



TUSCULUM COLLEGE
2002-2003 Addendum to the College Catalog

MISSION STATEMENT

Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

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Tuition and Fees

Policies and information on pages 9-10 of the 2001-2003 below.

Residential College 2002-2003 academic year

Tuition and fees	\$13,700
Room and board	
Haynes	\$ 4,900
Apartment	\$ 6,500
Other	\$ 5,290
Tuition under 12 hrs/semester (per hour)	\$ 620
Tuition over 16 hrs/semester (per hour)	\$ 620
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.

Applied music fee (per semester registration)	\$ 165
Late registration fee	\$ 50
Late payment fee	\$ 15
Graduation fee	\$ 75

Miscellaneous costs: Textbooks will average approximately \$450 per semester.

Professional Studies

The following changes are effective January 1, 2002

Gateway tuition per semester hour	\$ 145
BSOM tuition per semester hour	\$ 230
MAEd tuition per semester hour	\$ 255
MAOM tuition per semester hour	\$ 255

Miscellaneous costs: Textbooks will average approximately \$450 per semester.

Financial aid budgets include an average allocation of approximately \$3,845 for personal expenses, travel costs, and living expenses.

Residential College

Information in the Tusculum College 2001-2003 Catalog remains current except as superceded by the following changes, additions, or deletions:

In the **Campus Life and Student Services** section of the catalog, under the heading **Residence Life**, the first sentence of the paragraph beginning “Students are housed ...” is now changed to the following: “Students are housed in Katherine Hall, Haynes Hall, Welty-Craig Hall, the Charles Oliver Gray complex, or the four apartment-styled units currently designated Apartments A-D.”

Athletic Training Education Program: 2003-2004

(NOTE: This section for the Athletic Training Education Program was updated May 15, 2003, and the information is current for the upcoming 2003-04 academic year.)

The Athletic Training Education Program, (ATEP) at Tusculum College provides the educational and clinical foundation to prepare students to successfully challenge the National Athletic Trainers’ Association Board of Certification examination and serve as active leaders in the athletic training profession.

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

The Athletic Training Education Program is designed for those students who want to meet the course work and clinical requirements established by the National Athletic Trainer’s Association Education Council, National Athletic Trainers’ Association Board of Certification (NATABOC) and the Commission on Accreditation of Allied Health Education Programs, (CAAHEP). In addition to course work, students must complete six semester-length clinical rotations working under the supervision of an NATABOC certified and state licensed athletic trainer, who is an Approved Clinical Instructor (ACI). Students complete clinical observation during the Freshman year and upon formal admission into the ATEP, are assigned to an ACI at the beginning of their sophomore year. Student athletes enrolled in ATEP need to be aware of the clinical requirement of this program and plan accordingly. Hour requirements and clinical course sequencing necessary for successful completion the ATEP major while participating as an intercollegiate athlete may necessitate the student needing more than the traditional eight semesters to complete an undergraduate degree. Students wishing to pursue graduate studies in Athletic Training should maintain a 3.0 GPA or better through graduation. Students identifying athletic training as their major will be assigned to an ATEP faculty member for academic advising.

Tusculum College’s Athletic Training Education Program is currently in candidacy status with the Joint Review Committee-Athletic Training, (JRC-AT). This is the initial phase for consideration of accreditation by CAAHEP, but this does not guarantee CAAHEP accreditation. It is anticipated that Tusculum College’s ATEP will be eligible for CAAHEP-accreditation in 2004. Until CAAHEP-accreditation is awarded, enrolled students who have not completed course work and clinical work by December 31, 2003 will need to enroll in a CAAHEP-accredited entry-level graduate or undergraduate program in order to be eligible to sit for the NATA-BOC certification examination.

Athletic Training Education Program Director: Jane C. Sandusky, M.S., ATC/L, Alpine. 120A
Coordinator of Clinical Education: Eric J. Fuchs, A.B.D., M.A., ATC/L, EMT-IV, Alpine. 111
ATEP Faculty/Approved Clinical Instructor: Sean Wright, MS, ATC/L, Alpine 111

Admission Requirements

The number of applicants accepted and enrolled in the Athletic Training Education Program is limited by the faculty/student ratio established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Admission into ATEP is governed by the following criteria:

1. Maintain a minimum 2.50 GPA overall.
2. Maintain a minimum 2.70 GPA in ATEP courses.
3. Letter of Application
4. Completion of Application Materials
5. An essay describing the student's interest in becoming a NATABOC athletic trainer.
6. Completion of a minimum of 100 hours of clinical observation with 20 hours in each of the following areas: lower extremity experience; upper extremity experience; equipment intensive experience; game/event coverage and rehabilitation /morning treatment sessions held at any of the clinical settings at Tusculum College.
7. Two character letters of recommendation from former instructors, employers, athletic trainers, coaches, etc.
8. A formal interview with the ATEP Admissions committee.
9. Validation of a candidate's compliance with the Guidelines of Technical Standards for Athletic Training completed by a MD, DO, PA or NP through the completion of a physical examination.
 - The exam may be administered by a team physician at no cost to students. The exam must be scheduled through the Athletic Training Staff .
 - The student may choose to have the physical exam administered by his/her private physician, NP, or PA. If choosing this option, the student must utilize TC-ATEP forms that can be attained from Coordinator of Clinical Education.
10. Completion of the annual comprehensive written/oral/practical examination with a grade of 70% or better.
11. Completion of all pre-requisite course work with grade of 2.70 (B-) or better
 - PHED 115: First Aid/ CPR / Safety
 - ATEP 262: Basic Athletic Training
 - PHED 201: Foundations of Physical Fitness and Health OR PHED 260: Contemporary Health Issues
12. Proof of Hepatitis B vaccination or a signed declination form
13. Signature on Confidentiality of Medical Information Disclosure Form

ATEP Prospective Athletic Training Student Admission Assessment Form		
Criteria	Points Possible	Points
Overall GPA	3.5 > = 40 3.0 – 3.49 = 35 2.75 – 2.99 = 30 2.5 – 2.74 = 20	____ (Maximum of 40pts)
Pre-Requisite Course Grades	PHED 115 ____ A = 5 pts B = 2 pts A- = 4 pts B- = 1 pt B+ = 3 pts ATEP 262 ____ A = 5 pts B = 2 pts A- = 4 pts B = 1 pt B+ = 3 pts PHED 201 or PHED 260 ____ A = 5 pts B = 2 pts A- = 4 pts B = 1 pt B+ = 3 pts	____ (Maximum of 15pts)
Written TC-ATEP Annual Comprehensive Exam Score	A = 10 pts B- = 6 pts A- = 9 pts C+ = 5 pts B+ = 8 pts C = 4 pts B = 7 pts C- = 3 pts	____ (Maximum of 10pts)
O & P TC-ATEP NATA Mock Exam Score	A = 10 pts B- = 6 pts A- = 9 pts C+ = 5 pts B+ = 8 pts C = 4 pts B = 7 pts C- = 3 pts	____ (Maximum of 10pts)
Final Clinical Observation Evaluation Score	A = 10 pts B+ = 6 pts A- = 9 pts C+ = 5 pts B+ = 8 pts C = 4 pts B = 7 pts C- = 3 pts	____ (Maximum of 10pts)
Interview	15 Points (Avg. of all Interviewers Scores)	____ (Maximum 15pts)
TOTAL SCORE		

ATEP's Admissions Committee meets each year to review formal applications of student candidates during Block 8 and prior to the start of Block 1. Currently enrolled observation students and Spring semester transfer students who have completed all prerequisites for ATEP admission, are reviewed in April. The specific date for this review is posted in the ATEP student office by the Program Director one (1) month prior to the meeting date/time. Summer transfer students who meet all admission requirements and/or any currently enrolled observation students who were not eligible for the Block 8 meeting, may apply for formal ATEP admission in August. The ATEP Admissions Committee meets to rule on these candidates on the Sunday before the Fall semester officially begins. The specific date for this review is posted in the ATEP student office by the Program Director one (1) month prior to the meeting date/time.

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

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

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

ATEP students must pass all clinical evaluations with a grade of 70% or greater and have been evaluated as competent on all competencies in order to advance to the next clinical course regardless of final grade in

the class. Failure to meet these requirements will result in the suspension of the student from further ATEP clinical coursework until the student has retaken and successfully passed this class. A student who has not successfully completed all competencies will be issued a grade of “I”- Incomplete. This grade must be converted to a grade of C- or better prior to the beginning of the next semester. Failure to do so will result in the grade of “I” converting to a grade of “F” for the clinical course. Because clinical course work must be successfully completed in sequence, a failing grade in a clinical course will result in the student being delayed in graduating from Tusculum College for a minimum of one (1) additional year.

