GRADUATE AND PROFESSIONAL STUDIES

In 1984, Tusculum College recognized the special needs of working adult students by developing the educational programs within Graduate and Professional Studies. Each program is comprised of accelerated courses with one instructional meeting per week and one meeting where students complete assignments outside of class with their learning team. These programs have gained a solid reputation in the region for their high academic standards and practical focus and have been studied nationally as models of delivery for adult learners.

Five programs are offered:

• Gateway (for degree-seeking students completing general education core and/or elective requirements)
• Bachelor of Science in Organizational Management
  concentrations in: Human resource management, marketing
• Bachelor of Arts in Education, Teacher Licensure
• Master of Arts in Organizational Management
  concentrations in: K-12, Organizational Training and Education, Human Resource Development

This section of the catalog first outlines policies and regulations applying to all four programs and then provides details of each program individually. Tuition, Fees, and Financial Aid information are found in the General Information section in the front of the catalog.
ACADEMIC POLICIES

Academic Schedule
The Tusculum College Graduate and Professional Studies Programs follow a non-traditional academic calendar. Students enroll in cohort groups that start year round. Courses in each program are offered sequentially, allowing students to study one subject at a time. Classes are held at times and in locations convenient to students.

Locations and Facilities
The Greeneville campus and all off-site locations provide instructional support and educational services that meet the needs of adult students. All locations are approved by the Southern Association of Colleges and Schools and meet federal guidelines. In addition to the services and resources provided at each location, students have access to all resources (e.g. library, career counseling, tutoring) via the Internet or by phone. Computers with Internet access are available at each location to ensure access to these resources. The Morristown location, Tri-Cities location, and the Knoxville Regional Center have computer labs that are available to students and an extension of the Library on the Greeneville campus is housed at the Knoxville Regional Center.

Academic Advising
Both professional academic advisors and faculty advisors are charged with the responsibility of providing useful, pertinent information concerning many different areas within Tusculum College. Accordingly, advisors assume a significant educational role within the academic life of their students. The professional academic advisor provides each undergraduate student with guidance for developing an educational plan, selecting courses, and making referrals for assistance from other campus resources. The faculty advisor serves as a mentor for students in regard to professional opportunities and direction in the discipline. The faculty advisor regularly visits each cohort group that they advise and assists in fostering productive interpersonal relationships within the class and learning teams. The professional and academic advisors work in concert to provide advising services that meet the needs of adult students. At the graduate level, the academic advisor is a member of the graduate faculty.

Learning Teams
Learning teams (formerly called study groups) typically consist of 3-5 students who work collaboratively to complete assignments that extend their skills and knowledge on course concepts. The learning team also allows members to serve as resources for each other as
members bring the value of their own life experience to the team.

Faculty members are responsible for planning weekly assignments that engage the learning team in some activity to meet course objectives. Individual learning teams shall be responsible for establishing their own meeting time and location to complete work that is planned for the course. Attendance and full participation in the weekly learning team assignment are required of all students. Learning teams may choose to use technology, such as chat rooms, e-mail, or conference calls, to complete some assignments if that technology supports the completion of an assignment to the required level of achievement.

Class Representatives

The main function of the class representative is to serve as liaison between the class and the Graduate and Professional Studies faculty, administration, and staff. Class representatives disseminate information to members of the class, such as course syllabi, announcements, and other communications. The class representative is the spokesperson for the class when the class wishes to convey information to members of the staff and faculty.

Class Attendance

Classes are held one evening a week for four hours with the instructor, and approximately four hours per week with the learning team to complete planned assignments to meet course objectives. Class attendance is mandatory and is recorded by the faculty member, who submits student attendance records to the administrative office. A grade of "F" is automatically assigned to any student who misses more than one third of the total class meeting time. Total missed class time includes absence for the evening, arriving late or leaving before the class is dismissed. This is an institutional policy and is not left to the discretion of the faculty member. Individual faculty members often adopt more stringent attendance requirements as detailed in their syllabi and require any missed work to be made up. Students should realize that failure to attend class or learning team meetings may also impact financial aid. Refer to sections on "Financial Aid" and "Withdrawal" for further information.

Course Load

Undergraduate students in Gateway and BSOM may not enroll in more than two courses concurrently. A BSOM student will be permitted to register for only one major course at any given time, unless the second course is one of the concentration courses. A BAED student may enroll in only one Gateway course per semester and may not enroll in any courses during the student teaching semester. On rare occasions, exceptions to this policy may be granted under special
circumstances. The student must request such a waiver in writing and submit it to the professional academic advisor for approval. If dual enrollment is requested by any graduate student for any reason, a written request should be submitted to the graduate advisor for approval.

**Computer Needs and Recommended Skills**

Students who enroll in Graduate and Professional Studies programs are responsible for having access to a computer and email capabilities and Internet connectivity capable of linking to the Tusculum College Web site. Tusculum College provides for computer/Internet accessibility at its instructional sites. If any students are unable to obtain access to the Internet connectivity and email capabilities either on their own or through the use of College-supplied facilities, the College will assist them in identifying other convenient Internet access locations.

Students in the Professional Studies Program consistently use computers to complete assignments throughout the curricula. It is strongly recommended that students entering their respective programs be proficient in executing the following skills: (a) typing, (b) file management (open, save, delete, move, copy, create folders, save file in specified folder), (c) familiarity with windows (maximize, minimize, close), (d) using and installing software (open programs; use spell check; cut, copy, and paste within a document; insert graphic image; and, change font and font attributes), and (e) basic Internet usage (navigate in browser, send and receive e-mail).

**Admission**

Applicants meeting the minimum requirements as stipulated for each Graduate and Professional Studies program will be afforded regular admission. If one or more of the requirements is not met, provisional acceptance may be granted. Both undergraduate and graduate applicants are informed in their acceptance letter of the conditions that MUST be met in order to proceed in the program. Please refer to section on "Retention Standards" for further information regarding program continuation.

**Transfer Credit**

Transfer students must submit an official transcript for each post-secondary institution attended. An evaluation of transfer credit will be completed by the Registrar to determine which courses apply toward the student’s degree program (core requirements) and which will be counted as elective credit. Tusculum College will accept as transfer credit only those hours earned at a regionally accredited institution.

Tusculum College has articulation agreements with several insti-
tutions awarding associate’s degrees. Normally, core requirement deficiencies will be waived for students who have earned an associate’s degree, except for requirements in composition, speech, computer literacy, mathematics, and natural science. If any section of an articulation agreement differs from the Tusculum College Catalog, the articulation agreement will be used in determining transfer credit. Tusculum may accept as transfer credit a maximum of thirty (30) semester hours of Pass "P" credit from one or more of the following: Advanced Placement Program (APP), correspondence courses, College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and proficiency credit. Minimum scores as set by Tusculum College (following recommendations by the American Council on Education-ACE) must be earned in order to award credit. An official copy of CLEP and DANTES scores is required. Enrolled students are required to contact the Director of Assessment or Assistant Registrar for approval to request credit from one or more of the above. In some cases, credit from one or more of the above may be deemed a duplication of transcripted credit.

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 may be awarded. Those still serving in the military will be awarded the seven semester hours of physical education credit by submitting basic training documentation.

Grades of "D" or "F"

Transfer grades of "D" or "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 transfer "D" and "F" grades are used to compute the grade point average. Grades of "I" are considered as "F" for transfer credit.

Admission of Special Students

Students who are not candidates for degrees from Tusculum College but are interested in attending classes will 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. Part-time 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 or graduate programs may be enrolled as special students. Those students are required to submit an application and appropriate transcripts before being admitted to class.

3. Auditors: An auditor is one who attends classes and is required to participate in classroom discussions, submit work required of other students, and take examinations, but is not assigned a grade. Individuals who wish to audit one or more courses should submit an application at least two weeks before the course begins.

International Students

The review procedure for international students is the same as that required of all students. In addition, an international student applicant must complete an international student application and 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. The score must be sent to Tusculum College from the College Entrance Examination Board.

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 as well. 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, the College will issue an I-20 form which will expedite securing a student visa.

Readmission

A readmission application is required when an accepted student (1) does not begin the designated program within 12 months of acceptance, (2) has withdrawn from the program, (3) has not been enrolled within the past six months, or (4) has enrolled in another institution since either acceptance or attendance at Tusculum. Read-
mission requires both academic and financial good standing. Applicants will be notified regarding the arrangements needed to begin or continue coursework at Tusculum College. Students who are readmitted are subject to the current program requirements regardless of the date of their original enrollment.

**Retention Standards**

Undergraduate students must make continued academic progress toward the cumulative GPA of 2.00 required for graduation. Graduate students must make continued academic progress toward the cumulative GPA of 3.00 required for graduation. Students will also be placed in one or more of the following categories based on grades received:

**Undergraduate**

Academic Warning. Students whose cumulative GPA is 2.00 or above but receive a grade below "C" in the Gateway program are notified that they are failing to meet retention standards but that no disciplinary action is being taken at this time.

Academic Probation. Students must make continued academic progress toward the cumulative GPA of 2.00 required for graduation. An undergraduate student is placed on academic probation when his/her cumulative GPA falls under 2.00.

BSOM students are placed on academic probation for their organizational management major if they earn a grade below "C" in any major course. As the College accepts for graduation only one passing grade below "C" in the organizational management major, the student is required to repeat courses that do not meet this standard.

Academic Suspension. Gateway students are academically suspended if they earn a grade below "C" during a period of academic probation. Gateway students may also be subject to academic suspension for sixth months if they have two grades of "D", "F", and/or "I" or concurrent grades of "D", "F", and/or "I" recorded on their transcripts. To be considered for readmission a cumulative GPA of 2.00 and a re-application are required.

BSOM students will be academically suspended for a period of six months if they earn a second grade below "C" in the management major courses. In such cases repeating one or both of these courses is required. A re-application is necessary in order to be considered for readmission to Tusculum College.

Academic Dismissal. Any student subject to academic suspension the second time is subject to academic dismissal. Dismissal is ordinarily a final revocation of eligibility to return to Tusculum College. Students found guilty of plagiarism and falsification of documents and/or who fail to adhere to Tusculum College’s behavior policies are subject to academic dismissal.
Academic Probation. Students must maintain the cumulative GPA of 3.00 required for graduation. Graduate students are placed on academic probation if their GPA falls below 3.00. Academic probation also occurs when a student receives a grade of "C" for any required courses. A grade of "C" places the student on academic probation for the remainder of the program.

Academic Suspension. Two grades of "I" result in the suspension of the student from classes until one of the incomplete grades has been satisfactorily removed. A student who receives a combination of a grade of "C" and an "I" on an academic record will be suspended from classes for a period of six months. Any student receiving a second grade of "C" or a single grade of "F" will also be academically suspended. To be readmitted after the waiting period, a student must submit a written request to the Graduate Committee explaining academic deficiencies and reasons why the student should be considered for readmission.

Academic Dismissal. Any student subject to academic suspension the second time is subject to academic dismissal. Dismissal is ordinarily a final revocation of eligibility to return to Tusculum College. Students found guilty of plagiarism and falsification of documents and/or who fail to adhere to Tusculum College’s behavior policies are subject to academic dismissal.

Withdrawal

A student who must withdraw from any program is required to notify the College in writing and provide information concerning the withdrawal. Failure to notify the Professional Studies Office of intention to withdraw may result in charges for the course being placed on the student’s account. A grade of "F" will be placed on the permanent record if the student fails to withdraw before the end of a course.

Academic Misconduct (See pp. 44-46)

Degrees with Distinction

Degrees with distinction are granted to Bachelor of Science and Bachelor of Arts students for outstanding academic performance. All collegiate level work, including transfer credit, will be used to determine the required average. The grade point averages required for these degrees are as follows: cum laude, 3.50-3.74 (black cord); magna cum laude, 3.75-3.94 (orange cord); summa cum laude, 3.95-4.0 (gold cord). Degrees with distinction are not granted to graduate students. Graduate students who complete the program with a 4.0 grade point average wear a gold tassel and gold cord at commencement to indicate that they have achieved High Honors. Graduate students who complete the program with a 3.95-3.99 grade point average wear a gold cord at commencement to indicate that they have achieved Honors.
The Graduate and Professional Studies Competency Program

The purpose of the Competency Program is to ensure that Tusculum College students develop evidence and confidence that they possess the skills, knowledge, values, and qualities of character they need as productive, successful citizens. As they work in their courses to achieve the criteria of the competencies, students become aware of their own strengths and areas needing improvement. The Competency Program specifies levels of achievement in areas important for effective functioning at Tusculum College and in professional, public, and private life.

At the undergraduate level, the program focuses on enhancing the students’ Foundational Competencies. The Foundational Competencies are: Writing, Analytical Reading, Public Speaking, Critical Analysis, Mathematics, Computer Literacy, Self-Knowledge, Civility, and Ethics of Social Responsibility.

At the graduate level, the program focuses on the Advanced Competencies. The Advanced Competencies are: Critical Thinking, Synthesis of Information, Problem Solving, Ethical Decision Making, and Data Analysis and Interpretation.

Additional information concerning the assessment of competencies is provided in the *Graduate and Professional Studies Student Handbook and Research Guide*.

Service Learning

The concept of service is integral to the Civic Arts tradition at Tusculum College. In the Graduate and Professional Studies program, this is evidenced through the inclusion of community service in both undergraduate and graduate levels through projects and events shared by students, faculty, and staff. Because most adult students have already established interests in civic activities, this base provides a building block for increased emphasis on the importance of the citizen’s role in our democracy.

Grading Procedures

Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>F</td>
<td>0-62</td>
</tr>
</tbody>
</table>
Graduate Grading Scale

A = 95-100
A- = 90-94
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-79
C- = 70-72
F = 0-69

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>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>P</td>
<td>No points applied</td>
<td>Passing</td>
</tr>
<tr>
<td>W</td>
<td>No points applied</td>
<td>Administrative withdrawal</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>
</tbody>
</table>

Students who fail to complete all course requirements during the course schedule due to crisis circumstances may petition in writing to their instructor for the grade of "I" (Incomplete) on or before the last class meeting of the course. However, the assignment of an "I" is the instructor's decision. If at the end of 30 days from the final meeting date of the course the student has failed to complete all course requirements, the grade of "I" will become "F," and the student will be required to repeat the course at his/her own expense. In the case of extreme hardship, the student may petition in writing to the Vice President of Extended Education for an additional 30-day extension (request must be received by said office prior to the expiration of the first extension). An extension will only be granted when the student demonstrates that some progress has been made since the first "I" was granted. In no case, however, will the total time allowed for
removal of the grade "I" be greater than 60 days from the last meeting date of the course in question. "IP" (In Progress) grades can be assigned only in the research course sequence. "IP" grades allow students to continue work on the research project after a course ends. The time limits on "I" grades apply to "IP" grades as well. The Assistant Vice President may be petitioned in writing for an extension beyond 30 days. "IP" grades are not, however, used when considering academic suspension.

Grade Appeals

When appealing a grade, a student must first send a written appeal to the instructor of the course within 30 days of the last date of the course. The written appeal must be accompanied by reasons for the appeal and by documentation providing evidence to support a grade appeal. The instructor must respond in writing within 30 days after the receipt of the appeal. If, after receiving the instructor’s written response, a student wishes to continue an appeal, he/she must send the original materials presented to the instructor, the written response from the instructor, and a new appeal to the regional Chair or Coordinator of the program in which the student is enrolled. If the instructor is also the Chair or Coordinator, the new appeal is submitted to the Director of the School. If deemed appropriate, the appeal will be forwarded to the Admissions and Standards Committee or the Graduate Committee. The course instructor and these committees are the only two institutional bodies that may change a grade. The decision of either of these committees is final.

Grade Report

At the end of each course, the instructor submits grades for each student. Grades are recorded and mailed to students from the Registrar’s Office — usually within five to seven working days.

Transcripts

The student’s official transcript is prepared by Tusculum College. The transcript lists the courses, grades, credits and dates of instruction for each course. Requests for transcripts of coursework at Tusculum College must conform to the Family Rights and Privacy Act of 1974, which states that all transcript requests must be submitted in writing and be signed by the student.

Transcripts for Portfolio

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

Repeating Courses

Students may repeat courses. All attempts will be recorded on the
permanent record along with the grade received. For all repeated courses, only the last attempt will be used for determining grade point average and hours completed for graduation. An "R" will be placed on the transcript by all courses which have been repeated.

**Program Completion**

Students who have completed program requirements but have not yet met all graduation requirements should contact their professional academic adviser for information.

**Tuition, Fees, and Library Services**

See information under "General Information" at the beginning of the catalog.
THE GATEWAY PROGRAM

Tusculum College was among the first among East Tennessee colleges to make available liberal arts courses in a program designed for the working adult. This program accommodates those who have previous college credit as well as those who have never attended college. Students enrolled in the Gateway curriculum are degree-seeking, since they are classified as freshmen and sophomore students completing general education core requirements and/or elective credit courses to be applied to the Bachelor of Science in Organizational Management and the Bachelor of Arts in Education programs. Gateway classes are taught by faculty of Tusculum College who have academic and practical backgrounds in their respective disciplines.

General Objectives
The general objectives of the Gateway Program are as follows:
1. To introduce students to the liberal arts
2. To provide the basis for continued intellectual growth
3. To develop the student’s ability to apply broad general knowledge to concrete practical problems
4. To extend opportunities for professional growth
5. To develop the Foundational Competencies

Students are counseled regarding which courses they need to take in the Gateway curriculum by the professional academic advisers. Students already enrolled in another program may elect to enroll in individual specific Gateway courses they need, without registering for the entire Gateway semester.

Admission Requirements and Procedures
New students (those with fewer than 12 semester hours of college credit) must satisfy three of the following five criteria:
1. Evidence of two years’ work experience
2. High school (and college, if applicable) grade-point average of 2.0 or higher
3. Rank in the upper one-half of high school graduating class
4. Composite score of 800 on the SAT or 18 on the ACT
5. Recommendations from two persons qualified to judge the applicant’s potential for success in college work
6. Students for whom English is a second language must furnish a score of 550 or greater on the TOEFL examination taken within the last five years

Transfer students (those with more than 12 semester hours of college credit) must meet the following requirements:
1. A cumulative grade-point average of 2.0 or higher from an accredited college or university
2. Recommendations from two persons qualified to judge the applicant’s potential for success in college work

Applicants not meeting the minimum requirements for regular admission may be granted acceptance under academic probation or special student status.

Admissions Procedures
1. Submit a completed application detailing work experience
2. Submit official (sealed) transcripts of all academic (high school and/or college) coursework or GED scores
3. Submit official SAT or ACT scores if applicable
4. Submit recommendations
5. Students for whom English is a second language must furnish a score of 550 or greater on the TOEFL examination within the last five years

Academic Fresh Start
Academic Fresh Start is a plan of academic forgiveness provided for students who have not attended college for at least four 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."

Sample Course Descriptions
ORIENTATION TO TUSCULUM COLLEGE. no credit.
Designed to orient students into the Tusculum College Graduate and Professional Studies program.
OREN 101. INTRODUCTION TO THE ACADEMIC ARTS. 2 semester hours.
This course is designed specifically for the adult returning student and includes reading/scanning skills, note taking, time and stress management, and test preparation skills. Competency: Self-Knowledge.

RHET 101. RHETORICAL STUDIES I. 4 semester hours.
Intensive practice in the oral and written organization and presentation of ideas, with emphasis on diction, standard grammar, and sentence structure. Competency: Writing.

RHET 102. RHETORICAL STUDIES II. 2 semester hours.
Includes interpersonal relations and presentation skills in such settings as small groups, classrooms, business meetings, community forums, and political arenas. Competency: Public Speaking.

RHET 103. RHETORICAL STUDIES III. 4 semester hours.
Locating, organizing, and synthesizing information and ideas; oral and written techniques of exposition and persuasion. Competency: Writing.

COURSES IN THE SOCIAL SCIENCES. 12 semester hours with two disciplines required.
Competency varies by course. Course selections may include psychology or sociology-related topics designed to introduce the student to the foundations of human growth and development of human social life. Other possible selections are history-related topics to introduce the student to some aspect of the past and its influence on the present and future. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway program.

MATH 101. BASIC MATHEMATICS. 4 semester hours.
Develops an interest in mathematics and provides the basic tools for further study. Includes a study and review of the basic algebraic skills of mathematics in preparation for more advanced algebraic study. Competency: Mathematics.

MATH 102. COLLEGE ALGEBRA. 4 semester hours.
College algebra, including polynomial, exponential, and logarithmic functions, with applications to business and natural, physical, and social sciences. Competency: Mathematics.

SCIENCE COURSE. 4 semester hours.
Introduces the student to the interrelationship of systems in nature.
Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program. Competency: Critical Analysis.

COURSES IN ARTS AND HUMANITIES. 6 semester hours with 2 disciplines represented.
A course in art or music to develop a personal aesthetic response to the world. A course in literature or religion to cultivate a sensitivity to problems of the human condition through literary works or religious texts. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program. Competency varies by course.

PHED 101. PHYSICAL FITNESS AND HEALTH. 2 semester hours.
Gives the adult student a cognitive understanding of the principles underlying physical fitness development and maintenance. Competency: Self-Knowledge.

INTRODUCTORY COURSES IN BUSINESS OR MANAGEMENT (electives).
Introductory courses in business or management. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program. Competency varies by course.

BACHELOR OF SCIENCE DEGREE

General Information
Tusculum College understands the special requirements of adults who are interested in receiving a bachelor’s degree but must also continue meeting their personal and professional commitments. The Bachelor of Science in Organizational Management (BSOM) is designed for upper division adult students who have acquired learning through career experiences, professional or military schools, college or university courses, and professional training. College-level learning gained through experience is evaluated through the Research and Assessment Center and the credit awarded can be applied toward the bachelor’s degree. The courses in the program relate theory to practice. Instructional methods include lectures, case studies, simulations, small-group projects, and applied research. Courses are taught by Tusculum College faculty with academic and practical backgrounds in their respective disciplines.

General Objectives
The general objectives of Tusculum College’s bachelor’s degrees are as follows:
1. To extend educational opportunities to people whose occupa-
tions, family responsibilities, or personal preferences do not permit
them to spend major blocks of time in residence on a campus.

2. To provide students with a comprehensive, yet practical, education
through an intensive curriculum which draws on resources, theories,
and knowledge of all relevant disciplines in order to enable students to
study, analyze, and evaluate problems from a broad perspective.

3. To provide students the background needed for a variety of profes-
sional careers and to extend the range and nature of available careers.

4. To further develop the qualities of civic virtue necessary for
effective citizenship in local, national, and global communities.

The Bachelor of Science program requires satisfactory completion
of college work which must include the general education require-
ments (Core). One hundred and twenty-eight (128) semester hours
are required for completion of the Bachelor of Science degree pro-
gram. In order to graduate, a student must earn a minimum grade
point average of 2.00, or an overall "C" for all courses taken. A
maximum of one "D" is allowed in the major. At the conclusion of the
program, students must have completed the following:

1. A total of 128 semester credits with a minimum of 2.00 grade
point average.

2. A core of 33 general education credit hours.

3. The completion of the professional preparation core (courses
may be used to satisfy general core hours).

4. The completion of all courses required in the Tusculum College
B.S. curriculum sequence, with an acceptable GPA in the major.

5. Payment of all tuition and fees.

Students who have completed all requirements are eligible to
participate in graduation exercises. A letter of completion can be
requested when all work is completed and all graduation require-
ments are met and approved. All graduates are expected to partici-
pate in the commencement exercises of the College.

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>92 or more</td>
<td>Senior</td>
</tr>
</tbody>
</table>

General Education Requirements (Core)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition (Comp. I and Comp. II required)</td>
<td>6</td>
</tr>
<tr>
<td>Creative arts and humanities (any 2 areas)</td>
<td>6</td>
</tr>
<tr>
<td>(English, foreign language, literature, art,</td>
<td></td>
</tr>
</tbody>
</table>
music, religious studies, philosophy, humanities)

Computer literacy.................................................. 1

Natural science and mathematics............................... 6
   (1 course each, mathematics must be at least the level of college algebra)

Social science (any 2 Areas).................................. 12
   (economics, history, psychology, sociology, geography, anthropology)

Speech or drama ................................................... 2

Physical education or health..................................... 1

The remaining credits may be earned through the following options:

1. Documented prior learning experience portfolio
2. CLEP and/or DANTES examinations
3. Traditional courses taken at regionally accredited colleges and universities
4. Correspondence courses from regionally accredited colleges and universities
5. Tusculum College Gateway Program
6. BSOM Concentration Courses

Credit for Prior College-Level Learning

Assessment of Prior Learning

Tusculum College is among more than 500 colleges and universities that assess students’ prior learning for credit toward an undergraduate degree. The Council for the Advancement of Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of awarding college credit for experiential learning, has led the way in developing and implementing assessment techniques. Tusculum College uses the guidelines developed by CAEL. Students may earn up to 32 semester credit hours through the portfolio.

The student-prepared prior learning portfolio is the most commonly accepted method used to evaluate prior learning. These portfolios are a collection of narratives and documentation that articulate a student’s academically relevant, non-college learning. These include written materials, tape recordings, films, slides, projects, and other documentation of college-level learning. Portfolios can vary greatly in content, but in their preparation, all students assume the responsibility for self-analysis, preparation, and presentation; and the preparation is itself a learning experience. In preparing the portfolio, the student must pause and recollect a history of learning and growth in order to develop a meaningful learning autobiography.

At Tusculum College, the purpose of the portfolio is twofold:
1. The portfolio enables Tusculum College to evaluate and assign
college credit for a student’s college level learning. The amount of credit granted depends on the quality of the learning experience and the thoroughness of the presentation. No grades are assigned; credit is either awarded or denied.

2. The portfolio represents a learning activity that helps integrate prior learning experiences with the student’s educational and professional objectives.

