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. These programs are comprised of accelerated courses meeting one or two times per week depending on degree, and all share the same innovative framework in which students take one course at a time in a collaborative atmosphere open to adult learning styles. 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.

The undergraduate and graduate programs offered are:
1. Gateway (for students completing general education core and/or elective requirements)
2. Bachelor of Science in Organizational Management
   Concentrations in: Human Resource Management & Marketing
3. Bachelor of Arts in Education, Teacher Licensure in K-6
4. Master of Arts in Education
   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, beginning on Page 9.

**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, Greeneville, and the Knoxville Regional Center have computer labs that are available to students. An extension of the Library on the Greeneville campus is housed at the Knoxville Regional Center.

**Academic Advising and Faculty Mentoring**
Both professional academic advisors and faculty mentors 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 mentor serves as a mentor for students in regard to professional opportunities and direction in the discipline and course content. The faculty mentor regularly visits each cohort group that they advise and assists in fostering productive interpersonal relationships within the class and learning teams. The faculty mentor and professional 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 for the Gateway, BSOM, and Graduate Programs (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.

The BAED program does not include a learning team component.

**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 administrative staff. Class representatives disseminate information to members of the class, such as course syllabi, announcements, and other communications. The class representative may serve as the spokesperson for the class when the class wishes to convey information to members of the staff and faculty; although each class member is able to contact the faculty/staff regarding his/her concerns themselves.

**Class Attendance**
Classes in the organizational management and graduate programs are held one evening a week for four hours with the instructor, and an average of 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. The academic departments may adopt significantly more stringent grading practices related to attendance requirements as detailed in their syllabi and may require completion of any missed work. **Students should realize that failure to attend class will result in grade reduction and may also impact financial aid.** Refer to sections on “Financial Aid” and “Withdrawal” for further information.

The delivery model used for the Bachelor of Arts in Education (BAED) requires that students attend classes two times per week, with each class meeting lasting for either 4 hours or 8 hours. Course length consists of three weeks of class meetings with a one-week break after the first week in session. Students are required to attend all class sessions and attend 18 hours of practicum experience in lieu of learning team participation. Absence from BAED classes will result in grade reduction as follows: for every 2 hours of class missed the student’s final grade will be reduced by 5 points and the student will be required to make up any missed work the instructor deems necessary.

**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. To dual enroll a student must have a Tusculum College grade point average of 2.75 or better. Transfer students with no prior Tusculum coursework must have a cumulative G.P.A. of 2.75 or better in order to dual enroll. Students on academic probation will not be allowed to dual enroll. Students will not be allowed to take three courses concurrently. Any exceptions to these requirements must be referred by the academic leadership to the Admissions and Standards committee for approval. If dual enrollment is requested by any graduate student for any reason, a written request should be submitted to the graduate department chair for approval. If dual enrollment is requested by any graduate student, the request will be permitted to register for only one major course at any given time, unless the second course is one of the concentration courses. If any section of an articulation agreement differs above may be deemed a duplication of transcripted credit. 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 (AP), 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 AP, CLEP and DANTES scores is required. Enrolled students are required to contact the Testing Coordinator 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**

Veterans seeking college credit 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) does not earn enrollment within the past six months, or (4) has enrolled in another institution since either acceptance or attendance at Tusculum. Readmission 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. In some instances because of curriculum changes, it may be necessary to repeat all of the major courses.

Retention Standards

Undergraduate students must make continued academic progress toward the cumulative G.P.A. of 2.00 required for graduation. Undergraduate students must make continued academic progress toward the cumulative G.P.A. 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 G.P.A. 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 G.P.A. of 2.00 required for graduation. An undergraduate student is placed on academic probation when his/her cumulative G.P.A. falls under 2.00. An academic probation statement is recorded on the transcript.

BSOM and BAED students are placed on academic probation for their major if they earn one passing grade below “C” in any major course. As the College accepts for graduation only one passing grade below “C” in the BSOM major, the student is required to repeat courses that do not meet this standard. BAED students must obtain grades of “C” or higher in all major and professional course work.

Academic Suspension. Gateway students are academically suspended if they earn a second passing 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. A re-application is required for all suspended students wishing to resume classes at Tusculum College.

BSOM and BAED students will be academically suspended for a period of six months if they earn a second grade below “C” in the 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.

