Tusculum College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone, 404-679-4501) to award baccalaureate degrees, and the Master of Arts in education and the Master of Arts in organizational management. Tusculum College does not discriminate on the basis of sex, color, race, age, religion, ethnic origin, or handicap in the selection of its applicants.

The Tusculum College catalog is not to be construed as a contract. This catalog does present policies and programs as accurately as possible at the time of publication, but the College reserves the right to alter any part or section as deemed necessary.
# Table of Contents

**Our Mission** 5  
**About Tusculum College** 6  
Size, Location, Accreditation, and Facilities  
**A Brief History of the College** 9  
**Regarding the Civic Arts** 11  
**Tuition and Fees** 14  
*The Residential College* 14  
Graduate and Professional Studies 15  
**Financial Aid** 19  
Grant Programs, 20; Loan Programs, 20; Student Employment, 21; Scholarships, 21.  
**Library Services** 23  
The Library, 23; The President Andrew Johnson Museum and Library, 24; The Instructional Materials Center, 24.  
**The Tusculum Institute for Leadership and Policy** 25  
**The Residential College** 27  
Admission Policies, 28-31; Academic Fresh Start, 29; Student Affairs and Student Services, 32-38.  
**Academic Policies** 39-54; Coursework, 39; Service-Learning/Civic Arts Project, 39; Degrees with Distinction, 40; Bruce G. Batts Medal, 40; Independent Program of Study, 40; Course Load, 41; Term Honors, 41; Repeating Courses, 41; Correspondence Courses, 41; Courses at Another Institution, 42; Advanced Placement Programs, 42; Practicums, 42; Academic Advising, 42; Adding and Dropping Classes, 43; Withdrawal from Class on the Sixth and Seventh Day, 43; Withdrawal from College, 44; Class Attendance, 44; Declaration and Changing of Majors, 44; Academic Misconduct, 44; Grading Procedures, 46; Grade Changes, 48; Grade Appeals, 48; Classification of Students, 50; Grade Reports and Transcripts, 50; Retention Standards, 50; Special Offerings, 51; Athletic Eligibility, 51; Academic Probation, 52; Removal from Probation, 52; Academic Suspension, 52; Academic Dismissal, 53; Administrative Appeals, 53; Student Records/Right to Privacy, 53.  
**Academic Programs** 55-236; Competency Program, 56; Service-Learning and Civic Arts Project, 56; Tusculum College Commons, 57; Commons Curriculum Outcomes, 57; Commons Requirements, 58; Placement, 60; Transfer Equivalencies, 61; Minicourse Program, 63; International and Domestic Travel, 63; Programs of Study, 64; Athletic Training Education Program, 66-83; Biology, 84-91; Business Administration, 92-99; Chemistry, 100-101; Computer Science/Computer Information Systems, 102-105; Education, 106-122; English, 123-133; Environmental Science, 134-137; Field Guide/Naturalist, 138; Geography, 139; History, 140-147; Human Growth and Learning, 148-155; Journalism, 156; Mass Media, 157-162; Mathematics, 163-169; Medical Technology, 170; Museum Studies, 171-174; Music, 175-176; Physical Education, 177-192; Physics, 193; Political Science and Pre-Law, 194-198; Pre-Professional Programs, 199-200; Psychology, 201-209; Religious Studies, 210-212; Service-Learning, 213-215; Sociology, 216; Spanish, 217; Special Education, 218-224; Sports Management, 225; Theatre, 226; Visual Arts, 227-236.
GRADUATE AND PROFESSIONAL STUDIES

ACADEMIC POLICIES, 239-249; ACADEMIC SCHEDULE, LOCATIONS AND FACILITIES, ACADEMIC ADVISING, LEARNING TEAMS, 239; CLASS REPRESENTATIVES, CLASS ATTENDANCE, COURSE LOAD, 240; COMPUTER NEEDS AND RECOMMENDED SKILLS, ADMISSION, TRANSFER CREDIT, 241; GRADES OF “D” OR “F,” ADMISSION OF SPECIAL STUDENTS, 242; INTERNATIONAL STUDENTS, READMISSION, 243; RETENTION STANDARDS, 244; WITHDRAWAL, ACADEMIC MISCONDUCT, DEGREES WITH DISTINCTION, 245; THE GRADUATE AND PROFESSIONAL STUDIES COMPETENCY PROGRAM, SERVICE LEARNING, GRADING PROCEDURES, 246; GRADE APPEALS, GRADE REPORT, TRANSCRIPTS, TRANSCRIPTS FOR PORTFOLIO, REPEATING COURSES, 248; PROGRAM COMPLETION, TUITION, FEES, AND LIBRARY SERVICES, 249.

THE GATEWAY PROGRAM, 250-258; GATEWAY GENERAL OBJECTIVES, ADMISSION REQUIREMENTS AND PROCEDURES, 250; GATEWAY ADMISSIONS PROCEDURES, ACADEMIC FRESH START, GATEWAY SAMPLE COURSE DESCRIPTIONS, 251; BACHELOR OF SCIENCE DEGREE GENERAL INFORMATION, OBJECTIVES, 253; CLASSIFICATION OF STUDENTS, GENERAL EDUCATION REQUIREMENTS, 254; CREDIT FOR PRIOR COLLEGE-LEVEL LEARNING, 255; DESCRIPTION OF PRIOR LEARNING PORTFOLIO, 256; PORTFOLIO DEADLINES AND EXTENSIONS, PRIVACY OF THE PORTFOLIO, PORTFOLIO COURSE SEQUENCE, 257.

BACHELOR OF SCIENCE IN ORGANIZATIONAL MANAGEMENT, 259-264; ADMISSION REQUIREMENTS AND PROCEDURES, 259; BACHELOR OF SCIENCE IN ORGANIZATIONAL MANAGEMENT CONCENTRATIONS, COURSE DESCRIPTIONS-PROFESSIONAL PREPARATION CORE, 260-262; CONCENTRATION IN HUMAN RESOURCE MANAGEMENT, 263; CONCENTRATION IN MARKETING, 263.

BACHELOR OF ARTS IN EDUCATION, 265-272; ADMISSION, APPLICATION TO TUSCULUM COLLEGE, 265; APPLICATION TO TEACHER LICENSURE PROGRAM, APPLICATION TO STUDENT TEACHING, GRADUATION, 266; GENERAL EDUCATION CORE, 267; PROFESSIONAL COURSE SEQUENCE, 268; COURSE DESCRIPTIONS, 269-272.

MASTER OF ARTS DEGREES, 273-288; GENERAL INFORMATION, GENERAL OBJECTIVES, EMPHASIS ON GRADUATE RESEARCH, 273; ADMISSION REQUIREMENTS AND PROCEDURES, PROVISIONAL ACCEPTANCE, 274; GRADUATION REQUIREMENTS, ATTENDANCE POLICY, 275; MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT, ADMISSION REQUIREMENTS, 276; ORGANIZATIONAL MANAGEMENT CURRICULUM, 277-279; MASTER OF ARTS IN EDUCATION K-12, ADMISSION REQUIREMENTS, 280; CURRICULUM, K-12 CONCENTRATION, 280-282; ORGANIZATIONAL TRAINING AND EDUCATION CONCENTRATION, ADMISSION REQUIREMENTS, 283; CURRICULUM, ORGANIZATIONAL TRAINING AND EDUCATION, 283-285; HUMAN RESOURCE DEVELOPMENT, ADMISSION REQUIREMENTS, 286; CURRICULUM, HUMAN RESOURCE DEVELOPMENT, 286-288.

COVENANTS, SCHOLARSHIPS, & AGREEMENTS

SYNOD OF LIVING WATERS COVENANT, 291; HOLSTON PRESBYTERY COVENANT, 295; PRESBYTERY OF EAST TENNESSEE COVENANT, 300; ENDOWED FUNDS, 305-336; ANNUAL SCHOLARSHIPS, 336-338.

TRIO PROGRAMS

THE BOARD OF TRUSTEES

FACULTY AND STAFF

2005-06 ACADEMIC CALENDAR
OUR MISSION

TUSCULUM COLLEGE REMAINS TRUE TO ITS ORIGINS AS A CHURCH-RELATED INSTITUTION OF HIGHER LEARNING IN THE CIVIC REPUBLICAN TRADITION BY DEVELOPING EDUCATED CITIZENS DISTINGUISHED BY ACADEMIC EXCELLENCE, PUBLIC SERVICE, AND QUALITIES OF JUDEO-CHRISTIAN CHARACTER. THE COLLEGE REFLECTS THE IDEAL OF ITS CIVIC ARTS HERITAGE THROUGH ITS COMMITMENT BOTH TO INTEGRITY AND TO THE DEVELOPMENT OF STRONG CITIZENSHIP QUALITIES IN THE TRADITIONAL-AGED STUDENTS FROM DIVERSE BACKGROUNDS AS WELL AS THE WORKING-ADULT STUDENTS FROM THE REGION. FURTHERMORE, THE COLLEGE USES INNOVATIVE APPROACHES TO TEACHING AND LEARNING AT THE UNDERGRADUATE AND MASTER’S LEVELS TO INSTILL FACTUAL KNOWLEDGE, CULTIVATE THE HABITS OF PRACTICAL WISDOM, AND DEVELOP THE SKILL OF REFLECTIVE THINKING, ALL NECESSARY FOR PERSONAL SUCCESS IN A DEMOCRATIC SOCIETY.
ABOUT TUSCULUM COLLEGE

THE CAMPUS

SIZE: Tusculum College has a combined campus and off-campus enrollment of about 2,500 students with a student-faculty ratio of 16 to 1. The College believes that learning is an intimate process best supported on a personal basis between teacher and student and that no environment nurtures this process more completely than a small college community.

LOCATION: Tusculum is located east of Greeneville, Tennessee, a growing community of 15,200. The population of Greene County, including the City of Greeneville, is around 63,000. The 160-acre campus is situated in picturesque Northeast Tennessee. The College maintains a regional center for Graduate and Professional Studies in Knoxville, Tennessee.

Located between Knoxville and the Tri-Cities area of Bristol, Kingsport, and Johnson City, Tennessee, Tusculum College is easily accessible by automobile, interstate bus lines, and airlines. Interstate Highway 81 is 10 miles from campus. Major airlines serve each of these airports: the Tri-Cities Regional Airport (40 miles), the Knoxville McGhee-Tyson Airport (80 miles), and the Asheville, North Carolina Regional Airport (70 miles).

ACCREDITATION: Tusculum is accredited by the Southern Association of Colleges and Schools to award baccalaureate degrees and the Master of Arts in education and the Master of Arts in organizational management. Tusculum is an institutional member of the Association of American Colleges and Universities, The Council of Independent Colleges, The National Council of Educational Opportunities, the National Commission on Accrediting, the Commission on Christian Higher Education, the Presbyterian College Union, the Tennessee College Association, and the Tennessee State Board of Education. The College is also on the approved list of the American Medical Association, the New York State Board of Regents and the American Association of University Women. Tusculum College is an institutional member of the Appalachian College Association.

FACILITIES: The Tusculum College campus consists of 160 acres. The College has occupied this rolling, wooded site since 1818, and the campus is a striking combination of modern structures and historic red brick buildings clustered in the shade of sheltering oaks.

Among major academic facilities, Virginia Hall, originally designed by noted architect Louis Sullivan, enjoyed a major renovation in 1994 and celebrated its 100th anniversary in 2001. It is the central arrival point for new and prospective students on campus. In addition to housing computer laboratories, Virginia Hall is home to the Northeast Tennessee division of the Graduate and Professional Studies Program as well as offices for the Registrar, Admissions, and Financial Aid. It also contains several classrooms and various other offices.
Just across the street from Virginia Hall is the Annie Hogan Byrd Fine Arts Building, where many community activities take place. The building contains a 700-seat auditorium, which has recently undergone several significant improvements, and a 200-seat arena theatre.

The Library, which reopened this summer in a newly expanded and renovated facility, serves all Tusculum students with a print collection that exceeds 185,000 print and microform texts and over 200 periodical subscriptions as well as another 70,000 full-text e-books and over 20,000 journal titles are available via the library web site. The Coffin Collection (the original college library of 1794-1827), the Andrew Johnson Library, and the College archives are housed in the President Andrew Johnson Museum and Library in the Old College building.

The Herbert L. Shulman Center is built in an attractive circular design. The Center’s primary use is as the site of studios and offices for the Visual Arts program. Other academic facilities include Tredway Science Hall and Rankin Hall.

Tusculum College athletic facilities are among the best among East Tennessee institutions of higher learning. In the late 1990s, the Niswonger Commons building opened on the main campus, including within its attractive structure a gymnasium-swimming pool complex that incorporates the 2,000-seat Alpine Arena and a weightroom/fitness center. The Commons also houses a full-service post office, bookstore, a 24-hour computer lab, television studio facilities, the campus telecommunications center, a campus living room, classrooms, a campus security office, and various offices for faculty and staff.

Through the generous support of business and community leader Scott M. Niswonger, who is a member of Tusculum College’s Board of Trustees, a new, modern athletics complex, which in October 2003 was dedicated in Mr. Niswonger’s honor, enhances Tusculum’s campus. Its major features include a fieldhouse located behind the west end zone of Pioneer Field, featuring large locker area facilities that can be divided into four locker rooms. An indoor practice and soccer facility with interior space of about 240 by 185 feet features a special high-quality, realistic turf of a type also used by the University of Nebraska, University of Washington and the NFL’s Seattle Seahawks.

With improvements made through the athletics complex development project, Pioneer Field’s seating capacity is now at 3,500. New
parking facilities were added through the project.

New and improved pedestrian ways, fencing and lighting in the athletics complex area were developed in a style to match that already on the campus.

A modern press box facility, built to blend with the architectural style of the campus’s most historic facilities, is also part of the athletics complex project.

A baseball stadium, Pioneer Park, was added to the complex in 2004. The stadium, used by both the Tusculum Pioneers baseball team and the Greeneville Astros professional team, has a seating capacity of 2,500 and features a covered seating area.

Overall, Tusculum’s sports facilities include lighted football, baseball, soccer and softball fields, an intramural field, and six lighted tennis courts that support a variety of outdoor activities as well as physical education instruction.

The Charles Oliver Gray Complex includes four separate buildings—three are women’s residence halls and the fourth houses the professional education and special education programs, a curriculum library and instructional materials center, along with general classrooms and faculty offices.

Nine buildings and the arch are on the National Register of Historic Places: Doak House (1818), Old College (1841), McCormick Hall (1887), Welty-Craig Hall (1891), Virginia Hall (1901), The Library (1910), Haynes Hall (1914), The Arch (1917), Rankin Hall (1923), and Tredway Hall (1930).
A BRIEF HISTORY OF THE COLLEGE

The roots of Tusculum College are buried deep in early American frontier history.

In 1794, George Washington was president of a young country and the state of Tennessee was still two years away from becoming a reality. In what is now East Tennessee, Hezekiah Balch and Samuel Doak, Presbyterian ministers educated at the College of New Jersey (now Princeton University), were ministering to the pioneers of what was the southwestern frontier of the United States. They also desired to meet the educational needs of these Scots-Irish settlers. Doak and Balch, although they did not always see eye-to-eye, were visionaries ultimately seeking the same goals through the rival colleges they established: they wanted to educate settlers of the American frontier so that they would become better Presbyterians, and therefore, in their vision, better citizens.

Tusculum College as it now exists descends from two schools. The first, Greeneville College, was chartered in September 1794 by the General Assembly of the Territory of the United States South of the Ohio River, and established by Hezekiah Balch. The second was founded as Tusculum Academy in 1818 by Samuel Doak and his son Samuel Witherspoon Doak.

Tusculum Academy operated in a log cabin adjacent to the present site of Tusculum College. When the academy became Tusculum College in 1844, Andrew Johnson, who was to become 17th President of the United States, was one of its trustees. Johnson often walked the five miles to and from Greeneville to participate in the debating activities at Tusculum.

A merger in 1868 formed Greeneville and Tusculum College. In 1908, Greeneville and Tusculum College merged with Washington College, creating Washington and Tusculum College. This union dissolved in 1912, and thus evolved modern-day Tusculum College. The College received formal accreditation by the Southern Association of Colleges and Schools fifteen years later.

From the outset, the flux of early American culture was reflected in the life of the institution. As the pioneer settlers thrived, so did the College. As the area was torn apart during the Civil War, so were the two institutions that are Tusculum’s twin roots. College buildings served as barracks for soldiers, scientific apparatus was destroyed, and library holdings were scattered and stolen.

Ultimately, the College survived it all. It made it through financial difficulty and near-disastrous enrollment droughts during World War I and World War II. It endured the Civil War through the merger of the two institutions. The College survived these devastating events only to rebound into an institution stronger than it was before.
There are many people who played important roles in the development of the institution. It is difficult to guess what Tusculum College would be like today without early influences such as Charles Coffin, Cyrus and Nettie McCormick, Charles Oliver Gray, Landon Carter "Daddy" Haynes, and a host of others too numerous to mention individually. Of all of these people, Nettie Fowler McCormick undoubtedly had the largest and most visible impact on the College. She was the widow of Cyrus Hall McCormick, the inventor of a famous mechanized reaper. Through McCormick philanthropy, five major buildings were added on campus. McCormick Hall, built in 1887, remains the central landmark on the campus and is a living memorial to this notable family.

Tusculum College is the oldest college in Tennessee, the 28th oldest in the nation, and the 23rd oldest operating college in the country. In addition, Tusculum is the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.) and an early national pioneer in the admission of women. Tusculum accepted women students early in its history, and it is notable that by the turn of the 20th century more than half of its students were women.

In 1984, Tusculum College made a major commitment to serve adult students in extended campus locations throughout East Tennessee. Tusculum’s rich heritage provides a firm foundation that sustains extended learning opportunities for adults through the Graduate and Professional Studies Program.
REGARDING THE CIVIC ARTS

As a civic arts institution, Tusculum College is uniquely prepared to offer education that leads to effective citizenship. The information below describes some of the distinctive features that contribute to making this literally a one-of-a-kind experience in higher education.

A. What is meant by “Civic Arts?”

The term “liberal arts” is used so often in so many different ways that its meaning has tended to become lost or ambiguous. Some use the term in reference to almost any small private college. Others use it to refer to a curriculum that includes a range of courses in a variety of subjects. At Tusculum we have developed the term “Civic Arts” in order to recapture the original meaning of the phrase “liberal arts” as it was first used by Cicero, the Roman orator, philosopher, statesman, and educator from whose villa our college takes its name. This original meaning referred to those skills, attitudes, and abilities appropriate to citizenship in a democratic society.

We draw strength for implementing the Civic Arts mission of the college from two traditions that have undergirded the institution throughout its 200-year history and have provided the College’s guiding virtues. On one hand, the Judeo-Christian heritage was uppermost in the minds of our Presbyterian founders and continues to figure in our ongoing connection to the church. This tradition, in addition to its richness of spiritual insight, has a special role in promoting the virtue of Compassion.

On the other hand, the civic republican tradition, including Plato, Aristotle, Cicero, Cato, and others leading right up to the present time, emphasizes citizens working together to form good societies — that in turn nurture individuals of good character. Such virtues as Courage (moral and physical), Self-Control (moderation, responsibility and self-discipline), and Justice (fairness) are all prominent in the civic republican tradition. Particular emphasis is placed on practical wisdom. Within the tradition, this term carries a special meaning. It indicates careful thinking with other citizens, guided by the virtues listed above, in order to determine a course of action that will enhance the good of the community.

Drawing on these two traditions then, the Civic Arts embrace such things as active and empathetic listening, the ability to present one’s thoughts clearly in speaking or writing, the ability to analyze situations carefully and solve problems creatively, consistent use of the virtues embodied in the traditions for personal and public decision making, and respect for one’s own cultural heritage and that of others.

B. How does Tusculum’s focused calendar contribute to a Civic Arts education?

At Tusculum, a semester is comprised of four blocks, each three and one-half weeks long. A student takes one course per block. We
call this a focused calendar because students and faculty can concentrate on one course without the distraction of having to prepare other courses at the same time. This calendar was implemented in order to produce a distinctive teaching and learning environment.

Since classes meet for an average of three hours daily, students and faculty are able to get to know each other quite well, facilitating exchange of ideas among all members of the class — transforming the classroom into a model of a community. In addition to transmitting knowledge, such classes actively engage students in their own learning. The focused calendar allows time for serious listening and critical thinking, as well as for learning to communicate clearly. In the process, students and faculty connect the subject matter of the course to their lives and the life of the community more directly than is normally possible.

Some additional benefits of the focused calendar include:

a. Field trips, laboratory work, and other out-of-classroom experiences are readily arranged since there are no conflicts with other classes. Recently, courses have included extended trips to Belize, Europe, Atlanta, Chicago, and Washington, D.C., while dozens of other courses have included overnight or day trips as an integrated part of their curriculum.

b. Retention of material is enhanced due to the concentration encouraged by the calendar itself and the fact that classroom environment and a wider range of teaching methods more directly connect the knowledge gained to students’ lives.

c. Films, dramatic productions or other modes of presentation, where appropriate, can be used within the context of a class, while still allowing time for discussion.

d. Close contact with students allows early identification of students needing extra help as well as advanced students who are ready for extra challenges.

e. Students have the opportunity to develop personal skills of self-discipline and time management since the schedule provides blocks of discretionary time.

C. How do Tusculum’s distinctive programs affect me as a student at Tusculum College?

Students enrolling in Tusculum College should be prepared to spend a significant portion of each day in diligent study. In an academic community such as Tusculum, academic rigor is valued; professors will expect much of you, while also providing the support you need to be successful. Your effort will not only reap individual dividends of academic success but also is important in maintaining an intellectual atmosphere conducive to learning. While much can be learned from the well-qualified faculty, it is also true that much is learned from interactions with fellow students. The better prepared each student is, the richer is the academic climate for all.
There are numerous opportunities to become involved in campus organizations, clubs, volunteer service in the community, college governance, intramurals, and intercollegiate athletics. All of these provide experiences that are enjoyable in their own right while also developing the skills of working with others toward a common goal, even when it is necessary to work through disagreements. Such experience and skill are invaluable for civic life.

D. How do Tusculum’s distinctive programs affect graduates?

Your time spent pursuing a degree at Tusculum College is probably the most important investment you can make. The College has had a long history of success from graduates in its various major programs of study. The Civic Arts mission of the College, Commons Curriculum, and other reforms, all work together in an integrated way to prepare citizens for effective participation in professional, public, and personal life. The bold initiatives of the institution are gaining increasing national recognition, further enhancing the value of your degree from Tusculum College.

*Tusculum’s Civic Arts emphasis introduces students to a variety of avenues in which they can use their talents and knowledge to benefit the community. Last spring, Ben Glassco, center above, used his artistic talents to create a stone door stop for a soup kitchen, an outreach ministry of a local church.*
TUITION AND FEES

Charges for the 2005-2006 academic year at Tusculum College are listed below.

RESIDENTIAL COLLEGE
STANDARD FULL-TIME CHARGES

RESIDENT STUDENTS
Tuition (12 to 18 hrs/semester) .................................................. $15,100

Room and board
Haynes ........................................................................................... $6,130
Apartment ....................................................................................... $7,280
Other ............................................................................................... $6,230
Tuition under 12 hrs/semester (per hour) ...................................... $695
Tuition over 18 hrs/semester (per hour) ......................................... $695
Tuition (summer sessions) — see note below

Summer tuition is billed separately depending upon the course of study. Normally the College offers a significant reduction in tuition rates for this period.

Audit fee (per course) ......................................................................... $100
The following may audit courses without charge:
Full-time Tusculum College students enrolled in degree programs;
full-time Tusculum College faculty/staff; former full-time Tusculum College faculty/staff who retired from those positions.

Portfolio assessment fee .................................................................... $150
Portfolio recording fee per semester hour requested ...................... $40
Applied music fees ............................................................................. $170
Registration for applied music courses, described in the MUSIC section of the catalog, requires an applied music fee for each registration.
Late registration fee .............................................................................. $50
Late payment fee ................................................................................... $25
Graduation fee ....................................................................................... $75
Technology fee ..................................................................................... $250
Activity fee ............................................................................................. $65

Required deposits
Resident Students Commuting Students
Intention to enroll $200 $200
Intention to return $50 $25

The intention-to-enroll deposit is requested within 30 days of acceptance for all new, transfer, and readmitted students. The intention-to-enroll deposit will be credited to the next semester billing. This deposit for new, transfer, and readmitted students is fully refundable until May 1.
The intention to return deposit is due from returning students before registration for the next fall semester. Course registration and housing applications will not be processed until the intention to return deposit is paid. The intention to return deposit will be credited to the next semester billing and is not refundable.

**Residential College Student Enrollment in Professional Studies Courses**

Full-time residential students who desire to enroll in Professional Studies courses will be charged in the following manner:

If the additional courses do not constitute overload status, the student will not incur any additional charges. If the additional course does constitute overload status, or if the registration takes place in the summer term, the charges will be assessed at the Professional Studies rate (e.g., Gateway, Bachelor of Science).

**Miscellaneous Costs**

Textbooks average approximately $470 per semester. Personal expenses and travel costs will vary with each individual. Financial aid budgets include an allocation of $1,200 per semester for personal expenses and travel costs.