Description of Prior Learning Portfolio

The student develops the portfolio with the assistance of a faculty member. The faculty member facilitates group and individual activities and serves as an important checkpoint in ensuring portfolio quality. Specifically, the faculty member is responsible for ensuring that all portfolios forwarded to the Research and Assessment Center meet college level standards. The faculty member does not participate in the determination of the credit. All portfolio evaluation is done by trained assessors whose knowledge and experience qualify them to evaluate learning gained through experience.

The portfolio is divided into six separate sections which include:

1. The data sheet: an outline of personal, educational, military, and employment background.

2. Transcripts: a record of all colleges and universities attended.

3. Military schools/courses/ratings: Students with military service may petition for credit for military schools and courses, occupational ratings, and commissions through the portfolio. The College uses the American Council of Education’s "Guide to the Evaluation of Educational Experiences in the Armed Services" to determine credit awards.

4. Professional schools and courses: Students who have extensive professional training may be awarded credit from this section of the portfolio. This section includes business and technical schools, workshops, and seminars which were attended as a result of the student’s job. Verification of completion, length of course in contact hours, and course descriptions are required to document professional training. Credit is awarded on the basis of equivalent college-level course content and/or length of course in contact hours.

5. Autobiography: Students write an autobiography that describes the significant personal and professional experiences that have contributed to their growth and development.

6. College-level learning gained through experience: Students write essays that articulate both experience and learning outcomes comparable to those of specific college courses. Essays usually focus on a particular area of knowledge or skill. Students are encouraged to petition not only for professional learning experience, but also for college-level learning experiences associated with family and community. Each petition for credit includes a student narrative and appropriate documentation in evidence of learning. Credit is
awarded on the basis of how well the student demonstrates college-level learning.

**Portfolio Deadlines and Extensions**

The portfolio is written and compiled during the early part of the undergraduate program. Students are eligible to enroll in MGMT 300B Orientation to Experiential Learning after they have completed RHET 101 and 103 or equivalent. After "Experiential Learning Validation" (MGMT 316) the portfolio is ready for its initial evaluation at the Assessment Center of Tusculum College on the main campus.

Students submitting full portfolios (five essays) have two opportunities to submit additional material after the initial evaluation of the portfolio. A letter sent to each student after the initial evaluation of the portfolio includes a deadline for submission of additional material. If material is not submitted by the stated deadline date, the second opportunity to submit material is forfeited.

**Portfolio Fees**

The portfolio submission fee must be paid prior to submission of the portfolio for evaluation. The assessment fee is per credit hour requested and is billed after each assessment. It is due within 30 days of the invoice date. Credit will not be placed on the transcript until payment is made.

**Privacy of the Portfolio**

The portfolio will be viewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators, and accrediting association members. Any data from portfolios that may be made public will be generalized and will in no way be attributed to an individual unless the individual has given a signed authorization. Students are advised not to include in the portfolio any material that will violate the legal and moral rights to privacy of other individuals.

**Students transferring eight or more hours of experiential learning credit earned at other institutions may not submit a Tusculum portfolio for credit.** To avoid duplication of credit, Tusculum College will not accept credit for experiential learning granted by any other college or university after a student has enrolled at Tusculum.

**Portfolio Course Sequence**

MGMT 300B. ORIENTATION TO EXPERIENTIAL LEARNING. No credit. Attendance required. Failure to attend means that a student cannot submit a portfolio! This course will provide students with an overview and explanation of the basic requirements of the Experiential Learning/Portfolio process and specifically how to write an autobiography and Life Experience Essay. The course stresses Tusculum
College and the American Council on Education guidelines for assessment of prior learning experiences.

MGMT 315. EXPERIENTIAL LEARNING VALIDATION. No credit. A non-credit course designed to assist students in the preparation of experiential learning materials to be evaluated for credit. The course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

MGMT 316. EXPERIENTIAL LEARNING VALIDATION. No credit. A non-credit course designed to assist students in the preparation of experiential learning materials to be evaluated for credit. The course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.
BACHELOR OF SCIENCE IN ORGANIZATIONAL MANAGEMENT

Admission Requirements and Procedures

Decisions for admission are based on (a) previous academic records, (b) meaningful work experience, and (c) recommendations of individuals qualified to judge the student’s potential for college work. Tusculum College seeks students who are mature and highly motivated.

Admissions Criteria

Applicants for the BSOM program must meet the following requirements:

1. Possess an overall grade-point average of 2.0 on a 4.0 scale
2. Possess the equivalent of at least 54 semester hours or an associate’s degree from a regionally accredited college or university
3. Have satisfactorily completed: (1) English Composition I and II, (2) Speech, and (3) College Algebra or a higher-level mathematics course (or passed the MATH 102 final examination)
4. Submit recommendations from two persons qualified to judge the applicant’s potential for success with college-level work
5. Students for whom English is a second language must furnish a score of 550 of greater on the TOEFL examination taken within the last five years

Applicants not meeting the minimum requirements for regular admission may be granted acceptance under academic probation or special student status.

Admissions Procedures

1. Submit a completed application detailing work experience
2. Submit official (sealed) transcripts of all college coursework
3. Submit recommendations
4. Students for whom English is a second language must furnish an official TOEFL score from within the last five years

Description and Degree Completion Requirements

The curriculum is designed to enable graduates to deal effectively with an increasingly complex world environment. The program stresses skill development in the areas of interdisciplinary management, decision making, communication, organizational behavior, and problem solving. Each student completes the professional preparation core prior to entering the major courses. This undergraduate major consists of a
38 credit-hour course requirement. Completion of the courses fulfills the minimum requirement for the major. Courses should be completed in the order recommended by Tusculum College as listed below. Tusculum College reserves the right to modify the curriculum as necessary. A maximum time limit of five years will be allowed for the completion of the major program from initial enrollment in the first course following acceptance. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of re-enrollment.

**Bachelor of Science in Organizational Management Concentrations**

Concentrations offer an in depth study of topics introduced in the foundation course that is part of current BSOM curriculum. In order to complete a concentration, students must:

1. Sign a Declaration of Concentration
2. Complete the foundation course in the major (4 hours) before enrolling in concentration courses
3. Complete 3 additional courses (12 hours) required for the concentration in any sequence.

Students are not required to complete a concentration. Specific courses offered as part of a concentration may be taken by students to satisfy elective hours, provided that they have completed the foundation course in the major.

Students may choose a concentration in Human Resource Management or in Marketing.

**CURRICULUM**

**Professional Preparation Core**

**ENGL 233. WRITING IN ORGANIZATIONS.** 4 credit hours.
A course emphasizing the development and application of writing and speaking techniques within the organization. Competency: Writing.

**SOSC 211. ORGANIZATION & EVALUATION OF INFORMATION.** 2 credit hours.
A basic skills course that addresses the location, evaluation, and preparation of a literature review in APA style. Students will develop proficiency in the use of library resources, including the direction in use of various databases. Competency: Analytical Reading.

**SOSC 215. ANALYSIS & INTERPRETATION OF INFORMATION.** 4 credit hours.
The study of sampling and data collection methods, including understanding and applying statistical tools. Focus is on interpretation and presentation of statistical findings. Competency: Critical Analysis.
RELG 232. THE JUDEO/CHRISTIAN TRADITION AND THE MODERN WORLD. 4 credit hours.
This course examines the root and significant features of the Judeo-Christian tradition based on Jesus and his teachings in their historical setting, and will develop an understanding of the relationship between the principal teachings of this tradition and individual and societal patterns of action. This study will provide a basis for careful reflection about ethical issues and justice in the modern world. Competency: Ethics of Social Responsibility.

MAJOR COURSES

MGMT 302. PRINCIPLES OF MANAGEMENT. 4 credit hours.
This course is an introduction to management, with emphasis on problem solving and decision making in complex organizations. A behavioral science approach is used in examining management problems created by the interaction of individuals and organizations. This course also explores motivation and leadership in individual and group behavior. Competency: Analytical Reading.

MGMT 330. HUMAN RESOURCE MANAGEMENT. 4 credit hours.
The study of recruitment, selection, and training of personnel for organizations in private and public sectors. This course explores employee relations and collective bargaining, as well as the major laws that govern employment. Competency: Analytical Reading.

MGMT 350. SPECIAL TOPICS IN LEADERSHIP. 4 credit hours.
An in-depth examination of leadership topics such as bringing about cultural change; self-managed work environments; conceptual and visionary thinking and analysis; and the impact and use of technology. Competency: Ethics of Social Responsibility.

MGMT 325. ECONOMIC ENVIRONMENT. 6 credit hours.
An exploration of micro-, macro-, and international economic concepts and issues, as they apply to decision making in private and public sector organizations. Competency: Critical Analysis.

MGMT 431. PRINCIPLES OF MARKETING. 4 credit hours.
This course will focus on the basic principles, concepts, and terminology of marketing, as they pertain to marketing planning, management and problem solving. Competency: Public Speaking.

MGMT 340. ACCOUNTING CONCEPTS FOR MANAGERS. 4 credit hours.
The evaluation of financial reports and the use of accounting information in making management and investment decisions. Competency: Mathematics.
EVAL 300. ASSESSMENT I. No credit.

BUSN 342. BUSINESS IN A GLOBAL SOCIETY. 4 credit hours.

BUSN 403. BUSINESS LAW AND ETHICS. 4 credit hours.
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. Competency: Civility.

EVAL 400. ASSESSMENT II. No credit.

MGMT 440. ORGANIZATIONAL STRATEGY, POLICY & PROCEDURE. 4 credit hours.
A study of the application of strategy, policy, and procedure in private and public sector organizations using pertinent case studies. Competency: Writing.

Human Resource Management Concentration (16 credit hours)
The Human Resource Management Concentration offers a broad overview of the human resource function in three courses. If students are new to human resource management, or simply want to strengthen employee management skills, this program is designed to help by (a) enhancing HR knowledge and effectiveness, (b) clarifying key employment and labor laws, (c) promoting a better understanding of HR to non-HR staff, and (d) developing a common dictionary of HR terms for any organization. The essentials of recruiting, interviewing, testing, selecting, socializing, training, establishing pay and benefit plans, are important to all employees, both HR and Non-HR. Understanding of workplace laws such as Equal Employment Opportunity, Occupational Safety & Health, Fair Labor Standards, Family Medical Leave, Americans with Disabilities, and Veteran’s Re-employment is essential for everyone, whether students are employed by a for-profit, non-profit, or government organization.

Foundation Course in Major: MGMT 330 Human Resource Management. 4 credit hours.

Concentration Courses:
MGMT 432 STAFFING THE ORGANIZATION. 4 credit hours.
This course provides an in depth look at the planning for and recruitment of human resources. It examines the process of selecting candi-
dates and their placement. In addition, it considers the training and development of employees within the organization.

**MGMT 434 COMPENSATION AND BENEFITS.** 4 credit hours. This course examines how organizational pay structures are established, pay is used to recognize employee contributions, and the importance of benefits to selection and retention of employees.

**MGMT 436 EMPLOYMENT AND LABOR LAW.** 4 credit hours. This course examines the legal environment in which all public and private organizations must operate and studies the American Labor Movement and the process of collective bargaining in the United States.

**Marketing Concentration (16 credit hours)**

The Marketing Concentration provides students with an analytical understanding of marketing decision-making. Students will be able to generate, analyze, interpret, and present the information that organizations need to (a) secure new customers, satisfy and retain customers, (b) build brand equity and maximize return on investment, (c) develop innovative goods and services based on customer needs.

Students graduating with the Marketing Concentration will be able to use a wide range of tools and techniques from fields as diverse as sociology, psychology, anthropology, information technology, and economics, all taught within the marketing concentration. They will be able to leverage information, technology, and knowledge to support innovation in virtually all areas of business, non-profit enterprises, and government.

As a discipline with broad applications, the Marketing Concentration offers flexible career paths and work styles. Graduates with marketing knowledge are in demand in almost every department of an organization.

Foundation Course in the Major: MGMT 431 Principles of Marketing. 4 credit hours.

**Concentration Courses:**

**MGMT 433 MARKET RESEARCH/CONSUMER BEHAVIOR.** 4 credit hours.
A consumer-oriented approach to the number one reason for new product behavior: failing to accurately assess and profile target market opportunities.

**MGMT 435 PERSONAL SELLING/CUSTOMER SATISFACTION MANAGEMENT.** 4 credit hours.
A consumer-oriented approach to the critical marketing factors of first line contact and relationship building.
Choose one from the following:

MGMT 437 MARKETING PROMOTION. 4 credit hours.
A study of how an organization can use the four major tools in the promotional matrix to effectively communicate with and influence consumers.

MGMT 439 ELECTRONIC MARKETING OF PRODUCTS AND SERVICES. 4 credit hours.
The study and application of the Internet as a strategic medium for marketing products and services.

MGMT 443 MARKETING LABORATORY IN NEW AND SMALL BUSINESS VENTURES. 4 credit hours.
A hands-on marketing course for students interested in starting or working for a new business venture, and/or smaller business which may lack the expertise and resources of a larger, more experienced business.
BACHELOR OF ARTS IN EDUCATION K-6

Tusculum College recognizes the need for well-qualified teachers across the state of Tennessee as well as across the United States. The Bachelor of Arts in Education (BAED) degree was instituted in order to allow working adults to pursue teaching certification. The BAED Program is identical in curriculum to the residential Teacher Licensure Program. The program is open to students who are preparing for licensure in Elementary Education and can be supplemented with other courses for students who wish to add on other licensure areas. Approximately 15 students start in a cohort group and take classes together through the professional licensure sequence. The courses are delivered on Fridays and Saturdays or on two weekdays in an accelerated schedule designed to accommodate the candidates' many responsibilities and time demands. This format allows adult learners to complete the last 67 semester hours in 16 major and professional education courses in approximately 18 months. Sharing the same innovative framework as Tusculum's other successful programs for working adults, students in the program will take one course at a time in a collaborative atmosphere open to adult learning styles. The courses in this major are designed with practicum experiences to allow students to have interactive activities with students in the classroom setting prior to student teaching. See the Education section for all the admission and program requirements.

BAED Admission
Students interested in the Bachelor of Arts in Education, K-6, Professional Teacher Licensure Program (BAED) through Graduate & Professional Studies must complete more than one application process for admission into various stages of the program. They are as follows:

Application to Tusculum College
The following admissions requirements must have been met for regular acceptance to Tusculum College and for initial admission into the BAED program:

1. Completion of a minimum of 30 semester hours of college-level credit from an accredited institution AND a minimum 2.00 grade point average on a 4.00 scale.
2. Prerequisites before entering the BAED program, which include the following courses:
   • Composition I & Composition II (or) Rhetoric I, II, III
   • College Algebra
3. The test of English as a foreign language (TOEFL) with an acceptable score AND taken within the past year for applicants whose primary language is not English.
*It is highly recommended to have completed additional general education core requirements (up to 61 semester hours of college-level credit) for financial aid purposes and for better preparedness in passing the PPST (PRAXIS I) that is required within the first semester of the BAED program. Because only one Gateway course may be taken per semester during the Professional Licensure Sequence, it is recommended that all except four general and major courses should be completed if a student plans to graduate immediately after student teaching.

**Application to the Teacher Licensure Program**

Following completion of the first three courses of the BAED program, students must apply to the Education Department for the Teacher Licensure sequence. Students must meet the Education Department requirements for admission into the teacher licensure sequence and for continuing the BAED program. They are as follows:

1. Be registered/enrolled as a current student at Tusculum College
2. Submit a Teacher Education application to the Education Department
3. Have a minimum 2.5 grade point average on a 4.00 scale
4. Have successfully passed the PPST (Pre-Professional Skills Test/PRAXIS I) or equivalent SAT (1020) or ACT (22)
5. Have successfully passed SPED 101 and EDUC 200 (the first 2 BAED program courses)
6. Demonstrate satisfactory progress on the competency timeline (met course competencies)
7. Demonstrate proficiency in oral communication through a departmental screening interview
8. Demonstrate written communication through a cold writing sample

**Application to Student Teaching**

In advance of student teaching, students must have completed the following Education Department requirements to be admitted to student teaching:

1. Completion of required coursework
2. A cumulative 2.75 grade point average on a 4.00 scale in Major coursework
3. Recommendation from an education faculty member
4. Approval from the screening committee

**Graduation**

A total of 131 - *137 semester hours and a minimum 2.5 cumulative grade point average (overall coursework) with a 2.75 grade point average in Major courses are required, including:

- 64 - *70 Semester hours of General Education Core
- 35 Semester hours of Major Core
- 32 Semester hours of Professional Education Core
General Education Core (unless otherwise noted) may be earned through one or more of the following:

1. Gateway Courses at Tusculum College
2. CLEP Exams
3. DANTES Exams
4. Documented prior learning experience (Portfolio)
5. Courses from other regionally accredited colleges/universities

**Total credits for graduation include the following General Education core requirements and are highly recommended for completion prior to applying to the licensure program:**

*Composition I & Composition II (or) RHET I, II, III .......................... 2-3 Courses*
*Creative Arts and Humanities ................................................................. 2 Courses*

- Religion (Judeo-Christian content), and
- one (non-applied) course from Music, Theatre or Visual Arts

*College Algebra ...................................................................................... 1 Course*
*Natural Science ..................................................................................... 1 Course*

*Health/Physical Education ................................................................. 2 Courses*

- PHED 115 (Safety, First Aid & CPR)
- and PHED 260 (Contemporary Health Issues) (NO CLEP)

*Social Science ....................................................................................... 7 Courses*

- Geography (Intro to Geography) (NO CLEP)
- History (US History I or II and World History I or II or POLS 380),
- Psychology (Intro to Psychology, and Developmental Psychology - NO CLEP, and Educational Psychology - NO CLEP)
- Sociology (Principles)

*Computer Science ............................................................................... 1 Course*

*Approved Elective ............................................................................... 1 Course*

- British I, American I, or World Literature or SPED 352, 354, 451, or 451 (refer to catalog) or an approved Humanities/Science/Math Course

The following courses are NOT included in the sequence and should be completed through Gateway or other accredited institutions before beginning the BAED Sequence:

- BIOL 100 Introductory Biology
- CISC 100 Computer as a Tool
- ENGL 110 Composition and Rhetoric
- ENGL 111 Composition, Research, and Rhetoric
- GEOG 200 Introduction to Geography
- HIST 101/102 The West and the World I or II or POLS 380 The Political Traditions of the West
- HIST 201/202 U. S. History I or II
MATH 102 College Algebra
PHED 115 Safety, First Aid, & CPR (1 hr.)
PHED 260 Contemporary Health Issues (3 hrs.)
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:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art
Choose one of the following courses as an elective:
ENGL 213 British Literature I
ENGL 214 American Literature I
ENGL 225 World Literature
SPED 352 Developmental Disabilities
SPEC 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

The BAED Sequence of Courses in Human Growth and Learning
Major and Professional Education consists of 67 semester hours, as follows:
SPED 101 Survey of the Regular and Special Populations Within the
School Environment
EDUC 200 History, Philosophy, and Principles of Education
CISC 216 Computer as a Classroom Support System
PHED 360 Curriculum Design and Teaching Methods for Elementary
School Physical Education
EDUC 320 Classroom Discipline and Management
VISA 330 The Arts and Childhood Learning
ENGL 335 Children’s Literature
EDUC 416 Teaching Reading
HGLN 417 Literacy Through Language Arts
MATH 425 Mathematic Applications in the Real World
EVSC 425 Physical and Environmental Science Concepts
HGLN 341 Learning Environments K-6
HGLN 337 Assessment and Evaluation
EDUC 452 Student Teaching Seminar
EDUC 454 Enhanced Student Teaching (K-3)
EDUC 455 Enhanced Student Teaching (4-6)
COURSE DESCRIPTIONS

SPED 101. SURVEY OF THE REGULAR & SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT. 4 semester hours.
This course is designed for the preservice teacher to develop an understanding of the characteristics of the school environment and the relationship of that school environment to the total school system: local, state, and federal. The preservice teacher will focus on developing the professional "self" called teacher. Finally, the preservice teacher will survey those elements within the school that foster the education of regular and special school populations within the school. The preservice teacher will study current practices, issues, and trends in Special Education Law and Policy to prepare to serve the special needs population in regular and special education school environments. Practicum experience is required for this course. Competency: Writing.

EDUC 200  HISTORY, PHILOSOPHY, AND PRINCIPLES OF EDUCATION. 4 semester hours.
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 experience is required for this course. Competency: Writing.

CISC 216. COMPUTER AS A CLASSROOM SUPPORT SYSTEM. 4 semester hours.
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: CISC 100 or Computer Literacy Competency, Level 2.

PHED 360. CURRICULUM DESIGN/METHODS IN PHYSICAL EDUCATION. 3 semester hours.
This course is designed to provide the prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in movement education at elementary school level. Competency: Self-Knowledge.
EDUC 320. CLASSROOM DISCIPLINE AND MANAGEMENT. 4 semester hours.
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. Emphasis on teacher-student relationship, personal philosophy, the understanding of the assumptions that undergird the various discipline approaches, the physical environment knowledge management, so that students will stay on task and maintain interest in learning. Practicum experience is required for this course. Competency: Analytical Reading.

VISA 330. THE ARTS AND CHILDHOOD LEARNING. 4 semester hours.
This course provides an integrated study of the way in which the arts, dance, music, and theater and the visual arts affect the learning and development process in pre-high school aged children. Practicum experience is required for this course. Competency: Civility.

ENGL 335. CHILDREN’S LITERATURE. 4 semester hours.
This course is designed to provide the prospective elementary teacher as wide an exposure as possible to the highest quality children’s books and to equip the students with criteria for evaluating and choosing books for children. Special attention is given to storytelling, creative dramatics, and motivation to read. Practicum experience is required for this course. Competencies: Civility and Critical Analysis.

EDUC 416. TEACHING READING. 4 semester hours.
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 experience is required for this course. Competency: Analytical Reading.

HGLN 417. LITERACY THROUGH LANGUAGE ARTS. 4 semester hours.
This course provides a working knowledge of the instructional models and materials for teaching language arts in grades K-6. Preservice teachers will develop an understanding of writing development including language mechanics, appropriate grammar, and legible hand-
writing. Special emphasis will be placed on communication skills, diagnostic procedures and evaluations. Media and technology will be explored to incorporate activities emphasizing the relationship between writing, listening, speaking, and reading activities. Multiple strategies and materials will be developed in the coursework for teaching these skills to at-risk students, students with disabilities, economically disadvantaged, and highly mobile students as well as intellectually gifted students and students from different racial and ethnic backgrounds. Reflections from practicum experiences will be utilized along with instructional practices. Practicum experience is required for this course. Competency: Analytical Reading.

MATH 425. MATHEMATICS APPLICATIONS IN THE REAL WORLD. 4 semester hours.
This course provides a working knowledge of the basic theories, instructional models, and materials for teaching mathematics in grades PreK-6. Preservice teachers will develop an understanding of how algebraic, geometric, and arithmetic ideas are created, described, disseminated, and refined. Special emphasis will be placed on interpreting information presented graphically, numerically, and scientifically in real-life situations. Problem-solving and reflections on solutions will be applied to instructional practices. Practicum experience is required for this course. Competency: Mathematics.

EVSC 425. PHYSICAL AND ENVIRONMENTAL SCIENCE CONCEPTS. 4 semester hours.
This course is designed for preservice elementary education majors and will include hands-on teaching methods as well as course content for physical and environmental science. Topics of study will include the scientific method, earth/space science, basic physics and chemistry, and ecological principles and processes. Competency: Critical Analysis.

HGLN 341. LEARNING ENVIRONMENTS IN K-6. 4 semester hours.
This course is designed to prepare the K-6 preservice teacher to apply curriculum principles and techniques in various learning environments with students of diverse abilities and needs. 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 preservice teacher will make sound instructional decisions. The planned curriculum will reflect the pre-service teacher’s understanding of the psychological and social development of the primary and preadolescent student. Using methods such as cooperative learning, he pre-service student will develop strategies that foster the inclusion of diverse learners and students of different cultures. The pre-service teacher will de-
monstrate ability to plan and teach both skills and content within the K-6 area while building a community of engaged learners. Included in this course will be a review of the philosophical underpinnings that drive education in the K-6 learning environment. Practicum experience is required for this course. Competency: Writing.

HGLN 337. ASSESSMENT AND EVALUATION. 4 semester hours. The purpose of this course is to provide preservice teachers with skills that will enable them to determine what students have learned, what aptitude students possess for future learning, how well students are progressing to specific educational goals (state grade-level curriculum standards), how students feel towards school, and what aspirations and interests students possess. The preservice teacher will develop and use tests, rating scales, observational records, questionnaires, and other types of informal and authentic measurement instruments. This course will provide the learner with an opportunity to understand and apply sound measurement principles and practices to methods of inquiry and research. Strong emphasis will be placed on performance-based assessment, interpretation of standardized testing measures, and communication of this information to appropriate personnel. Practicum is required for this course. Competency: Critical Analysis.

EDUC 452. STUDENT TEACHING SEMINAR. 4 semester hours. 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 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.
General Information

Tusculum College understands the needs of working adults who are interested in pursuing the concentrated educational enrichment represented by a graduate degree, but who must also continue to meet personal and professional commitments. The College offers two graduate degrees: The Master of Arts in Organizational Management (MAOM) and the Master of Arts in Education (MAED). Classes are taught by Tusculum College faculty with academic and practical backgrounds in their respective disciplines. A maximum time limit of five years will be allowed for the completion of the program. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of re-enrollment.

General Objectives

1. To provide the essential graduate level experience students need to enhance their professional careers
2. To enable the graduate to utilize interpersonal, group, and negotiating skills to work successfully with others in an organizational or academic context
3. To provide the graduate with the ability to recognize and solve problems in the management or educational field through ethical decision making
4. To enhance the ability of graduates to exercise and model the qualities of civic virtue necessary for effective citizenship in local, national, and global communities

The curricula should be completed in the order recommended by Tusculum College. Tusculum College reserves the right to modify the curricula as necessary.