Undergraduate students placed on academic suspension from Tusculum College must meet the specified terms and conditions of that status prior to seeking re-admittance to the 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.
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 work taken at other accredited colleges, will be used to determine the required average. The grade point averages required for these degrees are as follows: cum laude, 3.50-3.74 (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 G.P.A. 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 G.P.A. wear a gold cord at commencement to indicate that they have achieved Honors. Undergraduate and graduate students in Education achieving a G.P.A. of 3.50 or better are given an invitation to join the Omicron-Psi honor society.

Second Bachelor’s Degree
Tusculum College will confer a second bachelor’s degree when students meet the following requirements:
1. Completion of a first bachelor’s degree from a regionally accredited collegiate institution. Note: Duplicate degrees will not be awarded for any reason.
2. Acceptance and enrollment at Tusculum College as a degree-seeking student.
3. Submission and approval of a declaration of major form.
4. Successful completion of the minimum number of hours for the major as stated in the college catalog.
5. Satisfaction of any additional core/elective hours for the major.
6. Satisfaction of the residency requirement, by which 32 of the final 36 hours must be completed at Tusculum College. A maximum of 25 percent of the major coursework from the first bachelor’s degree may be used to satisfy course requirements for a second Bachelor of Arts degree. All of the major courses for the Bachelor of Science degree must be taken at Tusculum College.
7. Adherence to any additional academic/financial obligations.

The Graduate and Professional Studies Competency Program
The purpose of the Competency Program is to ensure that Tusculum College students develop evidence 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>Quality Points Assigned</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0 per semester hour</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>D</td>
<td>63-66</td>
<td>1.0 per semester hour</td>
</tr>
<tr>
<td>F</td>
<td>0-62</td>
<td>0.0 per semester hour</td>
</tr>
<tr>
<td>NR</td>
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<td>Calculates as an “F”</td>
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</table>

Graduate Grading Scale

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Coursework is evaluated in the following terms:

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<td>Calculates as an “F”</td>
</tr>
<tr>
<td>I</td>
<td>No points applied</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>No points applied</td>
<td>In progress</td>
</tr>
<tr>
<td>GP</td>
<td>No points applied</td>
<td>Grade Pending</td>
</tr>
<tr>
<td>P</td>
<td>No points applied</td>
<td>Passing</td>
</tr>
<tr>
<td>W</td>
<td>No points applied</td>
<td>Administrative withdrawal</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. Once the grade of “F” is recorded by the Registrar, it may not be changed based on work submitted or exams retaken after the completion of the course. In the case of extreme hardship, the student may petition in writing to the School Director 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 “F” 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 School Director may be petitioned in writing for an extension beyond 30 days. “IP” grades are not, however, used when considering academic suspension.

Grade Appeals

A student who believes a course grade is not a fair reflection of his or her performance in a given class has the right to appeal that grade. He/she must however, present this concern within 30 calendar days of the last date of the course by written appeal to the course instructor. The appeal must be accompanied by documentation providing evidence to support a grade appeal. The instructor must respond in writing within 14 business days after receiving the appeal. If the professor’s/instructor’s explanation of the grade is satisfactory to the student, then the matter is resolved.

If the student is still not satisfied, then he/she must file a formal written appeal. The formal appeal must include the original materials presented to the instructor, the written response from the instructor and supporting documentation to the regional Chair or Coordinator of the program in which the student is enrolled within 7 business days from the receipt of the written response from the instructor. 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 at their next scheduled meeting. 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.

If a BAED student is appealing a grade due to the attendance of his or her performance in a given class has the right to appeal that grade. He/she must however, present this concern within 30 calendar days of the last date of the course by written appeal to the course instructor. The appeal must be accompanied by documentation providing evidence to support a grade appeal. The instructor must respond in writing within 14 business days after receiving the appeal. If the professor’s/instructor’s explanation of the grade is satisfactory to the student, then the matter is resolved.

If the student is still not satisfied, then he/she must file a formal written appeal. The formal appeal must include the original materials presented to the instructor, the written response from the instructor and supporting documentation to the regional Chair or Coordinator of the program in which the student is enrolled within 7 business days from the receipt of the written response from the instructor. 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 at their next scheduled meeting. 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.

If a BAED student is appealing a grade due to the attendance

Grade Reports and Transcripts

At the end of each course, the instructor submits grades for each student. Grades are available on the TCweb system by checking on https://my.tusculum.edu and following the instructions. Official grades are mailed home to the student’s permanent address at the end of each semester. Students who require a duplicate grade report should request an official transcript.

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

A transcript cannot be issued until all financial obligations
have been met. One official transcript will be provided at no cost; however, a $5.00 fee will be charged for all subsequent requests.

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. To avoid repeating grades with courses at another institution, by CLEP/DANTES exams, or other sources, the student MUST seek approval from Tusculum College.