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**GRADUATE AND PROFESSIONAL STUDIES**

Tuition and fees are subject to revision; revised rates are available from Professional Studies admissions counselors.

**GATEWAY PROGRAM**

- Tuition per semester hour ................................................................. $167
- Audit fee per course ........................................................................ $100

**BACHELOR OF SCIENCE IN ORGANIZATIONAL MANAGEMENT**

- Tuition per semester hour ................................................................. $260
- Audit fee per course ........................................................................ $100
- Graduation fee ................................................................................... $75

**BACHELOR OF ARTS IN EDUCATION**

- Tuition per semester hour ................................................................. $275
- Audit fee per course ........................................................................ $100
- Graduation fee ................................................................................... $75

**MASTER OF ARTS IN EDUCATION**

- Tuition per semester hour ................................................................. $283
- Audit fee per course ........................................................................ $100
- Graduation fee ................................................................................... $75
MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT

Tuition per semester hour ................................................................. $283
Audit fee per course ................................................................. $100
Graduation fee ................................................................. $75

Other Charges
Late registration fee ................................................................. $50
Late payment fee ................................................................. $25
Mini-course fee per course ....................................................... $30
Portfolio assessment fee ....................................................... $150
Portfolio recording fee per semester hour requested ............. $40
Technology fee per year ................................................................. $150

Professional Studies Student Enrollment in Residential College Courses

Full-time Professional Studies students who desire to enroll in a Residential College course during the fall or spring terms will be charged at the Professional Studies rate. Students who enroll in the summer term will be assessed charges according to established Residential College summer school rates.

Miscellaneous Costs

Textbooks average approximately $470 per semester. Personal expenses, travel costs, and living expenses will vary with each individual. Financial aid budgets include an average allocation of approximately $4,175 per semester for personal expenses, travel costs, and living expenses.

Payment Schedule

Charges are due at the beginning of each semester and are payable in full as a part of registration and as a condition for enrollment. No student is eligible to enroll for or to attend classes until registration is completed and all semester charges are paid.

A student who is awarded financial assistance under federal, state, institutional, and/or private programs approved by the College may use documentary evidence of such award as a condition for registration. This privilege, however, does not relieve the student from completing payment in full when actual funds are received and, in any event, prior to the end of the semester.

Students or parents who prefer to pay educational expenses in monthly installments may want to consider a payment plan offered through the Business Office. A description of the plan will be provided to each student with billing statements. For information or questions about a payment plan, please contact the Business Office.

The college also accepts payments via VISA, Mastercard, and Discover.
Upon the occurrence of default, the student is responsible for reasonable attorneys’ fees, collection fees, and court costs if the account is referred to an outside source.

**Adjustment of Charges for Dropping a Course**

There is no tuition adjustment for dropping a course in the Residential College program. For a Professional Studies student who drops a course, the course’s tuition will be reduced in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Written request to drop received by Tusculum College:</th>
<th>Portion of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first class meeting</td>
<td>100 percent</td>
</tr>
<tr>
<td>Prior to the second class meeting</td>
<td>80 percent</td>
</tr>
<tr>
<td>After the second class meeting</td>
<td>None</td>
</tr>
</tbody>
</table>

Professional Studies audit and laboratory fees are refundable only if the student drops the course prior to the first class meeting. Other fees are not refundable.

**Refund of Charges and Financial Aid Awards**

Formal withdrawal from the College consists of submission of a written request to withdraw from Tusculum College. Withdrawal is effective upon the College’s receipt of the written request to withdraw and upon approval by appropriate administrative offices.

There is no refund of room charges, board charges, fees, or summer tuition. Textbook sales are not refundable.

The distribution of any refunds and/or repayments will be made to the source(s) from which payment was received.

In case of formal withdrawal from the College, the semester’s financial aid awards will be refunded as follows:

For students receiving federal student aid, the semester’s Title IV awards will be calculated in accordance with the “Return of Title IV Funds” regulations published November 1, 1999. A copy of the policy is available in the Business Office upon request.

For students receiving institutional aid, the semester’s institutional awards will be calculated in accordance with the College’s “Refund of Institutional Aid” policy. A copy of the policy is available in the Financial Aid Office.

For a Residential College student who formally withdraws from the College, the semester’s tuition will be refunded in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Written request to withdraw received by Tusculum College:</th>
<th>Portion of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 3 calendar days of scheduled registration date...</td>
<td>75 percent</td>
</tr>
<tr>
<td>Within 10 calendar days of scheduled registration date..</td>
<td>50 percent</td>
</tr>
</tbody>
</table>
Within 31 calendar days of scheduled registration date ..... 25 percent
After 31 calendar days from scheduled registration date .......... None

No refund will be granted to a student suspended for disciplinary reasons.

For a Professional Studies student who formally withdraws from the College, each course’s tuition will be refunded in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Written request to withdraw</th>
<th>Portion of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>received by Tusculum College:</td>
<td></td>
</tr>
<tr>
<td>Prior to the first class meeting</td>
<td>100 percent</td>
</tr>
<tr>
<td>Prior to the second class meeting</td>
<td>80 percent</td>
</tr>
<tr>
<td>After the second class meeting</td>
<td>None</td>
</tr>
</tbody>
</table>

No refund will be granted to a student suspended for disciplinary reasons. Professional Studies audit and laboratory fees are refundable only if the student formally withdraws from the College prior to the first class meeting. Other fees are not refundable.
FINANCIAL AID

Tusculum College offers a wide range of student financial assistance composed of grants, loans, employment, and scholarships. Information regarding application procedures, eligibility criteria, types of student financial aid available, alternative financing options, and other general information is available at www.tusculum.edu or from the Financial Aid Office. All information provided here is true and accurate to the best of our knowledge. Program regulations are subject to change without notification, and all awards are subject to funding availability. If you have questions regarding the application process and eligibility criteria, please contact the Tusculum College Financial Aid Office at 1-800-729-0256 or 1-423-636-7300.

An entering student seeking financial aid must complete and submit the Free Application for Federal Student Aid (FAFSA) for the academic year he/she wishes to receive assistance and indicate Tusculum College (Title IV Code: 003527) as a recipient of the data provided on the FAFSA. You may do this electronically at www.fafsa.ed.gov. This will greatly speed up the process. Tusculum College will be happy to submit your FAFSA electronically to the federal processor if you send the original paper FAFSA to us. The paper FAFSA is available in most high school guidance offices, financial aid offices at local postsecondary institutions, or directly from the Tusculum College Financial Aid Office. The priority filing deadline is February 15 preceding the academic year in which the student wishes to receive aid. Additional institutional documents may be required. In order for a student to receive an official award letter, he/she must be fully accepted into a degree program at Tusculum College.

International students or ineligible United States non-citizens cannot receive federal or state financial assistance and therefore do not need to complete the FAFSA. Institutional assistance is available in some cases for these students. (Please contact this office to expedite your award letter.)

As required by federal regulations, Tusculum College has established a Satisfactory Academic Progress policy for all recipients of Title IV assistance. The standards are both qualitative (requiring maintenance of a minimum grade point average) and quantitative (requiring passing grades in a minimum number of credit hours per academic year). Students must meet these standards before receiving renewal assistance. The Satisfactory Academic Progress policy is available upon request from the Financial Aid Office. Final decisions regarding appeals of this policy rest with the Director of Financial Aid.

Tusculum College participates in all federal Title IV programs, including grant, work, and loan programs. Descriptions of these programs are as follows:
A. Grant Programs

The Federal Pell Grants are federally-funded grants to students with financial need. Federal Pell Grants are awarded annually.

The Federal Supplemental Educational Opportunity Grant is a federally-funded program that offers grants to students with exceptional financial need. Priority goes to Pell Grant recipients.

The Tennessee Student Assistance Award is a state-funded grant program with matching federal funds. Students must demonstrate financial need and be Tennessee residents attending a college in Tennessee. The TSAA is offered to most Federal Pell Grant recipients pending availability of funds. The FAFSA must be processed very early for TSAA consideration (preferably by February 15). Eligibility is based on at least half-time enrollment.

B. Loan Programs

The Federal Perkins Loan Program is a federally-funded program and offers students with demonstrated need a loan with a low interest rate. For new borrowers, full repayment does not begin until six months after the student ceases to be enrolled at least half-time, graduates, or withdraws. While enrolled at least half-time, the principal payment is deferred. Interest during in-school, grace, and deferment periods is paid by the federal government.

The Subsidized Federal Stafford Loan Program is a long-term, variable-interest rate loan made to eligible students by banks or other participating lending institutions. Depending upon need, freshmen may be eligible to borrow up to $2,625, sophomores may qualify for a maximum of $3,500, juniors and seniors may be eligible for up to $5,500 each academic year, and a graduate student’s maximum eligibility may be up to $8,500. For new borrowers, repayment of principal and interest begins six months after the student ceases to be enrolled at least half-time, graduates, or withdraws.

The Unsubsidized Federal Stafford Loan Program is available to borrowers who do not qualify for federal interest subsidies under the Subsidized Federal Stafford Loan program. Principal payments are deferred. However, the student is responsible for interest during in-school, grace, and deferment periods. Annual maximums are the combined eligibility amounts per grade level as listed above for the Subsidized Federal Stafford Loan program.

The Federal Parent Loan for Undergraduate Students Program offers loans to parents of dependent undergraduate students up to the cost of education less any other financial assistance. Repayment begins sixty (60) days after the lender disburses the loan. Applications are available from participating lenders or from the Tusculum College Financial Aid Office. Additional information is available from the chosen lender.

Eligible independent applicants may be awarded an additional Unsubsidized Federal Stafford Loan Program of up to $4,000 each year for
freshmen and sophomores, and up to $5,000 each year for juniors and seniors. A graduate student may be eligible for up to an additional $10,000 annually. Although these maximums are in addition to the Subsidized and Unsubsidized Federal Stafford Loan amounts, federal regulations prohibit any student from receiving total assistance greater than the cost of education for that academic year.

C. Student Employment

The Federal Work-Study Program offers students the opportunity to have on-campus or community-service employment in order to earn the funds necessary to pursue their studies. Students are paid on a monthly basis. Various positions are offered to students to complement their education with practical job experience. Eligibility for awards is based on need and availability. Applications processed by the February 15 priority date receive preference. Students who do not qualify for Federal Work-study may be placed on the Campus Employment Program.

D. Scholarships

The Tennessee Educational Lottery Scholarships Program for Tennessee residents may be applied for by submitting the FAFSA. Students are then evaluated for the Tennessee Hope Scholarship, the General Assembly Merit Scholarship, and the Need-Based Supplemental Award. You may read more about these scholarships at www.state.tn.us/tsac.

In addition to the federal and state programs listed, Tusculum College offers its own institutional scholarship and grant programs. Virtually every student, including a transfer, who is accepted into the residential-campus program on a degree-seeking basis will receive some sort of institutional gift assistance based on both academic achievement and financial need. The Trustees Scholarship, the Pioneer Scholarship, and the Presidential Scholarship are awarded to students with the strongest academic records.

The Bonner Leader Scholarship Program is also available for continuing students committed to community service. Residents of Greene County who graduated from Greeneville High School or a Greene County high school are eligible for the Greeneville/Greene County Regional Award. Athletic Scholarships are available from each varsity sport at Tusculum College. For further details, please contact the coaching staff for each sport in which you are interested in participating, including Cheerleading.

E. Veterans Administration Programs

Various programs are available to eligible military veterans and their dependents. Students should direct their inquiries and/or application requests to the nearest Veterans Administration Office or veterans’ organization. Forms should be completed early to allow ample processing time. All veterans’ educational benefits must be reported in writing to the Financial Aid Office.
F. Vocational Rehabilitation

Students with a disability may be eligible for support through the Vocational Rehabilitation Program. Contact your local Vocational Rehabilitation Counselor.
LIBRARY SERVICES

The historic Library on the Greeneville campus, along with its Knoxville branch, plays a creative and dynamic role in meeting the academic mission of the College. The education of Tusculum students is enhanced through an intellectually stimulating library environment, active collaboration between librarians and faculty, a program of information literacy/library use instruction, and a significant presence on the Internet. Introduction to Tusculum College’s library services commence with new student orientation and is fostered throughout a student’s entire course of study. The Library actively works to improve the quality of student research, to prepare students for continued life long learning, and to equip graduates to keep abreast of information developments.

In summer 2005, Tusculum’s main library moved into a renovated 30,000-square-foot complex. The new Library is nearly triple the size of its predecessor and allows the College to provide increased on-site reference, circulation and periodical space, as well as house additional computer terminals and resources and a book collection of 65,000 volumes. The expanded library also includes six full-size classrooms, eight faculty offices, a conference room and study rooms, and a special classroom dedicated to library instruction and information literacy.

The print collection exceeds 185,000 print and microform texts and over 200 periodical subscriptions. Whether the books and journals are in Greeneville or Knoxville, all students have access to these resources via an efficient intracampus loan procedure. Another 70,000 full-text
e-books and over 20,000 journal titles are available via the Library Web site. The Library has working agreements with other colleges in eastern Tennessee, thereby permitting Tusculum College students additional walk-in service and access to hundreds of thousands of additional volumes. Membership in TennShare, ACA Central Library, and SOLINET allows interlibrary loan service to be both quick and efficient.

Internet access to online databases and other resources is available at both library locations or, with passwords, from any computer with Internet access. The Library’s Web site http://library.tusculum.edu provides 24-hour, seven-days-a-week access to a virtual library made up more than 50 full-text subscription databases, 70,000 e-books, thousands of categorized links, and email assistance and services. Wherever or whenever members of the Tusculum community need access to information, the Library and its resources are always available.

**THE PRESIDENT ANDREW JOHNSON MUSEUM AND LIBRARY**

Opened in the fall of 1993, The President Andrew Johnson Museum and Library houses the College’s special collections: the Charles Coffin Collection, the Andrew Johnson Library, and the College Archives.

The 2,000 volumes of the Charles Coffin Collection are from the original College library of 1794–1827. As a sizeable collection from a post–Revolutionary frontier college, this collection is a unique resource for scholars of 18th century history. The Coffin collection includes 16th, 17th, and 18th century imprints from renowned European publishing houses and from the early American colonial press.

The Andrew Johnson Library includes books, papers, and memorabilia of the 17th President of the United States. This collection was presented to the College by Mrs. Margaret Johnson Patterson Bartlett, great–granddaughter of President Andrew Johnson and a 1924 Tusculum graduate. The College Archives contain documents and artifacts relating to the history of Tusculum College since its founding in 1794.

The College’s special collections, including its Archives, are available by arrangement to students and to the public for scholarly research.

**THE INSTRUCTIONAL MATERIALS CENTER (IMC)**

Located with the Education program in the Charles Oliver Gray building, the IMC contains a wide variety of professional and child–use materials, some specifically designed for use in special education. Materials may be circulated and are employed by education personnel throughout the Greene County area and by Tusculum students preparing for teaching careers.
THE TUSCULUM INSTITUTE FOR PUBLIC LEADERSHIP AND POLICY

To complement the College’s attention to civic responsibility, the Tusculum Institute works with students to cultivate their leadership potential through an array of academic and extracurricular activities. The Tusculum College Board of Trustees established the Tusculum Institute for Public Leadership and Policy out of its commitment to expanding the horizons of students beyond traditional academic studies by focusing more broadly on leadership and service obligations.

The Institute recently entered into a collaborative relationship with the Niswonger Foundation — a $20 million educational foundation created by Greeneville philanthropist and businessman Scott M. Niswonger to foster educational excellence in the region. Specifically, the Institute is helping to provide leadership training for the Foundation’s scholarship program — a program designed to prepare a network of talented young people for future leadership in Upper East Tennessee.

While the primary academic focus of the Institute’s activities is the study of government, the Institute also works with students demonstrating outstanding potential to provide real life experiences with accomplished public servants, political officeholders, and other community leaders in hope of preparing the students more fully for leadership.
RESIDENTIAL COLLEGE
ADMISSION POLICIES

Tusculum College is a distinctive institution that seeks students of good character who display academic promise. Our student population is diverse, and we welcome applications from all students who desire an education that is highly civic-minded and intensely practical. This education is rooted in the Civic Arts and closely analyzes those practices that exemplify good citizenship.

Students are admitted to Tusculum because they have demonstrated they are capable of doing college-level course work. In determining a student’s readiness for college, we examine academic records, class rank, SAT or ACT scores, extracurricular activities, and leadership.

All students wishing to enroll in the Bachelor of Arts degree program must have graduated from an approved or accredited secondary school or have a GED high school equivalency diploma and meet the following requirements to be considered for admission:

1. Submit a completed application for admission
2. Submit an official secondary school transcript(s).
3. Submit an official score report on the SAT or ACT or GED if applicable.
4. Transfer students with 24 or more transferrable semester hours do not need to send a high school transcript but must send official transcripts from all post-secondary institutions in which they were previously enrolled.

The College expects students to demonstrate their preparedness for college with a minimum 2.0 GPA in academic core courses. Students are recommended to have at least 12 such courses distributed as follows: four English, three math, two science, and three social studies. Study of a foreign language is not required; however, it is counted when calculating an academic GPA.

The curriculum at Tusculum places strong emphasis on writing, analytical reading, and critical analysis skills. Students are assessed for these skills early in their college careers. Assistance is provided to students needing further development for academic success.

Although a personal interview is not required for admission, prospective students are encouraged to visit the Tusculum campus and meet with an admissions representative. The Admissions Office is open from 8 a.m. to 5 p.m. Monday through Friday and 9 a.m. to 12 p.m. on Saturdays by appointment. To schedule an interview and visit the campus, call in advance of the intended date of arrival. Our toll-free number is 1-800-729-0256 or locally 423-636-7300.

Applicants are reviewed for admission once all required materials are received. Students who are offered admission are asked to submit an enrollment deposit of $200 to secure their place in the class. Deposits are fully refundable upon written request to the Office of Ad-
missions on or before May 1st. All offers of admissions or financial aid will stand until May 1 if a student chooses to hold his or her deposit until that date. After May 1, the deposit is non-refundable.

**Transfer Student Information:** Transfer students must be eligible to return to the college previously attended. Transfer students must submit an official transcript for each post-secondary institution attended. Tusculum will consider transfer students with complete official transcripts that show an average of 2.00 or better. Tusculum College will accept as transfer credit only those hours that are earned at a regionally accredited institution.

The College accepts Associate of Arts or Associate of Science degrees from any accredited junior/community college. Students interested in transferring to Tusculum should be aware that upon receiving official transcripts from all institutions previously attended, the College will evaluate completed courses and will advise the student of the courses still needed to fulfill Tusculum’s general requirements. Transfer students will complete adjusted Commons and competency requirements according to their evaluation of completed courses.

Transfer grades of “D” and “F” are treated in the same way as those earned in Tusculum College courses. Therefore, all transfer “D” grades are used as hours toward graduation; and all “D” and “F” grades are used to compute the grade point average. Grades of “D” cannot be counted in the total number of hours required in the major.

**Early Admission:** It is possible for students who show exceptional talent and maturity to enroll at Tusculum after completion of the eleventh grade. Early admission is granted only to those students who can demonstrate that they have exhausted the academic offerings at their high school and have an outstanding academic record and exemplary standardized test scores. Then, in addition to the requirements listed for standard admission, students pursuing early admission should also furnish two letters of recommendation: one from a teacher and one from another high school official. A letter from the student’s parents should also be included. This letter should state support for the decision to enroll in Tusculum. Finally, in the case of early admission, an interview with an Admissions representative is required.

**Academic Fresh Start:** Academic Fresh Start is a plan of academic forgiveness provided for students who have not attended college for at least 4 years. This plan allows the calculation of grade point average (GPA) and credit hours toward graduation to be based only on work completed after returning to college. All prior college credit will be forfeited.

**Student Requirements:**
- Separation from all collegiate institutions for at least four calendar years
• At the time of admission as a degree-seeking student, submission of a formal application for admission
• Description of an academic plan
• After acceptance, a student must complete at least 15 semester hours of earned degree course work with a minimum grade point average of 2.00 for all work attempted

Terms of Academic Fresh Start:
1. The student may be granted the Academic Fresh Start only once.
2. The student’s permanent record will remain a record of all work; however, the student will forfeit the use for degree or certification purposes of all college or university degree credit earned prior to the four-year separation upon granting of Fresh Start status. Previously satisfied placement test requirements will not be forfeited.
3. The student’s transcript will note that the Fresh Start was made and the date of the Fresh Start. The record will also carry the notation “GPA and credit totals are based only on the work beginning with the date of the Fresh Start.”

International Student Applicants: The review procedure for international students is the same as that required of all students. In addition, an international student applicant must fulfill the following requirements:
1. An international student must take the Test of English as a Foreign Language (TOEFL) and have a record of the results sent to Tusculum College. A minimum score of 550 is required on this test. This test is administered in the United States and abroad by the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.
2. If the TOEFL is not taken, then an international student may complete the American Language Academy course level V and be admitted upon the recommendation of the director of that program located in the United States. The same applies for a student who enters a program of the English Language School, which has centers throughout the country. Tusculum requires that a student graduating from an ELS program must have completed Level 108 before being considered for full-time admission.
3. An international student must complete and return to the College the “Certification of Finances” form. This form will be supplied by Tusculum College and must be completed in conjunction with the student’s bank or similar financial institution. It is important that all financial arrangements be confirmed before the student arrives at Tusculum. If the international student is accepted and financial arrangements complete, the College will issue an I-20 form which will expedite securing a student visa.

Veterans’ Admission: Veterans must submit a certified Veterans’ Form DD 214 showing an honorable discharge with at least six
months’ service. Seven semester hours of physical education credit will be awarded. Those still serving in the military will be awarded the seven semester hours of physical education credit by submitting basic training documentation.

**Special Student Status:** Students who are not candidates for degrees from Tusculum College but are interested in attending classes will probably be placed in one of these three categories:

1. **Transient Students** — Students currently matriculating at another college who are in good standing may want to enroll as transient students. The normal application procedure should be followed, but in place of the transcript, a letter from the chief academic officer or registrar of the student’s institution must be sent to the Admissions Office giving special approval for the student to attend Tusculum College and specifying which courses may be taken. At the request of the student, a transcript will be sent to his/her college at the end of the enrollment at Tusculum. Enrollment in this status is for a limited period, usually not exceeding one semester.

2. **Special Students** — Tusculum College will admit students who do not wish to become regular students or candidates for degrees but who desire to enroll in one or more courses. Students seeking course credit to qualify for admission to undergraduate, graduate or professional programs may be enrolled as special students. Those students are required to submit applications, appropriate documentation to be reviewed by committee, and be interviewed before being admitted.

3. **Auditors** — An auditor is one who attends classes but is not required to participate in classroom discussions, submit work required of other students, or take examinations. Individuals who wish to audit one or more courses should submit an application at least two weeks before the beginning of the semester in which they expect to enroll and secure the permission of the instructor. A course that is audited cannot change to a credit course, nor can a credit course change to an audit course after the drop/add period.

**Readmission:** A former student who is seeking readmission should contact the Admissions Office. The Admissions Office will outline the admissions procedure.
STUDENT AFFAIRS AND STUDENT SERVICES

Because Tusculum is a small college, the style of life on campus is that of a community, a group of people—students, faculty, and staff—working, learning, and living together. Attention is given to individual and community growth both in and out of the classroom. The staff of Tusculum College recognizes the importance of a well-rounded college experience to each student’s life. The Office of Student Affairs is primarily concerned with programs and services that create an environment conducive to personal and group development. As a result, the campus life staff supports and encourages varied co-curricular programs for students that, when combined with the academic program, provide an enriched college environment.

Orientation

All new students arrive on the campus early to attend the required orientation. Resident students check into their residence halls at this time. Resident students and commuting students meet to discuss issues that are unique to their respective groups. Special programs for parents are conducted during the beginning of the orientation period.

Worship Services

Voluntary worship services, conducted on the campus, are led by the College minister. Students are invited to attend Wednesday Chapel Services, Sunday Night Vespers at the College Minister’s home, and local church services.

Campus Activities

The campus calendar of events boasts films, dances, seminars, plays, and other events. The College sponsors these functions to enhance the educational experiences of Tusculum students. Students have the opportunity to attend events like the Tuesday Night Music Club, magicians, the annual Winter Formal, and a variety of novelty acts that visit campus throughout the year.

Tusculum’s location in the foothills of the Great Smoky Mountains is also naturally conducive to a variety of outdoor activities. Students often choose to fill their free time with hiking, camping, backpacking, or even whitewater rafting expeditions.

Students, faculty, and staff participate in the programs of many community organizations such as the Y.M.C.A., churches, social services agencies, the Little Theatre of Greeneville, and area schools. Through these interactions, Tusculum College and the Greeneville community have formed strong and lasting ties.
Cultural Activities

Convocations
The College sponsors convocations throughout the year, allowing the entire College community to gather. The Opening Convocation officially begins each academic year. Honors Convocation takes place late each spring and recognizes outstanding achievement among students, faculty, and staff.