Emphasis on Graduate Research

The graduate curricula focus on the student’s ability to utilize research to make educated decisions in practice in their careers. Conducting research, analyzing data, and interpreting results strengthen the Advanced Competencies identified by the College as essential qualities that graduates in their respective programs must possess. Research can also provide a conduit for service learning in that each student must complete a project that will contribute valuable information to organizational personnel. It also promotes the ability of all graduates to test theories through applied research in order to meet both personal and professional decision-making needs. In some programs, the research component includes the development, implementation and evaluation of a value-added project based upon the results of the research process. Successful completion of the research components of
the graduate programs demonstrates that students have accomplished the goals and objectives set forth for each course, each program, and thus, the mission of the College.

Specific information concerning the research for students may be found in the *Tusculum College Graduate and Professional Studies Student Handbook and Research Guide*.

**Graduate Admission Requirements and Procedures**

Decisions for admission are made by the Graduate Committee and are based on previous academic records, performance on recognized examinations, work experience, an acceptable written explanation of desire to enter the program, and recommendations of individuals qualified to judge the student’s potential for graduate college work. Tusculum seeks students who are mature and highly motivated.

Applicants should complete or satisfy the following admission requirements and procedures:

1. Complete an application.
2. Hold a bachelor’s degree from a regionally accredited college or university.
3. Possess a minimum 3.0 GPA (2.75 for K-12 concentration) attained in the last 60 hours of course work.
4. For MAED (K-12 concentration) applicants, possess either a valid teaching license or a passing score on the general test of the National Teacher’s Exam (NTE)/PRAXIS II.
5. Submit a writing sample (minimum of 300 words) indicating the reasons why the applicant wishes to hold a master’s degree in the field.
6. Submit a resume which reflects at least 3 years of:
   - teaching experience for MAED K-12 curriculum
   - professional-level work and/or training experience for MAED Organizational Training and Education and HRD curricula
   - supervisory/managerial experience for MAOM
7. Submit recommendations from two persons qualified to judge the applicant’s capacity for graduate level work.
8. Applicants for whom English is a second language must furnish a score of 550 or greater on the TOEFL examination taken within the last five years.

**Provisional Acceptance**

Students not meeting the minimum requirements for regular admission may be granted provisional acceptance. Provisional acceptance may be granted upon Graduate Committee review of the following: (a) the writing sample, (b) work experience, (c) recommendations, and (d) extenuating circumstances.

If a student is provisionally accepted, he/she will not be allowed to continue in the program if a grade of "C" or below is received for any
course during the first semester. If a student remains in good standing throughout the first semester, he/she will be permitted to continue the program under the same conditions as students who are accepted under full admission standards. New applicants requiring Graduate Committee Review will be asked to provide a cold writing sample of 1-2 pages in length within a 30-minute time limit.

Graduation Requirements
1. Completion of the required curriculum with a minimum grade point average of 3.0 (only one grade of "C" permitted)
2. Successful completion and acceptance by the College of the research report (Organizational Training and Education)
3. Payment of all tuition and fees.
A letter of completion can be requested when all work is completed and all graduation requirements are met and approved. Students who have completed all requirements are eligible to participate in graduation exercises. All graduates are expected to participate in the commencement exercises of the College.

Attendance Policy
The following policy applies to graduate cohort groups beginning after January 1, 2003:
1. Any student missing more than one-third of the total time scheduled for a course will receive an automatic grade of "F." The total time of absence includes missing any class session; and time missed due to arriving late or leaving before the class is dismissed.
2. Any student missing more than 5 nights of class in a semester or 10 nights in a program will be academically suspended for 6 months.
MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT

The Master of Arts in Organizational Management (MAOM) program is an innovative 36-hour program that provides the community with professionals who have the knowledge, skills, and analytical tools to enable them to perform effectively and ethically in a rapidly changing, independent world. This values- and ethics-based educational experience focuses on providing working adults with contemporary knowledge and its practical application that benefits students, their organizations, and society. The program empowers students by further developing their abilities to lead responsibly, act with confidence, make ethical decisions, manage strategically, communicate effectively, employ critical and creative analysis, and lead organizational change.

Completion of the MAOM program gives the student the knowledge and tools to:

• **Lead responsibly** by drawing upon your own unique leadership abilities, experiences, and goals as well as current leadership concepts, theories, and strategies for dealing with a variety of people and organizational issues.

• **Act with confidence** by utilizing self-reflection and awareness to know why, when, and how to lead, follow, model, and mentor.

• **Make ethical decisions** by courageously confronting ethical challenges and applying ethical decision-making tools to workplace dilemmas.

• **Manage strategically** by enabling an organization to analyze its operating environment, envision its future, and develop strategic objectives and by managing people, processes, and resources effectively and ethically

• **Communicate effectively** by capitalizing on your personal strengths as a communicator and by employing appropriate strategies for influencing, motivating, advocating, team building, and managing conflict.

• **Employ critical and creative analysis** by applying tools of analysis to identify problems, generate creative, pragmatic solutions to solve them, implement appropriate actions, and evaluate their success.

• **Understand and lead organizational change** by working with others to assess a group’s culture, roles, structure, local environment, and global context so as to anticipate, recognize, and resolve organizational problems.

Admission requirements

1. Bachelor degree from a regionally accredited college or university.
2. Undergraduate GPA (last 60 hours)
   a. 3.0 or higher - regular admission.
   b. 2.75-2.99 - provisional admission with requirement that a
grade of at least "B" is earned in each of the first three courses of the program.

c. 2.50 to 2.74 - graduate committee approval. If given, conditional admission with requirement that a grade of at least "B" is earned in each of the first three courses of the program.

CURRICULUM

MGMT 501. ORGANIZATIONAL EFFECTIVENESS. 3 credit hours.
This course addresses the fundamental concepts necessary for a graduate student to successfully develop knowledge, skills, and abilities (KSAs) in communications, ethical decision making, and strategic thinking. All of these fundamentals are addressed and developed through the use of cases, individual and team exercises, and current organization issues. The students will have the opportunity to evaluate their strengths and weaknesses in the three subject areas and create specific strategies to develop and improve these KSAs throughout the graduate program of study.

MGMT 502. LEADING GROUPS AND TEAMS. 3 credit hours.
This course promotes an understanding of groups, teams, and teamwork. It examines the practical aspects of creating teams and managing them to excellence. The course explores how team leaders must function to help the team contribute to the overall effectiveness of the organization.

MGMT 504. DEVELOPING ORGANIZATIONAL INTELLIGENCE. 3 credit hours.
A survey of information assessment frameworks, tools, and external and internal data sources specifically geared to the needs of organizational management. Students learn how to apply these paradigms, tools, and databases in a context of the scientific method and objective thought framework for examining and addressing complex management issues. Includes a practicum in the direct application of information gathering, evaluation, and use in the context of organizational management.

MGMT 505. ORGANIZATIONAL BEHAVIOR. 3 credit hours.
This course provides a framework for understanding the day-to-day behavior of employees within dynamic organizations. Topics covered include human behavior principles in individual, small group, and organizational settings. The influence of job design on human performance will also be examined. The primary focus is on developing effective managerial skills used in improving employee performance.

MGMT 513. ECONOMICS FOR MANAGERS. 3 credit hours.
An examination of economic concepts as used in management and
government decision making. Application of micro- and macroeconomic tools for analysis.

MGMT 507 STRATEGIC HUMAN RESOURCE MANAGEMENT. 3 credit hours.
The strategic application of human resource management (HRM) is critical to the success of all organizations. This course will focus on linking strategic plans and human resource plans. It also covers the importance of change within the context of the HRM environment. Issues such as staffing, performance appraisal, reward systems, and training will all be examined through a strategic lens.

MGMT 509 MANAGERIAL FINANCE. 3 credit hours.
Theory of managerial finance with applications. Techniques and problems maximizing wealth through the application of discounted cash flow analysis. Emphasizing on risk, return, capital budgeting, and capital structure.

MGMT 521 LEADERSHIP PRACTICE AND SKILLS. 3 credit hours.
This course explores the concept of leadership using various theoretical and scholarly views, approached with a view to application. Emphasis will be placed on the development of leadership skills and styles to enable students to become effective organizational leaders.

MGMT 506. APPLIED MARKETING MANAGEMENT. 3 credit hours.
The application of marketing principles, concepts, and theory in the resolution of contemporary, strategic marketing management problems and opportunities. This course focuses on extending graduate management students' marketing knowledge, decision making and problem solving abilities. Problem solving/decision making activities based on contemporary marketing cases, problems, and development of a comprehensive marketing plan are utilized.

MGMT 518. LEGAL ENVIRONMENT OF ORGANIZATIONS. 3 credit hours.
An examination of legal and ethical concepts encountered in the field of management. This course focuses on the application of legal principles to common management situations and the legal consequences of violations of administrative and regulatory law.

MGMT 523. ENTREPRENEURIAL THINKING FOR MANAGERS. 3 credit hours.
This course will provide students with the opportunity to learn how to make creative, innovative, and effective decisions by learning, understanding, and employing the primary elements of entrepreneurial thinking. After becoming proficient with entrepreneurial thinking, the stud-
ents will then utilize these approaches with more traditional decision making tools such as decision trees, Gantt charts, pert analysis, and cause and effect analysis.

MGMT 515. CHALLENGES AND TRENDS IN ORGANIZATIONS. 3 credit hours.
A capstone course that will explore important changes and trends in management’s social, political, economic, legal, and technological environments. Particular attention will be given to the impact of globalization, environmentalism, customer satisfaction, ethics, and the Internet revolution on non-profit, private for-profit, and governmental organizations. This course includes a major writing assignment.

Topics woven throughout the program include: ethics, strategic thinking, global international considerations, forecasting, communications, and action research.
MASTER OF ARTS IN EDUCATION

The Master of Arts in Education degree is designed to provide students with advanced knowledge and skills that they can use in practice in their respective professions in education, training, and development. This degree offers three concentrations:

1. K-12 concentration for classroom teachers with an emphasis on effectively teaching all students, including those with special needs within the classroom
2. Organizational Training and Education concentration for trainers and other professionals working extensively with adult learning, and
3. Human Resource Development concentration for professionals who require practical wisdom to help organizations, groups, and individuals work more effectively.

K-12 CONCENTRATION

Tusculum College offers this unique 17-month, 33-hour graduate education curriculum for K-12 classroom teachers who wish to enhance their skills and knowledge to better accommodate students with a variety of special needs. The focus of this program is to provide teachers with practical applications of research and theory to effectively serve all students in their classrooms. The curriculum should be completed in the order recommended by Tusculum College (as listed below). Tusculum College reserves the right to modify the curriculum as necessary.

Admission Requirements

1. Possess a minimum of 2.75 attained in the last 60 hours of course work.
2. Possess either a valid teaching license or a passing score on the general test of the National Teacher’s Exam (NTE)/PRAXIS II.

Note: Tusculum College accepts the National Teacher’s Examination (NTE) or Praxis II (or a valid teaching license), Graduate Record Examination (GRE), and the Miller Analogies Test (MAT) as acceptable tests for admission for the MAED K-12 concentration.

If none of the above is available, one of the following is acceptable:
   a. the candidate’s official copy of the test scores
   b. an official transcript bearing the test scores
   c. a photocopy of test scores with a supporting affidavit by the student that the official scores are no longer available (affidavit form provided by Tusculum College).

CURRICULUM

EDUC 533. DEVELOPMENTAL BEHAVIOR ANALYSIS FOR PRACTICING EDUCATORS. 3 credit hours.
This course examines the complexity of errant behavior from physical
cal, cognitive and psycho-social perspectives. Causes of behavior will be presented from the developmental standpoint including gender, social, political, stress and attachment factors. Various models of intervention will be critically reviewed including behavior modification, assertive discipline and pharmacological methods. A needs-based model for analysis and intervention will be presented.

EDUC 503. DESIGNING DEVELOPMENTALLY APPROPRIATE PRACTICES. 3 credit hours.
Application of both modern and classical developmental theories will be discussed. Classical theories will be reviewed in light of modern practice. Particular emphasis will be placed on influences of gender, brain growth, behavioral and sensory research both as supportive and conflicting with classic learning theories and current practice.

EDUC 515. INNOVATIVE INSTRUCTIONAL TECHNOLOGIES. 3 credit hours.
Provides the classroom teacher with opportunities to develop skills in the application of innovative technologies including the use of the computer as a teaching tool.

EDUC 540. THE LAW AND PUBLIC EDUCATION. 3 credit hours.
This course is designed to provide the practicing educator with an overall understanding of the law and how it applies to all aspects of the teaching profession and the administration of public school programs. Specific examination of laws relating to students with special needs.

EDUC 534. APPLIED RESEARCH FOR THE CLASSROOM TEACHER. 4 credit hours.
Promotes competent design and use of action research by classroom teachers. Students will conduct research on a relevant topic of interest to the student in the educational field.

EDUC 505. PLANNING CURRICULUM FOR PRESENT AND FUTURE. 3 credit hours.
Provides the classroom teacher with an opportunity to design curricula and encourages educators to explore the needs of learners. A single curriculum for all students is explored as well as curriculum designed to meet the needs of special students.

EDUC 513. STRATEGIES FOR ASSESSING AND COMMUNICATING LEARNING PROGRESS. 3 credit hours.
Designed to refine the classroom teacher’s skills in assessing the learners’ behavior as it relates to the teacher/learning environment. Strategies for communicating progress to pupils and parents will be explored.
EDUC 517. REPLANNING TEACHING STRATEGIES. 3 credit hours.
Designed to help practicing classroom teachers examine current strategies and make appropriate plans to meet learners’ needs. Examines current research and its application to the teaching/learning environment.

EDUC 523. LEADERSHIP DEVELOPMENT AND RENEWAL. 3 credit hours.
Provides the development and practice of leadership skills for classroom teachers in a changing educational environment. Various leadership styles and models are analyzed. Ethics in education are addressed empirically and emphatically for leadership that influences cultural change.

EDUC 525. STRUCTURING A SUCCESSFUL CLASSROOM. 2 credit hours.
Explores the dynamics of teaching/learning interactions. Provides an overview of current research and practices in the areas of planning physical environments, understanding academic and social behaviors, determining consequences of behavior and addressing topics related to students with special needs.

EDUC 532. STRATEGIES FOR SPECIAL NEEDS STUDENTS. 3 credit hours.
This class offers information on identification, teaching strategies, curriculum modifications, and behavior plans for special needs students in the regular classroom. Research and practical application are the foundation for this class.

ORGANIZATIONAL TRAINING AND EDUCATION CONCENTRATION
This 18-month, 36 credit-hour program is designed for people interested in a career in training and educating adult learners. The program was developed using the Instructional System Design (ISD) model, and prepares students to contribute at a professional level to the assessment, design, development, implementation and evaluation of training programs. Graduates are prepared for employment as trainers, instructional designers, training managers, training needs assessors, or media developers.

Admission requirements
1. Bachelor degree from a regionally accredited college or university.
2. Undergraduate GPA (last 60 hours)
   a. 3.0 or higher - regular admission
   b. 2.75-2.99 - provisional admission with requirement that a
grade of at least "B" is earned in each of the first three courses of program.
c. 2.50-2.74 - graduate committee approval. If given, conditional admission with requirement that a grade level of at least "B" is earned in each of the first three courses of program.

CURRICULUM

EDUC 501. CURRENT TOPICS IN ADULT EDUCATION. 3 credit hours.
A seminar-style course in which students explore the nature of adult education and learning theories, concepts, and practices to gain an overview of this field. Significant library investigation of an assigned topic in adult education that will be presented to the class. The course includes the nature of groups, and the development of a collaborative learning team; instruction and use of the library and literature searches; preparation and delivery of a group presentation; preparation of presentation materials; and a structured assignment that helps each learning team assess itself and understand their own group dynamics and ways to make the learning team more effective.

EDUC 510. DYNAMICS OF HUMAN DEVELOPMENT AND LEARNING STYLES OF ADULT LEARNERS. 3 credit hours.
The foundations of adult learning theory and applications of those theories to organizations. Includes personality as it affects learning, adult learning theory, hierarchies of learning, types of learners, learning styles and preferences, and approaches to curriculum development. Students will use assessment tools to profile their own learning styles and match learning styles with related learning activities.

EDUC 502. ASSESSING ADULT AND ORGANIZATIONAL LEARNING NEEDS. 3 credit hours.
The use of assessment as the initial phase of developing value-added learning programs. Needs assessment, job/task analysis, and identification of needed skills and competencies will be practiced. Students will assess the learning needs of a group or a specific task.

EDUC 522. PLANNING AND DEVELOPING CURRICULUM AND COURSES. 3 credit hours.
Review and comparison of various curriculum models with particular emphasis on the Instructional System Design (ISD) model. Writing program descriptions, goals, and performance-based learning objectives; and creating learning plans.

EDUC 527. DEVELOPING AND SELECTING INSTRUCTIONAL MATERIALS. 3 credit hours.
Developing various types of instructional media, including printed and
computer-based such as presentation materials; creating and facilitating case studies and practice worksheets; handouts; procedures flow-charts; use of flip chart and board activities. Selection and evaluation of educational media.

EDUC 524. EVALUATION OF ADULT LEARNING. 3 credit hours.
The nature of evaluation of learning, with emphasis on evaluation of transfer of learning; i.e., testing for understanding, competence, and certification. Formative and summative evaluation methods. Types of evaluation and creation of valid evaluation instruments.

EDUC 508. RESEARCH DESIGN IN ADULT EDUCATION. 3 credit hours.
Allows students to select a topic, prepare a proposal, and begin the investigative process on a topic of their choosing which relates to the education of adults. Students will also conduct an in-depth literature review in addition to formulating research questions.

EDUC 531. EVALUATING, IMPROVING, AND MANAGING ADULT LEARNING PROGRAMS. 3 credit hours.
This course examines ways to assess the effectiveness of adult education programs to enhance organizational effectiveness and attain training requirements; analyze training processes and use process improvement models; and evaluate and adapt some common management systems necessary to supervise adult education programs.

EDUC 529. FACILITATING GROUPS. 3 credit hours.
Practice with facilitating groups in discussions, problem solving, process analysis, conflict resolution, decision-making. Emphasis on creating a team culture within the group to enhance the learning organization.

EDUC 520. APPLIED RESEARCH AND STATISTICS IN ADULT EDUCATION. 3 credit hours.
A continuation of Research I (EDUC 508), this course provides the direction needed to begin, complete, and compile data. The course also contains instruction in the appropriate display of data and use of statistics.

EDUC 562. PRESENTATION OF THE RESEARCH PROJECT. 1 credit hour.
Provides the culminating activity for the individual research project. Emphasis is placed upon the oral presentation of the research findings. Oral defense of the project is required.

EDUC 565. TRAINING PROJECT CAPSTONE. 3 credit hours.
A synthesis course in which students prepare a complete training pack-
age for a selected task, including preparation of a lesson plan with all instructional materials and media, presentation of the training, and creation and facilitation of an evaluation activity for transfer of learning. Effective training presentation skills shall be demonstrated. Cohort feedback for improvement is a significant learning activity for the class.

EDUC 526. SPECIAL TOPICS IN ADULT EDUCATION. 2 credit hours. A learning team activity with a special focused study of a relevant issue of student interest in adult education; e.g., training the trainer, corporate universities, authoring systems, recent research in adult learning, the adult learning environment, the learning organization culture, advances in technology. The students would use current library and personal resources (human sources) to investigate the topic, prepare and implement a lesson plan, prepare instructional materials, prepare a packet for the members of the class, and develop and obtain an evaluation activity.

HUMAN RESOURCE DEVELOPMENT CONCENTRATION

Tusculum College offers a graduate program in Human Resource Development to prepare professionals with the practical wisdom they need to be effective in helping organizations, groups, and individuals work more effectively. The curriculum addresses the major segments of HRD by focusing on concepts, models, skills, and methods. Courses are designed so that theoretical foundations are complemented with practice and application that enable students to build skills and competence.

The Human Resource Development concentration is designed to lead students to:

- Assess organizational needs for enhancing performance
- Apply adult learning theory and the Instructional System Design (ISD) model into practice for organizational learning needs
- Evaluate learning and the impact of learning
- Apply principles and practices of human behavior in organizations to help groups work more effectively
- Develop team behaviors, including team leadership
- Develop organizational consultant skills
- Develop effective team communication skills; e.g., facilitation, decision-making, conflict resolution, problem-solving
- Support organizational development through project management, strategic planning, succession planning, process analysis and improvement, and career planning processes.

Admission requirements

1. Bachelor degree from a regionally accredited college or university.
2. Undergraduate GPA (last 60 hours)
   a. 3.0 or higher - regular admission
   b. 2.75 to 2.99 - provisional admission with requirement that a grade of at least "B" is earned in each of the first three courses of the program.
   c. 2.50 to 2.74 - graduate committee approval. If given, conditional admission with requirement that a grade of at least a "B" is earned in each of the first three courses of program.

CURRICULUM

HRDE 501. THE HUMAN RESOURCE DEVELOPMENT PROFESSION. 2 credit hours.
A survey of the HRD profession, based on the roles, responsibilities, and competencies defined by the American Society of Training and Development (ASTD), to help the student understand the scope of the field, and to assess personal interests and skills. Professional resources and associations will be reviewed. Each student will complete a career assessment and develop an HRD career plan.

HRDE 510. DYNAMICS OF HUMAN DEVELOPMENT AND LEARNING STYLES OF THE ADULT LEARNER. 3 credit hours.
The foundations of adult learning theory and applications of those theories to organizations. Includes personality as it affects learning, adult learning theory, hierarchies of learning, types of learners, learning styles and preferences, and approaches to curriculum development. Students will use assessment tools to profile their own learning style.

HRDE 502. ASSESSING ADULT AND ORGANIZATIONAL LEARNING NEEDS. 3 credit hours.
The use of assessment as the initial phase of developing value-added learning programs. Needs assessment, job/task analysis, and identification of needed skills and competencies will be practiced. The DACUM process will be modeled. Students will assess the learning needs of a group or for a specific task.

HRDE 522. PLANNING AND DEVELOPING CURRICULUM AND COURSES. 3 credit hours.
Review and comparison of various curriculum models with particular emphasis on the Instructional System Design (ISD) model. Writing program descriptions, goals, and performance-based learning objectives, and developing lesson plans.

HRDE 504 EVALUATING LEARNING OUTCOMES AND IMPACTS. 3 credit hours.
The concept of learning evaluation will be addressed using Kirkpatrick’s
model of four levels of evaluation for adults and organizations: classroom delivery, cognitive learning, application of learning for performance enhancement, and impact on organization outcome. Formative and summative evaluation methods will be developed.

HRDE 505 APPLICATIONS OF ADVANCED ORGANIZATIONAL BEHAVIOR. 3 credit hours.
The application of behavioral methodology to the solution of managerial problems in complex organizations.

HRDE 529. FACILITATING GROUPS. 3 credit hours.
Defining and creating a team culture. The role of the supervisor and manager in empowering and enabling teams. Team leadership skills include facilitation, mentoring/coaching, problem solving, conflict management, listening and giving feedback to effectively lead groups. Students will role-play and critique for skill development.

HRDE 507. ORGANIZATIONAL LEADERSHIP. 3 credit hours.
A seminar style course in which students study various perspectives of leadership, models of leadership within organizations, levels of leadership, leadership influence, and leadership behaviors. The course will include personal assessment and planning activities completed by each student to gain insight into personal strengths and abilities and need for further leadership development.

HRDE 508. THE CONSULTANT RELATIONSHIP. 3 credit hours.
The role of the internal and external organizational consultant: marketing, contracting, assessing, reporting, planning, facilitating change and professional ethics. Student and analysis of interventions for organizational change. Students will create a model contract for a consultant agreement.

HRDE 511. ORGANIZATIONAL ASSESSMENT PROJECT. 3 credit hours.
A study of methods and instruments used by HRD consultants to assess group and organizational behaviors and effectiveness. This course introduces the student to the organizational project. The student will identify an organizational problem, investigate assessment methods, develop and implement an assessment plan with a client.

HRDE 512. ORGANIZATIONAL INTERVENTION PROJECT. 3 credit hours.
This course is a continuation of the HRD 511 course. A study of methods used by HRD consultants to intervene within groups and organizations. Facilitating the intervention is planned. Using the results of the assessment activity, the student will write a proposal and contract
with the client, and develop and implement a plan to intervene within the organization at an appropriate level.

HRDE 509. ORGANIZATIONAL PLANNING AND ADVANCEMENT. 3 credit hours.
A review and comparison of several models used for project management, strategic planning, process analysis and improvement, succession planning, performance appraisal and career development. Students will develop a strategic plan for a selected group and a process improvement for a selected process.

HRDE 513. PROJECT PRESENTATION AND DEFENSE. 1 credit hour.
The organizational project is completed with a formal report and presentation to a group.
COVENANTS,
SCHOLARSHIPS,
& AGREEMENTS
COVENANT BETWEEN THE SYNOD OF LIVING WATERS OF THE PRESBYTERIAN CHURCH (U.S.A.) AND TUSCULUM COLLEGE

I. PURPOSE

The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum College and the Synod of Living Waters of the Presbyterian Church (U.S.A.)

II. HISTORY OF THE RELATIONSHIP

Tusculum College is the oldest college in Tennessee, the twenty-eighth oldest in the nation, and the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.)

Tusculum College was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville College, which was chartered on September 3, 1794. In 1818, Tusculum Academy was established by another Princeton graduate and Presbyterian minister, the Rev. Samuel Doak. In 1844, Tusculum Academy became Tusculum College. In 1868, the two colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum College, and, in 1912, the name was officially changed to Tusculum College.

Throughout the over two hundred years of its existence, Tusculum College has had a continuing relationship with the Presbyterian Church.