Program Completion
Students who have completed program requirements but have not yet graduated may request a letter of completion. All academic and financial obligations must be met prior to the College releasing a completion statement. Students may contact their professional academic advisor for information.

Tuition, Fees, and Library Services
See information under “General Information” at the beginning of the catalog, beginning on Page 10.

The Gateway Program
Tusculum College was among the first 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 appropriate academic and experiential 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 of work experience.
2. High school regular diploma (and college, if applicable) grade-point average of 2.0 or higher or official acceptable GED Scores.
3. Rank in the upper one-half of high school graduating class.
4. Composite score of 870 on the SAT or 18 on the ACT.
5. Recommendations from two persons (non-relatives) 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.
7. Applicants who are 21 years of age or under may be asked to provide additional documentation for admission.

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 (non-relatives) 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, AP, CLEP, DANTES exams, and/or GED scores. Coursework is considered by the College as official only when it is mailed directly from the academic high school and/or college and authorized AP, CLEP, DANTES or GED testing centers.
3. Submit official SAT or ACT scores if applicable.
4. Submit recommendations from non-relatives.
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 (G.P.A.) 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 “G.P.A. and credit totals are based only on the work beginning with the date of the Fresh Start.”

Sample Course Descriptions

These are sample courses only, and the requirements may be different between the BSOM and the BAED curriculums. Please see the programs for specific course requirements.

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.
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.
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.

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

POLS 380. THE POLITICAL TRADITIONS OF THE WEST.
This course will acquaint the student with the republican tradition of responsible and virtuous citizenship and of the individual rights tradition as they were developed in Europe and America.
Some consideration will be given to the relevance of these traditions for the world at large in the twenty-first century.

RELIGION 330. HEBREW AND CHRISTIAN TRADITIONS. This course will acquaint the student with the dominant themes of the books of the Old and New Testament, the process through which they became canonical, and the struggles down to the present time over the meaning and relevance for issues of social ethics. Students also may meet this requirement by taking REL 101 and RELG 102.

**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 appropriate academic and experiential 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 occupations, 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 professional 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 requirements (Core). One hundred and twenty-eight (128) semester hours are required for completion of the Bachelor of Science degree program. 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 34 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 G.P.A. in the major.
5. Participation in all outcomes assessment as required.
6. 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 requirements to include academic and financial obligations to the College are met and approved. All graduates are expected to participate 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>Semester Hours Earned</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 23</td>
<td>Freshman</td>
</tr>
<tr>
<td>24 - 47</td>
<td>Sophomore</td>
</tr>
<tr>
<td>48 - 71</td>
<td>Junior</td>
</tr>
<tr>
<td>72 and above</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, music, religious studies, philosophy, humanities)</td>
<td></td>
</tr>
<tr>
<td>Computer literacy</td>
<td>1</td>
</tr>
<tr>
<td>or computer validation through testing provided by the Tusculum College computer department</td>
<td></td>
</tr>
<tr>
<td>Natural science and mathematics</td>
<td>6</td>
</tr>
<tr>
<td>(1 course each, mathematics must be at least the level of college algebra)</td>
<td></td>
</tr>
<tr>
<td>Social science (any 2 Areas)</td>
<td>12</td>
</tr>
<tr>
<td>(economics, history, psychology, sociology, geography, anthropology)</td>
<td></td>
</tr>
<tr>
<td>Speech or drama</td>
<td>2</td>
</tr>
<tr>
<td>Physical education or health</td>
<td>1</td>
</tr>
</tbody>
</table>

The remaining credits may be earned through the following options:

1. Documented prior learning experience portfolio.
2. AP, 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) work experience, and (c) recommendations of individuals (non-relatives) 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 minimum 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 validation test given by the Tusculum College mathematics department).
4. Submit recommendations from two persons (non-relatives) 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.
6. Applicants who are 21 years of age or under may be asked to provide additional documentation for admission.

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 mailed directly to Tusculum College from the transfer institution.
3. Submit recommendations from non-relatives.
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. MGMT 302, MGMT 325, and MGMT 340 are considered foundational courses for the BSOM curriculum. Therefore, successful completion of these courses is required within curriculum order before taking other BSOM courses. Students who do not successfully complete MGMT302, MGMT 325, and MGMT 340 or who adjust their schedule to drop one of these courses will need to request a waiver from the BSOM department Chair to continue in the cohort. Each student is required to complete the professional preparation courses 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.