Cultural Opportunities
The “Acts, Arts, Academia” program series sponsors events on campus throughout the academic year. In cooperation with the Greeneville Arts Council, a series of exhibits is on display in the J. Clement Allison Gallery. A variety of music, theatre, and dance events — including presentations from Theatre of Tusculum, Tusculum Arts Outreach, and Tusculum College Community Chorus — take place in the Annie Hogan Byrd Auditorium and the David F. Behan Theatre.

Students’ Rights and Responsibilities
Each student possesses individual rights and responsibilities in the context of the college community. Tusculum encourages an atmosphere that promotes mutual respect and consideration for the rights of others. The Non-Academic Code of Student Conduct is provided in detail in the Student Handbook.

Tusculum College is a distinctive educational community whose members are committed to the cultivation of the Civic Arts. As evidence of our desire to belong to the community, we, members of Tusculum College, pledge ourselves

• To develop in and among ourselves the character virtues of integrity, compassion, and loyalty
• To the pursuit of practical wisdom; to the cultivation of good judgement and the courage to act on our examined convictions
• To honor civic mindedness through responsible participation in the collective life of the community
• To require of ourselves disciplined, sustained effort toward the achievement of the highest levels of academic and personal excellence of which we are capable
• To exercise honesty and forthrightness in dealing with people and information.

Organizations
Students, faculty, and staff have formed a variety of campus-based organizations in support of special interests and needs. The College encourages the formation of clubs and organizations as an effective method of developing leadership and enhancing interaction among members of the Tusculum community. Check with the Office of Student Affairs for a complete listing or information regarding the formation of a new organization. Organizations include honorary
and professional groups, an on-campus radio station, service organizations, special interest groups, and sports clubs. An annual Clubs/Organizations fair is held at the beginning of the school year. Contact the Office of Student Affairs for specific dates and times. The following is a sampling of student organizations at Tusculum College:

**Alpha Chi:** Membership is by invitation and requires a cumulative average of 3.25 and junior or senior status. This national honor society was established to recognize those students showing outstanding academic achievement.

**Athletic Trainers Club:** The Athletic Trainers Club is designed for athletic training majors to come together as a team. The club works closely with the Athletic Trainer at the College to learn more about the role of athletic trainers.

**ACE (All Campus Events):** ACE is responsible for providing entertainment programs and events to Tusculum students and sponsors comedy and music concerts, movies and other special events throughout the year.

**D.J. Club:** Open to all interested in the student radio station, WTPL. Members work to improve the station’s programming and to increase student involvement and interest.

**Physical Education Majors Club:** A club designed for any student interested in physical education as a major. The club offers opportunities for involvement in the state association and in club-sponsored social activities.

**Pioneer Student Newspaper:** The student newspaper is published by students every block. Students can earn college credit through the mini-course program and also gain experience by working on a student-run journal.

**Student Government Association:** The Student Government Association is the official voice of all Tusculum students. It is an elected organization which serves as a student liaison to the administration, a forum for the discussion of student concerns, and the focus of leadership for clubs and activities. The SGA is composed of an Executive Council of officers and a Legislative Council of representatives. The SGA is responsible for the distribution of a portion of the fees, which is used to support campus organizations, student activities, and special events and programs.

**TUSCULANA Yearbook:** The Tusculum yearbook functions with the assistance of a faculty or staff advisor. Interested students are invited to apply for staff positions, regardless of previous experience.

**Fellowship of Christian Athletes (F.C.A.):** This well-known organization promotes Christian principles among student athletes.

**Greek Life**

Founded upon Christian ideals and inspired to support scholar-
ship, community service, and the notions of wholesome brotherhood and sisterhood, Tusculum College embraces Greek-letter organizations as an important part of the campus community. The institution recognizes that Greek life offers unique opportunities for leadership as well as social and moral development. Sororities and fraternities share responsibility with the College for facilitating the learning process for students and for cultivating an environment that enriches the campus and educational experience. While recognizing that social interaction is a major component of Greek life, the College holds its Greek-letter organizations to the Christian ideals upon which they were founded and declines to endorse any fraternity or sorority that wishes to function merely as a “social club.”

In support of its mission, Tusculum College is dedicated to principles that provide direction for the Greek Community:

• Promoting the intellectual, social, recreational, and moral development of students
• Providing training in leadership skills and other personal and social skills;
• Promoting student involvement in co-curricular activities and community service projects;
• Promoting Greek Life as a productive and viable lifestyle on campus; and
• Promoting an appreciation for diversity.

Residence Life

Living on campus increases the level of involvement in both academic and co-curricular activities and, therefore, heightens the impact of the total college experience.

Programs in residence halls are designed to encourage students’ intellectual growth while developing healthy social and interpersonal skills. Each hall has its own elected council to provide leadership in activities, student conduct, and the general living environment. In addition, resident advisors are students carefully selected and trained as staff members to provide supervision, peer counseling, programming, and policy enforcement. The Office of Student Affairs staff provide supervision and support of all housing operations and programs.

Students are housed in Katherine Hall, Haynes Hall, Welty-Craig Hall, the Charles Oliver Gray complex, one of four apartment buildings or campus houses. Room and roommate assignments for new students are made by the Director of Residence Life after the returning students have made their room selections. Mutual requests for roommates will be honored whenever possible. Single rooms may be available to students at an additional cost per semester on a space available basis.

All Tusculum students, with the exception of married students,
students living at the primary residence of their parents or guardians, or students granted an exception by the Director of Residence Life, are required to live on campus.

Rooms are furnished with single beds (twin, extra long), mattresses, dressers, desks, and chairs. Rooms are rented for the full academic year unless other arrangements are made in advance. The Residence Hall Contract must be signed prior to being assigned a room.

Laundry facilities are supplied in each residence hall for use by resident students only at no additional cost.

**Career Counseling Services**

The Office of Career Counseling serves two important functions: 1) career choice and development, 2) employment skills development. The office serves alumni as well as currently enrolled students.

Students are encouraged to begin career development programs upon entering Tusculum and continue them throughout their college experience. Services include personal meetings, seminars, and advising regarding choice of academic major and/or career directions.

The office provides programs to instruct students and alumni in methods of how to secure employment and provides assistance in constructing resumes, developing interviewing skills, and recording personal data for a permanent placement file. The office maintains current information about full-time, part-time, and internship opportunities. Employer representatives are invited to campus for interviews with students. A graduate study library (maintained in the office) includes graduate school catalogs, information about standardized examinations, and graduate programs.

**Health Services**

The College employs a licensed practical nurse to assist in the treatment of minor ailments and to refer students to a physician when necessary. The on-campus health service is open 35 hours per week.

Two fully-equipped hospitals, both with full-time emergency rooms, are within easy access of the campus. Both hospitals are approved as Class A by the Joint Commission on Accreditation of Hospitals. Each student is encouraged to select a personal physician upon arrival in Greeneville.

Students may elect to enroll in a group medical insurance plan offered through the College. This plan covers hospital, medical, and surgical expenses according to a schedule of benefits. Details of the plan are sent to prospective students prior to registration and are available in the Business Office.

**Support Services for Individuals with Disabilities**

Tusculum College affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with section 504
of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act.

The College does not discriminate on the basis of disability in admissions, and the college makes reasonable accommodations as needed for persons with documented disabilities.

Students seeking accommodations consequent to a documented disability should contact the Tusculum College Learning Center.

Upon review of the documentation provided by the student, the student will be assisted in working with faculty and staff to secure appropriate accommodations.

Volunteer Service

A wide range of voluntary service opportunities is available to Tusculum students, faculty, and staff. These community service opportunities are coordinated through the Center for Civic Advancement. Examples of volunteer work in which students have participated include river cleanup, Habitat for Humanity construction, recycling programs, theatrical outreach programs, tutoring, Boys & Girls Club programs, highway litter pickup, and many others.

Dining Service

The College cafeteria, located in the Niswonger Commons, serves a variety of well-balanced, enjoyable meals. All resident students are required to participate in one of the College’s meal plans. Commuting students who wish to eat in the cafeteria may purchase meals plans in the Business Office.

Athletics

Athletic activities at Tusculum College are provided at both the intercollegiate and intramural levels. A wide range of intramural sports is offered throughout the year for competition among Tusculum students, while 14 men’s and women’s teams compete with teams from other colleges and universities.

Tusculum College is a member of the South Atlantic Conference of the National Collegiate Athletic Association (NCAA) at the Division II level. Varsity sports for men are baseball, basketball, cross country, football, golf, soccer, and tennis. Varsity sports for women are basketball, cross country, golf, soccer, softball, tennis, and volleyball. Varsity athletes who participate in these teams may earn varsity letters. Athletic scholarships are available to varsity athletes who qualify.

Motor Vehicle Regulations

Any student wishing to maintain a motor vehicle on campus may do so by registering the vehicle with the Office of Campus Safety at the time of registration for classes. There are no costs to register your vehicle; however, unregistered vehicles are subject to ticketing.
details regarding Motor Vehicle Registration and parking policies are available in the Student Handbook.

Academic Year

The academic year at Tusculum is divided into two semesters comprised of four three-and-one-half week blocks. In addition to the eight sessions offered during the regular academic year, there are three sessions offered during the summer months. The standard academic year is 30 weeks, during which the student completes 32 credit hours.
ACADEMIC POLICIES

Requirements for Degrees
To earn the Bachelor of Arts degree, the student must
- Complete 128 semester hours of coursework, with an overall G.P.A. of 2.00
- Complete a Major program of study, with a G.P.A. of 2.25 in the Major
- Satisfactorily complete all coursework in the Commons core curriculum.

Although advisors are available to guide students in planning, it is the student’s ultimate responsibility to see that all requirements for graduation are met, including Commons requirements, requirements within a chosen major program of study, and any other degree requirements applicable to individual students.

Students who have completed all graduation requirements and are in good standing with the institution are eligible to participate in graduation exercises. No certification will be given until work is completed and all graduation requirements are met and approved.

All graduates are expected to participate in the winter or spring commencement exercises of the college.

Coursework
The Bachelor of Arts requires satisfactory completion of college work that must include the Commons courses as well as a major program of study. Elective courses constitute the remainder of the student’s academic program. Many students also choose to earn a minor, although this is not a graduation requirement.

In general, the student who successfully completes a course will earn the equivalent of four semester hours of credit; 32 courses or one hundred and twenty-eight semester hours are required for graduation.

Satisfactory completion of work for graduation requires that the student earn a minimum grade point average of 2.00, or an overall “C” for all courses taken. The student must earn a minimum grade point average of 2.25 in the major program of study. All students are required to complete at least 32 of their last 36 hours at Tusculum College.

Competency Program
Please see “Competency Program” heading in the “Academic Programs” section.

Service-Learning/Civic Arts Project
At Tusculum College, service is an integral part of the curriculum. As part of the Commons curriculum, all students have the opportunity to get practical experience outside the classroom and a chance to
serve the community. Students acquire valuable skills in areas such as leadership, collective decision-making, communication, working in groups, and public problem-solving. Most important, students gain knowledge of their ability to work with others in order to make a difference. Further information about the service-learning requirement will be found under the service-learning heading in the “Academic Programs” section of the catalog.

Degrees with Distinction

Degrees with distinction are granted to Bachelor of Arts students for outstanding academic performance. All collegiate level work, including work taken at other accredited colleges, will be used to determine the required average. The grade point averages required for these degrees are as follows: *cum laude*, 3.50; *magna cum laude*, 3.75; *summa cum laude*, 3.95.

Bruce G. Batts Medal

Prior to his passing after a heroic struggle with leukemia in September 1992, Bruce G. Batts was the founding director of the Warren W. Hobbie Center for the Civic Arts. His vision, creativity, careful thinking, determination, and concern for others were crucial factors in launching the major changes that continue to shape Tusculum College today. It was Bruce who first suggested the name “Commons” for the newly developed core curriculum. It was Bruce who worked diligently to assist in finding sources of funding for the important innovations taking shape here. It was Bruce from whose frequent essays and thoughtful conversations members of the community learned to think more deeply about goals and methods in transforming the College.

With the Bruce G. Batts Medal Tusculum College perpetuates the memory of this outstanding pioneer and honors a graduating student who has demonstrated to a high degree the qualities that characterized Bruce and, in fact, qualities which well represent the Civic Arts: consistent civility in dealing with others, a high level of scholarship and careful thinking, and a strong pattern of service to others.

Independent Program of Study

If a student wishes to declare a program of study not officially offered by this institution, an “Independent Program of Study” may be declared. Applicants must have at least a 2.75 GPA and have second semester sophomore standing. Students must solicit independent program of study approval from their advisor, the department chair, and the Admissions and Standards Committee. An Independent Program of Study requires a minimum of 24 hours of coursework at the 300 or 400 level.
Independent Program of Study with Two Areas
* A minimum of 32 hours in the primary area.
   A minimum of 24 hours in the secondary area.
   Total of 56 hours.

Independent Program of Study with Three Areas
* A minimum of 24 hours in the primary area.
   A minimum of 20 hours in the secondary area.
   A minimum of 16 hours in the tertiary area.
   Total of 60 hours.

* Primary area must be an existing major.

Course Load
A Bachelor of Arts student may enroll in up to 18 semester hours of academic credit per fall, spring, or summer term without prior approval by the Registrar and without extra tuition charges. Students may register for up to two hours per Block in addition to a three or four semester hour course. Students required to enroll in Bridge will not be charged an overload fee.

Term Honors
President’s List: The President’s List includes students who have completed 12 semester hours in a four-block period earning a 4.00 grade point average.
Dean’s List: The Dean’s List includes students who have completed 12 semester hours in a four-block period earning a 3.50 grade point average and above.
Charles Oliver Gray Scholars List: The Charles Oliver Gray Scholars List includes students who have maintained President’s or Dean’s List standing for two consecutive terms.

Repeating Courses
Students may repeat courses. All attempts will be recorded on the permanent record along with the grades received. For all repeated courses, only the last attempt will be used to determine GPA and hours completed for graduation. An “R” will be placed on the transcript by all courses that have been repeated. Students must indicate to the Registrar’s Office at registration that they are repeating a course.

Correspondence Courses
Students wishing to earn the Bachelor of Arts degree may be allowed to take one correspondence course a year in their major only if the course will not be offered at Tusculum College during the period in which the student will be fulfilling graduation requirements. A student may take a total of two correspondence courses to fulfill teacher certification requirements if Tusculum does not offer those courses in an acceptable time frame. B.A. students taking correspon-
dence credit must receive prior permission from the Registrar and department chair.

**Courses at Another Institution**

All courses taken at another institution must be approved by the Tusculum College Registrar. Unauthorized course work may result in duplication of previously earned credit or denial of credit.

**Advanced Placement Programs**

Tusculum College participates in the AP, CLEP, and the DSST Programs. These programs allow a student to receive course credit without participating in the course by successfully completing a standardized examination. Only official scores coming from an authorized testing center will be evaluated. Credit for exams appearing on transcripts from other colleges will not be evaluated. A maximum of 30 semester hours of credit earned through these examinations may be applied to the total number of semester hours required for graduation.

Tusculum College grants credit for satisfactory scores made on AP, CLEP, and DSST exams providing the following have been met:

1. The student has received permission to take the exam from the Registrar. (CLEP & DSST only)
2. The student must pass with the minimum score recommended by the American Council on Education (ACE).
3. Credit will be received as "pass," that is, no hours attempted or quality points will be computed in the examinee’s quality point average.
4. Unsatisfactory scores will not become a part of the student’s record.
5. The number of semester hours granted will be determined by the scope of the material measured, as recommended by the Council on College-Level Examination.
6. CLEP credit may not be acceptable for Pre-Professional and Education Majors.

**Practicums**

The College encourages students to take advantage of the educational opportunity presented to them through practicums or off-campus experience such as internships and student teaching. This hands-on learning can be accomplished in most of the programs of study offered by the College.

**Academic Advising**

All students are assigned an advisor by the coordinator of advising. Advisors are either faculty, staff with faculty status, or selected staff members. In order to establish close personal contacts, each
advisor typically works with 15 to 20 advisees.

All students enrolled in Extended Freshman Orientation (OREN 105) will be advised in their first year by their block one orientation instructor. After the first year, if the student has decided upon a program of study, an advisor will be assigned from that area of study. If the student is undecided about a major, the coordinator of advising will assign an advisor from a pool who work with those who are still exploring their major. Once a major has been declared, the student will normally be reassigned to an advisor from the group working with that major. All students meet with their advisors on the first day of every block.

Academic Time

Classes may be scheduled from 8:00 a.m. until 3:30 p.m., while science course laboratories sessions may extend until 4:00 p.m. The typical morning class is scheduled between 8:30 and 11:30. The typical afternoon class is scheduled between 12:30 and 3:30. Naturally, when field trips are scheduled, the trip may extend beyond these hours. Course syllabi will identify any additional class meeting times.

Adding and Dropping Classes

Students may add or drop classes for which they have registered. For courses already in progress (that is, the class has met at least one time), students may add or drop during the advising period on the first day of the course. All students are required to meet with advisors during the advising period to handle schedule adjustments and other academic matters. The registrar cannot accept drop/add forms without the signature of the advisor, instructor and Division Chair, which can be obtained each block at the required first-day meeting. Exceptions to this procedure must be authorized by the Admissions and Standards Committee and affected professors. Dropping a course without authorization automatically results in a grade of "F."

Withdrawal from Class on the Sixth and Seventh Day

On the 6th and 7th day of the block in which the course is taught a student may drop (with a "WP" or "WF" on the transcript) that course by (1) obtaining a Withdrawal on the 6th or 7th day Form in the Registrar’s Office, (2) securing the signatures of the instructor and the faculty advisor, and (3) returning the form to the Registrar’s Office before 5:00 p.m. of the 7th day. Students may not withdraw from a course using the 6th or 7th day option more than one time per academic year except in extenuating circumstances approved by the Admissions and Standards Committee. Students withdrawing from a course should be aware that it may affect financial aid, eligibility for athletics, and graduation date. Withdrawing from a course without authorization automatically results in a grade of "F." Students may
withdraw from a semester-long class (Choir, Athletic Training Clinical courses, Student Teaching, etc.) up to the first day of the third block of the course’s duration.

Withdrawal from College
A Bachelor of Arts student who wishes to withdraw from College should apply directly to the Dean of Students for the proper withdrawal procedure. Dropping out of classes without official withdrawal earns a grade of "F" or "NR" in each course. A grade of "WP" or "WF" will be posted for the student who properly withdraws.

Class Attendance
Students are responsible for all work from the first day of class and are expected to attend all meetings of the class for which they are registered. Absence for whatever reason, including participation in a college-sponsored event, does not relieve a student from responsibility for any part of the work covered in the class during the period of absence. During a block, students may miss up to three classes to participate in college-sponsored events without penalizing their grade. Students who miss more than three classes, without instructor approval, will fail the course. Students should refer to specific course syllabi for additional attendance policies.

Declaration and Changing of Majors
When students know what major program of study they wish to pursue, an official declaration of major form should be completed with the advisor and forwarded to the coordinator of the advising program. Accurate knowledge of students’ major program intentions is used by the College to assign academic advisors, assist in accurate advising about program requirements, anticipating the need for various courses, and ensuring that graduation requirements have been met.

Students may change majors while at the College. When this happens, a new declaration of major form must be completed with the advisor, and forwarded to the coordinator of the advising program. A change of major may entail a change of academic advisor as well.

Changing majors, particularly as an upperclassman, may require additional time in order to complete all graduation requirements.

Academic Misconduct
Cheating and plagiarism are violations of Ethics of Social Responsibility—one of the competencies that we have identified as essential to the Civic Arts. Plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one’s own. This includes:

1) Failing to identify direct or word-for-word quotations by use of
appropriate symbols and reference to the source

2) Restating in your own words the work (ideas, conclusions, words) of another without reference to the source

3) Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment

Besides plagiarism, other forms of academic dishonesty include the following:

4) Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved

5) Submitting purchased, borrowed, copied, or specially commissioned work as if it were one’s own

6) Knowingly permitting others to submit your work under their names

7) Copying the work of others during an examination or other academic exercise

8) Knowingly allowing others to copy your work during an examination or other academic exercise

9) Using "cheat sheets" or any other unauthorized form of assistance during an exam, quiz, or other academic exercise

NOTE: AUTHORIZED HELP is encouraged and includes:

- attendance at help sessions
- tutoring received with your instructor’s knowledge (responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules, and information, as well as on skills development)
- work with Learning Center or Student Support Services staff done with the knowledge of your instructor

10) Manipulating or fabricating data to support erroneous conclusions.

The effect of cheating within a community is to destroy the environment of honesty and trust on which the community depends. A dishonest performance diminishes the achievement of those who have worked hard and demonstrated real mastery of a subject. For this reason you are encouraged to confront peers who violate the standard of honesty by any form of cheating or plagiarism and, if necessary, to report their behavior to an appropriate authority (instructor, director, or authorized college agency or body). No one but you can know if you should take the kind of action just described.

Sanctions:

Stage 1

In a case of unintentional or doubtful plagiarism, the student receives a written warning from the faculty member. Whether the student receives an "F" for the assignment is up to the faculty member.

Stage 2

This stage is for an offense after warning or for a first offense in
which the student knowingly and willfully engages in academic misconduct. The penalty is automatically an "F" in the course. The action is reported to the Admissions and Standards Committee. The student is warned in writing of the consequences of a future Stage 3 offense.

Stage 3

Depending on where the student started (with unintentional or intentional violation), Stage 3 is for a second offense in cheating or a second or third offense in plagiarism. The penalty is an "F" in the course and suspension or expulsion from the College — a matter that is recorded on the student’s transcript. Most students suspended for academic misconduct may not be readmitted until one calendar from the date of their suspension. Most accredited institutions will deny admission to a student currently on suspension.

Grading Procedures

Coursework is evaluated in the following terms:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Assigned</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>No grade reported</td>
<td>Calculates as an &quot;F&quot;</td>
</tr>
<tr>
<td>E</td>
<td>No points applied</td>
<td>Excused</td>
</tr>
<tr>
<td>I</td>
<td>No points applied</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>No points applied</td>
<td>In progress</td>
</tr>
<tr>
<td>GP</td>
<td>No points applied</td>
<td>Grade pending</td>
</tr>
<tr>
<td>P</td>
<td>No points applied</td>
<td>Passing</td>
</tr>
<tr>
<td>W</td>
<td>No points applied</td>
<td>Administrative withdraw</td>
</tr>
<tr>
<td>WP</td>
<td>No points applied</td>
<td>Withdraw-passing</td>
</tr>
<tr>
<td>WF</td>
<td>No points applied</td>
<td>Withdraw-failing</td>
</tr>
<tr>
<td>AU</td>
<td>No points applied</td>
<td>Audit</td>
</tr>
<tr>
<td>X</td>
<td>No points applied</td>
<td>Drop, no penalty</td>
</tr>
</tbody>
</table>

1. Grades of "D" earned in the student's major will satisfy the course prerequisite requirement; however, grades of "D" cannot be counted in the total number of hours required in the major. The student must either 1) retake the course and earn a grade of "C-" or better or 2) take an elective approved by department chair and the Admissions and Standards Committee and earn a grade of "C-" or better, which may
be substituted for the "D" grade.

2. Incomplete and Excused Grade. If a student is unable, for a satisfactory reason such as illness, to complete the work in a given course, the student will receive either a grade of "Incomplete" or "Excused" for that course. In cases where there is a disputed grade, the instructor may assign a grade of "Incomplete" pending resolution of the case. See Grade Appeals.
   a. "Incomplete" grades must be made up according to the agreement between the instructor and the student. In order to extend an "Incomplete" beyond the block following the block in which the "Incomplete" was recorded, the student must have the approval of both the instructor and the Admissions and Standards Committee. If an "Incomplete" is not made up within the prescribed time, the Registrar will automatically convert it to a grade of "F."
   b. In order to receive a grade of "Excused," students with extenuating circumstances must petition the instructor and the Admissions and Standards Committee by submitting a form within four blocks from the time of the course for which the grade is being sought. A grade of "Excused" will not be approved unless there are extenuating circumstances, such as illness, injury, or personal tragedy, that have affected the student’s progress in the course. The student must state a specific reason for requesting an "Excused," and the instructor’s recommendation must be recorded. The Admissions and Standards Committee will make the final decision and notify the Registrar.
   c. If a student does not complete the work in a course and has no satisfactory excuse or does not meet the minimum standards set by the instructor, the instructor will give the student a grade of "F."

3. In Progress. An "IP" grade may be given in a course where a major project or extended research is required and work on that project cannot be completed by the end of the regular grading period. The "IP" must be completed within a year of the time it is assigned. An "IP" may also be given in the basic skills course, Mathematics 101. It is given to a student who has put forth serious effort but has not yet attained a level of competence sufficient to be given a letter grade. The student must again register for the class within the next semester in order to receive credit. All "IP" grades not made up within the prescribed time automatically convert to the grade of "F."

4. Pass/Fail. Courses that are so designated in the catalog are graded on a pass/fail basis. The "Pass" grade is counted in hours toward graduation but will not affect the GPA, whereas a "Fail" is figured in the hours completed and will affect the GPA.