Transfer Students

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

Technical Standards for the Athletic Training Education Program

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

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

- 1 The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgement and to be able to distinguish deviations from the norm.
- 2 Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiency use equipment and materials during the assessment and treatment of patients.
- 3 The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- 4 The ability to record physical examination results and a treatment plan clearly and accurately.
- 5 The capacity to maintain composure and continue to function well during periods of high stress.

- 6 The perseverance, diligence and commitment to complete the Athletic Training Education Program as outlined and sequenced.
- 7 Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- 8 Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

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

The Tusculum College Campus Life office will evaluate a student who states she/he could meet the Program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

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

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

Annual Physical Examination:

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

Annual ATEP Evaluation:

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

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

Students will be required to correctly answer a minimum of 105 out of 150 written questions. The practical examination is designed by clinical instructors and will include clinical skills from completed course work. Students must correctly answer a minimum of 70% of the practical skill demonstration. Students will be notified of test results in a timely manner.

Students, who fall below the minimum test scores on either section of the examination, must retake that section of the exam within one (1) week. Test scores from the comprehensive evaluation will count 10% towards a student's clinical grade for the current semester. Comprehensive test results serve as one criteria of evaluation for observation and transfer candidates seeking formal admission into ATEP.

The student scoring the highest initial test score on the annual comprehensive examination will be presented with the annual ATEP Pinnacle Award for academic achievement.

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

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

Fees:

Formal acceptance into ATEP allows each student to begin three (3) years of on- and off-campus clinical education rotations. As with other allied health care professions, certain fees are required of students enrolled in these pre-professional clinical activities. The following describes the typical fees expected of ATEP students and may periodically be subject to change. Students should check with the ATEP Coordinator of Clinical Education and/or Program Director for the most recent fee scales.

Uniform Fee: Approximately \$350.00 to \$400.00

ATEP requires its students to wear a professional uniform when involved in on-campus and some off-campus clinical education activities. The basic uniform package is designed for use during the three (3) year clinical education program. For student convenience, the basic uniform package may be ordered through the College and includes the following items:

- 1.) Wind-shirt pullover
- 2.) Waterproof warm-up jacket with two pairs of warm-up pants
- 3.) Two pairs of black shorts

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

Professional Dues: Approximately \$65.00, (initially partial year enrolment, August-December) and \$85.00 annually thereafter.

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

Professional Liability Insurance: Approximately \$16.00/year.

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

Hepatitis B inoculations: Cost will vary depending on insurance or where treatment is received. As a part of required OSHA education, ATEP students entering clinical education programs are strongly encouraged to complete a three (3) injection series of Hepatitis B inoculation. The series is completed over a one (1) year period. Students who provide proof of previously completed inoculations and/or who request and sign a declination form are exempt from this fee. ATEP clinical course work requires each student to have started/completed the inoculation series or to have signed a declination form when beginning clinical rotations and/or observation hours.

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

Course Work:

ATEP 131-136 Clinical Experience I–VI (1 semester hour each for a total of 6 semester hours)

ATEP 262 Basic Athletic Training

ATEP 272 Advanced Athletic Training: Lower Extremity

ATEP 273 Advanced Athletic Training: Upper Extremity

ATEP 285 Therapeutic Modalities

ATEP 286 Therapeutic Rehabilitation

ATEP 333 Nutrition

ATEP 350 Advanced Athletic Training: Head and Torso

ATEP 417 Management Practices in Athletic Training

ATEP 452 Practicum in Athletic Training

PHED 115 Community First Aid, CPR, and Safety

PHED 201 Foundations of Physical Fitness and Health

PHED 251 Human Anatomy

PHED 252 Human Physiology

PHED 260 Contemporary Health Issues

PHED 370 Measurement & Evaluation in Physical Education

PHED 380 Kinesiology

PHED 390 Physiology of Exercise

TOTAL: 63 semester hours

Course Descriptions

ATEP 131: CLINICAL EXPERIENCE I. 1 semester hour.

This lab course is designed to assist sophomore level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student may be placed to receive an “equipment intensive” clinical experience or one emphasizing “lower extremity injury”. Areas of emphasis include the following: OSHA requirements, environmental injuries, emergency care planning organization of the NATA, assessing vital signs, surface anatomy and palpation, back boarding, rigid, air, and vacuum splinting, taping techniques, the manufacturing/fitting of protective pads, fitting of protective equipment and crutches, diagnostic testing, introduction to infrared modalities, introduction to pharmacology, general injury assessment, and rehab, taping and wrapping techniques, and SOAP documentation. A minimum of 200 clinical hours of ACI-supervision is required. Prerequisites: PHED 115, 201 or 260, ATEP 262, and/or consent of instructor. Competency: Civility. Offered every year

ATEP 132: CLINICAL EXPERIENCE II. 1 semester hour.

This lab course is designed to assist sophomore level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student may be placed to receive an “equipment intensive” clinical experience or one emphasizing “upper extremity injury”. Areas of emphasis include the following: review of first aid/CPR skills, taping, wrapping, muscle testing, and ATEP comprehensive examination. A minimum of 200 clinical hours of ACI-supervision is required. Prerequisites: PHED 115, 201 or 260, 251, 252, ATEP 131, 262, 272, and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 133: CLINICAL EXPERIENCE III. 1 semester hour.

This lab course is designed to assist junior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student may be placed to receive an “equipment intensive” clinical experience, one emphasizing “lower extremity injury,” or one emphasizing “upper extremity injury” as needed. Areas of emphasis include the following: OSHA standards, environmental injuries, emergency care planning, sling psychrometer use, goniometry, hand dynamometer testing, oxygen tank set up and use, SAC protocol, otoscope/ophthalmoscope use, orthotron/cybox testing, therapeutic pharmacology, NCAA/ACSM position statements, strength and weight training protocols for the upper extremity, backboarding and upper extremity/torso injuries/illness. . A minimum of 200 clinical hours of ACI-supervision is required. Prerequisites: PHED 115, 201 or 260, 251, 252, ATEP 131, 132, 262, 272, 273, 285, 286 and/or consent of instructor. Competency: Civility. Offered every year

ATEP 134: CLINICAL EXPERIENCE IV. 1 semester hour.

This lab course is designed to assist junior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student is placed within a six week general medical and a three week out-patient rehabilitation rotation at an off-campus affiliated clinical site. Areas of emphasis include the following: review of first aid/CPR skills, dermatology, goniometry, NCAA/ACSM position statements, strength and weight protocols for the lower extremity, social and performance enhancement pharmacology, backboarding, traction splinting, medical/communicable diseases, skinfold caliper use, lower extremity injuries/illnesses, and ATEP comprehensive examination. A minimum of 200 clinical hours of ACI/CI-supervision is required. Prerequisites: PHED 115, 201 or 260, 251, 252, ATEP 131, 132, 133, 262, 272, 273, 285, 286, 333, 350, and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 135: CLINICAL EXPERIENCE V. 1 semester hour.

This lab course is designed to assist senior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student is placed either on-campus or at an off-campus at an ACI/CI-supervised affiliated high school clinical setting. Areas of emphasis include the following: OSHA standards, environmental injuries, backboarding, emergency care planning, medical intervention and referral, research methods, professional development, peer education, gait analysis, joint mobilization, use of the computer in the athletic training setting, employment skills and networking, technology use in education, clinical decision making scenarios. Students begin reviewing knowledge and clinical skills in preparation for the NATABOC certification examination.. A minimum of 200 clinical hours of ACI/CI-supervision is required. Prerequisites: PHED 115, 201 or 260, 251, 252, 380, 390, ATEP 131, 132, 133, 134, 262, 272, 273, 285, 286, 333, 350, and/or consent of instructor. Competency: Civility. Offered every year

ATEP 136: CLINICAL EXPERIENCE VI. 1 semester hour.

This lab course is designed to assist senior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student is placed at an off-campus ACI/CI-supervised clinical setting that closely matches his/her entry-level career interest area. Areas of emphasis include the following: review of first aid/CPR skills, peer education, joint mobilization, clinical decision making scenarios, rehab progressions, and computer injury assessment scenarios reviews in preparation for the NATABOC exam. A minimum of 200 clinical hours of ACI/CI-supervision is required. Prerequisites: PHED 115, 201, 251, 252, 260, 380, 390, ATEP 131, 132, 133, 134, 135, 262, 272, 273, 285, 286, 333, 350, 417, and/or consent of instructor. Competency: Civility. Offered every year

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ATEP 262: BASIC ATHLETIC TRAINING.

