THE PRESIDENTS

Greeneville College
Hezekiah Balch, D.D. 1794-1810
Charles Coffin, D.D. 1810-1827
Henry Hoss 1828-1836
Alfred Hoss 1836-1838
James McLin, B.A. 1838-1840
Samuel Matthews 1843-1845
Charles VanVlech 1845-1846
John Fleming 1846-1847
William B. Rankin, D.D. 1854-1858
John Lampson 1859-1860

Tusculum Academy
Samuel Doak, D.D. 1818-1829
Samuel Witherspoon Doak, D.D. 1829-1844

Tusculum College
Samuel Witherspoon Doak, D.D. 1844-1864
William Stephenson Doak, D.D. 1865-1868

Tusculum and Greeneville College
William Stephenson Doak, D.D. 1868-1882
Alexander M. Doak (Interim President) 1882-1883
Jeremiah Moore, D.D. 1883-1901
Samuel A. Coile, D.D. 1901-1907
Landon C. “Daddy” Haynes (Interim President) 1907-1908

Washington and Tusculum College
Charles O. Gray, D.D. 1908-1912

Tusculum College
Charles O. Gray, D.D. 1912-1931
Charles A. Anderson, D.D. 1931-1942
James McSween, D.D. 1942-1944
Jere A. Moore (Interim President) 1944-1946
George K. Davies, Ph.D. 1946-1950
Leslie K. Patton (Interim President) 1950-1951
Raymond C. Rankin, D.D. 1951-1965
Douglas G. Trout, Ph.D. 1965-1968
Charles J. Ping (Interim President) 1968-1969
Andrew N. Cothran 1969-1972
Thomas G. Voss, Ph.D. 1972-1978
Thomas J. Garland (Interim President) 1999-2000
Dolphus E. Henry, Ph.D. Current President

Dolphus E. Henry, Ph.D. Current President
General Information

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Correspondence Directory

Correspondence to the College should be addressed to the appropriate offices as listed below. The toll-free number is 800-729-0256. Locally, call 423-636-7300.

General Affairs of the College
Office of the President ........................................................... 423-636-7301

Academic Affairs
Vice President for the Residential College ......................... 423-636-7305
Office of the Registrar ........................................................... 423-636-7311

Student Affairs
Campus Life Office .............................................................. 423-636-7315
Admissions and Financial Aid .............................................. 423-636-7300; 800-729-0256

Business Affairs
Office of the Vice President for Finance ....................... 423-636-7212

Gifts to the College
Office of Institutional Advancement ................................. 423-636-7303

Alumni Relations
Office of Alumni Relations .................................................. 423-636-7331

Public Relations
Office of Public Relations .................................................... 423-636-7304

Professional Studies Programs
Office of Vice President for
Graduate and Professional Studies ............................... 423-636-7330
Knoxville Office ................................................................. 865-693-1177

Visitors are welcome to the Tusculum College campus. Classes are in session during the regular academic year, exclusive of vacations and holidays, Monday through Friday.

http://www.tusculum.edu

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

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

Campus

SIZE: Tusculum College has a combined campus and off-campus enrollment of 1,700 students with a student-faculty ratio of 12:1. 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 five miles east of Greeneville, Tennessee, a growing community of 15,200. The population of Greene County, including the City of Greeneville, is around 63,000. The 140-acre campus is situated in picturesque Northeast Tennessee. The College maintains a regional center for Professional Studies in Knoxville, Tennessee.

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

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

FACILITIES: The Tusculum College campus consists of 140 acres. The College has occupied this rolling, wooded site since 1818, and the campus is a striking combination of modern structures and historic red brick buildings clustered in the shade of sheltering oaks.

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

Just across the street from Virginia Hall is the Annie Hogan Byrd Fine Arts Building, where many community activities take place. The building contains a 700-seat auditorium, which has recently received several significant improvements. It also houses a 200-seat arena theatre and the J. Clement Allison Gallery.

The Albert Columbus Tate Library serves all Tusculum students with a collection exceeding 185,000 book and microform texts, more than 600 periodical titles, records, films, audio and visual tapes, and internet capability. The Coffin Collection (the original college library of 1794-1827), the Andrew Johnson Library, and the College archives are housed in the President Andrew Johnson Museum and Library.

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

Tusculum College athletic facilities are among the best among East Tennessee institutions of higher learning. In the late 1990s, the

Niswonger Commons building opened on the main campus, including within its attractive structure a gymnasium-swimming pool complex that incorporates the 2,000-seat Alpine Arena and a state-of-the-art weight room/fitness center. The Commons also houses a full-service post office, bookstore, television studio facilities, the campus telecommunications center, a campus living room, classrooms, a campus security office, and various offices for faculty and staff.

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

With improvements made through the athletics complex development project, Pioneer Field’s seating capacity is now at 4,500, making it one of the largest athletic venues in the conference. New parking facilities have been added. A modern press box facility, built to blend with the architectural style of the campus’s most historic facilities, is also part of the athletics complex project.

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

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

Eight buildings and the Tusculum arch are on the National Register of Historic Places: Doak House (1818), Old College (1841), McCormick Hall (1887), Welty-Craig Hall (1891), Virginia Hall (1901), Tate Library (1910), Haynes Hall (1914), The Arch (1917), and Rankin Hall (1923).

History

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

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

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

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

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

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

There are many people who played important roles in the development of the institution. It is difficult to guess what Tusculum College would be like today without early influences such as Charles Coffin, Cyrus and Nettie McCormick, Charles Oliver Gray, Landon Carter “Daddy” Haynes, and a host of others too numerous to mention individually. Of all of these people, Nettie Fowler McCormick undoubtedly had the largest and most visible impact on the College. She was the widow of Cyrus Hall McCormick, the inventor of a famous mechanized reaper. Through McCormick philanthropy, several major buildings were added. 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 and the 28th oldest in the nation. In addition, Tusculum is the oldest coeducational institution affiliated with the Presbyterian Church (U.S.A.) and an early national pioneer in the admission of women. Tusculum accepted women students early in its history, and it is notable that by the turn of the 20th century more than half of its students were women.

In 1984, Tusculum College made a major commitment to serve adult students in extended campus locations. Tusculum's rich heritage provides a firm foundation which sustains extended learning opportunities through the Professional Studies Program.

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

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

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

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

B. How are the Civic Arts built into Tusculum College?

Five principal avenues integrate the Civic Arts into academic life at Tusculum College: the Focused Calendar, the Commons Core Curriculum, Service-Learning, and Major Programs of Study. Each of these is discussed below.

1. Focused Calendar.

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

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

Some additional benefits of the focused calendar include:

a. Field trips, laboratory work, and other out-of-classroom experiences are readily arranged since there are no conflicts with other classes. Recently, courses have included extended trips to Mexico, Costa Rica, Boston, 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.

2. Commons Core Curriculum.

While most colleges utilize a “distribution” approach to general education, involving students in a series of unrelated introductory courses in various disciplines, the Commons at Tusculum College is a true core consisting of a set of courses required of all students. Many of the Commons courses are designed by teams of faculty from across the campus. More importantly, the Commons courses provide the depth of understanding, the intellectual background, and the creativity and imagination required of citizens in effectively addressing the problems confronting society.

3. Competency Program.

Many institutions assume that students will have developed their academic abilities simply by taking and passing courses. At Tusculum, the Competency Program emphasizes the continuing development of student competence in writing, analytical reading, critical analysis, computer literacy, mathematics, public speaking, civility, the ethics of social responsibility, and self-knowledge. Students graduate with a solid foundation in the academic skills and habits of character essential both to success in graduate school and professional life and to meaningful civic participation. A more detailed description of the Civic Arts Education Program is found later in this catalog.

4. Service Learning.

At Tusculum, service is an integral part of the curriculum. Many courses include service components. In addition, as part of the Commons Core Curriculum, all students have the opportunity for 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 together in order to make a difference.

5. Major Programs of Study.

An important element of civic contribution is the ability to make a living by performing meaningful work in the community. The major programs of study at Tusculum are similar in some ways to majors at other institutions. A dedicated faculty, highly qualified in their respective areas of expertise, work with students to develop concentrated professional knowledge that will be useful in graduate school or in various vocations. The civic arts focus of the college’s mission provides a deeper context for the knowledge and skills acquired in a student’s major. Coursework and field experiences prepare students not only to function within the specialized area, but to relate that specialized knowledge to the general welfare of the larger community.

In addition, work in the Commons and Service-Learning courses contributes to the strengthening of the very skills that so many reports have indicated as crucial to professional success: clear communication, critical analysis, problem solving, interpersonal skills, and ethical decision making. This enriched educational context provides exceptional professional preparation for our students in all the various major programs of study offered by the college.

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

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

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

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

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

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 by developing strong citizenship qualities in all students, both traditional-aged students from diverse backgrounds as well as working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at both the undergraduate and Master’s levels to instill factual knowledge, to cultivate the habits of practical wisdom, and to develop the skill of reflective thinking, all necessary for personal success in a democratic society.
Tuition and Fees

Charges for the 2001-2002 academic year at Tusculum College are listed below. Charges for the 2002-2003 academic year will be available in a future publication.

Residential College

<table>
<thead>
<tr>
<th></th>
<th>Resident Students</th>
<th>Commuting Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$13,400</td>
<td>$13,400</td>
</tr>
<tr>
<td>Room and board</td>
<td>4,500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$17,900</td>
<td>$13,400</td>
</tr>
</tbody>
</table>

Other Charges

- Tuition (under 12 hours per semester, per hour) ................. $580
- Tuition (over 16 hours per semester, per hour) .................. $580
- 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
- (Students enrolled in degree programs may audit courses without charge).
- Portfolio assessment fee ............................................. $150
- Portfolio recording fee per semester hour requested .......... $40
- Applied music fees (per semester registration) ................. $150
- Registration for applied music courses, described in the Music section of the catalog, does not incur an overload fee but does require an applied music fee for each registration
- Applied music fees (per semester registration) ................. $150
- Late registration fee (registration completed after third day of class) ........................................... $50

Required deposits

<table>
<thead>
<tr>
<th></th>
<th>Resident Students</th>
<th>Commuting Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intention to enroll</td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Contingency</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>Housing</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

The tuition-to-enroll deposit is required within 30 days of acceptance for all new, transfer, and readmitted students. The intention-to-enroll deposit will be credited to the next semester billing. This deposit for new, transfer, and readmitted students is fully refundable until May 1.

The contingency deposit is billed with the basic charges and is due on or before registration. It is to be maintained as long as the student is enrolled at Tusculum and must be at the maximum level at the beginning of each semester. The primary use of the contingency deposit is to cover any damage to facilities caused by the student (including allocations of general residence hall damage) left unpaid at the end of a semester. The deposit is not to cover damage charges during the normal course of a semester; those charges will be billed promptly to students responsible and must be paid within two weeks. When a student is no longer enrolled and all charges have been assessed, a refund of any balance in the contingency deposit will be issued at the end of the fiscal year.

The housing deposit is due with the application for housing. Housing applications will not be processed until the housing deposit is paid. The housing deposit will be credited to the next semester billing and is not refundable.

Miscellaneous Costs

Textbooks average approximately $300 per semester. Personal expenses, travel costs, and living expenses will vary with each individual. Financial aid budgets include an average allocation of approximately $3,450 per semester for personal expenses, travel costs, and living expenses.

Professional Studies

The following rates were effective January 1, 2001. Tuition and fees are subject to revision; revised rates are available from Professional Studies admissions counselors.

Gateway Program

Tuition per semester hour .............................................. $140
Audit fee per course ................................................ $100

Bachelor of Science in Organizational Management

Tuition per semester hour ............................................. $225
Audit fee per course ................................................ $100
Graduation fee ......................................................... $75

Master of Arts in Education

Tuition per semester hour ............................................. $250
Audit fee per course ................................................ $100
Graduation fee ......................................................... $75

Master of Arts in Organizational Management

Tuition per semester hour ............................................. $250
Audit fee per course ................................................ $100
Graduation fee ......................................................... $75

Other Charges

- Late registration fee ................................................ $50
- Late payment fee .................................................. $15
- Mini-course fee per course ..................................... $30
- Portfolio assessment fee ......................................... $150
- Portfolio recording fee per semester hour requested .... $40

Miscellaneous Costs

Textbooks average approximately $300 per semester. Personal expenses, travel costs, and living expenses will vary with each individual. Financial aid budgets include an average allocation of approximately $3,450 per semester for personal expenses, travel costs, and living expenses.

Payment Schedule

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

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

Students or parents who prefer to pay educational expenses in monthly installments may want to consider Tusculum College’s Installment Plan. A description of the plan will be provided to each student with the financial aid award letter. For information or questions about the Installment Plan, please contact the Business Office.

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  Tuition Refunded

<table>
<thead>
<tr>
<th></th>
<th>Portion of tuition refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first class meeting</td>
<td>100 percent</td>
</tr>
<tr>
<td>Prior to the second class meeting</td>
<td>80 percent</td>
</tr>
<tr>
<td>After the second class meeting</td>
<td>None</td>
</tr>
</tbody>
</table>

Professional Studies audit and laboratory fees are refundable only if the student drops the course prior to the first class meeting. Other fees are not refundable.
Refund of Charges and Financial Aid Awards

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

There is no refund of room charges, fees, or summer tuition. Board charges are refunded in accordance with the number of weeks remaining in the semester after formal withdrawal, except that no refunds will be granted to a student suspended for disciplinary reasons. Textbook sales are not refundable.

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

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

Portion of
received by Tusculum College
Tuition Refunded
within 5 calendar days of scheduled registration date ... 75 percent
within 10 calendar days of scheduled registration date ... 50 percent
within 31 calendar days of scheduled registration date ... 25 percent
after 31 calendar days from scheduled registration date .......... None

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

There is no refund of room charges, fees, or summer tuition. Board charges are refunded in accordance with the number of weeks remaining in the semester after formal withdrawal, except that no refunds will be granted to a student suspended for disciplinary reasons. Textbook sales are not refundable.

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

Portion of
received by Tusculum College
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.

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

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

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

Financial Aid

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

An entering student seeking financial aid must complete and submit the Free Application for Federal Student Aid (FAFSA) for the academic year he/she wishes to receive assistance and indicate Tusculum College (Title IV Code: 003527) as a recipient of the data provided on the FAFSA. Tusculum College will be happy to submit your FAFSA electronically to the federal processor if you send the original to us. This will greatly speed up the process. The FAFSA is available in most high school guidance offices, financial aid offices at local postsecondary institutions, or directly from the Tusculum College Financial Aid Office. The priority filing deadline is March 1 preceding the academic year in which the student wishes to receive aid. Additional institutional documents may be required. In order for a student to receive an official award letter, he/she must be fully accepted into a degree program at Tusculum College.

International students or ineligible United States non-citizens cannot receive federal or state financial assistance and therefore do not need to complete the FAFSA. Institutional assistance is available in some cases for these students.

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

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

A. Grant Programs

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

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

The Tennessee Student Assistance Award is a state-funded grant program with matching federal funds. Students must demonstrate financial need and be Tennessee residents attending a college in Tennessee. The TSAA is offered to most Federal Pell Grant recipients pending availability of funds. The FAFSA must be processed very early for TSAA consideration (preferably by March 1). Eligibility is based on at least half-time enrollment.

B. Loan Programs

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

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

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

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

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

C. Student Employment

Federal Work-Study programs offer students the opportunity to have on-campus or community-service employment in order to earn the funds necessary to pursue their studies. Students are paid on a monthly basis. Various positions are offered to students to complement their education with practical job experience. Eligibility for awards is based on need and availability. Applications processed by the March 1 priority date receive preference. Students who do not qualify for Federal Work-study may be placed on the Institutional Work-study Program.

D. Scholarships

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

Service Leader Scholarships are also available. Residents of Greene County who graduated from Greeneville High School or a Greene County high school are eligible for the Greeneville/Greene County Regional Award. Athletic scholarships are available from each varsity sport at Tusculum College. For further details, please contact the coaching staff for each sport in which you are interested in participating.

Cheerleading and Choral Scholarships may be awarded to qualified students. Contact the member of the music faculty for further details for the Choral Scholarship and the Cheerleader coach for the Cheerleading Scholarship.

E. Veterans Administration Programs

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

F. Vocational Rehabilitation

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

ALBERT COLUMBUS TATE LIBRARY

Historic Tate Library 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 library/classroom liaisons, a program of library-use instruction, and a significant presence on the World Wide Web (WWW). Introduction to Tusculum's library service commences with freshman orientation and is fostered throughout the entire course of study. Tate Library actively works to improve the quality of student research, to prepare students for continuing self-education, and to equip graduates to keep abreast of information developments.

The print collection exceeds 185,000 print and microform texts and over 600 periodical subscriptions. As a result of the library's unique partnership with the Greeneville-Greene County Public Library and Walters State Community College, students and faculty have immediate access to another 100,000 monographs and journals. Tate Library has working agreements with other colleges in eastern Tennessee and southwest Virginia, thereby permitting additional walk-in service. Membership in TennShare, ALICE, and SOLINET allows interlibrary loan service to be both quick and efficient.

Ready WWW access is made available in-house through terminals in the library's main reading room. Students may not only review all of the resources on the World Wide Web, but through the library's homepage http://tusculum.library.net, may access a virtual library made up of thousands of categorized links. Subscriptions are maintained to more than 20 full-text databases, including those provided via GaleNet, JSTORS, Encyclopedia Britannica, ERIC, and others. Wherever they may be in the world, members of the Tusculum community can access these resources from any computer hooked to the Internet.

THE ANDREW JOHNSON PRESIDENTIAL MUSEUM AND LIBRARY

Opened in the fall of 1993, The Andrew Johnson Presidential 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. The College Archives contain documents 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, many specifically designed for use in special education. Materials may be circulated and are utilized 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 Institute out of its commitment to expanding the horizons of students beyond traditional academic studies by focusing more broadly on leadership and service obligations.

All students are encouraged to participate in Institute activities, including internships, seminars and workshops for government and community leaders, public policy forums, and lecture series.

In addition, any student with the independent major or minor in political science is eligible to apply for an Institute fellowship. Each year, The Tusculum Institute awards two full-tuition fellowships to highly accomplished students who have demonstrated great potential for public leadership in their communities and states. Each fellowship is automatically renewable for up to four years providing that requisite academic standards continue to be met.

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.
Admission Policies

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

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

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

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

The College expects students to demonstrate their preparedness for college with a minimum 2.0 GPA in academic core courses. Students are recommended to have at least 12 such courses distributed as follows: 4 English, 3 Math, 2 science, and 3 social studies. Study of a foreign language is not required; however, it is counted when calculating an academic GPA.

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

Although a personal interview is not required for admission, prospective students are encouraged to visit the Tusculum campus and meet with an admissions representative. The Admissions Office is open from 8 A.M. to 5 P.M. Monday through Friday and 9 A.M. to 12 noon on Saturdays. 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 636-7300.

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

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

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

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

Early Admission: It is possible for students who show exceptional talent and maturity to enroll at Tusculum after completion of the eleventh grade. Early admission is granted only to those students who can demonstrate that they have exhausted the academic offerings at their high school and have an outstanding academic record and exemplary standardized test scores. Then, in addition to the requirements listed for standard admission, students pursuing early admission should also furnish two (2) letters of recommendation: one from a teacher and one from another high school official. A letter from the student's parents should also be included. This letter should state support for the decision to enroll in Tusculum. Finally, in the case of early admission, an interview with an Admissions representative is required.

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

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

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

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

1. Transient Students: Students currently matriculating at another college who are in good standing may want to enroll as transient students. The normal application procedure should be followed, but in place of the transcript, a letter from the chief academic officer or registrar of the student's institution must be sent to the Admissions Office giving special approval for the student to attend Tusculum College and specifying which courses may be taken. At the request of the student, a transcript will be sent to his/her college at the end of the enrollment at Tusculum. Enrollment in this status is for a limited period, usually not exceeding one semester.
2. Special Students: Tusculum College will admit students who do not wish to become regular students or candidates for degrees but who desire to enroll in one or more courses. Students seeking course credit to qualify for admission to undergraduate, graduate or professional programs may be enrolled as special students. Those
students are required to submit applications, appropriate documentation to be reviewed by committee, and be interviewed before being admitted.

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

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

## Campus Life 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 Campus Life Office is primarily concerned with programs and services that create an environment conducive to personal and group development. As a result, the campus life staff supports and encourages varied co-curricular programs for students that, when combined with the academic program, provide an enriched college environment.

### Orientation

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

### Worship Services

Voluntary worship services, conducted on the campus, are led by the college minister. Students are also encouraged to participate in 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.

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, spelunking, 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 Opportunities

The Cultural Activities 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 Tusculum Theatre, Tusculum Arts Outreach, Tusculum College Choir, and Tusculum College Community Chorus—take place in the Annie Hogan Byrd Auditorium and the David F. Behan Theatre.

### Cultural Opportunities

**Theo McWhorter:** Mr. McWhorter has been the Director of Irish Studies at Tusculum College and currently serves as the Director of the Irish Cultural Center of Tennessee. He specializes in the history of Irish immigration to the United States and the development of ethnic neighborhoods in American cities. Mr. McWhorter is also a published author on Irish-American literature and culture.

**Bonwondi:** Bonwondi Club is designed to meet the needs of
minority students at Tusculum College. Bonwondi sponsors a variety of educational and social events to enhance the understanding of issues faced by minority students. Bonwondi is open to all interested Tusculum students.

SEAL (Student Event & Activities League): The Campus Activities Board, or C.A.B. is a student-run organization that provides social and educational programming for the student population. Students have the opportunity to gain hands-on experience negotiating contracts and producing comedy performances, concerts, lectures, and other activities. Membership is open to everyone, and opportunities for leadership are available every spring.

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

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

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

SIFE (Students in Free Enterprise): This is an opportunity to gain professional expertise and knowledge in working with the free enterprise system. Students may present and compete in regional and national conferences.

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

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

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

Residence Life
Tusculum is a residential college. 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. Campus Life staff provide supervision and support of all housing operations and programs.

Students are housed in Katherine Hall, Haynes Hall, Welty-Craig Hall, or the Charles Oliver Gray complex. All freshmen are assigned roommates. Room and roommate assignments for new students are made by the Campus Life staff 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.
All Tusculum students, with the exception of married students, students living at the primary residence of their parents or guardians, or students granted an exception by the Director of Residence Life, are required to live on campus.

Rooms are furnished with single beds, mattresses, dressers, desks, and chairs. Rooms are rented for the full academic year unless other arrangements are made in advance. The Residence Hall Contract must be signed prior to being assigned a room. Laundry facilities are supplied in each residence hall for use by resident students only at no additional cost.

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

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

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

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

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

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

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

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

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

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

Volunteer Service
A wide range of voluntary service opportunities are available to Tusculum students, faculty, and staff. These community service opportunities are coordinated through the Service-Learning Center. Examples of volunteer work in which students have participated include river cleanup, Habitat for Humanity construction, recycling programs, theatrical outreach programs, literacy assistance with first graders, Big Brothers/Big Sisters programs, highway litter pickup, and many others.

Dining Service
The College cafeteria, located in the Niswonger Commons, serves a variety of well-balanced, enjoyable meals. All resident students are required to pay for food service each semester. Commuting students who wish to eat in the cafeteria may purchase meals individually. Details regarding the Dining Service are provided in the Student Handbook.

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 Campus Life Office at the time of registration for classes. Designated parking is available.

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 3 sessions offered during the summer months. The standard academic year is 30 weeks, during which the student completes 32 credit hours.

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

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

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

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

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

In general, the student who successfully completes a course will earn the equivalent of four semester hours of credit; 32 courses or one hundred and twenty-eight semester hours are required for graduation. Satisfactory completion of work for graduation requires that the student earn a minimum grade point average of 2.00, or an overall "C" for all courses taken. The student must earn a minimum grade point average of 2.25 in the major program of study. All students are required to complete at least 32 of their last 36 hours at Tusculum College.

Competency Program

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

Civic Arts Project/Service-Learning

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

Degrees with Distinction

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

Competency Honors may also be earned by graduates who have completed three different competencies at Level 3. Students may earn Competency Honors without earning GPA honors and vice versa.

Bruce G. Batts Medal

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

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

Independent Program of Study

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

Independent Program of Study with Two Areas

A minimum of 32 hours in the primary area.
A minimum of 24 hours in the secondary area.
Total of 56 hours.

Independent Program of Study with Three Areas

A minimum of 24 hours in the primary area.
A minimum of 20 hours in the secondary area.
A minimum of 16 hours in the tertiary area.
Total of 60 hours.