5. Audit. Students who desire to explore their interests and abilities in courses of study that are unfamiliar to them, without affecting their GPA, may choose to audit courses. Students who audit courses are not held responsible for the work. Audited courses receive no credit, no points applied to the grade point average, and a final grade of AU.
A course that is audited cannot change to a credit course, nor can a credit course be changed to an audit course after the drop/add period. Students enrolled full-time may audit courses without charge. Those enrolled less than full-time may audit courses for a $100 fee.

Grade Changes

In order to maintain consistent college-wide standards, grade changes are permitted only under special circumstances. Once a student’s final course grade has been officially recorded by the Registrar, the grade may be changed only under the following conditions:

1. If a new grade is determined through the official grade appeal process and is submitted by the instructor or by the Admissions and Standards Committee.

2. If a grade of "Incomplete" or "In Progress" is replaced in accordance with existing procedures specified in the College Catalog.

3. If an error in computing or recording the grade has been verified by the instructor. It is the student’s responsibility to call the instructor’s attention to a possible grading error in a timely manner, typically during the semester following that in which the questioned grade was received. If twelve months have elapsed since the grade was issued, no grade change will be made.

Under special circumstances, if the faculty member is absent for an extended period or is no longer employed by the College, a Grade Change Form may be submitted by the appropriate School Director or Division Chair for consideration by the Admissions and Standards Committee. Once a grade of "A" through "F" is recorded by the Registrar, it may not be changed based on work submitted or exams retaken after the completion of the course. In extreme cases of extenuating circumstances, the instructor may petition the Admissions and Standards Committee to change a grade of "A" through "F" to an "Incomplete." Such petitions must include documentation of the specific extenuating circumstances that apply.

Grade Appeals

A student who believes a course grade is not a fair reflection of his or her performance in a given class has the right to appeal that grade. She/he must, however, present this concern within one block after the grade was assigned. (If the grade is assigned during block eight, then the process will begin in the first block of the following year.) Students are strongly encouraged to begin the appeal process as quickly as possible.

Whenever possible, appeals should be made in person. If a meeting is not possible, then the concerns/questions should be listed clearly in a dated letter or memo addressed to the professor and signed by the student. The student is responsible for contacting the
professor to make an appointment. If an appointment is not possible, then the student is responsible for ensuring that the professor receives the letter. If the appeal is submitted in writing, then the professor must respond in writing within 5 class days after receiving the letter. If the professor’s explanation of the grade—either oral or written—is satisfactory to the student, then the matter is resolved.

If the student is still not satisfied, then he/she must file a formal written appeal (including relevant documentation) to the chair of the division or the director of the school in which the class was offered. This appeal must be dated and signed by the student, and given to the Division Chair or School Director within the second block after the grade is earned. If the professor who assigned the grade is the Division Chair or School Director then the student will appeal to another Division Chair or School Director designated by the chair of the Admissions and Standards Committee.

The Chair/Director must meet with the professor within 5 class days of receiving the appeal from the student. After discussing the appeal with the professor, the Chair/Director has 5 class days to communicate a recommendation in writing to the student, the professor, and the Chair of the Admissions and Standards Committee.

If the student is not satisfied with this recommendation, or if the professor does not follow the recommendation of the Chair/Director, then the student may at this point forward the appeal, with accompanying documentation and additional commentary, if any, to the Admissions and Standards Committee. This appeal must be submitted within the first five class days of the third block after the grade was assigned.

The Admissions and Standards Committee will render an opinion on such an appeal at the first scheduled meeting following receipt of the appeal. Petitions for late appeals may be submitted, but these appeals will be considered only if the Admissions and Standards Committee determines that extraordinary extenuating circumstances prevented the student from meeting the stated deadline(s).

Decisions made by the Admissions and Standards Committee regarding appeals are final.

Students are strongly encouraged to consult with their advisors when preparing grade appeals.

Example Timeline

The following example is provided as an illustration of the deadlines involved in the appeal process.

In Block 1, a student earns a grade that he/she wishes to appeal.

As soon as possible, but no later than by the last day of Block 2, the student must notify the professor, either in person or in writing, of the intent to appeal. If the appeal is in writing, the professor has five class days to respond to the student in writing.
By no later than the last day of Block 3, the student must submit an appeal to the Division Chair if the matter was not resolved satisfactorily. The chair has five class days to meet with the professor, and the Chair then has five class days to respond to the student, the professor, and the Chair of the Admissions and Standards Committee in writing.

By no later than the fifth class day of Block 4, the student must submit an appeal to the Admissions and Standards Committee if he/she is still not satisfied. The Admissions and Standards Committee will render a final decision at its next scheduled meeting.

Classification of Students

For administrative purposes, the following criteria are used in determining the class in which a student is placed:

<table>
<thead>
<tr>
<th>Credit Hours Earned</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-28</td>
<td>Freshman</td>
</tr>
<tr>
<td>29-60</td>
<td>Sophomore</td>
</tr>
<tr>
<td>61-91</td>
<td>Junior</td>
</tr>
<tr>
<td>more than 92</td>
<td>Senior</td>
</tr>
</tbody>
</table>

Grade Reports and Transcripts

At the end of each course, the instructor submits grades for each student. Unofficial grades are mailed to students’ campus mailboxes or local address at the end of blocks 1, 2, 3, 5, 6 and 7. Official grades are mailed home to the student’s permanent address at the end of each semester. Students who require a duplicate grade report should request an official transcript.

The student’s official transcript is prepared by Tusculum College. The transcript will show the courses, grades, credits, and terms of instruction for each course. Requests for transcripts of coursework at Tusculum College must conform with the Family Rights and Privacy Act of 1974. This requires that all transcript requests must be submitted in writing and be signed by the student. Transcripts and grade reports will not be faxed.

There is no charge for transcripts. A transcript cannot be issued until all financial obligations have been met.

Students in need of unofficial copies of transcripts from other institutions for "Portfolio Use Only" must submit a written request to the Registrar’s Office.

Retention Standards

To graduate from Tusculum College, a student must have a 2.25 grade point average in the major and a cumulative grade point average of 2.00 for all work attempted. A student is subject to academic probation or suspension if the total grade point at the end of any term falls below a minimum standard which is dictated by the
number of total credit hours the student has earned. The standards are as follows:

<table>
<thead>
<tr>
<th>CREDIT HOURS EARNED</th>
<th>PROBATION</th>
<th>SUSPENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-28.99</td>
<td>1.5</td>
<td>1.25</td>
</tr>
<tr>
<td>29-60.99</td>
<td>1.7</td>
<td>1.55</td>
</tr>
<tr>
<td>61-91.99</td>
<td>1.9</td>
<td>1.75</td>
</tr>
<tr>
<td>92 or more</td>
<td>2.0</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Any student that meets the above retention standards is considered in good academic standing with the College.

Special Offerings
On occasion, a student, in consultation with the advisor, identifies a need to take a course listed in this catalog at a time other than its regularly scheduled offering. Since this action may place a substantial burden on the College faculty, the institution seeks to keep special offerings at a minimum. To request a special offering, the student acquires the appropriate form in the Registrar’s office. The Admissions and Standards Committee has established a review committee to determine whether a request is truly necessary. Upon recommendation from the review committee, the Admissions and Standards Committee then takes final action, either approving or denying the special offering request. Students must submit completed special offering request forms by the first day of the block preceding that in which the special offering is desired. Students may not receive credit for work that has not been officially approved.

Athletic Eligibility
For purposes of athletic eligibility, a student athlete in good standing is one who meets all of the academic standards of Tusculum College. If, however, a student is placed on probation for failure to meet standards then the student will be considered in good standing if a deliberate effort is made to correct the deficiency. The student must submit a course of action to the Director of the Learning Center by the end of the first week of their probationary semester. The
Admissions and Standards Committee must approve the plan to determine that the requirement of a satisfactory effort is being made. This plan must be coordinated with the student’s advisor. Possible ways to get the needed help are regular tutorial sessions with a faculty member, organized study hall, and/or regular sessions at the Learning Center. Students who do not submit and execute a plan for correcting their deficiency will not be eligible for intercollegiate athletics. Failure to execute the plan adequately will jeopardize eligibility for future seasons.

Athletes on probation must report weekly to the administrative assistant to the athletic director with a signed statement from their source of help indicating their attendance and progress. The administrative assistant will notify the advisor, athletic director, coach, and faculty athletic representative of all students who fail to comply with these requirements. Students should check with a compliance officer for additional standards.

**Academic Probation**

A student will be placed on academic probation for his/her next term of enrollment if he/she fails to meet any standard as outlined above for any term. In no case may a student remain on academic probation for more than two consecutive terms.

Students on academic probation must:

1. Attend a mandatory meeting at the beginning of each course with their assigned academic advisor.
2. Complete a plan of action outlining specific standards of behavior with the Director of the Learning Center or other appropriate academic support staff member, that may include:
   a. Class attendance
   b. Regular contact with academic advisor
   c. Use of campus resource and services

Students identified by the registrar to be in jeopardy of being placed on probation will be required to meet with their advisors on the first day of the following semester to discuss appropriate action(s).

**Removal from Probation**

A student will be removed from GPA-related academic probation at the end of the semester if he/she:

1. satisfactorily completes the semester, and
2. meets the requirements of Retention Standards.

**Academic Suspension**

At the end of a term on academic probation, if a student fails to meet retention standards he or she will be placed on academic suspension. However, if the student has earned at least a 2.0 grade
point average on at least 12 hours of completed coursework during the most current term, he or she will not be suspended, but will remain on academic probation for a second term.

Any student who has been suspended due to academic performance will not be eligible to re-enter the college until one term of suspension has been completed. All students will be identified for potential suspension following the spring term and final determination of suspension will be determined prior to the beginning of the fall term. Residential College students may use the summer term on probation or suspension to raise their total cumulative grade point average to the level required for good standing. Students on probation or suspension are allowed to transfer hours to Tusculum from other accredited institutions to improve their grade point average provided they have received prior approval of this coursework from the Office of the Registrar. Only students who have been on probation for two consecutive terms may be suspended following the fall term.

All appeals must be made in writing to the Admissions and Standards Committee. No student may return to the college in a fall or spring term either part-time or full-time without following the appeals procedure outlined in his or her suspension letter.

**Academic Dismissal**

Dismissal occurs when a student has been unsuccessful during the probationary semester following an Academic Suspension in remedying the cause of the probation. Dismissal is ordinarily a final revocation of eligibility to return to the College.

**Administrative Appeals**

A student placed on academic suspension or academically dismissed may appeal to the Admissions and Standards Committee. The appeal must be prepared in writing and be accompanied by appropriate support of documents. Reasons that may be acceptable for appeal consideration are:

1. A serious illness or an accident to the student. This will normally require a medical statement from a physician.
2. Death, serious illness, or injury in the immediate family (parent, siblings, children, or spouse). A physician’s statement or appropriate death certificate will be required.
3. Other extenuating circumstances may be acceptable and will be considered.

**Student Records/Right to Privacy**

Tusculum College complies with the Federal Family Education Rights and Privacy Act of 1974 (the "Buckley Amendment"). It states that no academic or personal records or personally identifiable information about students will be released without their permission
to persons other than those College staff members with legitimate educational interests in those records. Tusculum students have the right to inspect their records to challenge the accuracy of those records.

The Privacy Act defines requirements that are designed to protect the privacy of the students concerning their records maintained by the College. The law requires that:

1. The student must be provided access to official records directly related to the student. This does not include private records maintained by instructional, supervisory, or administrative personnel. A student who wishes to see his/her records must make an appointment through the Registrar’s Office. A student may not remove any materials but is entitled, at his/her own expense, to one (1) copy of any material contained in this file.

2. The student must be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor.

3. The student’s written consent must be received prior to releasing identifiable data from the records to anyone other than those specified in numbers 4 and 5 below.

4. The College is authorized under the Act to release public directory information concerning students. Directory information may include a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended by the student, and any other information authorized in writing by the student. Directory information is subject to release at any time by the College unless the Provost and Academic Vice President has received prior written request from the student specifying that the information not be released.

5. Tusculum College is authorized to provide access to students’ records to Tusculum College officials and employees who have legitimate interests in such access; these are persons who have responsibilities in the College’s academic, administrative, or service functions.
TUSCULUM COLLEGE 2005-2006

ACADEMIC PROGRAMS

Tusculum College has six distinct yet interrelated academic programs whose aims are to create the skills and abilities that will help students engage in meaningful lives, both in their chosen life’s work and as citizens of the community, nation, and world:

• The Competency Program
• The Service-Learning and Civic Arts Project
• The Commons Core Curriculum
• The Minicourse Program
• International and Domestic Travel
• The Programs of Study in various academic disciplines

These programs work in concert to create and develop skills and increase discipline-based knowledge. They also provide opportunities for students to gain experience, which is a foundation of understanding.
Competency Program
The mission of the Competency Program is to help students develop the skills and virtues that are essential to good citizenship. Tusculum College has identified writing, analytical reading, public speaking, critical analysis, mathematics and computer literacy as the foundation competencies that students need to participate fully and effectively in public life. If the best interests of the individual and the community are to be served, these citizenship skills must be guided by a complementary set of citizenship virtues. The College has designated self-knowledge, civility, and the ethics of social responsibility as the virtue competencies.

The competencies are integrated into Tusculum College coursework so that knowledge, skills, and virtues are mutually supportive. As students progress through the curriculum, they become more proficient in their academic skills and more mindful of their practices of virtue. Upon graduation, Tusculum students will be ready to exercise their learning, their abilities, and their values for personal and professional fulfillment and for improving the lives of others in the communities they join.

Service-Learning and Civic Arts Project
Service-Learning and Civic Arts Projects are integral to the Commons curriculum and reflect the College’s commitment to providing educational experiences that will prepare its graduates for the demands of active and responsible citizenship. The College has established the Center for Civic Advancement with a full-time staff in order to help support faculty and students in planning and undertaking service placements and projects and to coordinate service and volunteer activities of all kinds.

The service-learning graduation requirement may be fulfilled through a Civic Arts Project; a Service-Learning course (each 4 semester credits); a Service-Learning Practicum (for 2 semester credits); an approved internship; or through an approved course with a significant service-learning component.

The student undertaking a Civic Arts Project will engage with others in planning the project and will take the lead in carrying it out. In many instances, the results of the project will live on after the time in which the student’s specific involvement has been completed, leaving an active legacy as a product of civic participation.

Students may choose from several Service-Learning classes which are offered each year. Immersion classes involve travel and possibly a stay in another location, sometimes in another culture. Other classes remain in the Greeneville-Greene County area to carry out their service activities. Community issues such as social justice, economic opportunity, environmental protection or restoration, education or health and wellness may be the focus of these classes.
The student who chooses a summer Service–Learning Practicum will take on a role working with a community organization and will gain practical experience providing service through that role. To help prepare students for the challenges of service learning, the course Theory and Practice of Citizenship is included in the Commons curriculum (an approved course may substitute for this prerequisite). Students may also participate, individually or through various campus organizations, in a wide range of smaller-scale, voluntary service projects.

**TUSCULUM COLLEGE COMMONS**

**Mission Statement**

The Commons is rooted in the republican tradition of responsible and virtuous citizenship that informs modern, pluralistic civil societies and in the Hebrew-Christian tradition, with its emphasis on compassion for others and respect for the dignity and worth of all persons. The Commons is designed 1) to be an integrated and coherent core curriculum that establishes intellectual common ground through a series of courses and experiences employing both theory and practice; 2) to incorporate innovative pedagogies that will develop students' abilities as engaged learners in both the classroom and the community; and 3) to develop the knowledge, skills, perspectives, and practical wisdom crucial to effective citizenship. Most specifically, Tusculum seeks to graduate individuals who will become engaged in their communities in various ways and who will seek justice and the common good.

**COMMONS CURRICULUM OUTCOMES**

**Skills**

In the Commons curriculum, Tusculum students will develop their ability:
- To read analytically.
- To write clearly and effectively.
- To identify information needs and to locate and evaluate information sources in traditional and electronic forms.
- To use appropriate information technology tools to communicate, analyze information, and solve problems.
- To interpret, evaluate, and convey complex ideas drawn from quantitative and qualitative information.
- To use mathematical reasoning to better understand the world and improve decision-making.
- To communicate and interact civilly within diverse groups and under different social circumstances.
Knowledge
The Commons curriculum will also help students understand:
- The value of the scientific method for enriching our knowledge of the world and for solving problems.
- The structures and contributions of the arts including the role of creativity and imagination in reflecting and shaping society.
- The connection between their physical, emotional, and mental well-being and the welfare of their communities.
- The complexity of our societal systems and how individuals can effect social change both through private association and action and through participation in governmental policy and decision-making processes.
- The intellectual foundations of the republican tradition of responsible and virtuous citizenship and of the individual rights tradition, and their continued relevance for the future, both in this country and abroad.
- The Judeo-Christian tradition as a response to humankind's spiritual yearning and as a guide to understanding justice and making ethical decisions.
- The multiple global perspectives which inform world issues.

Practices
In addition, the Commons curriculum will enable students to:
- Examine their lives, develop habits of on-going reflection, and consider the relationship between their lives and the life of the community.
- Apply their skills and knowledge to lead and participate in effective deliberation and consensus building.
- Apply their skills and knowledge to engage in activities that benefit the community and promote social justice.
- Transform information into knowledge and integrate knowledge from multiple perspectives to make informed judgments effective for the common good.

COMMONS REQUIREMENTS
Arts and Lecture Series - Graduation Requirement/No credit hours. Students must attend two approved events per semester (excluding the summer).

The Tusculum Experience - 1 hr., OREN 105. An interactive course designed to assist students in the academic and social transitions associated with life at Tusculum College. This course, which spans over two blocks, emphasizes the skills and resources essential for students' academic success, and personal growth, and serves as an introduction to the Tusculum College community. Throughout the course, students will engage in community-building exercises, and
build interpersonal skills. They will be encouraged to use reflection to identify personal strengths and weaknesses, and identify educational and career goals. They will also participate in a community service project.

**Foundational Skills Courses - 12 or 16 hrs.**

*English 110* - 4 hrs. This course focuses on the college essay as a tool for argument while exploring interdisciplinary materials related to citizenship and community. Essays allow students to develop theses, organization, and supporting evidence for argumentative papers. A review of grammar and mechanics is provided as needed.

*English 111 (or a writing-intensive research course in the major)* - 4 hrs. The primary purpose of this course is to conduct research and write an argumentative college-level research paper. Students examine interdisciplinary materials related to citizenship and community for ideas and information relevant to their research. Students focus on thesis development, source selection and evaluation, supporting evidence, organization, and proper documentation for research papers.

*MATH 102 or higher level Math course* - 4 hrs. This course covers college algebra, functions (including polynomial, exponential, and logarithmic) and application to business and the natural, physical, and social sciences.

*CISC 100* - 0 or 4 hrs. This course provides a survey of computer applications, information needs in business, and microcomputers and information systems that meet these needs. Emphasis is on microcomputer hardware and software applications. (Test out opportunity is available.)

**Studies in the Liberal Arts and Sciences - 15 hrs. (one course in each category)**

*Arts & Humanities* - 4 hrs. To fulfill this requirement, students may choose from the following courses: any 200 level Literature course; MUSC 101, THEA 104, VISA 110, VISA 204, or VISA 208.

*Natural Sciences* - 4 hrs. To fulfill this requirement, students may choose from the following courses: BIOL 100, BIOL 101, CHEM 101, EVSC 111, PHED 251, or PHED 252, or PHYS 101.

*Social Sciences* - 4 hrs. To fulfill this requirement, students may choose from the following courses: BUSN 201; GEOG 200; HIST 101, 102, 201, 202; POLS 203, 205; 207, 209; PYSC 101; or SOCI 101.

*Wellness* - 3 hrs. To fulfill this requirement, students must take PHED 201.

**Western Civic and Religious Traditions - 8 hrs.**

*The Hebrew and Christian Traditions* - 4 hrs, CMNS/RELG 330. This course will acquaint the student with the dominant themes of the books of the Old and New Testament, the process through which
they became canonical, and the struggles down to the present time over the meaning and relevance for issues of social ethics. Students also may meet this requirement by taking REL 101 and RELG 102.

_The Political Traditions of the West_ - 4 hrs, CMNS/POLS 380. This course will acquaint the student with the republican tradition of responsible and virtuous citizenship and of the individual rights tradition as they were developed in Europe and America. Some consideration will be given to the relevance of these traditions for the world at large in the twenty-first century.

**Engaged Citizenship: Issues and Action - 10 to 12 hrs.**

_Theory and Practice of Citizenship_ - 4 hrs. CMNS/SOCI 251. This course examines the process of democratic social change, where citizens interact as individuals seeking the common good. It examines how we think about the communities we choose (theory) and how we work within them (practice). Through readings and fieldwork, it explores how institutions, groups, organizations, and communities function; through readings and reflection, it engages in moral reasoning about how these bodies should function and how citizens can work toward the common good. This course also serves as an introduction to service-learning. Prerequisite: Sophomore standing.

_Citizen Issues in a Global Era_ - 4 hrs, CMNS 480. In this course, students will develop a greater appreciation for the complexity of world issues and will consider the possibility of a global common good. Students will become more responsible global citizens by seeking information about international issues from multiple, diverse sources and will learn to integrate that information into actionable knowledge that respects the plurality of interests in the modern, interconnected world.

_Service-Learning Requirement_ - 2 to 4 hrs. This requirement may be met through an existing course (SVLN354; SVLN 355; SVLN 356; SVLN 351; SVLN 352) or an approved internship or an approved course with a significant Service-Learning component.

**TOTAL CREDIT HOURS: 46-52 hrs.**

**Placement**

1. All students must enroll in English composition, but the exact requirements will vary, based on a combination of the student’s ACT English subscore or SAT Verbal score, and placement testing at the time of entrance to Tusculum College. The average student should expect to enroll in ENGL 110 and ENGL 111. Students needing extra preparation in developing college-level writing will be required to enroll in ENGL 100. Students with exceptionally strong preparation may be able to elect ENGL 200 in lieu of ENGL 110 or 111. Prior completion of equivalent coursework at other accredited institutions
will satisfy the composition requirement.

### COMPOSITION PLACEMENT FOR FRESHMEN

<table>
<thead>
<tr>
<th>SAT Verbal Score</th>
<th>ACT English subscore</th>
<th>Composition Requirement</th>
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</thead>
<tbody>
<tr>
<td>410 or below</td>
<td>17 or below</td>
<td>ENGL 100, 110, 111</td>
</tr>
<tr>
<td>420-590</td>
<td>18-25</td>
<td>ENGL 110, 111</td>
</tr>
<tr>
<td>600 or above</td>
<td>26 or above</td>
<td>ENGL 111 or 200</td>
</tr>
</tbody>
</table>

2. Students may satisfy the MATH 102 requirement in several ways: 1) present an ACT Mathematics sub-score of 27 or higher, 2) earn a passing score on the college algebra competency examination, 3) earn a passing grade in the course, 4) new transfer students may present a grade of "D" or higher in a college algebra course from an accredited college as certified by the Tusculum College registrar. Students who "test out" of this requirement do not thereby earn credit. Rather, by exempting from taking the course, they gain an extra elective slot in their curriculum.

### MATH PLACEMENT FOR FRESHMEN

<table>
<thead>
<tr>
<th>SAT Math subscore</th>
<th>ACT Math subscore</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>450 or below</td>
<td>19 or below</td>
<td>MATH 101</td>
</tr>
<tr>
<td>460-580</td>
<td>20-26</td>
<td>MATH 102</td>
</tr>
<tr>
<td>590 or above</td>
<td>27 or above</td>
<td>MATH 215</td>
</tr>
</tbody>
</table>

3. The Commons curriculum is intended as a sequence to be taken across four years of enrollment at Tusculum College. Required commons courses and transfer equivalencies are shown on the chart on the next page.

Students enrolled at Tusculum in the 2005 spring semester and before are required to complete their Commons as follows:

**Previous commons courses:**
- CISC 100
- CMNS 460
- ENGL 110/CMNS 110
- ENGL 111/CMNS 112

**New Commons courses:**
- Computer Literacy (4 hrs.): CISC 100, Test-out opportunity available
- Citizen Issues in a Global Era (4 hrs.): CMNS 480
- ENGL (4 hrs.): ENGL 110/CMNS 110 *May validate by ACT/SAT
- English (4 hrs.): ENGL 111, CMNS 112 or ENGL 200/CMNS 200; a writing intensive research course in the major

61
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVSC 111/CMNS 111</td>
<td>Natural Sciences (4 hrs.): BIOL 100, 101; CHEM 101, EVSC 111; PHED 251, 252, PHYS 101</td>
<td></td>
</tr>
<tr>
<td>HIST 125/CMNS 125</td>
<td>Social Sciences (4 hrs.): BUSN 201; GEOG 200; HIST 101, 102, 201*, 202*; POLS 203, 205, 207, 209; PSYC 101 or SOCI 101</td>
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<tr>
<td>HIST 225/CMNS 225</td>
<td>*May take HIST 201 or HIST 202 to replace the grade of “F” in HIST 125 or HIST 225</td>
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<tr>
<td>HIST 325/CMNS 325</td>
<td>The Political Traditions of the West (4hrs.): POLS/CMNS 380</td>
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<tr>
<td>HUMA 101/CMNS 101</td>
<td>Arts &amp; Humanities (4 hrs.): ENGL 120, any 200-level literature course; MUSC 101; THEA 104; VISA 110</td>
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<tr>
<td>MATH 102/CMNS 102</td>
<td>Math (4 hrs.): MATH 102 or higher level math *One class required - students who validate MATH 102 by ACT/SAT or test may take a higher level math to satisfy this requirement</td>
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<tr>
<td>MATH 215/CMNS 215</td>
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<tr>
<td>RELG 302/CMNS 302</td>
<td>The Hebrew and Christian Traditions (4 hrs.): RELG 330/CMNS 330 or RELG 101 and 102</td>
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</tbody>
</table>
Minicourse Program

In addition to completing courses offered in the regular college curriculum, students may enroll in a wide range of smaller "minicourses." The courses are open to students and staff and are designed to offer experiential learning and knowledge in areas not generally covered in more traditional academic courses.