An introductory course to the field of Athletic Training. Emphasis is placed on elements of recognition/care and prevention of common athletic illnesses and injuries. The roles of the NATABOC-certified athletic trainer and other community-based emergency care providers are also discussed. Includes a lab covering the selection, fabrication, and application of preventive taping, wraps, pads, splints, braces, and other specific protective devices. OSHA and Universal precaution during wound care and management are discussed and demonstrated as are the fitting of protective athletic equipment and crutches. Competency: Self-knowledge. Competency: Self-knowledge. Offered every year.

ATEP 272: ADVANCED ATHLETIC TRAINING: LOWER EXTREMITIES.

A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of the lower extremities. Includes history taking, visual inspection, manual palpation, and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the lower extremities are also covered. Prerequisites: PHED 115, 201 or 260, 251, 252, ATEP 262. Competency: Critical analysis. Offered every year.

ATEP 273: ADVANCED ATHLETIC TRAINING: UPPER EXTREMETIES.

A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of upper extremities. Includes history taking, visual inspection, manual palpation, and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the upper extremities are also covered. Prerequisites: PHED 115, 201 or 260 251, 252, ATEP 131, 262, 272. Competency: Critical analysis. Offered every year.

ATEP 285: THERAPEUTIC MODALITIES.

A course covering the theory and clinical application of contemporary electromagnetic, hydrotherapy, acoustic, and mechanical therapeutic modalities. Principles of electrophysics and biophysics, pain theories, indications/contraindications of the local and systemic effects of modality use on traumatized tissues are discussed. Three (3.0) credits of lecture and (1.0) credit of lab. Taken concurrently with ATEP 286: Therapeutic Rehabilitation. Prerequisites: PHED 251, 252, ATEP 131, 262, 272, 273, or consent of instructor. Competency: Analytical reading or critical analysis. Offered every year.

ATEP 286: THERAPEUTIC REHABILITATION.

A theory and laboratory course covering those topics associated with therapeutic rehabilitation: indications/contraindications isometric, isotonic, and isokinetic exercise, passive, active-assisted, active, and resistive exercise, manual resistance, open and closed chain kinetic exercise, proprioceptive neuromuscular facilitation, joint mobilization and pool exercises. Consideration of the psychological needs of the injured athlete, manual muscle testing, goniometric measurement and methods of setting rehab goals are also discussed and demonstrated. Three (3.0) credits of lecture and (1.0) credit of lab. Taken concurrently with ATEP 285: Therapeutic Modalities. Prerequisites: PHED 251, 252, ATEP 131, 262, 272, 273 or consent of instructor. Competency: Analytical reading or critical analysis. Offered every year.

ATEP 333: NUTRITION FOR HEALTH AND PERFORMANCE. 3 semester hours

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

ATEP 350: ADVANCED ATHLETIC TRAINING: HEAD AND TORSO.

A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of the head and torso. Includes history taking, visual inspection, manual palpation, and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the head and torso are also covered. Prerequisites: PHED 115, 201 or 260, 251, 252, ATEP 131, 132, 262, 272, 273, 285, 286. Competency: Critical analysis. Offered every year.

ATEP 417: MANAGEMENT PRACTICES IN ATHLETIC TRAINING.

A course covering the following topics associated with the administration of an athletic training/health care facility; legal liability, pre-participation physical examinations, facility design and safety management, OSHA standards, budgeting and inventory, employment strategies, peer education, computer use in the clinical setting, and ACSM/NCAA position statements. Prerequisites: Completion of Sophomore and Junior level ATEP course work and Senior standing. Competency: Public speaking. Prerequisites: ATEP 131, 132, 133, 134, 272, 273, 285, 286, 333, 350, PHED 115, 201 or 260, 251, 252, or consent of instructor Offered every year.

ATEP 452: PRACTICUM IN ATHLETIC TRAINING.

A 160-hour off-campus clinical placement within an allied health, collegiate, hospital, industrial, recreational, professional sport, and/or public school setting where the student will gain NATABOC-supervised work experience in athletic training. Prerequisites: Senior standing with completion of

Sophomore and Junior level athletic training course work and ATEP 417: Management Practices in Athletic Training. Competency: Civility and/or ethics. ATEP 131, 132, 133, 134, 135, 262, 272, 273, 285, 286, 333, 350, PHED 115, 201 or 260, 251, 252, 380, 390, or consent of instructor Offered every year.

PHED 115: COMMUNITY FIRST AID, CPR, AND SAFETY. 1 semester hour.

Designed to assist the students develop knowledge and skills in First Aid, CPR, and Safety. Red Cross Certification is possible. Offered every year.

PHED 201: FOUNDATIONS OF PHYSICAL FITNESS & HEALTH. 3 semester hours.

Designed to help students develop physical fitness and wellness. Students will also be familiarized with the strategies and methods used in teaching fitness and wellness. Competency: Self-Knowledge. Offered every year.

PHED 251: HUMAN ANATOMY. 3 semester hours.

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

PHED 252: HUMAN PHYSIOLOGY. 3 semester hours.

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

PHED 260: CONTEMPORARY HEALTH ISSUES. 3 semester hours.

Designed to develop knowledge of current personal, school, and social health issues and how they relate to national and international health and wellness. Competency: Writing. Offered every year.

PHED 370: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION. 3 semester hours.

Designed to develop knowledge and skills of utilizing various instruments in measuring and evaluating physical fitness, motor ability, and performance of sports skills as well as the development of grading techniques. Competency: Critical Analysis. Offered every year. Prerequisite: MATH 215 and Junior standing.

PHED 380: KINESIOLOGY. 3 semester hours.

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

PHED 390: PHYSIOLOGY OF EXERCISE. 3 semester hours.

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

**Athletic Training Education Program
Four Year Suggested Course Sequence
Revised May, 2003**

FRESHMAN YEAR			
Fall		Spring	
HUMA 101: OLIC or Elective*	4.0 ____	PHED 201 Foundations of Phy.I Fit. & Health	3.0 ____
ENG. 110	4.0 ____	ATEP 262: Basic Athletic Training (or Fall)	4.0 ____
MATH 102 College Algebra	4.0 ____	EVSC 111: Environ. Science or elective**	4.0 ____
ENG 111	4.0 ____	CISC 100: Computer as a Tool or test out	4.0 ____
PHED 115 First Aid/CPR/Safety	1.0 ____	PHED Elective Activity Course	1.0 ____
WCMC 105 Public Speaking (or Spr.)	1.0 ____	WCMC 105 Public Speaking (or Fall)	1.0 ____
17 or 18.0 HRS		16 or 17 HRS	
SOPHOMORE YEAR			
Fall		Spring	
PHED 251 Human Anatomy	3.0 ____	ATEP 273 Adv. A.T.: Upper Extremity	4.0 ____
PHED 252 Human Physiology	3.0 ____	ATEP 285 Therapeutic Modalities	4.0 ____
HIST 125 People Shall Judge I	4.0 ____	ATEP 286 Therapeutic Exercise	4.0 ____
ATEP 272 Adv. Athl. Tr. LE	4.0 ____	SOC 251 Citizenship/Social Change	4.0 ____
ATEP 131 Clinical Experience I	1.0 ____	ATEP 132 Clinical Experience II	1.0 ____
15 HRS		17 HRS	
JUNIOR YEAR			
Fall		Spring	
ATEP 350 Adv. A.T.: Head/ Torso	4.0 ____	SVLN or Elective	4.0 ____
SVLN Elective	4.0 ____	HIST 225 People Shall Judge II or Elective#	4.0 ____
ATEP 333 Nutrition	3.0 ____	PHED 390 Physiology of Exercise	3.0 ____
MATH 215 Elementary Statistics	4.0 ____	PHED 380 Kinesiology	3.0 ____
ATEP 133 Clinical Experience III	1.0 ____	ATEP 134 Clinical Experience IV	1.0 ____
16 HRS		15 HRS	
SENIOR YEAR			
Fall		Spring	
HIST 325 Athens to Philadelphia	4.0 ____	ATEP 452 Practicum in Athletic Training	4.0 ____
ATEP 417 Mgt. Practices in A.T.	4.0 ____	CMS 460 Sr. Seminar or Elective	4.0 ____
REL 302: Jerusalem	4.0 ____	Elective	4.0 ____
PHED 260 Contemp. Health Issues	3.0 ____	PHED 370 Measurement & Evaluation in PE	4.0 ____
ATEP 135 Clinical Experience IV	1.0 ____	ATEP VI Clinical Experience VI	1.0 ____
16 HRS		16 HRS	

*Transfer student or students initially enrolling after Block 1 of the Freshman year.