NOTE: Primary area must be an existing major.

Course Load

A Bachelor of Arts student will not be permitted to register for more than 16 semester hours of academic credit per term without approval of the Admissions and Standards Committee. An extra-hour tuition charge will be assessed for each hour over 16 with the following exceptions: Students are not assessed overload charges for Mini Course credit, Service Learning or Civic Arts Project credit, College Choir credit, Applied Music credit, Athletic Training Clinical Courses, Theatre Production, Classical Ballet, or up to one Physical Education Activity course per semester.

Students can only register for one course of three or four credit hours per block.

Term Honors

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

Repeating Courses

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

Correspondence Courses

Students wishing to earn the Bachelor of Arts degree may be allowed to take one correspondence course a year in their major only if the course will not be offered at Tusculum College during the period in which the student will be fulfilling graduation requirements. A student may take a total of two correspondence courses to fulfill teacher certification requirements if Tusculum does not offer those courses in an acceptable time frame. B.A. students taking correspondence credit must receive prior permission from the Registrar and Program Coordinator.
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 providing the following have been met:
1. The student has received permission to take the exam from the Registrar.
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 Majors.

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

Academic Advising
All students are assigned an advisor by the coordinator of advising. Advisors are either faculty, staff with faculty status, or selected staff members. In order to establish close personal contacts, each advisor typically works with no more than 15 advisees.

If the student has decided upon a program of study, an advisor will be assigned from that area of study. If the student is undecided about a major, the coordinator of advising will assign an advisor from a pool of members. In order to establish close personal contacts, each advisor typically works with no more than 15 advisees.

When students are acting as authorized representatives of the College, a maximum of three absences will be allowed without penalty. The validity of other absences and the nature of the penalty assessed for exceeding the maximum shall be determined by the instructor. Information about the specific policies applicable to a particular course must be stated in the syllabus.

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

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

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

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

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

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

(NOTE: AUTHORIZED HELP is encouraged and includes:
・ attendance at help sessions;
・ tutoring received with your instructor’s knowledge [responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules, and information, as well as on skills development];
・ work with Learning Center or Student Support Services staff done with the knowledge of your instructor.)
10) Manipulating or fabricating data to support erroneous conclusions.

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

Stage 1

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

Stage 2

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

Stage 3

Depending on where the student started (with unintentional or intentional violation), Stage 3 is for a second offense in cheating or a second or third offense in plagiarism. The penalty is an F in the course and suspension from the College — a matter that is recorded on the student’s transcript. Most accredited institutions will deny admission to a student currently on suspension.

Grading Procedures

Coursework is evaluated in the following terms:

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

1. Grades of “D” earned in the student’s major will satisfy the course 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 the program coordinator and the Admissions and Standards Committee and earn a grade of “C-” or better, which may be substituted for the “D” grade.

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

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

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. A grade of “Excused” will not be approved unless there are extenuating circumstances, such as illness, injury, or personal tragedy, that have affected the student’s progress in the course. The student must state a specific reason for requesting an “Excused,” and the instructor’s recommendation must be recorded. The Admissions and Standards Committee will make the final decision and notify the Registrar.

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

3. In Progress. An “IP” grade may be given in a course where a major project or extended research is required and work on that project cannot be completed by the end of the regular grading period. The “IP” must be completed within a year of the time it is assigned. An “IP” may also
be given only 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 course the next time it is offered in order to receive credit. All “IP” grades not made up within the prescribed time automatically convert to the grade of “F.”

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

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

Grade Appeals
When appealing a grade, a student must first send a written appeal to the instructor of the course, accompanied by reasons for the appeal, and by documentation providing evidence to support a grade change within a four-block period after receiving the grade. 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 for review and possible mediation. (A list of the Division Chairs may be obtained from the office of the Vice President of the Residential College.) In cases where the Division Chair is the instructor, the appeal will be sent to a different Division Chair for review and possible mediation. If deemed appropriate by the Division Chair, the appeal will be forwarded to the Admissions and Standards Committee. If the student is not satisfied with the result of the appeal at the Division level, the student may forward his/her appeal to the Admissions and Standards Committee at Campus Mail Box 5641. The course instructor and the Admissions and Standards Committee are the only two institutional bodies that may change a grade. The decision of the Admissions and Standards Committee is final.

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

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

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

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

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

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

Retention Standards
A student must be making “reasonable progress” toward a degree to be allowed to remain registered for course work at Tusculum College. In order to assure that a student is making progress toward the degree, in terms of the number of hours completed and the cumulative GPA, Tusculum College utilizes the following satisfactory progress policy.

A student must, as a minimum, complete the requirements as follows:

Full-time Students
End of 1st Semester 8 1.50
End of 2nd Semester 16 1.75

The 3rd semester and beyond, a student must continue passing 12 hours each semester with a cumulative GPA of 2.00 or better.

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

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

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

Academic Probation
A student will be placed on academic probation for his/her next semester of enrollment if he/she fails to meet any standard as outlined above for any term. In addition, students may be placed on probation for not completing the Service-Learning graduation requirement by the time of completion of 92 hours.
Removal from Probation
A student will be removed from GPA-related academic probation at the end of the semester if he/she:
1. satisfactorily completes the semester, and
2. meets the requirements of Retention Standards.

Academic Suspension
1. A student on academic probation who fails to meet the standards of progress during his/her probation term of enrollment will not be able to continue in school the following semester.
2. A student who has a semester GPA of 0.00 for a second term will be suspended from school.
3. Academic Suspension is effective for the next regular semester, and does not affect summer school enrollment. The student is eligible to return to the College at the expiration of the suspension and is re-enrolled on probation.

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 probation, suspension, or academically dismissed may appeal to the Admissions and Standards Committee. The appeal must be prepared in writing and be accompanied by appropriate support of documents. Reasons that may be acceptable for appeal consideration are:
1. A serious illness or an accident to the student. This will normally require a medical statement from a physician.
2. Death, serious illness, or injury in the immediate family (parent, siblings, children, spouse). A physician’s statement or appropriate death certificate will be required.
3. Other extenuating circumstances may be acceptable and will be considered.

Student Records/Right to Privacy
Tusculum College complies with the Federal Family Education Rights and Privacy Act of 1974 (the “Buckley Amendment”). It states that no academic or personal records or personally identifiable information about students will be released without their permission to persons other than those College staff members with legitimate educational interests in those records. Tusculum students have the right to inspect their records to challenge the accuracy of those records. The Privacy Act defines requirements that are designed to protect the privacy of the students concerning their records maintained by the College. The law requires that:
1. The student must be provided access to official records directly related to the student. This does not include private records maintained by instructional, supervisory, or administrative personnel. A student who wishes to see his/her records must make an appointment through the Registrar’s Office. A student may not remove any materials but is entitled, at his/her own expense, to one (1) copy of any material contained in this file.
2. The student must be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor.
3. The student’s written consent must be received prior to releasing identifiable data from the records to anyone other than those specified in numbers 4 and 5 below.
4. The College is authorized under the Act to release public directory information concerning students. Directory information may include a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended by the student, and any other information authorized in writing by the student. Directory information is subject to release at any time by the College unless the vice president for the resident college 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.
**Academic Programs**

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

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

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

**Competency Program**

The mission of the Competency Program is to help students develop the skills and virtues that are essential to good citizenship. Tusculum College has identified writing, analytical reading, public speaking, critical analysis, mathematics and computer literacy as the foundation competencies that students need to participate fully and effectively in public life. If the best interests of the individual and the community are to be served, these citizenship skills must be guided by a complementary set of citizenship virtues. The College has designated self-knowledge, civility, and the ethics of social responsibility as the virtue competencies.

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

**Program requirements and operation**

The lower-division Commons courses focus on the instruction and assessment of the foundation competencies. College entrance examination scores or transfer credit determine student placement in these courses. A passing grade in a lower-division Commons course indicates minimum proficiency in the academic skill that is taught and assessed in that course. Those Commons courses and their associated competencies are listed below.

- Analytical Reading - HUMA 101 and HIST 125
- Writing - ENGL 110, 111, 200 & 212
- Mathematics – MATH 101 and 102
- Critical Analysis - EVSC 111 and HIST 225
- Computer Literacy – CISC 100
- Public Speaking - Minicourse

The College expects students to demonstrate proficiency in each foundation competency before taking Junior and Senior-level courses. Therefore, a student must pass HUMA 101 or HIST 125, ENGL 110, 111, 200 or 212, MATH 101 or MATH 102, EVSC 111 or HIST 225, CISC 100 and the Public Speaking Minicourse before registering for upper-division courses. A Competency Mentoring Team composed of the instructor and the Learning Center staff provide additional academic support for students having difficulty meeting the competency requirements for any course.

Students will continue to develop their foundation competency skills and their practice of virtue competencies in other courses throughout the curriculum. In their senior year of study, students will take a series of foundation competency tests. The scores on these tests will be used by the college to improve the academic program and will not affect students’ academic standing or graduation status.

**Service Learning and Civic Arts Project**

Service-Learning and Civic Arts Projects are integral to the 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 Service-Learning Center with a full time staff in order to help support students in planning and undertaking service placements and projects and to coordinate service and volunteer activities of all kinds.

The service–learning graduation requirement became effective with the freshman class that entered Tusculum in the fall of 1993. Students may fulfill the requirement through a Civic Arts Project, a Service-Learning Immersion course (each 4 semester credits) or through a
Service-Learning Practicum (for 2 semester credits). Students subject to
the service-learning graduation requirement should take CMNS 251
during their sophomore year. They should then begin SVLN 351, 354, 355, or 356 in one of the next two semesters (second semester
sophomore year or first semester junior year). (SVLN 351 will normally
take one semester, 355 may take a semester or a year, and 354 and 356
will take one block.) At the very latest, they should plan to have their
service-learning graduation requirement fulfilled by the end of their
junior year.

Students who have not completed the service-learning graduation
requirement by the time they complete 92 semester credit hours will
be placed on probation for one semester. Failure to complete the
requirement during the probationary semester will make the student
subject to suspension.

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.

Throughout the project, students will be working with members of
the community and project mentors from both the faculty and the
community. Students will also participate in discussions with other
students to share and examine the insights resulting from the experience.
Thus the project will not only work to improve community life but
will lead students to educate themselves about larger social contexts.
At the conclusion of their project, participants should be more effective
as they participate in public problem solving.

The student who chooses a 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, Citizenship and Social Change: Theory and Practice, is included
in the Commons curriculum. Additional preparation may take place
through a wide range of smaller-scale, voluntary service projects in
which students may participate individually or through various campus
organizations.

**Tusculum College Commons**

*Function of the Commons Curriculum*

The Civic Arts embody those skills, knowledge, attitudes, and
practices appropriate to free citizens in a democratic society. Within
Tusculum College, we seek to nurture the Civic Arts in our curriculum
and in the experience of life in this academic community. In the
curriculum, this takes place not only in the major programs of study,
but in a unique, coherent set of core courses called the Commons.
The Commons program has four principal purposes.

First, the involvement of faculty and students in a set of courses
that all students must take provides a basis for an intellectual “common
ground” that can be fruitful for shaping the nature of this academic
community — stimulating learning and discussion from a common
point of reference. It is this function from which the Commons draws
its name, derived from the practice in New England towns of having
an open space, or Commons, at the heart of town, that might be used
by any of the citizens for speaking, gathering, reflection, or recreation.
Our core forms an intellectual Commons for the Tusculum College
community.

Second, the Commons curriculum explores areas of knowledge and
human thought crucial to effective citizenship in American democracy.
Specifically, this includes the following:

a) students demonstrate knowledge of the roots and significant
features of the Judeo-Christian tradition and an understanding of the
relationship between principal teachings of a religious tradition and
individual and cultural patterns of action

b) students demonstrate awareness of how society influences the
form and content of art, how art influences and reflects society, and
demonstrate ability to form a response to works of art based on
knowledge of form and awareness of a work’s social context.

c) students demonstrate ability to use scientific method: defining
a problem, identifying and carrying out an appropriate problem-solving
method, and judging the quality or credibility of the results using
appropriate criteria

d) students demonstrate ability to trace both antecedents and
consequences of historical events in relation to the development of
Western culture.

e) students demonstrate knowledge of ecological principles, inter-
relationships of systems in nature, processes of natural selection, inter-
relationships of social, political, religious, and economic implications
of environmental issues, and apply their knowledge to propose solutions
or responses to particular ecological problems.

f) students demonstrate knowledge of the intellectual roots of
western culture and how those foundations continue to be useful in
providing a framework for building a better society.

Third, the Commons develops skills of careful reflection and
deliberation about the issues and process of ethical decision making in
a democratic society—drawing appropriately on the contributions of
specialized knowledge in the various disciplines and on the Judeo-
Christian and civic republican traditions undergirding our ethical and
social structures. By involving students in various kinds of community
service, the Commons helps them practice what they have learned,
demonstrating connections among the kinds of learning in the various
academic disciplines as well as connections between “academic” learning
and learning from life experience.

Finally, along with the courses in the various disciplines, the
Commons curriculum sets a high expectation for rigorous academic
performance and provides channels for development of skills,
competencies, and habits of character needed for success in college
level work and in life beyond graduation.

The Commons and the Competency Program are complementary.
Together with the student’s major program of study, all three programs
work together to build the knowledge and abilities needed for personal,
professional, and public success.

**Commons Requirements for Transfer Students**

Transfer students will have adjusted comons requirements, based
on courses transferred to Tusculum College. The Registrar will inform
transfer students of the specific requirements that apply in each
individual’s case.

**Commons Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 100</td>
<td>Computer as a Tool</td>
</tr>
<tr>
<td>CMNS 460</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>ENGL 099/CMNS 099</td>
<td>Basic Writing</td>
</tr>
<tr>
<td>ENGL 110/CMNS 110</td>
<td>Composition and Rhetoric</td>
</tr>
<tr>
<td>ENGL 111/CMNS 112</td>
<td>Composition, Research and Rhetoric</td>
</tr>
<tr>
<td>ENGL 200/CMNS 200</td>
<td>Advanced Composition, Research and Rhetoric I</td>
</tr>
<tr>
<td>ENGL 212/CMNS 212</td>
<td>Advanced Composition, Research and Rhetoric II</td>
</tr>
<tr>
<td>EVSC 111/CMNS 111</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>HIST 125/CMNS 125</td>
<td>The People Shall Judge I</td>
</tr>
<tr>
<td>HIST 225/CMNS 225</td>
<td>The People Shall Judge II</td>
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<tr>
<td>HIST 325/CMNS 325</td>
<td>Athens to Philadelphia</td>
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<tr>
<td>HUMA 101/CMNS 101</td>
<td>Our Lives in Community</td>
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<tr>
<td>MATH 102/CMNS 102</td>
<td>College Algebra</td>
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<tr>
<td>MATH 215/CMNS 215</td>
<td>Elementary Statistics</td>
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<td>RELG 302/CMNS 302</td>
<td>Jerusalem</td>
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<tr>
<td>SOCI 251/CMNS 251</td>
<td>Citizenship and Social Change: Theory and Practice</td>
</tr>
<tr>
<td>SVLN 351</td>
<td>Service-Learning Practicum</td>
</tr>
<tr>
<td>SVLN 354</td>
<td>Service-Learning in Greeneville and Greene County</td>
</tr>
</tbody>
</table>
Students may present up to 8 minicourses (4 semester hours) for credit. Rather, by exempting from taking the course, they gain credit. Alternatively, they may earn credit by completing equivalent coursework at other accredited institutions, as certified by the College. Each minicourse carries 1/2 semester credit and is graded Pass/Fail. There is no overload charge for minicourses.

Minicourse Program
In addition to completing courses offered in the regular college curriculum, students may enroll in a wide range of smaller "minicourses." The courses are open to students and staff and are designed to offer experiential learning and knowledge in areas not generally covered in more traditional academic courses. Each minicourse carries 1/2 semester credit and is graded Pass/Fail. Students may present up to 8 minicourses (4 semester hours) for graduation credit. Thus over four years, the mini courses could allow completion a block earlier, or conversely, make room for an extra elective in a student's schedule. Contact individual course instructors for details.

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

International and Domestic Travel
One of the advantages of the focused calendar is the opportunity it affords professors to involve travel in their courses. Trips may range in length from a few days to the entire block. Students interested in courses including travel should contact the instructor well in advance, as the course may have special requirements (e.g., language training, passport, immunizations, etc.) Some courses are specialized and only offered within a major, while others are open to a broad range of students. Although most courses involving travel entail additional fees, the College underwrites a substantial portion of the cost to keep the trips affordable for students. In recent years, professors have taken classes to New York, Chicago, the desert Southwest, Mexico, and Costa Rica. In 1996, Tusculum established an exchange relationship with the University of Edinburgh in Scotland and Derby University in England. Each year students from each institution may spend time studying at the partner institution.

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

Programs of Study

<table>
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<tr>
<th>Majors</th>
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<td>Athletic Training</td>
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<td>Biology</td>
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<td>Pre-Pharmacy</td>
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<td>Business Administration-General Management</td>
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<td>Business Administration-Management Accounting</td>
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<td>Museum Studies</td>
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<tr>
<td>Physical Education</td>
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<td>Recreation Concentration (non-teaching)</td>
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<td>Sports Management</td>
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<td>Psychology</td>
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<tr>
<td>Visual Arts</td>
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<tr>
<td>Graphic Design Concentration</td>
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</tbody>
</table>
TEACHING LICENSURE PROGRAMS

Tusculum College offers four categories of teacher licensure programs:

1. Pre-Secondary Education
   - Early Childhood Education PreK-3
   - Elementary Education K-8

2. Secondary Education
   - Biology 7-12
   - English 7-12
   - History 7-12
   - Mathematics 7-12
   - Psychology 9-12

3. K-12 Education
   - Physical Education K-12
   - Visual Arts K-12

4. Special Education
   - Special Education Modified and Comprehensive K-12
   - Special Education Early Childhood

Minors


Other Disciplines

Tusculum College also offers additional courses in the following disciplines:
- Dance, Geography, Humanities, Music, Natural Science, Physics, Sociology, Spanish, and Theatre.

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

Athletic Training

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 hour requirements established by the National Athletic Trainers’ Association Board of Certification (NATABOC). In addition to course work, students must complete six semester-length clinical rotations working under the supervision of a NATABOC certified athletic trainer. Students begin clinical observation during the Freshman year and are assigned to team coverage upon formal admission into the ATEP at the beginning of the Sophomore year. All students will be assigned a football rotation. Student athletes enrolled in ATEP need to be aware of the clinical hour requirement of this program and plan accordingly. Hour requirements 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.

Tusculum College’s Athletic Training Education Program is an internship program which is currently seeking accreditation by the Committee on Accrediting Allied Health Education Programs (CAAHEP). 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 hours by December 31, 2003 will need to enroll in a CAAHEP-accredited graduate program in order to be eligible to sit for the NATABOC certification examination.

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 2.5 GPA overall.
2. Maintain a minimum 2.75 GPA in ATEP courses.
3. An essay describing the student’s interest in becoming a NATABOC athletic trainer.
4. Completion of a minimum of 100 hours of clinical observation of practice, game, rehabilitation and/or morning treatment sessions held at any of the clinical settings at Tusculum College.
5. Two character letters of recommendation from former instructors, athletic trainers, coaches, etc.
6. A formal interview with the ATEP Admissions committee.
7. Validation of a candidate’s compliance with the Guidelines of Technical Standards for Athletic Training

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 team assignments with clinical supervisors.

Students must earn a grade of C- or better in all major courses. Failure to maintain the minimum GPA and program requirements will subject a student to immediate suspension from clinical rotation by the Program Director. The student will be prohibited from enrolling in clinical courses and completing team assignments. 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.

Transfer Students

Transfer students will be allowed to formally apply to ATEP the semester before 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 assignments. 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 for 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 by all students admitted to the Athletic Training Education Program.

In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into 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 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.

Annual ATEP Evaluation

Tusculum College's Athletic Training Education Program has an ongoing process for educational program effectiveness that includes an annual outcome assessment. ATEP administers an annual examination to all students formally enrolled within the major.

The Athletic Training Education Program's annual examination is administered to serve as a tool by which the Program staff can evaluate the comprehensive knowledge, skills, and competencies of formally enrolled ATEP students. Each year, every ATEP student will take 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 coursework. 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.

The ATEP comprehensive examination will be given on a Sunday in late March or early April. Every formally-enrolled ATEP student will be required to take the examination. Seniors who will be taking the NATABOC certification examination will be given this comprehensive examination two weeks before the end of Block four during the Fall semester. Each comprehensive examination is written to include only knowledge and skills from completed coursework.

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

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 Education and Wellness
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 course is designed to assist sophomore level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. Areas of emphasis included the following: OSHA requirements, heat injuries, emergency care planning organization of the NATA, assessing vital signs, surface anatomy and palpation, backboarding, fitting of protective equipment and crutches, diagnostic testing, introduction to infrared modalities, introduction to pharmacology, general injury assignment, and rehab, taping and wrapping techniques, and SOAP documentation. Prerequisites: PHED 115, 201, ATEP 262, and/or consent of instructor. Competency: Civility.
ATEP 132: CLINICAL EXPERIENCE II. 1 semester hour.
This course is designed to assist sophomore level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. Areas of emphasis include the following: review of first aid/CPR skills, muscle testing, rigid, air, and vacuum splinting, taping techniques, and the manufacturing/fitting of protective pads. ATEP comprehensive examination. Prerequisites: PHED 115, 201, ATEP 131, 262, and/or consent of instructor. Competency: Civility.

ATEP 133: CLINICAL EXPERIENCE III. 1 semester hour.
This course is designed to assist junior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. Areas of emphasis include the following: OSHA standards, heat injuries, emergency care planning, sling psychrometer use, SAC protocol, otoscopy/ophthalmoscope use, use of the skin fold caliper, spirometer use, goniometry, volumetric measurement, use of a bubble inclinometer, orthotron/cybex testing, social and performance enhancement pharmacology, NCAA/ACSM position statements, strength and weight training protocols for the upper extremity, backboarding and upper extremity injuries/illness. Prerequisites: PHED 115, 201, 251, 252, 380, ATEP 131, 132, 262, 272, 273, 285, 286, 286 and/or consent of instructor. Competency: Civility.

ATEP 134: CLINICAL EXPERIENCE IV. 1 semester hour.
This course is designed to assist junior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. Areas of emphasis include the following: review of first aid/CPR skills, NCAA/ACSM position statements, strength and weight protocols for the lower extremities, therapeutic pharmacology, backboarding, grip dynamometer use, medical/communicable diseases, traction splinting, oxygen tank set up and use, dermatology, and lower extremity injuries/illnesses. ATEP comprehensive examination. Prerequisites: PHED 115, 201, 251, 252, 380 ATEP 131, 132, 133, 262, 272, 273, 285, 286, 333, 350, and/or consent of instructor. Competency: Civility.

ATEP 135: CLINICAL EXPERIENCE V. 1 semester hour.
This course is designed to assist senior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. Areas of emphasis include the following: OSHA standards, heat injuries, backboarding, emergency care planning, peer education, gait analysis, joint mobilization, urinalysis, use of the computer in the athletic training setting, employment skills and networking, technology use in education, clinical decision making scenarios. Begin reviewing knowledge and clinical skills in preparation for the NATA/BOC certification examination. ATEP comprehensive examination. Prerequisites: PHED 115, 201, 251, 252, 380 ATEP 131, 132, 133, 134, 262, 272, 273, 285, 286, 333, 350, and/or consent of instructor. Competency: Civility.

ATEP 136: CLINICAL EXPERIENCE VI. 1 semester hour.
This course is designed to assist senior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. Areas of emphasis include the following: review of first aid/CPR skills, backboarding, peer education, joint mobilization, posture assessment, clinical decision making scenarios, rehab progressions, and computer injury assessment scenarios reviews in preparation for the NATABOC exam. 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.

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 NATA/BOC-certified athletic trainer and other community-based emergency care providers are also discussed. Includes a lab covering the selection, fabrication, and application of preventive taping, wraps, pads, splints, braces, and other specific protective devices. OSHA and Universal precaution during wound care and management are discussed and demonstrated as are the fitting of protective athletic equipment and crutches. Competency: Self-knowledge. 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, 251, 252, ATEP 131, 262. Competency: Critical analysis. Offered every year.