**Curriculum - Professional Preparation Core**

MGMT 232. FOUNDATION IN MANAGEMENT SKILLS. 4 semester hours.
An introduction to the personal, interpersonal and group skills required to manage in a dynamic, constantly changing work environment. Through the use of case study, experiential exercises and skill application, this course addresses critical topics including developing self-awareness, creative problem solving, managing conflict, and building effective teams. Competency: Self-Knowledge.

ENGL 233. WRITING IN ORGANIZATIONS. 4 semester hours.
A course emphasizing the development and application of writing and speaking techniques within the organization. Competency: Writing. (Equivalent 200-level English courses from accredited institutions will be evaluated for possible equivalency credit.)
SOSC 211. ORGANIZATION & EVALUATION OF INFORMATION. 2 semester 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 semester 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.

MAJOR COURSES

MGMT 302. PRINCIPLES OF MANAGEMENT. 4 semester 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 semester 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 semester 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 semester 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 semester 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 semester hours.
The evaluation of financial reports and the use of accounting information in making management and investment decisions. Competency: Mathematics.

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

BUSN 403. BUSINESS LAW AND ETHICS. 4 semester 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 semester hours.
A study of the application of strategy, policy, and procedure in private and public sector organizations using pertinent case studies. Competency: Writing.

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.

Human Resource Management Concentration (16 semester 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 semester hours.
CONCENTRATION COURSES
MGMT 432. STAFFING THE ORGANIZATION. 4 semester hours.
This course provides an in depth look at the planning for and recruitment of human resources. It examines the process of selecting candidates and their placement. In addition, it considers the training and development of employees within the organization.

MGMT 434. COMPENSATION AND BENEFITS. 4 semester 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 semester 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 U.S.

Marketing Concentration (16 semester 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 semester hours.

CONCENTRATION COURSES
MGMT 433. MARKET RESEARCH/CONSUMER BEHAVIOR. 4 semester 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 semester hours.
A consumer-oriented approach to the critical marketing factors of first line contact and relationship building.

One of the following will be offered (1 required):
MGMT 437. MARKETING PROMOTION. 4 semester 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 semester 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 semester 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
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 18-20 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.

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 admission application. The first stage in the admission process is as follows:
1. Application to Tusculum College.
The following admissions requirements must have been met for initial admission into the BAED Professional Licensure Sequence:
2. A minimum 2.50 grade point average (G.P.A.) on a 4.00 scale.
3. Prerequisites before entry, which include the following:
   Composition I & Composition II (or) Rhetoric 101, 102 & 103
   Math 102 (or) College Algebra
   CISC 100 (or) Computer Science
   BIOL 100 (or) Biology with Lab
   PSYC 101 (or) Essentials of Psychology
   PSYC 200 (or) Developmental Psychology
   PSYC 305 (or) Educational Psychology.
4. Completion of most General Education courses, with the exception of three (3) selected courses, which may include the following:
   Humanities
   Religion
   Sociology
   General education elective.
   Not more than one General Education course may be taken per semester while students are enrolled in the Professional Teacher Licensure Sequence. All General Education courses must be completed prior to student teaching. *NOTE: No courses either at Tusculum College or another institution may be taken concurrently while student teaching.
5. 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.
6. Applicants who are 21 years of age or under may be asked to provide additional documentation for admission.

**PRAXIS I and the Pre-Professional Skills Test (PPST)**

The PRAXIS I and PPST must be successfully completed by all candidates for teacher education, unless the candidate is exempt as a result of adequate ACT (composite or score of at least 22) or SAT (composite score of at least 1020) test scores. There is no prerequisite for taking the test. Locally, PRAXIS I exams are offered at East Tennessee State University, the University of Tennessee at Knoxville, or Sylvan Learning Center in Knoxville. For more information about PRAXIS I (PSST) or PRAXIS II exams and a list of testing centers please visit [http://www.ets.org/praxis](http://www.ets.org/praxis).

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

PRAXIS I (PPST) should be taken before entering the BAED program. An applicant must take the exam a second time if he or she does not make the required minimum scores.

Required minimum scores are as follows:
- Computerized Reading (5710) score of 174
- Computerized Math (5730) score of 173
- Computerized Writing (5720) score of 173.

A student who fails a portion of the PRAXIS I and PPST after having taken it twice may appeal in writing to the Teacher Education Screening Committee, stating the grounds that he/she believes warrant exemption from the requirement. PRAXIS I Appeal Forms are provided for students and are located at all college sites. PRAXIS I appeals must be submitted no later than 3 calendar days before the student’s scheduled Teacher Educa-

tion Screening date. A student will be notified in writing of the Committee’s decision within 30 calendar days from the date the appeal was submitted.

