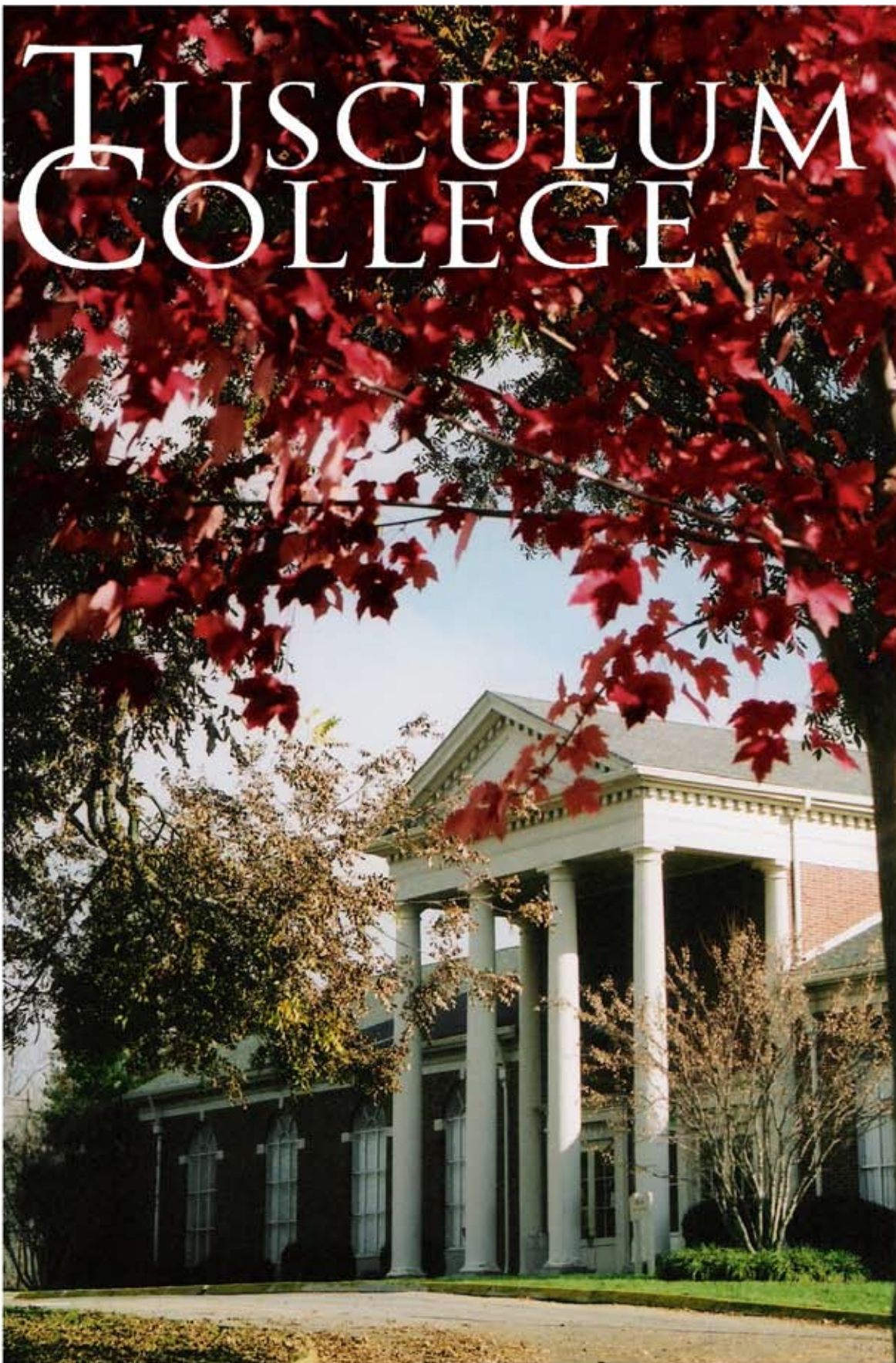


# TUSCULUM COLLEGE



**CATALOG 2008-09**

# TUSCULUM COLLEGE

## CATALOG 2008-09

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[www.tusculum.edu](http://www.tusculum.edu)

*Tusculum College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees, and the Master of Arts in education. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Tusculum College.*

*Tusculum College does not discriminate on the basis of sex, color, race, age, religion, ethnic origin, or handicap in the selection of its applicants.*

*The Tusculum College catalog is not to be construed as a contract.*

*This catalog does present policies and programs as accurately as possible at the time of publication, but the College reserves the right to alter any part or section as deemed necessary.*

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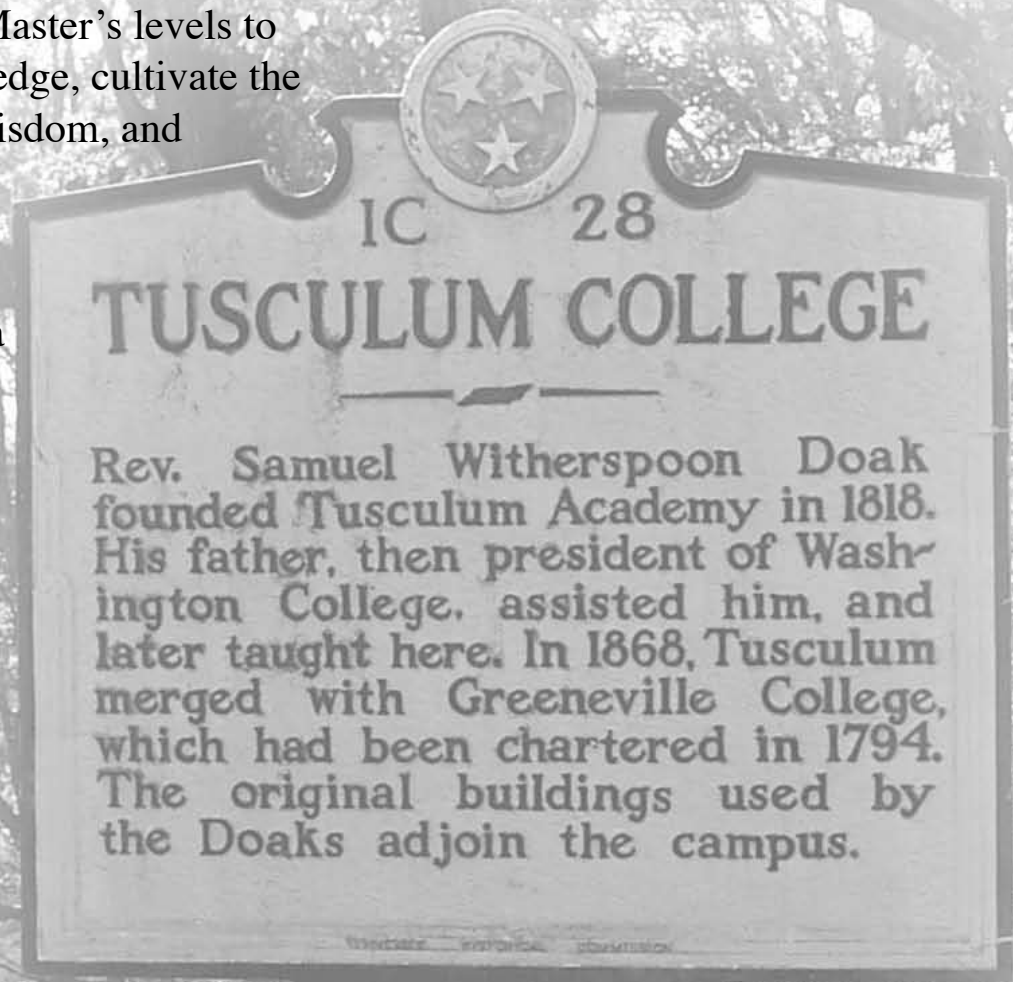
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# OUR MISSION

**T**usculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.





# TUSCULUM COLLEGE VALUES

We measure our success in living out our values by the success of our students, the personal growth of our employees, and tangible improvement in the quality of life in communities where we have a presence, thus exemplifying the Civic Arts.

## **INTEGRITY**

Our institutional success depends on our integrity. We are open, honest, and trustworthy in all our relationships and interactions with students, faculty, staff, Board of Trustees, alumni, donors, accrediting and auditing organizations, prospective students, and all other constituents of the College or communities in which we serve.

## **STUDENT SUCCESS**

We are committed to the success of our students by providing a highly effective learning environment and quality educational programs capable of delivering them the tools, thinking skills, personal values, and confidence necessary to ensure success in their future pursuits.

## **EXCELLENCE**

We seek excellence daily in everything we do.

## **FINANCIAL SELF-SUFFICIENCY**

We are committed to fundamentally sound financial management practices, to raising funds sufficient to support our programs, and to exercising impeccable responsibility in controlling our costs.

## **ENVIRONMENT, HEALTH AND SAFETY**

In all our endeavors we seek to protect and promote the health and safety of our people and our environment.

## **PEOPLE**

We maintain an atmosphere of sincere respect for every individual and provide equal opportunities for all.

## **GROWTH**

We are committed to the growth of our programs and a continual increase of opportunities for all students and employees.

## **ACCOUNTABILITY**

We are accountable for our behaviors, actions, and outcomes at all levels - institutionally, individually, and in reference to groups to which we have responsibilities.

# ABOUT TUSCULUM COLLEGE

## *The Campus*

**SIZE:** Tusculum College has a combined campus and off-campus enrollment of about 2,600 students with a student-faculty ratio of 15 to 1. The College believes that learning is an intimate process best supported on a personal basis between teacher and student and that no environment nurtures this process more completely than a small college community.

**LOCATION:** Tusculum is located east of Greeneville, Tennessee, a growing community of 15,537. The population of Greene County, including the City of Greeneville, is around 65,971. The campus is situated in picturesque Northeast Tennessee. The College maintains a regional center for Graduate and Professional Studies in Knoxville, Tennessee, and sites in Morristown, Tennessee, and Gray, Tennessee.

Located between Knoxville and the Tri-Cities area of Bristol, Kingsport, and Johnson City, Tennessee, Tusculum College is easily accessible by automobile, interstate bus lines, and airlines. Interstate Highway 81 is 10 miles from campus and Interstate 26 is about 25 miles from the College. Major airlines serve each of these airports: the Tri-Cities Regional Airport (40 miles), the Knoxville McGhee-Tyson Airport (80 miles), and the Asheville, North Carolina Regional Airport (70 miles).

**MEMBERSHIPS:** Tusculum is an institutional member of the Association of American Colleges and Universities, The Council of Independent Colleges, The National Council of Educational Opportunities, the National Commission on Accrediting, the Commission on Christian Higher Education, the Presbyterian College Union, the Tennessee College Association, and the Tennessee State Board of Education. The College is also on the approved list of the American Medical Association, the New York State Board of Regents and the American Association of University Women. Tusculum College is an institutional member of the Appalachian College Association.

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

A recently expanded and renovated facility, the Thomas J. Garland Library serves all Tusculum students with a collection of over 185,000 print and microform texts and 70,000 e-books, 200 print and 20,000 full text electronic periodical titles, 50 elec-



*The newly named Thomas J. Garland Library was dedicated in May.*

tronic databases, and in excess of 800 video tapes and DVDs. All are accessible through the library's Internet home page.

