the profession after graduation. **Prerequisites: PE 318.**

SOCIOLOGY (SOC)**SOC 101. Introduction to Sociology, 3 credits, Fall, Spring, Summer**

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

SOC 102. Introduction to Human Services, 3 credits, Fall

A survey of the major types of human services agencies and occupations. Introduction to foundational concepts and skills in developing helping relationships with clients.

SOC 105. Social Problems, 3 credits, Fall, Spring, Summer

The major social problems facing American society, and various explanations of their causes and remedies.

SOC 201. Introduction to Cultural Anthropology, 3 credits, Summer, Spring every three years

A study of the various forms of human cultures found in pre- industrial societies around the world, focusing on the underlying political, social, religious, and economic similarities of societies with similar subsistence patterns. The processes of cultural change and inter-cultural conflict are also examined.

SOC 202. Human Services Practice, Theory, and Skills, 3 credits, Spring

Developing general interpersonal and interviewing skills applicable in working with diverse client groups in a variety of professional human services settings. **Prerequisite: SOC 102.**

SOC 203. Statistical Concepts and Methods, 3 credits, Fall, Spring, Summer

Basic statistical concepts including populations, samples, analysis and inference. One and two dimensional discrete and random variables. Applications of normal, t, chi square, F and binomial random variables. R statistical software. Same as MATH 201 and PSY 203. **Prerequisites: Strong algebra background evidenced by math ACT 21 (math SAT 530) or MATH 106, 120, or 125.** Students enrolling in a lecture section must also enroll in the corresponding lab section.

SOC 204. Introduction to Sociological Research, 3 credits, Fall

The use of scientific methods in the study of society. Students participate in collecting data and in the statistical analysis of data using the computer.

SOC 205SL. Sociology of Community, 3 credits, offered periodically

Conceptualization and evolution of community with a focus on the nature and types of communities in modern society. *This course is a service- learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

SOC 206. Poverty and Homelessness, 2-4 credits, Summer

Examination of the causes of poverty with an emphasis on the recent increase in homelessness. A major component of this course involves fieldwork at a homeless shelter.

SOC 207. Race and Ethnicity, 3 credits, Spring every three years

An examination of racial and ethnic groups in America and around the world with special emphasis on prejudice, discrimination, conflict, assimilations, and multiculturalism.

SOC 209. Internship in Human Services, 1-3 credit(s), Fall, Spring, Summer

Supervised work experience in an approved human services agency. Requires departmental approval. May be repeated to a maximum of 3 hours. S/F grading. **Prerequisite: SOC 102.**

SOC 218. Human Behavior in the Social Environment I, 3 credits, Fall. Interrelatedness of psychological, environmental, cultural and behavioral factors influencing human behavior. Utilize the Ecosystems or Person-In-Environment Perspective to evaluate the influence of sociocultural factors. **Prerequisites: SOC 101 and SOC 102.**

SOC 250. Society and the Individual, 3 credits

See HONORS PROGRAM.

SOC 301. Social Psychology, 3 credits, Fall, Spring

Social factors influencing the thoughts and behavior of the individual. Same as PSY 301.

SOC 302. Sociology and the Christian Faith, 3 credits, Summer

An independent readings course in which the student will be exposed to issues concerning the relationship between society and the Christian faith: the subtle influence of a society's culture upon the Church and role of Christians in changing society.

SOC 303. Social Welfare Policy, 3 credits, Fall

Examines issues of equality and discrimination via the historical, economic and political dimensions of social programs.

SOC 309. Marriage and Family, 3 credits, offered periodically

The family as a social institution and its impact on the life cycle with attention to sex roles, socialization and interactional problems.

SOC 310. Introduction to Criminology, 3 credits, Fall

Systematic inquiry into how crime is defined, measured, and explained through sociological theory. Implications for criminal justice policy are explored. Same as PSY 310.

SOC 311. Environmental Sociology, 3 credits, Summer

A structured, independent study introducing the student to the sociological perspective of environmental issues, especially values and practices. The student will choose a specific area of study and the instructor will assign appropriate readings.

SOC 312. Sociology of Religion, 3 credits, offered periodically

An examination of the social context in which religion is formed and lived out. Attention will be given to religious pluralism and cross-cultural contact as well as concepts such as secularization, social change, and the development of religious expressions both new and old.

SOC 318. Human Behavior in the Social Environment II, 3 hours, Spring

Interrelatedness of psychological environmental, cultural, and behavioral factors influencing human behavior in large groups, communities, and formal organizations. Theories for macro change are examined. **Prerequisites: SOC 101, SOC 102, and SOC 218.**

SOC 323. Topics in Sociology, 1-3 credit(s), offered periodically Topics vary with student and faculty interest and may include social theory, deviance, third world studies, racial issues, and others. Faculty will develop a set of assignments appropriate to the topic.

SOC 324. Topics in Criminology, 1-3 credit(s), offered periodically spring

An examination of an area of study in criminology. Topics may include such areas as Gender and Crime, Race and Crime, Human Trafficking, and current issues in discipline. This course satisfied an elective in criminology emphasis. May be repeated for credit.

SOC 325. American Criminal Justice System, 3 credits, Spring A critical assessment of the criminal justice apparatus and its components. Brief examination of the police, with most of the emphasis on the criminal courts and institutions and programs such as the prison, probation, and parole. Analysis of their operation and impacts.

SOC 367. Leadership for Social Change, 4 credits, Summer Role of innovative leaders and organizations promoting positive, intentional social change.

SOC 400. Teaching Assistantship, 1 credit, Fall, Spring

Sociology or Human Services majors assist with grading, instruction, and/or research. Students must have at least a 3.0 GPA and have completed at least 9 hours in Sociology. May be repeated to a maximum of 3 hours. S/F grading.

SOC 401. Family Violence, 3 credits, Fall

The causes, prevention and treatment of husband-wife violence, child abuse and neglect, incest, runaways and suicide.

SOC 405. Social Theory, 3 credits, Fall

Examines the historical development of major themes and theoretical perspectives in the study of society; includes the major writings of Durkheim, Weber, Marx and others. **Prerequisite: SOC 101.**

SOC 409SL. Human Services Field Experience, 3 credits, Fall, Spring, Summer.

Application of social theory and the acquisition of basic skills through work in a human service agency under the supervision of professionals. One hundred and fifteen hours of on-site work required. One hour per week classroom meeting. S/F grading. Repeatable to 6 hours credit. Requires departmental approval. **Prerequisite: SOC 102.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

SOC 410SL. Cross-Cultural Communication Practicum, 1 credit, Fall, Spring.

This course is designed for American students who would like to interact with international students 1-2 hours per week. The two goals of this course are to provide international students with help in adjusting to American life and language and to provide American students with a cross-cultural experience on the Carson-Newman campus. May be repeated, 3 hours maximum. **Prerequisites: junior standing, SOC 101.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

SOC 416. Policy and Practices in Health Care Settings, 3 credits, Spring odd years

This course prepares students to practice social work in a health care setting. Students will learn policies within the American health care system and skills necessary to work within it.

SOC 417. Gerontology, 3 credits, offered periodically

Examination of the physical, social, and psychological aspects of the aging process. In-depth look at stereotypes, theories, demographics, and ways to age successfully. **Same as PSY 407.**

SOC 420. Punishment and Society, 3 credits, Spring

A sociological inquiry into the modern phenomenon of punishment, with special emphasis on mass incarceration and the death penalty. **Prerequisite: SOC 310.**

SOC 427. Sociology and Film, 3 credits, offered periodically

This course will examine key social issues through documentaries and popular films. Course may be repeated with change of content. Same as FILM 427.