** and #: Commons Curricular changes for 2003-2004 academic year.

Add to Faculty Index at end of 2003-04 College catalog:

Sandusky, Jane C.

Athletic Training Education Program Director/Asst. Professor of Physical Education

Came to Tusculum 2000

NATABOC-certified- 1978

NATABOC-Approved Clinical Instructor, 2002

M.S.-Physical Education- Indiana University

B.S.-Physical Education- University of Louisville

Fuchs, Eric J.

Assistant Professor of Physical Education & Assistant Athletic Trainer

Coordinator of Clinical Education

Came to Tusculum 2002

NATABOC-certified- 1992

NATABOC-Approved Clinical Educator, 2001

State of Tennessee Licensed EMT-IV, 2001

A.B.D.- Middle Tennessee University

M.A.- San Jose State University

B.S.H.- Ohio University

Wright, Sean A.

Assistant Professor of Physical Education & Assistant Athletic Trainer

ATEP Faculty clinical instructor

Came to Tusculum in 2003

NATABOC-certified 2001

NATABOC-Approved Clinical Instructor, 2002

M.S.-University of Illinois, Urbana-Champaigne, 2003

BS-Southwest Missouri State University, 2001

Biology

NEW COURSE:

BIOL 451/452, INTERNSHIP IN BIOLOGY (451) OR MEDICAL- PRE-PROFESSIONAL (452)

Students may arrange and serve up to sixteen hours of internships with any appropriate firm, agency or institution for the purpose of obtaining practical experience within their area of major interest.

Prerequisites: Requires twenty credit hours in the major as well as prior approval of the division chair and all parties involved.

Commons

NEW COURSE:

WCMC 105/CMNS 105: INTRODUCTION TO PUBLIC SPEAKING

This course offers an introduction to the organization, practice, and presentation of material in front of an audience. The course work includes the development of presentation skills for such settings as small groups, classrooms, and community forums. To facilitate community involvement, students will be encouraged to explore various styles of public speaking, such as information, entertainment, and persuasion.

English

Information in the 2001-2003 Catalog regarding the English program of study remains current except as superceded by the following:

The final line of the first paragraph describing the English program is changed as follows, with changes shown in italics:

...and thus to prepare themselves for careers in a variety of areas: teaching, writing, public relations, social work, law, and the ministry.

The second paragraph is amended as follows:

...Three-hour classes and a flexible schedule allow professors to explore social, political, and cultural backgrounds for the readings through film, online research, guest speakers, and field research. Recent classes have visited New York City and Washington, D. C., as well as taken in-state trips to see plays and visit museums and other sites of literary interest.

Changes in requirements:

English Major

ENGL 214 American Literature I
ENGL 224 American Literature II
ENGL 225 World Literature
ENGL 213 British Literature I
ENGL 223 British Literature II
ENGL 332 Genres of Shakespeare
ENGL 402 Seminar in Literature and Society

Choose one of the following:

ENGL 327 Professional Writing
ENGL 220 Creative Writing

Choose three of the following:

ENGL 226 Introduction to Literary Genres
ENGL 227 Appalachian Literature
ENGL 228 African American Literature
ENGL 314 Nineteenth-Century British Literature
ENGL 305 Medieval Literature
ENGL 300 Women in Literature
ENGL 303 Classical Mythology
ENGL 325 Adolescent Literature
ENGL 328 Concepts of Language
ENGL 350 Special Topics
TOTAL: 44 hours

English Minor

ENGL 224 American Literature II
ENGL 223 British Literature II
Choose one of the following:
ENGL 327 Professional Writing
ENGL 220 Creative Writing

Choose two additional courses, including at least one 300-level course.

TOTAL: 20 hours

Journalism Minor

JOUR 118 Introduction to Journalism
JOUR 218 Specialized Journalism
JOUR 318 Non-fiction Markets

JOUR 452 Internship in Professional Writing and Editing

Choose one of the following:

MASS 211: Art of Photography

MASS 311 Photojournalism

VISA 214 Computer Graphics and Desktop Publishing

VISA 217 Graphic Design I

NOTE: Effective 2002/03 those interested in becoming a member of the *Pioneer* newspaper staff are strongly encouraged to enroll in the across-the-semester activity course JOURNALISM 113: (1 semester hour).

NOTE: Literature of Fantasy is dropped from the catalog.

History

NEW COURSES:

HISTORY 230. GEOPOLITICS IN THE MIDDLE EAST.

A survey of Middle Eastern geopolitics in the latter 20th century. Emphasis is on the formation of the present nation-states and their relationship with other states in the nation as they struggle to find their place in the international community. Competencies: Analytical Reading and Ethics of Social Responsibility.

POLITICAL SCIENCE 209. WORLD POLITICS: CURRENT EVENTS AND THEIR ROOTS IN THE PAST.

An examination of the key elements of today's world, such as terrorism and globalization in the context of historical aspects of the international system such as balance of power politics, nationalism, the role of ideology and the rise of international organizations. Competencies: Analytical Reading and Ethics of Social Responsibility.

Mathematics

NEW COURSE:

MATH 371: PROBLEM SOLVING METHODS

Reviewing, investigating, and developing problem solving skills and strategies. Applying these skills to all levels of problems, especially problems from high school mathematics. To use mathematical insights developed in upper-level courses to look at more basic problems involving arithmetic, algebraic manipulations, and applications of polynomial, exponential, and logarithmic functions. Students will apply higher level inductive and deductive reasoning, ability to recognize patterns, and other problem solving strategies to better understand the underlying mathematics in more basic problems. To be offered on demand. Competencies offered: Critical Analysis. Prerequisites: Mathematics 301 or permission of instructor. Credits: 4 hours.

Physical Education (2002-2003)

The mission of the physical education program is to prepare students qualified to seek employment in teaching physical education, coaching sports, recreational leadership, sports management, or wellness enhancing fields. Tusculum College aims at preparing students for employment and/or pursuit of further

study at the graduate level in physical education. The department of physical education offers the following programs to achieve the above goal:

- 1. Teaching Licensure in physical education: Grades K-12**
- 2. Sports Science**
- 3. Sports Management**
- 4. Coaching Minor**
- 5. Coaching Endorsement**

Students majoring in any disciplines other than physical education may also seek the Coaching Minor or Coaching Endorsement.

The department of physical education, through its service program, also provides the students, faculty, and staff with numerous opportunities to achieve physical fitness and development of sports skills for lifetime participation in leisure time activities.

1. Teaching Licensure in Physical Education Major: Grades K-12 (57 hours required within the major)

Physical Education, Professional Education, and General Education courses, and a Specialized Competency requirement within the physical education curriculum comprise this major. The Teaching Licensure major is approved by the Tennessee State Department of Education. The required 161 semester hours for this licensure include 57 semester hours in the Physical Education, 36 semester hours in Professional Education, and 68 semester hours in General Education. A detail of the course work is given below.

The Tennessee State Department of Education recommends that candidates seeking K-12 Physical Education licensure also prepare for licensure in an additional area.

A total of thirteen competencies in eight areas must be validated before a student can graduate with teaching licensure in physical education. Twelve of the Physical education competencies are built into activity courses and one (Fundamental Motor Skills) into PHED 360. Roman numerals below indicate Competency Area groupings and the courses which provide opportunities for their development. A grade of C- or better in the course indicates validation of the competency. The instructor will identify those students who have major weaknesses in the sport skill or fitness activity and identify opportunities for improvement for the student.

Major Area Curriculum:

Activity Courses (1 semester hour each.)