Each minicourse carries 1/2 semester credit and is graded Pass/Fail. Students may present up to 8 minicourses (4 semester hours) for graduation credit. Thus over four years, the minicourses could allow completion a block earlier, or conversely, make room for an extra elective in a student’s schedule. Contact individual course instructors for details.

Since a wide range of topics is addressed by the minicourses, and since course offerings and their scheduling vary in accordance with student interests, it is not possible to include a detailed listing of all minicourses here. Examples of past course offerings include Reading and Study Skills, Sign Language, Counseling Skills, Karate, History of Christianity, Horseback Riding, Leadership Development, Portable Walden, Searching the ERIC Database, Yoga, Sensitivity Training, and Classical Ballet. Check with the Advising Coordinators for current information about minicourse offerings.

International and Domestic Travel

One of the advantages of the focused calendar is the opportunity it affords professors to involve travel in their courses. Trips may range in length from a few days to the entire block. Students interested in courses including travel should contact the instructor well in advance, as the course may have special requirements (e.g. language training, passport, immunizations, etc.). Some courses are specialized and only offered within a major, while others are open to a broad range of students. Although most courses involving travel entail additional fees, the College underwrites a substantial portion of the cost to keep the trips affordable for students. In recent years, professors have taken classes to New York, Chicago, Mexico, Costa Rica, and Belize.

Students may also take advantage of other international programs of study. These programs are generally for a semester and courses are taken concurrently. While these programs are generally more
expensive than those offered by the College, many are still a good educational value. The Travel Office maintains a comprehensive listing of travel opportunities and will gladly assist you in finding a program that meets your educational needs.

Programs of Study

Majors
Athletic Training
Biology with Concentrations in Medical Pre-Professional, Medical Technology, Organismal, and Pre-Pharmacy
Business Administration with Concentrations in General Management, Management Accounting, and Economics
English with Concentrations in Literature and Writing
Environmental Science
Field Guide/Naturalist
History
Mass Media with Concentrations in Radio, Sports Broadcasting, and Television
Mathematics
Mathematics with Computer Science Concentration
Museum Studies
Political Science
Psychology
Sport Management
Sports Science
Visual Arts with Concentrations in Fine Arts and Graphic Design

Tusculum College offers four categories of teacher licensure programs:
1. Pre-Secondary Education
   Early Childhood Education PreK-3
   Elementary Education K-6
2. Secondary Education
   Biology 7-12
   English 7-12
   History 7-12
   Mathematics 7-12
   Psychology 9-12
3. K-12 Education
   Physical Education K-12
   Visual Arts K-12
4. Special Education
   Special Education Modified and Comprehensive K-12
   Special Education Early Childhood
MINORS


OTHER DISCIPLINES

Tusculum College also offers additional courses in the following disciplines:

Geography, Music, Physics, Sociology, Spanish, and Theatre.

Most courses offered at Tusculum College carry four semester hours. Courses with a different number of credit hours will be so noted in the following listings.
ATHLETIC TRAINING EDUCATION PROGRAM

The Athletic Training Education Program, (ATEP) at Tusculum College is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The ATEP provides the educational and clinical foundation to prepare students to successfully challenge the Board of Certification (BOC) examination and serve as active leaders in the athletic training profession.

The ATEP provides the student with the cognitive, psychomotor, and affective skills necessary to work with all aspects of athletic injury, illness, and performance. Students seeking employment as a high school athletic trainer are strongly encouraged to pursue teacher certification. This requires students to fulfill major requirements for both Athletic Training and Education.

The Athletic Training Education Program is designed for those students who want to meet the course work and clinical requirements established by the National Athletic Trainer’s Association Education Council, BOC, and the Commission on Accreditation of Allied Health Education Programs, (CAAHEP). In addition to course work, students must complete six semester-length clinical rotations working under the supervision of an BOC certified and state licensed athletic trainer, who is an Approved Clinical Instructor (ACI). Students complete clinical observation during the freshman year and upon formal admission into the ATEP, are assigned to an ACI at the beginning of their sophomore year.

Student athletes enrolled in ATEP need to be aware of the clinical requirement of this program and plan accordingly. Hour requirements and clinical course sequencing necessary for successful completion the ATEP major while participating as an intercollegiate athlete may necessitate the student needing more than the traditional eight semesters to complete an undergraduate degree.

Students wishing to pursue graduate studies in Athletic Training should maintain a 3.0 GPA or better through graduation. Students identifying athletic training as their major will be assigned to an ATEP faculty member for academic advising.

Admission Requirements

The number of applicants accepted and enrolled in the Athletic Training Education Program is limited by the faculty/student ratio established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Admission into ATEP is governed by the following criteria:
1. Maintain a minimum 2.50 GPA overall.
2. Maintain a minimum 2.70 GPA in ATEP courses.
3. Letter of Application
4. Completion of Application Materials
5. An essay describing the student’s interest in becoming a BOC athletic trainer.
6. Completion of a minimum of 100 hours of clinical observation with a minimum of 25 hours in four separate Block rotations with a Tusculum College ACI/CI. The hours will include each of the following areas: lower extremity experience; upper extremity experience; equipment intensive experience; game/event coverage, and rehabilitation/morning treatment sessions. The prospective student must meet with the Clinical Coordinator for assignment to these rotations.
7. Two character letters of recommendation from former instructors, employers, athletic trainers, coaches, etc.
8. A formal interview with the ATEP Admissions committee.
9. Validation of a candidate’s compliance with the Guidelines of Technical Standards for Athletic Training completed by a MD, DO, PA or NP through the completion of a physical examination.
   • The exam may be administered by a Team Physician at no cost to students. The exam must be scheduled through the Athletic Training Staff.
   • The student may choose to have the physical exam administered by his/her private physician, NP, or PA. If choosing this option, the student must utilize TC-ATEP forms that can be attained from the Coordinator of Clinical Education.
10. Completion of the annual comprehensive written/oral/practical examination.
11. Completion of the following pre-requisite classes with grade of 2.70 (B-) or better
   • ATEP 116 Responding to Emergencies/CPR:PR
   • ATEP 262 Basic Athletic Training
   • PHED 201 Foundations of Physical Fitness and Wellness OR
       PHED 260 Contemporary Issues
12. Proof of Hepatitis B vaccination or a signed declination form
13. Signature on Confidentiality of Medical Information Disclosure Form

ATEP’s Admissions Committee meets each year to review formal applications of student candidates during Block 8 and prior to the start of Block 1. Currently enrolled observation students and Spring semester transfer students who have completed all prerequisites for ATEP admission are reviewed in April. The specific date for this review is posted in the ATEP student office by the Program Director one (1) month prior to the meeting date/time. Summer transfer students who meet all admission requirements and/or any currently enrolled observation students who were not eligible for the Block 8 meeting, may apply for formal ATEP admission in August. The ATEP Admissions Committee meets to rule on these candidates on the Sunday before the Fall semester officially begins. The specific
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Overall GPA</td>
<td>3.5 &gt; = 40</td>
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<td></td>
<td>3.0 - 3.49 = 35</td>
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<td></td>
<td>2.75 - 2.99 = 30</td>
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<td></td>
<td>2.5 - 2.74 = 20</td>
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<tr>
<td>ATEP 116</td>
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<tr>
<td>A= 5 pts.</td>
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<td>B= 2 pts.</td>
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<tr>
<td>A-= 4 pts.</td>
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<tr>
<td>B-= 1 pt.</td>
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<tr>
<td>B+= 3 pts.</td>
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<tr>
<td>Pre-Requisite</td>
<td>A+ 2 pts.</td>
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<tr>
<td>Course Grades</td>
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<tr>
<td>ATEP 262</td>
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<tr>
<td>A= 5 pts.</td>
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<tr>
<td>B = 2 pts.</td>
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<tr>
<td>A= 4 pts.</td>
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<tr>
<td>B-= 1 pt.</td>
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<td>B+= 3 pts.</td>
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<tr>
<td>PHED 201 or PHED 260</td>
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<td>B = 2 pts.</td>
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<tr>
<td>A= 4 pts.</td>
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<tr>
<td>Written TC-AEPT</td>
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<tr>
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</tr>
<tr>
<td>A= 9 pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+= 5 pts.</td>
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<td>A= 4 pts.</td>
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<tr>
<td>C = 4 pts.</td>
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<td>15 Points (Avg. of all Interviewers Scores)</td>
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<td>TOTAL SCORE</td>
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TUSCULUM COLLEGE 2005-2006
date for this review is posted in the ATEP student office by the Program Director one (1) month prior to the meeting date/time.

All applicants must achieve the minimum acceptance score of 70 points on the Tusculum College ATEP Prospective Athletic Training Student Admission Assessment form (please see previous page) in order to be considered for acceptance. All Tusculum College ATEP candidates will be ranked according to the assessment form score. Available slots within the ATEP major will be filled according to this prioritized listing of candidates starting with the top candidate’s score downward. Prospective athletic training students who fail to score 70 points on initial assessment may re-submit their application during the next application period.

Students who are formally accepted into Tusculum College’s Athletic Training Education Program will be notified by mail. Formally accepted students may enroll in Clinical and professional coursework and begin official ACI assignments with clinical supervisors.

Students must earn a grade of “C-” or better in all major courses and maintain a 2.5 GPA overall. Failure to maintain the minimum GPA and program requirements will subject a student to immediate suspension from clinical rotation by the Program Director. If the student does not achieve a 2.5 or higher GPA after one semester of suspension, he/she will be dismissed from the Athletic Training Education Program. Students have the right to appeal their academic status to the College’s Admissions and Standards Committee.

ATEP students must pass all clinical evaluations with a grade of 70% or greater and have been evaluated as competent on all competencies in order to advance to the next clinical course regardless of final grade in the class. Failure to meet these requirements will result in the suspension of the student from further ATEP clinical coursework until the student has retaken and successfully passed this class. A student who has not successfully completed all competencies will be issued a grade of “I”- Incomplete. This grade must be converted to a grade of “C-” or better prior to the beginning of the next semester. Failure to do so will result in the grade of “I” converting to a grade of “F” for the clinical course. Because clinical course work must be successfully completed in sequence, a failing grade in a clinical course will result in the student being delayed in graduating from Tusculum College for a minimum of one additional year.

**Transfer Students**

Transfer students will be allowed to formally apply to ATEP during either Block 8 or just prior to the beginning of Block 1 upon entering Tusculum College. It is the student’s responsibility to contact the ATEP Program Director and obtain the necessary forms or documents to complete the application process. Each student will be
expected to complete the same requirements as the prospective ATEP student at Tusculum College. When the student is formally accepted into the Athletic Training Education Program, the transfer student will be immediately allowed to enroll in clinical and professional courses and begin supervised clinical rotations. Any clinical work completed by the transfer student before acceptance into Tusculum College’s ATEP will not be accepted towards course substitution in regards to clinical rotations.

Technical Standards for the Athletic Training Education Program

The Athletic Training Educational Program at Tusculum College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forward by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). The following abilities and expectations must be met and maintained by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into or remain in the program. Compliance with program’s technical standards does not guarantee a student’s eligibility for BOC certification exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgement and to be able to distinguish deviations from the norm.

- Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

- The ability to record physical examination results and a treatment plan clearly and accurately.
The capacity to maintain composure and continue to function well during periods of high stress.

The perseverance, diligence and commitment to complete the Athletic Training Education Program as outlined and sequenced.

Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Educational Program will be required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Tusculum College Office of Student Affairs will evaluate a student who states she/he could meet the Program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states she/he can meet the technical standards with accommodation, then Tusculum College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This includes a review of whether the accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and practicums deemed essential to graduation.

NOTE: If at anytime a formally-admitted student becomes unable to meet the technical standards he/she is required to notify the ATEP Program Director or Coordinator of Clinical Education immediately. The athletic training student will then be referred to a Student Affairs representative for evaluation of the student’s ability to continue within the ATEP major.

Policy on ATEP Majors’ Participation in Intercollegiate Athletics

Many prospective students who are interested in attending Tusculum College are athletes. While many Athletic Training Education Programs, (ATEP), do not permit students to also compete in intercollegiate athletics, Tusculum College acknowledges that participation in athletics requires the same commitment and passion required in the profession of Athletic Training. Tusculum College Athletic Training Education faculty have carefully crafted an action plan that will accommodate the clinical experience demands of the ATEP major while allowing students to continue their athletic careers. The Athletic Training faculty is committed to helping student-athletes succeed in the program. However, student-athletes must realize that in order to complete the clinical education component of this academic major, they may have to spend an extra semester or year to fulfill all ATEP requirements.

The following guidelines have been established to help prospec-
tive Athletic Training student-athletes fulfill the requirements of both the Athletic Training Education Program and their sport:

1. Applicants to the Athletic Training Education Program will be given this policy statement once they express an interest in Athletic Training Education.

2. Acceptance of student-athletes applying to the Athletic Training Education Program will not be denied because of participation in intercollegiate athletics.

3. Students admitted to the Athletic Training Education Program may participate in intercollegiate athletics.

4. Athletic Training Education student-athletes must limit their participation to ONE intercollegiate athletic team.

5. Athletic Training Education students who participate on an athletic team shall participate during the team’s traditional pre-season and season. Completion of the student-athlete’s Athletic Training Education didactic and clinical course work will take precedent over the athletic team’s non-traditional season activities in regards to scheduled practices or contests that conflict with the student-athlete’s current clinical assignment. This also includes conflicts involving conditioning, weight training, fund raising and any other team or individual activities.

6. Athletic Training students who participate in intercollegiate athletics must fulfill all didactic and clinical education requirements prior to graduation. All students must consult with the Program Director or Athletic Training academic advisor early in their collegiate education, since effective planning is crucial to both their success in ATEP as well as their ability to graduate on time.

7. All Athletic Training students are required by CAAHEP standards to complete at least one "equipment-intensive" rotation, (e.g. football, men’s lacrosse, or ice hockey), as a part of their clinical education. Athletic Training students who cannot complete this rotation because of their participation in athletics may have to 1.) return for an additional semester in the Fall or 2.) work with an equipment-intensive sport during their high school rotation.

8. Athletic Training student-athletes will be required to perform clinical activities during the sport’s traditional pre-season and season. However, the ATEP Coordinator of Clinical Education will ensure that there is no conflict with team-required activities.

Annual Physical Examination

ATEP students are required to complete an annual physical examination before beginning formal clinical education activities. Physical examinations will be given, at no cost in August, to enrolled ATEP students by Tusculum College team physicians. Observation students applying for program admission in April may schedule a physical exam through a member of the Athletic Training staff. This
exam will be performed by a team physician at no cost to the student. Athletic Training students may complete a physical with a Physician, Nurse Practitioner, or Physician Assistant of his/her choice. However, the student must request from the Program Director or Coordinator of Clinical Education, all appropriate TC-ATEP forms to be completed by the chosen medical professional.

**Annual ATEP Evaluation**

Tusculum College’s Athletic Training Education Program is required to participate in an annual institutional educational effectiveness assessment. ATEP administers an annual comprehensive examination to all students formally enrolled ATEP major’s and observation students.

The Athletic Training Education Program’s annual examination serves as a tool by which the Program staff evaluates the comprehensive knowledge, skills, and competencies of formally enrolled ATEP majors and observation students. In addition, the annual comprehensive examination serves as ATEP’s assessment tool as a part of Tusculum College’s institutional effectiveness plan. Each year, every ATEP major or observation student will complete a comprehensive written and practical examination. The written examination will be designed by members of the ATEP academic faculty.

The exam consists of 150 written questions. The practical examination is designed by clinical instructors and includes clinical skills from completed course work. Students will be notified of test results in a timely manner.

Test scores from the comprehensive evaluation will count 30% towards a student’s clinical course grade for the current semester. Comprehensive test results serve as one criterion of evaluation for observation and transfer candidates seeking formal admission into ATEP. The student scoring the highest initial test score on the annual comprehensive examination will be presented with the annual ATEP Pinnacle Award for academic achievement.

The ATEP comprehensive examination will be given on a Sunday in late March or early April. Every formally-enrolled ATEP major or observation student will be required to take the examination. Each comprehensive examination is written to include only knowledge and skills from completed course work.

Tusculum College’s Athletic Training Education Program also certifies students annually in CPR: Professional Rescuer. All ATEP students must maintain current CPR: Professional Rescuer/AED/Oxygen administration certification throughout their enrollment in Tusculum College’s ATEP.

**Fees**

Formal acceptance into ATEP allows each student to begin six semesters of on- and off-campus clinical education rotations. As in
other allied health care professions, certain fees are required of students enrolled in these pre-professional clinical activities. The following describes the typical fees expected of ATEP students and may periodically be subject to change. Students should check with the ATEP Coordinator of Clinical Education and/or Program Director for the most recent fee scales.

**Uniform Fee: Approximately $350.00 to $400.00**

The ATEP requires its students to wear a professional uniform when involved in on-campus and some off-campus clinical education activities. The basic uniform package is designed for use during the 3-year clinical education program. For student convenience, the basic uniform package may be ordered through the ATEP and includes the following items:
- Wind-shirt pullover
- Waterproof warm-up jacket with two pairs of warm-up pants
- Two pairs of black shorts

Each student is responsible for providing his/her own khaki or black shorts/long pants. The cost of these latter items is not included within the cost of the basic uniform package.

**Professional Dues: Approximately $80.00, (initially partial year enrollment, August-December) and $90.00 annually thereafter.** Visit the NATA’s web site for current membership fees at [www.nata.org](http://www.nata.org).

**Student membership in NATA, Inc. is required** of ATEP students enrolled in clinical education course work. This cost also includes student membership in the Southeast Athletic Trainers Association and the Tennessee Athletic Trainers’ Society. Benefits of NATA membership include the following: reduced fees to state, district, and national conventions and fees for the BOC certification examination, the quarterly journal of Athletic Training, the monthly NATA News, access to annual scholarships, job placement/networking opportunities, etc.

**Professional Liability Insurance: Approximately $20.00/year.**

Each ATEP student must purchase group professional liability insurance upon entry into clinical education. This policy provides protective $2,000,000/4,000,00 coverage at both on- and off-campus clinical educational settings. Each student will receive a copy of the policy.

**Health Vaccinations**

**Hepatitis B inoculations:** Cost will vary depending on insurance or where treatment is received.

As a part of required OSHA education, ATEP students entering clinical education programs are strongly encouraged to complete a three-injection series of Hepatitis B inoculation. The series is completed over a one-year period. Students who provide proof of
eted inoculations and/or who request and sign a declination form are exempt from this fee. ATEP clinical course work requires each student to have started/completed the inoculation series or to have signed a declination form when beginning clinical rotations and/or observation hours.

All the above fee information including the rules and regulations for Athletic Training Students performing observation hours or formal clinical rotations is found in the TC-ATEP Clinical Education manual. All Athletic Training students receive this manual prior to their observation rotations. The manual is reviewed with each Athletic Training student by the Coordinator of Clinical Education. The Athletic Training student signs a form indicating that he/she has received a copy of this manual and that it has been reviewed.

Course Work:
ATEP 116 Responding to Emergencies/CPR:PR (3 credit hours)
ATEP 131-136 Clinical Experience I –VI (1 credit hour each; total 6 hours)
ATEP 262 Basic Athletic Training
ATEP 272 Advanced Athletic Training: Lower Extremity
ATEP 273 Advanced Athletic Training: Upper Extremity
ATEP 285 Therapeutic Modalities
ATEP 286 Therapeutic Rehabilitation
ATEP 333 Nutrition (3 credit hours)
ATEP 350 Advanced Athletic Training: Head and Torso
ATEP 417 Management Practices in Athletic Training
ATEP 418 Pharmacology for Athletic Training
ATEP 452 Practicum in Athletic Training (3 credit hours)
PHED 201 Foundations of Physical Fitness and Wellness (3 credit hours)
PHED 251 Human Anatomy (3 credit hours)
PHED 252 Human Physiology (3 credit hours)
PHED 260 Contemporary Health Issues (3 credit hours)
PHED 380 Kinesiology (3 credit hours)
PHED 390 Physiology of Exercise (3 credit hours)
TOTAL: 65 semester hours

Course Descriptions

ATEP 116. RESPONDING TO EMERGENCIES/CPR:PR. (3 credit hours)
This course provides instruction in the practical knowledge and clinical skills used when initiating emergency first aid care to injured/ill persons. Successful completion of the course will lead to American Red Cross certification in First Aid and CPR: Professional Rescuer. The latter certification addresses student competency in the use of a bag-valve mask, AED application/operation, and Oxygen administration/airway suctioning. Prerequisite: None. Competency: Self-knowledge.
ATEP 131. CLINICAL EXPERIENCE I. 1 semester hour.
This lab course is designed to assist sophomore level athletic training students in the application of academic/didactic knowledge and skills within the clinical setting. A student may be placed to receive an "equipment intensive" clinical experience or one emphasizing "lower extremity injury." Areas of emphasis include the following: OSHA requirements, environmental injuries, emergency care planning, organization of the NATA, assessing vital signs, surface anatomy and palpation, back-boarding, rigid, air, and vacuum splinting, taping techniques, the manufacturing/fitting of protective pads, fitting of protective equipment and crutches, diagnostic testing, introduction to infrared modalities, introduction to pharmacology, general injury assessment, and rehab, taping and wrapping techniques, and SOAP documentation. A minimum of 200 clinical hours of ACI-supervision is required. Prerequisites: PHED 201 or 260, ATEP 116, 262, and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 132. CLINICAL EXPERIENCE II. 1 semester hour.
This lab course is designed to assist sophomore level athletic training students in the application of academic/didactic knowledge and skills within the clinical setting. A student may be placed to receive an "equipment intensive" clinical experience or one emphasizing "upper extremity injury." Areas of emphasis include the following: review of first aid/CPR skills, taping, wrapping, and muscle testing. ATEP comprehensive examination. A minimum of 200 clinical hours of ACI-supervision is required. Prerequisites: PHED 201 or 260, 251, 252, ATEP 116, 131, 262, 272, and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 133. CLINICAL EXPERIENCE III. 1 semester hour.
This lab course is designed to assist junior level athletic training students in the application of academic/didactic knowledge and skills within the clinical setting. A student may be placed to receive an "equipment intensive" clinical experience, one emphasizing "lower extremity injury," or one emphasizing "upper extremity injury" as needed. Areas of emphasis include the following: OSHA standards, environmental injuries, emergency care planning, sling psychrometer use, goniometry, hand dynamometer testing, oxygen tank set up and use, SAC protocol, otoscope/opthalmoscope use, Cybex testing, therapeutic pharmacology, NCAA/ACSM position statements, strength and weight training protocols for the upper extremity, back-boarding and upper extremity/torso injuries/illness. A minimum of 200 clinical hours of ACI-supervision is required. Prerequisites: PHED 201 or 260, 251, 252, ATEP 116, 131, 132, 262, 272, 273, 285, 286 and/or consent of instructor. Competency: Civility. Offered every year.
ATEP 134. CLINICAL EXPERIENCE IV. 1 semester hour.
This lab course is designed to assist junior level athletic training students in the application of academic/didactic knowledge and skills within the clinical setting. A student is placed within a six week orthopaedic and a three week general medical rotation at an off-campus affiliated clinical site. Areas of emphasis include the following: review of first aid/CPR skills, dermatology, goniometry, NCAA/ACSM position statements, strength and weight protocols for the lower extremity, social and performance enhancement pharmacology, back-boarding, traction splinting, medical/communicable diseases, skin fold caliper use, and lower extremity injuries/illnesses. ATEP comprehensive examination. A minimum of 200 clinical hours of ACI/CI-supervision is required. Prerequisites: PHED 201 or 260, 251, 252, ATEP 116, 131, 132, 133, 262, 272, 273, 285, 286, 333, 350, and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 135. CLINICAL EXPERIENCE V. 1 semester hour.
This lab course is designed to assist senior level athletic training students in the application of academic/didactic knowledge and skills within the clinical setting. A student is placed either on-campus or at an off-campus at an ACI/CI-supervised affiliated high school clinical setting. Areas of emphasis include the following: OSHA standards, environmental injuries, back-boarding, emergency care planning, medical intervention and referral, research methods, professional development, peer education, gait analysis, joint mobilization, use of the computer in the athletic training setting, employment skills and networking, technology use in education, clinical decision making scenarios. Begin reviewing knowledge and clinical skills in preparation for the BOC certification examination. A minimum of 200 clinical hours of ACI/CI-supervision is required. Prerequisites: PHED 201 or 260, 251, 252, 380, 390, ATEP 116, 131, 132, 133, 134, 262, 272, 273, 285, 286, 333, 350, and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 136. CLINICAL EXPERIENCE VI. 1 semester hour.
This lab course is designed to assist senior level athletic training students in the application of academic/didactic knowledge and skills within the clinical setting. A student is placed at an off-campus ACI/CI-supervised clinical setting that closely matches his/her entry-level career interest area. Areas of emphasis include the following: review of first aid/CPR skills, peer education, joint mobilization, clinical decision making scenarios, rehab progressions, and computer injury assessment scenarios reviews in preparation for the BOC exam. A minimum of 200 clinical hours of ACI/CI-supervision is required. Prerequisites: PHED 201, 251, 252, 260, 380, 390, ATEP 116, 131, 132, 133, 134, 135, 262, 272, 273, 285, 286,
ATEP 262. BASIC ATHLETIC TRAINING.
An introductory course to the field of Athletic Training. Emphasis is placed on elements of recognition/care and prevention of common athletic illnesses and injuries. The roles of the BOC-certified athletic trainer and other community-based emergency care providers are also discussed. Includes a lab covering the selection, fabrication, and application of preventive taping, wraps, pads, splints, braces, and other specific protective devices. OSHA and Universal precaution during wound care and management are discussed and demonstrated as are the fitting of protective athletic equipment and crutches. Competency: Self-knowledge. Offered every year.