III. NATURE OF THE COLLEGE

Tusculum College takes seriously its heritage as a daughter of the Presbyterian Church. The liberal arts tradition with which the name, Tusculum College, is uniquely associated was formulated by Cicero at his academy in Tusculum, Italy, and brought to East Tennessee by Samuel Doak by the way of the College of New Jersey (Princeton University). The tradition emphasizes smallness of size and closeness of faculty-student involvement, both within and without the classroom in order to cultivate citizenship, character and practical wisdom among members of the College community. That tradition is very much in keeping with the heritage of the College through its founding by Presbyterians with an emphasis on the formation of strong Christian character as an essential ingredient of citizenship and practical wisdom. Tusculum College is committed to strengthening its relationship with the Presbyterian Church so that the College can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum College.

In the curriculum of Tusculum College and through opportunities for worship and service, the College’s Presbyterian heritage will be highlighted. Specific examples are included in the section on "Responsibilities Under the Covenant." The College wants religious studies to occupy a central place in the general studies curriculum in order for students to study the religious and biblical heritage of the
country in the context of larger issues of humankind. Tusculum desires its heritage as a Presbyterian college to be woven throughout all that the College does, not just through a prescribed set of courses that every student is required to take. Tusculum College seeks to instill in its graduates a sense of the world in which they live and to develop skills to make sound decisions that are based on the common good. In short, Tusculum wants to graduate students who not only do well, but do good.

An important part of Tusculum College’s educational mission is to recruit a fertile mix of students from different ethnic, national, racial, cultural, religious, and geographic backgrounds. Learning from fellow students resulting from such a campus cultural mix is an essential part of fostering an emphasis on practical wisdom. Active discussions of different perspectives on life resulting from varied cultural experiences enhance each student’s maturation and understanding of the world culture in which they live. Such diversity of student background should be actively used to enrich the educational environment of the College.

IV. PARTIES TO THE COVENANT

The Parties of this covenant, Tusculum College of Greeneville, Tennessee, operating under its governing board, the Board of Trustees, and the Synod of Living Waters, operating as a governing body, are separate entities. They are independent, neither being controlled by the other. They are, however, interdependent in that they must work together to accomplish their common purposes.

V. RESPONSIBILITIES UNDER THE COVENANT

A. Tusculum College affirms its commitment to:
- offer a program of quality education in the liberal arts and sciences with the concept of the wholeness of life as interpreted by the Christian faith;
- conduct an educational program in which a large majority of the faculty are Christians, while insisting on freedom of inquiry for the faculty and students;
- create a campus climate in which the Christian faith is reasonably and persuasively presented without undue pressing for acceptance;
- maintain a campus minister and a set of course offerings in religion;
- require religious studies of all students;
- offer opportunities for corporate worship for the entire campus community;
- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing students for Christian service in all walks of life;
- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;
- share in the development of professional and lay leadership for the church;
- serve as a host for Church courts and their agencies, providing leadership and facilities for conferences, retreats, workshops, and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of sacred music and drama;
- provide opportunities for continuing education for Presbyterian ministers;
- refer to its Presbyterian heritage in all of its literature;
- use College educational resources to enrich the churches, such as a theologian in residence;
- effectively recruit persons of racial and ethnic diversity to serve on the Board of Trustees, administration, faculty, and support staff as well as in the student body;
- demonstrate active concern for social justice and human mercy among the entire campus community, fostering a keen spirit of volunteerism;
- maintain Christian governance and leadership by maintaining the practice that a large majority of trustees and administrators be Christians;
- make every effort to insure that the President of Tusculum be a Presbyterian;
- provide the Synod an Annual Report, and other such reports as may be considered useful

B. Synod of Living Waters affirms its commitment to:
- undergird the College spiritually by praying for its leadership, faculty, students, and friends;
- promote understanding of the educational opportunities offered at the College through Synod publications;
- promote attendance at the College by encouraging youth in the Synod to consider enrolling as students;
- offer a source of ministers and laity as speakers for regularly scheduled chapel services, retreats, and conferences at the College;
- encourage presbyteries and churches to consider holding some of their conferences, retreats, meetings, and training events in the College facilities periodically;
- encourage individuals, congregations, and presbyteries within the bounds of the Synod to provide unrestricted financial support of the College;
- provide financial support for the College by regular benevolent giving in accordance with an objective funding formula developed by the Synod’s Division for Synod Ministries;
- provide annually for the receiving of a report from the College, with such details as may prove useful for purposes of promotion and funding support;
- publish an Annual Report of the College in the Minutes of Synod.

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY
A. Board of Trustees of Tusculum College
Realizing the importance of its relationship with the Presbyterian
Church, the Board of Trustees of Tusculum College commits itself to:
- maintain a standing committee of the Board of Trustees on church relations. The Committee would have as its primary responsibility the continuing review and development of the College’s relationship with the Church;
- insure that at least two members of each of the three classes of trustees of Tusculum College would be Presbyterians from within the Synod, with special emphasis given to members of churches in the presbyteries of Holston and East Tennessee;
- establish a Council on Church Relations composed of equal number of ministers and laypeople. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the College and the Church.
B. Disposition of Property
   If Tusculum College should ever cease to operate as an institution of higher learning, the Board of Trustees, in accordance with the Charter of the College, will determine the disposition of property.
C. Accountability and Communication
   Both parties agree to provide regular and formal channels of communication to insure accountability and to address issues of mutual interest and concern.
1. Tusculum will provide Synod with a report of the campus ministry program and activities of the College in its Annual Report and other significant documents.
2. The Synod will provide Tusculum with copies of its Minutes of Synod meetings and other significant documents.
3. The Synod through its Division for Synod Ministries and the College through the Sub-Committee on Church Relations of its Board of Trustees will see that the terminology and status of this covenant is kept current.
4. The text of this covenant shall be printed in the Minutes of the Synod of Living Waters, and references made to it in appropriate publications of the Synod which highlight our Church-related colleges.
5. This Covenant between the Synod of Living Waters (PCUSA) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff, and to other constituencies as deemed appropriate.
6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution’s responsibilities are presented to the Board of Trustees.
7. The Synod Executive shall be responsible for seeing that all provisions of this covenant regarding Synod’s responsibilities are fulfilled.
8. The College shall inform the Synod of its other formal or informal covenant relationships with other governing bodies or church bodies. It is understood, however, that no provision of such covenants will be
in conflict with the provisions of this covenant.

D. Review and Amendment of the Covenant

1. This Covenant shall be reviewed every five years by a team composed of at least two persons appointed by the Synod’s Division for Synod Ministries and the Sub-Committee on Church Relations of the College’s Board of Trustees. It is expected that the President of the College will be present for such reviews.

2. Special review of the covenant relationship can be initiated either by the College or Synod. Review by appropriate committees of the College and of Synod may be needed if major forthcoming decisions change the nature of the covenant.

3. This Covenant may be amended or renewed by action of the Board of Trustees of Tusculum College and the Synod of Living Waters.

VII. FORMAL APPROVAL

This Covenant shall be effective upon formal approval by the Board of Trustees of Tusculum College and by the Synod of Living Waters, and signed by the Moderator and Stated Clerk of the Synod and by the Chairman and Secretary of the College’s Board of Trustees.

This Covenant recognized the possibility that Tusculum College may develop other covenant relationships with other governing bodies of the PCUSA or with other church bodies with which our denomination is in correspondence.

A COVENANT BETWEEN HOLSTON PRESBYTERY, PRESBYTERIAN CHURCH (U.S.A.) AND TUSCULUM COLLEGE

I. PURPOSE

The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum College and Holston Presbytery of the Presbyterian Church (U.S.A.).

II. HISTORY OF THE RELATIONSHIP

Tusculum College was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville College, which was chartered on September 3, 1794. In 1818, Tusculum Academy was established by another Princeton graduate and Presbyterian minister, the Rev. Samuel Doak. In 1844, Tusculum Academy became Tusculum College. In 1868, the two colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum College, and, in 1912, the name was officially changed to Tusculum College.

Throughout the over two hundred years of its existence, Tusculum College has had a continuing relationship with the Presbyterian Church (U.S.A.) and, in particular, with Presbyterian churches in the region which is now known as Holston Presbytery.

III. NATURE OF THE COLLEGE

Tusculum College takes seriously its heritage as a daughter of the
Presbyterian Church. The liberal arts tradition with which the name, Tusculum College, is uniquely associated was formulated by Cicero at his academy in Tusculum, Italy, and brought to East Tennessee by Samuel Doak by the way of the College in New Jersey (Princeton University). The tradition emphasizes smallness of size and closeness of faculty-student involvement, both within and without the classroom, in order to cultivate citizenship, Christian character and practical wisdom among members of the College community. That tradition is very much in keeping with the heritage of the emphasis on the formation of strong Christian character as an essential ingredient of citizenship and practical wisdom. Tusculum College is committed to strengthening its relationship with the Presbyterian Church (U.S.A.) so that the College can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum College.

In the curriculum of Tusculum College and through opportunities for worship and service, the College’s Presbyterian heritage will be highlighted. Specific examples are included in the section on "Responsibilities Under the Covenant." The College wants religious studies to occupy a central place in the general studies curriculum, the "Commons," in order for students to study the religious and biblical heritage of the country in the context of larger issues of humankind. Tusculum desires its heritage as a Presbyterian college to be woven throughout all that the College does, not just through a prescribed set of courses that every student is required to take. Tusculum College seeks to instill in its graduates a sense of the world in which they live and to develop skills to make sound decisions that are based on the common good. In short, Tusculum wants to graduate students who not only do well, but do good.

An important part of Tusculum College’s educational mission is to recruit a fertile mix of students from different ethnic, national, racial, cultural, religious, and geographical backgrounds. Learning from fellow students resulting from such a campus-cultural mix is an essential part of fostering an emphasis on practical wisdom. Active discussion of different perspectives on life resulting from varied cultural experiences enhances each student’s maturation and understanding of the world culture in which they live. Such diversity of student background should be actively used to enrich the educational environment of the College.

IV. PARTIES TO THE COVENANT

The Parties of this covenant, Tusculum College of Greeneville, Tennessee, operating under its governing board, the Board of Trustees, and Holston Presbytery, Presbyterian Church (U.S.A.) operating as a governing body, are separate entities. They are independent, neither being controlled by the other. They are, however, interdependent in that they must work together to accomplish their common purposes.
V. RESPONSIBILITIES UNDER THE COVENANT

A. Tusculum College affirms its commitment to:
- offer a program of quality education in the liberal arts and sciences with the concept of the wholeness of life as interpreted by the Christian faith;
- conduct an educational program in which a large majority of the faculty are Christians, while insisting on freedom of inquiry for the faculty and students;
- create a campus climate in which the Christian faith is reasonably and persuasively presented without undue pressure for acceptance;
- maintain a Presbyterian campus minister and a set of course offerings in religion;
- through the Commons courses in the Civic Arts curriculum and the competency requirements for graduation, require religious studies of all students;
- offer weekly opportunities for corporate worship for the entire campus community;
- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing students for Christian service in all walks of life;
- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;
- share in the development of professional and lay leadership for the Church;
- serve as a host for church governing bodies, congregations, and their agencies, providing leadership and facilities for conferences, retreats, workshops, and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of music and drama;
- provide opportunities for continuing education for Presbyterian ministers;
- to refer to its Presbyterian heritage in all of its literature;
- use college educational resources to enrich the churches (such as Theologian-In-Residence program);
- effectively recruit persons of racial and ethnic diversity to serve on the Board of Trustees, administration, faculty and support staff as well as in the student body;
- demonstrate active concern for social justice and human mercy among the entire campus community, fostering a keen spirit of volunteerism;
- maintain Christian governance and leadership by maintaining the practice that a large majority of trustees and administrators be Christians;
- make every effort to insure that the President of Tusculum College be a Presbyterian;

B. Holston Presbytery affirms its commitment to:
- undergird the College spiritually by praying for its trustees, admin-
- promote understanding of the educational opportunities offered at the College through Presbytery publications and communications;
- promote attendance at the College by encouraging youth in the Presbytery to consider enrolling as students;
- offer a source of ministers and laity as speakers for regularly scheduled chapel services, retreats, and conferences at the College;
- encourage churches in the Presbytery to consider holding some of their conferences, retreats, meetings, and training events in the College facilities periodically;
- encourage individuals and congregations within the bounds of the Presbytery to provide financial support to the College;
- provide financial support for the College by regular benevolent giving in accordance with an objective funding formula developed by the Presbytery’s Institutions Committee;
- provide annually for the receiving of a report from the College, with such details as may prove useful for purposes of promotion and funding support;

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY
A. Board of Trustees of Tusculum College
Realizing the importance of its relationship with the Presbyterian Church, the Board of Trustees of Tusculum College commits itself to:
- maintain a standing committee of the Board of Trustees on church relations. The Committee has as its primary responsibility the continuing review and development of the College’s relationship with the Church;
- ensure that at least one member of each of the three classes of trustees of Tusculum College would be a Presbyterian from within Holston Presbytery elected by the Presbytery. The Trusteeship Committee of the College would provide qualified candidates to the Nominating Committee of Holston Presbytery for election by the Presbytery;
- maintain a Council on Church Relations composed of equal members of ministers and laypeople. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the College and the Church.

B. Disposition of Property
If Tusculum College should ever cease to operate as an institution of higher learning, the Board of Trustees, in accordance with the Charter of the College, will determine the disposition of property.

C. Accountability and Communication
Both parties agree to provide regular and formal channels of communication to ensure accountability and to address issues of mutual interest and concern.
1. Tusculum will provide Presbytery with a report of the campus ministry program and activities of the College in its Annual Report to Presbytery and other significant documents.

2. The Presbytery will provide Tusculum with copies of its Minutes of Presbytery meetings and other significant documents.

3. The Presbytery through its Institutions Committee and the College through the Sub-Committee on Church Relations of its Board of Trustees will review the covenant annually, beginning in 1995.

4. The text of this covenant shall be printed in the Minutes of Holston Presbytery, and references made to it in appropriate publications of the Presbytery which highlight its institutions and agencies.

5. This Covenant between Holston Presbytery, Presbyterian Church (U.S.A.) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff, and to other constituencies as deemed appropriate.

6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution’s responsibilities are presented to the Board of Trustees.

7. The Stated Clerk of Holston Presbytery, Presbyterian Church (U.S.A.) shall be responsible for seeing that all provisions of this covenant regarding the Church’s responsibilities are fulfilled.

8. The College shall inform the Presbytery of its other formal or informal covenant relationships with other governing bodies or church bodies. It is understood, however, that no provision of such covenants will be in conflict with the provisions of this covenant. Currently, the College has a covenant with the Synod of Living Waters, Presbyterian Church (U.S.A.) and the Presbytery of East Tennessee, Presbyterian Church (U.S.A.).

D. Review and Amendment of the Covenant

1. A comprehensive review of this Covenant shall be reviewed every five years by a team composed of the Presbytery’s Institutions Committee and the Sub-Committee on Church Relations of the College’s Board of Trustees. It is expected that the President of the College will be present for such reviews.

2. This Covenant may be amended or renewed by action of the Board of Trustees of Tusculum College and Holston Presbytery, Presbyterian Church (U.S.A.).

VII. FORMAL APPROVAL

This Covenant shall be effective upon formal approval by the Board of Trustees of Tusculum College and by Holston Presbytery, Presbyterian Church (U.S.A.), each meeting in regular session during the 2003 year, and signed by the Moderator and Stated Clerk of the Presbytery and by the Chairman and Secretary of the College’s Board of Trustees.

This Covenant recognizes the possibility that Tusculum College may develop other covenant relationships with other governing
bodies of the Presbyterian Church (U.S.A.) or with other church bodies with which our denomination is in correspondence.

A COVENANT BETWEEN THE PRESBYTERY OF EAST TENNESSEE, PRESBYTERIAN CHURCH (U.S.A.) AND TUSCULUM COLLEGE

I. PURPOSE

The purpose of this covenant is to define the nature and scope of the relationship mutually agreed to by Tusculum College and the Presbytery of East Tennessee of the Presbyterian Church (U.S.A.)

II. HISTORY OF THE RELATIONSHIP

Tusculum College is the oldest college in Tennessee, the twenty-eighth oldest in the nation, and the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.)

Tusculum College was founded by the Presbyterian Church. A Presbyterian minister, the Rev. Hezekiah Balch, established Greeneville College, which was chartered on September 3, 1794. In 1818, Tusculum Academy was established by another Princeton graduate and Presbyterian minister, the Rev. Samuel Doak. In 1844, Tusculum Academy became Tusculum College. In 1868, the two colleges consolidated on the Tusculum campus under the name of Greeneville and Tusculum College, and, in 1912, the name was officially changed to Tusculum College.

Throughout the over two hundred years of its existence, Tusculum College has had a continuing relationship with the Presbyterian Church (U.S.A.) and, in particular, with Presbyterian churches in the region served by the Presbytery of East Tennessee.

III. NATURE OF THE COLLEGE

Tusculum College takes seriously its heritage as a daughter of the Presbyterian Church. The liberal arts tradition with which the name, Tusculum College, is uniquely associated was formulated by Cicero at his academy in Tusculum, Italy and brought to East Tennessee by Samuel Doak by the way of the College of New Jersey (Princeton University). The tradition emphasizes smallness of size and closeness of faculty-student involvement, both within and without the classroom, in order to cultivate citizenship, character, and practical wisdom among members of the College community. That tradition is very much in keeping with the heritage of the emphasis on the formation of strong Christian character as an essential ingredient of citizenship and practical wisdom. Tusculum College is committed to strengthening its relationship with the Presbyterian Church (U.S.A.) so that the College can bring its services to the Church, and the Churches can learn of and benefit from the distinctive mission and education offered by Tusculum College.

In the curriculum of Tusculum College and through opportunities for worship and service, the College’s Presbyterian heritage will be highlighted. Specific examples are included in the section on "Re-
sponsibilities Under the Covenant." The College wants religious studies to occupy a central place in the general studies curriculum, the "Commons," in order for students to study the religious and biblical heritage of the country in the context of larger issues of humankind. Tusculum desires its heritage as a Presbyterian college to be woven throughout all that the College does, not just through a prescribed set of courses that every student is required to take. Tusculum College seeks to instill in its graduates a sense of the world in which they live and to develop skills to make sound decisions that are based on the common good. In short, Tusculum wants to graduate students who not only do well, but do good.

An important part of Tusculum College’s educational mission is to recruit a fertile mix of students from different ethnic, national, racial, cultural, religious, and geographical backgrounds. Learning from fellow students resulting from such a campus-cultural mix is an essential part of fostering an emphasis on practical wisdom. Active discussion of different perspectives on life resulting from varied cultural experiences enhances each student’s maturation and understanding of the world culture in which they live. Such diversity of student background should be actively used to enrich the educational environment of the College.

IV. PARTIES TO THE COVENANT

The Parties of this covenant, Tusculum College of Greeneville, Tennessee, operating under its governing board, the Board of Trustees, and the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) operating as a governing body, are separate entities. They are independent, neither being controlled by the other. They are, however, interdependent in that they must work together to accomplish their common purposes.

V. RESPONSIBILITIES UNDER THE COVENANT

A. Tusculum College affirms its commitment to:
- offer a program of quality education in the liberal arts and sciences with the concept of the wholeness of life as interpreted by the Christian faith;
- conduct an educational program in which a large majority of the faculty are Christians, while insisting on freedom of inquiry for the faculty and students;
- create a campus climate in which the Christian faith is reasonably and persuasively presented without undue pressure for acceptance;
- maintain a Presbyterian campus minister and a set of course offerings in religion;
- through the Commons courses in the Civic Arts curriculum and the competency requirements for graduation, require religious studies of all students;
- offer weekly opportunities for corporate worship for the entire campus community;
- provide opportunities for the exploration of the relationship between religion and other facets of life, while preparing students for Christian service in all walks of life;
- establish standards of excellence and maintain accreditation by appropriate academic associations and agencies;
- share in the development of professional and lay leadership for the Church;
- serve as a host for church governing bodies, congregations, and their agencies, providing leadership and facilities for conferences, retreats, workshops, and training sessions for Church groups and offer services to the Church such as supply ministers and special programs of music and drama;
- provide opportunities for continuing education for Presbyterian ministers.
- to refer to its Presbyterian heritage in all of its literature;
- use college educational resources to enrich the churches (such as a Theologian-in-Residence program);
- effectively recruit persons of racial and ethnic diversity to serve on the Board of Trustees, administration, faculty and support staff as well as in the student body;
- demonstrate active concern for social justice and human mercy among the entire campus community, fostering a keen spirit of volunteerism;
- maintain Christian governance and leadership by maintaining the practice that a large majority of trustees and administrators be Christians;
- make every effort to insure that the President of Tusculum College be a Presbyterian;

B. The Presbytery of East Tennessee affirms its commitment to:
- undergird the College spiritually by praying for its trustees, administrators, faculty, students, and friends;
- promote understanding of the educational opportunities offered at the College through Presbytery publications and communications;
- promote attendance at the College by encouraging youth in the Presbytery to consider enrolling as students;
- offer a source of ministers and laity as speakers for retreats and conferences at the College;
- encourage churches in the Presbytery to consider holding some of their conferences, retreats, meetings, and training events in the College facilities periodically;
- encourage individuals and congregations within the bounds of the Presbytery to provide financial support to the College;
- provide annually for the receiving of a report from the College, with such details as may prove useful for the purpose of promotion and continued support;
VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY

A. Board of Trustees of Tusculum College
Realizing the importance of its relationship with the Presbyterian Church, the Board of Trustees of Tusculum College commits itself to:
- maintain a standing committee of the Board of Trustees on church relations. The Committee would have as its primary responsibility the continuing review and development of the College’s relationship with the Church;
- ensure that at least one member of each of the three classes of trustees of Tusculum College would be a Presbyterian from within the Presbytery of East Tennessee elected by the Presbytery. The Trusteeship Committee of the College would provide qualified candidates to the Nominating Committee of the Presbytery of East Tennessee for election by the Presbytery;
- maintain a Council on Church Relations composed of equal members of ministers and laypeople. The Council on Church Relations would have as its primary responsibility strengthening the relationship between the College and the Church.

B. Disposition of Property
If Tusculum College should ever cease to operate as an institution of higher learning, the Board of Trustees, in accordance with the Charter of the College, will determine the disposition of property.

C. Accountability and Communication
Both parties agree to provide regular and formal channels of communication to ensure accountability and to address issues of mutual interest and concern.
1. Tusculum will provide Presbytery with a report of the campus ministry program and activities of the College in its Annual Report to Presbytery and other significant documents.
2. The Presbytery will provide Tusculum with copies of its Minutes of Presbytery meetings and other significant documents.
3. The Presbytery through its related Committee and the College through the Sub-Committee on Church Relations of its Board of Trustees will review the covenant annually, beginning in 1995.
4. The text of this covenant shall be printed in the 1994 Minutes of the Presbytery of East Tennessee and references made to it in appropriate publications of the Presbytery that highlight its institutions and agencies.
5. This Covenant between the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff and to other constituencies as deemed appropriate.
6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution’s responsibilities are presented to the Board of Trustees.
7. The Stated Clerk of the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) shall be responsible for seeing that all provisions of this covenant regarding Presbytery’s responsibilities are fulfilled.

8. The College shall inform the Presbytery of its formal or informal covenant relationships with other governing bodies or church bodies. It is understood that no provision of such covenants will be in conflict with the provisions of this covenant. Currently, the College has a covenant with the Synod of Living Waters, Presbyterian Church (U.S.A.) and Holston Presbytery, Presbyterian Church, (U.S.A.).

D. Review and Amendment of the Covenant

1. A comprehensive review of the Covenant shall be conducted every five years by a team composed of the appropriate Committee of the Presbytery and the Sub-Committee on Church Relations of the College’s Board of Trustees. It is expected that the President of the College will be present for such reviews.

2. This Covenant may be amended or renewed by action of the Board of Trustees of Tusculum College and the Presbytery of East Tennessee, Presbyterian Church (U.S.A.).

VII. FORMAL APPROVAL

This Covenant shall be effective upon formal approval by the Board of Trustees of Tusculum College and by the Presbytery of East Tennessee, Presbyterian Church (U.S.A.), each meeting in regular session during the 1995 year, and signed by the Moderator and Stated Clerk of the Presbytery and by the Chairman and Secretary of the College’s Board of Trustees.

This Covenant recognizes the possibility that Tusculum College may develop other covenant relationships with other governing bodies of the Presbyterian Church (U.S.A.) or with other church bodies with which our denomination is in correspondence.
Endowments can be designated for a variety of priority needs of the institution such as scholarships, maintenance, program support, campus ministry, or a professorship or chair in a particular discipline. Unrestricted endowments give the administration and the Board of Trustees the greatest flexibility in meeting priority needs.

Campus Ministry

The Holston Presbytery Endowment for Campus Ministry was established in 1996 through the Partners in Ministry Campaign among the 69 churches in Holston Presbytery, Presbyterian Church (U.S.A.), the home presbytery of Tusculum College. This endowment provides support for the campus minister and campus ministry program on the campus.

The Independent Presbyterian Church of Birmingham, Alabama, Endowment for Campus Ministry was established in 1992 by a generous grant by the Church through the Bicentennial Campaign and increased in 1998 through the Tusculum College 2000 Campaign. Earnings are used to support the Campus Ministry position and program of Tusculum College.

Chairs and Professorships

The Fowler Dugger Memorial Endowed Chair of Humanities was established in 1985 by his widow, Florence Cummings Dugger of Birmingham, Alabama. Income from the endowment will be used in support of the Fowler Dugger Chair. Wess duBrisk, Associate Professor of Mass Media, holds the Chair. duBrisk has served at Tusculum College since 1984. Mr. and Mrs. Dugger, both members of the class of 1919, were active members of the Independent Presbyterian Church of Birmingham.

The Janet Anderson Lunstedt Memorial Endowed Professorship of Humanities was established in 1991 through the estate of Carl A. Lunstedt, class of 1938, of Manchester,
New Hampshire, as a tribute to his wife of 36 years. Earnings from the Lunstedt Endowed Professorship will be used in support of a distinguished professor in the humanities. Dr. Donal J. Sexton, Jr., Professor of History, has held the Janet Anderson Lunstedt Professorship. Dr. Sexton retired this spring after 40 years of service to the College.