SOC 441. Seminar in Sociology, 2 credits, Spring

An overview of key concepts in sociological research and theory. Senior Capstone Course in sociology. **Prerequisite: at least 21 sociology hours.**

SOC 442. Seminar in Human Services, 2 credits, Spring

An overview of key concepts and skills in human services professions. Senior Capstone Course in human services. **Prerequisite: at least 21 sociology hours.**

SPANISH (SPAN)**SPAN 101. Hispanics in the U.S. I, 3 credits, Fall**

This course will focus on the cultures and language of Hispanics in the United States in order to give the students the necessary tools to communicate with and understand this growing segment of our population. Language focus will be on vocabulary acquisition and use of essential structures to communicate basic needs, personal information, and to answer basic questions. **Prerequisite: No previous study of Spanish or placement by exam.**

SPAN 102. Hispanics in the U. S. II, 3 credits, Spring

This course will continue to focus on the cultures and language of Hispanics in the United States in order to give the students the necessary tools to communicate with and understand this growing segment of our population. Language focus will be on vocabulary acquisition and talking about the past and present. **Prerequisite: SPAN 101 or placement by exam.**

SPAN 123. Hispanics in the U. S., Intensive, 3 credits, Fall, Spring This course will focus on the cultures and language of Hispanics in the United States in order to give the students the necessary tools to communicate with and understand this growing segment of our population. Language focus will be on vocabulary acquisition and use of essential structures to communicate basic needs, personal information, to answer basic questions and to talk about the past and present. ***This course is limited to students who have completed through Spanish 2 (or the equivalent) in high school but who did not place into SPAN201.***

SPAN 201. Hispanics in the U. S. III, 3 credits, Fall, Summer upon sufficient student request

This course will focus on the cultures and language of Hispanics in the United States in order to give the students the necessary tools to communicate with and understand this growing segment of our population. Language focus will be on vocabulary acquisition and use of forms to express opinions, talk about personal preferences, and give recommendations. (Continuation of skill development from 102. Polite commands. Introduction to the subjunctive. **Prerequisite: SPAN 102 or placement by exam.**

SPAN 202. Conversational Spanish for Outreach and Service, 3 credits, Spring, Summer upon sufficient student request

This course will focus on the use of Spanish skills and knowledge learned in previous courses for outreach and service purposes. Students will continue to improve their language skills through in-class work. However, they will also be expected to work in the Hispanic community or attend designated conversation hours for one hour per week in order to gain practical experience with their language. **Prerequisite: SPAN 201 or placement by exam.**

SPAN 301. Written Spanish for the Professional World, 3 credits, Fall

Grammar review, composition, and writing practice for real-life purposes. Required of majors and minors. Students will work on narrating and describing events in major time frames and dealing with unexpected situations. The course will include a focus on different fields of study based on the student population. Prerequisite for all 300- and 400-level courses. **Prerequisite: SPAN 202 or placement by exam.** Taught in Spanish.

SPAN 303. People and Places in Spain, 3 credits, Fall even years

This course will focus on important people, places and events in Spanish history. The content of this course will change regularly, as people from different time periods and places will be the center of focus. Therefore, the course may be repeated with the consent of the instructor. Structural focus on the past tenses, narration in the past, and the conditional as the future of the past. **Prerequisites: SPAN 301 and 302, or by departmental invitation.** Taught in Spanish. May be repeated with instructor's permission.

SPAN 304. People and Places of Latin America, 3 credits, Fall odd years

This course will focus on important people, places and events in Latin American history. The content of this course will change regularly, as people from different time periods and places will be the center of focus. Therefore, the course may be repeated with the consent of the instructor. Structural focus on the past tenses, narration in the past, and the conditional as the future of the past. **Prerequisites: SPAN 301 and 302, or by departmental invitation.** Taught in Spanish. May be repeated with instructor's permission.

SPAN 309. Foreign Study/Travel/Internship/Language Missions Experience, 1-6 credit(s), offered as needed

Cultural and linguistic enrichment through travel/study/internships/missions' immersion programs. For those that do not offer credit in themselves (i.e. offer no credit through any accredited institution), this course must be approved, and a syllabus prepared before the experience. For those courses that are offered with credit through an accredited institution, only the permission of the department chair is required. This course counts toward majors and minors but not towards the liberal arts requirement.

SPAN 310. Spoken Spanish for the Professional World, 3 credits, Spring

Practice in pronunciation, conversation, and presentation. Students will work on narrating and describing events in major time frames, and deal with unexpected situations. The course will include a focus on different fields of study based on student population. Required of all majors and minors. **Prerequisite: SPAN 301 or permission of instructor.** Taught in Spanish.

SPAN 317SL. Spanish in Community Service and Missions, 3 credits, Spring even years

Practical use of Spanish in service to the local Hispanic community. This immersion practicum will be conducted in conjunction with social and mission outreach programs and can include such activities as interpreting/translating in public schools and churches, interviewing Hispanics to assess needs, and acting as liaison and interpreter between Hispanic and medical and social agencies. Carried out in Spanish. **Prerequisites: SPAN 301 and 310.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

SPAN 320. Interdisciplinary Topics in Spanish, 1-6 credit(s), offered as needed

Summer study abroad program through an approved institution or consortium. Credit will be awarded based on content and credit hours as recommended by the cooperating institution and the department chair. May be repeated.

SPAN 327. Translation Theory, 3 credits, Spring odd years

Translation is not the mathematical or simple transfer of words between two languages, but rather a construction. The goal of this course is to provide students with a foundation in the theory, practice, and ethics of translation. Same as LING 327. **Prerequisites: SPAN 202 or instructor's consent.**

SPAN 400. Teaching Assistantship, 1-3 credit(s), offered as needed

By prior arrangement and departmental invitation only. Includes classroom experience and work in comparative methodologies. Designed for the student considering a language teaching career. Does not replace student teaching. Does not count as 400-level requirement in major or minor. Carried out in Spanish. S/F grading only. **Prerequisites: SPAN 301 and 310.**

SPAN 401. La Guerra sucia: Issues on Conflict, 3 credits, Fall even years

This course will examine the themes of conflict, revolution, and reconciliation in selected examples of the literature, culture, and history of a Spanish-speaking country or region. It may include films and/or television shows, novels, short stories, plays, etc. Students will be expected to hypothesize, express and support opinions, and employ critical thinking skills in understanding the impact of conflict on the country and time period being studied. May be repeated with instructor's permission.

SPAN 402. Mujeres al borde: Issues in Gender, 3 credits, Spring odd years

This course will examine relationships between the genders in selected examples of the literature, culture, and history of a Spanish-speaking country or region. It may include films and/or television shows, novels, short stories, plays, etc. Students will be expected to hypothesize, express and support opinions, and employ critical thinking skills in understanding the impact of conflict on the country and time period being studied. May be repeated with instructor's permission.

SPAN 403. *Muerto porque no muero*: Issues in Religion, 3 credits, Fall odd years

This course will examine the issue of Religion and interfaith contact in selected examples of the literature, culture, and history of a Spanish-speaking country or region. It may include films and/or television shows, novels, short stories, plays, etc. Students will be expected to hypothesize, express and support opinions, and employ critical thinking skills in understanding the impact of conflict on the country and time period being studied. May be repeated with instructor's permission.

SPAN 404. *Los de abajo*: Issues in Justice, 3 credits, Spring even years

This course will examine issues of justice in selected examples of the literature, culture, and history of a Spanish-speaking country or region. It may include films and/or television shows, novels, short stories, plays, etc. Students will be expected to hypothesize, express and support opinions, and employ critical thinking skills in understanding the impact of conflict on the country and time period being studied. May be repeated with instructor's permission.

SPAN 405. Foreign Study, 1-15 credits

Semester study abroad program through an approved institution or consortium. Credit will be awarded based on content and credit hours as recommended by the cooperating institution and the department chair. May be repeated. Maximum 15 hours.

SPAN 420. Capstone in Spanish, 3 credits, Fall, Spring as needed This course will be taken in conjunction with SPAN 401, 402, 403, or 404 during the student's last semester of course work in Spanish. The student will demonstrate the ability to apply critical theories and research methods through a final research paper written on a topic related to the adjunct course (401, 402, 403, or 404).

SPECIAL EDUCATION (SPED)

*** Must clear a background record check and provide proof of liability insurance.**

SPED 312. Transition and Vocation Education, 1 credit, Spring

An overview of the opportunities and challenges for students, families, and schools in the transition process. **Prerequisite: SPED 313.**

***SPED 313. Survey of Persons with Exceptionalities, 3 credits, Fall, Spring, Summer**

A survey of exceptionalities across the life span including intellectual, language, speech, auditory, visual, behavioral, neurological, and physical impairments. This course is a prerequisite for all SPED courses, except ASL 201 and 202. Practicum required. **\$50 fee.**

SPED 315. Language Development, 3 credits, Fall

A study of normal language development as well as abnormal patterns through the lifespan. **Prerequisite: SPED 313.**

SPED 318. Techniques for the Inclusion of Diverse Learners, 3 credits, Fall, Spring, Summer

Designed to help equip teachers with the skills, strategies, and dispositions to teach so that all children from diverse cultural backgrounds can learn within the context of the regular classroom, with special emphasis upon the needs of students with disabilities and English Language Learners. **Prerequisite: SPED 313.**

SPED 326. Case Management in Special Education, 1 credit, Spring

This course is designed to teach pre-service special educators how to serve as special education case managers competently and reflectively. Topics will include writing individualized education 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 313, EDUC 341 or EDUC 342.