Among major academic facilities, Virginia Hall, originally designed by noted architect Louis Sullivan, enjoyed a major renovation in 1994 and celebrated its 100th anniversary in 2001. It is the central arrival point for new and prospective students on campus. In addition to housing computer laboratories, Virginia Hall is home to the Northeast Tennessee division of the Graduate and Professional Studies Program as well as offices for the Registrar, Admission, and Financial Aid. It also contains several classrooms and faculty offices.

Just across the street from Virginia Hall is the Annie Hogan Byrd Fine Arts Building, where many community activities take place. The building contains a 700-seat auditorium, which has recently undergone several significant improvements, and a 200-seat arena theatre. Located in the building are the Academic Resource Center and the Arts Outreach and TRIO program offices.

The President Andrew Johnson Museum and Library, the oldest academic building on campus, houses the collection of the seventeenth president's private and family papers, and family artifacts. Many of the items were donated to the College by Margaret Johnson Patterson Bartlett, Johnson's great-granddaughter and a Tusculum alumna. The library also holds the Charles C. Coffin Rare Book Collection, the original College library, which is the largest extant library dating before 1807 in the Southeast. Named after an early president of the College, it contains books from the collections of Jonathan Edwards, Samuel Hopkins, and Cotton Mather, with imprints back to the fifteenth century.

The Herbert L. Shulman Center is built in a distinctive circular design. The Center's primary use is as the site of studios and offices for the Art and Design program. Other academic facilities include Tredway Science Hall and Rankin Hall, which houses the Center for Civic Advancement.

A major hub of student activity on campus is the Niswonger Commons building, which houses a full-service post office, bookstore, a 24-hour computer lab, the cafeteria and a coffee



*Old meets new as Ron McCallister uses technology to teach a computer class in a lab inside Virginia Hall, one of Tusculum's historic buildings.*

house, television studio facilities, the campus telecommunication center, a campus living room, classrooms, a campus security office, and various offices for faculty and staff.

Tusculum College athletic facilities are among the best among East Tennessee institutions of higher learning. Inside the Niswonger Commons are a gymnasium-swimming pool complex that incorporates the 2,000-seat Pioneer Arena and a weight room/fitness center.

Through the generous support of business and community leader Scott M. Niswonger, who is a member of Tusculum College's Board of Trustees, a new, modern athletics complex, which in October 2003 was dedicated in Mr. Niswonger's honor, enhances Tusculum's campus. It includes an indoor sports complex, Pioneer Field, and Pioneer Park. The indoor sports complex includes a fieldhouse located behind the west end zone of Pioneer Field, featuring large locker area facilities and indoor practice and soccer space with a special high-quality, realistic turf.

Pioneer Field's seating capacity is now at 3,500. A modern press box facility, built to blend with the architectural style of the campus's most historic facilities, is adjacent to the field, on which Tusculum's football and soccer teams play.

A baseball stadium, Pioneer Park, was added to the complex in 2004. The stadium, used by both the Tusculum Pioneers baseball team and the Greeneville Astros professional team, has a seating capacity of 2,500 and features a covered seating area, locker facilities, offices, and a museum of College as well as local baseball memorabilia.

The Charles Oliver Gray Complex includes four separate buildings—three are residence halls and the fourth houses the professional education and special education programs along with general classrooms and faculty offices. Other residence halls include historic Haynes and Welty-Craig halls, Katherine Hall as well as Mastrapasqua Hall and three other buildings featuring apartment-style housing.

About six years ago, Tusculum built the Knoxville Regional Center near the intersection of Pellissippi Parkway and Lovell Road to house the Graduate and Professional Studies program in that city and serve as the headquarters of the program in south-east Tennessee.

Nine buildings and the arch are on the National Register of Historic Places and form the Historical District on campus: Doak House (1818), Old College (1841), McCormick Hall (1887), Welty-Craig Hall (1891), Virginia Hall (1901), The Thomas J. Garland Library (1910), Haynes Hall (1914), The Arch (1917), Rankin Hall (1923), and Tredway Hall (1930).



*Students' cheers fill Pioneer Park, the home of the Tusculum baseball team. The park also is home to the Greeneville Astros professional team during the summer.*

## A BRIEF HISTORY OF THE COLLEGE

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

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



*Samuel Witherspoon Doak*

wanted to educate settlers of the American frontier so that they would become better Presbyterians, and therefore, in their vision, better citizens.

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

Tusculum was named by Rev. Samuel Doak to recognize the home of the president of the College of New Jersey, the Rev. Jonathan Witherspoon – a signer of the Declaration of Independence. The name Tusculum comes from a community near Rome, Italy, that was the home of the Roman educator and philosopher Cicero, who along with others, identified the civic virtues that form the bases of the civic republican tradition, which emphasizes citizens working together to form good societies that in turn nurture individuals of good character. That civic republican tradition continues to be reflected in Tusculum College's civic arts emphasis.

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

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



*Welty-Craig Hall, pictured above just after its construction in the 1890s, is the oldest residence hall on campus.*

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

Ultimately, the College survived it all. It endured the Civil War through the merger of the two institutions. It made it through financial difficulty and near-disastrous enrollment droughts during World War I and World War II. The College survived these devastating events only to rebound into an institution stronger than it was before.

There are many people who played important roles in the development of the institution. It is difficult to guess what Tusculum College would be like today without early influences such as Charles Coffin, Cyrus and Nettie McCormick, Charles Oliver Gray, Landon Carter "Daddy" Haynes, and a host of others too numerous to mention individually. Of all of these people, Nettie Fowler McCormick undoubtedly had the largest and most visible impact on the College. She was the widow of Cyrus Hall McCormick, the inventor of a famous mechanized reaper. Through McCormick philanthropy, five major buildings were added on campus. McCormick Hall, built in 1887, remains the central landmark on the campus and is a living memorial to this notable family.

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

In 1984, Tusculum College made a major commitment to serve another type of student, working adults, in extended campus locations throughout East Tennessee. Tusculum's rich heritage provides a firm foundation that sustains extended learning opportunities for adults through the Graduate and Professional Studies Program. This program, which offers degrees in education and organizational management, has gained a solid reputation in the region for high academic standards and practical focus, and has been studied nationally as a model of delivery for adult learners.

## REGARDING THE CIVIC ARTS

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

### A. What is meant by "Civic Arts?"

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

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

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

Drawing on these two traditions then, the Civic Arts embrace such things as the ability to present one's thoughts clearly in speaking or writing, the ability to analyze situations carefully and solve problems creatively, and to identify information needs and to locate and evaluate information sources in traditional and electronic forms.

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

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

Since classes meet for an average of three hours daily, students and faculty are able to get to know each other quite well, facilitating exchange of ideas among all members of the class — transforming the classroom into a model of a community. In addition to transmitting knowledge, such classes actively engage students in their own learning. The focused calendar al-

lows time for serious listening and critical thinking, as well as for learning to communicate clearly. In the process, students and faculty connect the subject matter of the course to their lives and the life of the community more directly than is normally possible.

Some additional benefits of the focused calendar include:

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

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

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

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

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

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

Students enrolling in Tusculum College should be prepared to spend a significant portion of each day in diligent study. In an academic community such as Tusculum, academic rigor is valued; professors will expect much of you, while also providing the support you need to be successful. Your effort will not only reap individual dividends of academic success but also is important in maintaining an intellectual atmosphere conducive to learning. While much can be learned from the well-qualified faculty, it is also true that much is learned from interactions with fellow students. The better prepared each student is, the richer is the academic climate for all.

There are numerous opportunities to become involved in campus organizations, clubs, volunteer service in the community, college governance, intramurals, and intercollegiate athletics. All of these provide experiences that are enjoyable in their own right while also developing the skills of working with others toward a common goal, even when it is necessary to work through disagreements. Such experiences and skills are invaluable for civic life.

#### **D. How do Tusculum's distinctive programs affect graduates?**

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

## LIBRARY SERVICES

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

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

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

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

#### **THE PRESIDENT ANDREW JOHNSON MUSEUM AND LIBRARY**

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

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

The Andrew Johnson Library includes books, papers, and

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

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

#### THE INSTRUCTIONAL MATERIALS CENTER (IMC)

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

## THE TUSCULUM INSTITUTE FOR PUBLIC LEADERSHIP AND POLICY

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

The Institute recently entered into a collaborative relationship with the Niswonger Foundation to foster educational excellence in the region. Specifically, the Institute is helping to provide leadership training for the Foundation's scholarship program — a program designed to prepare a network of talented young people for future leadership in Upper East Tennessee. Several of these scholars have attended Tusculum College, and all of the scholars are contractually committed to returning to East Tennessee for future work and service.

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

## TUITION AND FEES

Charges for the 2008-2009 academic year at Tusculum College are listed below.

### Residential College

#### Standard Full-time Charges

Resident Students  
Tuition (12 to 18 hrs/semester) ..... \$18,870

### Room and board

Haynes ..... \$7,010  
Apartment ..... \$8,280  
Other ..... \$7,120  
Tuition under 12 hrs/semester (per hour) ..... \$850  
Tuition over 18 hrs/semester (per hour) ..... \$850  
Tuition (summer sessions) — see note below

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

Audit fee (per course) ..... \$100

The following may audit courses without charge:

Full-time Tusculum College students enrolled in degree programs; full-time Tusculum College faculty/staff; former full-time Tusculum College faculty/staff who retired from those positions.

Portfolio assessment fee ..... \$200  
Portfolio recording fee per semester hour requested ..... \$50  
Applied music fees ..... \$200

Registration for applied music courses, described in the MUSIC section of the catalog, requires an applied music fee for each registration.

Late registration fee ..... \$200  
Late payment fee ..... \$25  
Graduation fee ..... \$75

### Required deposits

Intention to enroll ..... \$300

The intention-to-enroll deposit is requested within 30 days of acceptance for all new, transfer, and readmitted students. The intention-to-enroll deposit will be credited to the next semester billing. This deposit for new, transfer, and readmitted students is fully refundable until May 1. Deposits are not refundable after May 1.

### Residential College Student Enrollment in Professional Studies Courses

Full-time residential students who desire to enroll in Professional Studies courses will be charged as follows: If the additional course does not constitute overload status, the student will not incur any additional charges. If the additional course does constitute overload status, or if the registration takes place in the summer term, the charges will be assessed at the Professional Studies rate (e.g., Gateway, Bachelor of Science).

### Miscellaneous Costs

Textbooks average approximately \$600 per semester. Personal expenses and travel costs will vary with each individual. Financial aid budgets include an allocation of \$1,500 per semester for personal expenses and travel costs.

## Graduate and Professional Studies

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

### Gateway Program

Tuition per semester hour .....	\$195
Audit fee per course .....	\$100

### Bachelor of Science in Organizational Management

Tuition per semester hour .....	\$295
Audit fee per course .....	\$100
Graduation fee .....	\$ 75

### Bachelor of Arts in Education

Tuition per semester hour .....	\$295
Audit fee per course .....	\$100
Graduation fee .....	\$ 75

### Master of Arts in Education and Organizational Management

Tuition per semester hour .....	\$310
Audit fee per course .....	\$100
Graduation fee .....	\$ 75

### Other Charges

Late registration fee .....	\$200
Late payment fee .....	\$25
Mini-course fee per course .....	\$30
Portfolio assessment fee .....	\$200
Portfolio recording fee per semester hour requested .....	\$40

### Professional Studies Student Enrollment in Residential College Courses

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

### Professional Studies Payment Schedule

Each course is to be paid in full no later than one week prior to the start of class. Failure to do so will result in a late fee. Students who are awarded financial assistance under federal, state, institutional, and/or private programs approved by the College may use documentary evidence of such awards. This privilege, however, does not relieve the student from completing payment in full when actual funds are received and, in any event, prior to the end of the semester.