THE HARRIET REAVES NEFF CHAIR OF FINE ARTS was established in 1991 by the Board of Trustees of Tusculum College in recognition of the late Harriet Reaves Neff, class of 1921, of Greeneville, Tennessee. Mrs. Neff was a Life Trustee and Benefactor of the College. Income from the endowment will be used in support of the Neff Chair of Fine Arts. Marilyn duBrisk, Artist-in-Residence and Director of Arts Outreach, holds the Chair. duBrisk has served at Tusculum College since 1991.

FACULTY DEVELOPMENT

THE CHARLES OLIVER GRAY FAMILY ENDOWMENT FUND for faculty development was established by the Gray family in 1994 in recognition of the family’s significant role in the history of the College. The Gray Family Fund will provide faculty development support with special emphasis on interaction with international faculty and students both on the Tusculum College campus and abroad. The Gray Family Fund honors the lives of service of Charles Oliver Gray and Florence Irene Rollins Gray and their children: Charles Oliver Gray, Jr., Edward Rutherford Gray ‘16, and Walter Rollins Gray ‘20.

THE FRANCES WADE OSTERGREN ENDOWMENT for faculty development was established in 1998 by Frances Wade Ostergren, class of 1934, of Sevierville, Tennessee. The Ostergren Fund will provide faculty development support with preference given to English faculty who promote public speaking in their classes through composition, analysis of speech and expression in delivery. Salary supplements for such teachers is a primary objective of the endowment, with secondary consideration given to supporting attendance at curricular conferences.

PEW CHARITABLE TRUSTS FACULTY DEVELOPMENT ENDOWMENT was established through the generosity of the Pew Charitable Trusts of Philadelphia, Pennsylvania, as part of its monies to enhance faculty salaries and academic enrichment. Tusculum College in turn, raised monies for the endowment to perpetuate this additional support of the academic program.
THE WARREN W. HOBBIE CENTER FOR THE CIVIC ARTS

THE WARREN W. HOBBIE CENTER FOR THE CIVIC ARTS ENDOWMENT was established in 1992 by the trustees of the Warren W. Hobbie Trust of Roanoke, Virginia, with a challenge grant of $500,000. The Warren W. Hobbie Center for the Civic Arts at Tusculum College is central to the College’s effort to foster the restoration of the focus on service and social responsibility by assisting Tusculum College to develop, implement, and share the Civic Arts vision of undergraduate education. The Hobbie Center is actively cultivating and promoting the arts essential to acquiring practical wisdom and enriching the common good by supporting the development of a model curriculum and sharing that model with others. In response to the challenge and in support of the Bicentennial Campaign, the following alumni and other friends have established named endowment funds for faculty development.

THE BRUCE GLENN BATTS MEMORIAL ENDOWMENT was established in 1994 by an anonymous donor as a tribute to Mr. Batts, the first director of the Warren W. Hobbie Center for the Civic Arts and professor of philosophy at Tusculum College until his death on September 7, 1992.

THE HAMILTON H. BLACKSHEAR ENDOWMENT was established in 1993 by the late Hamilton H. Blackshear, class of 1944, of Satellite Beach, Florida.

THE GEORGE WASHINGTON DOUGHTY ENDOWMENT was established in 1992 by the late Josephine Doughty Higgs, class of 1929, and her husband, Homer, of Sarasota, Florida, in memory of her father. The endowment is supported by other members of the family.

THE WAYNE EICHELE ENDOWMENT was established in 1993 by Wayne Eichele, class of 1973, of Asbury, New Jersey, and his wife, Pamela.

THE G. ROSWELL AND JUANITA HOLDWAY EVANS ENDOWMENT was established in 1994 by Mr. and Mrs. G. Roswell Evans of Maryville, Tennessee. Mr. Evans is a member of the Tusculum class of 1945.

THE FRANK M., JR. and SALLY GOODMAN GENTSCH ENDOWMENT was established in 1993 by The Reverend and Mrs. Frank M. Gentsch, Jr., classes of 1961 and 1962, of Woodway, Texas.

THE CHARLES OLIVER GRAY, JR. ENDOWMENT was established in 1992 by Martha Erwin Rodger, class of 1932, of Roslyn Heights, New York, in memory of her favorite teacher, Professor Charles
Oliver Gray, Jr., who served with distinction as professor of music at Tusculum College from 1922 to 1954.

THE JOSEPH EARNEST HACKER ENDOWMENT was established in 1992 by the late Josephine Doughty Higgs, class of 1929, and her husband, Homer, of Sarasota, Florida, in memory of her grandfather.

THE JOHN C. HEAVEY, JR. ENDOWMENT was established in 1992 by John C. Heavey, class of 1953, of Lincroft, New Jersey.

THE SMITH HIGGINS ENDOWMENT was established in 1994 by Smith Higgins, class of 1943, of Millbrae, California. The Higgins Fund is specifically dedicated to library acquisitions of materials pertaining to the Civic Arts.

THE JOSEPHINE DOUGHTY HIGGS ENDOWMENT was established in 1994 by George Doughty Higgs of Boonton Township, New Jersey, in honor of his mother. The faculty development fund is designated for support of the English faculty, recognizing Mrs. Higgs' special interest in American literature and creative writing. Mrs. Higgs was a Tusculum College graduate, class of 1929.

THE KATHRYN KIRCHMEYER HORVATH ENDOWMENT was established in 1993 by Dr. and Mrs. John E. Horvath of Fairburn, Georgia. Dr. Horvath is a member of the Tusculum class of 1963.

THE ESTEL C. HURLEY MEMORIAL ENDOWMENT was established in 1993 by Edward J. Heinz, class of 1968, of Bridgewater, New Jersey, a trustee of the College.

THE HUGH O. AND ELEANOR TOM JAYNES ENDOWMENT was established in 1993 by Dr. and Mrs. Hugh O. Jaynes, classes of 1952 and 1951, of Knoxville, Tennessee.

THE JOZEF KOLINSKI ENDOWMENT was established in 1992 by Jozef Kolinski, class of 1947, of West Orange, New Jersey.

THE EDWARD J. KORMONDY ENDOWMENT was established in 1994 by Edward J. Kormondy, class of 1950, of Los Angeles, California. Dr. Kormondy is a member of the Tusculum College Board of Trustees.

THE WILLIAM C. LADY ENDOWMENT was established in 1994 by William C. Lady, class of 1949, of Blountville, Tennessee.

THE MASSENGILL - DEFRIECE FOUNDATION ENDOWMENT was established in 1994 by a generous grant from the Massengill-DeFriece Foundation of Bristol, Tennessee.
THE CHARLES N. McCauley ENDOWMENT was established in 1992 by Charles N. "Chuck" McCauley, class of 1941, of La Jolla, California.

THE WILLIAM ROSS MERCER ENDOWMENT was established in 1992 by the estate of the late William Ross Mercer of Greene County, Tennessee.

THE WALTER T. MURDOCK ENDOWMENT was established in 1992 as a memorial to Professor Walter T. Murdock by his daughter, Lenore A. Murdock, class of 1941, of Ridgewood, New Jersey.

THE H. HAMMOND AND BETTY BROWN PRIDE ENDOWMENT was established in 1994 by the late H. Hammond Pride, honorary class of 1986, and Betty Brown Pride, class of 1956, Knoxville, Tennessee.

THE DAVID E. REIBER ENDOWMENT was established in 1992 by David E. Reiber, class of 1941, of Mount Desert, Maine.

THE JOSEPH S. AND KATHLEEN CHEEK SCHWARTZ ENDOWMENT was established in 1992 by Mr. and Mrs. Joseph S. Schwartz, classes of 1959 and 1958, of Cherry Hill, New Jersey. Mr. Schwartz is a member of the Tusculum College Board of Trustees.

THE CONSTANCE PARKER SINKWAY ENDOWMENT was established in 1992 by Constance Parker Sinkway, class of 1952, of Glen Rock, New Jersey.

THE MARTHA VAUGHN SPRANKLE ENDOWMENT was established in 1993 by Mrs. Martha V. Sprankle of Knoxville, Tennessee.

THE EVELYN RANKIN THOMPSON ENDOWMENT was established in 1992 by the late Evelyn Rankin Thompson, class of 1930, of Nashua, New Hampshire.

THE WILLIAM O. AND BETTY JAMES VAN BLARCOM ENDOWMENT was established in 1992 by Mr. and Mrs. William O. Van Blarcom of Mountainside, New Jersey. The late Mr. Van Blarcom was a 1949 graduate of Tusculum College, and Mrs. Van Blarcom is a 1947 graduate of Tusculum College.

PROGRAM AND MAINTENANCE ENDOWMENT

THE KRESGE FOUNDATION ENDOWMENT FOR THE SPORTS CENTER

In the spring of 1997, the trustees of The Kresge Foundation of Troy, Michigan, issued a challenge grant of $500,000 towards the
construction and maintenance of the new sports center.

In response, the following friends have established named endowments for the maintenance of the sports center and academic program support of the physical education and athletic training departments.

THE LESLIE W. AND MIRIAM BUMSTED BATEMAN ENDOWMENT was established in 1997 by Susan Bateman Latier, the daughter of Leslie and Miriam Bateman, both members of the class of 1942, along with her husband William C. Latier and son Jeffrey Latier, of Littleton, Colorado, in memory of the Batemans’ lifelong interest in their alma mater.

THE FRANK M. AND ROLIEN BROWN BROGDEN ENDOWMENT was established in 1997 by Mr. and Mrs. Frank M. Brogden, classes of 1950 and 1951, of Kingsport, Tennessee.

THE SAM J. JR. AND PEGGY REEVES CALVERT ENDOWMENT was established in 1998 by Mr. and Mrs. Sam J. Calvert, Jr. of Greeneville, Tennessee.

THE EDDIE B. AND IMOGENE McCAMEY DOBSON ENDOWMENT was established in 1998 by Mr. and Mrs. Eddie B. Dobson, class of 1964 and 1966, of Greeneville, Tennessee.

THE ANDREW KMETZ ENDOWMENT was established in 1998 by Andrew Kmetz, class of 1935, of Englewood, Florida.

THE EDWARD J. KORMONDY ENDOWMENT for the Sports Center was established in 1997 by Edward J. Kormondy, class of 1950, of Los Angeles, California and a trustee of the College.

THE WILLIAM C. LADY ENDOWMENT for the Sports Center was established in 1997 by William C. Lady, class of 1949, of Blountville, Tennessee.

THE LEON J. LESLIE ENDOWMENT was established in 1998 by Nancy Hill Leslie in memory of her husband, Leon J. Leslie, class of 1951.

THE DAVID B., SR. AND MARIE WILSON LILLY ENDOWMENT was established in 1997 by Mr. and Mrs. David B. Lilly, Sr. of Middleburg, Virginia.

THE DONALD M. MCAMIS ENDOWMENT was established in 1997 by Donald M. McAmis, class of 1939, of Vienna, Virginia.
THE HELEN HEINZ AND DANIEL JAMES McCool MEMORIAL ENDOWMENT was established in 1997 by Edward L. Heinz, class of 1942, of Midlothian, Virginia, and Edward J. Heinz, class of 1968, of Bridgewater, New Jersey, and a trustee of the College, in memory of the former’s sister and brother-in-law and the latter’s aunt and uncle.

THE ROD B. MACLEOD ENDOWMENT was established in 1998 by Rod B. MacLeod, class of 1962, of Sarasota, Florida.

THE OLD COLLEGE MAINTENANCE ENDOWMENT was established through the trust of Estelle Farley Behan, who passed away in August of 1999 at the age of 93.

THE MARK D. AND MARY SHEPHERD PATTERSON ENDOWMENT was established in 1997 by Dr. and Mrs. Mark D. Patterson of Greeneville, Tennessee.

THE JURGEN F. RADEMACHER ENDOWMENT was established in 1997 by Jurgen F. Rademacher, of Greeneville, Tennessee.

THE AUGUSTINE AND LOYCE RITZLER ENDOWMENT was established in 1997 by Mr. and Mrs. Donald R. Raber, of Kingsport, Tennessee. Mr. Raber is a member of the Tusculum College Board of Trustees.

THE ROY D. AND JUDY SAUCEMAN ROBINSON ENDOWMENT was established in 1998 by Roy D. and Judy Sauceman Robinson, of Greeneville, Tennessee. Mrs. Robinson is a 1975 graduate of Tusculum College.

THE JOHN B. SHORROCK ENDOWMENT was established in 1998 by John B. Shorrock, class of 1967, of Morton, Illinois.

THE CONSTANCE PARKER SINKWAY ENDOWMENT was established in 1998 by Constance Parker Sinkway, class of 1952, and her husband, Robert, of Glen Rock, New Jersey.

THE JOAN BARBER SMITH ENDOWMENT was established in 1998 by Mr. and Mrs. Edward W. Smith of Bolton Landing, New York. Mrs. Smith is a member of the Tusculum College class of 1951 and a life trustee of the College.

THE WILLIAM O. AND BETTY JAMES VAN BLARCOM ENDOWMENT was established in 1997 by Mr. and Mrs. William O. Van Blarcom ’49 ’47 of Mountainside, New Jersey.
THE DOROTHY HENRY AND E. VAIL WATSON ENDOWMENT was established by the late Mr. and Mrs. E. Vail Watson of Beacon, New York. Mrs. Watson was a member of the Tusculum Class of 1938.

THE H.S. WILLIAMS COMPANY, INC. ENDOWMENT was established in 1999 by the H.S. Williams Co., Inc. of Marion, Virginia.

OTHER PROGRAM ENDOWMENT

THE CHRISTINE MORGENWECK ENDOWMENT for maintenance and program support of the Byrd Chapel-Fine Arts Building was established in 1998 by Christine Morgenweck, class of 1976, of Parker, Colorado.

LIBRARY ENDOWMENTS

THE CHARLES A. ANDERSON MEMORIAL ENDOWED BOOK FUND was established in 1964 by Mrs. Gertrude S. Anderson, the widow of the late Dr. Charles A. Anderson, the 17th President of Tusculum College. Dr. Anderson was President from 1931 to 1942. Earnings from the Anderson Fund will be used to purchase books for the Library in memory of Dr. Anderson.

THE CAROL M. HEINZ ENDOWED LIBRARY FUND was established in 1995 by Edward J. Heinz, class of 1968, of Bridgewater, New Jersey, a trustee of the College, in recognition of his mother’s life-long interest in literature, education, and her community. Earnings from the Heinz Fund will be used to enhance the services of the college library.

THE MARION LOUISE HORTON MEMORIAL ENDOWED LIBRARY FUND was established in 1985 by her nephews, Doak C. Cox and Richard H. Cox, both of Honolulu, Hawaii. Miss Horton was a descendent of Samuel Doak, one of the founders of Tusculum College. The income from the Fund will be used to support improvements of the reference collection of the Tusculum College Library.

THE JAMES L. JEWELL MEMORIAL ENDOWED LIBRARY FUND was established in 1934 by Rochester Presbytery of the United Presbyterian Church as a tribute to Dr. James L. Jewell who served churches in Rochester Presbytery for many years. Earnings from the Jewell Fund will be used to support the Tusculum College Library.

THE DR. PAUL J. KELLER ENDOWED LIBRARY FUND was established in 1985 by Mrs. Marian E. Keller of Brewster, Massachusetts, in memory of her husband. Dr. Keller was a beloved Professor of
Philosophy and Religion at Tusculum College from 1960-1969. Earnings from the Fund will be used to support the Tusculum College Library.

THE BRENDA HARRIS KNOTT RARE BOOKS ENDOWED FUND was established in 1994 by Charles D. Fox III of Roanoke, Virginia and Maui, Hawaii, in honor of Brenda Harris Knott, wife of Robert E. Knott, the 25th president of the College, and as a tribute to his wife, Preston Wescoat Fox. Income from the Knott Fund will be used to preserve the rare books collection of the College.

THE ELIZA JANE VANDER POEL MOORE MEMORIAL ENDOWED LIBRARY FUND was established in 1934 by the estate of the late Mr. George G. Moore of New York, New York, in memory of his mother. Earnings from the fund will be used to support the Tusculum College Library.

THE MORGAN OLCOTT, JR. MEMORIAL ENDOWED LIBRARY FUND was established in 2003 by Mrs. Jean Oakes Olcott of Midland Park, New Jersey, in memory of her husband. Mrs. Olcott is a member of the Tusculum College class of 1952. Priority will be given to the support of the collections and technology needs of the library.

THE JOHN E. AND MARY POITEVENT REDWINE MEMORIAL LIBRARY ENDOWED FUND was established in 1998 by the John and Mary P. Redwine Charitable Trust. Income from the endowment will be used to add to the library holdings.

THE H. SHERMAN WING MEMORIAL LIBRARY ENDOWED FUND was established in 1977 by the estate of Charlotte S. Wing of Poughkeepsie, New York. Mrs. Wing established the fund as a memorial to her son, Sherman, who was a graduate of Tusculum College, class of 1946. Earnings from the Wing Fund will be used to purchase books in the fields of Religion, Sociology, and Psychology.

UNRESTRICTED ENDOWMENTS

THE JAMES E. AND VIRGIE HILL BACON ENDOWMENT was established in 1989 by Mr. and Mrs. James E. Bacon of Fullerton, California. Mrs. Bacon, the former Virgie Hill of Dandridge, Tennessee, is a member of the class of 1932. A career public school teacher, she taught for 18 years in the schools of Jefferson County, Tennessee, and 25 years in the schools of Orange County, California, where she also served as teaching Assistant Principal. The late Mr. Bacon, a native of Orange County, California, was an avocado grower and an expert in that field. He developed two varieties which bear his name.
Following Mr. Bacon’s death, Mrs. Bacon returned to her native Dandridge in 1998.

THE IRENE V. CRUM MEMORIAL ENDOWMENT was established in 2000 in memory of the late Irene V. Crum, class of 1928 of Daytona Beach, Florida. While at Tusculum College, Miss Crum, a native of Greene County, studied under Dr. Landon "Daddy" Haynes. She began her teaching career at Doak High School, and after sixteen years joined the faculty of Greeneville High School for two years. In 1946 she moved to Daytona Beach where she specialized in geometry at Mainland High School. She retired in 1972 after twenty-six years at Mainland and forty-four year as a public school teacher.

THE HESTER PROCTOR GEHRM ENDOWMENT was established in 1999 by John A. Gehrm II, class of 1966, in honor of his wife. Mr. Gehrm is a former Vice President for External Relations at the College.

THE JOHN G. KERBAUGH ENDOWMENT was established in 1987 through the estate of the late John G. Kerbaugh of Greeneville, Tennessee. The Fund was established in memory of John and Margaret Todd Kerbaugh. Mrs. Kerbaugh was a 1956 alumna of Tusculum College.

THE ROBERT L. WHITE MEMORIAL ENDOWMENT was established in 2000 in memory of the late Robert L. White of Seminole, Florida. Mr. White was a 1932 graduate of Tusculum College.

RELIGIOUS STUDIES ENDOWMENTS

THE BIBLE CHAIR ENDOWMENT was established in 1926 by alumni, trustees, and other friends of the College. Income from the endowment will be used to support the Department of Religion at Tusculum College.

THE JOHN C. MARTIN ENDOWMENT was established by the Martin Bible Chair Trust Fund of the Presbyterian Church (U.S.A.). Tusculum College and several other Presbyterian-related institutions benefit from the Martin Fund. Income from the Martin Fund will be used to support the Religion Department of Tusculum College.

THE MARY D. SYNNOTT ENDOWMENT was established in 1925 by the Synnott Bible Chair Trust Fund of the Presbyterian Church (U.S.A.). Tusculum and several other Presbyterian-related institutions benefit from the Fund. Income from the Synnott Fund will be used to support the Religion Department of Tusculum College.
SCHOLARSHIPS

THE GEORGE I. ALDEN TRUST ENDOWED SCHOLARSHIP FUND was established in 1988 by the George I. Alden Trust of Worcester, Massachusetts, in response to the challenge issued by the Endowment Grant Program of the U. S. Department of Education. Scholarship preference will be given to able and deserving students from the Northeast.

THE LOUISE RAMSEY ALEXANDER MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1998 through the estate of the late Louise Ramsey Alexander, class of 1929, of Greeneville, Tennessee. Scholarship preference will be given to able and deserving students from Greeneville and Greene County and to those planning to enter a career in teaching.

THE CHARLES W. ALLEN AND JAMES M. MOREY MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1926 by Mrs. Charles W. Allen as a memorial to her husband and friend. Mr. Allen and Mr. Morey served as officers of the Board of Trustees of Tusculum College.

THE ROBERT S. ALLERTON MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1984 in memory of Mr. Robert S. Allerton, class of 1942, of Newark, New Jersey, by the late Leslie W. and Miriam Bumsted Bateman, both of the class of 1942, of Manasquan, New Jersey, and supported by his sister, Katejean Allerton Borneman, class of 1942, of Coos Bay, Oregon. Scholarship preference will be given to student-athletes from New York State.

THE ALUMNI ASSOCIATION ENDOWED SCHOLARSHIP FUND was established in 1974 by alumni of Tusculum College as a means of perpetuating their interest in and support of their alma mater. Scholarships will be awarded on the basis of academic achievement, leadership ability, and financial need.

THE ARTHUR AND FLORENCE ARGAUER ENDOWED SCHOLARSHIP FUND was established in 1985 by the late Dr. and Mrs. Arthur Argauer of Paramus, New Jersey. Dr. Argauer, class of 1930, served as a Tusculum College admissions representative. Scholarship preference will be given to student-athletes from New Jersey and then to other able and deserving students from the state.

THE BANK OF AMERICA/GREENVILLE ENDOWED SCHOLARSHIP FUND was established in 1987 by the Bank of America/Greeneville in recognition of Tusculum College’s role in the region.
Scholarship preference will be given to dependents of Bank of America/Greeneville employees, and then to other able and deserving students from the local area.

THE CLYDE B. AUSTIN ENDOWED SCHOLARSHIP FUND was established in 1990 by the trustees of the Clyde B. Austin Scholarship Trust, which was established in 1967 by an anonymous friend to honor the late Clyde B. Austin, cofounder of The Austin Company. Scholarship preference will be awarded on the basis of the following order: children of employees of The Austin Company and its family group of companies; students from Greene County; students from families engaged in tobacco farming; and students from the tobacco growing areas of the United States.

THE MARGARET JOHNSON PATTERSON BARTLETT ENDOWED SCHOLARSHIP FUND was established in 1975 by Mrs. Margaret Johnson Patterson Bartlett, the great granddaughter of Andrew Johnson, the 17th President of the United States. Mrs. Bartlett was a 1924 graduate of Tusculum College. Scholarship preference will be given to able and deserving students from Greeneville and Greene County.

THE LESLIE W. AND MIRIAM BUMSTED BATEMAN ENDOWED SCHOLARSHIP FUND was established in 1988 by the late Mr. & Mrs. Leslie W. Bateman, both members of the class of 1942, of Manasquan, New Jersey, in recognition of their lifelong interest in their alma mater. Scholarship preference will be given to able and deserving students from the Northeast.

THE W. C. "CHARLIE" BAXLEY ENDOWED SCHOLARSHIP FUND was established in 1998 by Daniel J. Olmstead, Jr., class of 1960, of San Jose, California, in memory of his father-in-law. Scholarship preference will be given to able and deserving students from Greene County.

THE A. T. AND LORENE BAYLESS ENDOWED SCHOLARSHIP FUND, in memory of Sarah Arnold Bayless, was established in 1984 by Dr. and Mrs. A. T. Bayless of Morristown, Tennessee. Scholarship preference will be given to an able and deserving student from Hamblen County.

THE JUDITH BISHOP BOSWELL MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1994 by friends, family and fellow classmates as a tribute to Judith Bishop Boswell, class of 1956. Scholarship preference will be given to able and deserving students who have expressed an interest in cheerleading and other related campus spirit activities.
THE RAY L. BOWMAN ENDOWED SCHOLARSHIP FUND was established in 2000 by Ken and Jo Ellen Bowman to provide support to deserving local young people who otherwise could not attend Tusculum. Ray Bowman was a member of the class of 1942 at the College. Ken Bowman, class of 1970, is a member of the Tusculum College Board of Trustees.

THE JAMES EDWARD BRADING ENDOWED SCHOLARSHIP FUND was established in 1993 by the estate of his daughter, Elinor Brading Trappey, class of 1912, in memory of her father. Scholarship preference will be given to able and deserving students majoring in history.

THE BOARD OF CHRISTIAN EDUCATION ENDOWED SCHOLARSHIP FUND was established in 1966 by the Board of Christian Education of the United Presbyterian Church in the United States of America, one of the predecessor churches to the Presbyterian Church (U.S.A.). Scholarship preference is awarded on the basis of academic achievement, leadership ability and financial need.

THE LUCILE WILSON BUNTROCK MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1995 by Terry Emory Buntrock as a tribute to her late mother-in-law. Scholarship preference will be given to able and deserving female students majoring in physical education.

THE EDNA ZIRKLE CARDWELL MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1990 by the family and friends of the late Edna Zirkle Cardwell, class of 1924, of Kingston, Tennessee. Scholarship preference will be given to able and deserving students who are interested in music.

THE MARJORIE NELLE HYDER CARDWELL ENDOWED SCHOLARSHIP FUND was established in 1994 by Mr. and Mrs. Robert E. Cardwell of Elizabethton, Tennessee, in recognition of their lifelong interest in service to others. Mrs. Cardwell is a 1948 graduate of Tusculum College and received an honorary doctorate from Tusculum College in 1987. Scholarship preference will be given to able and deserving students who either work at Greene Valley Developmental Center or whose parents work at the center or students participating in activities of the Tusculum College Institute for Public Leadership and Policy.