SPED 404. Assessment and Diagnosis of Persons with Exceptionalities, 3 credits, Fall

Assessment and diagnosis of exceptional learners. **Prerequisites: SPED 313 and 416.**

***SPED 408. Gifted and Talented Learners, 3 credits, Fall**

Definitions, characteristics, and identification of gifted and talented learners. Practicum required. **Prerequisite: SPED 313.**

***SPED 409. Methods and Materials for Gifted and Talented, 3 credits, Spring**

Analysis and comparison of curriculum models, teaching strategies, programs, methods and materials for intellectually gifted and talented students. Practicum required. **Prerequisite: SPED 408.**

***SPED 416. Characteristics/Strategies of Mild/Moderate Disabilities, 3 credits, Spring**

This course covers the historical and social perceptions, characteristics, needs, psychological and educational considerations, and identification of students with mild and moderate disabilities. Practicum required. **Prerequisite: SPED 313.**

***SPED 417. Characteristics/Needs of Low Incidence Disabilities, 3 credits, Fall**

This course 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, educational, and social needs of these individuals with low incidence disabilities will be highlighted. Practicum required. **Prerequisites: Admission to the Teacher Education Program and SPED 313.**

***SPED 419. Supervised Student Teaching in Special Education, 3 credits, Fall, Spring**

Ninety (90) clock hours in a special education classroom under professional supervision. Open only to students adding special education endorsements to another licensure.

SPED 425. Management of Challenging Behaviors, 3 credits, Spring

This course is designed to help 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 463. Seminar in Student Teaching, 2 credits, 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 classroom to which they are assigned, and they will refine skills for entering the teaching profession. All PRAXIS II exams required for the licensure must be completed before a passing grade will be assigned for the course. Successful completion of this course is a requirement for the completion of all licensure programs.

Corequisites: SPED 465 and 467. Prerequisite: Admission to the Teacher Education Program and Student Teaching Semester. \$50 fee.

***SPED 465. Student Teaching Placement One, 5 credits, Fall, Spring**

Observation, participation, and teaching under professional supervision. **Corequisites: SPED 463 and 467. Prerequisites: Admission to the Teacher Education Program and Student Teaching Semester. \$200 fee.**

***SPED 467, Student Teaching Placement Two, 5 credits, Fall, Spring**

Observation, participation, and teaching under professional supervision. **Corequisites: SPED 463 and 465. Prerequisites: Admission to the Teacher Education Program and Student Teaching Semester. \$200 fee.**

SPORT MANAGEMENT (SMGT)

SMGT 301. Sport Management, 3 credits, Fall, Spring

An overview of the sport industry and the principles and objectives of the sport management profession, with an introduction to the scope and variety of career opportunities in sport. **Prerequisites: Business Foundation Core, junior/senior standing or instructor's consent.**

SMGT 302. Sport Facility and Event Management, 3 credits, Fall

Students will acquire an understanding of best practices and procedures in designing, constructing, managing, operating, and maintaining sport facilities. Additionally, students will gain insight into how to successfully plan and manage athletic events.

Prerequisites: Business Foundation Core and SMGT 301.

SMGT 304. Behavioral Aspects of Sports and Coaching Methodology, 3 credits, Fall

This course will identify behavioral 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. **Prerequisites: Business Foundation Core and SMGT 301.**

SMGT 320. Sport Management Analytics, 3 credits, as needed

Students will use statistical techniques to analyze strategies and evaluate players and team performance to formulate solutions to improve on-the-field and sport management performance. Students will create and interpret mathematical models of real-world phenomena, use exploratory data analysis, predictive modeling, and presentation graphics, and employ modeling methods in analyzing various aspects of sport management. **Prerequisites: SMGT 301, CSC 312, BAD 320, and BAD 322.**

SMGT 400. Sport Marketing, 3 credits, Fall

Explores the essential characteristics of effective sport marketing. This course will include topics such as branding, sponsorships, advertising, sales promotion, and public relations. **Prerequisites: Business Foundation Core, MKT 300, and SMGT 301.**

SMGT 401. Legal and Ethical Environment of Sport, 3 credits, Spring

Provides students with comprehensive information regarding the fundamental legal issues in sport and the ethical dilemmas that develop from them. A wide variety of legal topics will be discussed, such as risk management, gender equity, tort law, and contract law. These topics will be examined using ethical standards and the philosophy of sport developed by each student. **Prerequisites: Business Foundation Core, BAD 301, and SMGT 301.**

SMGT 405. Financial Issues in Sport Business, 3 credits, Spring

An analysis of the financial and economic aspects and impact of the sport industry and a discussion of current financial trends and opportunities. Students will apply principles of financial analysis and management to sport and examine sources of capital funding and revenue. **Prerequisites: Business Foundation Core, FIN 301, and SMGT 301.**

SMGT 410. Sport Management Seminar, 3 credits, Spring

This seminar course will assess and apply the core concepts discussed in previous sport management courses. Students will receive real-life, hands-on training in preparation for entering the sport industry upon graduation. Students will improve written skills, speaking skills, and interview skills through interpersonal discussions and class preparations. Students will also use their Christian worldview to respond to current events in the world of sport. **Prerequisites: SMGT 301 and SMGT 400. Corequisites: SMGT 401 and SMGT 405.**

SMGT 465. Sport Management Internship, 1-6 credit(s), Fall, Spring, Summer.

Supervised internship in sport industry. Students will have an opportunity to acquire and apply knowledge and skills in sport management. **Prerequisites: Business Foundation Core, SMGT 301, junior/senior standing, and instructor's consent.**

SUPPLY CHAIN MANAGEMENT (SCM)

SCM 301. Supply Chain Management, 3 credits, Fall

This course provides a holistic view of supply chain management systems and processes. Topics explored in this course include operations and supply chain strategies, business process mapping, waiting line and simulation modeling, supply management, logistics and network optimization, production, and aggregating planning. **Prerequisites: Business Foundation Core. Co-requisite: MGT 302.**

SCM 310. Global Supply Chain Management, 3 credits, Fall

This course covers the international transportation of goods by cost-effective methods through analysis of the structure of ocean and air transport systems in global distribution and single-factor pricing of combination carrier shipments. Other topics include costing of transport services; freight rate negotiation; rate bureaus, carrier associations, and conferences; prudent use of independent liners; analysis of landed cost competition; foreign government regulations; U.S. maritime law, policy, and antitrust provisions; ramifications of the Code of Liner Conduct and related bilateral trade agreements; interrelationships of balance of payments and commodity movement; Export Trading Company Act of 1982; common vs. Industrial carriers and trends in their use; and a comprehensive view of logistics in overseas marketing. **Prerequisites: SCM 301.**

SCM 401. Procurement, Negotiations, Law, and Ethics, 3 credits, Fall

The use of contract law to develop valid and legally enforceable contracts is the focus of this course. Emphasis is on legal, ethical, and fiscal aspects, including financing and funding in developing contracts. Major topics include management of contract risks, the contracting process, subcontracting, and administration of contracts, and legal and ethical issues surrounding procurement and negotiations. **Prerequisites: SCM 301, MGT 301, BAD 301.**

SCM 402. Business Logistics, 3 credits, Spring

Business Logistics is the set of activities involved in the flow of materials and products through an organization and through the supply chain to the market. This course examines and applies management tools and principles to these supply and distribution problems. Major topics include 1) how logistics is coordinated or integrated with marketing and corporate strategy and 2) alternatives and tools for the primary activities of logistics are presented: inventory, transportation, warehousing, and order processing. **Prerequisites: SCM 301, MGT 302.**

SCM 465. Supply Chain Management Internship, 1-6 credits, Fall, Spring, Summer

Practical experience in a supply chain management role. Students will have the opportunity to acquire and apply knowledge and skills in supply chain management. Course may be repeated for a maximum of 6 hours credit, with a maximum of 3 hours counting toward the Supply Chain Management major. **Prerequisites: SCM 301 and instructor's consent.**

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

TESOL 365. Culturally Responsive Teaching, 3 credits, Fall, Spring

This course examines the relationship of language and culture, how individual experiences are affected by the cultural milieu, and how knowledge of the target culture affects the language learning experience. Strategies in teaching language through culture will be explored.

TESOL 366. Applied Linguistics for Language Teachers, 3 credits, Fall

This 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. Practicum required.

TESOL 367. Structure and Application of American English, 3 credits, Fall

This 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 368. Second Language Acquisition, 3 credits, Spring

This 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 381. Leadership, Policy, and Practice, 3 credits, Fall.

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 and mainstream classroom supportive of English Learners and Multilingual Learners education. Practicum required.