- I. SAFETY, FIRST AID, AND CPR (1 required)
 - PHED 115 Community First Aid, CPR, and Safety
- II. PHYSICAL FITNESS (1 required)
 - PHED 184 Aerobics
 - PHED 185 Cardiovascular Fitness and Training
 - PHED 186 Weight Training
 - PHED 187 Walking, Jogging, and Running

III. SPORTS SKILLS (6 required)

A. Indoor Individual and Dual Sports (2 required)

PHED 173 Racquetball

PHED 176 Bowling I

PHED 177 Bowling II

PHED 178 Badminton

PHED 179 Table Tennis

B. Outdoor Individual and Dual Sports (2 required)

PHED 180 Tennis

PHED 181 Archery

PHED 182 Golf

C. Indoor Team Sports (1 required)

PHED 125 Volleyball

PHED 126 Basketball

D. Outdoor Team Sports (1 required)

PHED 120 Softball

PHED 122 Touch and Flag Football

PHED 124 Soccer

IV. AQUATICS (1 required)

PHED 160 Scuba Diving

PHED 161 Beginning Swimming

PHED 162 Intermediate Swimming

PHED 163 Advanced Swimming

PHED 164 Aquatics Safety

PHED 165 Lifeguard Training (3 semester hours)

V. RHYTHMS AND DANCE (1 required)

PHED 170 Rhythms and Dance

VI. TUMBLING AND GYMNASTICS (1 required)

PHED 175 Tumbling and Gymnastics

VII. OUTDOOR LEISURE ACTIVITIES (1 required)

PHED 189 Roller Skating

PHED 190 Bicycling

PHED 195 Hiking/Backpacking

PHED 196 Canoeing

PHED 197 Horseback Riding

PHED 198 White-Water Rafting

PHED 199 Snow Skiing

VIII. FUNDAMENTAL MOTOR SKILLS (1 required)

PHED 360 Curriculum Design and Methods of Teaching Elementary School Physical Education
(3 semester hours)

Physical Education Theory Courses (PHED Theory Courses are 3 semester hours each)

PHED 200 Introduction & History of Physical Education & Athletics
PHED 201 Foundations of Physical Fitness and Wellness
PHED 251 Human Anatomy
PHED 252 Human Physiology
PHED 260 Contemporary Health Issues
PHED 270 Adaptive Physical Education
PHED 360 Curriculum and Methods of Teaching Elementary School Physical Education

PHED 361 Curriculum and Methods of Teaching Secondary School Physical Education
PHED 370 Measurement and Evaluation in Physical Education
PHED 374 Motor Development
PHED 375 Motor Learning
PHED 380 Kinesiology
PHED 390 Physiology of Exercise
PHED 395 Organization, Administration, and Supervision of Physical Education and Athletics

Professional Education Curriculum

EDUC 200 History, Philosophy, and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 341 Learning Environments K-8
EDUC 342 Learning Environments K-12
EDUC 452 Orientation to Student Teaching
EDUC 457 Observation and Directed Teaching (K-12)
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum

CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II
HIST 125 The People Shall Judge I
HIST 201 or 202 U.S. History I or II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOC 101 Principles and Social Institutions

Choose one of the following courses:

MUSC 101 Introduction to Western Music

THEA 104 Introduction to Theatre

VISA 110 Basic Concepts of the Visual Arts

2. Sports Science Major (58 hours required within the major)

A total of twelve competencies in seven areas must be validated before a student can graduate with a degree in physical education. Physical education competencies are built into activity courses so a grade of C- or better indicates validation of the competency. Roman numerals below indicate Competency Area groupings and the courses which provide opportunities for their development. The instructor will identify those students who have major weaknesses in the sport skill or fitness activity and identify opportunities for improvement for the student.

Activity Courses (1 semester hour each)

I. SAFETY, FIRST AID, AND CPR (1 required)

PHED 115 Community First Aid, CPR, and Safety

II. PHYSICAL FITNESS (1 required)

PHED 184 Aerobics

PHED 185 Cardiovascular Fitness and Training

PHED 186 Weight Training

PHED 187 Walking, Jogging, and Running

III. SPORTS SKILLS (6 required)

A. Indoor Individual and Dual Sports (2 required)

PHED 173 Racquetball

PHED 176 Bowling I

PHED 177 Bowling II

PHED 178 Badminton

PHED 179 Table Tennis

B. Outdoor Individual and Dual Sports (2 required)

PHED 180 Tennis

PHED 181 Archery

PHED 182 Golf

C. Indoor Team Sports (1 required)

PHED 125 Volleyball

PHED 126 Basketball

D. Outdoor Team Sports (1 required)

PHED 120 Softball

PHED 122 Touch and Flag Football

PHED 124 Soccer

IV. AQUATICS (1 required)

PHED 160 Scuba Diving

PHED 161 Beginning Swimming

PHED 162 Intermediate Swimming

PHED 163 Advanced Swimming

PHED 164 Aquatics Safety

PHED 165 Lifeguard Training (3 semester hours)

V. RHYTHMS AND DANCE (1 required)

PHED 170 Rhythms and Dance

VI. TUMBLING AND GYMNASTICS (1 required)

PHED 175 Tumbling and Gymnastics

VII. OUTDOOR LEISURE ACTIVITIES (1 required)

PHED 189 Roller Skating

PHED 190 Bicycling

PHED 195 Hiking/Backpacking

PHED 196 Canoeing

PHED 197 Horseback Riding

PHED 198 White-Water Rafting

PHED 199 Snow Skiing

PHED Theory Courses (3 semester hours each)

PHED 200 Introduction & History of Physical Education & Athletics

PHED 201 Foundations of Physical Fitness and Health

PHED 210 Recreational Leadership

PHED 215 Sports and Society

PHED 251 Human Anatomy

PHED 252 Human Physiology

PHED 260 Contemporary Health Issues

PHED 330 Psychological Dynamics of Sport and Physical Education

PHED 335 Managing Legal Aspects of Sport and Physical Education

PHED 370 Measurement and Evaluation in Physical Education

PHED 375 Motor Learning

PHED 380 Kinesiology

PHED 390 Physiology of Exercise

PHED 395 Organization, Administration, and Supervision of Physical Education and Athletics

ATEP 262 Basic Athletic Training (4 semester hours)

3. Sports Management (56 hours required within the major)

This program combines knowledge and skills required for leaders in athletics, sports, recreation, and fitness. By integrating management and marketing principles with sport and fitness components, students are prepared for job opportunities in sports management, recreation, athletics, and fitness settings and/or are prepared for graduate studies in sport management.

A total of seven competencies in four areas must be validated before a student can graduate with a sports management concentration in physical education. Physical education competencies are built into activity courses so a grade of C- or better indicates validation of the competency. Roman numerals below indicate Competency Area groupings and the courses which provide opportunities for their development. The

instructor will identify those students who have major weaknesses in the sport skill or fitness activity and identify opportunities for improvement for the student.

Activity Courses (7 hours required) Students are required to take the following courses (1 semester hour each):

- I. SAFETY, FIRST AID, AND CPR (1 required)
 - PHED 115 Community First Aid, CPR, and Safety
- II. PHYSICAL FITNESS (1 required)
 - PHED 184 Aerobics
 - PHED 185 Cardiovascular Fitness and Training
 - PHED 186 Weight Training
 - PHED 187 Walking, Jogging, and Running
- III. SPORTS SKILLS (4 required)
 - A. Indoor Individual and Dual Sports (1 required)
 - PHED 173 Racquetball
 - PHED 176 Bowling I
 - PHED 177 Bowling II
 - PHED 178 Badminton
 - PHED 179 Table Tennis
 - B. Outdoor Individual and Dual Sports (1 required)
 - PHED 180 Tennis
 - PHED 181 Archery
 - PHED 182 Golf
 - C. Indoor Team Sports (1 required)
 - PHED 125 Volleyball
 - PHED 126 Basketball
 - D. Outdoor Team Sports (1 required)
 - PHED 120 Softball
 - PHED 122 Touch and Flag Football
 - PHED 124 Soccer
- IV. AQUATICS (1 required)
 - PHED 160 Scuba Diving
 - PHED 161 Beginning Swimming
 - PHED 162 Intermediate Swimming
 - PHED 163 Advanced Swimming
 - PHED 164 Aquatics Safety
 - PHED 165 Lifeguard Training (3 semester hours)

Theory Courses (49 hours required)

- PHED 200 Introduction & History of Physical Education & Athletics (3 hours)
- PHED 201 Foundations of Physical Fitness and Health (3 hours)
- PHED 210 Recreational Leadership (3 hours)
- PHED 215 Sports and Society (3 hours)
- PHED 289 Sports Officiating Practicum (1 hour)
- PHED 290 Sports Officiating (3 hours)

PHED 330 Psychological Dynamics of Sport and Physical Education (3 hours)
PHED 335 Managing Legal Aspects of Sport and Physical Education (3 hours)
PHED 395 Organization, Administration, and Supervision of Physical Education and Athletics (3 hours)
PHED 451 Sports Management Internship (4 hours)
MGMT 210 Principles of Management (4 hours)
MGMT 211 Accounting Principles I (4 hours)
MGMT 213 Interpersonal Communication in Organizations (4 hours)
MGMT 305 Principles of Marketing (4 hours)
MGMT 322 Principles of Finance (4 hours)

NOTE: The coaching minor and the coaching endorsement may be added to any other program of study at Tusculum College and can provide useful preparation for those who anticipate coaching in the future.