ATEP 272. ADVANCED ATHLETIC TRAINING: LOWER EXTREMITIES.
A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of the lower extremities. Includes history taking, visual inspection, manual palpation, and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the lower extremities are also covered. Prerequisites: PHED 201 or 260, 251, 252, ATEP 116, 262. Competency: Critical analysis. Offered every year.

ATEP 273. ADVANCED ATHLETIC TRAINING: UPPER EXTREMITIES.
A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of upper extremities. Includes history taking, visual inspection, manual palpation, and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the upper extremities are also covered. Prerequisites: PHED 201 or 260, 251, 252, ATEP 116, 131, 262, 272. Competency: Critical analysis. Offered every year.

ATEP 285. THERAPEUTIC MODALITIES.
A course covering the theory and clinical application of contemporary electromagnetic, hydrotherapy, acoustic, and mechanical therapeutic modalities. Principles of electrophysics and biophysics, pain theories, indications/contraindications of the local and systemic effects of modality use on traumatized tissues are discussed. Three credits of lecture and one credit of lab. Taken concurrently with ATEP 286: Therapeutic Rehabilitation. Prerequisites: PHED 251, 252, ATEP 131, 262, 272, 273, or consent of instructor. Competency: Analytical reading or critical analysis. Offered every year.

ATEP 286. THERAPEUTIC REHABILITATION.
A theory and laboratory course covering those topics associated with
therapeutic rehabilitation: indications/contraindications isometric, isotonic, and isokinetic exercise, passive, active-assisted, active, and resistive exercise, manual resistance, open and closed chain kinetic exercise, proprioceptive neuromuscular facilitation, joint mobilization and pool exercises. Consideration of the psychological needs of the injured athlete, manual muscle testing, goniometric measurement and methods of setting rehab goals are also discussed and demonstrated. Three credits of lecture and one credit of lab. Taken concurrently with ATEP 285: Therapeutic Modalities. Prerequisites: PHED 251, 252, ATEP 131, 262, 272, 273 or consent of instructor. Competency: Analytical reading or critical analysis. Offered every year.

ATEP 333. NUTRITION FOR HEALTH AND PERFORMANCE. 3 semester hours.
This course provides knowledge of the functions of food and its relationship with health and human performance allowing students to make informed choices regarding personal nutritional habits. Topics of study include the following: essential dietary nutrients; dietary energy sources at rest and during exercise; weight control, body composition, and exercise; eating disorders; nutrition for physically active; pre/post-exercise meals and dietary supplements; and dietary analysis and making better dietary selections. Prerequisites: PHED 251, 252. Competency: Critical analysis. Offered every year.

ATEP 350. ADVANCED ATHLETIC TRAINING: HEAD AND TORSO. A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of the head and torso. Includes history taking, visual inspection, manual palpation, and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the head and torso are also covered. Prerequisites: PHED 201 or 260, 251, 252, ATEP 116, 131, 132, 262, 272, 273, 285, 286. Competency: Critical analysis. Offered every year.

ATEP 417. MANAGEMENT PRACTICES IN ATHLETIC TRAINING. A course covering the following topics associated with the administration of an athletic training/health care facility: legal liability, pre-participation physical examinations, facility design and safety management, OSHA standards, budgeting and inventory, employment strategies, peer education, computer use within the clinical setting, and ACSM/NCAA position statements. Prerequisites: Completion of Sophomore and Junior level ATEP course work and Senior standing. Competency: Public speaking. Prerequisites: ATEP 116, 131, 132, 133, 134, 272, 273, 285, 286, 333, 350, PHED 201 or 260, 251, 252, or consent of instructor Offered every year.
ATEP 418. PHARMACOLOGY FOR ATHLETIC TRAINING. Students will study the therapeutic use of drugs in athletic training, including the legal, moral and ethical implications of drug administration by the athletic trainer. Students will learn the processes of Pharmacokinetics/Pharmacodynamics and how these impact a drug’s production of desired therapeutic effects and/or side effects. Students will learn the various classes and subclasses of drugs commonly used in athletics. Dosages, indications, contraindications, and modes of action will all be discussed. Prerequisites: MATH 215, PHED 251, PHED 252, ATEP 333 or permission of the instructor. Offered every year.

ATEP 452: PRACTICUM IN ATHLETIC TRAINING. 3 semester hours. A 90-hour off-campus clinical placement within an allied health, collegiate, hospital, industrial, recreational, professional sport, and/or public school setting where the student will gain supervised work experience in athletic training by a BOC-certified athletic trainer, health care management or other area of interest supervised by appropriately credentialed and licensed professional. Prerequisites: Senior standing with completion of Sophomore and Junior level athletic training course work and ATEP 417: Management Practices in Athletic Training, ATEP 116, 131, 132, 133, 134, 135, 262, 272, 273, 285, 286, 333, 350, PHED 201 or 260, 251, 252, 380, 390, or consent of instructor. Competency: Civility and/or ethics. Offered every year.

PHED 201: FOUNDATIONS OF PHYSICAL FITNESS & WELLNESS. 3 semester hours. Designed to help students develop physical fitness and wellness. Competency: Self-Knowledge. Offered every year.

PHED 251: HUMAN ANATOMY. 3 semester hours. After successful completion of this course, the student will demonstrate knowledge and skill regarding basic structure of the human body. This course is designed to prepare the student for further study in Kinesiology and Exercise Physiology. The course will include both classroom and laboratory work. Competency: Critical Analysis. Offered every year.

PHED 252: HUMAN PHYSIOLOGY. 3 semester hours. After successful completion of this course, the student will demonstrate knowledge and skill regarding basic function of the human body. This course is designed to prepare the student for further study in Kinesiology and Exercise Physiology. The course will include both classroom and laboratory work. Competency: Critical Analysis. Offered every year.
PHED 260: CONTEMPORARY HEALTH ISSUES. 3 semester hours.
Designed to develop knowledge of current personal, school, and social health issues and how they relate to national and international health and wellness. Students will be introduced to health curriculum and teaching methods. Competency: Writing. Offered every year.

PHED 380: KINESIOLOGY. 3 semester hours.
Designed to develop knowledge of the science and mechanics of human movement. It includes lecture and laboratory course work. Competency: Critical Analysis. Offered every year. Prerequisite: PHED 251, 252.

PHED 390: PHYSIOLOGY OF EXERCISE. 3 semester hours.
Designed to study the function of the human body under the stress of exercise. The student will demonstrate skill in planning fitness and sports training programs. The course includes lecture and laboratory work. Competency: Critical Analysis. Offered every year. Prerequisite: PHED 251, 252.
Freshman year

Fall
- OREN 105: (2 blocks - 1 hour)  
- Arts and Humanities Option* (4 hours)  
- ENGL 110/CMNS 110: (4 hours)  
- ENGL 111/CMNS 112: (4 hours)  
- MATH 102: College Algebra (4 hours)  
Total: 17 hours

Spring
- ATEP 116: Resp. Emerg./CPR:PR (3 hours)  
- ATEP 262: Basic Athletic Training (or Fall)** (4 hours)  
- PHED 201: Fndtns. of Phyl. Fit. & Health (or Fall) (3 hours)  
- CISC 100: Computer as a Tool (4 hours)  
- PHED Elective Activity Course (1 hour)  
- PHED Elective Activity Course (1 hour)  
Total: 16 hours

Sophomore year

Fall
- PHED 251: Human Anatomy (3 hours)  
- PHED 252: Human Physiology (3 hours)  
- Social science option***  
- ATEP 272: Adv. Athl. Tr. LE (4 hours)  
- ATEP 131: Clinical Experience I (1 hour)  
Total: 15 hours

Spring
- ATEP 285: Therapeutic Modalities (4 hours)  
- ATEP 286: Therapeutic Exercise (4 hours)  
- SOCI/CMNS 251: Citizenship/Social Change (4 hours)  
- ATEP 132: Clinical Experience II (1 hour)  
Total: 17 hours

Junior year

Fall
- SVLN or elective (4 hours)  
- ATEP 333: Nutrition (3 hours)  
- MATH 215/CMNS 215: Elementary Statistics (4 hours)  
- ATEP 133: Clinical Experience II (1 hour)  
Total: 16 hours
Spring
SVLN or elective (4 hours)
Elective (4 hours)
PHED 390: Physiology of Exercise (3 hours)
PHED 380: Kinesiology (3 hours)
ATEP 134: Clinical Experience IV (1 hour)
Total: 15 hours

Senior year
Fall
POLS/CMNS 325: Pol. Trad. West (4 hours)
RELG/CMNS 330: Heb./Christ. Trads. (4 hours)
PHED 260: Contemp. Health Issues (3 hours)
ATEP 135: Clinical Experience IV (1 hour)
Total: 16 hours

Spring
ATEP 452: Practicum in Athletic Training (4 hours)
CMNS 480: Citizen Issues in a Global Era or elective (4 hours)
Elective (4 hours)
ATEP 418: Pharmacology for Athletic Training (4 hours)
ATEP 136: Clinical Experience VI (1 hour)
Total: 16 hours

*Arts and Humanities: Eng. 120, any 200 level lit. course, MUSC 101, THEA 104, VISA 110.
** Enroll ATEP freshmen in combo of ATEP 262:30/PHED 201:40/ATEP 116:50 OR 201:30, ATEP 116:50, and 262:60.
BIOLOGY

This program of study is designed to expose the student to a wide variety of subjects within the biological sciences and is the major of choice for students seeking teacher certification with a biology concentration. While encouraging a generalist approach to the biological sciences, the curriculum is also designed to encourage development of critical thinking, analytical reading, writing, and public speaking skills. Service learning and community involvement are important components of the curriculum and should be encouraged at every opportunity. Charges may be placed on the student’s account for laboratory equipment broken or damaged as a result of student negligence.

Students may select from six tracts of study: Biology, Biology - Teacher Certification, Medical Pre-Professional, Medical Technology, Organismal Biology, and Pre-Pharmacy.

Biology Major
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL-201 Genetics
BIOL 202 Microbiology
BIOL 204 Nonvascular Plants
BIOL 205 Morphology & Taxonomy of Plants
BIOL 220 or BIOL 221 Vertebrate Zoology I or II
BIOL 301 General Ecology
BIOL 302 Physiology
BIOL 401 Invertebrate Zoology
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
TOTAL: 48 semester hours

Biology Minor
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology OR BIOL 301 General Ecology
BIOL 302 Physiology
TOTAL: 20 semester hours

Teacher Certification - biology concentration
The following program leads to licensure for teaching Biology in grades 7-12 and is comprised of 165 semester hours, as follows:
Major 56
Professional Education 40
General Education 69

Major Curriculum
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 204 Nonvascular Plants
BIOL 205 Morphology & Taxonomy of Plants
BIOL 301 General Ecology
BIOL 302 Physiology
BIOL 401 Invertebrate Biology
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
EVSC 425 Physical and Environmental Science Concepts
PHYS 101 General Physics I
PHYS 102 General Physics II

**Professional Education Curriculum**
EDUC 200 History, Philosophy, and Principles of Education
EDUC 320 Classroom Discipline and Management
HGLN 337 Assessment and Evaluation
EDUC 342 Learning Environments 7-12
EDUC 419 Content Area Reading
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching (7-12)
SPED 101 Survey of the Regular and Special Populations Within the School Environment

**General Education Curriculum**
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II OR POLS 380 The Political Traditions of the West
HIST 201 or 202 U.S. History I or II
MATH 102 College Algebra
MATH 215 Elementary Statistics
OREN 105 Extended Freshman Experience
PHED 201 Foundations of Physical Fitness and Wellness
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 330 The Hebrew and Christian Traditions
SOCI 101 Principles and Social Institutions

*Choose one of the following courses:*
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art
Medical Pre-Professional Concentration

This track in Biology is designed for students who wish to pursue advanced degrees at traditional medical schools, schools of osteopathic medicine, chiropractic schools, schools of veterinary sciences, or dental schools. This rigorous curriculum is designed so that by the end of their Junior year students will have been introduced to all the major subject areas covered by standardized tests (e.g. MCAT, DAT) required for admissions into these advanced degrees. Students will choose electives their Junior and Senior years to meet their independent needs.

Courses

Required:
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL-201 Genetics
BIOL 202 Microbiology
BIOL 302 Physiology
BIOL 311 Genetics
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
CHEM 301 Biochemistry and Cellular Biology
PHYS 101 General Physics I
PHYS 102 General Physics II

Choose 3 of the following:
BIOL 303 Histology
BIOL 305 Parasitology
BIOL 308 Immunology
BIOL 402 Embryology
BIOL 403 Comparative Anatomy

Choose 1 of the following:
BIOL 204 Nonvascular Plants
BIOL 205 Vascular Plants
BIOL 220 Vertebrate Zoology I
BIOL 221 Vertebrate Zoology II
BIOL/EVSC 301 General Ecology
BIOL 401 Invertebrate Zoology

Total: 64 semester hours

(Please see CHEMISTRY and PHYSICS for course descriptions. Although not required for the B.A., many professional schools also require study in Calculus and English Composition.)

Medical Technology Concentration

This track in Biology is designed for students who desire to work as a medical technologist. Students will complete three years at
Tusculum College and then apply to an off campus, approved hospital for their clinical training. Upon successful completion of the clinical training, students will be awarded a B.A. degree from Tusculum College and be eligible for the national certification examination.

**Courses**

- BIOL 101 General Biology I
- BIOL 102 General Biology II
- BIOL 201 Genetics
- BIOL 202 Microbiology
- BIOL 302 Physiology
- BIOL 303 Histology
- BIOL 305 Parasitology
- BIOL 308 Immunology
- BIOL 403 Comparative Anatomy
- CHEM 101 General Chemistry I
- CHEM 102 General Chemistry II
- CHEM 203 Organic Chemistry I
- CHEM 204 Organic Chemistry II
- CHEM 301 Biochemistry
- MATH 215 Elementary Statistics

**TOTAL:** 60 semester hours

(Please see CHEMISTRY, and MATHEMATICS for course descriptions. CMNS 480, Citizen Issues in a Global Era, is not required for students who complete their senior year of clinical training at an approved off-campus hospital.)

**Organismal Biology**

This track in Biology is designed for students who desire to pursue graduate studies in Zoology or Botany.

**Courses**

- CHEM 101 & CHEM 102 General Chemistry I and II
- CHEM 203 & CHEM 204 Organic Chemistry I and II
- BIOL 101 & BIOL 102 General Biology I and II
- BIOL 202 – Microbiology
- BIOL 204 – Nonvascular Plants
- BIOL 205 – Morphology and Taxonomy of Vascular Plants
- BIOL 220 – Zoology I
- BIOL 221 – Zoology II
- BIOL 301 – General Ecology
- BIOL 401 – Invertebrate Zoology
- BIOL 403 – Comparative Anatomy

**TOTAL:** 56 semester hours

**Pre-Pharmacy**

There are two routes to the completion of a pre-pharmacy degree at Tusculum College. The first is to complete admissions require-
ments for pharmacy school as outlined below and the commons requirements for a bachelor’s degree from Tusculum College. A student can then apply for admission to the Pharmacy school of their choice. The second route is for the exceptional student. Upon completion of the pre-pharmacy requirements and acceptance to Pharmacy school, students will be able to enroll at that Pharmacy school and begin their studies. After the successful completion of one year (minimum of 36 semester hours) from an accredited Pharmacy school, the student must submit an official transcript to the Tusculum College Registrar’s Office documenting their successful completion of their first year of study. Upon review and approval, the student will then be awarded a B.A. degree in Pre-Pharmacy from Tusculum College at the next regularly scheduled graduation.

Courses

English Composition, 8 hours, ENGL 110, 111
Religion, 4 hours, RELG 330
Humanities, 8 hours (for example: Literature, Philosophy, Music, Art, Theater, Foreign Language), ENGL 223, 224, or 225; VISA 110; THEA 104; MUSIC 101
Social Sciences, 8 hours (for example: History, Political Science, Psychology, or Sociology), HIST 101, HIST 102, PSYC 101, POLS 380, or SOCI 251
Physical Education, 2 hours (PHED 184, 185, 186, or 187. Selected courses in health may also be considered.)
Economics or Accounting, 4 hours, BUSN 201 or 211
Math 4 hours, MATH 104 Calculus
Physics, 4 hours (Physics may be algebra based and/or for health professional majors) PHYS 101
General Chemistry, 8 hours, CHEM 101, 102
Organic Chemistry, 8 hours, CHEM 203, 204
Biological Sciences, 8 hours (more than 12 hours is strongly recommended; recommended are General Biology, Anatomy & Physiology, Microbiology; also appropriate are Cell Biology, Genetics, Immunology, Medical Terminology, and Biochemistry), BIOL 101, 102, 201, 202, or 308
Electives, 8 hours (Suggested are Computer Science, Pharmaceutical Sciences, or any advanced biology or chemistry courses. Also, certain business electives may be used to meet the requirements of the joint Pharm.D./MBA option), CHEM 301, CISC 100, MATH 215
Citizen Issues in a Global Era, CMNS 480, not required when students enroll in pharmacy school for their senior year.
MINIMUM TOTAL: 74 semester hours

Course Descriptions

BIOL 100. INTRODUCTORY BIOLOGY.
A general course designed to meet the needs of the non-science
major. A non-technical presentation of the terminology and role of biology as it relates to the daily life of an educated person. This course will not count toward a biology major. Offered every year.

BIOL 101. GENERAL BIOLOGY I.
Basic principles of biology, including cellular organization, cellular division, genetics, development, respiration, excretion, digestion, circulation, reproduction, neural control, sensory perception, and skeletal and muscular function. Offered every year.

BIOL 102. GENERAL BIOLOGY II.
Principles of biology, including basic biochemistry and metabolic processes, plant structure and function, ecology, evolution, and a survey of the kingdoms. Emphasis on development of critical thinking and laboratory skills. Prerequisites: BIOL 101 or permission of the instructor. Offered every year.

BIOL 201. GENETICS.
A study of transmission, population and molecular genetics and DNA technology. Laboratory experiments constitute a significant portion of this course. Prerequisites: BIOL 101, BIOL 102, and BIOL 202 or permission of instructor. Offered every year. Competency: Analytical Reading.

BIOL 202. MICROBIOLOGY.
A study of microorganisms, primarily prokaryotes and non-living infectious agents, with emphasis first on basic processes, such as observation, structure growth, metabolism, taxonomy, virology, and control; and then on applied aspects, including chemotherapeutics, microbial ecology, medical microbiology, epidemiology, and food microbiology. Laboratory will stress aseptic technique, staining, enumeration, and isolation and characterization of microbes. Prerequisites: BIOL 101 and BIOL 102. Offered every year.

BIOL 204. NONVASCULAR PLANTS.
Familiarizes the student with the nonvascular flora; morphology, distribution, and ecology of these plants. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 205. MORPHOLOGY AND TAXONOMY OF VASCULAR PLANTS.
Detailed instruction in proper use of a biological key; lab and field work devoted to morphology, collection, and identification. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 220. VERTEBRATE ZOOLOGY I.
Survey of the morphological, physiological, ecological, and phylogenetic relationships of vertebrates. Laboratory work will be directed
toward an understanding of the comparative and developmental morphologies of the major groups. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 221. VERTEBRATE ZOOLOGY II.
Survey of the taxonomic relationships and diversity of the vertebrates. Laboratory and field work will involve collection, identification, and curation of the vertebrates of the Southeastern United States. Prerequisite: BIOL 220. Offered every other year.

BIOL 301/EVSC 301. GENERAL ECOLOGY.
The organism’s relationship to its environment; factors influencing populations, communities, and distribution; emphasis on problems of pollution and their effects on the ecosystem. Prerequisites: BIOL 101, BIOL 102 and MATH 215. Offered every year.

BIOL 302. HUMAN PHYSIOLOGY.
Consideration of functions at the cellular level with emphasis on the physiology of human systems. Prerequisites: BIOL 101 and BIOL 102. Offered every other year. Competency: Critical Analysis.

BIOL 303. HISTOLOGY.
An in-depth treatment of the cells and tissues we are made of, and the logic of their organization. After studying the basic tissues, we will look at how they contribute to the functional anatomy of all organs and systems. We will emphasize structure-function relationships. Laboratory will consist of examination of prepared microscope slides, emphasizing identification of structures, tissues, and organs. Also, the preparation, sectioning, and staining of tissues will be practiced. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 305. PARASITOLOGY.
Taxonomy, morphology, and epidemiology of animal parasites. Special attention is given to parasites of humans. Diagnostic, clinical, preventative, and control measures stressed. Identification, classification, and anatomy will be stressed in laboratory. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 308. IMMUNOLOGY
This course presents a review of adaptive immunity, recognition of self and non-self, effector mechanisms, and common laboratory techniques used to evaluate the state of the immune system. The remaining subjects will deal with the mechanisms by which pathogens avoid immune response, inherited and acquired immunodeficiencies, hypersensitivities, transplant rejections, control of the immune response, immune response to tumors, and vaccinations. Prerequisites: BIOL 101, 102, and CHEM 102. Offered every other year.
BIOL 401. INVERTEBRATE ZOOLOGY.
Survey of the invertebrate groups with emphasis on their taxonomy, morphology, physiology, distribution, and ecology. Lab work includes field studies, collections, and the dissection of selected invertebrates. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 402. EMBRYOLOGY.
A comparative study of the developmental processes of vertebrates and invertebrates, emphasizing human embryology and development. Attention is given to maturation, fertilization, cleavage, organogeny, and structural and phylogenetic relationships. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 403. COMPARATIVE ANATOMY.
Detailed attention to the anatomy of several vertebrates so that the student may become better acquainted with the phylogeny of organ systems. Laboratory study consists of a comparative study of amphioxus, dogfish, necturus, and the cat. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 404. FIELD BIOLOGY.
Studies of plant and animal forms in their natural environments. Attention will be given to their ecological and phylogenetic relationships. Collection, identification and preservation techniques will be emphasized. Prerequisite: Permission of the instructor. Offered every other year.

BIOL 405. SENIOR SEMINAR.
Discussions of contemporary interest on current biological problems and research. Prerequisite: Open to students other than seniors by permission of instructor. Competencies: Self Knowledge, The Ethics of Social Responsibility, and Civility.

BIOL 450. INDEPENDENT STUDY.
Projects open to Juniors and Seniors. Formal report is required. Prerequisite: Permission of instructor.

BIOL 451. INTERNSHIP IN BIOLOGY.
Students will gain experience appropriate to their area of specific interest within the major by arranging internships within federal and state agencies, industry or private business. Prerequisite: 16 hours in the Biology major.

BIOL 452. INTERNSHIP IN MEDICAL PRE-PROFESSIONAL.
Students will gain experience appropriate to their area of specific interest within the major by arranging internships within federal and state agencies, industry or private business. Prerequisite: 16 hours in the Medical Pre-Professional major.
BUSINESS ADMINISTRATION

Our communities are strengthened economically, socially, politically, and culturally by the organizations that function in them. Those organizations, both large and small, profit and nonprofit, need managers who have integrity, good judgment, and civic mindedness. The Business Administration program at Tusculum, steered by the mission of the College, integrates these virtues throughout the program of study.

Business is a dynamic field of study. The competencies of Writing, Analytical Reading, Public Speaking, Critical Analysis, Civility, and Computer Literacy are integrated throughout the Business Administration program. In addition, the global marketplace, ethical decision making, diversity in the work place, and the team-centered approach are stressed. For the Tusculum Business Administration major, the focused calendar allows an opportunity to develop skills and knowledge that will help them to be productive members of the communities and organizations they choose.

Graduates of the College have discovered various roads to success. Initially, many begin in sales, business administration trainee programs, first line management, and production. Others continue their education and pursue graduate degrees. Tusculum graduates are entrepreneurs, managers, supervisors, educators, and consultants.