TESOL 382. Instructional Pedagogy and Materials for PreK-12, 3 credits, Spring.

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. Practicum required.

TESOL 383. Evaluation of Language Learning, 3 credits, Spring.

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 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 463. Student Teaching Seminar, 2 credits, Fall

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 classroom to which they are assigned, and they will refine skills for entering the teaching profession. All PRAXIS II exams required for the licensure must be completed before a passing grade will be assigned for the course. Successful completion of this course is a requirement for the completion of all licensure programs. **Corequisites: TESL 465 and 467. Prerequisite: Admission to the Teacher Education Program and Student Teaching Semester. \$50 fee.**

TESOL 465. Student Teaching Placement One, 5 credits, Fall

Observation, participation, and teaching under professional supervision. **Corequisites: TESL 463 and 467. Prerequisite: Admission to the Teacher Education Program and Student Teaching Semester. \$200 fee.**

TESOL 467. Student Teaching Placement Two, 5 credits, Fall Observation, participation, and teaching under professional supervision.

Corequisites: TESL 463 and 465. Prerequisite: Admission to the Teacher Education Program and Student Teaching Semester. \$200 fee.

THEATRE (TH)

TH 101A, 301A. Theatre Practicum, 1 credit each semester, Fall, Spring

Participation in a major theatrical production in either acting or technical aspects, depending on the decisions of the director. 101 may be repeated for up to 2 hours credit; 301 is repeatable up to 6 hours.

TH 110. Introduction to Theatre, 3 credits, Fall

A survey of the theatre and its history was designed to build awareness and appreciation of the art form. To include a study of major production/ performance styles.

TH 212. Voice and Physical Preparation, 3 credits, Spring odd years.

Study the fundamentals of vocal production and movement for the stage.

TH 213. Special Topics in Theatre, 1-3 credit(s), offered as needed

Presentation/laboratory experiences on a single drama related topic. Subject matter will change each semester and the course may be repeated for different topics. **Repeatable to a maximum of 6 hours.**

TH 214. Basic Acting, 3 credits, Spring

Study of the techniques of characterization, mood, stage movement, voice and interpretation for the stage. Public performances.

TH 218. Scenery Construction and Lighting, 3 credits, Fall even years

Study of the fundamentals and techniques in scenery construction and lighting implementation.

TH 219. Costume Construction and Makeup, 3 credits, Fall odd years.

Study of the basic application of stage, character, and special effects makeup and costume construction.

TH 310. Play Directing, 3 credits, Fall even years

Study of the role of the director including preparation, selection, casting, staging and rehearsal of performance material. Students will direct scenes. **Prerequisite: TH 214 or instructor's consent.**

TH 321. Scenography, 3 credits, Spring even years

The study of the theory and practice of design in relation to stage production.

TH 410SL. Production Development, 3 credits, Fall odd years

Advanced study in directing, design and theatre management through practical application. Emphasis is placed on leadership and collaboration in the development of a theatrical production. **Prerequisites: TH 310 or 321 or instructor's consent.** *This course is a service-learning course and may require additional time commitment outside of class. Students are responsible for any additional costs necessary to complete the service.*

TH 416. Advanced Acting, 3 credits, Spring odd years

Study of advanced acting styles, theories and techniques with emphasis on personal and psychological development of the actor. **Prerequisite: TH 214 or instructor's consent.**

TH 419-420. Senior Theatre Research/Project I (1 credit), II (2 credits), Fall, Spring

Two semester sequence courses in the research, preparation, rehearsal and performance of an original or published full-length production.

TH 466. Theatre Internship, 1-6 credit(s), Fall, Spring, Summer

Supervised experience with a professional, community, or educational theatre; must be approved by supervising faculty member. Guidelines may be obtained from the department. A total of 6 hours of internship credit may be taken in increments or 6 hours all at once. **Prerequisite: Listed in guidelines.**

WRITING (WRIT)**WRIT 201. Business and Professional Communication, 3 credits, Fall**

Designed for advanced students anticipating careers in a variety of fields, the course emphasizes the writing process, professional problem solving, and the integration of oral and written communication.

Prerequisites: ENG 101. Same as BAD 201.

WRIT 307. Scientific and Technical Writing, 3 credits, Spring odd years

Designed for students preparing for careers in technical fields, the course concentrates on writing in technical forms of discourse, emphasizing practicing writing processes, secondary research, and problem-solving. **Prerequisites: ENG 101 and 201.**

WRIT 308. Editing and Publishing, 3 credits, Spring even years

Intensive study of the theory and practice of editing and publishing in a variety of electronic and printed texts. **Prerequisites: ENG 101 and 201.**

WRIT 330. Advanced Composition, 3 credits, Spring even years

Advanced composition focuses on the theory and practice of non-fiction, giving special attention to style, voice, organization, genre, and advanced writing techniques. **Prerequisites: ENG 101 and 201.**

WRIT 400. Advanced Rhetoric, 3 credits, Spring odd years

Advanced Rhetoric focuses on the theory, history, and practice of rhetoric in the Western tradition. **Prerequisites: ENG 101 and 201.**

DEFINITIONS OF ACADEMIC TERMS

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

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

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

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

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

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

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

Audit – Enrolling in a course without receiving credit.

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

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

Certificate – 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.

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.

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

Department – An organizational unit which offers instruction in a particular curriculum area.

Dismissal, Academic – A status in which the student is ineligible for further enrollment at Carson-Newman College.

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

Registration – The process of enrolling in classes before the beginning of the next term.

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

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

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

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

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

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

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

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

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

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

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

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

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

Major – A prescribed set of courses in a specific area of study. Some majors require coursework in related subjects which are required to support study in the discipline.

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

Part Time Student – One carrying less than 12 undergraduate hours or 9 graduate hours during a semester. Prerequisite A condition, status, requirement or course that must be satisfied before a course can be taken.

Plagiarism – Using the intellectual property of someone else without citing proper credit or by misrepresentation of the work as original. Plagiarism is classified as academic dishonesty and is punishable as such.

Probation (Academic) – An academic status resulting from unsatisfactory academic performance when a student's GPA is less than the minimum standard academic progression requirement for good standing.

Probation (Disciplinary) – A status resulting from unsatisfactory conduct apart from academic performance.

Proficiency Exam – See credit by exam.

Registration – The procedure by which students enroll in coursework.

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

Section – A division of a course between one or more instructors but with the same subject matter.

Semester Hour – See Credit Hour

Standing (Academic) – A student's status based on academic performance, i.e., good standing, academic probation, suspension, or dismissal.

Suspension – A status in which the student is not allowed to continue enrollment at Carson-Newman University for a specific period of time.

Transcript – A copy of the student's permanent academic record. The record becomes official when the seal of the college is affixed and signed by the Registrar.

Tuition – The amount of money charged each semester or term for instructional purposes.

Withdrawal – The termination of a student's attendance in a class or all classes before the end of the semester. A student may elect to voluntarily withdraw before the end of the semester. An administrative withdrawal will be processed if the student discontinues class attendance before the end of the semester.

ADMINISTRATIVE OFFICES

ADMISSIONS

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

ADMINISTRATION

Charles A. Fowler, BM, MCM, PhD - President

Jonathan Akin, BA, MDiv, PhD - Vice President for Church Relations and Campus Ministries

Jeremy J. Buckner, BM, MMed, PhD – Provost and Senior Vice President

Robert Key '12 and '13, BS, MBA – Senior Vice President for Financial and University Services

Tori H. Knight, BS, ME, PhD-Vice President for University Planning and Effectiveness

Matt Pope, BA, MA - Vice President and Director of Athletics

Danette S. Seale '93 and '14, BS, MBA - Vice President for Enrollment Management

Kevin Triplett, BS – Senior Vice President for University Relations

Gloria B. Walker '16, BS, Med - Vice President for Student Services

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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

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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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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 Dutro, Associate Professor of Family and Consumer Sciences, 2015; B.S., M. S., East Tennessee State University; Ph.D., Virginia Tech

April K. Dye, Associate Professor of Psychology, 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

Vladimir Gorbenko, Assistant Professor of New Testament, Associate Director of Campus Ministries, 2022; B.A., Zaporozhye National Technical University; M.Div., Tyndale Theological Seminary; Th.M., Gordon-Conwell Theological Seminary; Ph.D., National Pedagogical Dragomanov University

Susan Gordon, Assistant Professor of Nursing, 2023; B.S.N., M.S.N., Carson-Newman University

Jennifer W. Hall, Professor of English, 2000; B.A., Carson-Newman College; M.A., Western Carolina University; Ph.D., University of Tennessee, Knoxville