THE ESSIE KISER CARTER ENDOWED SCHOLARSHIP FUND, in memory of Mr. and Mrs. William Lee Kiser II of Greeneville, Tennessee, was established in 1976 through the generosity of three Kiser
daughters who attended Tusculum College: the late Essie Kiser Carter, class of 1928, of Greeneville, Tennessee; the late Ada Kiser Moreland, class of 1921, of Tulsa, Oklahoma; and the late Maude Kiser Barber, class of 1926, of Florence, Kentucky. Scholarship preference will be given to able and deserving students from the local area.

THE DIXON CATHRALL MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1988 in memory of the late Dixon A. Cathrall, class of 1977, by his parents, Mr. and Mrs. John M. Cathrall of Stratford, New Jersey. Scholarship preference will be given to able and deserving students who have financial need.

THE GODFREY CHOBOT ENDOWED SCHOLARSHIP FUND was established in 1952 in memory of Dr. Godfrey Chobot, longtime minister of the Sixth Presbyterian Church of Washington, D.C. The Fund was established through the will of his daughter, Pauline W. Chobot, of Washington, D.C. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE H. C. AND W. W. CLARK ENDOWED SCHOLARSHIP FUND was established in 1898 by the Reverend H. A. Clark, of Kingston, Tennessee, in honor of his parents. Scholarship preference will be given to students preparing for the ministry in the Presbyterian Church.

THE WILLIAM E. CLARK MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1999 by Dr. and Mrs. Charles F. Betts, Jr. and children of Decatur, Alabama. Scholarship preference will be given to able and deserving students who are considering a career of full-time service to the church.

THE CLASS OF 1932 ENDOWED SCHOLARSHIP FUND was established by members of the class of 1932 at their 50th anniversary reunion in 1982. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE CARRIE McGAUGHEY CLEMENS MEMORIAL DAR SCHOLARSHIP FUND was established in 1951 by the Nolachuckey Chapter of Greeneville, Tennessee, of the Daughters of the American Revolution. The chapter selects a deserving Greene County student recipient each year. Scholarship preference is given to a deserving Greene County female.

THE CLEMENTS-MAYS ENDOWED SCHOLARSHIP FUND was established in 1991 through the Bicentennial Campaign by John E.
and Nancy Clements Mays, of Blairsville, Georgia, in honor of her mother, Marjorie Martin Clements of Greeneville, Tennessee, and in memory of her father, W. Wiley Clements, and his parents, James Ernest and Gladys Elder Mays. Mr. Mays served as Vice President for External Relations from 1989 to 1999. Scholarship preference will be given to able and deserving students in the fields of business and education in recognition of the careers of the Clements and Mays.

THE JEROME KILMAN CLEMENTS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1921 by Mr. and Mrs. Howell H. Clements, of Knoxville, Tennessee, in memory of their son. Scholarship preference will be given to an able and deserving student from Knox County.

THE ROBERT S., JR. AND MARY ELLEN RANKIN COWLES MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1987 in memory of Dr. Robert Sebastian Cowles, Jr., class of 1946, by the Greene County Medical Society. Scholarship preference will be given to an able and deserving student with financial need who will be a sophomore, junior, or senior.

THE JAKE AND GLADYS CRAWFORD ENDOWED SCHOLARSHIP was established in 1980 by Gladys C. Crawford in honor of her late husband. Annual income of the fund will be used to aid deserving students.

THE WILLIAM LISTON DAVIS MEMORIAL ENDOWED SCHOLARSHIP was established in 1998 by Reba Davis Williams, of Newport, Tennessee, in memory of her brother William Liston Davis, class of 1930. Scholarship preference will be given to students majoring in education, the social sciences, or the natural sciences, first from Cocke County and then from Upper East Tennessee.

THE LAMAR COWAN DEMPSTER ENDOWED SCHOLARSHIP FUND was established in 1998 by Lamar Cowan Dempster, class of 1948, of Knoxville, Tennessee, and her husband Thomas C. Dempster. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE HAROLD M. DETRICK MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1975 by members of the family: wife, Ruth Skinner Detrick, of Greeneville, Tennessee; and children: Jerry and Sharon Detrick of Maryville, Tennessee; Harrison and Connie Detrick Lamons, of Greeneville; and Tate and Janet Detrick Robertson, of Cherryville, North Carolina. Scholarship preference
will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

**THE WALTER T. DETTE, JR. MEMORIAL ATHLETIC ENDOWED SCHOLARSHIP FUND** was established in 1989 by his widow, the late Mrs. Marguerite Brumley Dette, class of 1931, a Life Trustee of the College, and friends, as a lasting memorial. Scholarship preference will be given to able and deserving students from New Jersey and Tennessee who play a varsity sport.

**THE SAMUEL A. DOAK ENDOWED SCHOLARSHIP FUND** was established in 1966 by alumni of Tusculum College to honor the late Samuel A. Doak, class of 1916. Scholarship preference will be given to able and deserving students who play a varsity sport at Tusculum College.

**THE MARGARET DUGGER MEMORIAL ENDOWED SCHOLARSHIP FUND** was established by Dr. Robert H. Bailey, of Baileyton, Tennessee, class of 1948, in memory of Margaret Dugger, class of 1930, and in recognition of her devoted service as a faculty member and later as a member of the Board of Trustees of the College. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability and financial need.

**THE EUGENE E. EASTERY ENDOWED SCHOLARSHIP FUND** was established in 1982 by the late Eugene E. Easterly, class of 1921, of Greeneville, Tennessee. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

**THE WAYNE EICHELE ENDOWED SCHOLARSHIP FUND** was established in 1993 by Wayne Eichele, class of 1973, of Asbury, New Jersey, and his wife, Pamela. Scholarship preference will be given to deserving students with financial need in the field of education.

**THE HOWARD S. EMERICK II ENDOWED SCHOLARSHIP FUND** was established in 1998 by Howard S. Emerick II, class of 1972, of Jacksonville, Florida, in response to the Tusculum College 2000 Campaign. Scholarship preference will be given to able and deserving students who are majoring in the sciences.

**THE ETHEL K. EVANS ENDOWED SCHOLARSHIP FUND** was established in 1921 by the International Order of the King’s Daughters and Sons of New York, New York. Scholarship preference will be given to an able and deserving student on the basis of academic achievement, leadership ability, and financial need.
THE JOHN W. FAULDS ENDOWED SCHOLARSHIP FUND was established in 1970 by Mr. and Mrs. John W. Faulds, of Morristown, Tennessee. The late Mr. Faulds was a member of the Tusculum class of 1932. Scholarship preference will be given to able and deserving students from Hamblen County who show evidence of strong moral determination, high integrity, and ambition.

THE J. EDWARD AND MARY DRAKE FLOURNOY ENDOWED SCHOLARSHIP FUND was established in 1997 through the Tusculum College 2000 Campaign by Mr. and Mrs. J. Edward Flournoy, of Manassas, Virginia. Scholarship preference will be given to able and deserving students who have substantial financial need.

THE LLEWELYN M. FOX MEMORIAL ENDOWED SCHOLARSHIP was established in 2001 by the Mary G.K. Fox Foundation. Mr. Fox was a 1916 graduate of Tusculum College and was a charter member of the College’s Sports Hall of Fame. Scholarship preference will be given to able and deserving students from Greeneville and Greene County who demonstrate leadership, scholarship, citizenship, and sportsmanship.

THE MARY GERTRUDE FOX MEMORIAL ENDOWED SCHOLARSHIP was established in 2001 by the Mary G.K. Fox Foundation. Scholarship preference will be given to able and deserving students from Greeneville and Greene County who demonstrate leadership, scholarship, citizenship, and sportsmanship.

THE KIMBERLY ROSE GAESS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1999 by Anthony D. Gaess, class of 1963, and his wife, Judie, of Montvale, New Jersey, in loving memory of their daughter. Scholarship preference will be given to able and deserving students from New Jersey majoring in business.

THE ELSIE GASS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1981 by the late Mr. Robert A. Gass, class of 1928, of Maryville, Tennessee in memory of his aunt, Miss Elsie Gass, of Greeneville, Tennessee. Scholarship preference will be given to able and deserving students from the local area who have financial need.

THE ROBERT H. GELDER ENDOWED SCHOLARSHIP FUND was established in 1991 by his widow, the late Mary Zirkle Gelder, class of 1928, of Sidney, New York. Scholarship preference will be given to able and deserving pre-medical students and then to other science majors.

THE GERHARDT ENDOWED MUSEUM SCHOLARSHIP FUND was established in 1995 by Mr. and Mrs. E. Alvin Gerhardt, Jr. of
Jonesborough, Tennessee, in memory of Mr. Gerhardt’s parents, Earl A. and Georgia B. Gerhardt. Scholarship preference will be given to juniors and seniors majoring in museum studies. The scholarship will be awarded on the basis of academic achievement (grade point average of 2.5 or better) and leadership ability.

THE GRAHAM MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1847 by Mr. William Graham of Tazewell, Tennessee. Scholarship preference will be given to students preparing for ministry in the Presbyterian Church.

THE CHARLES OLIVER GRAY MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1977 by the late T. Moody Dunbar, class of 1930, of Limestone, Tennessee, and supported by other alumni of Tusculum College. Scholarship preference will be given on the basis of academic achievement, leadership ability and financial need.

THE JUDGE WALTER R. GRAY MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1982 by his widow, the late Mrs. Margaret Ketchin Gray, of Greeneville, Tennessee. Scholarship preference will be given to able and deserving students from Northeast Tennessee who have financial need.

MR. AND MRS. E. L. GREGG MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1975 by their grandchildren, Hilton and Florrie Gregg Byrd of Dallas, Texas. Captain and Mrs. E. L. Gregg lived in Rusk, Texas. Captain Gregg, a lawyer and banker, was the founder of The Gregg Insurance Company. He attended Tusculum College prior to the Civil War. Scholarship preference will be given to able and deserving students who have substantial financial need.

THE KALMAN SCOTT AND ETHEL GRADDON HAITINGER ENDOWED SCHOLARSHIP FUND was established in 1989 by Ethel Graddon Haitinger, class of 1931, of Newport, Tennessee, in recognition of her husband’s career in medicine and to perpetuate their lifelong interest in their alma mater. Dr. Haitinger was a 1930 graduate of Tusculum College. Scholarship preference will be given to able and deserving students majoring in the sciences and students from upper East Tennessee.

THE GREENE COUNTY ENDOWED SCHOLARSHIP FUND was established in 2001 by an anonymous donor. Scholarship preference will be given to students from Greene County.

THE EDWARD L. HEINZ ATHLETIC ENDOWED SCHOLARSHIP FUND was established in 1992 by Edward J. Heinz, class of 1968 and
a trustee of the College; Clifford B. Heinz; Deborah C. Maxwell; Craig D. Heinz; and Gretchen L. Heinz, on the occasion of their father’s 50th reunion and in recognition of his lifelong interest in his alma mater, athletics, and his community. Edward J. Heinz is a 1942 graduate of Tusculum College. Scholarship preference will be given to student-athletes, first from New Jersey or Virginia, on the basis of academic achievement, leadership ability, and financial need.

THE JOHN A. AND YOLANDA HENNESSEN SCHOLARSHIP FUND was established in 1999 by John A. "Jack" and Yolanda Hennessen for the purpose of providing scholarships to academically deserving students entering the sciences, with preference given to pre-medical students. Dr. Hennessen is a 1945 graduate of Tusculum College.

THE SAMUEL E. HILLES ENDOWED SCHOLARSHIP FUND was established in 1934 through the estate of Mina Colburn Hilles of Orlando, Florida, in memory of her husband. Scholarship preference will be given to able and deserving students who have financial need.

THE GEORGE T. AND DOROTHY RAMSEY HUBBARD ENDOwed SCHOLARSHIP FUND was established in 1983 in honor of the Reverend and Mrs. George T. Hubbard of McMinnville, Tennessee, on the occasion of their 50th wedding anniversary. The Rev. and Mrs. Hubbard were both members of the class of 1932. The Fund was established by their children: George T. Hubbard, Jr., class of 1964, of Gaithersburg, Maryland; Sarah Hubbard Dixon; and Harriet Hubbard Gerren. Scholarship preference will be given to able and deserving students who have financial need.

THE LIONEL N. HUMPHREYS, SR. MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1982 by Mr. Lionel N. Humphreys, Jr., of Greeneville, in memory of his father. Scholarship preference will be given to sons and daughters of employees of Quality Foods, Inc. (K-VA-T) and its affiliates with secondary consideration to families living within the trade area of Quality Foods.

THE SAMUEL GEAN ISENBERG MEMORIAL ENDOWED SCHOLARSHIP was established in 1998 by the Three B Partners, a partnership of the Ray Bible family which includes Ray and Barbara Bible, Gean Ann Bible Sing, Katherine Bible Moore and Samuel Edward Bible. Mr. Isenberg was a member of the Tusculum College class of 1932. Scholarship preference for the two scholarships will be given first to students from Sevier County, second from Hamblen County, third from Cocke County, and then the rest of East Tennessee.

THE MORRIS E. AND FREDA HILLSON KATZ ENDOWED SCHOLARSHIP FUND was established in 1996 with gifts and a
generous estate commitment by Dr. Morris E. Katz, class of 1937, of Sarasota, Florida, in memory of his wife. Scholarship preference will be given to able and deserving pre-medical students and then to students with other science majors.

THE HERMAN C. KENNEDY ENDOWED SCHOLARSHIP FUND was established in 1974 by alumni at Tusculum College as a means of perpetuating their interest in and support of their alma mater. The effort was conceived and partially funded by a challenge from the late Mr. Kennedy, class of 1929. Scholarships will be awarded on the basis of academic achievement, leadership ability, and financial need.

THE JOZEF KOLINSKI ENDOWED SCHOLARSHIP FUND was established in 1997 by Jozef Kolinski, class of 1947, of West Orange, New Jersey, in response to the Tusculum College 2000 Campaign. Scholarship preference will be given to able and deserving pre-medical majors and then to other science majors.

THE FRANCES COMERFORD LADY MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1983 by William C. Lady, class of 1949, of Blountville, Tennessee, in memory of his wife, Frances Comerford Lady, class of 1948. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE LANTERI FAMILY ENDOWED SCHOLARSHIP FUND was established in 1997 by Dr. Vincent J. Lanteri, class of 1970, and his wife, Susan. Scholarship preference will be given to able and deserving pre-medical students and then to other science majors.

THE ROBERT A. LAPSLEY ENDOWED SCHOLARSHIP FUND was established in 1998 by Robert A. Lapsley, class of 1966, and his wife, Diane, of Savannah, Georgia, in response to the Tusculum College 2000 Campaign. Scholarship preference will be given to able and deserving students from Georgia.

THE RALPH AND JEWELL SMITH LINFOOT SCHOLARSHIP was established in 1976 by Jewell Smith Linfoot, class of 1930, in memory of her husband Ralph. Scholarship preference is given to able and deserving students from East Tennessee.

THE JILL LUCAS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 2001 by family and friends in memory of Christina Jill Lucas, class of 2002, of Gaston, Indiana. Scholarship preference will be given to members of the Tusculum College Volleyball Team.
THE GIRARD MALMAR ENDOWED SCHOLARSHIP FUND was established in 1951 by Helen Malmar Dresser, class of 1916, of Albany, New York, in memory of her brother. Scholarship preference will be given to an able and deserving student-athlete who exhibits the finest spirit of sportsmanship on the athletic field.

THE HORACE C. MARTIN ENDOWED SCHOLARSHIP FUND was established in 1986 by Dr. Horace C. "Whitey" Martin, class of 1931, of Winona, Mississippi. Scholarship preference will be given to able and deserving students from East Tennessee or from the French Camp Academy, French Camp, Mississippi.

THE C. SHAWN MAUK MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1997 by the Fellowship of Christian Athletes of Tusculum College, friends, and family in memory of C. Shawn Mauk, class of 1998. Scholarship preference will be given to male elementary education majors and then to all education majors.

THE DOROTHY HARDIN MAYO ENDOWED MUSIC SCHOLARSHIP FUND was established in 1993 in loving memory of Professor Charles Oliver Gray, Jr. and in honor of Dorothy Hardin Mayo, class of 1940, by her husband, C. Douglas Mayo. Scholarship preference will be given to students majoring in music and to those from Greene County.

THE AGNES WEST McAMIS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1998 through the estate of the late Agnes West McAmis, class of 1941, of Greeneville, Tennessee. Scholarship preference will be given to members of the women’s golf team and then to other female athletes.

THE JAMES W. AND MACY JAYNES McAMIS ENDOWED SCHOLARSHIP FUND was established in 1995 by the estate of James W. McAmis to assist able and deserving students with their educational pursuits at Tusculum College. Mr. McAmis was a member of the class of 1932, and Mrs. McAmis, the class of 1931. Scholarship preference will be given to members of the McAmis and Jaynes families and then to other able and deserving students.

THE JUDGE LUKE M. McAMIS ENDOWED SCHOLARSHIP FUND was established in 1983 by Dr. Robert H. Bailey, of Baileyton, Tennessee, class of 1948, and friends and associates to honor Judge McAmis, class of 1924, of Kingsport, Tennessee. Scholarship preference will be given to able and deserving students from Sullivan County on the basis of academic achievement, leadership ability, and financial need.
THE PHYLLIS W. McCauley MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1985 by Commander Charles M. McCauley, USN (Ret.), class of 1941, of La Jolla, California, in memory of his wife. Scholarship preference will be given to able and deserving students majoring in the sciences.

THE TERESA BAILEY McIntyre MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1982 by Dr. Robert H. Bailey, of Baileyton, Tennessee, class of 1948, in memory of his niece, Teresa Bailey McIntyre, Tusculum class of 1977. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE RALPH N. AND PEGGY McKnight ENDOWED SCHOLARSHIP FUND was established in 1999 by Ralph N. McKnight, class of 1952, of Easley, South Carolina, and his wife, Peggy, in loving memory of his daughter Virginia McKnight Moore (1952-1994). Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership potential and financial need.

THE PATSY KREEGER MENKENS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 2004 by the Reverend Dr. R. Carl Menkens, class of 1958, in memory of his wife, Patsy Kreeger Menkens, also of the class of 1958. The scholarship will be awarded annually with preference, in priority order, to students who provide musical accompaniment for religious inspiration, such as during the weekly worship service; are interested in a career in church music; and/or are involved in the worship services in other meaningful ways.

THE ELVA SHIPLEY MEYER ENDOWED SCHOLARSHIP FUND was established in 1999 by the estate of the late Elva Shipley Meyer, class of 1928, of Scottsdale, Arizona, and her husband, Roland. Scholarship preference will be given to able and deserving students with financial need.

THE JOHN FITZHUGH MITCHELL MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1996 in memory of John Fitzhugh Mitchell, of Mechanicsville, Virginia, by his son, the Reverend Dr. John G. Mitchell. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE BELLE R. MOORE MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1949 by the Ladies Aid Society of the
Mount Bethel Presbyterian Church. The Mount Bethel Church became the Covenant Presbyterian Church in 1959, and merged with the First Presbyterian Church of Greeneville in 1990. Scholarship preference will be given to an able and deserving student from the local area.

THE MORRISTOWN COCA-COLA ENDOWED SCHOLARSHIP FUND was established in 1998 by Coca-Cola, of Morristown, Tennessee. Preference will be given to students from northeast Tennessee.

THE ALICE LARUE AND MARKLEY MURRAY ENDOWED SCHOLARSHIP FUND was established in 1996 by Alice LaRue Murray, class of 1935, of Greeneville, Tennessee, her husband, Raymond Markley Murray, members of their family, and interested friends. Scholarship preference will be given to students from the high schools in Greene County on the basis of academic achievement, leadership ability, and financial need. The scholarship will follow students throughout their matriculation at Tusculum College, provided academic standards are maintained.

THE FRANCIS J. NANARONE ENDOWED SCHOLARSHIP FUND was established in 1998 by Francis J. Nanarone, class of 1952, of Bloomfield, New Jersey. Mr. Nanarone was named a Benefactor of the College in 2003 having made gifts in excess of $1 million. Scholarship preference will be given to able and deserving students based on academic achievement, leadership ability, and financial need.

THE HARRIET REAVES NEFF ENDOWED SCHOLARSHIP FUND was established in 1982 by Mrs. Harriet Reaves Neff, class of 1921, of Greeneville, Tennessee. Mrs. Neff was the third Benefactor of the College and life trustee of her alma mater. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability and financial need.

THE HARRIET REAVES NEFF TENNIS ENDOWED TENNIS SCHOLARSHIP was established in 1984 by Harriet Reaves Neff, class of 1921, of Greeneville. Mrs. Neff was the third Benefactor of the College and life trustee of her alma mater. Scholarship preference will be given to able and deserving students with an interest in tennis.

THE CHARLOTTE W. NEWCOMBE ENDOWED SCHOLARSHIP FUND was established in 1988 by the Charlotte W. Newcombe Foundation of Princeton, New Jersey, in memory of Mrs. Charlotte Wilson Newcombe. Scholarship preference will be given to economically disadvantaged and/or minority students.
THE ROGER M. NICHOLS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1994 by the estate of Dr. Roger M. Nichols, class of 1950, of Tallahassee, Florida, and from memorial gifts from family and friends. Scholarship preference will be given to able and deserving students who play tennis or who have an interest in careers in education or public service.

THE FREDERIC D. AND JESSIE C. OGDEN ENDOWED SCHOLARSHIP FUND was established in 1995 by Dr. and Mrs. Frederic D. Ogden, of Lexington, Kentucky. Dr. Ogden is a graduate of Tusculum College, class of 1938. Scholarship preference will be given to a junior or senior student who is pursuing a social studies concentration: currently, history, political science, or pre-law. The Ogden Scholar should have financial need and carry a minimum grade point average of 3.00.

THE PROFESSOR CURTIS AND BILLIE BELCHER OWENS ENDOWED SCHOLARSHIP FUND was established in 1995 by Professor Curtis Owens, class of 1928, and his wife, Billie, of Richmond Hill, New York. Scholarship preference will be given to students who have ability in creative writing - poetry, short stories, essays and drama. The Owens Scholarship is awarded on the basis of a writing competition.

THE NANCY AND FRED H. PARVIN ENDOWED SCHOLARSHIP FUND was established in 1983 by Mrs. Nancy Parvin of Greeneville, Tennessee, in memory of her husband, Fred Parvin. Mrs. Parvin is a former trustee of the College. Scholarship preference will be given to able and deserving students from Greene County on the basis of academic achievement, leadership ability, and financial need.

THE LOLA G. PENDLETON ENDOWED SCHOLARSHIP FUND was established in 1991 by the estate of the late Lola G. Pendleton, of Kingsport, Tennessee. Scholarship preference will be given to able and deserving students from East Tennessee on the basis of academic achievement, leadership ability, and financial need.

THE STELLA LAWING PERCY ENDOWED SCHOLARSHIP FUND was established through the estate of the late Stella Lawing Percy, class of 1930, of Johnson City and Elizabethton, Tennessee. Scholarship preferences will be given to able and deserving students from Greeneville and Greene County.

THE L. H. PHETTEPLACE ENDOWED SCHOLARSHIP FUND was established in 1949 by Louis Henry Phetteplace of Erwin, Tennessee. Scholarship preference will be given to an able and deserving student from Unicoi County.
THE WILLIAM AND JANE SHANKS PILLONI ENDOWED SCHOLARSHIP FUND was established in 1998 by Mr. and Mrs. William Pilloni of Greeneville, Tennessee. Mr. Pilloni, class of 1960, is a member of the Board of Trustees of Tusculum College. Mrs. Pilloni is a 1959 graduate of the College. Scholarship preference will be given to able and deserving students with financial need.

THE JAMES TERRELL PUTNEY MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1983 as a memorial to James T. "Buck" Putney by Dr. Robert H. Bailey, class of 1948, of Baileyton, Tennessee, and supported by his parents, James T. and Joyce L. Putney, of Alachua, Florida. Dr. Bailey is a former Chairman of the Tusculum College Board of Trustees and received an honorary degree from the College in 1984. Scholarship preference will be given to an able and deserving student on the basis of academic achievement, leadership ability, and financial need.

THE JAMES H. QUILLEN AND CECILE C. QUILLEN ENDOWED SCHOLARSHIP FUND was established in 2003 through the estate of Retired Congressman James H. Quillen of Kingsport, Tennessee, who is remembered for his record 34 years of continuous service as a Tennessee member of the U.S. House of Representatives. Scholarship funds will be awarded to deserving students, with preference given to students living within the First Congressional District in Tennessee.

THE RANKIN FAMILY MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1982 by members of the Thomas Samuel Rankin Family. The Rankin Fund is in honor of and a living tribute to Dr. Thomas Samuel Rankin, class of 1885, and his wife Mary Isabel Coile Rankin, class of 1888, and children: Elma Lillian Rankin Beeson, class of 1908, and Donald Richard Beeson; Marguerite Elizabeth Rankin, class of 1910; Dr. Raymond Coile Rankin, class of 1914, and Katherine Peyton Rankin; Dr. Lynn McGaughey Rankin, class of 1917, and Lillian States Rankin; Dr. Robert Stanley Rankin, class of 1920 H’58, and Dorothy Newsom Rankin; Julian Howell Rankin; Evelyn Rankin Thompson, class of 1930, and William N. Thompson. Scholarship preference will be given to an able and deserving student on the basis of academic achievement, leadership ability, and financial need.

THE DOUG RATLEDGE ENVIRONMENTAL SCIENCE ENDOWED SCHOLARSHIP FUND was established in 2005 by the Greeneville Junior Woman’s Club in honor of Doug Ratledge, long-time director of the Cedar Creek Learning Center. Scholarship preference will be given to environmental science or field guide naturalist majors who...
are sophomores or above and recommended by a faculty member, academic achievement, and financial need.

THE DAVID E. REIBER ENDOWED SCHOLARSHIP FUND was established in 1997 by David E. Reiber, class of 1941, of Mount Desert, Maine. Scholarship preference will be given to able and deserving pre-medical students and then to students majoring in the sciences.