4. Coaching Minor (21 hours are required)

PHED 115 Community First Aid, CPR, and Safety
PHED 289 Sports Officiating Practicum (1 semester hour)
PHED 290 Sports Officiating (3 semester hours)
PHED 330 Psychological Dynamics of Sport and Physical Education (3 semester hours)
PHED 335 Managing Legal Aspects of Sport and Physical Education (3 semester hours)
ATEP 262 Basic Athletic Training (4 semester hours)

Choose any two of the following (3 semester hours each):

PHED 291 Coaching of Volleyball
PHED 292 Principles of Coaching Football
PHED 293 Coaching of Soccer
PHED 294 Coaching of Basketball
PHED 295 Coaching of Baseball
PHED 296 Coaching of Slow and Fast Pitch Softball
PHED 297 Coaching of Cross Country/Track and Field

5. Coaching Endorsement (11-12 hours required)

The coaching endorsement may be added to any other program of study at Tusculum College. The following courses are required:

PHED 115 Community First Aid, CPR, and Safety
ATEP 262 Basic Athletic Training

Choose any two of the following:

PHED 289/290 Officiating Games and Sports (4 hours total)
PHED 291 Coaching of Volleyball
PHED 292 Principles of Coaching Football
PHED 293 Coaching of Soccer
PHED 294 Coaching of Basketball
PHED 295 Coaching of Baseball
PHED 296 Coaching of Slow and Fast Pitch Softball

PHED 297 Coaching of Cross Country/Track and Field

Course Descriptions: Activity Courses

Activity courses are 1 semester hour each. Activity courses taken for elective credit may be taken pass-fail or graded.

PHED 115. COMMUNITY FIRST AID, CPR, AND SAFETY. 1 semester hour.

Designed to assist the students develop knowledge and skills in First Aid, CPR, and Safety. Red Cross Certification is possible. Offered Blocks 4, 5, and 8 every year.

PHED 120. SOFTBALL. 1 semester hour.

Designed to develop knowledge, skills, and safety measures involved in softball. Offered Block 2, 2002.

PHED 122. TOUCH AND FLAG FOOTBALL. 1 semester hour.

Designed to develop knowledge, skills, and safety measures involved in touch and flag football. Offered Block 1, 2002.

PHED 124. SOCCER. 1 semester hour.

Designed to develop knowledge, skills, and safety measures involved in soccer. Offered Block 7 every year.

PHED 125. VOLLEYBALL. 1 semester hour.

Designed to develop knowledge, skills, and safety measures involved in volleyball. Offered Block 6, 2003.

PHED 126. BASKETBALL. 1 semester hour.

Designed to develop knowledge, skills, and safety measures involved in basketball. Offered Block 3, 2002.

PHED 160. SCUBA DIVING. Fee Required. 1 semester hour.

Prerequisite: Swimming proficiency test and sound health. Designed to prepare students for certification in beginning scuba diving. Offered on demand.

PHED 161. BEGINNING SWIMMING. 1 semester hour.

Designed for beginning students who possess little or no deep water skills as well as for students wishing to develop swimming strokes. Students will be provided opportunities to develop aquatic knowledge, safety skills, and American Red Cross swimming strokes. Offered Block 6, 2004.

PHED 162. INTERMEDIATE SWIMMING. 1 semester hour

Designed to develop intermediate level knowledge, safety measures, and techniques of American Red Cross swimming strokes. Offered on demand.

PHED 163. ADVANCED SWIMMING. 1 semester hour.

Designed for students who possess intermediate swimming skills and wish to attain advanced level skill in American Red Cross swimming strokes. Offered on demand.

PHED 164. AQUATIC SAFETY. 1 semester hour.

Designed to prepare students attain the equivalence of the American Red Cross course "Community Water Safety". Safety skills and swimming strokes will be covered. Offered Block 6, 2003.

PHED 165. LIFEGUARD TRAINING. 3 semester hours.

Prerequisite: Swimming Skills Test. Designed to prepare students to attain American Red Cross Certification in Lifeguarding. Offered Block 7 every year.

PHED 170. RHYTHMS AND DANCE. 1 semester hour.

Designed to develop knowledge, safety measures, and skills in various forms of dance and rhythmic activities. Offered Block 3 every year.

PHED 173. RACQUETBALL. 1 semester hour.

Designed to develop knowledge, safety measures, and skills in racquetball. Offered Block 6, 2004.

PHED 175. TUMBLING AND GYMNASTICS. 1 semester hour.

Designed to develop knowledge, safety measures, and skills in tumbling and gymnastics. Offered Block 6 every year.

PHED 176. BEGINNING BOWLING. Fee required. 1 semester hour.

Designed to develop basic knowledge, safety measures, and skills in bowling. Offered Block 2, 2003.

PHED 177. INTERMEDIATE BOWLING. Fee Required. 1 semester hour.

Designed to further develop knowledge, safety measures, and skills at intermediate level of bowling. Offered on demand.

PHED 178. BADMINTON. 1 semester hour.

Designed to develop knowledge, safety measures, and skills of playing badminton. Offered Block 4, 2002.

PHED 179. TABLE TENNIS. 1 semester hour.

Designed to develop basic knowledge, safety measures, and skills of playing table tennis. Offered Block 5, 2004.

PHED 180. TENNIS. 1 semester hour.

Designed to develop knowledge, safety measures, and skills of playing tennis. Offered Block 8, 2003 and Block 1, 2004. .

PHED 181. ARCHERY. 1 semester hour.

Designed to develop knowledge, safety measures, and skills of archery. Offered Block 1, 2003.

PHED 182. GOLF. Fee required. 1 semester hour.

Designed to develop knowledge, safety measures, and skills in golf. Offered Block 2, 2002.

PHED 184. AEROBICS. 1 semester hour.

Designed to develop knowledge, safety measures, and skills for improving cardiovascular fitness. Offered Block 5 every year.

PHED 185. CARDIOVASCULAR FITNESS AND TRAINING. 1 semester hour.

Prerequisite: No health limitations. Designed to develop knowledge, safety measure, and skills in developing cardiovascular fitness. Offered Block 2, 2003.

PHED 186. WEIGHT TRAINING. 1 semester hour.

Prerequisite: No health limitations. Designed to develop knowledge, safety measures, and skills in weight training. Offered Block 3 every year.

PHED 187. WALKING, JOGGING, AND RUNNING. 1 semester hour.

Designed to develop knowledge, safety measures, and skills in walking, jogging, and running for attaining cardiovascular fitness. Offered Block 2, 2002.

PHED 189. ROLLER SKATING. 1 semester hour.

Designed to develop knowledge, safety measures, and basic skills in roller skating. Offered on demand.

PHED 190. BICYCLING. 1 semester hour.

Designed to develop knowledge, safety measures, and skills in bicycling. Offered Block 8, 2004.

PHED 195. HIKING and BACKPACKING. 1 semester hour.

Designed to develop knowledge, safety measures, and basic skills in hiking/backpacking. Offered Block 1, 2002.

PHED 196. CANOEING. 1 semester hour.

Designed to develop knowledge, safety measures, and skills in canoeing. Offered on demand.

PHED 197. HORSEBACK RIDING. Fee required. 1 semester hour.

Designed to develop knowledge, safety measures, and skills in horseback riding. Offered on demand.

PHED 198. WHITEWATER RAFTING. Fee required. 1 semester hour.

Designed to develop knowledge, safety measures, and skills in whitewater rafting. Offered on demand.

PHED 199. SNOW SKIING. Fee required. 1 semester hour.

Designed to develop knowledge, safety measures, and skills in snow skiing. Offered on demand.

Course Descriptions: Theory Courses

PHED 200. INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION AND ATHLETICS. 3 semester hours.

Designed to introduce the students to the historical and philosophical foundations of physical education and athletics and, thus, assist them in developing their own personal philosophy of physical education. Discussion of various professional issues, goals, and principles of physical education is an important part of this course.

Competency: Writing. Offered Block 2 and 6 every year.

PHED 201. FOUNDATIONS OF PHYSICAL FITNESS & WELLNESS. 3 semester hours.

Designed to help students develop physical fitness and wellness. Students will also be familiarized with the strategies and methods used in teaching fitness and wellness. Competency: Self-Knowledge. Offered Block 3 and 5 every year.

PHED 206. TEACHING AQUATICS/LIFEGUARD INSTRUCTOR (LGI). 3 semester hours.

Prerequisite: Red Cross Lifeguarding Certification and a swimming proficiency test. Designed to develop knowledge, safety measures, and skills to teach the Red Cross Lifeguarding course. Students may earn the Red Cross Lifeguard Instructor (LGI) certification. Competency: negotiated. Offered Block 8, 2004.

PHED 207. TEACHING AQUATICS/WATER SAFETY INSTRUCTOR (WSI). 3 semester hours.