ATEP 273: ADVANCED ATHLETIC TRAINING: UPPER EXTREMITIES.
A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of upper extremities. Includes history taking, visual inspection, manual palpation, and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the upper extremities are also covered. Prerequisites: PHED 115, 251, 252, ATEP 131, 262, 2ZZ. 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 2CC: Therapeutic Rehabilitation. Prerequisites: PHED 251, 252, ATEP 131, 262 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 2CC: Therapeutic Modalities. Prerequisites: PHED 251, 252, ATEP 131, 262 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 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, 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. Offered every year.

**ATEP 452: PRACTICUM IN ATHLETIC TRAINING.**
A 90-hour off-campus clinical placement within an allied health, collegiate, hospital, industrial, recreational, professional sport, and/or public school setting where the student will gain 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. 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 Blocks 4, 5, and 8 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 5 every year.

**PHED 251: HUMAN ANATOMY.** 3 semester hours.
After successful completion of these courses, 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.
After successful completion of these courses, 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 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 380: KINESIOLOGY.** 3 semester hours.
Prerequisite: PHED 250. Designed to develop knowledge of the science and mechanics 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 250. 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.

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### Athletic Training Education Program

#### Four Year Suggested Course Sequence

Revised January, 2001

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<th>3rd year</th>
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<td>HUMA 101</td>
<td>PHED 201</td>
<td>PHED 272</td>
<td>ATEP 131</td>
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<td>ATEP 262</td>
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<td>ATEP 135</td>
<td>ATEP 136</td>
<td>ATEP 370</td>
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### Biology

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

Biology Major
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 204 Nonvascular Plants
BIOL 205 Morphology & Taxonomy of Plants
BIOL 220 or BIOL 221 Vertebrate Zoology I or II
BIOL 301 General Ecology
BIOL 302 Physiology
BIOL 400 Scientific Research
BIOL 401 Invertebrate Zoology
TOTAL: 44 semester hours

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

Teacher Certification - biology concentration
The following program leads to licensure for teaching Biology in grades 7-12 and is comprised of 172 semester hours, as follows:

Major 68
Professional Education 36
General Education 68

Major Curriculum
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 204 Nonvascular Plants
BIOL 205 Morphology & Taxonomy of Plants
BIOL 301 General Ecology
BIOL 302 Physiology
BIOL 401 Invertebrate Zoology
BIOL 404 Field Biology
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
EDUC 419 Content Area Reading
NSCI 100 Physical Science
PHYS 101 General Physics I
PHYS 102 General Physics II

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 342 Learning Environment 7-12
EDUC 452 Orientation to Student Teaching
EDUC 456 Observation and Directed Teaching (7-12)
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II
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
SOCI 101 Principles and Social Institutions
Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

Course Descriptions

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

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

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

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

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

BIOL 204. NONVASCULAR PLANTS.
Familiarizes the student with the nonvascular flora; morphology, distribution, and ecology of these plants. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.
BIOL 205. MORPHOLOGY AND TAXONOMY OF VASCULAR PLANTS.
Detailed instruction in proper use of a biological key; lab and field work devoted to morphology, collection, and identification. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

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

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

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

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

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

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

BIOL 308. IMMUNOLOGY
This course presents a review of adaptive immunity, recognition of self and non-self, effector mechanisms, and common laboratory techniques used to evaluate the state of the immune system. The remaining subjects will deal with the mechanisms by which pathogens avoid immune response, inherited and acquired immunodeficiencies, hypersensitivities, transplant rejections, control of the immune response, immune response to tumors, and vaccinations. Prerequisites: BIOL 101, 102, and CHEM 102. Offered every other year.

BIOL 400/EVSC 400. SCIENTIFIC RESEARCH.
Biology majors (General Emphasis) or environmental science majors must, under the guidance of a staff member, select and conduct a research problem that includes a literature search; experimental, field, or laboratory work; and the presentation of the results in the form of a formal paper. The course is designed to enable students to learn the techniques of original research. Prerequisite: At least 16 semester hours in biology or environmental sciences. Offered every year. Competencies: Writing and Public Speaking.

BIOL 401. INVERTEBRATE ZOOLOGY.
Survey of the invertebrate groups with emphasis on their taxonomy, morphology, physiology, distribution, and ecology. Lab work includes field studies, collections, and the dissection of selected invertebrates. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

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

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

BIOL 404. FIELD BIOLOGY.
Studies of plant and animal forms in their natural environments. Attention will be given to their ecological and phylogenetic relationships. Collection, identification and preservation techniques will be emphasized. Prerequisite: Permission of the instructor. Offered every other year.
BIOL 405. SENIOR SEMINAR.
Discussions of contemporary interest on current biological problems and research. Prerequisite: Open to students other than seniors by permission of instructor. Competencies: Self Knowledge, The Ethics of Social Responsibility, Civility.

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

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

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

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

Core Curriculum
The Business Administration program of study is offered in two concentrations: general management and management accounting.

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

The core curriculum for the business administration program of study is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 200</td>
<td>Management Information Systems and Systems Analysis</td>
</tr>
<tr>
<td>BUSN 201</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>BUSN 210</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Accounting Principles I</td>
</tr>
<tr>
<td>BUSN 212</td>
<td>Accounting Principles II</td>
</tr>
<tr>
<td>BUSN 403</td>
<td>Business Law and Ethics</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>24 semester hours</td>
</tr>
</tbody>
</table>

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

General Management
This concentration emphasizes a generalist approach to studying the dynamic environment of business.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BUSN 202</td>
<td>Principles of Economics II</td>
</tr>
<tr>
<td>BUSN 305</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>BUSN 312</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>BUSN 322</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>BUSN 334</td>
<td>Human Resource Management</td>
</tr>
</tbody>
</table>

BUSN 446             | International Business                           |
BUSN 449             | Policy, Ethics, and Strategy                     |
TOTAL:               | 28 semester hours plus the core curriculum       |

Management Accounting
This concentration provides an accounting perspective for studying management.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 317</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>BUSN 318</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>BUSN 322</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>BUSN 323</td>
<td>Auditing</td>
</tr>
<tr>
<td>BUSN 351</td>
<td>Cost Accounting</td>
</tr>
<tr>
<td>BUSN 441</td>
<td>Income Tax I: Personal</td>
</tr>
<tr>
<td>BUSN 442</td>
<td>Income Tax II: Business</td>
</tr>
<tr>
<td>BUSN 449</td>
<td>Policy, Ethics, and Strategy</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>32 semester hours plus the core curriculum</td>
</tr>
</tbody>
</table>

Management Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 200</td>
<td>Management Information Systems and Systems Analysis</td>
</tr>
<tr>
<td>BUSN 201</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>BUSN 210</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>Select two additional courses in BUSN at the 300 or 400 level.</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>20 semester hours</td>
</tr>
</tbody>
</table>

Course Descriptions

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

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

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

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

BUSN 212. ACCOUNTING PRINCIPLES II.
A study of accounting principles relevant to payroll accounting, liabilities, partnership, corporations, and investments. Also, techniques required in compiling and interpreting data to be used in decision making, includes funds flow, budgeting, and cost analysis. Competency: Analytical Reading. Prerequisite: BUSN 211. Offered every year.
BUSN 213. INTERPERSONAL COMMUNICATION IN ORGANIZATIONS.
A study of the theory and practice of communication within the organizational context, including consideration of small group information processing, individual roles, conflict resolution, formal and informal communication networks, and their relationship to organizational structure. This course will address specific managerial communication skills necessary for successful employee hiring, appraisals, reprimands, and termination interviews. Competency: Public Speaking. Prerequisite: BUSN 210 or permission of instructor. Offered every other year.

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

BUSN 305. PRINCIPLES OF MARKETING.
The study of marketing concepts and practice, including distribution, advertising, mix, segmentation, and differentiation. Competency: Ethics of Social Responsibility. Prerequisite: BUSN 210. Offered every year.

BUSN 307. MANAGING VENTURE.
The study of funding sources, planning, and management activities required to take a product or service venture from the development phase to market maturity. Competency: Writing. Prerequisite: BUSN 210, BUSN 336.

BUSN 312. ORGANIZATIONAL BEHAVIOR.
 Deals with the relationship between the individual and the organization and such basic psychological processes as need satisfaction, attitude formation, and decision making. Within this area particular emphasis is placed on leadership, problem solving, conflict resolution, communication, and team building. Competency: Civility. Prerequisites: BUSN 210 or permission of instructor. Offered every year.

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

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

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

BUSN 323. AUDITING.
A course in the fundamental theories and practices of internal and external auditing stressing content and development of audit programs with an emphasis on internal control systems evaluation. Competency: Critical Analysis. Prerequisite: BUSN 318. Offered every other year.

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

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

BUSN 336. PRODUCT DEVELOPMENT AND INNOVATION.
A study of the creative processes and practices associated with new product and service development; the factors that encourage or hinder; the traits and roles involved; and the relationship of innovation to the long-term well-being of our society. Competency: Public Speaking. Prerequisite: BUSN 210.

BUSN 351. COST ACCOUNTING.
The theories, techniques, and procedures in cost accumulation, reporting, and control. The course includes a study of job order costing, process costs, by-products and joint products costing, and standard cost and variance analysis. Competency: Critical Analysis. Prerequisite: BUSN 318. Offered every other year.

BUSN 400. SPECIAL TOPICS IN BUSINESS.
Management related topics selected to meet specific student needs. Designed to promote advanced study related to other Management course offerings. Competency: Ethics of Social Responsibility. Prerequisites: Permission of instructor.

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

BUSN 419. ENTREPRENEURSHIP.
The study of managerial functions and problems of special interest to entrepreneurs, including business plan, marketing, production, funds sourcing, and financial management and government. Competency: Self-Knowledge. Prerequisites: BUSN 210, BUSN 307, and BUSN 336, or permission of instructor.

BUSINESS 441. INCOME TAX I: PERSONAL.
A course in the preparation of personal income tax returns, including the comprehensive analysis of major option and supplemental schedules. Competency: Critical Analysis. Prerequisite: BUSN 318. Offered every other year.

BUSN 442. INCOME TAX II: BUSINESS.
A course in the preparation of corporate and estate taxes with an emphasis on the general procedures related to small business. Competency: Critical Analysis. Prerequisites: BUSN 318. Offered every other year.

BUSN 446. INTERNATIONAL BUSINESS.
Investigates the economic, financial, legal, political, and cultural setting of international business. Evaluates problems, policies, and operations of multinational enterprises on such issues as strategic planning,
organizational structure, and political risk management. Competency: Analytical Reading. Prerequisite: BUSN 210.

BUSN 449. POLICY, ETHICS AND STRATEGY.
The integrative analysis of the restrictions of resources and ethics and the opportunities possible leading to the establishment of a realistic organizational mission, a strategy for success, and a policy for implementation. Case study is extensive. Competency: Ethics of Social Responsibility. Prerequisites: BUSN 210, BUSN 312, and senior standing as a Business Administration major. Offered every year.

BUSN 451. INTERNSHIP IN BUSINESS. 4-8 semester hours.
Work-study program with local firms to allow the student to gain practical business experience. It requires 120 clock hours of work-study per 4-credit-hours. Competency: Writing. Limited to management majors with senior standing. Requires permission of the instructor.

Chemistry

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

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

Course Descriptions
CHEM 101. GENERAL CHEMISTRY
General concepts of chemistry. Competency: Analytical Reading. Prerequisite: MATH 102 or Level 2 Math competency. Offered every year.

CHEM 102. GENERAL CHEMISTRY.

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

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

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

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

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

Computer Science/Computer Information Systems

The Computer Science/Computer Information systems department offers majors in Computer Science and in Computer Information Systems, as well as a minor in Computer Information Systems.

COMPUTER SCIENCE MAJOR

The Computer Science Major combines computer science theory and applications to prepare students for a variety of careers in business, industry, and government, as well as to continue their education in graduate programs.

Students are provided the opportunity to become familiar with current technology and practice that will allow them to function effectively in the computer science profession. Graduates of the program are prepared to enter professional positions in systems analysis and design, systems programming, applications programming, database management, and network management.

CISC 105 Introduction to Problem Solving and Algorithm Development (4 hours)
CISC 110 Introduction to Programming I (3 hours)
CISC 152 Lab Internship (1 hour)
CISC 205 Introduction to Programming II (3 hours)
CISC 210 Data Structures and Algorithm Analysis (3 hours)
CISC 215 Database Management (3 hours)
CISC 254 Computer Organization/Assembly Language (3 hours)
CISC 302 Lab Practicum (TA) (1 hour)
CISC 310 Data Communication and Networking (3 hours)
CISC 321 Alternative Programming Language (4 hours)
CISC 330 Software Engineering (3 hours)
CISC 352 Advanced Lab Internship (1 hour)
CISC 370 File Processing (4 hours)
CISC 401 Systems Programming (3 hours)
CISC 410 Operating Systems (3 hours)
CISC 450 Senior Project (3 hours)
MATH 103 Trigonometry (4 hours)
MATH 104 Calculus I (4 hours)
MATH 360       Numerical Analysis (4 hours)
Choose one additional CISC course at 400 level (3 hours)
TOTAL:       60 semester hours
NOTE: Students planning to pursue graduate work in Computer
Science are advised to take MATH 104 Calculus II as an elective.

COMPUTER INFORMATION SYSTEMS MAJOR

The Computer Information Systems Major combines applicable
concepts from computer science, management, and mathematics to
prepare students for a variety of careers in business and industry or
to pursue graduate study in computer science and/or computer
information systems.

The curriculum includes both theory and application of computer
information systems. Students are prepared to enter professional
positions in systems analysis and design, applications programming,
database management, the selection and application of commercial
hardware and software products to solve problems in the workplace,
and network management.

CISC 105       Introduction to Problem Solving and Algorithm
                Development (4 hours)
CISC 110       Introduction to Programming I (3 hours)
CISC 152       Lab Internship (1 hour)
CISC 205       Introduction to Programming II (3 hours)
CISC 210       Data Structures and Algorithm Analysis (3 hours)
CISC 215       Database Management (3 hours)
CISC 254       Computer Organization/Assembly Language (3 hours)
CISC 302       Lab Practicum (TA) (1 hour)
CISC 310       Data Communication and Networking (3 hours)
CISC 322       Business Programming Language (4 hours)
CISC 330       Software Engineering (3 hours)
CISC 352       Advanced Lab Internship (1 hour)
CISC 370       File Processing (4 hours)
CISC 405       Systems Analysis, Design, and Implementation
                (3 hours)
CISC 420       Programming Languages (3 hours)
CISC 450       Senior Project (3 hours)
BUSN 210       Principles of Management (4 hours)
BUSN 211       Accounting Principles I (4 hours)
BUSN 212       Accounting Principles II (4 hours)
BUSN 305       Principles of Marketing (4 hours)
TOTAL:       61 semester hours

COMPUTER INFORMATION SYSTEMS MINOR

CISC 105       Introduction to Problem Solving and Algorithm
                Development (4 hours)
CISC 110       Introduction to Programming I (3 hours)
CISC 205       Introduction to Programming II (3 hours)
CISC 210       Data Structures and Algorithm Analysis (3 hours)
CISC 215       Database Management (3 hours)
CISC 254       Computer Organization/Assembly Language (3 hours)
CISC 330       Software Engineering (3 hours)
BUSN 210       Principles of Management (4 hours)
BUSN 211       Accounting Principles I (4 hours)
Choose one additional CISC course at 300 or 400 level (3 hours)
TOTAL:       33 semester hours

COURSE DESCRIPTIONS

CISC 100. COMPUTER AS A TOOL (4 hours)
This course provides a survey of computer applications, information
needs in business, and microcomputers and information systems that
meet these needs. Emphasis is on microcomputer hardware and
software applications. Competency: Computer Literacy. Offered
every year.

CISC 105. INTRODUCTION TO PROBLEM SOLVING AND
ALGORITHM DEVELOPMENT (4 hours)
This course provides a survey of computing and computer science,
and the steps involved in algorithm design. The history of computing
and the elements of computer science are presented as well as
methodologies for solving problems. Competency: Critical Analysis.
Prerequisite: MATH 102 or equivalent. Offered every year.

CISC 110. INTRODUCTION TO PROGRAMMING I (3 hours)
Students apply a structured, multi-phase program development
process that features a series of steps involving understanding of a
problem, formal problem definition, graphic design methodologies,
and program specification through pseudocoding. This course is an
introduction to the principles of good programming style and to
high-level programming. Competency: Critical Analysis.
Prerequisites: MATH 102 and CISC 105. Successful completion of
MATH 103 is recommended. Offered every year.

CISC 152. LAB INTERNSHIP (1 hour)
Students will work in one of the academic computing labs on campus.
Each lab assistant will be responsible for monitoring and securing
the academic lab during posted hours. In addition to these basic
responsibilities, lab assistants will be providing both software support,
and hardware maintenance. The lab assistant will be required to
have some background in computing, from both a hardware and
software perspective. May be repeated twice for credit. Competency:
Civility. Prerequisite: CISC 105 and permission of the program
coordinator. Offered every year.

CISC 200. MANAGEMENT INFORMATION SYSTEMS AND
SYSTEMS ANALYSIS (4 hours)
An introduction to information systems and information technology
for business students. The purpose of this course is to help students
learn how to use and manage information technology in order to
improve managerial decision making and gain competitive edge.
Methods of delivering information system solutions to business
problems using structured analysis and design will be covered.
Emphasis is on using spreadsheets and databases for problem solving.
Competency: Civility. Prerequisite: CISC 100 (or Computer Literacy
Competency). Offered every year.

CISC 205. INTRODUCTION TO PROGRAMMING II (3 hours)
This course is a continuation of CISC 110. At this level, students
write programs in a high-level language. Students learn to design,
code, debug, and execute programs which deal with files, pointers,
recursion, and elementary data structures, including strings, lists,
and arrays. Competency: Critical Analysis. Prerequisite: CISC 110.
Offered every year.
CISC 210. DATA STRUCTURES AND ALGORITHM ANALYSIS (3 hours)
This course is a continuation of CISC 205. Specification and implementation of basic data structures including lists, stacks, queues, trees, and graphs. Analysis of run time and space usage is covered. Competency: Critical Analysis. Prerequisite: CISC 205. Offered every year.

CISC 215. DATABASE MANAGEMENT (3 hours)
This course places systems analysis in a context of database methods that have come to dominate the world of computer business applications. Stress is placed on application development through fourth generation programming techniques that are designed to take advantage of database capabilities. Competency: Ethics of Social Responsibility. Prerequisite: CISC 210. Offered every year.

CISC 216. COMPUTER AS A CLASSROOM SUPPORT SYSTEM (4 hours)
The student will learn to use the computer for management of school data; for example, for tracking student grades and attendance, for preparing letters to parents and teachers, and for preparing tests. The student will also learn to use the computer as an instructional tool, both as a visual aid and a tool to enhance individual performance. The student will be exposed to software packages that are currently being used in the Tennessee K-8 classrooms and will learn to choose software packages that are appropriate for the particular level of student they are teaching. Competency: Public Speaking. Prerequisite: EDUC/SPED 101 and CISC 100 (or Computer Literacy Competency). Offered every year.

CISC 254. COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE (3 hours)
This course deals with the internal organization of a computer system. Students will learn how memory is organized, how computer chips operate, how flip-flops work, and other hardware topics. Students will also gain experience with programming in assembly language. Competency: Analytical Reading. Prerequisites: CISC 205. Offered every year.

CISC 302. LAB PRACTICUM (TA) (1 hour)
Each teaching assistant will be responsible for assisting Computer Science/Computer Information Systems instructors with lab-based courses, including but not limited to CISC 100 – Computer As A Tool. The teaching assistant will be required to have a fairly strong background in computing, from both a hardware and software perspective. May not be used to satisfy requirements toward a minor in computer information systems. May be repeated three times for credit. Competency: Ethics of Social Responsibility. Prerequisite: Junior standing and permission of program coordinator. Majors only. Offered every year.

CISC 310. DATA COMMUNICATION AND NETWORKING (3 hours)
The student is introduced to the concept of data communications, specifically as it applies to networking within a business. Topics will include hardware configurations and software requirements typical of Local Area Network (LAN). Additionally, students will be introduced to distributed system architectures. Competency: Public Speaking. Prerequisite: CISC 210. Offered every other year.

CISC 321. ALTERNATIVE PROGRAMMING LANGUAGE (4 hours)
An introduction to basic concepts, nomenclature and structured programming in a high-level language. Students are introduced to design, coding, debugging, and testing in a real-world environment. Comprehensive programming assignments are a significant part of this course. Competency: Critical Analysis. Prerequisite: CISC 215. Offered every other year.

CISC 322. BUSINESS PROGRAMMING LANGUAGE (4 hours)
An introduction to basic concepts, nomenclature and structured programming in a high-level business language. Students are introduced to design, coding, debugging, and testing in a real-world environment. Comprehensive programming assignments are a significant part of this course. Competency: Critical Analysis. Prerequisite: CISC 215. Offered every other year.

CISC 330. SOFTWARE ENGINEERING (3 hours)
Students are introduced to the engineering approach to software design. All phases of the software development life cycle, methodologies, techniques, and tools are discussed. Competency: Writing. Prerequisite: CISC 210. Offered every other year.

CISC 350. SPECIAL TOPICS IN LANGUAGES (4 hours)
This course provides students an opportunity to learn computer programming languages not normally offered in other courses. Prerequisite: CISC 210. Offered on demand.

CISC 352. ADVANCED LAB INTERNSHIP (1 hour)
Students will work in one of the academic computing labs on campus. Advanced lab assistants will be providing both software support, and hardware maintenance, which may include monitoring network connectivity, setting up student accounts, coordinating schedules for the academic computer labs, as well as basic PC maintenance. The lab assistant will be required to have a strong background in computing, from both a hardware and software perspective. May not be used to satisfy requirements toward a minor in computer information systems. May be repeated twice for credit. Competency: Ethics of Social Responsibility. Prerequisite: CISC 310 and permission of the program coordinator. Majors only. Offered every year.

CISC 370. FILE PROCESSING (4 hours)
This course covers techniques of information storage and retrieval. Students will be exposed to programming efficiency techniques, access methods, debugging techniques, and file processing. Competency: Critical Analysis. Prerequisite: CISC 210. Offered every other year.

CISC 401. SYSTEMS PROGRAMMING (3 hours)
This course covers various system software including assemblers, linkers, loaders, and compilers. Students learn about operating systems principles, systems utilities, language processors, and user interfaces. Competency: Critical Analysis. Prerequisite: CISC 330. Offered every other year.

CISC 405. SYSTEMS ANALYSIS, DESIGN, AND IMPLEMENTATION (3 hours)
This course deals with analysis and design using the systems development life cycle approach. Students will perform analysis and logical design of a system. Students will then take the system that has been analyzed and its logical design and will continue with the
system development life cycle. The students will create a physical design and implementation of their system. Competency: Critical Analysis. Prerequisite: CISC 330. Offered every other year.

CISC 410. OPERATING SYSTEMS (3 hours)
The student will learn the fundamental concepts behind the design of an operating system. Several operating systems will be discussed in terms of process management, memory management, CPU scheduling, and resource management. Competency: Public Speaking. Prerequisite: CISC 370. Offered every other year.

CISC 420. PROGRAMMING LANGUAGES (3 hours)
This course will expose the student to a variety of programming languages that are currently accepted among programmers. Criteria for the analysis and evaluation of programming languages will be the focus of this course. Includes an examination of the theory of languages and techniques of compiling including grammars, syntax, semantics, scanners, symbol tables, parsing, and code generation. Competency: Public Speaking. Prerequisite: CISC 321 or CISC 322. Offered every other year.

CISC 450. SENIOR PROJECT (3 hours)
This is a capstone course. Emphasis is on development of a computer application through use of the life cycle methodology. Students will develop and implement a complete project from specification to implementation. Competency: Self-Knowledge. Prerequisite: CISC 401 or CISC 405 and permission of program coordinator. Offered every year.

CISC 451. INTERNSHIP IN COMPUTER SCIENCE (4 hours)
Cooperative program with business and industry to allow the student to gain practical experience in the business world. Supervised on-the-job training in one or more facets of computer science/computer information systems. May not be used to satisfy advanced requirements for a major or minor. Competency: Self-Knowledge. Prerequisite: CISC 401 or CISC 405 and permission of program coordinator. Offered every year.

Dance

DANC 101. CLASSICAL BALLET 0.5 semester credit hours
A study of classical ballet techniques and terminology, designed to form a foundation of placement, alignment and coordination. Students accepted at any level. The course may be up to eight times, for a total of four semester-credit hours. The course meets once per week throughout the semester.