**Background Check and Fingerprinting**

Students in all BAED cohorts with Tusculum College Graduate & Professional Studies must receive a fingerprint and background check to participate in practicum and student teaching components required for degree completion. Tennessee state law dictates all persons who have contact with children in grades PreK-12 through the public school system must have an appropriate background check conducted by TBI. Submission Deadline: Background check results must be submitted before a student may receive their Teacher Education Screening required for admission to the program.

Note: The Education Program will accept background check results that have been completed within the past three years, provided the student is presently employed or affiliated with the organization that initially required the background check. Transfer students may submit results completed within the past calendar year required for Education courses taken at other colleges.

**Application to the Teacher Licensure Program**

Following completion of the first 3 courses of the BAED program, students must apply to the Education Department for the Teacher Licensure sequence. Students must meet specific Education Department requirements for admission into the Teacher Licensure Program and for continuing the BAED program. They are as follows and should be completed in the listed order:

1. Must be registered/enrolled as a current student at Tusculum College.
2. Have a minimum 2.5 grade point average on a 4.0 scale.
3. Have successfully passed the PPST (Pre-Professional Skills Test/PRAXIS I) unless exempt due to adequate ACT or SAT scores or PRAXIS I appeal approval by Education Screening Committee.
4. Demonstrate written communication proficiency through a cold writing sample. Cold Writing Sample testing dates are offered once per month at the Knoxville and Morristown Centers. The student should contact their enrollment representative, academic advisor or regional coordinator to schedule a test date. The student is obligated to schedule their test at least 30 days prior to their scheduled Teacher Education Screening Interview. 
   NOTE: A maximum of three attempts to pass the writing sample is permitted.
5. Completion and passing of TBI background check and fingerprinting.
6. Submit a Teacher Education application to the Education Department.
7. Demonstrate proficiency in oral communication (and completion of Teacher Education Screening requirements) through a departmental screening interview.
8. Have successfully passed SPED 101 and EDUC 200 (the first 2 BAED program courses).
9. Demonstrate satisfactory progress on the competency timeline (met course competencies).

**Teacher Education Screening Committee**

The Teacher Education Screening Committee reviews all student applications for admission into Teacher Licensure. The
Committee is comprised of at least two professional education faculty members and at least one or more members of the regular faculty. The meetings of the committee are open to all faculty members. The Committee may invite specific individuals from the College community to assist in reaching decisions regarding candidates.

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

When the candidate has satisfactorily completed and documented Items 1-6 listed above, written application is made to the committee. The Committee will review the materials and reach a decision regarding the candidate’s admission to the program. Both the content and quality of responses have a significant influence in the candidate’s admission to the program. The Committee interviews each candidate for oral proficiency in explaining autobiographical information and their self-assessment of strengths and weaknesses to be addressed while preparing to become a professional educator. Following the interview, the Committee makes a final decision, and written notification of the Committee’s decision will be sent to the candidate’s address within 10 working days. If the Screening Committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the education program coordinator stating the grounds that he/she believes warrant reconsideration. The program coordinator will determine whether reconsideration is warranted. Approval from the committee and admission to the teacher education programs are prerequisites for enrolling in the Enhanced Student Teaching courses.

Students are responsible for making necessary arrangements to attend scheduled Teacher Education Screenings and could be subject to denial or delay of program entry for failure to attend the required screening. A Screening Appeal form is available for students who have valid, documented extenuating circumstances for the inability to attend a scheduled screening. The student must contact the regional education coordinator to obtain a copy of the Screening Appeal form. Teacher Education Screenings will be held 14 calendar days before the student’s scheduled program orientation date.

**Practicum**

Professional development includes the study of current theory and practices in Elementary Education. Practicum placements in the community’s schools provide a rich experience base valuable in itself while enhancing learning in the student’s academic coursework. The broad-range practicum goals of field-centered education were designed to provide an experience whereby the student may participate in the classroom setting, as well as provide an insight into the daily regimen of teaching in the public school prior to the student teaching semester. The student is required to complete no less than 18 practicum hours for each major course prior to the student teaching semester, with the exception of PHED 360: Curriculum Design/Methods in Physical Education. Practicum participation must take place during scheduled dates for the course and routine instructional time in elementary school grade levels K-6. Summer practicum placements will be arranged by the regional Practicum Coordinator. Specific practicum policies and procedures are provided to students during the Teacher Education Program orientation conducted before students begin major coursework.