### Residential Payment Schedule

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

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

Students or parents who prefer to pay educational expenses in monthly installments may want to consider "The Tuition Pay™ Plan" offered through Sallie Mae. For information or questions about "The Tuition Pay™ Plan," please contact Sallie Mae at 1-800-635-0120 or visit the Web site at [www.TuitionPay.com](http://www.TuitionPay.com).

The college also accepts payments via VISA, Mastercard, and Discover.

Upon the occurrence of non-payment, the student is responsible for reasonable attorneys' fees, collection fees, and court costs if the account is referred to an outside source.

### Adjustment of Charges for Dropping a Course

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

Written request to drop received by Tusculum College:	Portion of Tuition Refunded
Prior to the first class meeting .....	100 percent
Prior to the second class meeting .....	80 percent
After the second class meeting .....	None

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

### Refund of Charges and Financial Aid Awards

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

Room charges, fees, summer tuition, and textbooks will not be refunded after the first day of classes for the term (or the year in case of room charges). Board/meal charges will be refunded for the portion of the academic term remaining from four full weeks from the date of the withdrawal from the plan is approved.

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

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

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

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

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

Written request to withdraw received by Tusculum College:	Portion of Tuition Refunded
Within 3 calendar days of scheduled class date .....	75 percent
Within 10 calendar days of scheduled class date .....	50 percent
Within 31 calendar days of scheduled class date .....	25 percent
After 31 calendar days from scheduled class date .....	None

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

# FINANCIAL AID

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

Written request to withdraw received by Tusculum College:	Portion of Tuition Refunded
Prior to the first class meeting .....	100 percent
Prior to the second class meeting .....	80 percent
After the second class meeting .....	None

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

## Professional Studies Refund Policy

All students who are due a refund from loans or other financial aid monies will qualify for a refund after attending three nights of the first class of the semester that the money is intended for. All refunds will be under review by the business office, financial aid office, and CFO's office. Any dropped classes or withdrawals will delay the refund process or cancel the refund due to "Return to Title IV Funds" or a recalculation of any aid awarded. Refunds are available for pickup at the Greeneville location only on Fridays after 1:00 p.m. Students must have a photo ID upon request and will be required to sign for check. Refund checks will not be released to anyone other than the student unless there is a signed permission slip sent to the business office. All refunds not picked up on Fridays will be mailed out the following week.

Note: Refunds that are generated by parent plus loans will be cut in the parents name unless requested otherwise by parent.

## Residential College Refund Policy

All students who are due a refund from loans or other financial aid monies must be attending Tusculum College classes. All refunds will be under review by the business office, financial aid office, and CFO's office. Any drops or withdrawals will delay the refund process or cancel the refund due to "Return to Title IV Funds" or a recalculation of any aid awarded. Refunds are available for pickup on Fridays after 1:00 p.m. in the business office. Students must have a photo ID upon request and will be required to sign for check.

Note: Refunds that are generated by parent plus loans will be cut in the parents name unless requested otherwise by parent.

Tusculum College offers a wide range of student financial assistance composed of grants, loans, employment, and scholarships. Information regarding application procedures, eligibility criteria, types of student financial aid available, alternative financing options, and other general information is available at [www.tusculum.edu](http://www.tusculum.edu) or from the Office of Financial Aid and Student Campus Employment. All information provided here is true and accurate to the best of our knowledge. Program regulations are subject to change without notification, and all awards are subject to funding availability. If you have questions regarding the application process and eligibility criteria, please contact the Tusculum College Office of Financial Aid and Student Campus Employment at 1-800-729-0256 ext. 5377 or 423-636-7300 ext. 5377.

An entering student seeking financial aid must complete and submit the Free Application for Federal Student Aid (FAFSA) for the academic year he/she wishes to receive assistance and indicate Tusculum College (Title IV School Code: 003527) as a recipient of the data provided on the FAFSA. You may do this electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The priority filing deadline is February 15th preceding the academic year for which the student wishes to receive aid. In order for a student to receive a financial aid award letter, he/she must be accepted into a degree program at Tusculum College.

International students, or ineligible United States non-citizens, cannot receive federal or state financial assistance, and therefore, do not need to complete the FAFSA. Institutional assistance is available in some cases for these students. (Please contact the Office of Admission for more information)

As required by Federal regulations, Tusculum College has established a Satisfactory Academic Progress policy for all recipients of Title IV assistance. The standards are both qualitative (requiring maintenance of a minimum grade point average [G.P.A.]) and quantitative (requiring passing grades in a minimum number of credit hours per academic year). Students must meet these standards before receiving renewal assistance. The Satisfactory Academic Progress policy is available for online review at [www.tusculum.edu/aid/sap](http://www.tusculum.edu/aid/sap). Final decisions regarding appeals of the policy rest with the Satisfactory Academic Progress Appeals Committee.

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

### A. Grant Programs

Federal Pell Grants are federally-funded grants awarded to students with financial need. Awarding is based on a student's EFC (expected family contribution – calculated from the FAFSA) and enrollment status.

Federal Supplemental Educational Opportunity Grants are federally-funded grants awarded to Pell Grant recipients with exceptional financial need.

Academic Competitiveness Grants are federally-funded grants awarded to first year and second year students who are Pell Grant recipients and who successfully completed a rigorous secondary program of study. Second year students must also maintain a G.P.A. of 3.00.

National Science and Mathematics Access to Retain Talent

Grants are federally-funded grants awarded to third and fourth year students who are Pell Grant recipients and who are majoring in the fields of Life and Physical Science, Mathematics, Computer Science, and Technology while maintaining a G.P.A. of 3.00.

Teach Grants provide up to \$4,000 per year to students who intend to teach in an elementary or secondary school setting, serving low-income families. As a recipient of a TEACH Grant, one must teach for at least four academic years within eight calendar years of completing the program of study for which the TEACH Grant was received. If one fails to complete the service obligation, the accrued amount of TEACH Grant money will be converted to a Federal Direct Unsubsidized Stafford Loan. One must then repay this loan to the U.S. Department of Education. Interest will be charged from the date the grant was disbursed.

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

### **B. Loan Programs**

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

The Subsidized Federal Stafford Loan Program is a long-term, fixed-interest rate loan made to eligible students by banks or other participating lending institutions. Depending upon need, freshmen may be eligible to borrow up to \$3,500, sophomores may qualify for a maximum of \$4,500, juniors and seniors may be eligible for up to \$5,500 each academic year, and a graduate student's maximum eligibility may be up to \$8,500. For new borrowers, repayment of principal and interest begins six months after the student ceases to be enrolled at least half-time, graduates, or withdraws.

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

The Federal Parent Loan for Undergraduate Students (PLUS) offers loans to parents of dependent undergraduate students up to the cost of education less any other financial assistance. Repayment begins sixty (60) days after the lender fully disburses the loan. Additional information and applications are available from participating lending institutions.

Eligible independent students may be awarded an additional Unsubsidized Federal Stafford Loan Program of up to \$6,000 each year for freshmen and sophomores, and up to \$7,000 each year for juniors and seniors. A graduate student may be eli-

gible for up to an additional \$12,000 annually. Although these maximums are in addition to the Subsidized and Unsubsidized Federal Stafford Loan amounts, federal regulations prohibit any student from receiving total assistance greater than the cost of education for that academic year.

### **C. Student Employment**

The Federal Work-Study Program offers students the opportunity to have on-campus or community-service employment in order to earn the funds necessary to pursue their studies. Students are paid on a monthly basis. Various positions are offered to students to complement their education with practical job experience. Eligibility for awards is based on need and availability. FAFSAs processed by the February 15th priority date receive preference.

### **D. Scholarships**

The Tennessee Educational Lottery Scholarships Program for Tennessee residents may be applied for by submitting the FAFSA. Students are then evaluated for the Tennessee Hope Scholarship, the General Assembly Merit Scholarship, and the Need-Based Supplemental Award. You may read more about these scholarships at [www.state.tn.us/tsac](http://www.state.tn.us/tsac), by contacting your high school guidance counselor, or a Tusculum financial aid counselor.

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

The Bonner Leader Scholarship Program is also available for new and continuing students committed to community service. Athletic Scholarships are available from each varsity sport at Tusculum College. For further details, please contact the coaching staff for each sport in which you are interested, including Cheerleading.

### **E. Veterans Administration Programs**

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

### **F. Vocational Rehabilitation**

Students with a disability may be eligible for educational financial assistance through the Vocational Rehabilitation Program. Contact your local Vocational Rehabilitation Counselor for more details.

# THE RESIDENTIAL COLLEGE

# ADMISSION TO THE RESIDENTIAL COLLEGE

## Introduction

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

Students are admitted to Tusculum because they have demonstrated the potential to succeed in a highly rigorous environment and shown further evidence of their capability to contribute to the Tusculum community as a whole. The curriculum at Tusculum places strong emphasis on writing, analytical reading and critical analysis. Students are assessed for these skills early in their college careers. Assistance is provided to students needing further development for academic success.

In determining a student's readiness for college, criteria for admission are both objective and subjective. The College examines academic records, class rank, SAT or ACT scores, extracurricular activities and leadership. Due to the fact we know that a family's financial situation has no relationship to a student's preparation, character, potential or intellect, the College adheres strictly to a need-blind policy.

## Campus Visits

Although a personal interview is not required for admission, prospective students are encouraged to visit the Tusculum campus and meet with an admission representative. The Office of Admission is open from 8 a.m. to 5 p.m. Monday through Friday and 9 a.m. to 12 p.m. on Saturdays, by appointment. To schedule an interview and visit the campus, call in advance of the intended date of arrival. Our toll-free number is 1-800-729-0256 or locally 423-636-7312

## ADMISSION REQUIREMENTS

Due to Tusculum's block schedule, evidence has shown that successful applicants to the College will have taken challenging college preparatory classes, be intrinsically motivated to succeed and enjoy advanced and fast-paced reading. Applicants must show evidence of high school graduation from an approved or accredited secondary school. In order to accept a student on the GED, a minimum score of 410 must be obtained on each subject test with an average of 450, overall. The combined minimum score must be at least 2250. All application fees are non-refundable.

## Advanced Placement/International Baccalaureate/Dual Enrollment

A student may enter with advanced placement either on the basis of the Advanced Placement Examination of the College Entrance Board, International Baccalaureate Testing, Tusculum College Placement testing, or by transfer of college-level work from a regionally accredited college or university. Advanced credit is generally awarded for AP scores of 3 and for IB scores

passed at a level of 6 or higher. Students applying for advanced placement or credit should notify the Office of Admission as soon as possible to ensure proper transfer of such credit. The Office of the Registrar reviews all scores for credit. In order to receive credit for dual enrollment, an official transcript must be received.