Education

The mission of professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. To this end, the program continues the College’s focus on civic and intellectual development of the students, while fostering the skills, knowledge, and habits of character vital to those involved in the education of the nation’s next generation of citizens.

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

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

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

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

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

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

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

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

**Admission to Teacher Education**

Admission to Tusculum College does not automatically admit a student to teacher education. Information pertaining to admission to the teacher education program appears below. While advisors and advisers should work closely to follow the professional course sequence, it is the student's responsibility to make the necessary applications and to meet requirements and other specified deadlines.

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

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

   A. Be a registered student at Tusculum College.
   B. Meet one of the following:
      1. Have a composite ACT score of 22 or higher, or a combined verbal and math SAT score of 920, or a combined recentered SAT score of 1020 or higher.
      2. Pass Reading, Writing, and Math sections of the PPST.
      C. Complete EDUC 101 and EDUC 200.
      D. Have a GPA of 2.5 or above on a four (4) point scale.
      E. Demonstrate proficiency in oral and written communication.
      F. Demonstrate satisfactory progress with regard to the Competency Program timeline.
      G. Have written recommendations from two full-time faculty members: one from the major and one from general education, not more than one of which may be from the education department faculty.
      H. Have apparent good mental and physical health, with evidence that any handicaps present will not impair the candidate’s effectiveness as a teacher.
   I. Receive approval from the Teacher Education Screening Committee. Items A-H must be completed prior to applying for screening.

**Teacher Education Screening Committee**

The Screening Committee is composed of at least one person from the practicing profession, at least one member of the professional education faculty, and at least two faculty members. The meetings of the committee are open to all faculty members. The committee may invite specific individuals from the College community to assist in reaching decisions regarding candidates.

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

When the candidate has satisfactorily completed items A-H, listed above, written application is made to the committee. The application materials include documentation of completion of items A-H, an autobiographical sketch that includes self-assessment of strengths and weaknesses to be addressed while preparing to become a professional educator, and one substantive essay treating either the role of education in a democratic society or a significant question regarding the candidate’s chosen major. At least one of the writing samples described above must be produced in a proctored setting and meet Level 2 “Cold Sample” criteria.

The committee will review the materials and reach a decision regarding the candidate’s admission to the program. Both the content and quality of written responses have a significant influence in the committee’s deliberations. The committee interviews each candidate prior to reaching a final decision. Written notification of the committee’s decision will be sent to the candidate’s campus mail address within five working days. If the screening committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the education program coordinator stating the grounds that he/she believes warrant reconsideration. The program coordinator will determine whether reconsideration is warranted. Approval from the committee is and admission to the teacher education programs are prerequisite for enrolling in the following courses: EDUC 337, 340, 341, 342, 418, 419, PHED 360, 361.

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

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

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

Students should take the PPST no later than the conclusion of the freshman year. The PPST must be successfully completed prior to screening for admission to the education program. Fall athletes should plan on taking the test in the spring semester; spring athletes should plan on taking the test in the fall semester.

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

**Retention in Teacher Education**

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

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

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

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

**STUDENT TEACHING**

**1. Description of Enhanced Student Teaching**

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

This enhanced student teaching will focus on experience in at least two different classrooms, which may be at different schools. Students who prefer the lower elementary grades may have a longer experience in the grade range of their preference, while the remaining portion of their experience may take place in a grade level out of their preferred area. Persons seeking secondary licensure will gain practice at both junior high and senior high school levels. Individuals preferring either junior or senior high level teaching may have a longer experience at the grade range of their preference.

Sites for placement of student teachers are selected by the College Student Teacher Director in conjunction with the personnel from the local school systems. Teachers selected as cooperating teachers must meet the following criteria:

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

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

The College Student Teacher Coordinator makes available to the cooperating teacher a copy of the Student Teacher Handbook. This document details the enhanced student teaching program including responsibilities of the cooperating teacher, the student, and the College mentor. An orientation and/or in-service is offered by the College Student Teacher Coordinator.

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

- a. Considered by the institution to be highly competent role models
- b. Have experience at the grade level(s) which they supervise
- c. Demonstrate effective teaching strategies and methods
- d. Express and demonstrate willingness to assume the roles of mentors
- e. Stay current with the latest research on teaching and learning

f. Be effective team members and effectively facilitate professional learning experiences which include pedagogical instruction

During the first week of the student teaching semester, students are inducted into enhanced student teaching by attending a series of seminars on topics such as writing lesson plans, the Tennessee Instructional Model, discipline techniques, and course requirements. Further bi-weekly seminars treat topics relevant to the personal and professional growth of student teachers. No other course(s) may be taken by students participating in enhanced student teaching.

The College calendar will normally define the beginning and ending of the enhanced student teaching, but the student teaching program may be coordinated with the schedule of the local school system.

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

**2. Admission to Student Teaching**

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

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

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

**NOTES**

- a. Thirty-two of the last 36 hours before graduation must be taken at Tusculum College.
- b. Students may take no other coursework during student teaching.
- c. Students who have already completed a bachelor's degree, either at Tusculum College or elsewhere, who wish to add teaching licensure to that degree must meet all applicable requirements regarding admission to the education program, required coursework, and admission to student teaching.
- d. A grade of C+ or better must be obtained in Student Teaching before a teaching license may be requested.

**Special Policies for Student Teaching and Athletes**

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

In rare cases it may be unavoidable to student teach during a semester in which post-season play is possible. In such cases the student-athlete must make arrangements in the semester prior to the student teaching
enhance students’ abilities to understand the stages of human development and to integrate knowledge from a variety of disciplines as appropriate for aiding in the growth of fellow human beings.

Objectives:
1. Demonstrate knowledge of the stages and processes of human growth and learning, with particular emphasis on pre-high school ages.
2. Develop communications, planning, and other skills needed to facilitate progressive growth in other human beings.
3. Develop strategies appropriate for life-long learning, and the ability to foster similar abilities in others.
4. Develop knowledge of the actual subject matter appropriate to be learned by those of pre-high school age.

1. Endorsement in Early Childhood Education

This program is comprised of 143 semester hours, as follows:

**Major** 47
Professional Education 36
General Education 60

**Major Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Introductory Biology (or) NSCI 100 Physical Science</td>
</tr>
<tr>
<td>EDUC 307</td>
<td>Language Development and Emergent Literacy</td>
</tr>
<tr>
<td>EDUC 332</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>EDUC 418</td>
<td>Reading and Language Arts Development</td>
</tr>
<tr>
<td>FINA 310</td>
<td>The Arts and Childhood Learning</td>
</tr>
<tr>
<td>GEOG 200</td>
<td>Introduction to Geography</td>
</tr>
<tr>
<td>PHED 115</td>
<td>Community CPR, First Aid, and Safety</td>
</tr>
<tr>
<td>PHED 260</td>
<td>Contemporary Health Issues</td>
</tr>
<tr>
<td>PHED 360</td>
<td>Curriculum Design and Teaching Methods for Elementary School Physical Education</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Educational Psychology</td>
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<tr>
<td>SPED 350</td>
<td>Theory: Modified and Comprehensive (EC/K-4)</td>
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<tr>
<td>SPED 450</td>
<td>Theory into practice EC/K4</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>History, Philosophy and Principles of Education</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>Classroom Discipline and Management</td>
</tr>
<tr>
<td>EDUC 337</td>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>The Learning Environment EC</td>
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<tr>
<td>EDUC 452</td>
<td>Orientation to Student Teaching Seminar</td>
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<td>EDUC 453</td>
<td>Student Teaching: Pre-K</td>
</tr>
<tr>
<td>EDUC 454</td>
<td>Observation and Directed Teaching (K-4)</td>
</tr>
<tr>
<td>SPED 101</td>
<td>Survey of the Regular and Special Populations Within the School Environment</td>
</tr>
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**General Education Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>CISC 100</td>
<td>Computer as a Tool</td>
</tr>
<tr>
<td>CISC 216</td>
<td>Computer as a Classroom Support System</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>Composition and Rhetoric</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Composition, Rhetoric and Research</td>
</tr>
<tr>
<td>EVSC 111</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>HIST 101 or 102</td>
<td>The West and the World I or II</td>
</tr>
<tr>
<td>HIST 125</td>
<td>The People Shall Judge I</td>
</tr>
<tr>
<td>HIST 201 or 202</td>
<td>U.S. History I or II</td>
</tr>
<tr>
<td>HUMA 101</td>
<td>Our Lives in Community</td>
</tr>
<tr>
<td>MATH 102</td>
<td>College Algebra</td>
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<tr>
<td>MATH 215</td>
<td>Elementary Statistics</td>
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<tr>
<td>PSYC 101</td>
<td>Essentials of Psychology</td>
</tr>
<tr>
<td>RELG 302</td>
<td>Jerusalem</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Principles and Social Institutions</td>
</tr>
<tr>
<td>MUSC 101</td>
<td>Introduction to Western Music</td>
</tr>
</tbody>
</table>

Choose one of the following courses:
2. Elementary Education (K-8)

This program is comprised of 139 semester hours, as follows:

Major 43
Professional Education 36
General Education 60

Major Curriculum
BIOL 100  Introductory Biology
EDUC 332  Children’s Literature
EDUC 418  Reading and Language Arts Development
FINA 310  The Arts and Childhood Learning
GEOG 200  Introduction to Geography
MATH 205  Geometry
NSCI 100  Physical Science
PHED 115  Community CPR, First Aid, and Safety
PHED 260  Contemporary Health Issues
PHED 360  Curriculum Design and Teaching Methods for Elementary School Physical Education
PSYC 200  Developmental Psychology
PSYC 305  Educational Psychology

Professional Education Curriculum
EDUC 200  History, Philosophy and Principles of Education
EDUC 320  Classroom Discipline and Management
EDUC 337  Assessment and Evaluation
EDUC 341  The Learning Environment K-8
EDUC 452  Orientation to Student Teaching
EDUC 454  Observation and Directed Teaching (K-4)
EDUC 455  Observation and Directed Teaching (5-8)
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
RELG 302  Jerusalem
SOCI 101  Principles and Social Institutions

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

Course Descriptions

EDUC 200. HISTORY, PHILOSOPHY AND PRINCIPLES OF EDUCATION.

Designed to introduce students to the historical, philosophical, and cultural foundations of the American educational system. Structured to promote an understanding of the role of teachers on all levels enabling students to begin formulating a personal philosophy of education. Practicum experiences included. Competencies: Writing, Public Speaking. Prerequisite: SPED 101, PSYC 101. Offered every year.

EDUC 307. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY.

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

EDUC 320. CLASSROOM DISCIPLINE AND MANAGEMENT.

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

EDUC 332. CHILDREN’S LITERATURE.

Provides the prospective elementary teacher as wide an exposure as possible to the highest quality children’s books; equips the student with criteria for evaluating and choosing books for children; special attention is given to storytelling, creative dramatics, and motivation to read. Laboratory experience is included. Competency: Civility. Prerequisite: PSYC 200, EDUC 200. Offered every year.

EDUC 337. ASSESSMENT AND EVALUATION.

The purpose of this course is to provide the pre-service teachers with skills that will enable them to determine: what students have learned, what aptitude students possess for future learning, how well students are progressing to specific educational goals, how students feel towards school, and what aspirations and interests students possess. The pre-service teacher will develop and use tests, rating scales, observational records, questionnaires, and other types of informal measurement instruments. This course will provide the learner with an opportunity to understand and apply sound measurement principles and practices. There will be a strong emphasis on performance based assessment. Included in the goals and objectives will be an emphasis on formal, standardized testing. Competency: Critical Analysis. Prerequisites: EDUC 200, SPED 101. Offered every year.

EDUC 340. LEARNING ENVIRONMENTS EC/K-3.

This early childhood course provides the pre-service teacher with opportunities to study the manner in which a play based developmental curriculum is linked with developmental assessment and curriculum planning. Opportunities for play and creative experiences are essential to the learning and development of the young child. Experiences in this course will include a study of ways to successfully serve the needs of the special child. The importance of the role of the parents in their child’s development is also a focus of this course. Competency: Writing. Prerequisites: PSYC 305 and admission to the teacher education program. Offered every other year.
EDUC 418. READING AND LANGUAGE ARTS.
This course provides a working knowledge of the basic theories, instructional models, and materials for teaching Reading/Language Arts, grades K-8. Special emphasis will be on the communication skills, diagnostic procedures and evaluations, developmental reading, and reading in the content fields for grades 5-8. Students will focus on the relationship of listening comprehension, speaking, reading, and writing. Laboratory experience included. Competency: Analytical Reading. Prerequisite: EDUC 200 and PSYC 305, admission to the Teacher Education Program. Offered every year.

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

EDUC 452. ORIENTATION TO STUDENT TEACHING SEMINAR
Offered every semester one week prior to student teaching and continues to meet every other week for the entire semester. Students will consider classroom management techniques, and pertinent problems, issues, and policies relative to student teaching and application for the Specialty Area on the National Teacher’s Exam. Periodic sessions will be held during student teaching for checkups with a question and answer format. Competency: Ethics of Social Responsibility. Prerequisites: application and approval for student teaching and senior standing. Offered every semester.

EDUC 453. OBSERVATION AND DIRECTED TEACHING PRE-K. (7-1/2 WEEKS) 6 semester hours.

EDUC 454. OBSERVATION AND DIRECTED TEACHING K-4. (7-1/2 weeks) 6 semester hours.

EDUC 455. OBSERVATION AND DIRECTED TEACHING 5-8. (7-1/2 weeks) 6 semester hours.

EDUC 456. OBSERVATION AND DIRECTED TEACHING 7-12. (15 weeks) 12 semester hours.

EDUC 457. OBSERVATION AND DIRECTED TEACHING K-12. (15 weeks) 12 semester hours.
Full time teaching experience in an accredited school under the direction of a selected classroom teacher and a campus supervisor. Competency: Ethics of Social Responsibility. Prerequisites: application and approval for student teaching and senior standing. Offered every year.

English

The Program of Study in English is offered with two options: English and Teaching Licensure in English Grades 7-12.

English

This option is a combination of literature, language, and writing courses. Students take a required core of classes offering a solid grounding in literary history and tradition, but the program's built-in flexibility allows students and advisors to design schedules encouraging the pursuit of individual interests, including the minor in Journalism. Lecture/discussion classes help students develop and refine interpersonal skills, as well as skills in writing, reading, and critical analysis, and thus to prepare themselves for careers in a variety of areas: law, public relations, social work, and the ministry.

Tusculum’s Focused Calendar has given rise to some exciting developments within the English option. Three-hour classes allow professors to use cinematic texts alongside the classics of literature as points of comparison or to provide social, political, and cultural backgrounds for the readings. Recent classes have visited New York City, and Washington, D.C., offering students the opportunity to meet with professional writers. Field trips to theaters, museums, and sites of literary interest are continuing possibilities.

English Major
ENGL 224 Masterpieces of American Literature
ENGL 225 Masterpieces of World Literature
ENGL 402 Seminar in Literature & Society
Choose one of the following:
ENGL 220 Creative Writing
ENGL 327 Professional Writing
Choose one of the following:
ENGL 330 Shakespeare: Histories/Romances
ENGL 331 Shakespeare: Tragedies/Comedies
Choose four of the following:
ENGL 223 Masterpieces of English Literature
ENGL 226 Introduction to Literary Genres
ENGL 227 Southern Appalachian Literature
ENGL 228 African American Literature
ENGL 300 Women in Literature
ENGL 303 Classical Mythology
ENGL 325 Adolescent Literature
ENGL 328 Concepts of Language
ENGL 333 Literature of Fantasy
TOTAL: 36 semester hours

English Minor
Choose one of the following:
ENGL 224 Masterpieces of American Literature
ENGL 225 Masterpieces of World Literature
Choose one of the following:
ENGL 220 Creative Writing
ENGL 327 Professional Writing
Plus three additional courses chosen from the list of electives, including at least one 300-level course.
TOTAL: 20 semester hours

Journalism Minor
ENGL 208 Journalism
ENGL 220 Creative Writing
ENGL 308 Specialized Journalism
ENGL 311 Photojournalism
ENGL 327 Professional Writing
TOTAL: 20 semester hours
The following course is optional but recommended:
ENGL 452 Internship in Writing and Editing

Teaching Licensure in English
The following program leads to licensure for teaching English in grades 7-12 and is comprised of 152 semester hours, as follows:
Major 48 +
Professional Education 36
General Education 68

Major Curriculum
EDUC 419 Content Area Reading
ENGL 223 Masterpieces of English Literature
ENGL 224 Masterpieces of American Literature
ENGL 225 Masterpieces of World Literature
ENGL 226 Introduction to Literary Genres
ENGL 325 Adolescent Literature
ENGL 327 Professional Writing OR
ENGL 220 Creative Writing
ENGL 328 Concepts of Language
ENGL 330 Shakespeare: Histories/Romances OR
ENGL 331 Shakespeare: Tragedies/Comedies
ENGL 402 Seminar in Literature and Society
And the following sequence:
SPAN 101-102 Elementary Spanish I & II
Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 342 Learning Environments K-12
EDUC 452 Orientation to Student Teaching
EDUC 456 Observation and Directed Teaching (7-12)
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research

EvSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II
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
SOCI 101 Principles and Social Institutions
Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

Course Descriptions
ENGL 099/CMNS 099. BASIC WRITING.
This course offers no college credit. It focuses on developmental_level writing areas: basic grammar, mechanics, and paper organization. Students will read and explore themes of works from various disciplines. The course is offered to serve students who do not meet the minimum standards for college-level writing courses. Offered every year.

ENGL 110/CMNS 110. COMPOSITION AND RHETORIC.
This course addresses the reading, writing, and thinking skills essential for success in college while exploring themes related to citizenship and community. Students read analytically and respond to materials from a variety of disciplines. The course focuses on thesis development and organization for different types of papers as well as offering some review of grammar and mechanics. Successful performance in this course prepares students for ENGL 111 and/or other college courses. Competencies: Writing. Offered every year.

ENGL 111/CMNS 112. COMPOSITION, RESEARCH AND RHETORIC.
This course emphasizes critical reading, writing, and thinking skills needed for effective communication. Students examine interdisciplinary materials for themes related to citizenship and community and formulate oral and written responses. Short essays allow students to focus on thesis development and organization for argumentative papers. Students practice proper documentation of sources in a research paper format. Competencies: Writing. Prerequisite: ENGL 110. Offered every year.

ENGL 200/CMNS 200. ADVANCED COMPOSITION, RESEARCH AND RHETORIC I.
This course serves students who have successfully completed freshman writing courses or demonstrated an equivalent level of skill, but who desire further writing instruction. The course requires that students explore research methods and types of documentation and offers focused practice in using them. Themes related to community and citizenship are emphasized in the readings and assignments for the course. Written assignments for this course include a short, documented critical essay and a more lengthy research paper with multiple sources. Students select a research topic and develop an individual thesis, from which the research paper and a research presentation evolve. Competencies: Writing. Prerequisite: ENGL 110 or permission of the instructor. Offered every year.

ENGL 208. JOURNALISM.
An introduction to journalism that covers basic news writing as well as reporting techniques such as interviewing and journalistic research.
The course places a heavy emphasis on writing; students will turn in a written assignment (preferably publishable) at every class meeting. Competency: Writing. Prerequisite: Engl 111, Engl 200 or permission of the instructor. Offered every other year.

ENGL 212/CMNS 212. ADVANCED COMPOSITION, RESEARCH AND RHETORIC II.
This course serves students who have demonstrated graduation level skill in Writing and Analytical Reading, but who wish to further their skills and/or prepare for graduate school. Each student selects a research topic and produces a detailed annotated bibliography, a research paper, and a research presentation. Critical essays on pieces from various disciplines offer students the opportunity to consider issues and themes related to democratic citizenship and community. Competencies: Critical Analysis, Ethics of Social Responsibility. Prerequisite: Engl 111 or 200. Offered every other year.

ENGL 220. CREATIVE WRITING.
Students will write poems, plays, or fiction, giving and receiving feedback on their original works. Some contemporary writings may be offered as models. Competency: Self-Knowledge. Prerequisite: Engl 111 or 200. Offered every other year.

ENGL 223. MASTERPIECES OF ENGLISH LITERATURE.
Selected works by English and Irish writers from Chaucer to Yeats. Works chosen to represent poetry, drama, and fiction as well as historical period. (Open to freshmen although probably more appropriate to second-year students). Competency: Analytical Reading. Offered every other year.

ENGL 224. MASTERPIECES OF AMERICAN LITERATURE.
Explores how major writers have portrayed, and sometimes sought to influence, the evolving American experience. Thematic emphases may include the West; romanticism, realism, and naturalism; immigrants and expatriates; slavery and civil rights. Competency: Critical Analysis. Offered every other year.

ENGL 225. MASTERPIECES OF WORLD LITERATURE.
Examines the traditions of a selection of world literatures in an historical and cultural context. Works are chosen to represent poetry, drama, and fiction of two or more of the following regions: Russia, Italy, France, Germany, Latin America, Africa, India, Japan or China. Consideration will be given to the literary and cultural history of each region considered and its contribution to World Literature. Competency: Analytical Reading. Offered every other year.

ENGL 226. INTRODUCTION TO LITERARY GENRES.
A study of characteristic structures and themes in one or two of the following: tragedy, comedy, or satire, with an additional focus on the historical development of poetry, drama, short fiction, or the novel. The course explores how classical to contemporary texts reflect evolving social values. Competency: Critical Analysis. Offered every other year.

ENGL 227. SOUTHERN/APPALACHIAN LITERATURE.
Examines works by Southern writers, with a possible focus on the Appalachian region. The class considers how social, historical, economic, and aesthetic concerns have combined to create a distinctive literature of great power and importance. We will also look critically at stereotypes of the South and/or Appalachia. Competency: Writing. Offered every other year.

ENGL 228. AFRICAN AMERICAN LITERATURE.
Survey of African American literature from the beginning to the present. Works selected from major genres (fiction, non-fiction, drama, and poetry) and movements (such as the Harlem Renaissance). The course examines how writers such as Wheatley, Douglass, Hughes, Morrison and others have influenced and been influenced by culture, history, and literary tradition. The course may focus additionally on Southern African American literary history. Competency: Analytical Reading. Offered every other year.

ENGL 300/HIST 301. WOMEN IN LITERATURE.
An exploration of the women’s movement and some important works of literature stemming from it in the larger context of U.S. social and political history from the latter 19th century forward. Emphasis will be placed on male and female responses to changing patterns in American culture. Competency: Self-Knowledge. Offered every other year.

ENGL 303. CLASSICAL MYTHOLOGY.
Study of the Greek myths with illustration of their evocative power and continued rebirth in literature, painting, and music. We may also examine the mythological mode of thinking that precedes the age of reason in the development of a society. Competency: Public Speaking. Offered every other year.

ENGL 308. SPECIALIZED JOURNALISM.
Discussion and practice in specific areas of journalism, including feature writing, editorial writing, and magazine writing and editing. Structure of the course depends on the requirements and desires of those enrolled. This course differs from professional writing in that it will look at a specific genre or genres of writing. Competency: Ethics of Social Responsibility. Prerequisites: ENGL 208 or permission of the instructor. Offered every other year.

ENGL 325. ADOLESCENT LITERATURE.
Examines classic and current works created for young adults, with focus on issues such as peer pressure, family, emerging sexuality, environment, and education. Considers book selection evaluation, and classroom use. Competency: Public Speaking. Offered every other year.

ENGL 327. PROFESSIONAL WRITING.
Practice in a variety of formats including position paper (long and short versions), extended write-up of an interview, short newspaper articles, and impromptu essays. Participation in interviews. Competency: Civility. Offered every other year.

ENGL 328. CONCEPTS OF LANGUAGE.
Exploration of different aspects of language including the origin of language as a symbolic activity, the relationship between language and power, the role of language in the global village, limited introduction to phonetics, and concepts of style. Competency: Writing. Offered every other year.

ENGL 330. SHAKESPEARE: HISTORIES/ROMANCES.
Close reading of a few plays selected from Shakespeare's histories and romances. Besides learning to read Shakespeare, some background ideas such as Shakespeare's concept of the state and the king's role may be emphasized. Competency: Critical Analysis. Offered every fourth year.

ENGL 331. SHAKESPEARE: TRAGEDIES/COMEDIES.
Close reading of a few plays selected from Shakespeare's tragedies and comedies. In addition to reading Shakespeare with understanding, a theme such as the relationship between men and women in the plays may be emphasized. Competency: Writing. Offered every fourth year.