**Retention in Teacher Education**

After an applicant has been accepted into teacher education, the candidate’s progress will be reviewed each semester by members of the education department. The candidate will continue through the Professional Licensure Sequence as long as he/she continues to make satisfactory progress and meet all requirements set forth by the Education Department. Retention in the teacher education program is contingent on the successful completion of courses and program requirements and maintenance of the academic standard, including progress in the competency program, required for initial admission to the program.

Specifically, all students having been admitted to the teacher education program must maintain a G.P.A. of 2.50. Students whose cumulative G.P.A. falls below 2.50 will be placed on departmental probation for the next 3 consecutive courses in the sequence. By the end of the probationary period, the candidate must achieve at least a 2.50 cumulative G.P.A. Failure to achieve the required G.P.A. during the probationary semester will result in automatic suspension from the teacher education program. Teacher licensure candidates are reminded that a G.P.A. of 2.75 in the major and in the professional education core is required for admission to Student Teaching. BAED students are placed on departmental academic probation for the next three consecutive courses in the sequence if they earn one grade below “C” in any major course. BAED students will be academically suspended from the department for a period of six months if they earn a second grade below “C” in the major courses. As the department accepts for graduation no grade below “C” in the major and all required coursework must be completed prior to the student teaching semester, the student is required to repeat courses that do not meet this standard. Students who fail to maintain consistent pre-professional performance, both academically and as representatives of the College and of Teacher Education, are subject to action from the Screening Committee, which may place conditions on the candidate’s continuation in the program or may remove the candidate from the teacher licensure program altogether.

**Non-Licensure Degree in Human Growth and Learning**

- **Non-Licensure Degree Requirements:**
  - Take EDUC 452 Education Senior Seminar (or a Residential College offering of a course equivalent to Citizens in a Global Era).
  - Complete the RHET102 “Speech” course when choosing this degree option.

- **Non-Licensure Degree Requirements for students completing the student teaching semester yet not passing all or part of PRAXIS II:**
  - Students not passing any part of the PRAXIS II will receive a grade of “GP” (grade pending) in EDUC 452.
  - Students can graduate if they have a “GP” in EDUC 452 as long as they have met program requirements, completed all general education courses, met G.P.A. requirements, and have at least 128 hours.
  - Students with “GP’s” can not be recommended for certifica-
tion by the Education Department until the “GP” is satisfied.

- The initial approval of “GP” gives students seven years to complete EDUC 452 before the “GP” converts to an “F”.
- Students with “GP’s” are given the Bachelor of Arts diploma with a major in Human Growth and Learning, Elementary.

**PRAXIS II**

All students must take and pass PRAXIS II exams before student teaching ends in order to receive licensure. Students not passing PRAXIS II will be allowed to graduate with a non-licensure degree if they have met all requirements as stated above.

Since the PRAXIS II exams are considered difficult, students may want to complete EDUC 416, Teaching Reading, and HGLN 417, Literacy Through Language Arts before attempting the following three (3) parts of PRAXIS II:

- Principles of Learning and Teaching (0522), a minimum score of 155 required.
- Elementary School Content Knowledge (0014), a minimum score of 140 required.
- Reading Across the Curriculum (0201), a minimum score of 151 required.

Elementary School Content Knowledge contains general information, but many specific terms in the Reading Across the Curriculum are reviewed during the reading and language arts courses in the program. It is strongly recommended, but not required, that students take the following part of the Praxis II following Assessment & Evaluation (HGLN 337):

- Curriculum, Instruction, and Assessment (0011), a minimum score of 159 required.

For more information about PRAXIS I (PPST) or PRAXIS II exams and a list of testing centers; please visit http://www.ets.org/praxis.

**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. Completed Application for Student Teaching with School Placement Preferences (This must be completed along with the Recommendation before the Screening process).
2. Completion of required coursework.
3. A cumulative 2.75 grade point average on a 4.00 scale in Major and Professional course work.
4. Recommendation from an education faculty member.
5. Approval from the screening committee.

**STUDENT TEACHING**

**Admission to Student Teaching**

Enhanced student teaching is the experience that concludes the pre-service education of prospective teachers. Application must be made to the regional Coordinator of Teacher Education no later than the January 15th or September 15th prior to the anticipated student teaching semester. Written notification of the Screening Committee’s decision will be sent to the candidate’s address within five working days. If the Screening Committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the regional Coordinator of Teacher Education stating the grounds that he/she believes warrant reconsideration. The Coordinator, in collaboration with the Chair or other academic leaders in teacher education, will determine whether reconsideration is warranted. If so, the Coordinator will return the matter to the Screening Committee, whose decision will be final.