## Freshman Students

Candidates for admission must have completed at least 12 college preparatory courses. The College recommends that candidates include four or five academic subjects in their course loads each year in meeting the following recommended school program:

- Four units of English
- Three college preparatory mathematics (Algebra I & II and Geometry suggested)
- Three units of history/social studies
- Two units of science, of which one must be a lab

In addition, candidates must complete the following:

1. Submit a completed application for admission
2. Submit official secondary school transcript(s)
3. Submit official score report (s) on the SAT or ACT or GED if applicable. There is no preference for either the ACT or SAT, instead, the evaluation of those who submit results of both will rely on whichever test is comparatively stronger.
4. Freshmen with transferable credit must submit official transcripts from all colleges and universities. The College expects students to demonstrate their preparedness for college with a minimum 2.0 G.P.A. in academic core courses. Study of a foreign language is not required; however, it is included when calculating an academic G.P.A. The College may grant conditional admittance to students who have extenuating circumstances that have affected their high school performance. The student must provide documentation of such by way of personal essay or letter from a high school, employment or church official.

## Transfer Students

Tusculum College will consider students for admission by way of transfer from colleges and universities accredited by regional accrediting agencies. A transfer application must include transcripts of all college work taken and a transcript from the secondary school if less than 24 college-level credits have been earned. Transfer applications will be considered void if discovery of previous attendance at another institution is not disclosed at the time of application, and a direct violation to the College's Code of Conduct will be noted.

Applications for the fall semester should be filed with the Office of Admission during the prior winter or spring, and notification will be made when the file of credentials is complete. For entrance in the spring semester, applications should arrive before November 15 to receive priority accommodation. Students wanting to receive priority accommodation for fall should have applications in by April 15.

Transfer students must be eligible to return to the college previously attended. Tusculum will consider transfer students with complete official transcripts that show an average of 2.00 or better. Tusculum College will accept as transfer credit only those hours that are earned at a regionally accredited institution.

The College accepts Associate of Arts or Associate of Science degrees from any accredited junior/community college.

Students interested in transferring to Tusculum should be aware that upon receiving official transcripts from all institutions previously attended, the College will evaluate completed courses and will advise the student of the courses still needed to fulfill Tusculum's general requirements. Transfer students must earn a minimum of 32 semester hours completed at Tusculum to obtain a degree.

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

### **International Students**

The review procedure for international students is the same as that required of all students. In addition, an international student applicant must fulfill the following requirements:

1. An international student who has not submitted an ACT or SAT test score 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 (paper), 213 (computer-based) or 80 (Internet-based) is required on this test. This test is administered in the United States and abroad by the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

2. If the TOEFL is not taken, then an international student may complete the American Language Academy course level V and be admitted upon the recommendation of the director of that program located in the United States. The same applies for a student who enters a program of the English Language School, which has centers throughout the country. Tusculum requires that a student graduating from an ELS program must have completed Level 108 before being considered for full-time admission.

3. An international student must complete and return to the College the "Certification of Finances" form. This form will be supplied by Tusculum College and must be completed in conjunction with the student's bank or similar financial institution. It is important that all financial arrangements be confirmed before the student arrives at Tusculum. If the international student is accepted, and financial arrangements complete, the College will issue an I-20 form, which will expedite securing a student visa.

### **Home-Schooled Students**

Students who have been educated in a nontraditional secondary school setting are welcome to apply for admission. In addition to submitting a complete admission application, home-schooled students are required to complete or submit the following items:

1. Submit official score report(s) on the SAT or ACT or GED if applicable. There is no preference for either the ACT or SAT, instead, the evaluation of those who submit results of both will rely on whichever test is comparatively stronger. In addition, students are strongly urged to submit SAT II Subject Tests in the natural science area.

2. Participate in an interview conducted by the Office of Admission. The interview is required for students who spent 50 percent or more of their secondary school experience in a home-school setting.

3. Submit a narrative description of the home-school environment, such as parental instruction or community teaching. Additional items that should be included are syllabi for all courses taken and a list of textbooks used.

4. Optional letters of recommendation.

### **Review of Applications**

Both freshman and transfer applicants are reviewed for admission once all required materials are received. Students may wish to submit a personal writing sample, but this is not a requirement. As previously noted, personal interviews are not required, but are encouraged. Please refer to the campus visits section above for further instructions. The Admission and Standards Committee reviews applications on a rolling basis, so notification should generally be made within two weeks. Notification of admission will be made in writing by the College to the student. A student who is wait-listed is encouraged to re-take the ACT or SAT in order to enhance the candidates' admission profile.

### **Intent to Enroll by Way of Deposit**

Students who are offered admission are asked to submit an enrollment deposit of \$300 to secure their place in the class. Deposits are fully refundable, upon written request to the Office of Admission, until May 1. No money will be refunded after May 1, regardless of the date of deposit. The deposit will be credited to the student's account in the Business Office, and will reduce the amount of tuition due at the time of billing. All offers of admissions and financial aid will stand until May 1; the deposit will secure such offers beyond the May 1 deadline. Once the deposit is made, students may complete housing forms and are considered for priority class registration during the summer.

## **ADMISSION PLANS**

### **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**

- The student may be granted the Academic Fresh Start only once.
- The student's permanent record will retain 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.
- 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."

### **Early Admission**

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

### **Mid-Year, Second & Fifth Block Admission**

All students may be considered for admission to Tusculum College for the spring semester, as well as for second and fifth block starts. Applications for spring semester and fifth block starts should be completed by November 15. Second block starts should complete applications by August 15 to receive priority accommodations.

### **Readmission**

Students who have discontinued attendance at Tusculum College for one semester or more, not including summer term or a leave of absence, must apply for readmission as a transfer student. If former students seeking readmission have attended another institution during the interim, official transcripts of all academic work attempted must be forwarded directly to the Office of Admission.

Former students in good academic and judicial standing may be admitted upon submission of the appropriate forms and review by the Admission and Standards Committee. Students not in good academic or judicial standing must petition the committee for readmission. The petition should be sent to the Office of Admission and show definite reason and good cause as to why such re-enrollment should be permitted. Students suspended for academic reasons may petition for readmission after remaining out of school for at least one semester. The summer term may count toward meeting the suspension requirement, provided the student earns enough summer school credit such that the overall cumulative G.P.A. is significantly increased.

### **Special Student Status**

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

1. **Transient Students** — Students currently matriculating at another college who are in good standing may want to enroll as transient students. The normal application procedure should be followed, but in place of the transcript, a letter from the chief academic officer or registrar of the student's institution must

be sent to the Office of Admission giving special approval for the student to attend Tusculum College, and specifying which courses may be taken. At the request of the student, a transcript will be sent to his/her college at the end of the enrollment at Tusculum. Enrollment in this status is for a limited period, usually not exceeding one semester.

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

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

### **Veterans' Admission**

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

### **Provisional and Conditional Admission**

The Admission and Standards Committee extends provisional and conditional admission for students who show promise. These types of admission require that students meet certain expectations in order to matriculate.

Conditionally admitted students must successfully complete the College's Bridge Program in order to start classes. The Bridge Program is sponsored prior to freshman Orientation, usually about one week before other students arrive. Students will take preparatory mathematics and English classes. Students must attend all the classes and required events in order to pass. This program is worth two semester hours.

Provisionally admitted students will have the provisions of their admission articulated individually in the student's acceptance letter. These provisions must be met in order for a student to matriculate.

# STUDENT AFFAIRS AND STUDENT SERVICES

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

## Orientation

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

## Worship Services

Voluntary worship services, conducted on the campus, are led by the College Chaplain. Students are invited to attend Wednesday Chapel Services, Witherspoon Society open-discussion dinners held monthly at the College Minister's home, and local church services.

## Campus Activities

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

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

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

## Cultural Activities

### Convocations

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

### Cultural Opportunities

The "Acts, Arts, Academia" program series sponsors events on campus throughout the academic year. In cooperation with

the Greeneville Arts Council, a series of exhibits is on display in the J. Clement Allison Gallery. A variety of music, theatre, and dance events — including presentations from Theatre of Tusculum, Tusculum Arts Outreach, and Tusculum College Community Chorus — take place in the Annie Hogan Byrd Auditorium and the David F. Behan Theatre.

## Students' Rights and Responsibilities

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

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

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

## Organizations

Students, faculty, and staff have formed a variety of campus based organizations in support of special interests and needs. The College encourages the formation of clubs and organizations as an effective method of developing leadership and enhancing interaction among members of the Tusculum community. Check with the Office of Student Affairs for a complete listing or information regarding the formation of a new organization.

Organizations include honorary and professional groups, an on-campus radio station, service organizations, special interest groups, and sports clubs. An annual Clubs/Organizations fair is held at the beginning of the school year. Contact the Office of Student Affairs for specific dates and times. The following is a sampling of student organizations at Tusculum College:

ALL CAMPUS EVENTS (ACE) is a group of students who work directly with Student Affairs to provide entertainment for the student body. ACE chooses various performers from magicians, comedians, musicians, etc., and assists in planning social events on campus. Membership is open to all students.

ALPHA CHI promotes and recognizes scholarship. Membership is open to juniors and seniors ranking in the top tenth of their class.

ANDREW JOHNSON SOCIETY is a group for those interested in history and how various changes impact who we are as a country. Membership is open to all students.

ATHLETIC TRAINING CLUB promotes professionalism and education within the field of athletic training.

BAPTIST STUDENT UNION (BSU) provides a time of Christian fellowship and worship for all students. BSU is open to all denominations.

BLACK UNITED STUDENTS (B.U.S.) provides an oppor-

tunity for African American students to fellowship and serve the greater college community. B.U.S is open to all students, not just African American students.

BONNER LEADERS PROGRAM/CCA is a student-led service learning opportunity that requires its members to fulfill 100 hours of volunteer work a semester. Members are selected through an application and interview process, and a grant of \$1,000 per semester, with approval from the Office of Financial Aid and Campus Student Employment, may be available.

COLLEGE DEMOCRATS is an organization for students supporting the Democratic party and sponsoring events to raise awareness about civic engagement and social responsibility.

COLLEGE REPUBLICANS is an organization for students supporting the Republican party and sponsoring events to raise awareness about civic engagement and social responsibility.

COMMUNITY CHORUS is open to all community members. No auditions are required. Academic credit may be earned.

ENGLISH STUDENTS ORGANIZATION (ESO) fosters a sense of community and camaraderie among the English Department, other departments and organizations on campus, and members of the surrounding community.

FELLOWSHIP OF CHRISTIAN ATHLETES (FCA) is a student led non-denominational organization that promotes Christian principles among student athletes and the general student body. FCA is open to all students not just athletes.

HALL COUNCILS are boards of elected students to represent each residence hall. They function primarily to organize and represent the residents of the hall and provide educational and social programming.

INTERNATIONAL AND MULTICULTURAL SOCIETY provides an opportunity for international students to fellowship and develop programs to educate the greater college community about their culture and history.

IOTA TAU ALPHA is a national honor society for Athletic Training Education students. The functions of Iota Tau Alpha are to stimulate interest, scholarly attainment, and investigation in Athletic Training Education and to promote the dissemination of information and new interpretations of the Society's activities among students of Athletic Training Education.

LADY PIONEER DANCE TEAM is a fun energetic group of students who like to cheer and dance. The team promotes SPIRIT throughout the campus. They provide support for the players during basketball and football games. They also perform at halftime for both sports.

NATIONAL STUDENT ATHLETIC ASSOCIATION promotes healthy lifestyles for student athletes, provides education in leadership skills, and assists in planning for success during and after college.

ORANGE CRUSH is a dedicated and energetic organization comprised of students in support of Pioneer athletics.

PHYSICAL EDUCATION CLUB serves the interests of Physical Education majors and other interested students by providing peer support for developing professionalism in the field of Physical Education.