ENGL 333. LITERATURE OF FANTASY.
Why do writers create alternate worlds? To escape from reality or to transform it? Emphasis on contemporary works with some attention to earlier models; a possible focus on Arthurian legend. Themes to be
Environmental Science

The Environmental Science program of study is designed to enhance students' understanding of the biological, ecological, and chemical factors that govern the relationship between an organism and its environment. Graduates of this degree program could seek employment with industry, state and local regulatory agencies, municipalities, and other environmental agencies or continue graduate studies in the field.

Because of the nature of field opportunities (travel to coastal ecosystems, etc.) integrated into environmental science courses, active participation of the student is required. Therefore, students who anticipate conflicts should select alternate courses.

Charges may be placed on the student's account for laboratory equipment broken or damaged as a result of student negligence.

The curriculum of the Environmental Science program is designed to help develop and maintain critical thinking, analytical reading, writing, and public speaking skills. Service learning and community involvement are important components of the curriculum and should be encouraged at every opportunity.

Environmental Science Major
CHEM 101 General Chemistry
CHEM 102 General Chemistry
EVSC 111 Environmental Science
EVSC 209 Environmental Chemistry
EVSC 211 Organismic Biology
EVSC 301/BIOL 301 Ecology
EVSC 302 Earth Science and Environmental Mapping
EVSC 303 Environmental Organic
EVSC 400 Scientific Research
EVSC 401 Environmental Monitoring
EVSC 403 Environmental Law and Safety & Regulations
MATH 215 Elementary Statistics

TOTAL: 48 semester hours
Environmental Science Minor
EVSC 111 Environmental Science
EVSC 211 Organismic Biology
EVSC 301/BIOL 301 Ecology
EVSC 403 Environmental Law and Safety & Regulations
Choose one of the following courses:
EVSC 400 Scientific Research
EVSC 401 Environmental Monitoring
EVSC 406 Environmental Impact and Ethics
TOTAL: 20 semester hours

Environmental Science Internship Program
(optional) 4-16 Hour
The Environmental Science Internship program is a competitive program students can choose to strengthen their degree. Students must apply through the Environmental Science program for an internship. Typical internships would be served with a state or federal agency or with a business charged with enforcing or complying with environmental regulations. Internships may be served the summer between the sophomore and junior year, between the junior and senior year, or at other times subject to scheduling.

Course Descriptions

EVSC 111. ENVIRONMENTAL SCIENCE.
Environmental Science is intended as a basic survey course designed to provide the student with an understanding of ecological principles and processes. Students will develop skills at scientific inquiry. Considerations of interactions of social, political, economic, and scientific issues will be related to developing the skills necessary for survival in society and the biosphere. Competency: Critical Analysis. Offered every year.

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

EVSC 211. ORGANISMIC BIOLOGY
A survey of the five biological kingdoms. Emphasis is on the identification of organisms using dichotomous keys. Extensive fieldwork and travel are required. Skills developed in this course will enable students to perform surveys of aquatic and terrestrial communities. Special emphasis is placed on using taxa as indicators of biotic integrity of ecosystems. Competency: Analytical Reading. Offered every year.

EVSC 301/BIOL 301. ECOLOGY
The organism’s relationship to its environment including factors influencing populations, communities, and the distribution of organisms. Additionally, students may be required to write a scientific paper based on ecological data they have collected and analyzed. Extensive travel and fieldwork are required. Metrics used in various ecological assessments are also discussed. Competency: Critical Analysis. Prerequisites: MATH 215, EVSC 211. Offered every year.

EVSC 302. EARTH SCIENCE AND ENVIRONMENTAL ASSESSMENT.
This course focuses on the fundamentals of physical geology, hydrology, orienteering, navigation, topographic map and aerial photograph interpretation. Students will use these skills to produce environmental maps of watersheds in the Greeneville area which display multiple layers of spatial data (geology, soils, hydrologic features, land uses, etc.) Students will learn basic measurement, navigation and mapping skills in order to produce these maps which can be used as models for environmental impact assessments. Competency: Critical Analysis. Prerequisite: CHEM 102. Offered every other year.

EVSC 303. ENVIRONMENTAL ORGANIC CHEMISTRY.
An overview of organic structure and nomenclature. Emphasis will be placed on the reactions of organic molecules with environmental consequences. Laboratory exercises are designed to enhance class topics. Competency: Critical Analysis. Offered every other year.

EVSC 350. SPECIAL TOPICS.
Topics to be determined by instructor and will be listed on yearly course schedule. Courses will normally require travel, and extra fees may be required. Competencies: Writing, Public Speaking.

EVSC 400/BIOL 400. SCIENTIFIC RESEARCH.
Environmental Science Majors must, under the guidance of a staff member, select an appropriate research problem that includes a literature search; experimental, field, or laboratory work; and the presentation of the results in the form of a formal paper. The course is designed to enable a student to learn the techniques of original research. Competencies: Writing, Public Speaking, Ethics of Social Responsibility and Self-Knowledge. Prerequisite: Accumulation of at least 16 semester hours in environmental science or biology. Offered every year.

EVSC 401. ENVIRONMENTAL MONITORING
A team-taught course involving both chemical and biological monitoring. Topics include monitoring for organic and inorganic pollutants in air, soil, and water. Special attention is given to the use of chemical instrumentation in environmental sampling. Biological sampling, metrics, and analyses are also considered. These include various indices of biotic integrity and community similarity. Competencies: Critical Analysis, Ethics of Social Responsibility and Self-Knowledge. Prerequisites: MATH 215, EVSC 301, and EVSC 303. Offered every other year.

EVSC 403. ENVIRONMENTAL LAW, SAFETY, AND REGULATIONS.
Students will study the basic environmental laws that affect business, industry, and education. Safety and regulations of working with chemicals will be studied. Students will examine the role of risk assessment in safety and legislative policies. Competency: Public Speaking. Prerequisites: EVSC 300 Levels. Offered every other year.

EVSC 409. CAPSTONE STUDIES IN MEXICO.
This course will focus on the historical, social, political, environmental, and biological factors that should be recognized when considering the rise and fall of a civilization. The student will travel to major Mayan archeological sites including Chichen Iza and Tulum; investigate the ecology of the region including the jungle and coral reef, and be introduced to current cultures of the region. Prerequisites: EVSC/BIOL 301, Survival Spanish, and Snorkeling or permission of instructor.

EVSC 410. CAPSTONE STUDIES IN COSTA RICA.
Diverse tropical communities are explored during a field-intensive course. Ecosystems examined include lowland rain forest, montane cloud forest, paramo, coral reefs, rocky intertidal zones, mangrove swamps, tropical dry forests and savannahs, as well as volcanic and other geothermal features. Competency: Civility. Prerequisites: EVSC 211, EVSC 301 or equivalent, and at least one course of Spanish.
EVSC 451. ENVIRONMENTAL SCIENCE INTERNSHIP. 4-16 semester hours.
Students will gain experience in field work in the area of environmental law, monitoring, or field studies. Students may work with federal or state agencies or private industries. Internships are assigned by the environmental science department on the basis of availability and a set of department guidelines. Competencies: Civility and Self-Knowledge.

Field Guide/Naturalist

The Field Guide/Naturalist major emphasizes the understanding of ecological sciences' communication theory, educational principles, and resource management. It stresses the balance between ecological and social sciences.

The curriculum of the Field Guide/Naturalist program is designed to help develop and maintain critical thinking, analytical reading, writing, and public speaking skills. Service learning and community involvement are important components of the curriculum and should be encouraged at every opportunity.

Field Guide/Naturalist Major
MASS 221 Introduction to Mass Media
PYSC 101 Essentials of Psychology
PYSC 200 Developmental Psychology or PYSC 211 Social Psychology
SPED 101 Survey of the Regular and Specials Needs Population Within the School Environment
EVSC 111 Environmental Science
EVSC 211 Organismic Biology
BIOL 204 Nonvascular Plants
BIOL 205 Plant Morphology and Taxonomy
BIOL 220 Vertebrate Zoology I
BIOL 221 Vertebrate Zoology II
BIOL 301 General Ecology
EVSC 302 Earth Science and Environmental Assessment
BIOL 401 Invertebrate Zoology
EVSC 451 Internship (4-16 hours)
Total Hours: (Minimum of 56 - Maximum of 64) semester hours.

Electives (Suggested)
BIOL 404 Field Biology
EVSC 410 Costa Rica
PHED 115 Community First Aid, CPR, and Safety (1 hour)
PHED 160 Scuba Diving
PHED 195 Hiking/Backpacking
PHED 196 Canoeing (1 hour)

Fine Arts

FINA 310. THE ARTS AND CHILDHOOD LEARNING.
An integrated study of the way in which the arts (dance, music, theatre, and visual art) affect the learning and development process in preschool age children. Field experience is included. Competency: Civility. Prerequisites: SPED 101, PSYC 200. Offered every year.

Geography

GEOG 200. INTRODUCTION TO GEOGRAPHY.
An introductory survey of important geography factors affecting the political and economic development of nations. Emphasis given to consideration of location, size, natural resources, terrain, culture, and population composition. Competency: Analytical Reading. Offered every year.

History, Political Science and Pre-Law

The major and minor programs in History and Political Science contribute to the intellectual and moral development of students by enhancing their preparation for active citizenship. Course work in History and Political Science hones the skills desired in students who may wish to pursue careers in government, the law, or education, or who plan to undertake graduate study, as a prelude to public involvement as a civil servant, attorney, teacher, or community leader. The department's programs, including independent or interdisciplinary majors that combine elements of one or more disciplines, have been developed with student interests in mind and to provide the background necessary for fulfillment of professional aspirations in such fields as information management, historic preservation, research, and information.

Students majoring in History are required to complete ten courses (40 hours) of History, including History 101 (The West and the World), History 201 (Survey in U. S. History) and History 302 (The Uses of the Past). Students who have completed comparable courses may apply for a waiver of these required courses. In addition to History 101, 201 and 302, no more than two 200-level courses may be included in the minimum of ten required to fulfill the major. Other courses selected must be chosen with the end in mind of providing students with a balanced knowledge of History and the breadth of perspective desired by liberal education undergraduates. Students seeking secondary licensure in History must complete the sequence of courses under the Education heading below.

Students interested in doing so may design an independent major combining Political Science with other related or appropriate courses, or they may elect to complete a minor in Political Science, consisting of 20 semester hours of study. The Political Science minor is primarily intended for those with professional interests in pre-law, social science teaching on the secondary level, and public service or administration positions.

Political Science Internships

For students whose program of study and intended career objective would benefit from the experience that an internship would provide, internships are available in both private placements, such as law offices, and in federal, state, and local government. Interested students must receive permission of the instructor, advisor and the History/Political Science/Pre-Law Program. Internship credit varies up to a maximum of 16 hours. Students with the independent major or minor in Political Science may choose to pursue internships by adding the number of hours credit to the total semester hour requirement for the major or minor.

Field Guide/Naturalist

FINA 310. THE ARTS AND CHILDHOOD LEARNING.
An integrated study of the way in which the arts (dance, music, theatre, and visual art) affect the learning and development process in pre-high school aged children. Field experience is included. Competency: Civility. Prerequisites: SPED 101, PSYC 200. Offered every year.

History Major

HIST 101 or 102 The West & the World I or II
HIST 201 or 202 U. S. History Survey I or II
HIST 302 The Uses of the Past
Choose seven of the following:
HIST 212 U.S. History: From Colonies to Nation
HIST 300 Tennessee History
HIST 301 Women in History (same as English 300)
HIST 303 Europe: 1789-1914
HIST 304 Europe Since 1914
HIST 305 The Renaissance and the Reformation
HIST 306 The Arab-Israeli Conflict
HIST 309 History of Twentieth-Century Russia
HIST 311 Modern East Asia
HIST 315 Modern Latin America
HIST 322 America in Our Time: From Hiroshima to the Persian Gulf War
HIST 323 The Era of the Civil War and Reconstruction
HIST 330 Special Topics
HIST 350 Historical Studies
HIST 430 Special Topics
HIST 450 Historical Studies

TOTAL: 40 semester hours

History Minor
HIST 101 or 102 The West and the World I or II
HIST 201 or 202 U.S. History Survey I or II
Choose three additional courses from the elective listing for the history major.
TOTAL: 20 semester hours

Independent Major Incorporating Political Science
Students may design an independent major incorporating Political Science with appropriate courses from one or more other disciplines as outlined in policies established in this catalog. The independent major incorporating Political Science is intended primarily for those with professional interests in government service, politics, pre-law, or graduate studies in government. The independent major consists of courses from a major authorized by this catalog in a related discipline, plus the following courses in Political Science totaling at least 28 hours.

POLS 203 American Government
POLS 205 Comparative Government
POLS 207 State and Local Government
POLS 310 American Presidency
POLS 315 American Congress
POLS 405 American Constitution and the Courts
POLS 420 Political Behavior

Students are encouraged to select additional electives from among other Political Science offerings and to consider, as electives, internships, for which they may be qualified.

Political Science Minor
The minor in Political Science consists of the following courses, totaling 20 hours, and is intended to serve the same professional and educational interests as the independent major, plus those who intend to teach Social Sciences at the secondary school level.

POLS 203 American Government
POLS 205 Comparative Government and Politics
POLS 207 State and Local Government
Choose two of the following courses:
POLS 310 American Presidency
POLS 315 American Congress
POLS 405 American Constitution and the Courts
POLS 415 State Legislatures
POLS 420 Political Behavior

History - Teaching Licensure Grades 7-12
The following program leads to licensure with endorsement in History, for teaching grades 7-12. This program is comprised of 148 semester hours, as follows:

Major 44
Professional Education 36
General Education 68

Major Curriculum
EDUC 419 Content Area Reading
GEOG 200 Introduction to Geography
HIST 102 The West & the World II*
HIST 202 U.S. History Survey II
HIST 302 The Uses of the Past
POLS 203 American Government

* general education requirements
Choose five from the following: (at least four at 300 level or above)
HIST 212 U.S. History: From Colonies to Nation
HIST 300 Tennessee History
HIST 301 Women in History (same as English 300)
HIST 303 Europe: 1789_1914
HIST 304 Europe Since 1914
HIST 305 The Renaissance and the Reformation
HIST 306 The Arab-Israeli Conflict
HIST 309 History of Twentieth-Century Russia
HIST 311 Modern East Asia
HIST 315 Modern Latin America
HIST 322 America in Our Time: From Hiroshima to the Persian Gulf War
HIST 323 The Era of the Civil War and Reconstruction
HIST 330 Special Topics
HIST 350 Historical Studies

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 342 Learning Environments K-12
EDUC 452 Orientation to Student Teaching
EDUC 456 Observation and Directed Teaching (7-12)
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 The West & the World I
HIST 125 The People Shall Judge I
HIST 201 U.S. History Survey I
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
SOCI 101 Principles and Social Institutions
Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art
COURSE DESCRIPTIONS – HISTORY

HIST 101-102. THE WEST AND THE WORLD I AND II.
An introduction to the civilizations of Asia, the Middle East, Africa, Europe, and the Western Hemisphere. The interaction of the Western and Non-Western worlds is emphasized throughout. Competency: Analytical Reading. Offered every year.

HIST 125. THE PEOPLE SHALL JUDGE I: FROM PHILADELPHIA TO THE PRESENT I.
This course examines the evolution and growth of the concepts of self-government and citizenship in the United States from the first settlements in North America through the ratification of the 14th and 15th Amendments to the Constitution. Students consider and explore the genesis of selected significant social and intellectual developments as they relate to the practice of self-governance in what became the United States, and within the framework of the Biblical and republican traditions. Competencies: Writing, Critical Analysis. Offered every year.

HIST 201-202. U.S. HISTORY SURVEY I AND II.
A survey of the United States from the explorations of the 16th century to the present. Primary emphasis is given to the impact of the American environment upon European institutions, the formation of the American republic, the processes of industrialization and urbanization, and the growth of American power in the 20th century. The courses may include travel to Chickamauga and other Civil War battlefields and/or to Jamestown-Williamsburg, Virginia or Charleston, South Carolina. Competency: Self-Knowledge, Analytical Reading. Offered every year.

HIST 212. U.S. HISTORY: FROM COLONIES TO NATION.
Elective. A survey of the socioeconomic, intellectual, and political origins of the American colonies to 1789 and of the early republic to 1812-14. The course may include travel to Plymouth, Massachusetts, Philadelphia, Pennsylvania, or Jamestown-Williamsburg, Virginia. Competency: Critical Analysis. Prerequisite: History 201-202 or permission of instructor. Offered every fourth year.

HIST 225. THE PEOPLE SHALL JUDGE II: FROM PHILADELPHIA TO THE PRESENT II.
A continuation of HIST 125, this course examines the evolution and growth of the concepts of self-government from about 1870 to the present. Students consider and explore the genesis of selected significant social and intellectual developments as they relate to the practice of self-governance in the 20th century in the context of the Biblical and republican traditions. Competencies: Writing, Critical Analysis. Offered every year.

HIST 300. TENNESSEE HISTORY.
A political, social, cultural, and economic history of Tennessee from the earliest times to the present. Includes consideration of Tennessee’s geographical background. Competency: Critical Analysis. Prerequisite: History 201-202. Offered every fourth year.

HIST 301/ENGL 300. WOMEN IN LITERATURE.
An exploration of the women’s movement and some important works of literature stemming from it in the larger context of U.S. social and political history from the latter 19th century forward. Emphasis will be placed on male and female responses to changing patterns in American culture. Competency: Critical Analysis. Prerequisite: Writing. Offered every other year.

HIST 302. THE USES OF THE PAST.
An introduction to the methods of studying the past and a consideration of the debate over the nature of meaning of history. Competency: Civility, Critical Analysis. Prerequisites: HIST 101-102, HIST 201-202. Offered every other year.

HIST 303. EUROPE: 1789-1914.
Covers the history of Europe from the French Revolution up to the outbreak of World War I. The course focuses on the beginning of modernity to include the industrial revolution, rise of the middle class, ideological and cultural ferment, nationalism, and the acquisition of colonial empires by Europeans and others. The course concludes with European power and influence at its zenith but a Europe on the verge of a nearly suicidal war. Competency: Critical Analysis. Offered every fourth year.

HIST 304. EUROPE SINCE 1914.
This is the story of 20th century Europe, the age of violence and totalitarian regimes. It begins with World War I and examines the collapse of traditional Europe, the rise of fascism and communism, cultural developments, the collapse of economies, World War II, the Cold War, western European prosperity, the collapse of communism, and the beginning of the postmodern era. The course concludes with a look at the problems at the end of the 20th century and the uncertainties of the future. Competency: Critical Analysis. Offered every fourth year.

HIST 305. THE RENAISSANCE AND REFORMATION: REBIRTH AND CRISIS IN EUROPE.
Survey of European intellectual, religious, and artistic achievements in the 14th through 16th centuries. Competency: Critical Analysis. Prerequisites: HIST 101-102. Offered every fourth year.

HIST 306. THE ARAB-ISRAELI CONFLICT.
The course will examine the causes, nature, and specific crises of Arab-Israeli relations since the birth of Zionism and Arab nationalism to the current conflict and attempts at conciliation. The course will analyze the religious, cultural, socioeconomic, and political factors of this ongoing problem. Competency: Critical Analysis. Prerequisites: HIST 101 or 102. Offered every fourth year.

HIST 309. HISTORY OF TWENTIETH CENTURY RUSSIA.
The course will examine the major events, trends and issues from the fall of tsarism, the rise of the monolithic Soviet state, collapse of communism, to the current situation within the former empire. Emphasis will be placed on political, social, economic, and cultural developments. Competency: Critical Analysis. Prerequisites: HIST 101 or 102. Offered every fourth year.

HIST 311. MODERN EAST ASIA.

HIST 315. MODERN LATIN AMERICA.
History and political developments in 20th century Latin America. Emphasis will be on Mexico and Central America. Competency: Critical Analysis. Prerequisite: HIST 201 or HIST 202. Offered every fourth year.

HIST 322. AMERICA IN OUR TIME: FROM HIROSHIMA TO THE PERSIAN GULF WAR.
Elective. An examination of post-World War II American society,
emphasizing the origins of the Cold War, the effects of McCarthyism, the continuing efforts to fulfill the American dream of prosperity and equal opportunity, and American involvement in Vietnam and the aftermath of the Vietnam War. Competency: Critical Analysis. Prerequisite: HIST 201-202. Offered every fourth year.

HIST 323. THE CIVIL WAR AND RECONSTRUCTION ERA.
Elective. A survey of the Civil War and Reconstruction era (1861-77). Emphasis is given to the causes of the Civil War, the social, economic, and political developments of the war years as well as the Reconstruction era. Particular attention will be paid to the idea that the period 1861-77 was a watershed that transformed American society and the nature of the federal union. The course may include travel to Harper's Ferry, Virginia, Antietem, Maryland, and Gettysburg, Pennsylvania. Prerequisite: HIST 201-202. Offered every fourth year.

HIST 325. ATHENS TO PHILADELPHIA: THE WESTERN IDEAS OF SELF-GOVERNANCE.
This course explores the sources of the Western tradition of self-governance in the democracy of early Athens and the republic of early Rome, in the work of such thinkers as Socrates, Aristotle and Cicero. It examines how Greek and Roman ideas about democracy were reframed by such writers as Locke, Hobbes, and Rousseau and passed on to the authors of the U.S. Constitution. Finally, it considers how those issues continue to be significant today. Competencies: Critical Analysis, Ethics of Social Responsibility. Prerequisite: HIST 125 and 225 OR Junior standing. Offered every year.

HIST 330. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisite: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 350. HISTORICAL STUDIES.
An in-depth examination of a special aspect of history. Topics or subjects selected governed according to the interests and specialties of faculty and students. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 360. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisite: At least 6 credit hours in history, Junior standing, and permission of the instructor. Offered as needed.

HIST 370. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 380. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 390. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 400. HISTORICAL STUDIES.
An in-depth examination of a special aspect of history. Topics or subjects selected governed according to the interests and specialties of faculty and students. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 410. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 420. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 430. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 440. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 450. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 460. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 470. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 480. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

HIST 490. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis on readings, research and intensive study. Competency: Critical Analysis. Prerequisites: At least 6 credit hours in History, Junior standing, and permission of the instructor. Offered as needed.

POLS 203. AMERICAN GOVERNMENT.
The governments within the United States, with emphasis on the theory underlying American democracy and representative government, the organization of government, the workings of the national, state and local governments and the political process. Prerequisites: CMNS 125. Offered every year. Competencies: Critical Analysis, Ethics of Social Responsibility.

POLS 205. COMPARATIVE GOVERNMENT.
An examination of different political systems and forms of government. Emphasis on democratic, totalitarian, parliamentary, and Third World systems. Prerequisite: POLS 203, CMNS 125. Offered every other year. Competencies: Critical Analysis, Ethics of Social Responsibility.

POLS 207. STATE AND LOCAL GOVERNMENT.
The course centers on the organization and operation of state government as well as counties, cities, towns, and other units of local government. Significant attention is paid to intergovernmental relations: federal-state, federal-local, and state-local. Special emphasis is placed on the operation of government, including programs and services, and on executive-legislative relations in the development of state policies and programs. As feasible, field trips will occur or on-sit independent study will be required with various state and local government offices and activities. Prerequisite: POLS 203, CMNS 125. Offered every year. Competencies: Critical Analysis, Ethics of Social Responsibility.

POLS 310. AMERICAN PRESIDENCY.
An examination of the institution and the impact of the presidency on national politics and policy formulation. Particular emphasis will be given to the flexible nature of the presidency as defined by political, economic, and international changes. Prerequisites: Junior or Senior standing. Offered every other year. Competencies: Critical Analysis, Ethics of Social Responsibility.

POLS 315. AMERICAN CONGRESS.
A study of the organization and functioning of Congress, including the impact of politics on policy development and budgeting, and the nature of executive-legislative relations. Prerequisites: Junior or Senior standing. Offered every other year. Competencies: Critical Analysis, Ethics of Social Responsibility.

POLS 350. SPECIAL TOPICS.
(Maximum of four hours for independent majors. Not available for minors in Political Science). A flexible course, with advanced formal research requirements intended to serve as an instrument for examining topics in Political Science or American political history of interest to students and faculty. Emphasis on readings, research and intensive study, with expectations of writing requirements of higher level. Available to students having major in History or independent major in Political Science or Pre-Law. Prerequisites: Junior or Senior standing, completion of Level 2 foundation competencies. Offered as needed.