THE BERTHOLD OLEN AND VIVIAN COBBLE RIPLEY ENDOWED SCHOLARSHIP FUND was established in 1999 by their children and grandchildren on the occasion of Mr. Ripley’s 80th birthday. Mr. Ripley is a member of the class of 1942, and Mrs. Ripley is a member of the class of 1944. Business and civic leaders in Kingsport, Tennessee, the Ripleys are long-time supporters of their alma mater. Scholarship preference will be given to able and deserving students with financial need.

THE LOYCE MAE RITZLER ENDOWED SCHOLARSHIP FUND was established in 1997 by Mr. and Mrs. Donald R. Raber, of Kingsport, Tennessee, in honor of Mrs. Raber’s mother. Mr. Raber is a member of the Tusculum College Board of Trustees. Scholarship preference will be given first to students of the arts and then to management students, in recognition of Mrs. Ritzler’s love of painting and success in business.

THE DOROTHY CARTER SANDERS ENDOWED SCHOLARSHIP FUND was established in 1977 by Eunice Carter Sanders, class of 1939, of Kingsport, Tennessee, in memory of her sister, Dorothy Carter Sanders, class of 1932. Scholarship preference will be given to an able and deserving student who is studying music.

THE NANCY JEANNE SCHOEBEL MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1994 by Henry R. Schoebel, class of 1947, and Jeanne Kiley Schoebel, of Glastonbury, Connecticut, in memory of their daughter, Nancy Jeanne Schoebel, class of 1974. Scholarship preference will be given to able and deserving students studying art.

THE HANKINS McAMIS SENTELLE MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1982 by Dr. Robert H. Bailey, class of 1948, H’84 of Greeneville, Tennessee, and her family and friends, in memory of Mrs. Sentelle, class of 1911. Scholarship preference will be given to able and deserving students from upper East Tennessee who are academic achievers.

THE CECIL M. SHANKS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1988 by the Tusculum College class of 1938
on the occasion of their 50th reunion as a tribute to Professor Shanks, class of 1922, who was a longtime science teacher and Dean at Tusculum College. Scholarship preference will be given to able and deserving students who are majoring in the sciences.

THE FRANKIE ELIZABETH SIMPSON ENDOWED SCHOLARSHIP FUND was established in 2005 through the estate of the late Frankie Elizabeth Simpson of Greeneville, Tennessee. She was a 1932 alumna of Tusculum College and after graduation began a 42-year teaching career. Scholarship preference will be given to math majors from Greeneville or Greene County.

THE REVEREND LEWIS F. SMITH, SR. AND LEWIS F. SMITH, JR. MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1992 by the family. The Reverend Smith, Sr. was a member of the Tusculum class of 1895, and Mr. Smith, Jr. was a member of the Tusculum class of 1925. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership, ability, and financial need.

THE CLYDE E. SPENCER ENDOWED SCHOLARSHIP FUND was established in 1999 by Clyde Spencer’s wife, Elizabeth, and their children, in memory of Clyde Spencer, Tusculum class of 1946. Scholarship preference will be given to veterans and then to able and deserving students who are majoring in mathematics.

THE BERTHA DOAK STEWARD MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1949 by the Women’s Missionary Society of the Mount Bethel Presbyterian Church. The Mount Bethel Church became the Covenant Presbyterian Church in 1959 and merged with the First Presbyterian Church of Greeneville in 1990. Scholarship preference will be given to an able and deserving student from the local area.

THE STOKELY-VAN CAMP ENDOWED SCHOLARSHIP FUND was established in 1959 by Stokely-Van Camp, Inc. of Indianapolis, Indiana. Scholarship preference will be given to able and deserving students from Cocke, Greene, Hamblen, Jefferson, and Sevier counties.

THE WILLIAM E. STORY ENDOWED SCHOLARSHIP FUND was established in 1999 by Dr. William E. Story, class of 1972, of Winter Park, Florida, as part of his response to the Tusculum College 2000 Campaign. Scholarship preference will be given to able and deserving pre-medical students and then to other science majors.
THE MARY THOMAS SULLIVAN ENDOWED SCHOLARSHIP FUND was established in 1998 by William A. and Mary Thomas Sullivan of Poway, California. Mrs. Sullivan is a member of the class of 1939. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE ALBERT COLUMBUS TATE MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1986 by his daughter, the late Edna Tate Smith, of Tallahassee, Florida, as a memorial to her father. Mr. Tate was the valedictorian of the Tusculum class of 1894. Mrs. Smith, the fourth Benefactor of the College, served on the Board of Trustees. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability and financial need.

THE TRULL FOUNDATION ENDOWED SCHOLARSHIP FUND was established in 1981 by The Trull Foundation of Palacios, Texas. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE W. GODFREY VANN MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1987 through the estate of W. Godfrey Vann, class of 1918, of Greeneville, Tennessee. Scholarship preference will be given to able and deserving students from Greene County who have financial need.

THE MARTIN WADEWITZ ENDOWED SCHOLARSHIP FUND was established in 1983 by Dr. and Mrs. Peter Wadewitz, of Kingsport, Tennessee, in memory of his father who was a life trustee of the College. Dr. Peter Wadewitz is a member of the class of 1956, and Mrs. Wadewitz, the former Lois Hammer, is a member of the class of 1957. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE WEEMS FAMILY ENDOWED SCHOLARSHIP FUND was established in 1997 by Dr. Jerome John Weems, class of 1934, and supported by family members. The fund honors the Weems, Doyle, Rankin, Malone and Bailey families, and recognizes three Weems family members and their distinguished careers in medicine: brothers Jerome John Weems, class of 1934, and Philip Doyle Weems, class of 1929, and cousin Bliss King Weems, class of 1928. Scholarship preference will be given to able and deserving pre-medical students and then to other science majors.
THE VILENE LUCILLE WHITAKER ENDOWED SCHOLARSHIP FUND was established in 1993 by the estate of the late Vilene L. Whitaker, of Knoxville, Tennessee. A native of Greene County, Miss Whitaker was a Tusculum College graduate, class of 1941. Scholarship preference will be given to able and deserving students from East Tennessee.

THE SARAH VIRGINIA WILLIAMS ENDOWED SCHOLARSHIP FUND was established in 1998 by the estate of Miss Sarah Virginia Williams of Johnson City, Tennessee. Scholarship preference will be given to able and deserving from East Tennessee and to teacher education students.

THE W. E. WILSON ENDOWED SCHOLARSHIP FUND was established in 1982 by alumni of Tusculum College in honor of Captain W. E. Wilson. Captain Wilson taught at Tusculum College from 1946 to 1962. Scholarship preference will be given to able and deserving students majoring in the field of business.

THE KATHRYN COLEMAN WOOD ENDOWED SCHOLARSHIP FUND was established in 1998 by Kathy Coleman Wood, class of 1977 of Knoxville, Tennessee. Scholarship preference will be given to female students majoring in business.

THE CLARA A. ZIRKLE BENEVOLENT ENDOWED SCHOLARSHIP FUND was established in 1955 by Dr. George P. Zirkle, of Kingston, Tennessee, as a tribute to his wife. Scholarship preference will be given to able and deserving students who are preparing for the ministry or Christian service in the Presbyterian Church.

THE GEORGE P. ZIRKLE ENDOWED SCHOLARSHIP FUND was established in 1957 by Dr. George P. Zirkle, of Kingston, Tennessee. Scholarship preference is given to able and deserving students who are preparing for Christian service in the Presbyterian Church.

HOLSTON PRESBYTERY ENDOWED SCHOLARSHIPS
Scholarship preference will be given to able and deserving students from the individual churches named in the endowment funds, to students from other Presbyterian churches within Holston Presbytery, and then to other qualified students.

HOLSTON PRESBYTERY ENDOWED SCHOLARSHIP FUND was established in 1996 through the Partners in Ministry Campaign among the 69 churches of Holston Presbytery, Presbyterian Church (U.S.A.) the home presbytery of Tusculum College. This endowed scholarship fund will give scholarship preference to able and deserv-
ing students from the churches of Holston Presbytery, then to other Presbyterian students, and finally to other able and deserving students. The scholarships are designed to provide financial support for young people and adults of the Presbyterian churches in the region who attend Tusculum College.

THE BETHEL PRESBYTERIAN CHURCH OF KINGSPORT ENDOwed SCHOLARSHIP FUND.

THE COLD SPRING PRESBYTERIAN CHURCH OF BRISTOL ENDOwed SCHOLARSHIP FUND.

THE COLONIAL HEIGHTS PRESBYTERIAN CHURCH OF KINGSPORT ENDOwed SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF BRISTOL ENDOwed SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF ELIZABETHTON ENDOwed SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF GREENEVILLE ENDOwed SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF JEFFERSON CITY ENDOwed SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF JOHNSON CITY ENDOwed SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF KINGSPORT ENDOwed SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF MORRISTOWN ENDOwed SCHOLARSHIP FUND.

THE ROGERSVILLE PRESBYTERIAN CHURCH ENDOwed SCHOLARSHIP FUND.

THE WATAUGA AVENUE PRESBYTERIAN CHURCH OF JOHNSON CITY ENDOwed SCHOLARSHIP FUND.

THE WAVERLY ROAD PRESBYTERIAN CHURCH OF KINGSPORT ENDOwed SCHOLARSHIP FUND.
WORK-STUDY ENDOWMENTS

THE BUFORD AND LOUISE CARTER CHAMBERLAIN EN- 
DOWED WORK-STUDY SCHOLARSHIP FUND was established in  
2004 by Louise Carter Chamberlain, class of 1944, in memory of her 
husband, Buford Chamberlain, also class of 1944, to provide an 
annual work-study scholarship with preference given to able and 
deserving students from Greene County who have financial need. 
The work-study position will benefit the Tusculum College Library.

THE CLINT FOUNDATION ENDOWED WORK-STUDY SCHOL- 
ARSHIP FUND was established in 2003 by the Clint Foundation. The 
Clint Foundation provides grants to students who are working while 
pursuing a college education. Earnings from the Clint Foundation 
Endowed Fund will be used to provide work-study opportunities for 
Tusculum College students. Funds for this grant are raised in part 
through sales of Kona Coffee from the Foundation’s farm in Kona, 
Hawaii, and Pinot Noir and Pinot Gris wines grown on its vineyard 
in the Willamette Valley, Oregon.

THE CHARLES A. FRUEAUFF FOUNDATION ENDOWED WORK- 
STUDY FUND was established in 1997 by the Charles A. Frueauff 
Foundation of Little Rock, Arkansas. Income from the Frueauff Fund 
will be used to provide work-study opportunities for Tusculum 
College students. The program also provides latitude to assist middle 
income families who do not qualify for federal financial aid assis-
tance.

THE TUSCULUM COLLEGE INSTITUTE

THE TUSCULUM INSTITUTE FOR PUBLIC LEADERSHIP AND 
POLICY ENDOWED FUND was established in 1998 by an anony-
mous donor to support the Institute and the students involved in the 
Institute’s programs.

OTHER ENDOWMENTS

THE DUFFIELD AWARD was endowed in 1991 by Norman J. and 
Joy Dauerty Seher, of Greeneville, Tennessee, formerly of Clearwater, 
Florida, in memory of his mother, the late Elva Murphy Duffield, of 
Clearwater. Mrs. Seher is a member of the Tusculum College class of 
1943. The Duffield Award is presented annually to the male and 
female varsity student-athlete with the highest cumulative grade 
point average. Sophomores, juniors, and seniors are eligible for the 
award.
THE THOMAS B. TAYLOR ENDOWED WELLNESS PROGRAM was established in 1994 by the late Britton M. Taylor, class of 1930, of Wilmington, Delaware, in memory of his son, Thomas B. Taylor, class of 1976. Income from the endowment will assist the College in further developing a wellness education program that discourages smoking, alcohol, and drug use and promotes appropriate wellness decisions through an interactive curriculum. The endowment also funds the Thomas B. Taylor Wellness Award that recognizes annually the student who best demonstrates an orientation to appropriate wellness decisions and gives to the College community leadership in helping its members make quality lifestyle choices.

ANNUAL SCHOLARSHIPS

Annual scholarship funds are maintained with minimum yearly gifts of $1,000. The continuation of a scholarship fund is dependent upon the annual gift.

THE ALLTRISTA ZINC PRODUCTS ANNUAL SCHOLARSHIP FUND was established by Alltrista Zinc Products, of Greeneville, Tennessee. Scholarship preference will be given to able and deserving students from the local area.

THE ANTIQUE AUTOMOBILE CLUB ANNUAL SCHOLARSHIP FUND was established in 1996 by the Davy Crockett Region of the Antique Automobile Club of America. Scholarship preference is given to able and deserving student from Greeneville with secondary consideration to students from Greene County.

THE GORDON J. CHALMERS MEMORIAL ANNUAL SCHOLARSHIP was established in 2001 by friends and family of Gordon J. Chalmers, long-time trustee and supporter of Tusculum College. Scholarships are awarded to able and deserving students.

THE CLINT FOUNDATION WORK-STUDY SCHOLARSHIP was established in 1998 as a fund-raising challenge to Tusculum College. The College annually raises funds that are matched by the foundation which allow students work-study opportunities.

THE GLENN COX MEMORIAL SCHOLARSHIP was established by the Kiwanis Club of Greeneville, Tennessee. Tusculum College selects a Greene County resident for this annual award.

THE JOHN C. ECHOLS MEMORIAL ANNUAL SCHOLARSHIP FUND was established in 1969 by Mr. and Mrs. Percy P. Echols of Lynchburg, Virginia, in memory of their son. Preference will be given to able and deserving students on the basis of academic achievement, leadership ability and financial need.
THE JAMES K. EDENS II MEMORIAL ANNUAL SCHOLARSHIP FUND was established in 2004 by Jeannie P. Edens in memory of her husband, James K. Edens II, class of 1961, who worked to support his family while earning his degree. Scholarship preference will be given to students having financial need, with a priority going to those who are also married and working. Recipients must maintain a minimum 2.5 grade-point average.

THE LLEWELYN M. FOX MEMORIAL ANNUAL SCHOLARSHIP FUND was established in 1965 by the late Mrs. Mary Gertrude Fox, of Greeneville, in memory of her husband, Llewelyn M. Fox, class of 1916 and charter member of the Tusculum College Sports Hall of Fame. Scholarship preference will be given to an able and deserving student from Greeneville or Greene County who demonstrates leadership, scholarship, citizenship, and sportsmanship.

THE MARY GERTRUDE FOX MEMORIAL ANNUAL SCHOLARSHIP FUND was established in 1997 by the Board of Managers of the Mary G. K. Fox Foundation to honor the memory of Mrs. Fox. Scholarship preference will be given to able and deserving students from Greeneville and Greene County who demonstrate leadership, scholarship, citizenship, and sportsmanship.

THE GREENE COUNTY HUMAN RESOURCE ASSOCIATION ANNUAL SCHOLARSHIP FUND was established in May 2005 by members of the Greene County Human Resource Association. Two scholarships will be given annually to juniors or seniors from Greeneville or Greene County majoring in business.

THE GREENEVILLE PEDIATRIC CLINIC ANNUAL SCHOLARSHIP FUND for athletic trainers was established in 1995 by Greeneville Pediatric Clinic physicians Dr. Walter D. Ashe, Dr. Douglas C. Cobble, and Physician’s Assistant James Johnson in support of the athletic training program at Tusculum College.

THE JAMES S. JAYNES ANNUAL SCHOLARSHIP FUND was established in 1996 by Mrs. Josephine Jaynes Mills, class of 1937, in honor of her father, James S. Jaynes, who graduated from Greeneville and Tusculum College on May 11, 1894. Scholarship preference will be given to a deserving student enrolled in the Museum Studies Program. The student should be a member of the sophomore, junior, or senior class and must have a grade point average of 2.5 or better. Preference will be given to a student from Upper East Tennessee.

THE LANDAIR ANNUAL SCHOLARSHIP FUND was established in May 2005 by Scott M. Niswonger, class of 1987, Chairman and
CEO of Landair, a well-known and highly respected philanthropist and Trustee of Tusculum College, to support the educational needs of employees of Landair, Inc., Greeneville, Tennessee. Preference for the Landair Annual Scholarship Fund will be given to employees enrolled in Tusculum College’s undergraduate and graduate programs.

THE NATIVE AMERICAN ANNUAL SCHOLARSHIP FUND was established in 1985 by a friend who wishes to remain anonymous. Preference will be given to able and deserving students who are Native Americans.

THE CHARLOTTE W. NEWCOMBE ANNUAL SCHOLARSHIP FUND was established by the Charlotte W. Newcombe Foundation, of Princeton, New Jersey, in memory of Mrs. Charlotte Wilson Newcombe. Scholarship preference will be given to economically disadvantaged and/or minority students.

THE PIONEER CLUB ANNUAL SCHOLARSHIPS are awarded annual to Tusculum College athletes. Funds for these scholarships are raised annually in support of the College’s athletic programs.

THE TUSCULUM COLLEGE BOOKSTORE ANNUAL SCHOLARSHIP FUND was established in 2003 by the Tusculum College Bookstore. Scholarship preference will be given to work-study students who are employed by the Tusculum College Bookstore and pursuing full-time undergraduate study. Scholarships will be awarded based on work-study job attendance, job performance, academic GPA and financial need.

THE U.S.S. GREENEVILLE ANNUAL SCHOLARSHIP FUND was established by the Board of Trustees of Tusculum College in 1996 in recognition of the commissioning on February 16, 1996, in Norfolk, Virginia of the U.S.S. Greeneville, named for the City of Greeneville, Tennessee. One tuition scholarship will be available to a crew member or a dependent of a crew member annually for the 25-year life of the ship.

THE LETTIE PATE WHITEHEAD FOUNDATION ANNUAL SCHOLARSHIP FUND was established by the Lettie Pate Whitehead Foundation of Atlanta, Georgia. Scholarship preference will be given to able and deserving Christian women who have financial need and who are residents of one of the following states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.
TRIO PROGRAMS

Tusculum College hosts, as a community and campus service, three educational and counseling programs funded by the U.S. Department of Education under Federal TRIO programs. Although the programs differ in terms of the specific services they provide, all are intended to generate the skills and motivation necessary to graduate from high school and successfully enter and/or complete college for low-income, first generation college students.

The Upward Bound program, serving 130 students, is the oldest of Tusculum College’s TRIO programs, having been in continuous operation since 1973. Upward Bound provides counseling, tutoring, and college preparatory courses to area high school students throughout the year. During the summer, Upward Bound students live on campus for a six-week residential, educational and cultural program.

The Educational Talent Search program, serving 1,450 students, has two emphases. The program for high school students began in 1977 and the program for middle school students which began in 1989. Talent Search advisors provide academic guidance and career counseling services to high school students and present workshops on study skills, ACT/SAT preparation, financial aid, etc. The middle school component works with area sixth, seventh, and eighth grade students providing counseling, tutoring, and computer-assisted basic skills instruction.

Student Support Services started in the fall of 1997. Student Support Services works with 200 college students and provides services to assist with retention and graduation. The program services include: tutoring, counseling, mentoring, academic advisement, and cultural activities. A wide variety of activities are sponsored each year to enhance participants’ educational experiences.
THE BOARD OF TRUSTEES
As of October 2005

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Senior Advisor, Niswonger Foundation and
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Greeneville, Tennessee

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Greeneville, Tennessee

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Greeneville, Tennessee

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Tusculum College 2005-2006

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Albany, New York

Gene S. Hall ’73
Professor, Department of Chemistry & Chemical Biology
Rutgers, the State University of New Jersey
Piscataway, New Jersey

Donald C. Henard, M.D.
Consultant
Laughlin Memorial Hospital
Greeneville, Tennessee

Dolphus E. Henry
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Greeneville, Tennessee
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James W. Hickerson
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Greeneville, Tennessee

Brandon C. Hull
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Greeneville Federal Bank
Greeneville, Tennessee

Hugh O. Jaynes ’52
Retired Head – Department of Food Technology
University of Tennessee
Knoxville, Tennessee

Edward J. Kormondy ’50
Retired Chancellor
University of Hawaii
Los Angeles, California

Hardy Liston, Jr.
Retired Associate Vice Chancellor for Academic Affairs
University of Tennessee
Knoxville, Tennessee
(Life Trustee)

Frank Mastrapasqua
Chairman and CEO
Mastrapasqua Asset Management, Inc.
Nashville, Tennessee

S. Wiley Milligan
Chairman
LIFEndowment, Inc.
Greeneville, Tennessee
(Life Trustee)

Scott M. Niswonger ’87
Chairman Emeritus
Forward Air Corporation and Principal, Landair Holdings, Inc.
Greeneville, Tennessee

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Retired Property Manager
Prudential Life Insurance Company
Greeneville, Tennessee
J. WILEY PRUGH
Retired Executive Presbyter
Holston Presbytery
Presbyterian Church (U.S.A.)
Greeneville, Tennessee

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Retired President
Vogt and Associates
Knoxville, Tennessee
(Life Trustee)

DONALD R. RABER
President
Aldebaran Financial Inc.
Kingsport, Tennessee

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President Emeritus
Tennessee Technological University
Cookeville, Tennessee

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Retired President
Guaranteed Brake Parts, Inc.
Cherry Hill, New Jersey

STANLEY R. WELTY, JR. ’51
Retired President
Wooster Brush Company
Wooster, Ohio

ANGUS R. SHAW III
Pastor Emeritus
First Presbyterian Church
Johnson City, Tennessee

MARK WILLIAMS
Broker
Century 21, ProService
Greeneville, Tennessee

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Former Member
New York State Legislature
Queensbury, New York
(Life Trustee)

WARREN L. SNEAD
President
The Bob Smith Construction Company
Greeneville, Tennessee
(Life Trustee)

WILLIAM E. STORY ’72
Cardiologist
Central Florida Cardiology Group
Orlando, Florida

ROBERT T. SUMMERS
President, Chairman of the Board
Summers-Taylor, Inc.
Johnson City, Tennessee
FACULTY

ADAMS, ALEX
Assistant Professor of English
Came to Tusculum 2000
M.A.—English—University of Memphis

BARNETT, DANIEL
Associate Professor of Chemistry
Came to Tusculum 1985
M.A.—Chemistry—Western Carolina University
B.S.—Chemistry—Newberry College

BERGVIN, GEIR
Associate Professor of Marketing
Came to Tusculum 2005
Ph.D.—Marketing—The Union Institute and University, Cincinnati, Ohio
M.B.A.—Marketing—Ball State University
B.A.—Marketing—Northern Michigan University

BOS, ANTONIO
Associate Professor of Business Administration
Came to Tusculum 1996
Ph.D.—Economics—University of Tennessee
M.S.—Agricultural Economics—Federal University of Rio Grande do Sul, Brazil
B.S.—Agriculture—Federal University of Rio Grande do Sul, Brazil

BOW, DAVID C.
Professor of Physical Education
Came to Tusculum 1977, Tenured
D.A.—Physical Education—Middle Tennessee State University
M.A.—Health and Physical Education—Tennessee Tech University
B.S.—Health and Physical Education—Tennessee Tech University

BOYES, MARY
Assistant Professor of English
Came to Tusculum 2002
M.F.A.—Virginia Commonwealth University
B.A.—The College of William and Mary

BROOKS, JENNIFER E.
Associate Professor of Commons and History
Came to Tusculum 1997
Ph.D.—American History—University of Tennessee
B.A.—History—University of Massachusetts
CARTER, TIM
Assistant Professor of Management
Came to Tusculum 2003
M.A. — Organizational Management — Tusculum College
B.S. — Organizational Management — Tusculum College

CASTEEL, DIANN
Assistant Professor of Education
Came to Tusculum 1996
M.A. — Reading Specialist — East Tennessee State University
B.S. — History and Psychology — East Tennessee State University

CHURCH, GREGORY W.
Assistant Professor of Biology
Came to Tusculum 1993
Ph.D. — Zoology — Virginia Polytechnic Institute and State University
M.S. — Environmental Health — East Tennessee State University
B.S. — Biology — East Tennessee State University

CLAMPITT, WILLIAM
Professor of Management
Came to Tusculum 1996
D.B.A. — Human Resource Management — Nova University
M.B.A. — Management — University of Connecticut

CONLEY, RONALD A.
Associate Professor of Mathematics
Came to Tusculum 1983
M.A. — Mathematics — Appalachian State University
B.A. — Mathematics — Berea College

CONNOLLY, LONNIE
Assistant Professor of Computer Science
Came to Tusculum 2002
M.S. — Management — Saint Thomas University
B.S. — Criminal Justice — Florida International University

COX, BARTH
Assistant Professor of Mass Media
Came to Tusculum 2004
M.F.A. — Communications and Drama — University of New Orleans
B.S. — Communications — Mansfield University

COX, WILLIAM
Assistant Dean for Graduate and Professional Studies and Assistant Professor of Research
Came to Tusculum 2000
Ed.D. — Higher Education — University of Alabama
M.A. — Education Administration — Chapman University
COUCH, GRANTHAM
Professor of Business
Came to Tusculum 2003
Ph.D. — Business Administration — Florida State University
M.B.A. — University of Pennsylvania
B.S. — Washington & Lee University

CURRIE, JOHN
Associate Professor of Education
Came to Tusculum 2000
Ed.D. — Early & Middle Childhood — Nova University
M.A. — Special Education & Education Administration — Peabody University

CURRY, MICHAEL
Assistant Professor of Management
Came to Tusculum 2001
M.B.A. — Marketing — University of Tennessee, Knoxville

DARKO, GEORGE
Assistant Professor of Economics
Came to Tusculum 2003
Ph.D. — Financial Economics — Middle Tennessee State University
M.A. — Middle Tennessee State University
B.S. — Arkansas State University

DAVIS, ROBERT B.
Professor of Biology
Came to Tusculum 1970, Tenured
Ph.D. — Entomology — North Carolina State University
M.A. — Biology — East Tennessee State University
B.S. — Biology — East Tennessee State University

DAUGHERTY, SCOTT
Assistant Professor of Mathematics
Came to Tusculum 2002
M.S. — Mathematics — University of Idaho
B.S. — Mathematics and Physics — Christian Brothers University