Heather Hartman, Assistant Professor of Art, 2019; B.F.A., Auburn University; M.F.A., University of Tennessee, Knoxville

Ami Hartsock, Assistant Professor of Library Science, Electronic Resources and User Services Librarian, 2022; B.A., Carson-Newman University; M. S., University of Tennessee, Knoxville

Sheila Hartsock, Assistant Professor of Communication, 2022; B.A., Carson-Newman University; M.A., Regent University

Kimberly A. Hawkins, Professor of Education, Dean of the School of Education and Counseling, 2011, B.S., M.S., Baylor University, Ph.D., University of Tennessee, Knoxville

Merrill M. Hawkins, Jr., Professor of Christian Studies, 1995; B.A., Baylor University; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Baylor University; Further study: University of Tennessee Medical Center, Knoxville

Christopher Headley, Associate Professor of Music, Chair of the Music Department, 2024; B.A., University of Richmond; M.Div., Southeastern Baptist Theological Seminary; M.A., Liberty University; M.M., Messiah University; D.W.S., Institute for Worship Studies

Megan C. Herscher, Associate Professor of Counseling, 2013; B.S., James Madison University; M.A., Marymount University; Ph.D., University of Tennessee, Knoxville

Brandon Hollihan, Assistant Professor of Music, 2021; B.A., University of Notre Dame; M.M. & M.A., The Ohio State University; D.M.A., University of Notre Dame

Seong Young Hong, Associate Professor of Computer Science, 2018; B.E., Woosong University; Ph.D., M.E., Dankook University

Gregory A. Hoover, Associate Professor of Sociology, 1987; A.B., B.Th., Atlanta Christian College; M.A., Ph.D., University of Georgia

Mark E. Hussung, Professor of Music, 1993; B.M., University of Louisville; M.M., University of Wisconsin, Madison; D.M.A., University of Cincinnati – College Conservatory of Music

Matthew Jessie, Assistant Professor of Art, 2023; B.F.A., East Tennessee State University; M.F.A., Arizona State University

Douglas Johnson, Associate Professor of Communication, Chair of the Communication Department, 2021; A.S., Walters State Community College; B.A., Carson-Newman University; M.A. & M. Div., Luther Rice University; Ph.D., Regent University

Stephen G. Joiner, Assistant Professor of Political Science, 2019; B.A., Milligan College; M.A., A.B.D., University of Kentucky

Susan W. Karr, Assistant Professor of Biology, 1994; B.S., M.S., University of Georgia

Caroline D. Keenan, Associate Professor of Chemistry, 2014; B.S., Lincoln University; M.S., University of Michigan; Ph.D., University of Florida

Andrew Marshall King, Assistant Professor of Biblical Studies, Director of Institute of Faith Life, 2021; B.S., Crichton College/Victory University; M.A., Southwestern Baptist Theological Seminary; M.A., Yale Divinity School; Ph.D., University of Notre Dame

Tori H. Knight, 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

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CARSON-NEWMAN UNIVERSITY ACADEMIC CALENDAR

*** Dates Are Subject To Change ***

FALL TERMS	Fall 2024	Fall 2025	Fall 2026	Fall 2027
SESSION A - Last day to add a class or drop with a refund; Courses dropped after classes start are reflected with a grade of 'W' if attended.	Mon, Aug 26	Mon, Aug 25	Mon, Aug 24	Mon, Aug 23
Classes Begin at 8 a.m. Fall 2025, 2026 and 2027 = All classes begin at 8 a.m. on Monday Fall 2024 = (Session A, Online and Full-Term classes meeting after 5 P.M. Day classes will begin on Tuesday)	Mon, Aug 26	Mon, Aug 25	Mon, Aug 24	Mon, Aug 23
Attendance Verification due for full-term classes	Aug 26-Sept 10	Aug 25-Sept 9	Aug 24-Sept 8	Aug 23-Sept 7
SESSION A - Attendance Verification due	Mon-Tues, Aug 26-Sept 3	Mon-Tues, Aug 25-Sept 2	Mon-Tues, Aug 24-Sept 1	Mon-Tues, Aug 23-31
Convocation	Tue, Sept 3	Tue, Sept 2	Tue, Sept 1	Tue, Aug 31
Last day to add courses (Full-Term Courses)	Fri, Sept 6	Fri, Sept 5	Fri, Sept 4	Fri, Sept 3
Last day to drop a course without a grade (Full-Term Courses)	Fri, Sept 6	Fri, Sept 5	Fri, Sept 4	Fri, Sept 3
Last day to make a schedule change without a fee\$ - (Full-Term Courses)	Fri, Sept 6	Fri, Sept 5	Fri, Sept 4	Fri, Sept 3
SESSION A - Census Rosters due	Wed, Sept 4	Wed, Sept 3	Wed, Sept 2	Wed, Sept 1
Census Rosters due - (Full-Term Courses)	Wed, Sept 11	Wed, Sept 10	Wed, Sept 9	Wed, Sept 8
Labor Day Holiday - No Day or Evening Classes	Mon, Sept 2	Mon, Sept 1	Mon, Sept 7	Mon, Sept 6
SESSION A - Deadline to drop a course with a grade of 'W'. A grade of 'WF' is recorded thereafter	Fri, Sept 27	Fri, Sept 26	Fri, Sept 25	Fri, Sept 24
Course proposal deadline for spring courses	Fri, Sept 27	Fri, Sept 26	Fri, Sept 25	Fri, Sept 24
C-N Serve Day	Wed, Sept 25	Wed, Sept 24	Wed, Sept 23	Wed, Sept 22
Application for Degree - December Graduates	Tue, Oct 1	Wed, Oct 1	Thur, Oct 1	Fri, Oct 1
SESSION A - Classes end	Fri, Oct 11	Fri, Oct 10	Fri, Oct 9	Fri, Oct 8
Mid-term grades due by 8 A.M.	Fri, Oct 11	Tue, Oct 10	Tue, Oct 9	Tue, Oct 12
FALL BREAK - ALL STUDENTS	Thur-Fri, Oct 17-18	Thur-Fri, Oct 16-17	Thur-Fri, Oct 15-16	Thur-Fri, Oct 14-15
SESSION A - Final grades due by 8 a.m.	Tue, Oct 15	Tue, Oct 14	Tue, Oct 13	Tue, Oct 12
SESSION B - Last day to add a class or drop with a refund; Courses dropped after classes start are reflected with a grade of 'W' if attended.	Mon, Oct 21	Mon, Oct 20	Mon, Oct 19	Mon, Oct 18
SESSION B - Classes Begin	Mon, Oct 21	Mon, Oct 20	Mon, Oct 19	Mon, Oct 18
SESSION B - Attendance Verification due	Mon-Tues, Oct 21-29	Mon-Tues, Oct 20-28	Mon-Tues, Oct 19-27	Mon-Tues, Oct 18-26
SESSION B - Census Rosters due	Wed, Oct 30	Wed, Oct 29	Wed, Oct 28	Wed, Oct 27
Advising begins for spring semester	Mon, Oct 14	Mon, Oct 13	Mon, Oct 12	Mon, Oct 11
Homecoming	November 2nd	TBD	TBD	TBD
Early registration for spring begins	Mon, Nov 4	Mon, Nov 3	Mon, Nov 2	Mon, Nov 1
Last day to drop a course with a grade of 'W'; after this date, courses dropped will reflect a grade of 'WF' until the end of the semester	Fri, Nov 15	Fri, Nov 14	Fri, Nov 13	Fri, Nov 12
SESSION B - Deadline to drop a course with a grade of 'W'. A grade of 'WF' is recorded thereafter	Fri, Dec 6	Fri, Nov 21	Fri, Nov 20	Fri, Nov 19
THANKSGIVING HOLIDAY - ALL STUDENTS	Mon-Sun, Nov 25-Dec 1	Mon-Sun, Nov 24-30	Mon-Sun, Nov 23-29	Mon-Sun, Nov 22-28
Exams for full-term evening classes	Tues-Mon Dec 3-9	Tues-Mon Dec 2-8	Tues-Mon Dec 1-7	Tues-Mon Nov 30-Dec 6
Last day of full-term classes	Wed, Dec 4	Wed, Dec 3	Wed, Dec 2	Wed, Dec 1
Reading/Study Day/ Departmental Evaluations	Thur, Dec 5	Thur, Dec 4	Thur, Dec 3	Thur, Dec 3
Exams for full-term day classes	Fri - Thur Dec 6-12	Fri - Thur Dec 5-11	Fri - Thur Dec 4-10	Fri - Thur Dec 3-9
Session B classes and full-term exams end	Thur, Dec 12	Thur, Dec 11	Thur, Dec 10	Thur, Dec 9
Degree Conferral date	Thur, Dec 12	Thur, Dec 11	Thur, Dec 10	Thur, Dec 9
Commencement Ceremony	Fri, Dec 13	Fri, Dec 12	Fri, Dec 11	Fri, Dec 10
Final grades due by 8 a.m. (Including Session B)	Tues, Dec 17	Tues, Dec 16	Tues, Dec 15	Tues, Dec 14