Prerequisite: Red Cross First Aid & CPR certification recommended, and a swimming proficiency test. Designed to develop knowledge, safety measures, and skills in teaching water safety courses. Students may earn the Red Cross Water Safety Instructor certification. Competency: negotiated. Offered Block 8, 2003.

PHED 210. RECREATIONAL LEADERSHIP. 3 semester hours.

Designed to develop knowledge of recreational leadership. Principles, techniques, and essentials of programming are taught. Competency: Civility. Offered Block 7, 2004.

PHED 215. SPORT AND SOCIETY. 3 semester hours.

After successful completion of this course, the student will demonstrate an understanding of 1) the role of sports in the development of society, 2) current social issues in sports, and 3) the role of sport as it influences lifestyle and societal and political change. Competency: Ethics of Social Responsibility. Offered Block 3, 2002.

PHED 244. YOGA SCIENCE, PHILOSOPHY, AND PRACTICE. 3 semester hours

This course is designed to develop students' knowledge of the science and philosophy of Yoga to help them understand how practicing yoga can enhance their health and wellness. This course includes practicing asanas and breath harnessing exercises in addition to lectures on the science and philosophy of yoga. Prerequisites: Positive and inquisitive attitude. Offered on demand. Competency: Self-knowledge.

PHED 251. HUMAN ANATOMY. 3 semester hours.

After successful completion of this course, the student will demonstrate knowledge and skill regarding basic structure of the human body. This course is designed to prepare the physical education major for further study of kinesiology and exercise physiology. The course will include both classroom and laboratory work. Competency: Critical Analysis. Offered Block 1 every year.

PHED 252. HUMAN PHYSIOLOGY. 3 semester hours.

Prerequisite: PHED 251 After successful completion of this course, the student will demonstrate knowledge and skill regarding basic function of the human body. This course is designed to prepare the physical education major for further study of kinesiology and exercise physiology. The course will include both classroom and laboratory work. Competency: Critical Analysis. Offered Block 2 every year.

PHED 260. CONTEMPORARY HEALTH ISSUES. 3 semester hours.

Designed to develop knowledge of current personal, school, and social health issues and how they relate to national and international health and wellness. Competency: Writing. Offered Blocks 4 and 8 every year.

PHED 270. ADAPTIVE PHYSICAL EDUCATION. 3 semester hours.

Prerequisite: Sophomore standing. Designed to develop knowledge, safety measures, and skill in teaching physical activity and sports skills classes for exceptional students. It includes lecture and laboratory work. Competency: Critical Analysis. Offered Block 5, 2004

PHED 289. SPORTS OFFICIATING PRACTICUM. 1 semester hour.

Prerequisite: Previous or concurrent enrollment in PHED 290. This course is designed to provide students with hands-on supervised experience in sports officiating. The practicum runs throughout an entire semester. PHED 289 may be repeated once for a total of two semester hours by arranging to officiate for different sports in the second registration. Offered every semester.

PHED 290. OFFICIATING OF GAMES AND SPORTS. 3 semester hours.

Designed to develop knowledge, safety measures, and skills in officiating various sports. Competency: Ethics of Social Responsibility. Offered Block 1 every year.

PHED 291. COACHING OF VOLLEYBALL. 3 semester hours.

Designed to develop knowledge, safety measures, and skills of coaching volleyball. Competency: Writing. Offered on demand.

PHED 292. COACHING OF FOOTBALL. 3 semester hours.

Designed to develop knowledge, safety measures, and skills of coaching football. Offered every year. Competency: Public Speaking. Offered on demand.

PHED 293. COACHING OF SOCCER. 3 semester hours.

Designed to develop knowledge, safety measures, and skills in coaching soccer. Competency: Public Speaking. Offered Block 2, 2003.

PHED 294. COACHING BASKETBALL. 3 semester hours.

Designed to develop knowledge, safety measures, and skills of coaching basketball. Competency: Public Speaking. Offered on demand.

PHED 295. COACHING OF BASEBALL. 3 semester hours.

Designed to develop knowledge, safety measures, and skills of coaching baseball. Competency: Public Speaking. Offered on demand.

PHED 296. COACHING OF SLOW/FAST PITCH SOFTBALL. 3 semester hours.

Designed to develop knowledge, safety measures, and skills in coaching slow and fast pitch softball. Competency: Public Speaking. Offered on demand.

PHED 297. COACHING OF CROSS COUNTRY/TRACK & FIELD. 3 semester hours.

Designed to develop knowledge, safety measures, and skills of coaching cross country and track and field. Competency: Public Speaking. Offered Block 3, 2002.

PHED 330. PSYCHOLOGICAL DYNAMICS OF SPORT AND PHYSICAL EDUCATION. (3 semester hours)

Prerequisite: Junior standing. This course is designed to develop theoretical knowledge of human psychology for practical implications in the field of sports and physical education. Lab experiences will complement the knowledge gained from lecture classes. Competency: Analytical Reading. Offered Block 3, 2003.

PHED 335. MANAGING LEGAL ASPECTS OF SPORT AND PHYSICAL EDUCATION. (3 semester hours).

Prerequisites: PHED 200 and junior standing. This course is designed to provide the students with knowledge of issues and strategies to manage the legal aspects of their professional lives as coaches, teachers, trainers, sports administrators, and exercise specialists. Competency: Critical analysis. Offered Block 2, 2002.

PHED 360. CURRICULUM DESIGN AND TEACHING METHODS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION. 3 semester hours.

Prerequisite: Must have been admitted to teacher education program and have a junior standing. Designed to provide the prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in movement education at elementary school level. Competency: Self-Knowledge. Offered Block 1 and 7 every year.

PHED 361. CURRICULUM DESIGN AND TEACHING METHODS FOR SECONDARY SCHOOL PHYSICAL EDUCATION. 3 semester hours.

Prerequisite: Must have been admitted to teacher education program and have a junior standing. Designed to provide prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in physical education activities suitable to secondary school settings. Competency: Critical Analysis. Offered Block 4, 2002.

PHED 370. MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION. 3 semester hours.

Prerequisite: MATH 215 and Junior standing. Designed to develop knowledge and skills of utilizing various instruments in measuring and evaluating physical fitness, motor ability, and performance of sports skills as well as the development of grading techniques. Competency: Critical Analysis. Offered Block 8 every year.

PHED 374. MOTOR DEVELOPMENT. 3 semester hours.

This course is designed to to develop students' knowledge of how motor skills develop or deteriorate throughout the life span as a result of maturation and aging. This course will prepare students also to apply their knowledge in teaching motor skills in all professional settings i.e. k-12 schools, community recreation programs, senior citizen centers etc. It includes lecture and laboratory course work. Prerequisite: PHED

251 and Junior standing. Competency: Critical analysis. Offered Block 6, every other year beginning 2004.

PHED 375. MOTOR LEARNING. 3 semester hours.

Students attain knowledge of major concepts and principles of motor learning and their application to professional settings. It includes lecture and laboratory course work. Competency: Analytical Reading. Prerequisite: junior standing. Offered Block 6, 2003.

PHED 380. KINESIOLOGY. 3 semester hours.

Prerequisite: PHED 251. Designed to develop knowledge and skill in the anatomical and mechanical analysis of human movement. It includes lecture and laboratory course work. Competency: Critical Analysis. Offered Block 2 every year.

PHED 390. PHYSIOLOGY OF EXERCISE. 3 semester hours.

Prerequisite: PHED 252. Designed to study the function of the human body under the stress of exercise. The student will demonstrate skill in planning fitness and sports training programs. The course includes lecture and laboratory work. Competency: Critical Analysis. Offered Block 7 every year.

PHED 395. ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF PHYSICAL EDUCATION AND ATHLETICS. 3 semester hours. Prerequisite: PHED 200 and junior standing. Designed to provide the students with knowledge of the principles and methods of administration, organization, and supervision of physical education, intramurals, and interscholastic sports programs. Competency: Public Speaking. Offered Block 1 every year.

PHED 400. TEACHING ASSISTANT PRACTICUM. 2 semester hours.

Prerequisite: Junior or senior standing in physical education or sports management and written approval of the instructor. Designed to develop class management techniques through learning by doing. Seventy two (72) clock hours of practicum required. May be taken concurrently with other courses. May be repeated once for credit. Competency: negotiated. Offered every semester.

PHED 401. COACHING ASSISTANT PRACTICUM. 2 semester hours.

Prerequisite: Senior standing and written approval of the instructor. Designed to develop coaching techniques through learning by doing. Seventy two (72) clock hours of practicum required. May be taken concurrently with other courses. May be repeated once for credit. Competency: negotiated. Offered every semester.

PHED 451. INTERNSHIP IN SPORTS MANAGEMENT. 4 semester hours.