Core Curriculum

The Business Administration program of study is offered in three concentrations: General Management, Management Accounting, and Economics.

Each concentration requires the business administration major to have a generalist background in management, accounting, economics, finance, and computer applications. Building from this knowledge base, the student continues to increase his/her skills and knowledge with the required courses of the concentration. The flexibility of the curriculum allows students to select additional business administration courses for electives.

The core curriculum for all three concentrations within the business administration program of study is as follows:

CISC 200 Management Information Systems and Systems Analysis
MATH 215 Elementary Statistics
ENGL 233 Writing for Organizations
BUSN 201 Principles of Economics
BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
BUSN 212 Accounting Principles II
BUSN 322 Finance
BUSN 403 Business Law and Ethics
BUSN 449 Policy, Ethics, and Strategy (or
    BUSN 499 Honors: Policy, Ethics, and Strategy)
TOTAL: 40 semester hours

The following paragraphs list the required curriculum for each concentration in addition to this core curriculum.

**General Management**
This concentration emphasizes a generalist approach to studying the dynamic environment of business.
BUSN 202 Principles of Economics II
BUSN 305 Principles of Marketing
BUSN 312 Organizational Behavior
BUSN 334 Human Resource Management
BUSN 446 International Business
TOTAL: 20 semester hours plus the core curriculum
Students in management are strongly encouraged to elect BUSN 451, Internship in Business, to strengthen their major.

**Management Accounting**
This concentration provides an accounting perspective for studying management.
BUSN 317 Intermediate Accounting I
BUSN 318 Intermediate Accounting II
BUSN 323 Auditing
BUSN 351 Cost Accounting
BUSN 441 Income Tax I: Personal
BUSN 442 Income Tax II: Business
TOTAL: 24 semester hours plus the core curriculum
Students in accounting are strongly encouraged to elect BUSN 451, Internship in Business, to strengthen their major.

**Economics**
This concentration provides an economic perspective for studying management.
BUSN 202 Principles of Economics II
BUSN 301 Macroeconomic Theory and Application
BUSN 302 Microeconomic Theory and Application
BUSN 445 International Economics
BUSN 321 Economic History of the United States or
BUSN 346 International Economic Development
TOTAL: 20 semester hours plus the core curriculum
Students in economics are strongly encouraged to elect BUSN 451, Internship in Business, to strengthen the major.
Management Minor
CISC 200 Management Information Systems and Systems Analysis
BUSN 201 Principles of Economics
BUSN 210 Principles of Management
Select two additional courses in BUSN at the 300 or 400 level.
TOTAL: 20 semester hours

Departmental Honors
If students meet the honors program requirements, they may take the following two courses to receive departmental honors.
BUSN 399: Honors: History of Capitalism
BUSN 499: Honors: Policy Ethics and Strategy (in place of BUSN 449)

Course Descriptions

BUSN 101. BUSINESS AND ITS ENVIRONMENT.
Introduction to business, competition, and capitalism; to develop a better understanding of types of business and different forms of business ownership. Competencies: Analytical Reading, Civility. Prerequisite: None. Offered every year.

BUSN 201. PRINCIPLES OF ECONOMICS.
Analysis of the overall performance of economic systems. Topics discussed include employment, inflation, economic growth, and development. Forecasting techniques and the effects of monetary and fiscal policies are analyzed. Competency: Critical Analysis. Prerequisite: MATH 215 or permission of instructor. Offered every year.

BUSN 202. PRINCIPLES OF ECONOMICS II.
An introduction to microeconomics with emphasis on applying basic microeconomic concepts to consumer and firm decisions. Special consideration is given to price, production, and cost determination along with profit maximization for firms in various market structures. Competency: Critical Analysis. Prerequisite: BUSN 201. Offered every year.

BUSN 210. PRINCIPLES OF MANAGEMENT.
Introduction to management theory and practice with emphasis on the functions of planning, organizing, staffing, leadership, and controlling. Social and ethical issues will be discussed. Competencies: Writing and Civility. Prerequisite: ENGL 111. Offered every year.

BUSN 211. ACCOUNTING PRINCIPLES I.
Introduces the student to accounting principles and concepts. Includes the study of financial statements, information processing
cycle, receivable, inventory methods, plant, equipment, and intangible assets. Competencies: Critical Analysis and Ethics of Social Responsibility. Offered every year.

BUSN 212. ACCOUNTING PRINCIPLES II.
A study of accounting principles relevant to payroll accounting, liabilities, partnership, corporations, and investments. Also, techniques required in compiling and interpreting data to be used in decision making, includes funds flow, budgeting, and cost analysis. Competency: Critical Analysis. Prerequisite: BUSN 211. Offered every year.

BUSN 213. INTERPERSONAL COMMUNICATION IN ORGANIZATIONS.
A study of the theory and practice of communication within the organizational context, including consideration of small group information processing, individual roles, conflict resolution, formal and informal communication networks, and their relationship to organizational structure. This course will address specific managerial communication skills necessary for successful employee hiring, appraisals, reprimands, and termination interviews. Competencies: Public Speaking, Writing, and Civility. Prerequisite: BUSN 210 or permission of instructor. Offered every year.

BUSN 247. PERSONAL INVESTING.
An overview of the investment process, establishing personal investment objectives; exposure to principles of the market, portfolio diversification, fundamental and technical analysis techniques; and developing a personal investment status. Competency: Critical Analysis. Offered every other year.

BUSN 301. MACROECONOMIC THEORY AND APPLICATION.
Analysis and application of the theories of aggregate income determination in the long run and over the business cycle. Examination of the effect of fiscal and monetary policies. The course will establish explicit connections between theory and its empirical applications. Competency: Public Speaking. Prerequisite: BUSN 202. Offered every other year.

BUSN 302. MICROECONOMIC THEORY AND APPLICATION.
Analysis and application of the theories of pricing in commodity and factor markets under different market structures. Examination of consumer behavior and demand analysis. The course will establish explicit connections between theory and its empirical applications. Competency: Critical Analysis. Prerequisite: BUSN 202. Offered every other year.
BUSN 305. PRINCIPLES OF MARKETING.
The study of marketing concepts and practice, including distribution, advertising, mix, segmentation, and differentiation. Competencies: Ethics of Social Responsibility and Public Speaking. Prerequisite: BUSN 210. Offered every year.

BUSN 310. STUDENTS IN FREE ENTERPRISE.
This course offers an opportunity to do in-depth study of a business issue. An approved project will be selected by a student and/or professor providing them with an opportunity to integrate their academic training with real-world conditions. Each project will be consistent with the goals of the SIFE organization. The mini-course will take two or more blocks to complete. Students can receive one-half credit hour for 11 contact hours of documented work on a SIFE project. Maximum allowable credit for this mini-course is two hours. Competency: Critical Analysis. Prerequisite: SIFE participation. Offered every year.

BUSN 312. ORGANIZATIONAL BEHAVIOR.
Deals with the relationship between the individual and the organization and such basic psychological processes as need satisfaction, attitude formation, and decision making. Within this area particular emphasis is placed on leadership, problem solving, conflict resolution, communication, and team building. This course will include a review of principles and concepts from lower division coursework in the major. Competencies: Public Speaking, Self Knowledge, and Writing. Prerequisite: BUSN 210. Offered every year.

BUSN 317. INTERMEDIATE ACCOUNTING I.
Fundamental theories and practices of accountancy, tangible assets, and deferred items, includes an insight into authoritative accounting pronouncements of various accounting organizations. Competency: Critical Analysis. Prerequisite: BUSN 212. Offered every other year.

BUSN 318. INTERMEDIATE ACCOUNTING II.
Fundamental theories and practices related to liabilities, bonds/notes, leases, ownership, and taxes, includes an insight into authoritative accounting pronouncements. Competencies: Analytical Reading and Writing. Prerequisite: BUSN 317. Offered every other year.

BUSN 321. ECONOMIC HISTORY OF THE UNITED STATES.
BUSN 322. PRINCIPLES OF FINANCE.
The study of the financial function of organizations including risk assessment and management, capital budgeting, funds sourcing, and working capital management. Competency: Critical Analysis. Prerequisite: BUSN 211. Offered every year.

BUSN 323. AUDITING.
A course in the fundamental theories and practices of internal and external auditing stressing content and development of audit programs with an emphasis on internal control systems evaluation. Competencies: Analytical Reading and Ethics of Social Responsibility. Prerequisite: BUSN 318. Offered every other year.

BUSN 324. ADVANCED AUDITING.
A further study of auditing, including case application, evaluation of theory, and philosophy of auditing. Prerequisite: BUSN 323. (Offered only as a supplement in the accounting concentration.)

BUSN 334. HUMAN RESOURCE MANAGEMENT.
This course covers the major topics that make a critical difference in the life of a manager/supervisor. Technical, psychological, social, and political issues in management will be addressed. Also included are issues related to selection and placement of personnel, induction, training, performance appraisal, wage and salary administration, and a discussion of union/management relations. Competencies: Analytical Reading and Self Knowledge. Prerequisite: BUSN 210. Offered every year.

BUSN 346. INTERNATIONAL ECONOMIC DEVELOPMENT.
Theories of economic development, policies and strategies used to promote economic improvement in less developed countries. The course is aimed at identifying major economic questions relevant to less developed economies and to showing how economic analysis can be used further to understand the obstacles to development and to formulate appropriate policies. Competency: Analytical Reading. Prerequisites: BUSN 202. Offered every other year.

BUSN 351. COST ACCOUNTING.
The theories, techniques, and procedures in cost accumulation, reporting, and control. The course includes a study of job order costing, process costs, by-products and joint products costing, and standard cost and variance analysis. Competencies: Critical Analysis, Analytical Reading, and Writing. Prerequisite: BUSN 212. Offered every other year.
BUSN 399. HONORS: HISTORY OF CAPITALISM.
In this honors course, students will study the development of capitalistic enterprises from the ancient world to the present day and will consider the future role of corporations in a globalized economy. A major theme of the course will be the relationship between the company and the state. The contributions of "capitalist philosophers" like Chester Barnard and Herbert Simon will be examined in depth as will the influence of important business leaders, like J. Pierpoint Morgan and Alfred Sloan. Each student will conduct independent research on a topic of relevance to the history of capitalism. Competencies: Analytical Reading, Writing. Prerequisite: Honors program requirements. Offered every year.

BUSN 400. SPECIAL TOPICS IN BUSINESS.
Management related topics selected to meet specific student needs. Designed to promote advanced study related to other Management course offerings. This course may be repeated once with a different topic for a total of eight semester hours. Competency: Ethics of Social Responsibility. Prerequisite: Permission of instructor.

BUSN 403. BUSINESS LAW AND ETHICS.
Contracts and agency, rights, obligations and relationship of the agent, principal, and third party conveyances and mortgages of real property, and negotiable instruments. Also includes study of computer law and data security and ethics. Competencies: Analytical Reading and Ethics of Social Responsibility. Prerequisite: BUSN 210. Offered every year.

BUSINESS 441. INCOME TAX I: PERSONAL.
A course in the preparation of personal income tax returns, including a comprehensive analysis of major option and supplemental schedules. Competencies: Critical Analysis, Writing, and Computer Literacy. Prerequisite: BUSN 212. Offered every other year.

BUSN 442. INCOME TAX II: BUSINESS.
A course in the preparation of corporate and estate taxes with an emphasis on the general procedures related to small business. Competencies: Writing, Public Speaking, and Computer Literacy. Prerequisite: BUSN 212. Offered every other year.

BUSN 445 INTERNATIONAL ECONOMICS.
Theory and practice of international trade, exchange rates, international finance. Examination of international economic institutions. Examination of the globalization process from business and social perspectives. Competency: Writing. Prerequisite: BUSN 202. Offered every other year.
BUSN 446. INTERNATIONAL BUSINESS.
Investigates the economic, financial, legal, political, and cultural setting of international business. Evaluates problems, policies, and operations of multinational enterprises on such issues as strategic planning, organizational structure, and political risk management. Competencies: Analytical Reading and Civility. Prerequisite: BUSN 210. Offered every year.

BUSN 449. POLICY, ETHICS AND STRATEGY.
In this capstone Business Administration course, students will examine the processes by which organizations formulate strategy, implement policy, and evaluate outcomes. The ethical implications of strategic choices are a central concern of this course. Case study is extensive. Competencies: Writing, Public Speaking, and Ethics of Social Responsibility. Prerequisites: BUSN 210, BUSN 312, and senior standing as a Business Administration major. Offered every year.

BUSN 451. INTERNSHIP IN BUSINESS. 4-8 semester hours.
Students who want an opportunity to test their knowledge of business and their competency skills in a real organizational setting can elect to serve as an intern in a work-study program. This program will require a contractual agreement between the student, the organization and the Coordinator of the Business Administration Program. To be eligible to register for this course, a student must have a minimum GPA of 2.75 in the major and prior approval from the program coordinator. Competencies: Civility, Writing, and Critical Analysis.

BUSN 499. HONORS: POLICY, ETHICS, AND STRATEGY.
This course provides the qualified Business Administration major an opportunity to connect disciplinary training to an independent research project. Each student will conduct an in-depth study of the processes by which a specific organization formulates strategy, implements policy, and evaluates outcomes. The research will focus on the ethical implications of the organization’s strategic plans and policy decisions. The results of this study will be defended in a public presentation to the Business Administration Program students and faculty. Competencies: Writing, Public Speaking, and Ethics of Social Responsibility. Prerequisites: BUSN 210, BUSN 312, Senior standing as a Business Administration major, and Honors Program requirements. Offered every year.
CHEMISTRY

The curriculum of the Chemistry program is designed to help develop and maintain critical thinking, analytical reading, writing, and public speaking skills. Service learning and community involvement are important components of the curriculum at every opportunity. Charges may be placed on the student’s account for laboratory equipment broken or damaged as a result of student negligence.

Chemistry Minor
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
CHEM 301 Biochemistry OR
CHEM 209 Environmental Chemistry
TOTAL: 20 semester hours

Course Descriptions

CHEM 101. GENERAL CHEMISTRY I.
This course will cover general concepts and theories of chemistry. These topics will include atomic and molecular structure, stoichiometry, reactions in solution, gases, periodic table, covalent bonding/molecular geometry, and thermochemistry. Competency: Analytical Reading. Prerequisite: MATH 102 or Level 2 Math competency. Offered every year.

CHEM 102. GENERAL CHEMISTRY II.
A continuation of CHEM 101. Topics will include liquids and solids, solution chemistry, kinetics, chemical equilibrium, acid base reactions, spontaneity, and intro to organic chemistry. Competency: Critical Analysis. Prerequisite: CHEM 101. Offered every year.

CHEM 203. ORGANIC CHEMISTRY I.
A study of the structure, reactivity, and synthesis of several classes of organic compounds including alkanes, alkenes, alkynes, aromatic hydrocarbons, alkyl halides, alcohols, and phenols. Stereochemistry of organic compounds will also be covered. Competency: Writing. Prerequisite: CHEM 102. Offered every year.

CHEM 204. ORGANIC CHEMISTRY II.
A study of the structure, reactivity, and synthesis of several classes of organic compounds including ethers, epoxides, aldehydes, ketones, carboxylic acids and their derivatives, and amines. Some of the
instrumental techniques used to identify and quantitate organic compounds will be discussed. Competency: Public Speaking. Prerequisite: CHEM 203. Offered every year.

CHEM 209/EVSC 209. ENVIRONMENTAL CHEMISTRY.
A course designed to acquaint students with the chemical mechanisms underlying environmental problems. Topics of study will include chemistry of natural waters, redox equilibria and complexation in natural waters and waste waters, inorganic water pollution, chemistry of soils and the atmosphere, toxicology, and hazardous wastes. Competency: Analytical Reading. Prerequisites: CHEM 102. Offered every other year.

CHEM 301. BIOCHEMISTRY AND CELLULAR BIOLOGY.
Introduction to the chemistry of living systems. Competency: Analytical Reading. Prerequisite: CHEM 203. Offered every other year.

CHEM 450. INDEPENDENT STUDY.
Research projects open to juniors and seniors. A formal report is required. Competencies: Writing and Self-Knowledge. Prerequisite: Permission of instructor.
COMPUTER SCIENCE / COMPUTER INFORMATION SYSTEMS

The Computer Science/Computer Information systems curriculum is designed to enhance the undergraduate experience and broaden the marketability of undergraduates, especially in Mathematics and Business Administration. (See the sections on Mathematics and Business Administration for explicit requirements).

The curriculum includes computer science theory and applications to prepare students for a variety of careers in business, industry, and government, as well as to continue their education in graduate programs. Students are provided the opportunity to become familiar with current technology and practice that will allow them to function effectively in the computer science profession.

Computer Information Systems Minor
CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 110 Introduction to Programming I
CISC 200 Management Information Systems and Systems Analysis OR
CISC 311 Systems Analysis and Logical Design
CISC 210 Data Structures and Algorithm Analysis
CISC 215 Database Management
and one course at the 300 or 400 level.

COURSE DESCRIPTIONS

CISC 100. COMPUTER AS A TOOL.
This course provides a survey of computer applications, information needs in business, and microcomputers and information systems that meet these needs. Emphasis is on microcomputer hardware and software applications. Competency: Computer Literacy. Offered every year.

CISC 105. INTRODUCTION TO PROBLEM SOLVING AND ALGORITHM DEVELOPMENT.
This course provides a survey of computing and computer science, and the steps involved in algorithm design. The history of computing and the elements of computer science are presented as well as methodologies for solving problems. Competency: Critical Analysis. Prerequisite: MATH 102 or equivalent. Offered every year.

CISC 110. INTRODUCTION TO PROGRAMMING I.
Students apply a structured, multi-phase program development process that features a series of steps involving understanding of a
problem, formal problem definition, graphic design methodologies, and program specification through pseudocoding. Competency: Critical Analysis. Prerequisites: MATH 102 and CISC 105. Successful completion of MATH 103 is recommended. Offered every year.

CISC 200. MANAGEMENT INFORMATION SYSTEMS AND SYSTEMS ANALYSIS.
An introduction to information systems and information technology for business students. The purpose of this course is to help students learn how to use and manage information technology in order to improve managerial decision making and gain competitive edge. Methods of delivering information system solutions to business problems using structured analysis and design will be covered. Emphasis is on using spreadsheets and databases for problem solving. Prerequisites: CISC 100 or equivalent. Competency: Civility. Offered every year.

CISC 210. DATA STRUCTURES AND ALGORITHM ANALYSIS.
This course is a continuation of CISC 110. At this level, students write programs that deal with interactive processing, manipulation of arrays, files, linked lists, queues, and stacks. Competency: Critical Analysis. Prerequisite: CISC 110. Offered every year.

CISC 215. DATABASE MANAGEMENT.
This course places systems analysis in a context of database methods that have come to dominate the world of computer business applications. Stress is placed on application development through fourth generation programming techniques that are designed to take advantage of database capabilities. Competency: Ethics of Social Responsibility. Prerequisite: CISC 210. Offered every year.

CISC 216. COMPUTER AS A CLASSROOM SUPPORT SYSTEM.
The preservice teacher will learn to use the computer for management of school data: for example, tracking student grades and attendance, for preparing letters to parents and teachers, and for preparing tests. The preservice teacher will also learn to use the computer as an instructional tool, both as a visual aid and a tool to enhance individual performance. The preservice teacher will be exposed to software packages that are currently being used in the Tennessee K-12 classrooms and will learn to choose software packages that are appropriate for the particular level of student they are teaching. Prerequisite: EDUC 200, SPED 101, and CISC 100 or Computer Literacy. Competency Level 2. Offered every year.

CISC 254. COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE.
This course deals with the internal organization of a computer
system. Students will learn how memory is organized, how computer chips operate, how flip-flops work, and other hardware topics. Students will also gain experience with programming in assembly language. Competency: Critical Analysis. Prerequisite: CISC 210. Offered every year.

CISC 310. DATA COMMUNICATION AND NETWORKING.
The student is introduced to the concept of data communications, specifically as it applies to networking within a business. Topics will include hardware configurations and software requirements typical of Local Area Network (LAN). Additionally, students will be introduced to distributed system architectures. Competency: Public Speaking. Prerequisite: CISC 210. Offered every other year.

CISC 311. SYSTEMS ANALYSIS & LOGICAL DESIGN.
This course deals with analysis and design using the systems development life cycle approach. Students will perform analysis and logical design of a system. Students will then take the system that has been analyzed and its logical design and will continue with the system development life cycle. The students will create a physical design and implementation of their system. Competency: Critical Analysis. Prerequisite: CISC 210. Offered every other year.

CISC 320. PROGRAMMING LANGUAGES.
This course will expose the student to a variety of programming languages that are currently accepted among programmers. Criteria for the analysis and evaluation of programming languages will be the focus of this course. Includes an examination of the theory of languages and techniques of compiling including grammars, syntax, semantics, scanners, symbol tables, parsing, and code generation. Competency: Public Speaking. Prerequisite: CISC 210. Offered every other year.

CISC 350. SPECIAL TOPICS IN LANGUAGES.
This course provides students an opportunity to learn computer programming languages not normally offered in other courses. Prerequisite: CISC 210. Offered on demand.

CISC 370. FILE PROCESSING.
This course covers techniques of information storage and retrieval. Students will be introduced to programming efficiency techniques, access methods, debugging techniques and file processing. Competency: Critical Analysis. Prerequisite: CISC 210. Offered every other year.
CISC 410. OPERATING SYSTEMS.
The student will learn the fundamental concepts behind the design of an operating system. Several operating systems will be discussed in terms of process management, memory management, CPU scheduling, and resource management. Competency: Public Speaking. Prerequisite: CISC 370. Offered every other year.

CISC 450. SENIOR PROJECT.
This a capstone course. Emphasis is on development of a computer application through use of the life cycle methodology. Students will develop and implement a complete project from specification to implementation. Competency: Self-Knowledge. Prerequisites: CISC 400 or CISC 410 and permission of instructor. Offered every year.

CISC 451. INTERNSHIP IN COMPUTER SCIENCE.
Cooperative program with business and industry to allow the student to gain practical experience in the business world. Supervised on-the-job training in one or more facets of computer science/computer information systems. Competency: Self-Knowledge. Prerequisites: CISC 310 or CISC 320 and permission of instructor. Offered every year.
The mission of professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. To this end, the program continues the College’s focus on civic and intellectual development of the students, while fostering the skills, knowledge, and habits of character vital to those involved in the education of the nation’s next generation of citizens.

1. Civic Development
Tusculum’s education programs lead students to the important role of education in preparing a new generation of citizens with the knowledge, skills, and attitudes they will need to participate effectively in our democracy. These programs accomplish their goals through one-on-one mentoring relationships, collaborative group learning, and course work integrating academic studies, field experiences, and reflection on the web of connections to societal values and public life. The role of the instructor is best described as a facilitator, with the learning focus on process as well as actual course content.

2. Intellectual Development
As prospective educators hone their communications, critical thinking, and other abilities in the Commons courses, the education programs challenge students to apply these abilities in courses with a focus on issues and knowledge needed in the field of education. For example, while competencies in written and spoken English are developed across the curriculum, these skills are specifically extended in the education program to lead students to communicate appropriately with their future professional colleagues, with parents, and with the students with whom they will be interacting daily.

By deliberately maintaining close mentoring relationships, instructors in the education program not only model appropriate behavior for a civic-minded classroom, but are able to challenge each student to strive for high standards of academic achievement and to examine critically his or her personal philosophy of education.

3. Professional Development
Professional development includes the study of current theory and practices in the student’s chosen area(s) of specialization. Field assignments in the community’s schools begin early in the student’s training, and continue throughout all four years of the program, providing a rich experience base valuable in itself while enhancing learning in the student’s academic coursework. Collaborative learn-
ing and student/faculty interaction in a climate of concern for the educational and cultural needs of the community broaden students’ perspectives and develop confidence in their ability to join the ranks of professional educators.

In addition to the college competencies required of all students for graduation, the education program seeks to develop additional, more specialized competencies as listed below.

**Foundation**
- Ability to focus the FOUNDATION competencies required by the College in specific types of interaction crucial to teaching success, such as teacher-student, teacher-teacher, teacher-administrator, teacher-parent, and teacher-general public

**Specific Knowledge and Skills and Practice of Virtue**
- Ability to allow the skills, attitudes, and habits of character developed though the College’s curriculum and community life to form one’s teaching practices while maintaining the open-mindedness and critical inquiry needed as a model for the nation’s young people in developing civic virtue

**Professional Vision**
- Ability to apply knowledge gained in an area of specialization, such as Science, Fine Arts, Early Childhood, etc., by leading students to productive engagement with the subject matter and demonstrating the practical connections to life experience
- Ability to develop a creative interrelationship with grade levels of education and with fields of study other than the student’s own chosen area(s)
- Ability to function in accord with the legal and ethical responsibilities of the education profession
- Awareness of the role of formal education in
  a. preparing students for effective participation in the world of work and family formation,
  b. developing in students the abilities needed for active participation as citizens in a democracy, thus
  c. laying the groundwork for the preservation and improvement of society.