POLS 405. AMERICAN CONSTITUTION AND THE COURTS.
The origin and evolution of the United States Constitution and the development of the body of constitutional law, with particular attention to the safeguarding of civil liberties. Offered every other year. Prerequisites: Senior standing. Offered as needed. Competencies: Critical Analysis, Ethics of Social Responsibility.

POLS 415. STATE LEGISLATURES.
An examination of the functioning of state legislatures, with particular reference to the effect of the lawmaking process and executive-legislative relations on the design, budgeting, and operations of state executive agency programs. Emphasis on research and intensive study, with higher level writing requirements. Prerequisites: Junior or Senior standing. Offered as needed. Competencies: Critical Analysis, Ethics of Social Responsibility.
POL 420. POLITICAL BEHAVIOR.
An advanced course in the effect of politics on the operation of governments, with particular attention to state, and national governments in the United States, including the effect of citizen action, voter behavior, political polling and the mass media on the conduct of political office holders. Emphasis on readings, research, and intensive study, with expectations of writing requirements of higher level. Prerequisites: Senior standing or, with permission of the instructor, Junior standing; completion of all Level 2 foundation competencies; POLS 203, 205, 207, CMNS 225. Offered every other year. Competencies: Analytical Reading; Critical Analysis

POL 430. SENIOR SEMINAR IN INTERGOVERNMENTAL RELATIONS.
An advanced course in the operation of intergovernmental relations in U.S. national, state, and local governments, with emphasis on major research projects examining budgeting, planning, and program development within an intergovernmental context. Emphasis on readings, research, and intensive study, with expectations of writing requirements of higher level. Prerequisites: Senior standing, completion of Level 2 foundation competencies, POLS 203, POLS 207, 210, CMNS 225. Offered every other year. Competencies: Public Speaking; Critical Analysis

POL 440. SENIOR SEMINAR IN STATE GOVERNMENT OPERATIONS.
An advanced course in the operation of state governments, with specific attention to program development and operation, budgeting, planning, personnel administration, and the relationship between politics and operation of government. Emphasis on readings, research, and intensive study, with expectations of writing requirements of higher level. Prerequisites: Senior standing, completion of level 2 foundation competencies, POLS 203, POLS 207, CMNS 225. Offered every other year. Competencies: Self-Knowledge, Writing, Civility

POL 451. INTERNSHIP. 1-12 semester hours. Maximum of twelve hours.
A work study internship with a private non-governmental agency, such as a local law firm or social service agency, that enhances student understanding of the legal profession or government service. Limited to social science students or pre-law students with Junior or Senior standing. Requires permission of the instructor. Prerequisites: POLS 203, CMNS 125, 225. Competencies: Self-Knowledge, Writing, Civility.

POL 452. GOVERNMENT INTERNSHIP. 1-16 semester hours.
A work-study internship with a national, state, or local unit of government that allows the student to gain firsthand experience with government operations or other government-related operations, e.g., lobbying or special interest groups, that influence the political process. Limited to students majoring or minoring in history, political science, or pre-law with Senior standing and to majors in disciplines highly related to government enterprise. Requires permission of the instructor. Prerequisites: POLS 203, CMNS 125 and 225, and completion of all Level 2 foundation competencies. Competencies: Self-Knowledge, Writing, Civility

Humanities
Courses listed under the Humanities heading may be taught by faculty from a variety of disciplines within Tusculum College. These courses seek to integrate many perspectives, providing a holistic approach to their topics.

Course Descriptions

HUMA 101/CMNS 101. OUR LIVES IN COMMUNITY.
An examination of public and private roles of citizens in immediate communities: family, neighborhood, city, and Tusculum College. The course draws on insights from literature, religion, history, psychology, and other disciplines, along with the students’ own background and experience. A significant writing component and service project are also part of the course. Because CMNS 101 is the first course taken by all new freshman at Tusculum College, it also functions to introduce students to the academic expectations of the institution. Competencies: Writing, Public Speaking.

Mass Media

The Mass Media major is an interdisciplinary program, drawing on faculty in the Mass Media, Management, English, Psychology, and Sociology programs.

In addition to a strong theoretical base provided through the academic work in the program, there is ample opportunity for developing hands-on skills in various media. Well-qualified seniors may elect to complete an internship in Public Relations, Journalism, or Radio/Television. Students who complete the program successfully will be ready for continued study in graduate school, or for employment in public or private organizations. By choosing appropriate electives, the Mass Media major may be easily combined with a Journalism minor or a Management minor. This program draws on the media production facilities in the new Niswonger Commons building, along with the photography facilities in the Schulman building.

Mass Media Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 210</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>BUSN 213</td>
<td>Interpersonal Communication in Organizations</td>
</tr>
<tr>
<td>BUSN 305</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>ENGL 208</td>
<td>Introduction to Journalism</td>
</tr>
<tr>
<td>ENGL 327</td>
<td>Professional Writing</td>
</tr>
<tr>
<td>MASS 210</td>
<td>Television/Video Production</td>
</tr>
<tr>
<td>MASS 211</td>
<td>Art of Photography</td>
</tr>
<tr>
<td>MASS 221</td>
<td>Introduction to Mass Media</td>
</tr>
<tr>
<td>MASS 251</td>
<td>Radio Practicum I</td>
</tr>
<tr>
<td>MASS 406</td>
<td>Public Relations</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Essentials of Psychology</td>
</tr>
<tr>
<td>PSYC 221</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Principles and Social Institutions</td>
</tr>
</tbody>
</table>
Course Descriptions

MASS 210 TELEVISION/VIDEO PRODUCTION.
An introduction to TV/Video production techniques including scripting, storyboarding, use of camera, lighting, editing and directing. Competency: Civility. Offered every year.

MASS 211 ART OF PHOTOGRAPHY.
An introduction to black and white photography, its basic methods, and darkroom techniques. The course will also include explanations of the different types of cameras, lenses, light, film, and photographic chemicals. Students will be charged a $25.00 lab fee to defray costs of materials. Competency: Public Speaking. Offered every year.

MASS 221 INTRODUCTION TO MASS MEDIA.
While the continents are drifting slowly and silently apart on their floating tectonic plates, mass media are noisily and rapidly bringing them back together again electronically, resulting in the disruptions of cultures, economies and diplomacies.

In this course, we will study the history and consequences of mass media’s shrinking world, a world where satellite broadcast technology is making it possible to import culturally enlightening foreign media directly into the American living room while at the same time providing the means for one small voice in a distant land to hold our whole nation hostage. We will look at how mass media has already affected each of us individually and why we as citizens need to become better informed and better prepared to deal with such issues as media imperialism and electronic colonialism in the emerging new world order. Competency: Writing. Prerequisite: Writing Level 1. Offered every year.

MASS 251. RADIO PRACTICUM I
Hands-on experience in broadcasting. Students will go “on the air” and learn how to operate broadcast equipment, process radio logs, read spots, and produce musical radio shows. Emphasis will be placed on preparation, delivery, pronunciation and creativity. (Recommended for all freshmen considering a Mass Media major). Competency: Analytical reading. Offered every year.

MASS 310. TELEVISION/VIDEO PRODUCTION II.
A continuation of Television/Video Production I (MASS/ENGL 210) with additional focus on directing, feature writing and producing. Competency: Writing. Prerequisites: MASS 210 and MASS 211. Offered every other year.

MASS 311. PHOTOJOURNALISM.
An intermediate-level photography course with an emphasis on photography as a medium of communication through content and technique. Students will be charged a $25.00 lab fee to defray costs of materials. Competency: Public Speaking. Prerequisites: MASS 211 or permission of instructor. Offered every other year.

MASS 329. RADIO PRODUCTION.
Practical experience in radio production techniques utilizing major formats currently in demand by commercial and noncommercial radio stations. Productions will include spots, taped interviews, and programming techniques. Emphasis will be placed on the writing and broadcasting of material that is both informative and entertaining. Competency: Critical Analysis. Prerequisites: MASS 221, 251 or permission of instructor. Offered every other year.

MASS 351. RADIO PRACTICUM II. 2 semester hours.
A continuation of MASS/ENGL 251 with additional focus on managerial duties, i.e., program directing, sales, station management. Students will receive realistic experience in organizing and producing radio copy and providing input for the broadcast continuity book. May be repeated up to a total of 4 semester credit hours. Competency: Ethics of Social Responsibility. Prerequisites: MASS/ENGL 329. Offered every year.

MASS 406. PUBLIC RELATIONS.
A seminar practicum course covering theory, history, ethics, and methods of the public relations field. Students will be assigned a project designed to make use of the knowledge and skills of the discipline. Competency: Ethics of Social Responsibility. Prerequisites: Senior standing as a Mass Media major, and completion of all other major course requirements. Offered every year.

MASS 451. RADIO INTERNSHIP.
An off-campus working experience in a radio station. Competency: Civility. Prerequisites: MASS 210, 221, and 329, Senior standing as a Mass Media major with a minimum GPA of 3.2 and written permission of instructor. The course is graded Pass/Fail. Offered every year.

MASS 453. TELEVISION INTERNSHIP.
An off-campus working experience in a television or video production facility. Competency: Civility. Prerequisites: MASS/ENGL 210, 221, and 329, Senior standing as a Mass Media major with a minimum GPA of 3.2 and written permission of instructor. The course is graded Pass/Fail. Offered every year.

MASS 454. PUBLIC RELATIONS INTERNSHIP.
An off-campus working experience in a public relations office. This course is graded Pass/Fail. Competency: Self-Knowledge. Prerequisites: Senior standing as a Mass Media major with a minimum GPA of 3.2, MASS 406 and written permission of the instructor. Offered every year.

Mathematics

Mathematics is an essential tool used in most areas of study. In addition to the major and minor in mathematics, we offer a variety of courses to meet the needs of other disciplines.

The mathematics major is designed to meet the needs of students who wish to a) pursue graduate study in the mathematical sciences, b) find mathematics related employment in business or industry, c) teach mathematics at the secondary level, or d) acquire mathematical tools for use in the physical, social, or life sciences.

Students are also offered an opportunity to minor in mathematics or to design an independent program of study by combining mathematics and any other approved program of study. The required courses for a minor are listed in this section. An independent program of study should be designed in consultation with the student’s advisor and faculty in the disciplines to be included in the program. The independent program of study must be approved by the Admissions and Standards Committee on an individual basis. An example of an independent program of study combining computer information systems and mathematics is as follows: MATH 104, MATH 204, MATH 300, MATH 304, MATH 350, MATH 360, CISC 110, CISC 210, CISC 254, CISC 310, CISC 311, CISC 320, CISC 410, and CISC 450 or CISC 451.

The curriculum of the mathematics program is designed to help develop and maintain critical thinking, analytical reading, and public speaking skills. Service learning and community involvement are important components of the curriculum and should be encouraged at every opportunity.
Mathematics Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CISC 105</td>
<td>Problem Solving and Algorithm Development</td>
</tr>
<tr>
<td>CISC 110</td>
<td>Introduction to Programming I</td>
</tr>
<tr>
<td>CISC 205</td>
<td>Introduction to Programming II</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>MATH 204</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Geometry</td>
</tr>
<tr>
<td>MATH 300</td>
<td>Elementary Differential Equations</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Abstract Algebra</td>
</tr>
<tr>
<td>MATH 304</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 350</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 360</td>
<td>Numerical Analysis</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>48 semester hours</td>
</tr>
</tbody>
</table>

NOTE
It is assumed that students planning on a mathematics major come to Tusculum with adequate preparation to enter MATH 104 Calculus I. This may be demonstrated in one of two ways: 1) achievement of a score greater than 26 on the Math section of the ACT or 2) demonstration to the satisfaction of the instructor of MATH 104 of adequate knowledge and skill. Students lacking adequate preparation as described above should plan to register for MATH 103 Trigonometry as a prerequisite for MATH 104.

Mathematics Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 204</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 300</td>
<td>Elementary Differential Equations</td>
</tr>
<tr>
<td>MATH 350</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>MATH 103</td>
<td>Trigonometry</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Geometry</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>20 semester hours</td>
</tr>
</tbody>
</table>

Mathematics Teaching Licensure – Grades 7-12

The following program leads to licensure for teaching Mathematics in grades 7-12 and is comprised of 152 semester hours, as follows:

Major 48
Professional Education 36
General Education 68

Major Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 105</td>
<td>Problem Solving and Algorithm Development</td>
</tr>
<tr>
<td>CISC 110</td>
<td>Introduction to Programming I</td>
</tr>
<tr>
<td>EDUC 419</td>
<td>Content Area Reading</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>MATH 204</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Geometry</td>
</tr>
<tr>
<td>MATH 300</td>
<td>Elementary Differential Equations</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Abstract Algebra</td>
</tr>
<tr>
<td>MATH 304</td>
<td>Calculus III</td>
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<tr>
<td>MATH 350</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 360</td>
<td>Numerical Analysis</td>
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</table>

Professional Education Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 200</td>
<td>History, Philosophy and Principles of Education</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>Classroom Discipline and Management</td>
</tr>
<tr>
<td>EDUC 337</td>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td>EDUC 342</td>
<td>Learning Environments 7-12</td>
</tr>
<tr>
<td>EDUC 452</td>
<td>Orientation to Student Teaching</td>
</tr>
<tr>
<td>EDUC 456</td>
<td>Observation and Directed Teaching (7-12)</td>
</tr>
</tbody>
</table>

SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 100</td>
<td>Computer as a Tool</td>
</tr>
<tr>
<td>CISC 216</td>
<td>Computer as a Classroom Support System</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>Composition and Rhetoric</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Composition, Rhetoric, and Research</td>
</tr>
<tr>
<td>EVSI 111</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>HIST 101/102</td>
<td>The West and the World I or II</td>
</tr>
<tr>
<td>HIST 125</td>
<td>The People Shall Judge I</td>
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<tr>
<td>HIST 201/202</td>
<td>U.S. History I or II</td>
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<tr>
<td>HUMA 101</td>
<td>Our Lives in Community</td>
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<tr>
<td>MATH 102</td>
<td>College Algebra</td>
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<td>MATH 215</td>
<td>Elementary Statistics</td>
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<td>PSYC 101</td>
<td>Essentials of Psychology</td>
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<td>PSYC 200</td>
<td>Developmental Psychology</td>
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<td>PSYC 305</td>
<td>Educational Psychology</td>
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<td>RELG 302</td>
<td>Jerusalem</td>
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<td>SOCI 101</td>
<td>Principles and Social Institutions</td>
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<td>MUSC 101</td>
<td>Introduction to Western Music</td>
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<td>THEA 104</td>
<td>Introduction to Theatre</td>
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<td>VISA 110</td>
<td>Introduction to Art</td>
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It is assumed that students entering the Mathematics education program will come to college prepared to enter Calculus (MATH 104). Those entering with insufficient high school math background should expect to register for preparatory math courses early in their college career.

COURSE DESCRIPTIONS

MATH 101. BASIC MATHEMATICS.
This course is designed to develop an interest in mathematics and to provide the basic tools for further study of mathematics, starting with a review of arithmetic and proceeding through elementary algebra. Basic descriptive statistics is also included. Competency: Mathematics. Offered every year.

MATH 102/CMNS 102. COLLEGE ALGEBRA.
The course covers college algebra, functions (including polynomial, exponential, and logarithmic) and application to business and the natural, physical, and social sciences. Competency: Mathematics 2a (algebra). Prerequisite: MATH 101 or Level 2a Mathematics competency, or ACT Math score of 20 or higher, or permission of instructor. Offered every year.

MATH 103. TRIGONOMETRY.
Trigonometric functions, identities and inverse function; trigonometry of triangles, zeros or higher degree polynomials, and other selected topics in algebra. Competency: Critical Analysis. Prerequisite: ACT Math score of 27 or higher, or permission of instructor. Offered every year.

MATH 104. CALCULUS I.
Introduction of calculus including limits, differentiation, integration, and analytic geometry. Applications (both traditional and modern) appear throughout, including examples from geometry, economics, and physics. The graphing, functional, and programming features of graphing calculators will be employed to enhance the understanding and application of calculus. Prerequisite: MATH 103 or greater than 26 on the math part of the ACT or permission of the instructor. Offered every year.
MATH 111. FINITE MATHEMATICS.
This course introduces the student to several of today's main areas of applications of algebra to represent and solve problems, using technology and manipulatives as appropriate. These include linear models, systems of linear equations, linear programming, probability and counting, matrices, Markov chains, and mathematics of finance. The student will apply some common and less common algorithmic processes to solve families of problems, using mental strategies, technology, paper and pencil, and manipulatives as appropriate to understand and solve problems. As a course project the student will construct a manipulative activity or game for use in the mathematics classroom, write a paper describing how the manipulative activity or game can be used in the mathematics classroom, and present a paper and teach classmates how to use the activity or game in the mathematics classroom. Competency: Critical Analysis. Offered every other year.

MATH 204. CALCULUS II.
Continuation of differential and integral calculus. Topics include integration, numerical integration, logarithm and exponential functions, Taylor's theorem, series, conics, and polar coordinates. Calculator lab projects will constitute a portion of the course. Competency: Critical Analysis. Offered every other year.

MATH 205. GEOMETRY.
This course will emphasize proofs and understanding of Euclidean geometry. It will include elementary theory of Euclidean geometry and a brief introduction to non-Euclidean geometry. Competency: Analytical Reading. Prerequisite: MATH 104 or permission of the instructor. Offered every other year.

MATH 215/CMNS 215. ELEMENTARY STATISTICS.
Introduction to descriptive and inferential statistics using both parametric and non-parametric methods. Some of the major areas covered are: measures of central tendencies, measures of dispersion, distributions (such as frequency, normal, binomial, and probability), correlation, regression, and hypothesis testing. Competency: Mathematics 2b (statistics). Prerequisites: MATH 102 or Level 2a Mathematics competency. Offered every other year.

MATH 300. ELEMENTARY DIFFERENTIAL EQUATIONS.
Methods of solution, computations, and applications of first order and linear second order differential equations including analysis, programming, and testing of iterative and recursive techniques to solve differential equations numerically. Competency: Ethics of Social Responsibility. Offered every other year.

MATH 301. ABSTRACT ALGEBRA.
This course in abstract algebra (modern algebra) introduces the abstract concepts of mapping, operation, equivalence, congruence, and divisibility. Rings and integral domains will be discussed briefly; and the fundamental concept of group will be developed thoroughly. Examples (such as permutation and symmetry groups) will be used to illustrate abstract notions (such as subgroup, coset, and isomorphism) as these are developed. The study of abstract ideas of number theory will be enhanced by analyzing concrete examples of abstract ideas. Competency: Self-knowledge. Offered every other year.

MATH 304. CALCULUS III.
Continuation of differential and integral calculus. Topics include parametric equations, vector geometry, curves and surfaces in space, partial derivatives, and multiple integration. Calculator lab projects will constitute a portion of the course. Competency: Critical Analysis. Prerequisite: MATH 204. Offered every other year.

MATH 350. LINEAR ALGEBRA.
This course includes the study of matrices, determinants, systems of equations, vector spaces, and linear transformations. Competency: Critical Analysis. Prerequisite: MATH 204. Offered every other year.

MATH 360. NUMERICAL ANALYSIS.
This is a course in the theory and applications of numerical analysis. The main topics covered are: iterative solutions of equations, polynomial approximation, numerical integration, initial value problems, iterative methods for solving linear systems, and approximation theory. Several other topics in numerical analysis will be treated briefly. Competency: Civility. Prerequisite: MATH 104 and a programming language course. Offered every other year.

MATH 450. INDEPENDENT STUDY IN MATHEMATICS.
A student-initiated request to study some aspect of mathematics not covered in-depth in a regular course. The work will be accomplished under the direction of an advisor and may terminate in a formal paper. Competency: Writing. Prerequisite: MATH 204.

Medical Technology
This is a four-year program, three years of which are completed at Tusculum and the fourth at an approved hospital program; successful completion of both components of the program results in a B.A. degree in Biology from Tusculum and eligibility for the national certification examinations and the State of Tennessee licensure examination. The curriculum of the Medical Technology program is designed to help develop and maintain critical thinking, analytical reading, and public speaking skills. Service learning and community involvement are important components of the curriculum and should be encouraged at every opportunity. While at Tusculum the student is required to complete the following courses within the medical technology specialization area:

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

TOTAL: 60 semester hours

(See BIOLOGY, CHEMISTRY, and MATHEMATICS for course descriptions)

Modified Commons requirements for students in the Med-Tech program are: ENGL 110, ENGL 111, EVSC 111, HIST 125, HIST 225, HIST 325, HUMA 101, MATH 102, MATH 215, RELG 302. Not required: SOCI 251, Service Learning.
**Museum Studies**

The Museum Studies Program prepares students for positions of responsibility in the museum profession and in not-for-profit organizations. The primary focus will be the 80 percent of the museums of America that are small museums with staffs of one to three people, who may be either paid or unpaid professionals. With over 300 new museums starting operations each year, there is a need for many new professionals in the field.

The Museum Studies program is designed with a maximum of hands-on experience. Two museums are operated by the program, including the official President Andrew Johnson Museum and Library and the local history Doak House Museum. In addition, most courses require participation in field trips to museums in the southeast. The student will be required to take six museum courses (four semester hours each) plus a senior internship (minimum 12 semester hours). MGMT 211 Accounting Principles I is also required.

Courses are designed so that students transferring at the Junior level can complete the major requirement in two years. Students with museum work experience may apply for experiential learning credit in consultation with the Director of Museum Studies.

Courses in the Museum Studies program are taught by Tusculum College faculty and visiting professionals in the field.

### Museum Studies Major

- **BUSN 211** Accounting Principles I
- **MUSE 101** Introduction to Museum Studies
- **MUSE 201** Curatorial and Collection Management
- **MUSE 202** Architecture and Historic Preservation
- **MUSE 310** Development of Exhibits
- **MUSE 340** Interpretation and Museum Education
- **MUSE 401** Seminar on Non-Profit Management
- **MUSE 402** Museum Internship (12 semester hours minimum)

**TOTAL:** 40 semester hours (minimum)

Students in the museum studies program are encouraged to take the following courses as electives:

- **MUSE 210** Regional Material Culture I
- **MUSE 220** Regional Material Culture II
- **MUSE 320** Archival Management and Conservation

### Course Descriptions

**MUSE 101. INTRODUCTION TO MUSEUM STUDIES.**

This introductory survey of the museum profession will cover types of museums and their philosophy, history, functions and goals, responsibilities to the profession and to the public's continuing education, public perception of museums, and how to win community support. Field trips will be taken to sites in the area to study various methods of museum operations. Competency: Analytical Reading. Offered every year.

**MUSE 201. CURATORIAL AND COLLECTION MANAGEMENT.**

The collecting, cataloging, researching, and conserving of two-dimensional and three-dimensional artifacts are basic to all museums and historical societies. The class will study types and use of collection records and the legal aspects and liabilities of collections. A field trip will study various methods of cataloging and collection management. Basic precepts of conservation will be practiced with the completion of a project required. Competency: Analytical Reading. Prerequisite: MUSE 101 or permission of instructor. Offered every other year.

**MUSE 202. ARCHITECTURE AND HISTORIC PRESERVATION.**

The styles and types of buildings and how they reflect cultural values will be studied. The course will review various methods used to preserve, restore, and maintain the buildings. Field trips will be taken to various buildings in the area to study their historic value and potential for adaptive use. Competency: Critical Analysis. Prerequisite: MUSE 101 or permission of instructor. Offered every other year.

**MUSE 210. REGIONAL MATERIAL CULTURE I.**

The student will explore the development of music in combination with the oral tradition of this region. The development of these contribute to today's society in this area. Students will be expected to complete a project based on field trips and activities. Competency: Civility. Offered every other year.

**MUSE 220. REGIONAL MATERIAL CULTURE II.**

The student will explore the development of untrained folk art and folk crafts and their importance to the understanding of this region. Students will be expected to submit projects and reports based on field trips and activities. Competency: Self-Knowledge. Offered every other year.

**MUSE 310. DEVELOPMENT OF EXHIBITS.**

The background, planning, and philosophy for an exhibit area and the development of a storyline for the museum and individual exhibits therein will be examined. The class will explore the many different ways in which an individual artifact may be displayed to illustrate a concept or principle. A project of planning and building a museum exhibit, including the mechanics of labelling and lighting, will be required. Competency: Writing. Prerequisite: MUSE 201 or permission of instructor. Offered every other year.