Prerequisites: PHED 335, PHED 395, and senior standing as a sports management major. This course is designed to be a supervised culminating experience of 144 clock hours for the sports management major. The student will be placed in an on-campus or off-campus sports management setting and be supervised by faculty in the physical education department. Competency: negotiated. Offered every semester.

Visual Arts

NEW COURSES:

VISA 122 - COLOR THEORY

This course is an introduction to the principles of color theory as they relate to the needs of visual artists. Explanations of additive and subtractive color systems will be covered. Students will be exposed to the science of color theory as well as the practical application of theories to mixing mineral-based, ground pigment color. Students will use various media, processes, and techniques to complete assigned projects. Prerequisite: VISA 111 or permission of instructor. Competency: Critical Analysis

VISA 292 - THERAPUTIC ART ACTIVITIES

Students, collaborating with trained mentors, will develop and then participate in art-based activities aimed at increasing developmentally disabled adults' verbal skills, interactive social skills, and manual dexterity. Activities and projects will create collaborative, hands-on interaction between the participating adults and students. This course is designed to be an interactive art experience for all who participate.

VISA 303 - INTERMEDIATE DRAWING

This course is a continuation of the Basic Drawing class designed to further develop a student's ability to more precisely see and capture the essence of the subject being drawn. Black and white media continues to be emphasized but alternative drawing media is explored as well. More complex pictorial and spatial problems are explored. Non-objective, conceptual, and abstract problems are introduced. Prerequisite: VISA 203. Competency: Critical Analysis

VISA 412 - PAINTING III

This is an advanced studio course in painting emphasizing a more contemporary approach to subject matter. The use of semiotics, metaphorical imagery, juxtaposed images, and symbolism in paintings will be explored. Personal expression is expected. Students can expect to be challenged and will need to defend their artwork and the creative choices they make. Prerequisite: VISA 312. Competency: Critical Analysis

VISA 413 - SCULPTURE III

This is a studio course where more advanced conceptual work is expected in the artwork that students produce. Students will continue to work on problems and processes in consultation with the instructor but will have more independence than in the lower level courses. Both creative thinking and technical skills will be emphasized. At this level of training, students can expect to be challenged and will need to defend their creative choices. Prerequisite: VISA 313. Competency: Critical Analysis

VISA 415 - CERAMICS III

In this course, creative thinking will be emphasized. Conceptual work expressing a more personal direction is expected. Students will be challenged to defend their artwork and the creative choices they have made. Students can expect more independence in this course but will continue to work in consultation with the instructor. Prerequisite: VISA 315. Competency: Critical Analysis

VISA 416 - PRINTMAKING III

Mixed media work, non-traditional printmaking approaches, and alternative printmaking processes will be explored in this course. Creative thinking coupled with the use of technical skills will be emphasized. Conceptual work expressing a student's personal direction is expected. Students will be challenged to

defend the creative choices they have made in the artwork they produce. Prerequisite: VISA 316.
Competency: Critical Analysis

VISA 455 – ART HISTORY – RESEARCH

This is a semester-long course designed to give students the opportunity to study and research advanced topics relating to the study of art history. With approval from the instructor, students choose a topic and define a research project, then conduct research in that area of interest. Students meet with the instructor weekly to review their progress and receive instruction. At the end of the course, students submit a research paper based on what they have discovered. Prerequisites: Students must have approval from the instructor and the department head to participate in this course. Students must have passed 8 credit hours of 300-level VISA courses or equivalent courses taught outside the art department.

Professional Studies

The Plagiarism and Falsification of Documents section of the Academic Policies portion of the catalog is superseded by the following policy, approved by the faculty on April 29, 2002 and the Board of Trustees on May 17, 2002):

ACADEMIC MISCONDUCT

Academic Misconduct Defined

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

This includes:

- a. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source.
- b. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.
- c. 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:

- d. Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved.
- e. Submitting purchased, borrowed, copied or specially commissioned work as if it were one's own
- f. Knowingly permitting others to submit your work under their names
- g. Copying the work of others during an examination or other academic exercise
- h. Knowingly allowing others to copy your work during an examination or other academic exercise
- i. Manipulating or fabricating data to support erroneous conclusions
- j. Using "cheat sheets" or any other unauthorized form of assistance during an exam, quiz, or other academic exercise

NOTE: AUTHORIZED HELP is encouraged, and includes:

- 1) attendance at help sessions
- 2) work with Learning Center or Student Support Services staff (done with the knowledge of your instructor)
- 3) 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)

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, students 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 the student can know if he/she 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 a first offense in which the student knowingly and willfully engages in academic misconduct. The penalty is an F in the course. 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 dismissal from the College -- a matter which is recorded on the student's transcript. A student dismissed for academic dishonesty may not apply for readmission to Tusculum College until one calendar year from the date of dismissal. Nearly all accredited institutions will deny admission to a student currently on suspension.

Faculty members wishing a clarification of sanctions are directed to the Chair of the Admissions and Standards Committee or Graduate Committee.

1. When Academic Misconduct is discovered by a faculty member:

- a. Upon discovery of evidence of plagiarism or cheating, the faculty member will first check with the Faculty Secretary to determine whether other plagiarism policy violations have been recorded for this student.
- b. Using this information and the evidence of violations in the course, the faculty member will make a determination as to whether the incident represents a Stage 1, Stage 2, or Stage 3 violation.
- c. The faculty member will prepare a report/warning on the standardized form designated by Admission and Standards Committee and arrange a meeting with the student for the purpose of presenting the warning or report.
- d. The faculty member will explain to the student the nature of the violation and hear the student's response. The student may accept responsibility by signing in the appropriate place on the form, which will then be filed with Admission and Standards Committee or the Graduate Committee. The Faculty Secretary will forward a copy to the student and the student's advisor with a copy of the appeal procedures.
- e. If the student's response should cause the faculty member to reach a different conclusion about the violation, the faculty member will amend or destroy the report. The amended and signed report will then be filed with Admission and Standards Committee or the Graduate Committee. The Faculty Secretary will forward a copy to the student and the student's advisor with a copy of the appeal procedures.

f. If the student should refuse to accept responsibility, the student will indicate so by signing in the appropriate place on the form. The case will be remanded to Admission and Standards Committee or the Graduate Committee, which will hear evidence from all parties and make a decision. (See appeal process outlined below.)

g. In cases where the instructor is unable to meet with the student to present the report, a form letter (provided through the Faculty Secretary) shall be sent to the student by the instructor with a copy to Admission and Standards Committee or the Graduate Committee. This letter should be sent using registered mail and must be sent within 30 days. Failure on the part of the faculty member to file the report or form letter with Admission and Standards Committee or the Graduate Committee within 30 days will result in dismissal of the violation.

Appeals

When appealing an accusation of plagiarism, a student must first send a written appeal to the instructor of the course, accompanied by reasons for appeal, and by documentation providing evidence to support the appeal within 30 days after the accusation is filed. A written response should be requested from the instructor. If, after receiving the instructor's written response, a student wishes to continue an appeal, he/she must send the original materials presented to the instructor, the written response from the faculty member, and a new appeal to the Division Chair or School Director for review and possible mediation. (A list of the Division Chairs or School Directors may be obtained from the office of the Provost.) In cases where the Division Chair or School Director is the instructor, the appeal will be sent to a different Chair or Director for review and possible mediation. If deemed appropriate by the Division Chair or School Director, the appeal will be forwarded to the Admissions and Standards Committee or the Graduate Committee. If the student is not satisfied with the result of the appeal to the Division/School level, the student may forward his/her appeal to the Admissions and Standards Committee (Mail Box 5641) or the Graduate Committee. The course instructor and the Admissions and Standards Committee or Graduate Committee are the only institutional bodies that may change a grade. The decision of the Admissions and Standards Committee or the Graduate Committee is final.

In the **Grading Procedures** section of the **Academic Policies** portion of the catalog, the words "regional Associate Dean" are replaced by the word "Dean."

In the grading **Appeals** section of the **Academic Policies** portion of the catalog, the words "regional Associate Dean" are replaced by the words "Dean of Instruction". The penultimate sentence of the same paragraph is replaced and superceded by the following: "A student who wishes to then continue an appeal must send the original materials presented to the instructor, the written response from the instructor, and a new appeal to the chairperson of the Admissions and Standards or Graduate Committee. "

The following addition is made as a fifth item on the list of **Admission Requirements and Procedures** under the **Bachelor of Science in Organizational Management** portion of the catalog: "5) The following courses (or equivalent) are prerequisites required for entry into the program: Math 102, Rhetorical Studies I, II, and III."