PIONEER FRONTIER is the Tusculum College newspaper. Students are responsible for all aspects of production and distribution.

PRESIDENT'S SOCIETY is an elite student organization dedicated to promote and fortify the mission of the institution. As an ambassador, each member serves as an extension of the

undergraduate admission office—to aid in tours and various service projects sponsored by admissions. For more information on how to become a member, contact the residential Office of Admission in person, by phone or e-mail.

PSYCHOLOGY CLUB serves the interests of psychology majors by providing peer support for developing professionalism in the field of psychology.

SCHOLARS BOWL is a competing trivia team that encourages teamwork and provides opportunities to compete in local and regional tournaments.

SCIENCE CLUB serves the interest of science majors or students interested in science by providing educational opportunities and opportunities for professional development.

STUDENTS IN FREE ENTERPRISE (SIFE) provides opportunities to gain professional experience and knowledge in working with the free enterprise system. Students may present and compete in regional and national conferences.

STUDENT GOVERNMENT ASSOCIATION (SGA) is the governing body for the student body. SGA provides an official voice to represent students to the administration and the Board of Trustees. It is the vehicle for expressing and addressing student concerns and a means to democratically determine allocation of student organization funding.

THEATRE AT TUSCULUM provides many opportunities throughout the year for involvement in theatre, through scheduled productions. Students may audition for roles in productions or volunteer to assist backstage.

TUSCULANA is the Tusculum Yearbook. It is published each academic year. Students are responsible for all aspects of production and distribution.

TUSCULUM ARTS OUTREACH provides a variety of opportunities for theatrical or other artistic involvement in the larger community.

### **Residence Life**

Living on campus increases the level of involvement in both academic and co-curricular activities and, therefore, heightens the impact of the total college experience. Programs in residence halls are designed to encourage students' intellectual growth while developing healthy social and interpersonal skills. Each hall has its own elected council to provide leadership in activities, student conduct, and the general living environment. In addition, resident advisors are students carefully selected and trained as staff members to provide supervision, peer counseling, programming, and policy enforcement. The Office of Student Affairs staff provide supervision and support of all housing operations and programs.

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

All Tusculum students, with the exception of married students, single students with a dependent, students living at the primary residence of their parents or guardians in a county contiguous to Greene County, students over 23 years of age, military veterans with over one year active duty service, or students granted an ex-

ception by the Dean of Students or his/her designee, are required to live on campus.

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

Laundry facilities are conveniently located in each residential area.

### **Health and Wellness Services**

The College Health and Wellness Center is available to assist students in addressing physical and/or mental concerns on site or through referral to community resources.

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

### **Academic Resource Center**

The Academic Resources Center provides services to help students reach their full academic potential. The Academic Resource Center serves students in the areas of academic advising, career development, learning support, and disability accommodations. The Academic Resource Center is located on the first floor of the Annie Hogan Byrd Fine Arts Building, Room 112.

### **Career Counseling Services**

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

Students are encouraged to begin career development programs upon entering Tusculum and continue them throughout their college experience. Services include personal meetings, seminars, and advising regarding choice of academic major and/or career directions. The office provides programs to instruct students and alumni in methods of how to secure employment and provides assistance in constructing resumes, developing interviewing skills, and recording personal data for a permanent placement file. The office maintains current information about full-time, part-time, and internship opportunities. Employer representatives are invited to campus for interviews with students. A graduate study library (maintained in the office) includes graduate school catalogs, information about standardized examinations, and graduate programs.

### **The Writing Center**

The Writing Center at Tusculum College is a cooperative venture by the English Department and Tusculum College Tutoring Center. The mission of the center is to help students hone their writing and grammatical skills no matter the subject or style of writing. The Writing Center is located in Virginia Hall, Room 308 and is open daily during fall and spring semesters from 10 a.m. - 4 p.m. The tutor coordinator for the Tusculum College Tutoring Center oversees the day-to-day operation of The Writing Center, so general inquiries regarding the center, its policies, and any other concerns should be directed to the tutor coordinator by accessing the Tutoring Center web site listed below.

The center is staffed by English Department faculty and staff and exemplary English students. The center also offers reference resources for those who need to consult research manuals for papers and projects. Librarians are also periodically on duty to help with research projects. The Writing Center staff works with faculty to ensure students' progress and success; students can request individualized tutoring by completing the Request for Tutoring form at the Tusculum College Tutoring Center web site at [www.tctutoring.com](http://www.tctutoring.com) and following the appropriate tabs to request assistance.

### **Support Services for Individuals with Disabilities**

Tusculum College affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act. The College does not discriminate on the basis of disability in employment or admissions. Students seeking accommodations consequent to a documented disability should contact the Director of the Learning Center for their program (residential or GPS). Upon review of the documentation, provided by the student, the office will assist the student in working with the faculty to secure appropriate accommodations. Questions should be directed to the Director of the Learning Center for their program (residential or GPS).

Tusculum College makes available to qualified disabled students those reasonable accommodations and such necessary auxiliary aids or services as are necessary to provide such students with unrestricted access to the learning environment and the opportunity to demonstrate academic achievement. In order to procure auxiliary aids or services, the qualified disabled student is responsible for identifying himself or herself to and directing all requests for such aids or services to the Director of the Learning Center.

### **Volunteer Service**

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

### **Dining Service**

The College cafeteria and snack bar facilities, located in the Niswonger Commons, serve a variety of well-balanced, enjoyable meals and on-the-go dining options. All resident students are required to participate in one of the College's meal plans. Commuting students who wish to eat in the cafeteria may purchase meals plans in the Business Office.

### **Athletics**

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

Tusculum College is a member of the South Atlantic Conference of the National Collegiate Athletic Association (NCAA) at

the Division II level. Varsity sports for men are baseball, basketball, cross country, football, golf, soccer, and tennis. Varsity sports for women are basketball, cross country, golf, soccer, softball, tennis, and volleyball. Varsity athletes who participate in these teams may earn varsity letters. Athletic scholarships are available to varsity athletes who qualify.

### **Motor Vehicle Regulations**

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

### **Academic Year**

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

# ACADEMIC POLICIES

## Requirements for Degrees

To earn the Bachelor of Arts degree, the student must

- Complete 128 semester hours of coursework, with an overall grade point average (G.P.A.) of 2.00.
- Complete a Major program of study, with a G.P.A. of 2.25 in the Major.
- Satisfactorily complete all coursework in the Commons core curriculum.
- Participate in all outcomes assessment activities as required.

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

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

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

## 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 semester 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. Forty-eight of the fifty-two hours for the Bachelor of Science degree must be taken at Tusculum College.
7. Adherence to any additional academic/financial obligations.

## Coursework

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

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

Satisfactory completion of work for graduation requires that

the student earns a minimum G.P.A. of 2.00, or an overall "C" for all courses taken. The student must earn a minimum G.P.A. of 2.25 in the major program of study. All students are required to complete at least 32 of their last 36 hours at Tusculum College.

## Service-Learning/Civic Arts Project

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

## Degrees with Distinction

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

## Bruce G. Batts Medal

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

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

## Independent Program of Study

If a student wishes to declare a program of study not officially offered by this institution, an "Independent Program of Study" may be declared. Applicants must have at least a 2.75 G.P.A. and have second semester sophomore standing. Students must solicit independent program of study approval from their advisor, the department chair, and the Admissions and Standards Committee. An Independent Program of Study requires a minimum of 24 hours of coursework at the 300 or 400 level.

*Independent Program of Study with Two Areas*

\*A minimum of 32 hours in the primary area.

A minimum of 24 hours in the secondary area.

Total of 56 semester hours.

### *Independent Program of Study with Three Areas*

\*A minimum of 24 hours in the primary area.

A minimum of 20 hours in the secondary area.

A minimum of 16 hours in the tertiary area.

Total of 60 semester hours.

\*Primary area must be an existing major.

### **Course Load**

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

### **Term Honors**

**President's List:** The President's List includes students who have completed 12 semester hours in a four-block period earning a 4.00 G.P.A.

**Dean's List:** The Dean's List includes students who have completed 12 semester hours in a four-block period earning a 3.50 G.P.A. and above.

**Charles Oliver Gray Scholars List:** The Charles Oliver Gray Scholars List includes students who have maintained President's or Dean's List standing for two consecutive terms.

### **Repeating Courses**

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

### **Correspondence Courses**

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

### **Courses at Another Institution**

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

### **Advanced Placement Programs**

Tusculum College participates in the AP, CLEP, and the DSST Programs. These programs allow a student to receive course credit without participating in the course by successfully completing a standardized examination. Only official scores coming from an authorized testing center will be evaluated. Credit for

exams appearing on transcripts from other colleges will not be evaluated. A maximum of 30 semester hours of credit earned through these examinations may be applied to the total number of semester hours required for graduation.

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

1. The student has received permission to take the exam from the Registrar (CLEP & DSST only).

2. The student must pass with the minimum score recommended by the American Council on Education (ACE).

3. Credit will be received as "pass," that is, no hours attempted or quality points will be computed in the examinee's quality point average.

4. Unsatisfactory scores will not become a part of the student's record.

5. The number of semester hours granted will be determined by the scope of the material measured, as recommended by the Council on College-Level Examination.

6. CLEP credit may not be acceptable for Pre-Professional and Education Majors.

### **Practicums**

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

### **Academic Advising**

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

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

### **Academic Time**

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

### **Adding and Dropping Classes**

Students may add or drop classes for which they have registered. For courses already in progress (that is, the class has met at least one time), students may add or drop during the advising period on the first day of the course. All students are required to meet with advisors during the advising period to handle sched-

ule adjustments and other academic matters. The Registrar cannot accept drop/add forms without the signature of the advisor, instructor, Division Chair or designee, which can be obtained each block at the required first-day meeting. Exceptions to this procedure must be authorized by the Admissions and Standards Committee and affected professors. Dropping a course without authorization automatically results in a grade of “F” if you attend any course meeting or a grade of “NR” if you never attended the course.

### **Withdrawal from Class on the Sixth and Seventh Day**

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

### **Withdrawal from College**

A Bachelor of Arts student who wishes to withdraw from the College should apply directly to the Director of Academic Advising for the proper withdrawal procedure. Formal withdrawal from the College must be initiated by a written request to withdraw from Tusculum College signed and dated by the student. Withdrawal is effective upon the College’s receipt of the written request to withdraw and upon approval by appropriate administrative offices. Dropping out of class without official withdrawal earns a grade of “F” or “NR” in each course. A grade of “WP” or “WF” will be posted for the student who properly withdraws. Unless the withdrawal is initiated before classes begin or during the official College refund period, the student will be responsible for all charges for the semester.

### **Student Leave of Absence**

Students who are in good standing with the College may be granted a leave of absence for specific vocational, educational, or personal circumstances (financial, medical, mental health, etc.) of up to two semesters (maximum of 180 days in a 12 month period). Students who wish to apply for such a leave must apply in writing to the Admissions and Standards Committee by turning in the request and supporting documentation to the Registrar no later than November 1 for the following spring semester and no later than March 1 for the following fall semester.

An approved leave of absence guarantees a student’s readmission at the end of the specified leave term. All requests to study at another institution during the leave must be approved in advance by the faculty advisor and Registrar.

Financial aid recipients should check with the Financial Aid Office as federal guidelines do not allow for more than 180 day leave of absence without impacting your aid.