SPRING TERMS	Spring 2025	Spring 2026	Spring 2027	Spring 2028
SESSION A - Last day to add a class or drop with a refund; Courses dropped after classes start are reflected with a grade of 'W' if attended.	Mon, Jan 13	Mon, Jan 12	Mon, Jan 11	Mon, Jan 10
Classes Begin - classes begin at 8 a.m.	Mon, Jan 13	Mon, Jan 12	Mon, Jan 11	Mon, Jan 10
Attendance Verification due for full-term classes	Mon-Tue, Jan 13-28	Mon-Tue, Jan 12-27	Mon-Tue, Jan 11-26	Mon-Tue, Jan 10-25
SESSION A - Attendance Verification due	Wed-Tues, Jan 13-21	Wed-Tues, Jan 12-20	Wed-Tues, Jan 11-19	Wed-Tues, Jan 10-18
MLK Holiday - OFFICES CLOSED AND DAY CLASSES CANCELED. (Evening classes will meet as scheduled)	Mon, Jan 20	Mon, Jan 19	Mon, Jan 18	Mon, Jan 17
SESSION A - Census Rosters due	Wed, Jan 22	Wed, Jan 21	Wed, Jan 20	Wed, Jan 19
Last day to add courses	Fri, Jan 24	Fri, Jan 23	Fri, Jan 22	Fri, Jan 21
Last day to drop a course without a grade	Fri, Jan 24	Fri, Jan 23	Fri, Jan 22	Fri, Jan 21
Last day to make a schedule change without a fee\$.	Fri, Jan 24	Fri, Jan 23	Fri, Jan 22	Fri, Jan 21
Census Rosters due for full-term classes	Wed, Jan 29	Wed, Jan 28	Wed, Jan 27	Wed, Jan 26
Application for Degree - Spring and Summer graduates	Fri, Jan 31	Mon, Feb 2	Mon, Feb 1	Mon, Feb 1
SESSION A - Deadline to drop a course with a grade of 'W'. A grade of 'WF' is recorded thereafter	Fri, Feb 14	Fri, Feb 13	Fri, Feb 12	Fri, Feb 11
Course proposal deadline for summer and fall courses	Fri, Feb 14	Fri, Feb 13	Fri, Feb 12	Fri, Feb 11
SESSION A - Classes end	Fri, Feb 28	Fri, Feb 27	Fri, Feb 26	Fri, Feb 25
SPRING BREAK - ALL STUDENTS	Mon-Sun, Mar 3-9	Mon-Sun, Mar 2-8	Mon-Sun, Mar 1-7	Mon-Sun, Feb 28-Mar 3
Mid-term grades due by 8 a.m.	Mon, Mar 3	Mon, Mar 2	Mon, Mar 1	Mon, Feb 28
SESSION A - Final grades due by 8 a.m.	Tues, Mar 4	Tues, Mar 3	Tues, Mar 2	Tues, Feb 29
SESSION B - Last day to add a class or drop with a refund; Courses dropped after classes start are reflected with a grade of 'W' if attended.	Mon, Mar 10	Mon, Mar 9	Mon, Mar 8	Mon, Mar 6
SESSION B - Classes begin	Mon, Mar 10	Mon, Mar 9	Mon, Mar 8	Mon, Mar 6
Advising Begins for Fall semester	Mon, Mar 10	Mon, Mar 9	Mon, Mar 8	Mon, Mar 6
SESSION B - Attendance Verification due	Mon-Tues, Mar 10-18	Mon-Tues, Mar 9-17	Mon-Tues, Mar 8-16	Mon-Tues, Mar 6-14
SESSION B - Census roster due	Wed, Mar 19	Wed, Mar 18	Wed, Mar 17	Wed, Mar 15
Registration for Fall and Summer begins	Mon, Mar 31	Mon, Mar 30	Tues, Mar 30	Mon, Mar 27
EASTER HOLIDAY - OFFICES CLOSED AND CLASSES CANCELED	Fri-Mon, Apr 18-21	Fri-Mon, Apr 3-6	Fri-Mon, Mar 26-29	Fri-Mon, Apr 14-17
Student Research, Creativity and Performance Day	Thur, Apr 10	Thur, Apr 9	Thur, Apr 8	Thur, Apr 6
Last Day to withdrawal from a Full -Term Course with a Grade of 'W'; after this date, courses dropped will reflect a grade of 'WF' until the end of the semester	Fri, Apr 11	Fri, Apr 10	Fri, Apr 9	Fri, Apr 7
SESSION B - Deadline to withdraw a course with a grade of 'W'. A grade of 'WF' is recorded thereafter	Fri, Apr 11	Fri, Apr 10	Fri, Apr 9	Fri, Apr 7
Last Day of Classes	Wed, Apr 23	Wed, Apr 22	Wed, Apr 21	Wed, Apr 26
Reading/Study Day/ Departmental Evaluations	Thur, Apr 24	Thur, Apr 23	Thur, Apr 22	Thur, Apr 27
Exams Begin (Traditional Evening Classes)	Apr 22, 23, 24, 25, 28	Apr 21, 22, 23, 24, 27	Apr 20, 21, 22, 23, 26	Apr 25, 26, 27, 28, May 1
Exams Begin (Traditional Day Classes)	Apr 25, 28, 29, 30, 31	Apr 24, 27, 28, 29, 30	Apr 23, 26, 27, 28, 29	Apr 28, May 1, 2, 3, 4
Session B Classes and Full-Term Exams End	Thur, May 1	Thur, Apr 30	Thur, Apr 29	Thur, May 4
Degree Conferral Date	Thur, May 1	Thur, Apr 30	Thur, Apr 29	Thur, May 4
Commencement Ceremony	Fri, May 2	Fri, May 1	Fri, Apr 30	Fri, May 5
Final Grades Due by 8 a.m. (including Session B)	Tues, May 6	Tues, May 5	Tues, May 4	Tues, May 9