**MUSE 320. ARCHIVAL MANAGEMENT AND CONSERVATION.**

This course will introduce the student to archival processing and conservation of manuscripts, cataloging and preserving of photographs, and methods of genealogical research. A field trip to study different management technologies will be required. For a project, students will process and preserve historically important papers. Competency: Critical Analysis. Prerequisite: MUSE 201 or permission of instructor.
MUSE 340. INTERPRETATION AND MUSEUM EDUCATION.
The social and cultural life of the region is reflected through the talk and action of its people. This course will formulate plans and implement a program to interpret this culture to present-day audiences, both adults and children, through the use of artifacts and interpreters. A major field trip will be taken to compare various methods of interpretation and various education programs in museums. Competency: Ethics of Social Responsibility. Prerequisite: MUSE 310 or permission of instructor. Offered every other year.

MUSE 350. SPECIAL TOPICS.
The purpose of this course is to offer students opportunities to engage in selected study that includes mini research projects into the actual problems encountered in a museum. This course may be taken for credit multiple times on various topics. Competency: negotiated. Prerequisites: MUSE 101.

MUSE 401. SEMINAR ON NONPROFIT MANAGEMENT.
This survey of museum organization covers policies, ethics, types of authority, relations to the public and supporters, budgets, fund accounting, fund-raising, and long-range planning. The course will explore museum marketing, government relations, and job opportunities in the field. The course will include attendance at a museum association meeting. Competency: Self-Knowledge, Ethics of Social Responsibility. Prerequisites: MGMT 211 and three courses from the MUSE 200-300 series, or permission of instructor.

MUSE 402. MUSEUM INTERNSHIP. Minimum 12 semester hours.
This internship will be under the guidance of faculty in an actual museum setting, putting into practice all the previous courses and introducing the student to the professional museum world. Content of each internship will be based upon a contractual agreement between the student, the museum, and the Director of Museum Studies. The student's grade will reflect input from outside evaluators. Competency: Civility. Prerequisites: 3 courses from the MUSE 200-300 series or permission of instructor.

MUSE 450. INDEPENDENT STUDIES – MUSEUM RESEARCH
This course is designed to give the student advanced experience in research, analysis, and writing about a special project to be used by a museum. Topics or subjects selected governed according to the interests and specialties of faculty and students. Student will meet with faculty periodically to review progress. Competency: negotiated. Prerequisites: at least 12 credit hours in museum studies and permission of the instructor.

Music

In addition to the introductory course, MUSC 101, students may choose applied study of guitar, piano, organ, or voice. All students are encouraged to participate in the choral ensembles of the College.

COURSE DESCRIPTIONS—PERFORMING ORGANIZATIONS

NOTE:
Students registering for performing organizations receive one semester hour credit for work over an entire semester (Blocks 1-4 or Blocks 5-8). Students may sign up in Block 1 or 5 and will receive their grade in Blocks 4 or 8 respectively. Students will not incur an overload fee for participating in College sponsored performing organizations.

MUSC 190. TUSCULUM COLLEGE CHOIR. 1 semester hour.
Offered every semester. The College Choir is open to all students, faculty, and staff with an interest in choral singing. Choral literature from several musical style periods will be studied and performed, as appropriate to the skill level of the ensemble. The Choir performs a Christmas Concert and Spring Concert each year, with additional performances for area churches. The Choir may also tour in spring, depending on the level of performance excellence achieved. No previous musical background is required. Members need only to be able to match pitch. NOTE: a maximum of 8 hours combined credit from MUSC 190, 191, 192 may be applied to graduation. Prerequisite: Permission of instructor.

MUSC 192. TUSCULUM COLLEGE COMMUNITY CHOIR. 1 semester hour.
The Tusculum College Community Chorus is open to all adults with an interest in choral singing. No audition is required. The Chorus rehearses two hours each Monday evening and performs a winter and spring concert. NOTE: a maximum of 8 hours combined credit from MUSC 190, 191, 192 may be applied to graduation.

COURSE DESCRIPTIONS—ACADEMIC COURSES

MUSC 101. INTRODUCTION TO WESTERN MUSIC.
Specific focus on the music of western culture. Primary emphasis on the art music of the last five centuries, with additional coverage of the development of jazz in the past century. Connections will be made between the music and the societies that form its context. A small fee may be required to cover concert admission on field trips.

MUSC 450. INDEPENDENT STUDY. 1-4 semester hours.
May be repeated for credit to a maximum of 8 hours. Independent applied or academic work planned by the individual student with the aid and advice of the appropriate instructor. Emphasis on concentrated study in an area of music beyond the realm of the present curriculum. Competency: Critical Analysis. Prerequisite: permission of the instructor.

Course Descriptions—Applied Music

Notes on applied music study:
1. Students registering for performing organizations or applied music courses receive 1 semester hour credit for work over an entire semester (Blocks 1-4 or Blocks 5-8). Students may sign up in Block 1 or 5 and will receive their grade in Block 4 or 8 respectively.
2. Applied music study entails a special fee. See fee section of the catalog. However, no overload fee is incurred for applied music study.
3. A minimum of five hours weekly practice is expected for each credit of registration. Students not willing to practice are advised not to register for applied music credit.
4. For each registration, students will receive twelve 1/2 hour lessons per semester.
5. Students are admitted to organ study upon demonstration of satisfactory piano skills.
6. Only 8 credits in applied music instruction may be applied toward graduation.
7. All applied music study requires permission of instructor.

MUSC 155 GUITAR 1 semester hour
MUSC 165 PIANO 1 semester hour
MUSC 175 ORGAN 1 semester hour
MUSC 185 VOICE 1 semester hour
Natural Science

NSCI 100. PHYSICAL SCIENCE
Course designed to cover basic physics, chemistry, and Earth and space science. Offered every year.

Physical Education

Tusculum College aims at preparing students for employment and/or pursuit of further study at the graduate level in physical education. Graduates of Tusculum College with a degree in physical education are qualified to seek employment in teaching physical education, coaching sports, recreational leadership, sports management, or wellness and fitness enhancing fields. The department of physical education offers the following programs to achieve the above goal:

1. Teaching Licensure in physical education: Grades K-12
2. Recreation Emphasis in physical education (non-teaching)
3. Sports Management
4. Coaching Minor
5. Coaching Endorsement

Students majoring in any other discipline also can 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: Grades K-12

Major Area (Physical Education), Professional Education, and General Education, and a Specialized Competency requirement within the physical education curriculum comprise this concentration. The Teaching Licensure concentration is approved by the Tennessee State Department of Education. The required 155 semester hours for this licensure include 51 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. Physical education competencies are built into activity courses so a grade of C- or better 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
   B. Outdoor Individual and Dual Sports (2 required)
      PHED 177  Bowling II
      PHED 178  Badminton
      PHED 179  Table Tennis
   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

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)

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 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
- SOCI 101 Principles and Social Institutions

Choose one of the following courses:

- MUSC 101 Introduction to Western Music
- THEA 104 Introduction to Theatre
- VISA 110 Introduction to Art

**2. Physical Education (Non-Teaching) with Recreational Emphasis**
(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. 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 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 degree in physical education. Physical education competencies are built into activity courses so a grade of C- or better 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.

**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 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
   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
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

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
BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
BUSN 213 Interpersonal Communication in Organizations
BUSN 305 Principles of Marketing
BUSN 322 Principles of Finance

Note: The coaching minor and 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, 2002.

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. 1 semester hour. 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, 2002.

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, 2001.

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, 2002.

PHED 180. TENNIS. 1 semester hour. Designed to develop knowledge, safety measures, and skills of tennis. Offered Block 1, 2001 and Block 8, 2003.

PHED 181. ARCHERY. 1 semester hour. Designed to develop knowledge, safety measures, and skills of archery. Offered Block 1, 2001.

PHED 182. GOLF. Fee required. 1 semester hour. Designed to develop knowledge, safety measures, and skills in golf. Offered Block 2, 2001 and Block 7, 2003.

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, 2001.

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, 2002.

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 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 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, 2002.

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, 2002.

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 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, 2002.

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. SPORTS OFFICIATING. 3 semester hours. Designed to develop knowledge, safety measures, and skills in officiating various sports. Concurrent enrollment in the practicum course, PHED 289, is required. 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, 2001.

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, 2001.

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 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 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 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 every year.

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.

Physics
Charges may be placed on the student's account for laboratory equipment broken or damaged as a result of student negligence.

PHYS 101-102. GENERAL PHYSICS I and II. Survey course in general concepts of physics, including mechanics, heat, electricity, magnetism, optics, and introductory modern physics. This is a continuation course that is offered over two consecutive blocks. Competency: Public Speaking. Prerequisites: MATH 102 or permission of the instructor. Offered every other year.

Political Science
Please see HISTORY AND POLITICAL SCIENCE
PRE-PROFESSIONAL PROGRAMS

Please see HISTORY AND POLITICAL SCIENCE for Pre-Law Studies.

Medical Pre-Professional

The medical pre-professional program is designed for students preparing for graduate or professional schools in the fields of medicine, veterinary medicine, biomedical science, forensic science, dentistry, optometry, physical therapy, or pharmacy. Students obtaining a Bachelor of Arts degree in Medical Pre-Professional generally intend to attend a medical or veterinary medical, graduate, or specialty school after graduation from Tusculum College. Upon completion of their post-graduate work, these students enter careers as doctors, veterinarians, optometrists, dentists, pharmacists, physica therapists, or scientists.

The interdisciplinary curriculum of the Medical Pre-Professional program emphasizes fundamental understanding of biology, chemistry, and physics. The primary focus is on vertebrate systems, particularly those of humans and other mammals. Undergraduate research is encouraged at Tusculum College, and opportunities exist for students to perform and report on original experiments. Internship opportunities are available to help students obtain the practical experience needed to make informed career decisions and prepare for graduate or professional school. The curriculum is designed to help develop and maintain critical thinking, analytical reading, writing, and public speaking skills. Service learning and community involvement are important components of the curriculum at every opportunity.

BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 201 Genetics
BIOL 202 Microbiology
BIOL 302 Physiology
BIOL 303 Histology
BIOL 305 Parasitology
BIOL 308 Immunology
BIOL 403 Comparative Anatomy
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
PHYS 101 General Physics I
PHYS 102 General Physics II

Total: 64 semester hours

(Please see Biology, Chemistry, and Physics for course descriptions. Although not required for the B.A., many professional schools also require study in biochemistry, calculus, and English composition.)

Pre-Pharmacy

In this five-year program, three years are completed at Tusculum and the fourth and fifth years completed at Campbell University. Successful completion of both components and licensure as a pharmacist results in a B.A. in Biology from Tusculum. While at Tusculum students are required to complete the following courses:

English Composition, 8 hours, Tusculum Course Numbers ENGL 110, 111
Religion, 4 hours, Tusculum Course Number RELG 302

Humanities, 8 hours (for example: Literature, Philosophy, Music, Art, Theater, Foreign Language), Tusculum Course Numbers HUMA 101, ENGL 223, 224, or 225; VISA 110; THEA 104; MUSIC 101
Social Sciences, 8 hours (for example: History, Political Science, Psychology, or Sociology), Tusculum Course Numbers HIST 125 and 225, or PSYC 101
Economics or Accounting, 2 hours (selected courses in health may also be considered), Tusculum Course Numbers (any two), BUSN 201 or 211, PHED 184, 185, 186, or 187
Calculus, 4 hours, Tusculum Course Numbers MATH 104 (Prerequisite MATH 103 or ACT 27)
Physics, 4 hours (Physics may be algebra based and/or for health professional majors) Tusculum Course Number PHYS 101
General Chemistry, 8 hours, Tusculum Course Numbers CHEM 101, 102
Organic Chemistry, 8 hours, Tusculum Course Numbers CHEM 203, 204

Biological Sciences, 8 hours (more than 12 hours is strongly recommended; recommended are General Biology, Anatomy & Physiology, Microbiology; also appropriate are Cell Biology, Genetics, Immunology, Medical Terminology, and Biochemistry), Tusculum Course Numbers BIOL 101, 102, 201, 202, or 308
Electives, 8 hours (Suggested are Statistics, Computer Science, Pharmaceutical Sciences, or any advanced biology or chemistry courses. Also, certain business electives may be used to meet the requirements of the joint Pharm.D./MBA option), Tusculum Course Numbers CHEM 301, MATH 215, Computer Science

Minimum Total: 74 semester hours

The curriculum of the Prepharmacy program is designed to help develop and maintain critical thinking, analytical reading, writing, and public speaking skills. Service-learning and community involvement are important components of the curriculum and should be encouraged at every opportunity.

Psychology

This major provides students with a broad exposure to the field of psychology while encouraging the development of the Civic Arts that characterize the Tusculum College curriculum. The program strongly emphasizes the integration of classroom knowledge with real-life applications. We also emphasize the role of empiricism in psychology; that is, students come to understand how theories are supported by data gathering and experimental evidence, and they develop critical thinking skills to evaluate research contributions to the field.

Majors in psychology at Tusculum may be planning graduate study in research-oriented programs, or they may be seeking to build the skills and knowledge to work at a Bachelor's level. A wide range of courses is offered, covering current emphases in psychology as well as traditional topics. In addition, students can work in an agency setting during an internship that builds job-related skills, and they have the option of conducting an independent research project under the direction of a faculty member. For those with special interests, independent study may be arranged in areas not covered by a scheduled course.

There is an active group of psychology majors on this campus. Psychology majors have a number of opportunities to participate in special activities, including class trips to courtrooms and residential treatment centers, participation in the Southeastern Psychological Association annual meeting, and cross-cultural experiences in the Southern US.

Psychology majors are provided with advice on job searches and graduate school preparation. Our graduates go to work at mental health
Psychology Major
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 205 Theories of Personality
PSYC 220 Abnormal Psychology
PSYC 221 Social Psychology
PSYC 310 Introduction to Research Methodology & Experimentation
PSYC 315 Cognition
PSYC 331 Introduction to Psychotherapy & Counseling
PSYC 335 Introduction to Behavior Change Techniques
PSYC 345 Physiological Psychology
PSYC 400 Senior Seminar
PSYC 415 Theories & Systems of Psychology
TOTAL: 44 semester hours

Psychology-Teaching Licensure—Grades 7-12
The following program leads to licensure with an endorsement in Psychology, for teaching grades 9-12. The program is comprised of 148 semester hours, as follows:
Major ........................................40 hours
Profession Education..................36 hours
General Education....................72 hours

Major Curriculum
EDUC 419 Content Area Reading
PSYC 205 Theories of Personality
PSYC 220 Abnormal Personality
PSYC 221 Social Psychology
PSYC 310 Intro to Research Methods & Experimentation
PSYC 315 Cognition
PSYC 345 Physiological Psychology
PSYC 400 Senior Seminar
PSYC 415 Theories and Systems of Psychology
Choose one of the following:
PSYC 331 Introduction to Psychotherapy & Counseling
PSYC 335 Introduction to Behavioral Change Techniques

Professional Education Curriculum
EDUC 200 History and Philosophy of Education
EDUC 320 Classroom Discipline and Management
EDUC 337 Assessment and Evaluation
EDUC 342 Learning Environments 7-12
EDUC 456 Student Teaching: secondary (12 hours)
EDUC 452 Seminar
SPED 101 Survey of the Regular and Special Populations
Within the School Environment

General Education (72 hours)
CICS 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric

Psychology Minor
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 205 Theories of Personality
PSYC 221 Social Psychology
Choose any one of the following:
PSYC 215 Cross Cultural Psychology
PSYC 220 Abnormal Psychology
PSYC 230 Impact of Gender
PSYC 231 Psychology and the Law
PSYC 300 Special Topics
PSYC 315 Cognition
PSYC 345 Physiological Psychology
TOTAL: 20 semester hours

COURSE DESCRIPTIONS

PSYC 101. ESSENTIALS OF PSYCHOLOGY.
The course introduces the student to the field of psychology by concentrating on the basic methods of research; growth and development; perceptual processes and cognition; motivation and emotion; and mental health problems and therapeutic solutions. Competency: Analytical Reading. Offered every year.

PSYC 200. DEVELOPMENTAL PSYCHOLOGY.
This course provides an introduction to human development, with emphasis on the period from birth through adolescence. Physical, cognitive, language, and social-emotional development will be covered. Specific topics include the impact of the family, peers, and schooling, and the influence of early experiences on cognitive and social-psychological development. Current patterns of adult development and myths about aging will be explored. Each student will carry out an observational project. Competency: Writing. Prerequisites: PSYC 101. Offered every year.

PSYC 205. THEORIES OF PERSONALITY.
Students will closely examine a number of personality theories that are representative of the various paradigms within the field of psychology. The lives of the theorists as well as the evolution of their ideas will be traced; their contributions, both theoretical and applied, will be evaluated. Emphasis will be on reading and analysis of original theoretical and applied writings. Competency: Analytical Reading. Prerequisites: PSYC 200. Offered every year.
PSYC 210. ADULTHOOD AND AGING.
This course will examine adult development and aging in detail, with emphasis on recent studies in this area. Traditional views of physical, cognitive, and psycho-social development will be compared with the realities of adult lifestyles in the present society. The field of gerontology (study of older adults) will be investigated in detail, with emphasis on the many dilemmas facing society as the proportion of older adults increases dramatically, and the impact of terminal illness will be considered. The course will include exercises to assist students in developing a scientific approach and in integrating course material with their expectations for the future. Competency: Public Speaking. Prerequisite: PSYC 200.

PSYC 215. CROSS CULTURAL PSYCHOLOGY.
In this course students will explore the diversity of human psychological functioning across cultures. Students will develop a sensitivity to cultural differences in a wide range of areas such as child-rearing, gender roles, achievement orientations, perceptions of time, space, and the environment, definitions of mental illness, expressions of pain and grief, and personal comfort zones. The course will focus on both foreign cultures and minorities within the United States. Cross-cultural research issues will be explored. The class will include at least one field trip to provide the opportunity for students to interact with and learn from those in a minority culture. Competency: Civility. Prerequisite: PSYC 101 and one other Psychology course. Offered every other year.

PSYC 220. ABNORMAL PSYCHOLOGY.
This course will introduce students to the field of abnormal psychology through an examination of behavioral, cognitive, and physical symptoms that distinguish the various disorders. The biological and behavioral antecedents to abnormal psychological conditions will be examined, with emphasis on the impact of interacting biological and environmental factors. Competency: Ethics of Social Responsibility. Prerequisites: PSYC 205 or permission of the instructor. Offered every year.

PSYC 221. SOCIAL PSYCHOLOGY.
This course will examine how individuals think about, influence, and relate to one another, and the impact of social situations on the individual. Students will gain an understanding of: the relationships between attitudes and behavior; how we explain our own and others' behavior; cultural influences on behavior; why we conform with others' expectations and how we can resist social pressure; the roots of aggression, altruism and prejudice; and the development of attraction and love. Throughout the course, theoretical information will be applied to situations and dilemmas in our current society. Students will be encouraged not only to develop a scientific approach to thinking about social situations but also to recognize the influence of cultural and personal values in all scientific inquiry. Competency: Ethics of Social Responsibility. Prerequisites: PSYC 101.

PSYC 230. THE IMPACT OF GENDER.
In the 1990s, women and men in American society face a multitude of issues that impact their citizenship roles. A number of these issues are influenced by the gender roles that have been historically assigned to females and males. This class will explore the biological and historical roots of our gender roles and the extent to which these roles impact our behaviors in our personal as well as our public lives. Competency: Public Speaking.

PSYC 231. PSYCHOLOGY AND THE LAW.
This course will examine the law primarily from a psychological perspective, concentrating on the behaviors of individuals and how individual characteristics interact with the legal environment. Students will review landmark court decisions, research reports, and other noteworthy documents and will be encouraged to view themselves as participants in the legal system by virtue of their membership in this society. Specific topics to be covered will include theories of criminal behavior, the role of the police, eyewitness testimony, evaluation of suspects, changing definitions of competence and insanity, jury selection and deliberation, and the sentencing process. Competency: Critical Analysis. Prerequisites: PSYC 101 or consent of the instructor. Offered every other year.

PSYC 300. SPECIAL TOPICS.
This course provides intensive study of a selected topic in psychology. Topics will be chosen by the instructor and may include areas of investigation such as learning, psychopharmacology, health psychology, Eastern approaches, marriage and family, etc. Competency: negotiated. Prerequisite: PSYC 101 or permission of instructor.

PSYC 305. EDUCATIONAL PSYCHOLOGY.
This course examines the application of behavioral and cognitive approaches to teaching. The issues of development, cognition, learning, and motivation will be covered in relationship to the teaching process. Classroom management techniques and effective teaching strategies will also be covered. Competency: Self-Knowledge. Prerequisite: PSYC 200; for Education students: EDUC 200. Offered every year.

PSYC 310. INTRODUCTION TO RESEARCH METHODOLOGY AND EXPERIMENTATION.
Students will examine current research methodology and experimental procedures that characterize the field of psychology. In order to have a working understanding of research and experimentation, emphasis will be on students devising and evaluating their own research efforts. The ethical issues surrounding today's research techniques will also be highlighted. Competency: Critical Analysis. Prerequisites: PSYC 101, MATH 215, and two additional PSYC courses or permission of instructor. Offered every year.

PSYC 315. COGNITION.
Students will examine the processes of human thinking and how they relate to behavior. Among the topics to be covered are: information processing approaches; perception and attention; memory; the ways in which knowledge is represented and organized; and complex cognitive skills such as language, problem solving, and creativity. The class will combine lecture, student presentations, and experiential learning activities, all of which will emphasize a research-based, empirical approach to this area of human functioning. We will also consider real-world applications of the newest findings. Competency: Analytical Reading. Prerequisites: At least three other psychology courses. Offered every other year.

PSYC 331. INTRODUCTION TO PSYCHOTHERAPY AND COUNSELING.
The principles and procedures of psychotherapeutic and counseling approaches will be studied and practiced in this course. Students will gain practical experience while dealing with issues such as establishing client rapport and selecting appropriate therapeutic techniques. Both individual and group approaches will be examined. Competency: Critical Analysis. Prerequisites: PSYC 220 or permission of instructor. Offered every other year.

PSYC 335. INTRODUCTION TO BEHAVIOR CHANGE TECHNIQUES.
The principles and procedures of behavior change will be examined and practiced in this course. Behavioral techniques will be covered from both a direct client service model and a consultation model.
Emphasis will be upon the selection and definition of target behaviors and the development of appropriate interventions. Competency: Critical Analysis. Prerequisites: PSYC 220 or permission of instructor. Offered every other year.

PSYC 340. TESTS AND MEASUREMENT. This course is designed to provide students with a general understanding of the theory and practice of psychological testing and assessment. Specific content will include: test construction, issues of reliability and validity, and appropriate uses of testing. Students will also have practical experience and become familiar with some of the widely used intelligence, personality, and aptitude tests. Competency: Analytical Reading. Prerequisites: PSYC 260.

PSYC 345. PHYSIOLOGICAL PSYCHOLOGY. This course will cover the physiological aspects of psychology. The major focus will be an in-depth examination of the central nervous system, particularly the anatomical and physiological components of the brain that relate directly to behavior. There will be an overview of psychopharmacology and the effects of psychotropic medications on the nervous system. Six hours of laboratory work per week will involve nervous system dissection, the study of biofeedback, and use of physiological measurements such as electromyograms and galvanic skin response. Competency: Writing. Prerequisites: At least three other psychology courses. Offered every other year.

PSYC 350. INDEPENDENT RESEARCH. This course is designed specifically for those students who are interested in pursuing research of their own choosing. Each student will work on a one-to-one basis with a professor on the design, implementation, and reporting of an original research project. Students also will meet in small groups to discuss research designs and dilemmas. This course is highly recommended for those interested in future research activities such as those required by some graduate programs. The course may be repeated once, with a different research question, for a total of 8 semester hours. Competency: negotiated. Offered every year. Prerequisites: PSYC 260 and consent of the instructor.

PSYC 400. SENIOR SEMINAR. Required for all senior psychology majors, this course will help students to consolidate their course work in the major and explore options for employment or further study beyond graduation. Through individual student presentations and discussion, major themes and concepts of the subfields of psychology will be reviewed. Students also will learn about the employment and the graduate school application process, and arranging for site visits or guest speakers to assist them in their decision-making. Competency: Self-Knowledge. Prerequisite: Senior standing. Offered every year.

PSYC 415. THEORIES AND SYSTEMS OF PSYCHOLOGY. This course provides students an overview of the historical development of the field of psychology. Through lectures, readings, and interactive exchanges, students will examine the social, philosophical, and scientific trends that influenced the development of various theories and approaches. In addition, students will evaluate the impact and contributions of these approaches to the field. Competency: Analytical Reading. Prerequisites: Junior or Senior standing in psychology program. Offered every other year.