1. **Description of Enhanced Student Teaching.**

   The enhanced student teaching experience is a planned professional semester that includes full days of teaching and observation under the supervision and guidance of Tusculum College faculty and local school district personnel. The student teacher will spend one complete semester (a minimum 15 consecutive weeks) in student teaching activities.

   This enhanced student teaching experience includes at least two different classrooms, which may be at different schools. Teacher candidates will have two placements within their certification levels. Elementary student teachers will have a lower (K-2) and upper elementary (3-5) placement. Students are allowed to request placements which are considered when requesting placements from local school systems. Teachers selected as cooperating teachers must meet the following criteria:

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

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

   The regional Coordinator of Teacher Education makes available to the supervising teacher a copy of the Student Teaching Handbook. This document details the enhanced student teaching program including responsibilities of the supervising teacher, the student, and the college coordinator/college supervisor.

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

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

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

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

   During the first week of the student teaching semester, students are inducted into enhanced student teaching by attending
a series of seminars on topics such as writing lesson plans, discipline techniques, and course requirements. Further seminars treat topics relevant to the personal and professional growth of student teachers.

The cohort calendar defines the beginning and ending of the enhanced student teaching, but the student teaching program may be coordinated with the schedule of the local school system. The performance of student teachers will be evaluated by cooperating practitioners in the local school system and supervising faculty at Tusculum College. College supervisors are evaluated by the student teacher during the final phase of the student teaching experience. Student evaluations are kept on file in the office of teacher education department. According to state requirements, students must successfully complete both placements in the professional semester in order to be recommended for licensure.

Students who have already completed a bachelor’s degree, either at Tusculum College or elsewhere, who wish to add teaching licensure to that degree must meet all applicable requirements regarding admission to the education program, required coursework, and admission to student teaching.

A grade of “C” or better must be obtained in Student Teaching before a teaching license may be requested.

**Graduation**

A total of 128 - 139 semester hours and a minimum 2.50 cumulative grade point average (overall coursework) with a 2.75 grade point average in Major and Professional courses are required, including:

- 61 - 72 Semester hours of General Education Core
- 35 Semester hours of Major Core—four of these are electives
- 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. 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 (101), II (102), III (103)............... 2-3 Courses
- Creative Arts and Humanities .................................. 2 Courses
  - Religion (Must be RELG 330), and one (non-applied) course from Music, Theatre or Visual Arts
- College Algebra ................................................. 1 Course
- Natural Science ................................................... 1 Course
  - Biology (Lab and minimum grade of “C” required)
- Health/Physical Education .................................... 2 Courses
  - PHED 115 Safety, First Aid & CPR (1 hr.)
  - PHED 260 Methods for School Health Teachers (3 hrs.)
- Psychology (Intro to Psychology, Developmental Psychology, and Educational Psychology)
- Sociology (Introduction)
- Computer Science ............................................... 1 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 (Lab and minimum grade of “C” required)
- CISC 100 Computer as a Tool
- ENGL 110 Composition and Rhetoric
- ENGL 111 Composition, Research, and Rhetoric
- GEG 200 Introduction to Geography (Minimum grade of “C” required)
- HIST 101/102 The West and the World I or II
- HIST 201/202 U. S. History I or II
- MATH 102 College Algebra
- PHED 115 Safety, First Aid, & CPR (1 hr.)
- PHED 260 Methods for School Health Teachers (3 hrs.)
- POLS 380 The Political Traditions of the West
- PSYC 101 Essentials of Psychology
- PSYC 200 Developmental Psychology
- PSYC 305 Educational Psychology
- RELG 330 The Hebrew and Christian Traditions
- SOCI 101 Introduction to Sociology

Choose one:

- MUSC 101 Introduction to Western Music
- THEA 104 Introduction to Theatre
- VISA 110 Introduction to Art
- VISA 204 Ancient Through Renaissance Art
- VISA 208 Baroque Through Modern Art

The BAED Sequence of Courses in the Human Growth and Learning Major and Professional Education consists of 67 semester hours, as follows:

- SPED 101 Survey of the Regular and Special Populations
- 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)

Requirements for the following courses may be satisfied by successful completion of the CLEP or DANTES exam. (Prior approval required for substitution.)