### **Class Attendance**

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

### **Declaration and Changing of Majors**

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

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

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

### **Academic Misconduct**

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

- 1) Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source.
- 2) Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.
- 3) Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

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

- 4) Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved.
- 5) Submitting purchased, borrowed, copied, or specially commissioned work as if it were one’s own.
- 6) Knowingly permitting others to submit your work under their names.
- 7) Copying the work of others during an examination or other academic exercise.
- 8) Knowingly allowing others to copy your work during an examination or other academic exercise.
- 9) Using “cheat sheets” or any other unauthorized form of assistance during an exam, quiz, or other academic exercise.

10) Manipulating or fabricating data to support erroneous conclusions.

NOTE: AUTHORIZED HELP is encouraged and includes:

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

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

*Sanctions:*

Stage 1

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

Stage 2

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

Stage 3

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

### Grading Procedures

Coursework is evaluated in the following terms:

Grade	Quality Points Assigned	Interpretation
A	= 4.0 per semester hour	
A-	= 3.7 per semester hour	
B+	= 3.5 per semester hour	
B	= 3.0 per semester hour	
B-	= 2.7 per semester hour	
C+	= 2.5 per semester hour	
C	= 2.0 per semester hour	
C-	= 1.7 per semester hour	
D+	= 1.5 per semester hour	
D	= 1.0 per semester hour	
F	= 0.0 per semester hour	
NR	= No grade reported	Calculates as an “F”
E	= No points applied	Excused

I	= No points applied	Incomplete
IP	= No points applied	In progress
GP	= No points applied	Grade pending
P	= No points applied	Passing
W	= No points applied	Administrative withdraw
WP	= No points applied	Withdraw-passing
WF	= No points applied	Withdraw-failing
AU	= No points applied	Audit
X	= No points applied	Drop, no penalty

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

2. When a faculty member assigns a grade of “F,” the instructor must record the student’s last date of attendance next to the students’ name on the grade roster.

3. Faculty members will assign “NR” grades to students listed on the final grade roster who never attend the course.

4. Incomplete and Excused Grade. If a student is unable, for a satisfactory reason such as illness, to complete the work in a given course, the student will receive either a grade of “Incomplete” or “Excused” for that course. In cases where there is a disputed grade, the instructor may assign a grade of “Incomplete” pending resolution of the case. See Grade Appeals.

a. “Incomplete” grades must be made up according to the agreement between the instructor and the student. In order to extend an “Incomplete” beyond the block following the block in which the “Incomplete” was recorded, the student must have the approval of both the instructor and the Admissions and Standards Committee. If an “Incomplete” is not made up within the prescribed time, the Registrar will automatically convert it to a grade of “F.”

b. In order to receive a grade of “Excused,” students with extenuating circumstances must petition the instructor and the Admissions and Standards Committee by submitting a form within four blocks from the time of the course for which the grade is being sought. A grade of “Excused” will not be approved unless there are documented extenuating circumstances, such as illness, injury, or personal tragedy, that have affected the student’s progress in the course. The student must state a specific reason for requesting an “Excused,” and the instructor’s recommendation must be recorded. The Admissions and Standards Committee will make the final decision and notify the Registrar.

c. If a student does not complete the work in a course and has no satisfactory excuse or does not meet the minimum standards set by the instructor, the instructor will give the student a grade of “F.”

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

credit. All “IP” grades not made up within the prescribed time automatically convert to the grade of “F.”

6. Pass/Fail. Courses that are so designated in the catalog are graded on a pass/fail basis. The “Pass” grade is counted in hours toward graduation but will not affect the G.P.A., whereas a “Fail” is figured in the hours completed and will affect the G.P.A.

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

### **Grade Changes**

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

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

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

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

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

### **Grade Appeals**

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

Whenever possible, appeals should be made in person. If a meeting is not possible, then the concerns/questions should be listed clearly in a dated letter or memo addressed to the professor and signed by the student. The student is responsible for

contacting the professor to make an appointment. If an appointment is not possible, then the student is responsible for ensuring that the professor receives the letter. If the appeal is submitted in writing, then the professor must respond in writing within 5 class days after receiving the letter. If the professor’s explanation of the grade—either oral or written—is satisfactory to the student, then the matter is resolved.

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

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

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

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

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

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

### *Example Timeline*

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

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

As soon as possible, but no later than by the last day of Block 2, the student must notify the professor, either in person or in writing, of the intent to appeal. If the appeal is in writing, the professor has five class days to respond to the student in writing.

By no later than the last day of Block 3, the student must submit an appeal to the Division Chair if the matter was not resolved satisfactorily. The Chair has five class days to meet with the professor, and the Chair then has five class days to respond to the student, the professor, and the Chair of the Admissions and Standards Committee in writing.

By no later than the fifth class day of Block 4, the student must submit an appeal to the Admissions and Standards Committee if

he/she is still not satisfied. The Admissions and Standards Committee will render a final decision at its next scheduled meeting.

### Classification of Students

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

<i>Semester Hours Earned</i>	<i>Class</i>
0-23	Freshman
24-47	Sophomore
48-71	Junior
72 and above	Senior

### 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.

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.

### Retention Standards

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

Credit Hours Earned	Probation/Suspension
0 - 28.99	1.5
29 - 60.99	1.7
61 - 91.99	1.9
92 or more	2.0

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

### Academic Probation

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

### Removal from Probation

A student will be removed from G.P.A.-related academic probation at the end of the semester if he/she meets retention standards.

### Academic Suspension

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

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

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

Undergraduate students placed on academic suspension from Tusculum College must meet the specified terms and conditions of that status prior to seeking readmission to the College.

### Academic Dismissal

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

### Administrative Appeals

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

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

### Special Offerings

On occasion, a student, in consultation with the advisor, identifies a need to take a course listed in this catalog at a time other than its regularly scheduled offering. Since this action may place a substantial burden on the College faculty, the institution seeks to keep special offerings at a minimum. To request a special offering, the student acquires the appropriate form in the Registrar's office. The Admissions and Standards Committee has established a review committee to determine whether a request is truly necessary. Upon recommendation from the review committee, the Admissions and Standards Committee then takes

final action, either approving or denying the special offering request. Students must submit completed special offering request forms by the first day of the block preceding that in which the special offering is desired. Students may not receive credit for work that has not been officially approved.

### **Athletic Eligibility**

For purposes of athletic eligibility, a student athlete in good standing is one who meets all of the academic standards of Tusculum College and those of the National Collegiate Athletic Association (NCAA).

### **Student Records/Right to Privacy**

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

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

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

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

3. The student's written consent must be received prior to releasing identifiable data from the records to anyone other than those specified in numbers 4, 5, and 6 below.

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

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

6. The Family Educational Rights and Privacy Act provides that educational records of a student who is a dependent of his/her parent(s) for Internal Revenue purposes may be disclosed to the parent(s) without first receiving the student's consent provided documentation showing the student to be a dependent under the provisions of the Internal Revenue Code is presented by the parent(s).

# ACADEMIC PROGRAMS

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

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

These programs work in concert to create and develop skills and increase discipline-based knowledge. They also provide opportunities for students to gain experience, which is a foundation of understanding.

## **SERVICE-LEARNING AND CIVIC ARTS PROJECT**

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

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

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

Students may choose from several Service-Learning classes which are offered each year. Immersion classes involve travel and possibly a stay in another location, sometimes in another culture. Other classes remain in the Greeneville-Greene County area to carry out their service activities. Community issues such as social justice, economic opportunity, environmental protection or restoration, education or health and wellness may be the focus of these classes.

The student who chooses a summer Service-Learning Practicum will take on a role working with a community organization and will gain practical experience providing service through that role. To help prepare students for the challenges of service learning, the course Theory and Practice of Citizenship is included in the Commons curriculum (an approved course may substitute for this prerequisite). Students may also participate, individually or through various campus organizations, in a wide range of smaller-scale, voluntary service projects.

## **TUSCULUM COLLEGE COMMONS**

### **Mission Statement**

The Commons is rooted in the republican tradition of responsible and virtuous citizenship that informs modern, pluralistic civil societies and in the Judeo-Christian tradition, with its

emphasis on compassion for others and respect for the dignity and worth of all persons. The Commons is designed 1) to be an integrated and coherent core curriculum that establishes intellectual common ground through a series of courses and experiences employing both theory and practice; 2) to incorporate innovative pedagogies that will develop students' abilities as engaged learners in both the classroom and the community; and 3) to develop the knowledge, skills, perspectives, and practical wisdom crucial to effective citizenship. Most specifically, Tusculum seeks to graduate individuals who will become engaged in their communities in various ways and who will know how to most effectively achieve the common good and justice in a global context.

## Commons Curriculum Outcomes

### Skills

In the Commons curriculum, Tusculum students will develop their ability:

- To read analytically.
- To communicate clearly and effectively through writing.
- To communicate clearly through the spoken word.
- To identify information needs and to locate and evaluate information sources in traditional and electronic forms.
- To use appropriate information technology tools to communicate, analyze information, and solve problems.
- To develop the ability to think critically.
- To use mathematical reasoning to better understand the world and improve decision-making.

### Practices

In the Commons curriculum, citizenship will be practiced by students who will:

- Examine their lives, develop habits of on-going reflection, and consider the relationship between their lives and the life of the community.
- Apply their skills and knowledge to engage in activities that benefit the community and promote social justice.
- Communicate and interact civilly within diverse groups and under different social circumstances.

## Commons Requirements

**Arts and Lecture Series** - Graduation Requirement/No credit hours. Students must attend two approved events per semester (excluding the summer). Students who have not attended the minimum 12 Arts and Lecture Series events before attaining 91 semester hours will be required to take an additional four-semester-hour Commons course in their senior year to meet graduation requirements.

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

- Students will develop the ability to communicate and interact civilly within diverse groups and under different social circumstances.

- Students will examine their lives, develop habits of on-going reflection, and consider the relationship between their lives and the life of the community.

## Foundational Skills Courses - 12 or 16 hrs.

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

- Students will develop the ability to communicate clearly and effectively through writing.

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

- Students will develop the ability to communicate clearly and effectively through writing.

- Students will develop the ability to identify information needs and to locate and evaluate information sources in traditional and electronic forms.

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

- Students will develop the ability to use mathematical reasoning to better understand the world and improve decision-making.

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

- Students will develop the ability to use appropriate information technology tools to communicate, analyze information, and solve problems.

- Students will develop the ability to communicate clearly through the spoken word.

## Studies in the Liberal Arts and Sciences - 16 hrs. (one course in each category)

*Arts & Humanities* - 4 hrs. In these courses, students will study the structures and contributions of the arts, including the role of creativity and imagination in reflecting and shaping society. To fulfill this requirement, students may choose from the following courses: ENGL 120, 201, 225, 227, 228; HNRS 101; HUMA 222, 223; MUSC 101; THEA 104; VISA 110, 204 and 208 or other courses approved for this category by the Program and Policy Committee.

- Students will develop the ability to read analytically.

*Natural Sciences* - 4 hrs. These courses focus on the value of the scientific method for enriching our knowledge of the world

and for solving problems. To fulfill this requirement, students may choose from the following courses: BIOL 100; BIOL 101; CHEM 101; EVSC 111; GEOL 101; PHED 251, 252; and PHYS 101 or other courses approved for this category by the Programs and Policy Committee.

- Students will develop the ability to think critically.