SUMMER TERMS	Summer 2025	Summer 2026	Summer 2027	Summer 2028
May-Term	May 5 - 30	May 4 - 29	May 3 - 28	May 8 - June 2
Classes Begin for MST	Mon, May 5	Mon, May 4	Mon, May 3	Mon, May 8
Last day to add a May-Term class- By close of business	Mon, May 5	Mon, May 4	Mon, May 3	Mon, May 8
Last day to add a MST class or drop with a refund; Courses dropped after classes start are reflected with a grade of 'W' if attended.	Mon, May 5	Mon, May 4	Mon, May 3	Mon, May 8
Attendance Verification Due - May-Term (MST)	Mon-Tues, May 5-13	Mon-Tues, May 4-12	Mon-Tues, May 3-11	Mon-Tues, May 8-16
Census Rosters Due - May-Term (MST)	Wed, May 14	Wed, May 13	Wed, May 12	Wed, May 17
Deadline to drop a course with a grade of 'W'. A grade of 'WF' is recorded thereafter - May-Term (MST)	Fri, May 16	Fri, May 15	Fri, May 14	Fri, May 19
MEMORIAL DAY- OFFICES CLOSED AND CLASSES CANCELED	Mon, May 26	Mon, May 25	Mon, May 31	Mon, May 29
Classes End for MST	Fri, May 30	Fri, May 29	Fri, May 28	Fri, June 2
Final Grades Due by 8 a.m.	Tue, June 3	Tues, June 2	Tues, June 1	Tues, June 6
AST-Term.....	May 5 - June 20	May 4 - June 19	May 3 - June 18	May 8 - June 23
Classes Begin for AST	Mon, May 5	Mon, May 4	Mon, May 3	Mon, May 8
Last day to add a AST class- By close of business	Mon, May 5	Mon, May 4	Mon, May 3	Mon, May 8
Last day to add a AST class or drop with a refund; Courses dropped after classes start are reflected with a grade of 'W' if attended	Mon, May 5	Mon, May 4	Mon, May 3	Mon, May 8
Dropped courses are reflected with a grade of 'W'	Tues, May 6	Tues, May 5	Tues, May 4	Tues, May 9
MEMORIAL DAY- OFFICES CLOSED AND CLASSES CANCELED	Mon, May 26	Mon, May 25	Mon, May 31	Mon, May 29
Attendance Verification Due - SESSION A (AST)	Mon-Tues, May 5-13	Mon-Tues, May 4-12	Mon-Tues, May 3-11	Mon-Tues, May 8-16
Census Rosters Due - SESSION A (AST)	Wed, May 14	Wed, May 13	Wed, May 12	Wed, May 17
Deadline to drop a course with a grade of 'W'. A grade of 'WF' is recorded thereafter -SESSION A (AST)	Fri, June 6	Fri, June 5	Fri, June 4	Fri, June 9
Classes End for AST	Fri, June 20	Fri, June 19	Fri, June 18	Fri, June 18
Final Grades Due by 8 a.m.	Tues, June 24	Tues, June 23	Tues, June 22	Tues, June 23
SST-Term.....	May 5 - August 8	May 4 - Aug 7	May 3 - Aug 6	May 8 - Aug 11
Classes Begin for SST	Mon, May 5	Mon, May 4	Mon, May 3	Mon, May 8
Last day to add a SST class or drop with a refund; Courses dropped after classes start are reflected with a grade of 'W' if attended	Fri, May 9	Fri, May 8	Fri, May 7	Fri, May 12
MEMORIAL DAY- OFFICES CLOSED AND CLASSES CANCELED	Mon, May 26	Mon, May 25	Mon, May 31	Mon, May 29
Deadline to drop a course with a grade of 'W'. A grade of 'WF' is recorded thereafter - Full Summer Term (SST)	Fri, July 25	Fri, July 24	Fri, July 23	Fri, July 28
Attendance Verification Due - Full Summer Term (SST)	Mon-Tues, May 5-20	Mon-Tues, May 4-19	Mon-Tues, May 3-18	Mon-Tues, May 8-23
Census Rosters Due - Full Summer Term (SST)	Wed, May 21	Wed, May 20	Wed, May 19	Wed, May 24
Classes End for SST	Fri, Aug 8	Fri, Aug 7	Fri, Aug 6	Fri, Aug 11
Final Grades Due by 8 a.m.	Tues, Aug 12	Tues, Aug 11	Tues, Aug 10	Tues, Aug 15
TST-Term.....	May 12 - July 18	May 11 - July 17	May 10 - July 16	May 15 - July 21
Classes Begin for TST	Mon, May 12	Mon, May 11	Mon, May 10	Mon, May 15
Last day to add a TST class (By close of business)	Mon, May 12	Mon, May 11	Mon, May 10	Mon, May 15
Last day to add a TST class or drop with a refund; Courses dropped after classes start are reflected with a grade of 'W' if attended	Mon, May 12	Mon, May 11	Mon, May 10	Mon, May 15
Attendance Verification Due - Ten Week Term (TST)	Mon-Tues, May 12-27	Mon-Tues, May 11-26	Mon-Tues, May 10-25	Mon-Tues, May 15-30
Census Rosters Due - Ten Week Term (TST)	Wed, May 28	Wed, May 27	Wed, May 26	Wed, May 31
MEMORIAL DAY- OFFICES CLOSED AND CLASSES CANCELED	Mon, May 26	Mon, May 25	Mon, May 31	Mon, May 29
Deadline to drop a course with a grade of 'W'. A grade of 'WF' is recorded thereafter - Ten Week Term (TST)	Thur, July 3	Thur, July 2	Fri, July 2	Fri, July 7
Classes End for TST	Fri, July 18	Fri, July 17	Fri, July 16	Fri, July 21
Final Grades Due by 8 a.m.	Tues, July 22	Tues, July 21	Tues, July 20	Tues, July 25

FST-Term.....	June 2 - June 27	June 1 - June 26	May 31 - June 25	June 5 - June 30
Classes Begin for FST	Mon, June 2	Mon, June 1	Mon, May 31	Mon, June 5
Last day to Add a Session F (FST) class -By close of business	Mon, June 2	Mon, June 1	Mon, May 31	Mon, June 5
Last day to add a FST class or drop with a refund; Courses dropped after classes start are reflected with a grade of "W" if attended	Mon, June 2	Mon, June 1	Mon, May 31	Mon, June 5
Attendance Verification Due - Session F (FST)	Mon-Tues, June 2-10	Mon-Tues, June 1-9	Mon-Tues, May 31-June 8	Mon-Tues, June 5-13
Census Rosters Due - Session F (FST)	Wed, June 11	Wed, June 10	Wed, June 9	Wed, June 14
Deadline to drop a course with a grade of "W". A grade of "WF" is recorded thereafter - Session F (FST)	Fri, June 13	Fri, June 12	Fri, June 11	Fri, June 16
Classes End for FST	Fri, June 27	Fri, June 26	Fri, June 25	Fri, June 30
Final Grades Due by 8 a.m.	Tues, July 1	Tues, June 30	Tues, June 29	Wed, July 5
BST-Term.....	June 23 - August 8	June 22 - August 7	June 21 - Aug 6	June 26 - Aug 11
Classes Begin for BST	Mon, June 23	Mon, June 22	Mon, June 21	Mon, June 26
Last day to Add a Session B (BST) class - By close of business	Mon, June 23	Mon, June 22	Mon, June 21	Mon, June 26
Last day to add a BST class or drop with a refund; Courses dropped after classes start are reflected with a grade of "W" if attended	Mon, June 23	Mon, June 22	Mon, June 21	Mon, June 26
INDEPENDENCE HOLIDAY- OFFICES CLOSED AND CLASSES CANCELED	Fri, July 4	Fri, July 3	Mon, July 5	Tues, July 4
Attendance Verification Due - Session B (BST)	Mon-Tues, June 23-July 1	Mon-Tues, June 22-30	Mon-Tues, June 21-29	Mon-Tues, June 26-July 3
Census Rosters Due - Session B (BST)	Wed, July 2	Wed, July 1	Wed, June 30	Wed, July 5
Deadline to drop a course with a grade of "W". A grade of "WF" is recorded thereafter - Session B (BST)	Thur, July 25	Thur, July 24	Fri, July 23	Fri, July 28
Classes End for BST	Fri, August 8	Fri, August 7	Fri, August 6	Fri, August 11
Final Grades Due by 8 a.m.	Tues, August 12	Tues, August 11	Tues, August 10	Tues, August 15
GST-Term.....	June 30 - July 25	June 29 - July 24	June 28 - July 23	July 3 - 28
Classes Begin for GST	Mon, June 30	Mon, June 29	Mon, June 28	Mon, July 3
Last day to Add a Session G (GST) class -By close of business	Mon, June 30	Mon, June 29	Mon, June 28	Mon, July 3
Last day to add a GST class or drop with a refund; Courses dropped after classes start are reflected with a grade of "W" if attended	Mon, June 30	Mon, June 29	Mon, June 28	Mon, July 3
INDEPENDENCE HOLIDAY- OFFICES CLOSED AND CLASSES CANCELED	Fri, July 4	Fri, July 3	Fri, July 5	Tues, July 4
Attendance Verification Due - Session G (GST)	Mon-Tues, June 30-July 8	Mon-Tues, June 29-July 7	Mon-Tues, June 28-July 6	Mon-Tues, July 3-11
Census Rosters Due - Session G (GST)	Wed, July 9	Wed, July 8	Wed, July 7	Wed, July 12
Deadline to drop a course with a grade of "W". A grade of "WF" is recorded thereafter - Session G (GST)	Fri, July 11	Fri, July 10	Fri, July 16	Fri, July 14
Classes End for GST	Fri, July 25	Fri, July 24	Fri, July 23	Fri, July 28
Final Grades Due by 8 a.m.	Tues, July 29	Tues, July 28	Tues, July 27	Tues, Aug 1
Summer Degree Conferral Dates				
August Degree Conferral Date	Fri, Aug 8	Fri, Aug 7	Fri, Aug 6	Fri, Aug 11



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 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 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
FNP 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:

Nursing Malpractice Ins. Est.	\$80.00	Per Year
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 refund 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 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 \(cn.edu\)](#) 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. Institutions 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 \(cn.edu\)](#)

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 \(wufoo.com\)](#).