- CISC 100 Computer as a Tool
- ENGL 110, 111 Composition I and II
DANTE and CLEP exams will not be accepted for satisfying the following courses:

- BIOL 100 Introductory Biology
- GEOG 200 Introduction to Geography
- PHED 260 Methods for School Health Teachers
- POLS 380 The Political Traditions of the West
- PSYC 200 Developmental Psychology
- PSYC 305 Educational Psychology
- RELG 330 The Hebrew and Christian Traditions

**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 to begin formulating a personal philosophy of education. Practicum experience is required for this course. Prerequisites: SPED 101 and PSYC 101. 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. Practicum experience is required for this course. 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. Prerequisites: EDUC 200 and PSYC 305. 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. Prerequisites: EDUC 200 and PSYC 200. 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 dramas, 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 knowledge in planning and assessing literacy skills of an individual student. Practicum experience is required for this course. Prerequisites: EDUC 200 and PSYC 305. 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 handwriting. Special emphasis will be placed on communication skills, diagnostic procedures and evaluations. Media and technology will be explored to incorporate ac-
tivities 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. Prerequisites: EDUC 200 and SPED 101. 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. Practicum experience is required for this course. Prerequisites: EDUC 200 and SPED 101. 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, the pre-service student will develop strategies that foster the inclusion of diverse learners and students of different cultures. The preservice teacher will demonstrate 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. Prerequisites: EDUC 200 and SPED 101. 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. Prerequisites: EDUC 200 and SPED 101. Competency: Critical Analysis.

EDUC 452/CMNS480. STUDENT TEACHING SEMINAR/SENIOR 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. Bimonthly sessions will be used for check-ups with a question- and answer-form 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. Students completing CMNS 480 are not required to take PRAXIS II. Competencies: Critical Analysis and Public Speaking.

EDUC 454. ENHANCED STUDENT TEACHING (K-3). 6 semester hours.
This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum college coordinator, and the Director of Student Teaching. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each preservice teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience — this placement will be one half of that requirement for students seeking endorsement in Early Childhood or K-6(8).

EDUC 455. ENHANCED STUDENT TEACHING (4-6). 6 semester hours.
This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum college coordinator, and the Director of Student Teaching. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each preservice teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience — this placement will be one half of that requirement for students seeking endorsement in K-6 (8).
Master of Arts Degrees

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 a graduate degree: 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 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 G.P.A. (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
7. Submit recommendations from two persons (non-relatives) 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. Participation in all outcomes assessment as required.
4. Payment of all tuition and fees.

A letter of completion can be requested when all work is completed and all graduation requirements to include academic and financial obligations to the College 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 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 2.75 grade point average 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 or provide evidence of three years of teaching experience. If no experience can be documented, the student can request an exemption from the faculty, through the Director of the School of Education.

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).

**Course Sequence**

EDUC 503 Designing Developmentally Appropriate Practices
EDUC 538 The Physiology of Learning
EDUC 533 Developmental Behavior Analysis for Practicing Educators
EDUC 525 Structuring the Learning Environment
EDUC 505 Planning Curriculum for Present and Future
EDUC 532 Strategies for Special Needs Learners
EDUC 513 Strategies for Assessing and Communicating Learning Progress
EDUC 534 Applied Research for the Classroom Teacher
EDUC 523 Leadership Development and Renewal
EDUC 540 The Law and Public Education
EDUC 517 Re-planning Teaching Strategies

**Curriculum**

EDUC 533. DEVELOPMENTAL BEHAVIOR ANALYSIS FOR PRACTICING EDUCATORS. 3 semester hours. This course examines the complexity of errant behavior from physical, 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 semester 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 538. THE PHYSIOLOGY OF LEARNING. 3 semester hours. On a macro level, this course covers the function of major brain structures, the central nervous system, endocrine and sensory mechanisms and their relationship to learning and behavior in the developing learner.

EDUC 540. THE LAW AND PUBLIC EDUCATION. 3 semester 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
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 G.P.A. (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 semester 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 researches; 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 semester 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 semester 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 semester 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 semester 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 flowcharts; use of flip chart and board activities. Selection and evaluation of educational media.

EDUC 524. EVALUATION OF ADULT LEARNING. 3 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester hours.
A synthesis course in which students prepare a complete training package 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 semester 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., facilitating, 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 G.P.A. (last 60 hours)
CURRICULUM

HRDE 501. THE HUMAN RESOURCE DEVELOPMENT PROFESSION. 2 semester 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 semester 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 semester 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 semester 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 semester 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 semester hours.
The application of behavioral methodology to the solution of managerial problems in complex organizations.

HRDE 529. FACILITATING GROUPS. 3 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester hour.
The organizational project is completed with a formal report and presentation to a group.