*Social Sciences* - 4 hrs. These courses study the intentions and activities of individuals, cultures, organizations, and nations. To fulfill this requirement, students may choose from the following courses: GEOG 200; HIST 101, 102, 201, 202; POLS 203, 205, 207, 209; PSYC 101; SOC 101 and BUSN 201 or other courses approved for this category by Programs and Policy Committee.

- Students will develop the ability to think critically.

*Wellness* - 3 hrs. These courses will ask students to consider the connection between their physical, emotional, and mental well-being and the welfare of their communities. To fulfill this requirement, students must take PHED 201 or other courses approved for this category by the Programs and Policy Committee.

- Students will examine their lives, develop habits of on-going reflection, and understand the relationship between their lives and the life of the community.

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

*The Hebrew and Christian Traditions* - 4 hrs. CMNS 330. This interdisciplinary course presents the Hebrew and Christian scriptures as testaments of humanity’s spiritual yearning and hope for justice in this world. We will examine the dominant themes of the books of the Old and New Testament, the process through which they became canonical and the historical struggles over their meaning and relevance for issues of social ethics. Students also may meet this requirement by taking RELG 101 and RELG 102.

- Students will develop the ability to read analytically.
- Students will develop the ability to communicate clearly through writing.

*The Political Traditions of the West* - 4 hrs. CMNS 380. This interdisciplinary course explores the intellectual foundations, historical development, and contemporary importance of the republican traditions of virtuous citizenship and the individualist tradition of rights and freedoms. We will study the interplay between these two traditions and examine their continuing influence on American political, cultural and social life. The course will also consider the relevance of our political values for societies outside the Western world.

- Students will develop the ability to read analytically.
- Students will develop the ability to communicate clearly through writing.

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

*Theory and Practice of Citizenship* - 4 hrs. CMNS 251 or other course options approved for this category by the Programs and Policies Committee. Students will apply their skills and knowledge to lead and participate in effective deliberation and consensus building. Students will also develop an understanding of how our complex societal system functions and how individuals can effect social change both through private association and action and through participation in governmental policy and decision-making processes. To fulfill this requirement, students must take CMNS 251 or other course options approved by the

Programs and Policy Committee.

- Students will develop the ability to read analytically.
- Students will examine their lives, develop habits of on-going reflection and consider the relationship between their lives and the life of the community.

- Students will learn to communicate and interact civilly with-in diverse groups and under different social circumstances.

*Citizen Issues in a Global Era* - 4 hrs. In these courses, students will develop an understanding of world issues through multiple global perspectives. Students will learn to transform information in knowledge and integrate knowledge from multiple perspectives to make informed judgments effective for the common good. To fulfill this requirement, students must take CMNS 480, ENGL 402, PSYC 430, BUSN 446, BIOL/EVSC 480, PHED 480 or other course options approved for this category by the Programs and Policies Committee.

- Students will think critically.
- Students will develop the ability to identify information needs and evaluate information sources in traditional and electronic forms.

*Service-Learning Requirement* - 2 to 4 hrs. This requirement may be met through an existing course (SVLN 351, 352, 354, 356) or an approved internship or a course option approved for this category by the Programs and Policies Committee.

- Students will develop the ability to communicate clearly through writing.
- Students will apply their skills and knowledge to engage in activities that benefit the community and promote social justice.
- Students will examine their lives, develop habits of on-going reflection, and understand the relationship between their lives and the life of community.

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

**Placement**

1. All students must enroll in English composition, but the exact requirements will vary, based on a combination of the student’s ACT English subscore or SAT Verbal score, and placement testing at the time of entrance to Tusculum College. The average student should expect to enroll in ENGL 110 and ENGL 111. Students needing extra preparation in developing college-level writing skills will be required to enroll in ENGL 099 and/or ENGL 100. Students with exceptionally strong preparation may be able to elect ENGL 111. Prior completion of equivalent coursework at other accredited institutions will satisfy the composition requirement.

**Composition Placement for Freshmen**

SAT Verbal subscore	ACT English subscore	Composition Requirement
400 or below	15 or below	ENGL *099, *100, 110, 111
410 - 450	16 - 19	ENGL *100, 110, 111
460 - 590	20 - 25	ENGL 110, 111
600 - 640	26 - 27	ENGL 111
650 or above	28 or above	ENGL 111

\*Students will receive institutional (developmental credit) if they are required to take ENGL 099 or 100. Institutional credit will not apply toward hours needed for graduation.

2. Students may satisfy the MATH 102 requirement in sev-

eral ways: 1) present an ACT Mathematics sub-score of 27 or higher or SAT Mathematics sub-score of 590 or higher, 2) earn a passing score on the college algebra competency examination, 3) earn a passing grade in the course, 4) transfer students may present a grade of “D” or higher in a college algebra course from an accredited college as certified by the Tusculum College registrar. Students who “test out” of this requirement do not earn credit and must complete one higher level Mathematics course to satisfy their Commons requirement.

#### Math Placement for Freshmen

SAT Math subscore	ACT Math subscore	Course Placement
450 or below	19 or below	MATH 101
460 - 520	20 - 23	MATH 102
530 - 580	24 - 26	MATH 109
590 or above	27 or above	MATH 215 or MATH 104

### THE HONORS PROGRAM

The Tusculum College Honors Program is designed to provide a challenging, engaging educational experience for academically talented, committed students. The Program seeks to create through distinctive honors courses, honors versions of general education courses, colloquia, and co-curricular programs a vital and supportive community of learners.

Benefits of the program include its interdisciplinary courses, the opportunities for independent work and study, the special co-curricular programs, scholarship opportunities, close interaction with faculty, and Commons and departmental course credit for honors courses.

#### Admission

Entering students with an ACT score of 25 or higher (1100 or higher on the SAT) and a high school grade point average of at least 3.3 will be invited to apply to the program. Students who do not meet the requirements but have demonstrated a potential for academic success may still apply.

Normally students enter the Honors Program as incoming freshmen, but continuing students may apply if they have achieved a 3.5 G.P.A. after the first semester of their freshman year. A separate application to the Honors Program is necessary.

To stay in the program students will need to hold a 3.0 G.P.A. after the first year and a 3.3 G.P.A. after the second year.

#### Curriculum

To satisfy requirements for the Honors Program, students must complete 24 semester hours in honors courses, including general honors courses and a departmental honors course or leadership studies course.

#### COURSE DESCRIPTIONS

##### HNRS 101. QUEST FOR MEANING.

An interdisciplinary exploration of the question of meaning through close analysis of literary, philosophical, artistic, and religious materials. Particular attention will be given to the development of effective writing and critical thinking skills. This course will be offered during the first semester of the freshman year in block 1. Learning Outcome: Analytical Reading.

##### HNRS 102. GREAT IDEAS IN SCIENCE.

A critical overview of key figures, issues, ideas, and developments in the fields of physics, chemistry, biology, and environmental science from the ancient Greeks to the present day. The student will develop an understanding of the value of scientific method by studying the methods used by the great scientists. Students will apply the scientific method by hands-on experimentation and experimental design. The course will be offered during the second semester of the freshman year. Biology majors should not register for this course but will instead complete an honors component of a biology course.

##### HNRS 330. THE 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. Learning Outcomes: Analytical Reading and Writing.

##### HNRS 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. Learning Outcomes: Analytical Reading and Writing.

##### HNRS 301. LEADERSHIP STUDIES.

An interdisciplinary examination of the nature and history of leadership, models and exemplars of leadership, and the place of leadership within different types of communities. This course will be offered every year and will be open to all Tusculum juniors and seniors. The course will be offered in the fall, and honors students may take the course during their junior or senior year.

##### HNRS 401. HONORS PROJECT.

A substantial independent project that draws on skills developed either in the major or in the honors program and represents significant intellectual work at an advanced level. The project must have a written component and be presented in a public forum. Prerequisite: completion of Leadership Studies or departmental honors course.

### THE BRIDGE PROGRAM

The Tusculum College Bridge Program is designed to provide an immersion into academic life for those students who are conditionally admitted to the institution. Students must successfully complete an introductory academic curriculum focusing on fundamentals of math and English. Students also have an opportunity to engage in cultural activities designed to make the transition to life at Tusculum easier.

#### COURSE DESCRIPTIONS

##### BRMC 100. COLLEGE SUCCESS. 2 semester hours.

This course is a five-day, four-night immersion experience that seeks to prepare incoming first-time freshmen for academics and college life at Tusculum College. It targets students with

academic or social needs and covers the following areas: math, writing, critical thinking, student success, and leadership and team building. Offered every year.

## THE LEADERSHIP SERIES

The Tusculum College Leadership Series offers students an opportunity to reflect on leadership styles. The series correlates with Tusculum College values by emphasizing personal assessment, values and ethics, group dynamics, civility, and citizenship.

Benefits of the series include enhanced communication skills, further development of leadership application through classroom and community interaction, and appreciation of diversity.

## COURSE DESCRIPTIONS

LDMC 210. LEADERSHIP AND THE INDIVIDUAL. 1 semester hour.

This class is designed to study leadership from an historical and contemporary perspective. Students will identify and reflect on aspects of leadership development, including concepts of personal change toward effective leadership in a changing environment. The class provides students with a strong theoretical background in contemporary leadership theory and a strong overall basis of leadership knowledge.

LDMC 211. LEADERSHIP AND GROUP DYNAMICS. 1 semester hour.

Topics cover personal assessment and development, values and ethics, power and influence, group dynamics, controversy with civility, and citizenship. This course prepares students to assume responsibility for the governance of student life on campus and in the community upon graduation. Prerequisite: LDMC 210.

## TRAVEL WITHIN COURSE STUDY; INTERNATIONAL PROGRAMS OF STUDY

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

Students may also take advantage of other international programs of study. These programs are generally for a semester and courses are taken concurrently. While these programs are generally more expensive than those offered by the College, many are still a good educational value.

## PROGRAMS OF STUDY

### *Majors*

Art and Design with Concentrations in Graphic Design and Studio Art

Athletic Training Education Program

Biology with Concentrations in Medical Pre-Professional, Medical Technology, Pre-Pharmacy, and Pre-Physical Therapy

Business Administration with Concentrations in General Management, Management Accounting, Economics, and Information Technology

English with Concentrations in Literature, Creative Writing, and Journalism and Professional Writing

Environmental Science

Film and Broadcasting

Field Guide/Naturalist

History

Mathematics

Mathematics with Computer Science Concentration

Museum Studies

Political Science

Psychology

Sport Management

Sports Science

Tusculum College offers four categories of teacher licensure programs:

1. Pre-Secondary Education

Early Childhood Education PreK-3

Elementary Education K-6

2. Secondary Education

Biology 7-12

Business 7-12

English 7-12

Government 7-12

History 7-12

Mathematics 7-12

Psychology 9-12

3. K-12 Education

Health and Wellness K-12

Physical Education K-12

Visual Arts K-12

4. Special Education

Special Education Modified and Comprehensive K-12

Special Education Early Childhood

### *Minors*

Art, Biology, Broadcast News, Chemistry, Civic Engagement, Coaching, Computer Information Systems, Economics, English, Environmental Science, History, International Business, Journalism, Mathematics, Management, Museum Studies, Political Science, Psychology, Religion, Sports Broadcasting, Writing and the following minors in Education: English, History, Early Childhood Education, Elementary Education, Mathematics, Special Education Early Childhood, and Special Education Modified & Comprehensive

### *Other Disciplines*

Tusculum College also offers additional courses in the follow-

ing disciplines:

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

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

## ART AND DESIGN

The Art and Design Program is designed to prepare students for various careers in art; the commercial arts field as graphic designers and commercial artists, the fine arts field as working artists, or the educational field as art teachers. There are three areas of concentrated study within the Art and Design Program. They are Graphic Design, Studio Art, and Art Education. In their second year at Tusculum, all art majors select one specific area from the three areas of concentrated study within the Art and Design Program. This three-leg structure is designed so that students receive more concentrated training in their specific area of interest within the broad field of art. During their four years at Tusculum College, students in the Art and Design Program build a strong base of knowledge necessary for graduate school.