**Admission to Teacher Education**

Admission to Tusculum College does not automatically admit a student to teacher education. Information pertaining to admission to the teacher education program follows. While advisors and advisees should work closely to follow the professional course sequence, it is the student’s responsibility to make the necessary applications and to meet requirements and other specified deadlines.
1. Initial Admission to the Teacher Education Program

A formal application for initial admission to the teacher education program should be filed as soon as the student has completed EDUC 200, History, Philosophy, and Principles of Education. This may occur as early as the second semester of the freshman year, and should be no later than the second semester of the sophomore year. Students wishing to transfer from another institution to the Teacher Education Program at Tusculum College should immediately make their intentions known to the Director of Compliance. The Compliance Director will suggest the appropriate time to make formal application for admission to Teacher Education. Application forms may be obtained from the education program office in the Charles Oliver Gray Building.

When a student applies to Teacher Education, a file is set up, containing information relevant to the student’s candidacy. In order to be fully admitted to the education program, a candidate must:

A. Be a registered student at Tusculum College.
B. Meet one of the following:
   1. Have a composite ACT score of 22 or higher or a combined recentered SAT score of 1020 or higher.
   2. Pass Reading, Writing, and Math sections of the PPST
   C. Complete SPED 101 and EDUC 200.
   D. Have a GPA of 2.5 or above on a four (4) point scale.
   E. Demonstrate satisfactory progress with regard to the Competency Program timeline.
   F. Demonstrate proficiency in oral and written communication. The written proficiency is accomplished by completing an essay on the role of education in a democratic society or a significant question regarding the candidate’s chosen major produced in a proctored setting and meeting the Level 2 “Cold Sample” criteria.
   G. Have written recommendations from two full-time faculty members: one from the major and one from general education.
   H. Have apparent good mental and physical health, with evidence that any handicaps present will not impair the candidate’s effectiveness as a teacher.
   I. Receive approval from the Teacher Education Screening Committee. Items A-H must be completed prior to applying for screening.

Teacher Education Screening Committee

The Screening Committee is composed of at least one member of the student’s major field, two members of the professional education faculty, and at least one or more members of the regular faculty. The meetings of the committee are open to all faculty members. The committee may invite specific individuals from the College community to assist in reaching decisions regarding candidates.

The committee meets as needed throughout the academic year.
and has jurisdiction regarding who is allowed admission to the education program, regarding who is allowed to student teach, for hearing administrative appeals within the education program (academic appeals are heard by the Admissions and Standards Committee), and exercises an advisory role with respect to education program curriculum and operation.

When the candidate has satisfactorily completed items A-H, listed above, written application is made to the committee. The application materials include documentation of completion of items A-H.

The committee will review the materials and reach a decision regarding the candidate’s admission to the program. Both the content and quality of responses have a significant influence in the candidate’s admission to the program. The committee interviews each candidate for oral proficiency in explaining autobiographical information and their self-assessment of strengths and weaknesses to be addressed while preparing to become a professional educator. Following the interview, the committee makes a final decision, and written notification of the committee’s decision will be sent to the candidate’s campus mail address within five working days. If the screening committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the education program coordinator stating the grounds that he/she believes warrant reconsideration. The program coordinator will determine whether reconsideration is warranted. Approval from the committee and admission to the teacher education programs are prerequisite for enrolling in the Enhanced Student Teaching courses.

**The Pre-Professional Skills Test (PPST)**

The PPST must be successfully completed by all candidates for teacher education, unless the candidate is exempted as a result of adequate ACT or SAT test scores. The test may be taken at any scheduled test date during the year at any official test site or by computer at an approved site when the site is administering the test. There is no prerequisite for taking the test. Contact the education program office for information about test dates, sites, and registration deadlines.

There is a substantial fee for taking the test, which must be paid by the candidate. Students meeting criteria may apply for assistance with the test fees. Application for financial assistance should be made well in advance of the scheduled test date. Contact the financial aid office for details.

Students should take the PPST no later than the conclusion of the freshman year. The PPST must be successfully completed prior to screening for admission to the education program. Transfer students should take the test by the time of their admission to the College.

A student who fails a portion of the PPST after having taken it
twice may appeal in writing to the Teacher Education Screening Committee, stating the grounds that he/she believes warrant exemption from the requirement. The Committee will normally grant the appeal if the appellant has earned Level 2 Competency in the appropriate area.

**Retention in Teacher Education**

After an applicant has been accepted into teacher education, that student’s progress will be reviewed each semester by members of the education department. Frequently, time is spent in the monthly staff meetings discussing the progress of students. The applicant will continue to coordinate course scheduling with the academic advisor and/or the Director of Compliance.

Retention in the teacher education program is contingent on the successful completion of courses and program requirements and maintenance of the academic standard, including progress in the competency program, required for initial admission to the program.

Specifically, all students having been admitted to the teacher education program must maintain a GPA of 2.5. Students whose cumulative GPA falls below 2.5 on an enrollment of at least 12 credit hours during any semester will be placed on departmental probation for the next semester. During the probationary semester, the student must achieve at least a 2.5 cumulative GPA on an enrollment of at least 12 credit hours. Failure to achieve the required GPA during the probationary semester will result in automatic dismissal from the teacher education program. Teacher licensure candidates are reminded that a GPA of 2.75 in the major and in the professional education core is required for admission to Student Teaching. A Teacher Education candidate is expected to maintain consistent personal representation of the Mission of Tusculum College and the Mission for the Professional Education Programs.

Students who otherwise fail to maintain consistent pre-professional performance as indicated above are subject to action from the Screening Committee, which may place conditions on the candidate’s continuation in the program or may remove the candidate from the teacher licensure program altogether.

**STUDENT TEACHING**

1. **Description of Enhanced Student Teaching**

The enhanced student teaching experience is a planned professional semester that includes full days of teaching and observation under the supervision and guidance of Tusculum College faculty and local school district personnel. The student teacher will spend one complete semester (a minimum 15 consecutive weeks) in student teaching activities.
This enhanced student teaching will focus on experience in at least two different classrooms, which may be at different schools. Students will have two placements within their certification levels. Elementary student teachers will have a lower and upper elementary placement. Persons seeking secondary licensure will gain practice at both middle school and high school levels. Persons being certified K-12 will have an elementary and high school placement.

Sites for placement of student teachers are selected by the College Student Teacher Director in conjunction with the personnel from the local school systems. Students are allowed to request placements which are considered when requesting placements from local school systems. Teachers selected as cooperating teachers must meet the following criteria:

a. Hold current state teaching certification for the grade level and/or subject to which the teacher is assigned
b. Have a minimum of three years’ teaching experience
c. Be identified by administrators as competent or master teacher
d. Be willing to assume mentor roles
e. Demonstrate ability to perform as a team member

The cooperating teacher, in conjunction with the college supervisor, assumes supervisory responsibilities by providing the student with teaching experiences, continuous informal feedback, and systematic formative and summative evaluations. Each student teacher has on-site visits from the college supervisor weekly.

The Director of Student Teaching makes available to the cooperating teacher a copy of the Student Teacher Handbook. This document details the enhanced student teaching program including responsibilities of the cooperating teacher, the student, and the college supervisor.

Higher education faculty who serve as college supervisors for student teachers are selected according to the following requirements:

a. Considered by the institution to be highly competent role models
b. Have experience at the grade level(s) which they supervise
c. Demonstrate effective teaching strategies and methods
d. Express and demonstrate willingness to assume the roles of mentors
e. Stay current with the latest research on teaching and learning
f. Be effective team members and effectively facilitate professional learning experiences which include pedagogical instruction

During the first week of the student teaching semester, students are inducted into enhanced student teaching by attending a series of seminars on topics such as writing lesson plans, discipline techniques, and course requirements. Further bi-weekly seminars treat topics relevant to the personal and professional growth of student teachers.
The College calendar will normally define the beginning and ending of the enhanced student teaching, but the student teaching program may be coordinated with the schedule of the local school system.

The performance of student teachers will be evaluated by cooperating practitioners in the local school system and supervising faculty from Tusculum College. College supervisors are evaluated by the student teacher during the final phase of the student teaching experience. Student evaluations are kept on file in the office of teacher education department.

2. Admission to Student Teaching

Enhanced student teaching is the experience that concludes the pre-service education of prospective teachers. Application must be made to the Director of Student Teaching no later than the semester prior to the anticipated student teaching semester. The following criteria must be met by all students before they will be allowed to student teach:

a. Completion of required coursework
b. A cumulative GPA of 2.75 or higher in the major
c. A cumulative GPA of 2.75 or higher in professional education courses
d. Approval of the faculty in the major
e. Approval of the Screening Committee. Note that items b - d must be completed prior to approval by the committee.

Written notification of the committee’s decision will be sent to the candidate’s campus mail address within five working days. If the Screening Committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the Director of Student Teaching stating the grounds that he/she believes warrant reconsideration. The Director will determine whether reconsideration is warranted. If so, the Director will return the matter to the screening committee, whose decision will be final.

NOTES

a. Thirty-two of the last 36 hours before graduation must be taken at Tusculum College.
b. No other courses may be taken by student teachers. Enrollment in any course at an outside institution during the student teaching semester will not be transferred into Tusculum College for credit toward the degree program as this would violate College policy.
c. Students who have already completed a bachelor’s degree, either at Tusculum College or elsewhere, who wish to add teaching licensure to that degree must meet all applicable requirements regarding admission to the education program, required coursework, and admission to student teaching.
d. A grade of "C" or better must be obtained in Student Teaching before a teaching license may be requested.
Special Policies for Student Teaching and Athletes

Students involved in intercollegiate athletics at Tusculum College are expected to plan their schedules so as not to enter student teaching during the semester in which their sport is in season. In the case of basketball and golf, which operate in both semesters, students are expected to arrange for student teaching during the fall semester, to reduce the possibility of conflict with post-season play in spring. Students cannot be excused from student teaching to participate in regular season athletic events. All such schedule conflicts must be resolved in favor of the student teaching responsibilities.

In rare cases it may be unavoidable to student teach during a semester in which post-season play is possible. In such cases the student-athlete must make arrangements in the semester prior to the student teaching for possible absence during an extended post-season tournament trip. These arrangements include:

1. Official notification to the Director of Student Teaching of the possibility of post-season play, including the dates for such tournament play
2. Endorsement from the Athletic Director’s office
3. Approval from the Tusculum College Education Department
4. Approval from the supervising teacher and school principal
5. Agreement by the student to any makeup scheduling indicated by the Director of Student Teaching

NOTE: The arrangements indicated above must be made in advance. Under no circumstances will a student be excused for post-season play who has not made the appropriate arrangements in advance. The Teacher Education Screening Committee will not hear appeals from students who fail to make arrangements in advance.

The Teacher Education Advisory Council

The Teacher Education Advisory Council provides a forum on campus to ensure that relevant parties will be available to give input on any decision involving the requirements and objectives of the professional education programs at Tusculum College.

The function of the advisory committee is to study and to make recommendations concerning programs in the teacher training program. Recommendations for curriculum change that may arise in the Teacher Education Advisory Council follow the standard procedure: development of proposal by departmental faculty, approval by the Policies and Procedures Committee, and finally, approval by the College faculty. The advisory committee serves as a liaison between the Education Department and all departments that train students for a career in teaching.
Teacher Licensure Programs
Tusculum College offers four categories of teacher licensure programs:

1. Pre-Secondary Education—Human Growth and Learning Major
   Early Childhood Education PreK-4
   Elementary Education K-6
   Elementary Education K-8 (only available through 2005-2006)

2. Secondary Education (refer to the specific disciplines for program requirements)
   Biology 7-12
   English 7-12
   History 7-12
   Mathematics 7-12
   Psychology 9-12

3. K-12 Education (refer to the specific disciplines for program requirements)
   Physical Education K-12
   Visual Arts K-12

4. Special Education (refer to Special Education section of the catalog for program requirements)
   Special Education Modified and Comprehensive K-12
   Special Education Early Childhood

All of Tusculum College’s teacher licensure programs are enhanced by the focused calendar which facilitates early and frequent placement of education students in practicum experiences in area schools. These experiences enrich the knowledge gained in classroom work, and more fully prepare students for their student teaching. Many students discover vital new interests in various aspects of education as a result of practicum experiences; sometimes confirming their choice of major, or in other cases, leading the students to select a different major more closely related to their interests.

The goal of the licensure programs in Education is to enhance students’ abilities to understand the stages of human development and to integrate knowledge from a variety of disciplines as appropriate for aiding in the growth of fellow human beings.

Objectives:
1. Demonstrate knowledge of the stages and processes of human growth and learning, with particular emphasis on pre-high school ages
2. Develop communications, planning, and other skills needed to facilitate progressive growth in other human beings
3. Develop strategies appropriate for life-long learning, and the ability to foster similar abilities in others
4. Develop knowledge of the actual subject matter appropriate to be learned by those of pre-high school age
1. Early Childhood Education Licensure
This program is comprised of 143 semester hours, as follows:
   Major 43
   Professional Education 32
   General Education 62

Human Growth and Learning Major Curriculum
BIOL 100 Introductory Biology (or) EVSC 425 Physical and Environmental Science Concepts
EDUC 307 Language Development and Emergent Literacy
ENGL 335 Children’s Literature
HGLN 337 Assessment and Evaluation
HGLN 340 Learning Environments EC/K-4
MATH 425 Mathematics Applications in the Real World
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education
SPED 101 Survey of the Regular and Special Populations Within the School Environment
SPED 354 Strategies for the Early Childhood Special Needs Students
SPED 451 Educating the Gifted Student
VISA 330 The Arts and Childhood Learning

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
HGLN 417 Literacy Through Language Arts
EDUC 452 Student Teaching Seminar
EDUC 453 Enhanced Student Teaching (PreK-K)
EDUC 454 Enhanced Student Teaching (K-4)

General Education Curriculum
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
GEOG 200 Introduction to Geography
HIST 101 or 102 The West and the World I or II or POLS 380 The Political Traditions of the West
HIST 201 or 202 U.S. History I or II
MATH 102 College Algebra
OREN 105 Extended Freshman Experience
PHED 115 Community CPR, First Aid, and Safety
PHED 260 Contemporary Health Issues
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 330 The Hebrew and Christian Tradition
SOCI 101 Principles and Social Institutions
Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

**Human Growth and Learning - Early Childhood Education Minor**
**Grades PreK-4**
40 Hours Total
EDUC 307 Language Development/Emergent Literacy
ENGL 335 Children’s Literature
HGLN 337 Assessment and Evaluation
HGLN 340 Learning Environments in Early Childhood
EDUC 416 Teaching Reading
HGLN 417 Literacy Through Language Arts
PHED 360 Curriculum Design/Methods in Elementary PE
SPED 354 Strategies for the Early childhood Special Needs Students
SPED 451 Educating the Gifted Student
VISA 330 The Arts and Childhood Learning

The Early Childhood Education minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

**2. Elementary Education Licensure (K-6)**
This program is comprised of 133 semester hours, as follows:
- Major 39
- Professional Education 32
- General Education 62

**Human Growth and Learning Major Curriculum**
BIOL 100 Introductory Biology
ENGL 335 Children’s Literature
EVSC 425 Physical and Environmental Science Concepts
GEOG 200 Introduction to Geography
HGLN 341 Learning Environments K-6
HGLN 417 Literacy Through Language Arts
MATH 425 Mathmatic Applications in the Real World
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education
SPED 101 Survey of the Regular and Special Populations Within the School Environment
VISA 330 The Arts and Childhood Learning

One elective to be chosen from:
ENGL 213 British Literature I
ENGL 214 American Literature I
ENGL 225 World Literature
TUSCULUM COLLEGE 2005-2006

SPED 352 Developmental Disabilities
SPED 354 Strategies for the Early Childhood Special Needs Students
SPED 451 Educating the Gifted Student
SPED 455 The Consulting Teacher Model
Or another approved Humanities course

**Professional Education Curriculum**
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
HGLN 337 Assessment and Evaluation
EDUC 452 Student Teaching Seminar
EDUC 454 Enhanced Student Teaching (K-3)
EDUC 455 Enhanced Student Teaching (4-6)

**General Education Curriculum**
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
HIST 101 or 102 The West and the World I or II or POLS 380 The Political Traditions of the West
HIST 201 or 202 U.S. History I or II
MATH 102 College Algebra
OREN 105 Extended Freshman Experience
PHED 115 Community CPR, First Aid, and Safety
PHED 260 Contemporary Health Issues
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 330 The Hebrew and Christian Traditions
SOCl 101 Principles and Social Institutions

*Choose one of the following courses:*
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

**Human Growth and Learning—Elementary Education Minor**
**Grades K-6**
35 Total Hours
EDUC 416 Teaching Reading
ENGL 335 Children’s Literature
EVSC 425 Physical and Environmental Science Concepts
HGLN 337 Assessment and Evaluation
HGLN 341 Learning Environments K-8
HGLN 417 Literacy Through Language Arts
MATH 425 Mathematics Applications in the Real World
PHED 360 Curriculum Design/Methods Elem. (3 hrs.)
PHED 115 First Aid & CPR (1 hr.)
VISA 330 The Arts and Childhood Learning

The Elementary Education minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

**Elementary Education Licensure (K-8) (only available through 2005-2006)**

This program is comprised of 129 semester hours, as follows:

- **Major** 39
- **Professional Education** 32
- **General Education** 58

**Human Growth and Learning Major Curriculum**

- BIOL 100 Introductory Biology
- ENGL 335 Children’s Literature
- EVSC 425 Physical and Environmental Science Concepts
- GEOG 200 Introduction to Geography
- HGLN 341 Learning Environments K-6
- HGLN 417 Literacy Through Language Arts
- MATH 425 Mathematics Applications in the Real World or MATH 205 Geometry
- PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education
- SPED 101 Survey of the Regular and Special Populations Within the School Environment
- VISA 330 The Arts and Childhood Learning

**Professional Education Curriculum**

- EDUC 200 History, Philosophy and Principles of Education
- EDUC 320 Classroom Discipline and Management
- EDUC 416 Teaching Reading
- HGLN 337 Assessment and Evaluation
- EDUC 452 Student Teaching Seminar
- EDUC 454 Enhanced Student Teaching (K-4)
- EDUC 455 Enhanced Student Teaching (5-8)

**General Education Curriculum**

- CISC 100 Computer as a Tool
- CISC 216 Computer as a Classroom Support System
- ENGL 110 Composition and Rhetoric
- ENGL 111 Composition, Rhetoric and Research
- HIST 101 or 102 The West and the World I or II or POLS 380 The Political Traditions of the West
- HIST 201 or 202 U.S. History I or II
- MATH 102 College Algebra
- OREN 105 Extended Freshman Experience
PHED 115 Community CPR, First Aid, and Safety  
PHED 260 Contemporary Health Issues  
PSYC 101 Essentials of Psychology  
PSYC 200 Developmental Psychology  
PSYC 305 Educational Psychology  
RELG 330 The Hebrew and Christian Traditions  
SOCI 101 Principles and Social Institutions  
*Choose one of the following courses:*  
MUSC 101 Introduction to Western Music  
THEA 104 Introduction to Theatre  
VISA 110 Introduction to Art

**Course Descriptions**

**EDUC 200. HISTORY, PHILOSOPHY AND PRINCIPLES OF EDUCATION.**  
This course is designed to introduce preservice teachers to the historical, philosophical, and cultural foundations of the American educational system. Additionally, the course embodies the promotion of an understanding of the role of teachers on all levels enabling preservice teachers to begin formulating a personal philosophy of education. Practicum experiences included. Competency Writing. Prerequisites: SPED 101 and PSYC 101. Offered every year.

**EDUC 301. TESOL CURRICULUM I.**  
This course provides a working knowledge of the basic theories and instructional models and materials for teaching skills in reading, writing, speaking, and listening to students who are learning English as a second language in the classroom setting at the pre K-5 level. Issues such as identification of students, testing, and policies regarding inclusion will be discussed. The preservice teacher will demonstrate ability to plan, implement, and assess curriculum that includes current technology, materials, and community resources, giving special consideration to cultural, psycholinguistic and sociolinguistic variables that affect second language learning. Preservice teachers will also complete a practicum of at least 20 hours in an English as a Second Language classroom setting at the elementary level. Competency: Reading. Prerequisite: admission to the Teacher Education Program.

**EDUC 302. TESOL CURRICULUM II.**  
This course provides a working knowledge of the basic theories and instructional models and materials for teaching skills in reading, writing, speaking, and listening to students who are learning English as a second language in the classroom setting at the 6-12/adult level. Issues such as identification of students, testing, and policies regarding inclusion will be discussed. The pre-service teacher will demon-
strate ability to plan, implement, and assess curriculum that includes current technology, materials, and community resources, giving special consideration to cultural, psycholinguistic and sociolinguistic variables that affect second language learning. Students will also complete a practicum of at least 20 hours in an English as a Second Language classroom setting at the 6-12/adult level. Competency: Reading. Prerequisite: admission to Teacher Education Program.

EDUC 307. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY. This course is designed for preservice teachers and others interested in premedical studies, pediatrics, social work, and those interested in developing sound parenting skills. The focus of this course is on the child from birth to eight years of age. Students will study key concepts of language development and instruction. In addition, preservice teachers will engage in the study of issues related to language problems experienced by children from culturally diverse backgrounds. Competency: Writing. Prerequisite: PSYC 305. Offered every other year.

EDUC 320. CLASSROOM DISCIPLINE AND MANAGEMENT. This course is designed to help future teachers to thoughtfully examine various approaches to classroom discipline and management, and to ensure that the discipline approach is consistent with the overall instructional program. Emphasis is placed on ways to make informal decisions concerning the various approaches to discipline and properly managing various aspects of the classroom; i.e., teacher-student relationships, personal philosophy, the understanding of the assumptions that undergird various discipline approaches, the physical environment, knowledge of theory and practical applications for classroom discipline and management, so that students will stay on task and maintain interest in learning. Competency: Analytical Reading. Prerequisites: PSYC 305 and EDUC 200. Offered every year.

EDUC 342. LEARNING ENVIRONMENTS 7-12. This course is designed to prepare the 7-12 pre-service teacher to apply curriculum principles and techniques in various learning environments with students of various needs and abilities. The preservice teacher will demonstrate ability to plan, implement, and assess curriculum that includes current technology, materials, and community resources. Using information from informal assessment techniques, the pre-service teacher will make sound instructional decisions. The planned curriculum will reflect the preservice teacher’s understanding of the psychological and social development of the primary and preadolescent student. Using methods such as cooperative learning, the pre-service teacher will develop strategies that foster the inclusion of special needs students and students of different cultures. The
A preservice teacher will demonstrate ability to plan and teach both skills and content within the 7-12 area. Included in this course will be a review of the philosophical underpinnings that drive education in grades 7-12. Competency: Public Speaking. Prerequisites: PSYC 305 and admission to the teacher education program. Offered every year.

EDUC 416. TEACHING READING.
This course provides a working knowledge of the basic theories, instructional models, and materials for teaching reading in grades K-8. Emphasis will be placed on developing understanding of the reading process and the teaching of reading as a keystone within PreK-8 levels. Preservice teachers 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 experiences included. Competency: Analytical Reading. Prerequisites: EDUC 200, PSYC 305, and admission to the Teacher Education Program. Offered every year.

EDUC 419. CONTENT AREA READING.
This course is designed to provide the preservice teachers the opportunities to develop a working knowledge of the instructional methods, study strategies, materials, and the evaluation tools for instruction in Content Area Reading in grades 7-12. Competency: Analytical Reading. Prerequisites: EDUC 200 and PSYC 305, admission to the Teacher Education Program.

EDUC 452. STUDENT TEACHING SEMINAR.
This course begins with two all-day sessions prior to student teaching and continues to meet every other week for the entire semester. Student teachers will consider classroom management techniques, pertinent problems, issues, and policies relative to student teaching and application for the Specialty Areas on the Praxis II. Bi-weekly sessions will be used for check-ups with a question- and-answer format. Student teacher research presented that last two days at the end of the semester will analyze global issues in education and provide information on other countries’ educational systems. Passing test scores on all areas of the Praxis II will be required for completion of the course. Competencies: Critical Analysis and Public Speaking.

EDUC 453. ENHANCED STUDENT TEACHING (PREK-K). 6 semester hours.
Full-time teaching experience in an accredited school under the direction of a selected classroom teacher and a campus supervisor.

EDUC 454. ENHANCED STUDENT TEACHING (K-3). 6 semester hours.
Full-time teaching experience in an accredited school under the direction of a selected classroom teacher and a campus supervisor.
EDUC 455. ENHANCED STUDENT TEACHING (4-6). 6 semester hours.
Full-time teaching experience in an accredited school under the direction of a selected classroom teacher and a campus supervisor.

EDUC 456. ENHANCED STUDENT TEACHING (7-12). (15 weeks) 12 semester hours.
Full-time teaching experience in two regular placements (middle school and high school grades) in accredited schools under the direction of selected classroom teachers and a campus supervisor.

EDUC 457. ENHANCED STUDENT TEACHING (K-12). 12 semester hours.
Full-time teaching experience in two regular placements (elementary school and high school grades) in accredited schools under the direction of selected classroom teachers and a campus supervisor.