DUBRISK, WESSLEY R.
Associate Professor of Communications
Came to Tusculum 1984
M.A. — Mass Communications — Texas Tech University
B.S. — Business Management — University of LaVerne

DUKES, MELINDA
Professor of Psychology
Came to Tusculum 1989
Ph.D. — Psychology — University of Tennessee
B.A. — Elementary Education — Clemson University
ELLISOR, JOHN T.
Assistant Professor of History
Came to Tusculum 2001
Ph.D. — American History — University of Tennessee
M.A. — American History — University of West Florida, Pensacola
B.A. — History — University of South Alabama, Mobile

EVANS, ROY S.
Assistant Professor of Management
Came to Tusculum 2000
Ph.D. — Agricultural Economics — Virginia Polytechnic Institute and State University

FAWBUSH, RHONDA
Assistant Professor of Management
Came to Tusculum 2000
J.D. — Law — University of Tennessee
M.Acc. — Accounting (Tax Concentration) — University of Tennessee

FIELDS, JAMES B.
Professor of Education
Came to Tusculum in 1993
Ed.D. — Educational Leadership — East Tennessee State University
M.S. — Agricultural Education — Virginia State University
B.S. — Agricultural Education — Virginia Polytechnic Institute & State University

FIFE, ROBIN
Assistant Professor of Social Science
Came to Tusculum 2000
M.A. in Adult Education — Tusculum College
B.A. — in English — University of Montana

FRANZ, JONATHAN
Professor of Psychology
Came to Tusculum 2001
Ph.D. — Psychology — University of Buffalo
B.A. — Psychology — Hiram College

FREEMAN, MICHELLE
Assistant Professor of Business Administration
Came to Tusculum 2002
Ed.D. — Educational Administration and Policy Studies — University of Tennessee, Knoxville
M.A. — Accounting — University of Tennessee, Knoxville
B.S. — Accounting — University of Tennessee, Knoxville
B.S.H. — Ohio University
GIBSON, DALE
Professor of Physical Education
Came to Tusculum 2004
Ph.D. — Sport Management — Virginia Polytechnic Institute and State University

GREENE, DELORES
Assistant Professor of English
Came to Tusculum 2002
M.S. — English Education — University of Tennessee
B.S. — Communications — University of Tennessee

GREENFIELD, RICHARD
Assistant Professor of English
Came to Tusculum 2005
Ph.D. — English — University of Denver
M.F.A. — Creative Writing — University of Montana
B.S. — Arts & Letters — Portland State University

GREGG, CAROLYN
Associate Professor of Education
Came to Tusculum 1989
M.A. Ed. — Education — Tusculum College
A.B. — Primary Education — Lenoir-Rhyne College

GUERTLER, ELAINE
Associate Professor of Management
Came to Tusculum 2005
Ph.D. — Industrial/Organizational Psychology — University of Illinois
A.M. — Labor and Industrial Relations — University of Illinois
B.S. — Psychology and Sociology — Frostburg State College

HANEY, LOU
Assistant Professor of Art
Came to Tusculum 2004
M.F.A. — Painting — Claremont Graduate University
B.A. — Art (Studio Art Concentration) — Rhodes College

HARTMAN HALLIBURTON, MARY
Assistant Professor of Library Science
Came to Tusculum 2002
M.L.S. — Library Science — University of Tennessee
B.S. — University of Tennessee

HERRIN, KEITH W.
Assistant Professor of Art
Came to Tusculum 2005
M.F.A. — Art — Indiana University
Research and Development of Artistic Emphasis — Texas Tech University
Bachelor of Visual Communication — Art Institute of Fort Lauderdale
Bachelor of Marketing Management — Art Institute of Fort Lauderdale
A.A. — Art — Art Institute of Houston

JOHNSON, LISA
Assistant Professor of Education
Came to Tusculum 2004
Ph.D. candidate — Educational Supervision — East Tennessee State University
M.Ed. — Educational Leadership and Policy Analysis — East Tennessee State University
B.S. — Education — East Tennessee State University

JOHNSTON, ERIN
Assistant Professor of Athletic Training
Came to Tusculum 2005
M.S. — Kinesiology, Athletic Training concentration — Illinois State University
B.S. — Physical Education — Central Missouri State University

JONES, CHERI
Assistant Professor of Management
Came to Tusculum College 2001
J.D. — Law — University of Tennessee, Knoxville
M.Acc. — Accounting — University of Tennessee, Knoxville

KAUFFMAN, CHRIS
Assistant Professor of Organizational Management
Came to Tusculum College 2004
Ph.D. candidate — Economics — University of Tennessee, Knoxville
B.A. — Economics, Accounting, and Business — Muskingum College

KREIS, RONNIE
Assistant Professor of Mathematics
Came to Tusculum 1992
M.S. — Mathematics Education — University of Tennessee

LANDERS, ANNE
Assistant Professor of Education
Came to Tusculum 1993
Ed.D. — Curriculum & Instruction — University of Tennessee
M.Ed. — Education Administration — Austin State

LEWIS, RICHARD
Professor of Marketing
Came to Tusculum 2002
D.B.A. — Marketing — Louisiana Tech University
M.B.A. — Business Administrative Services — Texas A & M University
M.S. — Business Education and Administrative Services — Northern Illinois University
B.S. — Finance — Southern Illinois University
LINGERFELT, DENNIS
Assistant Professor of Computer Science
Came to Tusculum 2005
M.S. — Computer Science — Stephen F. Austin State University
B.A. — Computer Science and Mathematics — Tusculum College

LONG, WILLIAM
Assistant Professor of Mathematics
Came to Tusculum 2005
Ph.D. — Mathematics — University of Montana
M.S. — Mathematics — Eastern Washington University
B.A. — Mathematics — University of Minnesota

LOKEY, D. JEFFREY
Assistant Professor of Management
Came to Tusculum in 1990
M.A. — Management — Tusculum College
B.A. — Political Science — East Tennessee State University

MAHAL, KIRPAL S.
Professor of Physical Education
Came to Tusculum 1994
Ph.D. — Motor Learning and Development — University of Toledo
M.S. — Physical Education — Howard University
M.Ed. — Physical Education — Punjabi University, India

MASELLO, CAROLYN S.
Assistant Professor of Management
Came to Tusculum 2005
Ph.D. — Business Administration/Management — Argosy University
M.S. — Administration/Management — Central Michigan University
B.S. — Computing and Information Systems — McKendree College
A.A. — Business Management — Belleville Area College

MCCALLISTER, RON
Assistant Professor of Computer Science
Came to Tusculum 2000
Post-graduate studies — Computer and Information Sciences — East Tennessee State University
M.A. — History — East Tennessee State University
B.A. — History — Middle Tennessee State University

McFARLAND, TOM
Associate Professor of Business Administration
Came to Tusculum 2003
Ph.D. — Business Administration — University of Florida

McGINN, DEBRA L.
Assistant Professor of Biology
Came to Tusculum 2004
M.A. — Secondary Education (Biology) — East Tennessee State University
M.D.—Vanderbilt University
M.S.—Microbiology—University of Michigan
B.S.—Medical Laboratory Sciences—University of Illinois
McNEELY, NANCY C.
Assistant Professor of English
Came to Tusculum 2004
Ph.D.—English—Southern Illinois University
M.A.—Literature—University of Evansville
B.A.—Sociology—University of Evansville
MILLER, PAM
Assistant Professor of Education
Came to Tusculum 1995
Ed.D—Education—East Tennessee State University
JOHN MINTON
Professor of Management
Came to Tusculum 2003
Ph.D.—Business Administration—Duke University
M.S.—Memphis State University
M.B.A.—Memphis State University
B.A. —University of Northern Colorado
MUGLESTON, THERAN
Assistant Professor of Management
Came to Tusculum 2002
Ph.D.—Applied Management and Decision Sciences—Walden University
M.B.A.—University of Nevada
B.S. —Accounting—University of Nevada
NARKAWICZ, MELANIE
Associate Professor of Research
Came to Tusculum 1994
Ed.D.—Educational Administration and Supervision (Post Secondary and Private Sector—Research)—East Tennessee State University
NIBLICK, WALTER
Assistant Professor of Management
Came to Tusculum 1991
M.B.A. —Marketing—Temple University
NICOLAS, CORINNE
Assistant Professor of English
Came to Tusculum 1992
M.A.—Education—Tusculum College
Diplom, Langue Vivant Étranger—Anglais—Rennes University (France)
OLSEN, TAIMI A.
Associate Professor of English
Came to Tusculum in 1997
Ph.D.—English—University of North Carolina
A.B.—English—Guilford College

PAULLING, JOHN
Associate Professor of Mathematics
Came to Tusculum in 1995
Ph.D.—Applied Mathematics—North Carolina State University
B.S.—Applied Mathematics—Georgia Institute of Technology

PERG, WAYNE F.
Associate Professor of Economics
Came to Tusculum 2005
Ph.D.—Economics—Purdue University
M.S.—Economics—Purdue University
B.A.—Economics—Kalamazoo College

POPE, BRIAN
Assistant Professor of Psychology
Came to Tusculum 2003
Ph.D.—Biopsychology—University of Georgia
M.A.—College of William & Mary
B.A.—Depauw University

REEVER, ANNE
Assistant Professor of Library Science
Came to Tusculum 2002
M.A.—Library and Information Science—University of Iowa
B.M.—Voice Performance—Hastings College

REEVES, LYNN M.
Assistant Professor of Management
Came to Tusculum 2005
M.Acc.—Tax Concentration—University of Tennessee
B.S.—Accounting—University of Tennessee

REID, JAMES F.
Professor of Political Science
Came to Tusculum in 1997
Ph.D.—Political Science—University of Missouri
M.A.—Political Science—St. John’s University
B.A.—History and Political Science—Iona College

ROBINETTE, DIANE
Associate Professor of Special Education
Came to Tusculum 2001
Ph.D.—Education—University of Tennessee
M.A.—Education—Gallaudet University, Washington, D.C.
B.A. — Music — Carson-Newman College
B.S. — Elementary Education — Carson-Newman College

ROSS, RICHARD
Associate Professor of Management
Came to Tusculum 1999
Ph.D. — Public Administration — University of Southern California
M.P.A. — Public Administration — University of Southern California
M.A. — Industrial Relations — St. Francis

SALYER, SHANNON
Assistant Professor of Psychology
Came to Tusculum 2002
M.A. — Experimental Psychology — University of Tennessee
B.A. — Psychology with Academic Concentration / Sociology with Criminal Justice Concentration — University of Tennessee

SANDUSKY, JANE C.
Assistant Professor of Athletic Training
Came to Tusculum 2000
NATABOC-certified, 1978
NATABOC-Approved Clinical Instructor, 2002
M.S. — Physical Education — Indiana University
B.S. — Physical Education — University of Louisville

SCHRAMM, STELLA
Associate Professor of Management
Ph.D — Economics — University of Tennessee
M.B.A. — Finance — University of New Orleans

SHARPE, BARRY
Assistant Professor of Political Science
Came to Tusculum 2002
J.D. — Law — University of Texas
Ph.D. — Political Science — University of South Carolina
B.A. — History / Political Science — University of South Carolina

SMITH, JR., MYRON J.
Professor of Library Science / History
Came to Tusculum 1990
M.L.S. — Librarianship — Western Michigan University
M.A. — History — Shippensburg University
B.A. — History — Ashland University

SOLOMON, CINDY
Assistant Professor of Education
Ph.D. — Curriculum and Higher Education — Ohio University
M.Ed. — Human Resource Development — Xavier University.
SPENCER, KARYN
Came to Tusculum 2002
Ph.D. — Educational Research/Kinesiology — Louisiana State University
M.S. — Kinesiology — Louisiana State University
B.S. — Kinesiology — Auburn University

THOMAS, WAYNE
Assistant Professor of English
Came to Tusculum 2005
M.F.A. — English/Creative Writing — West Virginia University
M.F.A. — English/Creative Writing — Georgia College and State University
B.A. — Theatre History & Literary Criticism — Georgia College and State University

TIPTON, ROBIN
Assistant Professor of Chemistry
Came to Tusculum 2003
M.S. — Chemistry — Western Carolina University
B.A. — Tusculum College

TUNSTALL, CHARLES H.
Assistant Professor of Library Science
Came to Tusculum 1981
M.S.L.S. — University of Tennessee
B.A. — Sociology — Carson Newman College

URBAN, DIANE
Assistant Professor of Management
Came to Tusculum 1991
M.A. — Organizational Management — Tusculum College

VAN AMBERG, JOEL
Assistant Professor of History
Came to Tusculum 2005
Ph.D. — European History — University of Arizona
M.A. — Church History — Gordon-Conwell Theological Seminary
A.B. — Religious Studies — Bowden College

VAN LARE, IAN J.
Associate Professor of Biology
Came to Tusculum 1999
Ph.D. — Biology — Virginia Polytechnic and State University
B.A. — Biology — Virginia Intermont College

WAGNER, EDITH
Associate Professor of English
Came to Tusculum 1998
M.A. — English — Brooklyn College
WARD, CAROLYN L.
Assistant Professor of Education
Came to Tusculum 2005
M.A. Ed—Education—Tusculum College
A.B.—Education—King College

WEISZ, STEPHEN R.
Associate Professor of Religious Studies
Campus Minister
Came to Tusculum 1981
Ed.D.—Higher Education—Nova University
M.Div.—Princeton Seminary
M.S.—Education—Purdue University

WINFIELD, BONNIE
Assistant Professor of Sociology
Came to Tusculum 2003
Ph.D.—Interdisciplinary Social Science: Women’s Studies and Peace Studies—Syracuse University
M.A.—Syracuse University
B.A.—Syracuse University

WOOD, DENISE
Professor of Research
Came to Tusculum 1991
Ed.D.—Motor Learning/Sport Psychology, Research Design and Statistical Analysis—University of Tennessee, Knoxville
M.S.—Physical Education/Motor Behavior—University of Tennessee, Knoxville
STAFF

OFFICE OF THE PRESIDENT
Dolphus E. Henry, President
Carolyn Longwater, Executive Assistant to the President

ACADEMIC AFFAIRS
Jonathan R. Franz, Provost and Academic Vice President
Sukhvninder Bedi, Instructional Technology/Information Systems Helpdesk Administrative Assistant
Ann Birdwell, Arts Outreach Costume Director
Carolyn Brown, Associate Vice President for Academic Affairs and Professor of Education
Kim Carter, Science Laboratory Assistant and Instructor
Bobbie Clarkston, Clerical Assistant, Registrar’s Office
George Collins, Director of Museum Program and Studies
Karen Cox, Clerical Assistant, Tutoring Center
Joyce Doughty, Assistant Director of the Center for Civic Advancement
Marilyn duBrisk, Artist-in-Residence, Director of Arts Outreach
Robin Fife, Director of the Center for Civic Advancement, Assistant Professor of Social Science
Elaine Franz, Academic Support Coordinator Supervisor, Museum and Library Cataloger
Casey Freshour, Museum Educator
Elaine Gorman, Knoxville Branch Library Assistant
Robert Greenway, Academic Support Coordinator, Tutoring Center
Marsha Griffith, Coordinator of Library Public Services
Mary Halliburton, Distance Learning Librarian-Southeast, Knoxville Library Administrator, and Assistant Professor of Library Science
Deborah Hayes, Teacher Education Coordinator
Delina Hensley, Arts Outreach Coordinator
Kathy Hipps, Coordinator of Library Special Projects
Jean Hixon, Executive Administrator and Associate Registrar for Graduate and Professional Studies
Jennifer Hollowell, Tusculum College Outreach Assistant and W.O.W. (Wonder of Words) Coordinator
Jill Jones, Director of Academic Advising
Nancy Kilday, Administrative Assistant, Academic Resource Center
Cindy Lucas, Associate Director of Doak House Museum and President Andrew Johnson Museum and Library
Lori McCallister, Director of the Learning Center
Sonya McNeely, Teacher Education Coordinator
Frank Mengel, Arts Outreach Technical Director/Stage Manager
Tony Narkawicz, Director of Institutional Research
Billie Pace, Academic Support Coordinator, Tutoring Center
Carolyn Parker, Coordinator of Library Technical Services
Anne Reever, Assistant Library Director for Distance Learning,
   Distance Learning Librarian, Northeast, and Assistant Professor of
   Library Science
Dee Roby, Executive Assistant to the Provost and Faculty Secretary
Pat Simons, Coordinator of Student Information, Graduate and  
   Professional Studies
Myron J. Smith, Director of the Library and Professor of Library Science
Cary Sorrells, Assistant Registrar, Graduate and Professional Studies
Gladys Souder, Office Supervisor/Assistant Certification Officer,
   Education Department
Teresa Stephens, Administrative Assistant, Institutional Research
Theresa Swann, Educational Technologist
Nancy Thompson, Registrar
Michelle Watts, Faculty Clerical Assistant
Rose Webb, Associate Registrar

TRIO-Programs (Talent Search, Upward Bound and Student Support Services)
Jeanne Stokes, Director of TRIO Programs
Deborah Bible, Assistant Director for Upward Bound, CH Program
Sandra Bible, Talent Search Advisor
Kim Blair, Counseling Specialist, Upward Bound
Lynnette Britton, Administrative Assistant, Student Support Services and Talent Search
Elizabeth Davison, Counselor, Student Support Services
John Davison, Education Counseling Specialist
Melissa Dixon, Talent Search Advisor-West
Amy Franklin, Talent Search Advisor
Wesley Greear, Assistant Director of Talent Search-West
Karen Hartman, Assistant Director of Upward Bound
Kay Holt, Administrative Assistant for Upward Bound
Stacey McGill, Math/Science Specialist, Upward Bound
Raul Moreno, Technology Specialist/Talent Search Advisor
Tonya Moreno, Talent Search Advisor-West
Theresa Morgan, Talent Search Counselor
Ryan Otto, Assistant Director of Student Support Services
David Smith, Assistant Director of Talent Search
Lisa Speer, Tutor Coordinator
Heather Tunnell, Talent Search Advisor

Athletics
Ed Hoffmeyer, Director of Athletics
Tommy Arnett, Head Tennis Coach
James Boone, Head Men’s Basketball Coach
Tony Castainca, Head Men’s Soccer Coach
Frankie DeBusk, Head Football Coach
Brian Diaz, Assistant Women’s Soccer Coach
Bob Dibble, Head Golf Coach
Dom Donnelly, Sports Information Director
Don Dover, Assistant Football Coach
David Elsenrath, Assistant Football Coach (Offensive Coordinator)
Sean Gibbs, Assistant Baseball Coach
Michelle Gragg, Head Volleyball Coach
Adrienne Harlow, Assistant Women’s Basketball Coach
Wesley Holly, Interim Softball Coach
Todd Ireland, Assistant Baseball Coach
Perry Jehlicka, Assistant Football Coach
Douglas Jones, Head Baseball Coach
Mike Joy, Head Women’s Soccer Coach
Chris Lenker, Head Athletic Trainer
Steve McGill, Assistant Football Coach
Jason McManus, Assistant Football Coach
Michael Robinson, Assistant Volleyball Coach
Lance Royal, Assistant Football Coach (Defensive Coordinator)
Cary Targett, Assistant Athletic Trainer
Louis Thorpe, Assistant Men’s Soccer Coach
Melissa Tiber, Head Women’s Basketball Coach
Kevin Weston, Assistant Football Coach
Jeromy Yetter, Assistant Men’s Basketball Coach

BUSINESS
Frank G. Williams, Vice President and Chief Financial Officer
Gerilyn Aguilar, Administrative Assistant for Payroll
Allen Archer, Senior Systems Programmer
Cynthia Babb, Post Office Manager
Tammy Bowman, Administrative Assistant to Vice President and
     Chief Financial Officer
Mickey Byanksi, Director of Human Resources
Joyce Combs, Administrative Assistant, Residential Student Accounts
Kendall Dixon, Data Integration Programmer
Cliff Hoy, Bookstore Manager
Teresa Hume, Senior Accountant
Ginger Kelley, Administrative Assistant, Accounts Payable
John Lamb, Director of Information Systems
Angela Loos, Administrative Assistant, Professional Studies Accounts
Carrie Malloy, Assistant Bookstore Manager
Rodney Miller, Controller
Angela Shipley, Postal Assistant
Theresa Stewart, Administrative Assistant, Cash Receipts
Chris Summey, Network Systems Analyst

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Cathy Thomas, Business Office Manager
Michael Verna, Assistant Systems Administrator/Computer Systems Analyst
Joanna White, Assistant Senior Accountant
Erin Williams, Programmer Analyst

ENROLLMENT, FINANCIAL AID, AND STUDENT AFFAIRS
George Wolf, Vice President for Enrollment Management
Jonita Ashley-Pauley, Associate Dean of Students
Spark Barnes, Safety Officer
Quentin Chandler, Safety Officer
Karen Chapman, Associate Director of Financial Aid
Aaron Claridy, Admissions Representative
Mike Corn, Assistant Director of Admissions
Kristen M. Dalton, Financial Aid Counselor
Tony England, Director of Admissions
Rhiannon Hartman, Admissions Representative
Diane Hensley, Campus Nurse
LeeAnn Huffine, Admissions Records Clerk
Jennifer Jenks, Student Life Coordinator/Resident Director
Melissa Johnson, Administrative Assistant to the Director of Financial Aid
Angela Jones, Financial Aid Counselor
Kenny Lawson, Resident Director/Coordinator for Intramurals
Bobby Lett, Director of Campus Safety
Melissa Liston, Admissions Representative
David McMahan, Dean of Students
Larry Presnell, Safety Officer
Garner Pummel, Safety Officer
Melissa Ripley, Assistant Director of Admissions
B. J. Roberts, Admissions Extern
Jeanne Sauceman, Administrative Assistant for Campus Life
James P. Shannon, Director of Financial Aid
Caleb Slover, Admissions Representative
Kimberly Squibb, Campus Receptionist
Sharon Susong, Administrative Assistant to the Vice President for Enrollment
Bonnie Taylor, Student Life Coordinator/Resident Director
Hollie Toth, Admissions Communications Clerk
Steve Weisz, Campus Minister and Associate Professor of Religious Studies

GRADUATE AND PROFESSIONAL STUDIES
Denise Wood, Vice President for Extended Education
Jane Allen, Admissions Support Coordinator, NE
Sarah Bradford, Director of the Greeneville Center
Lora Bryant, Coordinator of Academic Services, Knoxville
Joan Carter, Academic Advisor, NE
William Cox, Assistant Vice President for Extended Education
   and Director of the Knoxville Regional Center
Heather Easterly, Director of Faculty Services, NE
Kelly Edens, Admissions Support Coordinator, NE
Celeste Evans, Enrollment Representative, SE
Rachel Everett, Academic Advisor, SE
Leslie Fox, Director of Adult Career Advancement Services
Mary Jane French, Administrative Assistant to the Vice President for
   Extended Education
Chance Gillespie, Enrollment Representative, NE
Angela Hale, Administrative Assistant for Academic Support, SE
Jamie Hamer, Coordinator of Enrollment, NE
Victoria Hartman, Receptionist/Clerical Assistant, SE
Mary Hatmaker, Admissions Support Coordinator, SE
Kathy Joy, Director of Tri-Cities Center
Leslie Kelley, Administrative Assistant, Morristown
Craig Layman, Director of Academic Advising and Student Services
Betsy Long, Academic Support Coordinator, NE
Brian Rowland, Enrollment Representative, SE
Kelley Simpson, Director of Enrollment and Marketing
Robert Smith, Recruitment Liaison
Teresa Smith, Administrative Assistant, NE
Sherri Storer, Director of Morristown Center
Terri Strader, Coordinator of Enrollment, SE
Robin Underwood, Coordinator of Faculty Services, SE
April Watson, Academic Advisor, SE

INSTITUTIONAL ADVANCEMENT
Mark A. Stokes, Vice President for Institutional Advancement
Mary Bartel, Administrative Assistant
Robin Crabtree, Associate Director of Corporate, Foundation, and
   Alumni Relations
Travis Crabtree, Webmaster
Eugenia Estes, Associate Director of Communications
Susie Jones, Executive Assistant to the Vice President for
   Institutional Advancement
Cameron Judd, Director of Communications
Staci Otto, Manager of Gift Records and Research
Karen Sells, Director of College Relations
Susan Vance, Director of Development and Alumni Relations
**PROFESSIONAL STUDIES CALENDAR**

Professional Studies courses are offered at different times throughout the year. For class starts in specific areas, contact the Professional Studies offices in Greeneville (800-729-0256) or Knoxville (800-729-0116).

**RESIDENTIAL COLLEGE CALENDAR**

**COURSE DATES, 2005 – 2006**

**2005**

**BLOCK 1** — Monday, August 15 – Thursday, September 8  
Nettie Fowler McCormick Day – Thursday, September 8  
Block Break: Friday, September 9 – Sunday, September 11

**BLOCK 2** — Monday, September 12 – Thursday, October 6  
Block Break: Friday, October 7 – Monday, October 10

**BLOCK 3** — Tuesday, October 11 – Thursday, November 3  
Block Break: Friday, November 4 – Monday, November 7

**BLOCK 4** — Tuesday, November 8 – Thursday, December 8  
Thanksgiving Break begins on Friday, November 18, and ends Sunday, November 27  
Christmas Break begins after class on Thursday, December 8, and ends Sunday, January 6  
Commencement — Saturday, December 10

**2006**

**BLOCK 5** — Monday, January 9 – Thursday, February 2  
Martin Luther King Day - Monday, January 23  
Block Break: Friday, February 3 – Monday, February 6

**BLOCK 6** — Tuesday, February 7 – Thursday, March 2  
Spring Break: Classes end after class on Thursday, March 2 and ends Sunday, March 12

**BLOCK 7** — Monday, March 13 – Wednesday, April 5  
Block Break: Thursday, April 6 – Sunday, April 9

**BLOCK 8** — Monday, April 10 – Thursday, May 4  
Good Friday - April 14  
Commencement — Saturday, May 6