In addition to the three major areas of concentrated study, the Art and Design Program offers an Art Minor to students interested but not majoring in art. The Art Minor is designed to compliment and enhance a Tusculum student's education within his or her chosen major field of study.

Students who choose the Graphic Design concentration are introduced to commercial typographic, graphic design, and layout considerations, as well as commercial illustration. The use of computers to produce various publications and to produce layout work and digital artwork is covered. Special consideration is given to the development of skills and ideas relating to the commercial applications of art. Internship opportunities with regional advertising, graphic design, and commercial art businesses are possible as part of our upper level course offerings.

Students who choose the Studio Art concentration are grounded in foundation level courses. These courses teach the language and paradigm of the art world. Students are exposed to the flow of ideas and to the history of art studied through the artists and artwork our world's cultures have produced. They progress through the beginning, intermediate, and advanced levels of studio courses we offer and that appeal to them. Our studio course structure is designed to first expose students to the fundamentals of working with a particular medium such as oil paint. Then in upper level courses, students push forward their command of art and increase their ability to use a medium by learning more advanced techniques and developing higher levels of skill, control, and personal investment.

Students desiring K-12 licensure for teaching art in a public or private school system can complete the course requirements specified under the "Art Education Concentrated Area of Study" heading. The Art and Design Department works closely with our Tusculum College School of Education to ensure that teaching licensure requirements are met with this Arts and Design Program concentration.

As a degree requirement, all Art and Design majors, regardless of their concentrated area of study, must prepare and install an exhibition of their work during the last semester of their studies before graduating from Tusculum College.

Art majors have an opportunity to volunteer working in an Arts and Design Department sponsored activity off campus at the Greene Valley Development Center, an educational center meeting the needs of developmentally disabled adults. Greene Valley and Tusculum College work collaboratively on therapeutic art activities involving students from both facilities. It is one

of the ways the Art and Design Program involves art majors in the civic arts mission of this College.

Facilities for the Art and Design program are housed within the Shulman Center and the Art Building on the Tusculum campus. Lecture-based courses, computer-based courses, and foundation courses are typically taught in the Shulman Center. Most studio courses are taught in the Art Building.

The Art Building is the home of the Allison Fine Arts Gallery. This is an on-campus art gallery with an educational mission to expose all College students to contemporary fine art. This mission specifically applies to our Tusculum art majors who can choose to become involved in some of the curatorial responsibilities associated with any fine arts gallery. There are approximately eight art exhibitions organized and presented to the public during each academic school year.

**The core curriculum for both concentrations within the Art and Design program of study is as follows:**

VISA 111 Basic Design  
VISA 203 Basic Drawing  
VISA 204 Ancient through Renaissance Art  
VISA 208 Baroque through Modern Art  
VISA 354 Service-Learning in the Arts  
VISA 400 Portfolio and Exhibition  
Subtotal: 24 hours

**Courses for the Graphic Design Concentrated Area of Study**

VISA 217 Graphic Design I  
VISA 237 Web Design  
VISA 317 Graphic Design II  
VISA 319 Publication Design  
VISA 417 Graphic Design III  
*Choose two electives from the following list:*  
MASS 215 Basic Photography  
VISA 110 Introduction to Art  
VISA 212 Painting I  
VISA 213 Sculpture I  
VISA 215 Ceramics I  
VISA 216 Printmaking I  
VISA 240 Two-Dimensional Art  
VISA 340 Three-Dimensional Art  
*Choose one elective from the following:*  
VISA 312 Painting II  
VISA 313 Sculpture II  
VISA 316 Printmaking II  
VISA 333 Intermediate Drawing  
VISA 351 Graphic Design Seminar  
VISA 430 Art History Research  
Subtotal: 32 hours  
TOTAL: 56 semester hours

**Courses for the Studio Art Concentrated Area of Study**

VISA 212 Painting I  
VISA 213 Sculpture I  
VISA 333 Intermediate Drawing  
VISA 430 Art History Research  
*Choose two electives from the following:*  
MASS 215 Basic Photography  
VISA 110 Introduction to Art

VISA 215 Ceramics I  
VISA 216 Printmaking I  
VISA 240 Two-Dimensional Art  
VISA 292 Art Therapy  
VISA 340 Three-Dimensional Art  
*Choose two electives from the following list:*  
VISA 240 Two-Dimensional Art (if not used above)  
VISA 312 Painting II  
VISA 313 Sculpture II  
VISA 315 Ceramics II  
VISA 316 Printmaking II  
VISA 340 Three-Dimensional Art (if not used above)  
VISA 351 Graphic Design Seminar  
*Choose one elective from the following:*  
VISA 412 Painting III  
VISA 413 Sculpture III  
VISA 415 Ceramics III  
VISA 416 Printmaking III  
Subtotal: 36 hours  
TOTAL: 60 semester hours

**Course Outline for the Art Education Concentrated Area of Study**

The following program leads to licensure for teaching the Visual Arts in grades K-12 and is composed of 157 semester hours as follows:

**Visual Arts Education Major Curriculum (52 hours)**

VISA 111 Basic Design  
VISA 203 Basic Drawing  
VISA 204 Ancient through Renaissance Art  
VISA 208 Baroque through Modern Art  
VISA 212 Painting I  
VISA 213 Sculpture I  
VISA 215 Ceramics I  
VISA 216 Printmaking I  
VISA 237 Web Design  
VISA 327 Art Development in Elementary Grades  
VISA 328 Art Development in Middle and Secondary Grades  
VISA 400 Portfolio and Exhibition

*Choose one from the following list:*

VISA 312 Painting II  
VISA 313 Sculpture II  
VISA 315 Ceramics II  
VISA 316 Printmaking II

**Professional Education Curriculum (40 hours)**

EDUC 200 History and Philosophy of Education  
EDUC 320 Classroom Discipline and Management  
HGLN 337 Assessment and Evaluation  
HGLN 341 Learning Environments K-6 or  
EDUC 342 Learning Environments 7-12  
EDUC 419 Content Area Reading  
EDUC 452 Student Teaching Seminar  
EDUC 457 Enhanced Student Teaching K-12  
SPED 101 Survey of the Regular and Special Population  
Within the School Environment

**General Education Curriculum (65 hours)**

\*CISC 100 Computer as a Tool  
CISC 216 Computer as a Classroom Support System  
CMNS 330 The Hebrew and Christian Traditions

\*\*ENGL 100 Introduction to College Writing  
 CMNS 380 The Political Traditions of the West  
 ENGL 110 Composition and Rhetoric  
 ENGL 111 Composition, Research, and Rhetoric  
 EVSC 111 Environmental Science  
 GEOG 200 Introduction to Geography  
 HIST 101/2 The West and WWI or II  
 HIST 201/2 U.S. History I (or II)  
 \*\*MATH 101 Basic Mathematics  
 MATH 102 College Algebra  
 OREN 105 Tusculum Experience  
 PHED 201 Foundations of Personal Fitness and Wellness  
 PSYC 101 Essentials of Psychology  
 PSYC 200 Developmental Psychology  
 PSYC 305 Educational Psychology  
 SOCI 101 Principles and Social Institutions  
 VISA 110 Introduction to Art  
 \*Test out opportunity is available.  
 \*\*Not required if ACT/SAT scores merit exemption.  
 TOTAL: 157 semester hours

### Visual Arts Minor

VISA 110 Introduction to Art  
 VISA 203 Basic Drawing  
 VISA 208 Baroque through Modern Art  
 VISA 212 Painting I  
*Choose one from the following:*  
 VISA 213 Sculpture I  
 VISA 215 Ceramics I  
*Choose one from the following:*  
 VISA 216 Printmaking I  
 MASS 215 Basic Photography  
 TOTAL: 24 semester hours

### COURSE DESCRIPTIONS

#### VISA 110. INTRODUCTION TO ART.

This course presents the vocabulary, terminology, history, and paradigm of the art world. Material covered includes principles and concepts used in the visual arts, visual communication and visual language, an examination of forms of expression through various media, and a survey view of art history. Learning Outcome: Analytical Reading. Offered every year.

#### VISA 111. BASIC DESIGN.

This is an entry-level art foundation course. Students will focus on the basic principles of two- and three-dimensional design, color theory, and using the computer as a creative tool. The manipulation of line, shape, color and balance to both express design principles and discover creative solutions to visual problems will be explored. Various media will be used. Offered every year.

#### VISA 203. BASIC DRAWING.

This course is designed for students who have had little or no previous drawing experience. Students will draw traditional subjects such as still life compositions, landscapes, and the human figure. Exercises and assignments will emphasize how to "see" rather than how to make. As a studio class, this course

may require additional meeting times. Learning Outcome: Critical Thinking. Offered every year.

#### VISA 204. ANCIENT THROUGH RENAISSANCE ART.

This course is a survey of Western Art from prehistoric time through the 16th Century. It presents a chronology of art and cultural history as well some of the people and forces that shaped societies during this span of time. Learning Outcome: Analytical Reading. Offered every other year.

#### VISA 208. BAROQUE THROUGH MODERN ART.

This course is a survey of Western Art from the 16th Century to the present. The artists, artwork, art movements that happened during this span of time are covered. Learning Outcome: Analytical Reading. Offered every other year.

#### VISA 212. PAINTING I.

This course is designed for students with minimal painting experience. A variety of techniques and different working styles in oil paint will be covered. Traditional subjects including the human form will be explored. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisites: none, but VISA 111 will be very helpful. Learning Outcome: Critical Thinking. Offered every other year.

#### VISA 213. SCULPTURE I.

This course is designed for students with no previous sculpture experience. It is an introduction to basic sculptural methods. Methods covered are additive, subtractive, manipulative, and substitutive material handling. A studio fee will be charged. As a studio class, this course may require additional meeting times. Learning Outcome: Critical Thinking. Offered every other year.

#### VISA 215. CERAMICS I.

This course is designed for students with little previous studio experience. Hand-built and wheel throwing techniques, glazing, and firing techniques are covered. A studio fee will be charged. As a studio class, this course may require additional meeting times. Learning Outcome: Critical Thinking. Offered every other year.

#### VISA 216. PRINTMAKING I.

This is the companion course to VISA 316. Two of four traditional printmaking methods will be taught, screen printing and lithography. The VISA 316 course will cover two additional printmaking methods. A studio fee will be charged. As a studio class, this course may require additional meeting times. Prerequisites: none, but VISA 111 is recommended. Learning Outcome: Critical Thinking. Offered every other year.

#### VISA 217. GRAPHIC DESIGN I.

This is a beginning graphics course. Students produce work primarily by manipulating typographic elements that impact the design of 2-D space. Font families and styles are examined. Prerequisites: none, but VISA 111 will be very helpful. Learning Outcome: Critical Thinking. Offered every year.

#### VISA 237. WEB DESIGN.

This is an intermediate level design course with focus on interactive Web page creation. Students will learn how to both design

















































































































































































































