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 \(wufoo.com\)](#) The campus parking regulations may be found on the department's website [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 email 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 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 [Chapter30]
- Vocational Rehabilitation & Employment (VR&E)Program [Chapter 31]
- Montgomery GI Bill® -Selected Reserve(MGIB-SR) Educational Assistance Program [Chapter 1606]
- Post9/11GI Bill® - Harry W. Colmery Veterans Educational Assistance Act [Chapter33]
- Survivors'& Dependents' Educational Assistance (DEA) Program [Chapter35]
- 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 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, multi-media 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 program requirements. 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 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. For College of Professional Studies (CPS) 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

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 an 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

Min. to Earn Christian Coaching Certificate = 12 credits

Addendum effective December 2024:

CORPORATE ENTREPRENEURSHIP CERTIFICATE

The graduate certificate in corporate entrepreneurship will help to advance the mission of Carson-Newman University. This program will present the principles of business theories, practices, and leadership skills to working professionals to help them be more effective business leaders while equipping them for advanced career success. The certificate is designed to be an introduction to corporate entrepreneurship for professionals that want to continue developing their leadership skills for pursuits in the corporate environment or to start their own business. Courses completed for the certificate are transferable to the MBA in Entrepreneurial Leadership.

Courses for Corporate Entrepreneurship Certificate 12 credits, courses are 3 credits each

MGT-525: Leadership: A Biblical Perspective, 3 credits

ENTL-510: Entrepreneurial Leadership, 3 credits

ENTL-530: Product Innovation for Competitive Advantage

ENTL-540: Marketing Analysis for Competitive Advantage

Summary of Total Credits

Min. to Earn Corporate Entrepreneurship 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: A Biblical Perspective
 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: A Biblical Perspective
 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: A Biblical Perspective

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: A Biblical Perspective

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: A Biblical Perspective
 MGT 550: Strategic Management
 MGT590: Entrepreneurship: New Business Venture
 MKT 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

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: A Biblical Perspective
 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: A Biblical Perspective
 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: A Biblical Perspective
 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
 MILS512: Applied Leadership in Small Unit Operations
 MILS 513: Physical Conditional I
 MILS 520: ROTC Cadet Advance Camp
 MILS 521: The Army Officer
 MILS522: 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: A Biblical Perspective
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: A Biblical Perspective
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: A Biblical Perspective
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-Neman 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 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

Addendum-Effective Spring 2025

Students who have already completed a Master's in Counseling with a specialization in Clinical Mental Health or Professional School Counseling can now earn the Education Specialist credential. To do so, they must return within five years to complete the other specialization required for the EdS credential.

EdS 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)

EdS in Professional School Counseling Concentration 21 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

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	Theater
	Visual Arts

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
 EDUC601: 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*)
 SPED508: 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

EDUC505: 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

EDUC505: 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)

Addendum Effective 10/15/24:

Remove EDUC-505, due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 teacher licensure programs. It is determined that removing one of the literacy courses will not adversely impact these majors.

Pre-Student Teaching, 30 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."

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.

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)

Addendum Approved 10/15/24: Add the option to take EDUC-502 or EDUC-505. Due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 licensure programs.

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 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 **or EDUC 502: Disciplinary Literacy**
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)

Addendum Approved 10/15/24: Add the option to take EDUC-502 or EDUC-505. Due to recent changes at the state level with more of a focus on disciplinary literacy for 6-12 and K-12 licensure programs.

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 **or EDUC 502: Disciplinary Literacy**
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, Intellects, 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

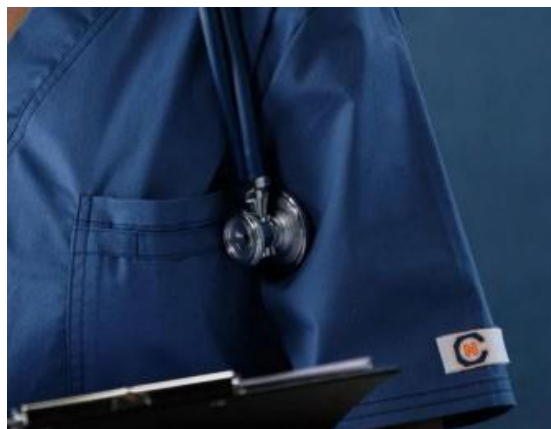
All but nine (9) semester hours of course work in the family nurse practitioner for students desiring an MSN degree must be taken at Carson-Newman University. Courses taken on the Carson-Newman University campus, independent studies, thesis, other research, and clinical practicum meet residency requirements.

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: FNP
 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 Pract.

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-credithour 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 630A 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



COURSE DESCRIPTIONS

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)

ACCT 510. 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 student show 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, 3credits

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, Soren 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 multicultural 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 forprofessionalschoolcounselor 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 class time is spent in a laboratory experience in which each student is provided an opportunity to function in a group. Students will develop the ability to lead large and small group counseling activities in such areas as personal and interpersonal growth, self-help and problem solving, and career and vocational development. Prerequisite: COUN 502 or instructor approval.

COUN 566. Life-Span Development: Implications for Counseling, Spring.

This course examines the major issues and influences impacting human development across the lifespan. The examination of the major theories of human development includes physical, language, psychological, cognitive, social, and moral perspectives. This course focuses on the integration of theoretical foundations of human development to form a framework for the counseling process and implications for counseling across the lifespan. (Same as EDUC 566)

COUN 567. Career Development and Counseling, 3 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 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 3 hr internship course consists of 300 hours of clinical field experience and a minimum of 120 hours of direct counseling experience. Six (6) hours is required to be taken over two semesters of three (3) hours each. Prerequisites: COUN 589 and program faculty approval. \$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 worldwide 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 relationship to educational practices; creativity in learning and teaching through assigned readings in books 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

Provide 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 candidate 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 EDUC600.) \$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 EDUC538.) \$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: EDUC651, 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: EDUC652, 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.*

EDUC662. 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 EDUC572.)

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 EDUC573.)

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 EDUC574.)

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 747. Qualitative Research for Educational Practitioners, 3 credits.

This course introduces students to the inquiry traditions and nodes of research associated with qualitative research in the social science of education. Students will gain experience with elements in the research process, such as formulation of a qualitative research question, research design, data collection methods, data organization and reduction, data analysis, and trustworthiness techniques. This course emphasizes the development of doctoral research proposals using qualitative research methods.

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

Chapter One: Introduction, Chapter Two: Professional Literature, Chapter Three: Research Methodology, Chapter Four: Presentation of Findings, and Chapter Five: Conclusions, Implications, and Recommendations. The course holds the expectation that the research conducted is comprised of original, valid data from multiple measures and findings are evidence-based. The study findings must be relevant to continuous improvement in an educational environment. Final dissertation approval must be granted by the Dean of Education. *Prerequisites: EDUC 7546A, Carson-Newman IRB approval including organizational approval, and Dissertation Chair approval. \$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. *\$150 fee*

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. *\$150 fee*

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. *\$150 fee*

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.

***EDUCFOLIO. 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. *\$100fees.*

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. *\$650fee.*

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: EDUCMENT1. *\$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, 3credits

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: HRM 510

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 a typical developmental sequence. 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 success, 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 strategical 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 in to 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 521. Theory & Evidence-Based Practice, 4 credits (Begins Summer 2025; Addendum Approved 10/15/24)

Exploration and application of the integral relationship between theoretical concepts and the research process useful in clinical investigation and health care delivery.

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 health care 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. *\$50fee*.

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.

SPED521. 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 y 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 special education classroom. It is open to students adding special education endorsements to another certification area. Prerequisite: Praxis II passing scores.

SPED 667.StudentTeaching: 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.

Courseload - 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 the 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 creditor 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: cpstudentsuccess@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

ADMINISTRATION

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Kevin Triplett, BS – Senior Vice President for University Relations
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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

Shannon Carpenter, Professor of English, Associate Chair of English, 2003; B.A., M.A., University of South Alabama; Ph.D., University of Tennessee, Knoxville

Diane Caruso, Associate Professor of Nursing, 2022; B.S., Wagner College; M.S. Stony Brook University; D.N. P., Duke University

Gregory A. Casalenuovo, Professor of Nursing, 1996; B.S.N., M.S.N., University of North Carolina, Chapel Hill; Ph.D., University of Tennessee, Knoxville

Cassandra H. Catlett, Associate Professor of Accounting, Chair of Business, 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 Cumberlands; 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

Vladimir Gorbenko, Assistant Professor of New Testament, Associate Director of Campus Ministries, 2022; B.A., Zaporozhye National Technical University; M.Div., Tyndale Theological Seminary; Th.M., Gordon-Conwell Theological Seminary; Ph.D., National Pedagogical Dragomanov University

Susan Gordon, Assistant Professor of Nursing, 2023; B.S.N., M.S.N., Carson-Newman University

Jennifer W. Hall, Professor of English, 2000; B.A., Carson-Newman College; M.A., Western Carolina University; Ph.D., University of Tennessee, Knoxville

Heather Hartman, Assistant Professor of Art, 2019; B.F.A., Auburn University; M.F.A., University of Tennessee, Knoxville

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