PSYC 450. INDEPENDENT STUDY. 1-4 semester hours. Under the guidance of a psychology faculty member, the student plans and carries out an independent exploration of a topic not covered in the regular curriculum. Study generally will consist of a review of literature in a specific area but also may involve data analysis or exploratory research in the field. (This course is distinguished from Psychology 350 in that a complete research project is not carried out.) In most cases, the student will be expected to produce a comprehensive paper on his or her topic as part of the course requirements. The course may be repeated once on a different topic, for a maximum of 8 semester hours. Competency: negotiated. Prerequisites: Consent of the instructor. Offered on demand.

PSYC 490. PSYCHOLOGY INTERNSHIP. 1-4 semester hours. Students gain experience in the field of psychology by providing service in a mental health or human service related organization, under the guidance of a qualified site supervisor and a professor. Attempts are made to tailor placements to students’ interests and learning needs while maximizing their service contributions to the community. Competency: negotiated. Prerequisites: PSYC 331 or 335 and consent of the instructor. Offered every year.

Religious Studies

Religious studies is a very important part of each student's academic preparation at Tusculum College. Students who have an interest in Religious Studies beyond the required course (RELG 302 Jerusalem), may elect to complete a minor. A student planning to minor in Religious Studies should consult with the faculty in Religious Studies to determine which courses will be of assistance, especially in the case when graduate school or seminary may be in mind.

Religious Studies Minor
RELG 101 Old Testament
RELG 102 New Testament
RELG 208 Sex, Marriage and Family or RELG 201 World Religions
Choose one 200 level religion course and one 300 or 400 level religion course.
TOTAL: 20 semester hours

Course Descriptions

RELG 101. OLD TESTAMENT LITERATURE: LIFE, DEATH & THE AFTERLIFE
An exploration of the rich literature and theology in the Hebraic scripture, beginning with creation and then focusing on the biblical view of life, death, and life after death. Competency: Self-Knowledge. Offered every other year. Required of religion minors.

RELG 102. NEW TESTAMENT: LIFE, DEATH & THE AFTERLIFE
The exploration of such themes as death and dying, resurrection, and the meaning of life itself in the gospels and Paul's epistles. Competency: Self-Knowledge. Offered every other year. Required of religion minors.

RELG 201. WORLD RELIGIONS.
An introduction to the beliefs, practices, and underlying spiritual values of the major religions of the world, including Buddhism, Hinduism, Confucianism, Judaism, Christianity, and Islam. Field trips to temples, a Greek Orthodox cathedral, and other religiously related institutions will be included. Competency: Public Speaking.

RELG 203. RELIGION IN AMERICA
This course will analyze and observe the beliefs, rituals, and practices of religious groups in America thereby enabling the student to
appreciate the varieties of religious experiences and the significance of religious experience among Americans. Field trips to churches, synagogues, and other church-related institutions will be included. Competency: Writing.

RELG 206. AMERICAN CIVIL RELIGION.
We will look seriously at the religious system that exists alongside organized religion with a theology (creed), an ethic, and a set of rituals and other identifiable symbols related to the political state. We will examine the rhetoric in presidential inaugural addresses to find references to God. What is the role of the citizen in the issue of “keeping” prayer in public schools? How can individuals bring about effective social change (i.e., keeping church and state separate in order to preserve individual freedom)? Competency: Critical Analysis.

RELG 208. SEX, MARRIAGE, AND FAMILY: THEOLOGICAL CONSIDERATIONS.
An exploration of such issues as premarital and extramarital sex, homosexuality, single parenting, genetic engineering, divorce, and traditional and non-traditional families. These issues will be examined historically and theologically with a particular emphasis placed on how individuals as well as the community are affected. Christian and secular positions will be compared. Competency: Self-Knowledge.

RELG 210. AFRO-AMERICAN RELIGIOUS AND SOCIAL MOVEMENTS.
A historical study of the leadership, dynamics, and milieu of Afro-American religious and social leadership including the Civil Rights movement and Martin Luther King, Jr. We will look at the Black religious experience as a response to suffering, a way of living, and an understanding of God. Competency: Ethics of Social Responsibility.

RELG 224. WAR AND PEACE STUDIES.
A study of the scientific and technological discoveries and events that led up to the first nuclear explosion, the historic conflict between the U.S. and other nations that led to the Arms Race, and nuclear stockpiling as well as efforts toward peace. The Just-War Theory and current attempts to prevent a holocaust will be considered. Students will be challenged to influence the legislature and their own religious communities to promote peace. Competency: Ethics of Social Responsibility.

RELG 301. NEW AGE SPIRITUALITY AND THE CULTS.
An analysis of cultic Christianity as well as expressions of Eastern religious thought as currently manifested in the American subculture. Comparisons will be drawn between these new religious movements and traditional Judeo-Christian thought. Competency: Critical Analysis.

RELG 302/CMNS 302. JERUSALEM.
This course examines Jesus and his teachings in their historical setting, taking into account the social context and the prophetic tradition of which he was a continuation. In studying Jesus’ prophetic voice, we will look consciously at the manner in which his life and teachings will look seriously at the manner in which his life and teachings provide a basis for careful reflection about ethical issues and justice in the modern world. Students will develop their knowledge of the roots and significant features of the Judeo-Christian tradition, and will develop an understanding of the relationship between the principal teachings of this tradition and individual and cultural patterns of action. Competencies: Public Speaking, Civility. Prerequisite: Sophomore standing. Offered every year.

RELG 400. SPECIAL TOPICS.
Advanced study of a designated topic not otherwise covered in religion course offerings. Topics may include spiritual autobiographies, black theology, feminist theology, the church in the world, Latin America, or other topics. Competency: Writing. Prerequisite: Permission of instructor.

Service-Learning

Any of the basic SLVN courses may be taken to fulfill Tusculum’s service-learning graduation requirement. The competencies of Self-Knowledge and Ethics of Social Responsibility will be addressed in each of these courses. Service-Learning courses have as prerequisite sophomore standing and successful completion of CMNS/SOCI 251. They are to be undertaken within the year following the student’s completion of CMNS/SOCI 251 and before the beginning of the Senior year.

Additional opportunities to complete the graduation requirement may be offered. These may include international service-learning opportunities or joint ventures with other area colleges or universities. These offerings will be advertised through campus communications and advisors.

SVLN 351 SERVICE LEARNING PRACTICUM. 2 semester hours. This option is available during the summer and may be carried out in the student’s home community or elsewhere. Students will get experience putting the civic arts into practice by working at least 50 hours in service roles with non-profit community organizations. Class sessions held in Block 8, writing assignments and regular contact with the instructor will help students prepare for and learn from their service placements. Offered every summer.

SVLN 352. ADVANCED SERVICE-LEARNING PRACTICUM. 2 semester hours. Independently, students will build on their service-learning experience by completing at least 50 additional hours of service — either continuing a service placement or undertaking a new placement. Service placements may be on campus, in the surrounding region, in student’s home communities, or in other national or international areas. In addition, students will keep a journal of their service experience; attend sessions scheduled through the Service-Learning Center for reflection on that experience, and conduct research into the issues addressed by their service placement. Enrollment in the course occurs after a service-learning agreement is signed by the site supervisor for the placement. Credit is granted upon satisfactory completion of the service hours, the final evaluation, the final essay, and the objectives mutually established at the beginning of the placement. SVLN 352 may be completed within a block or over the semester. Prerequisite: SVLN 351. Competencies: Self-Knowledge and Ethics of Social Responsibility. Offered every year.

SVLN 354. SERVICE-LEARNING IN GREENEVILLE AND GREENE COUNTY. 4 semester hours. Students may engage in a variety of service activities in Greeneville/Greene County, involving issues of social justice, economic opportunity, environmental protection or restoration, education, or health and wellness. They may use participatory action research techniques to identify community needs and help accomplish community goals. Readings, class sessions, journals and writing assignments will help the students learn from their service experiences. Competencies: Self-Knowledge and Ethics of Social Responsibility. Offered two blocks a year.

SVLN 355. CIVIC ARTS PROJECT. 4 semester hours. The Project allows students to put the Civic Arts into practice, providing practical experience with the kind of public problem-solving required by active and responsible citizenship. Independently, students will go through a process of 1) identifying a community need, 2) engaging in
practical deliberation or problem-solving discussion with community members, and 3) working with those members to design and carry out a project that addresses the need. Projects may be undertaken by groups or by individuals. Students apply for approval through the Service-Learning Center. Students must develop a proposal for their projects, establish a Project Committee, engage in systematic reflection during the Project, and document their activity and their learning. Approval by their Civic Arts Project Committee is required. Competencies: Self-Knowledge and Ethics of Social Responsibility. Offered as needed.

SVLN 356. SERVICE-LEARNING IMMERSION 4 semester hours.
This course centers on travel to a setting outside the Greene County area, where students will be immersed in a service experience. Travel may be to sites involving another culture. Working through a host organization, students will put in 70-100 hours of service. The service needed may involve issues of social justice, economic opportunity, environmental protection or restoration, education, or health and wellness. Readings and research before and after the trip will help students understand the issues they confront and the setting where they are offering service. Discussion and writing assignments will help students reflect on and learn from their service experiences. The process of living and working together and making collective decisions will be a laboratory for the practice of civility. Participation in this course is determined through an application process. Competencies: Self-Knowledge and Ethics of Social Responsibility. Offered at three or more sites every year.

SVLN 450. INDEPENDENT STUDY IN SERVICE-LEARNING 4 semester hours.
This course provides additional in-depth experience in service-learning and/or the opportunity to research issues raised by the previous service-learning course. This offers a good opportunity for students interested in achieving honors level in the competencies addressed. Advance arrangements should be made with the instructor. Prerequisites: SVLN 354, SVLN 355 or SVLN 356. Competencies: Self-Knowledge and Ethics of Social Responsibility. Offered as needed.

**Sociology**

SOCI 101. PRINCIPLES AND SOCIAL INSTITUTIONS.
Foundations of the sociological interpretations of human social life. Provides a critical review of the role of the selected social institutions of education: education, family, work, and religion. These institutions will be analyzed through the lenses of the mass media, culture, gender roles, group dynamics, and economics. Competency: Self-Knowledge. Offered every year.

SOCI 251/CMNS 251. CITIZENSHIP AND SOCIAL CHANGE: THEORY AND PRACTICE.
This course examines the process of democratic social change, where citizens interact as individuals seeking the common good. Through reading and reflection, it engages in moral reasoning about how groups, organizations, and communities function and how citizens can work toward the common good (theory). Through a course service project of at least 10 hours, students experience putting these ideas to work (practice). Competencies: Civility, Ethics of Social Responsibility. Offered every year.

**Spanish**

The United States includes the fifth largest Spanish-speaking population in the world, and this country is situated in a hemisphere where Spanish is one of four major languages. Spanish study is an important component of the education of citizens interested in working effectively to improve their global awareness.

Additional courses will be offered through Tusculum College’s exchange program with the Universidad Latina de Costa Rica.

**COURSE DESCRIPTIONS**

SPAN 101-102. ELEMENTARY SPANISH.
Introduction to the elements of Spanish enhanced by video materials. Competency: Public Speaking. Offered every year.

**Special Education**

In keeping with the mission of the College, the goal of the Special Education Program is one of service to the community. The program is divided into two endorsement programs: The Modified/Comprehensive Program and Early Childhood Special Education Program. The Modified/Comprehensive Program leads to endorsement for licensure to teach special needs students in kindergarten through 12th grade. This program prepares teachers of students whose early needs focus on development of basic skills, those students who need educational programs that require an adaptation of the regular school curriculum, and/or students whose later needs focus on vocational and independent living skills. The Early Childhood Special Education Program leads to endorsement for licensure to work with very young special needs children and their families. Students may select the Modified/Comprehensive K-12 Program and/or the Early Childhood Special Education Pre/K-1.

To best serve the community, the Special Education Program seeks to integrate the knowledge and skills in general education, professional education, special education core, and concentrations with the Civic Arts philosophy of Tusculum. Prospective teachers will:
1. Demonstrate the knowledge and skills in human development and learning, including the study of individual differences.
2. Develop a broad knowledge of the field of special education, including a study of various handicapping conditions.
3. Demonstrate ability to initiate appropriate techniques to plan and implement successful programming for special needs students.
4. Demonstrate the ability to work collaboratively with colleagues, communicate effectively with parents, and positively influence the education of all children.

Students may elect programs leading to licensure for teaching Special Education Modified and Comprehensive, and/or teaching Early Childhood Special Education.

The coursework in Special Education involves extensive practicum experiences. Well planned practicums provide students with varied experiences that prepare them for successful student teaching.
1. Special Education, Modified and Comprehensive
This program is comprised of 145 semester hours, or 159 semester hours with the optional courses for Early Childhood Special Education.

**COURSE DESCRIPTIONS**

SPED 352  Developmental Disabilities
PSYC 305  Educational Psychology
PHED 115 First Aid and CPR (1 hour)
PHED 170  Rhythms and Dance (1 hour)
PHED 360  Design/Methods Elem. PE (3 hours)
PSYC 200  Developmental Psychology
PSYC 305  Educational Psychology
SPED 350  Theory: Modified and Comprehensive (EC/K-4)
SPED 352  Developmental Disabilities
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SPED 450</td>
<td>Theory Into Practice: Comprehensive (EC/K-4)</td>
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<tr>
<td>EDU 332</td>
<td>Children's Literature</td>
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<td>EDU 307</td>
<td>Language Development and Emergent Literacy</td>
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<td>EDU 418</td>
<td>Reading and Language Arts</td>
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<tr>
<td>SPED 351</td>
<td>Theory: Modified and Comprehensive (5-8/Sec)</td>
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<tr>
<td>SPED 453</td>
<td>Theory Into Practice: Comprehensive (5-8/Sec)</td>
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<tr>
<td>EDUC 200</td>
<td>History and Philosophy of Education</td>
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<tr>
<td>EDUC 320</td>
<td>Classroom Discipline and Management</td>
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<tr>
<td>EDUC 337</td>
<td>Assessment and Evaluation</td>
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<tr>
<td>EDUC 452</td>
<td>Seminar (4 hours)</td>
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<tr>
<td>SPED 101</td>
<td>Survey of the Regular and Special Populations Within the School Environment</td>
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<tr>
<td>SPED 458</td>
<td>Student Teaching: Mod/Comp K-12 (12 hours)</td>
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<tr>
<td>BIOL 100</td>
<td>Introductory Biology</td>
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<td>OR NSCI 100</td>
<td>Physical Science</td>
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<td>CISC 100</td>
<td>Computer as a Tool</td>
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<td>CISC 216</td>
<td>Computer as a Classroom Support System</td>
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<tr>
<td>ENGL 110</td>
<td>Composition and Rhetoric</td>
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<tr>
<td>ENGL 111</td>
<td>Composition, Rhetoric, and Research</td>
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<tr>
<td>EVSC 111</td>
<td>Environmental Science</td>
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<tr>
<td>GEOG 200</td>
<td>Introduction to Geography</td>
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<tr>
<td>HIST 101 or 102</td>
<td>The West and the World I or II</td>
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<td>HIST 125</td>
<td>The People Shall Judge I</td>
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<tr>
<td>HIST 201 or 202</td>
<td>U.S. History I or II</td>
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<tr>
<td>HUMA 101</td>
<td>Our Lives in Community</td>
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<tr>
<td>MATH 102</td>
<td>College Algebra</td>
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<td>MATH 215</td>
<td>Elementary Statistics</td>
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<tr>
<td>PSYC 101</td>
<td>Essentials of Psychology</td>
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<tr>
<td>RELG 302</td>
<td>Jerusalem</td>
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Professional Education (36 hours)
EDUC 200  History, Philosophy and Principles of Education
EDUC 320  Classroom Discipline and Management
EDUC 337  Assessment and Evaluation
EDUC 340  Learning Environments EC/PreK-3
EDUC 452  Orientation to Student Teaching (4 hours)
SPED 101  Survey of the Regular and Special Populations Within the School Environment
SPED 459  Student Teaching: Infant/Toddler (12 hours)

General Education (68 hours)
BIO L 100  Introductory Biology
OR NS CI 100  Physical Science
C ISC 100  Computer as a Tool
C ISC 216  Computer as a Classroom Support System
EN GL 110  Composition and Rhetoric
EN GL 111  Composition, Rhetoric, and Research
EV SC 111  Environmental Science
GEO G 200  Introduction to Geography
H IST 101 or 102  The West and the World I or II
H IST 125  The People Shall Judge I
H IST 201 or 202  U.S. History I or II
H UMA 101  Our Lives in Community
MATH 102  College Algebra
MATH 215  Elementary Statistics
PS YC 101  Essentials of Psychology
REL G 302  Jerusalem
SOC I 101  Principles and Social Institutions

Choose one of the following courses:
MUS C 101  Introduction to Western Music
THE A 104  Introduction to Theatre
VISA 110  Basic Concepts of the Visual Arts
Optional Early Childhood PreK-3

PH ED 260  Contemporary Health Issues
EDUC 453  Student Teaching PreK-3 (6 hours)

COURSE DESCRIPTIONS

SPED 101. SURVEY OF THE REGULAR & SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT:
The pre-service education student will develop an understanding of the characteristics of the school environment and the relationship of that school environment to the total school system: local, state, and federal. In addition, the pre-service student will focus on developing the professional 'self' called teacher. Finally, pre-service students will survey those elements within the school that foster the education of regular and special school populations within the school. Practicum included. Students will study current practices, issues, and trends in Special Education Law and Policy to prepare to serve the special needs population in regular and special school environments. Offered every year. Competency: Writing.

SPED 350. THEORY MODIFIED AND COMPREHENSIVE EC/K-4.
SPED 351. THEORY MODIFIED AND COMPREHENSIVE 5-8/Sec.
The two courses, SPED 350 & 351, are specifically designed for pre-service teachers working with the student with mild handicaps and the student who has moderate to severe handicaps. The first course will focus on the young child from birth, through early years and into school. The second course will be directed to the child in the middle school years and high school. Students will have opportunities to study classical theory as well as reviewing current literature. While this course is not tied to a practicum, pre-service teachers will observe children at different age levels and exhibiting various differences. Students will have opportunities to speak with community and school personnel that serve children with mild and moderate to severe handicaps. Offered every other year. Competency SPED 350: Public Speaking. Competency SPED 351: Self-Knowledge.

SPED 352. DEVELOPMENTAL DISABILITIES
This course is presented in a seminar format and provides the student with an opportunity to have a hands-on experience with the therapists presenting the seminar. Among such professionals will be an occupational and physical therapist, speech therapist, and for the young child, the developmental specialist. These courses include clinical experiences in various settings, including the school, giving continuity to the seminar. The focus is on individuals with severe handicapping conditions that require occupational and physical therapy and speech therapy. Competency: Public Speaking. Prerequisites: SPED 350 or SPED 351. Offered every other year.

SPED 450. THEORY INTO PRACTICE-MODIFIED/COMPREHENSIVE EC/K-4.

SPED 453. THEORY INTO PRACTICE-MODIFIED/COMPREHENSIVE 5-8/Sec.
The pre-service student will work in settings in the community and school system. The purpose of this course is to provide students with opportunities to work with children whose handicapping conditions are so severe that they are unable to participate in the mainstream under usual circumstances and without an attempt by educators to adapt the environment. Pre-service students will study current practices in vocational development, career planning, independent living and leisure time activities. While these courses are practicum focused, the pre-service teacher will be responsible for completing a review of the literature regarding current practices for the moderate to severely handicapped student. The instructor for this course will participate in field activities with students. Classes will be held in Seminar format. In SPED 450 the pre-service teacher will work in programs that serve the birth to three years of age population, the preschool population, and early school population. Pre-service teachers registered for SPED 453 will assist school personnel with transition programs in the Secondary school. Competency SPED 450: Public Speaking. Competency SPED 453: Self-Knowledge. Prerequisites: SPED 350 or SPED 450, SPED 351 for 453. Offered every other year.

SPED 458. OBSERVATION AND DIRECTED TEACHING: SPECIAL EDUCATION - MODIFIED AND COMPREHENSIVE-K-12. (15 weeks) 12 semester hours.

SPED 459. OBSERVATION AND DIRECTED TEACHING: SPECIAL EDUCATION-INFANT/TODDLER. (7-1/2 weeks) 6 semester hours.
Full time teaching experience in an accredited school and/or hospital under the direction of a selected classroom teacher and a campus supervisor. Competency: Ethics of Social Responsibility. Prerequisites: application and approval for student teaching and senior standing. Offered every year.

Sports Management

Please see the PHYSICAL EDUCATION section of the catalog.

Theatre
Students at Tusculum are encouraged to participate in theatrical productions as well as numerous other dramatic activities sponsored
by Tusculum Arts Outreach. Facilities include the 700-seat Annie Hogan Byrd Auditorium and the 200-seat David F. Behan Theatre.

**THEA 104. INTRODUCTION TO THE THEATRE.**
A survey course to acquaint the student with our cultural heritage in the theatre. Units covered include history, roles of various theatre artists, theories and structures of drama, and the basic fundamentals and techniques of acting. Topics are covered through lecture and student participation. Competency: Public Speaking. Offered every year.

**THEA 190 THEATRICAL PRODUCTION 1 semester hour**
This course entails a minimum of 40 hours work in some combination of acting, set construction, make-up, costume, lighting, or other technical support connected with a college theatrical production. Note: a maximum of 8 semester hours credit in THEA 190 may apply toward graduation.

**Visual Arts**

The purposes of the programs in Visual Arts are:
1. to prepare students for careers in fine arts, graphic and commercial design, or teaching art in public schools, by choosing a concentration in either Graphic Design or Art Education within the Visual Arts major;
2. to enable students to prepare for graduate study in a variety of art disciplines by pursuing either concentration within the Visual Arts major;
3. to enable students to pursue a minor in Visual Arts to complement studies in their chosen major;
4. to provide educational experiences for elective credit in the visual arts that can stimulate creativity and lead to a greater awareness of the important role art plays in society.

Students who choose a Graphic Design concentration are introduced to some of the major fields of Graphic Design, including commercial art, advertising art, illustration, and corporate design. Special consideration is given to the development of skills and ideas associated with typography, illustration, and computer-assisted layout and design. Students planning to acquire entry level positions in the Graphic Design profession upon graduation, or wish to pursue graduate study in the visual arts are strongly encouraged to take elective visual arts courses beyond the minimum number required for the major.

Internship opportunities with area graphic design businesses are possible as part of these elective offerings. Suggested elective courses, along with the courses required for the major, are specified below. All candidates for the B.A. degree in Visual Arts with a Graphic Design concentration must pass a portfolio review at the end of their sophomore year, or before enrolling in any 300 or 400 level studio courses.

Students desiring K-12 licensure for teaching art in the schools should complete the course requirements specified below under VISUAL ARTS - K-12 Teaching Licensure Concentration.

All Visual Arts majors must prepare and install an exhibition of their artwork during their last semester before graduating from Tusculum College. December graduates will need to collect and prepare their work for an exhibition during the fall semester, May graduates will need to collect and prepare their work for exhibition during the spring semester.

Facilities for the visual arts are housed within the Schulman Center and the Art Annex. All lecture-based courses, the foundation courses, and some of the studio courses are taught in the Schulman Center, while the sculpture, ceramics, and other studio courses are taught in the Art Annex, a separate building on campus. The Annie Hogan Byrd Fine Arts Center contains the spacious, well-lighted J. Clement Allison Art Gallery. Approximately eight art exhibitions are presented in the Gallery throughout each academic year in cooperation with the Greeneville Arts Council. These include the annual Tusculum Student Art Exhibition.

**Graphic Design Concentration**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>VISA 111</td>
<td>Basic Design</td>
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<td>VISA 203</td>
<td>Basic Drawing</td>
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<td>VISA 211</td>
<td>Art of Photography</td>
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<td>VISA 212</td>
<td>Painting I</td>
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<tr>
<td>VISA 213</td>
<td>Sculpture I</td>
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<tr>
<td>VISA 214</td>
<td>Computer Graphics/Desktop Publishing</td>
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<td>VISA 216</td>
<td>Printmaking I</td>
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<tr>
<td>VISA 217</td>
<td>Graphic Design I</td>
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<tr>
<td>VISA 304</td>
<td>Ancient Through Renaissance Art</td>
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<td>VISA 308</td>
<td>Baroque Through Modern Art</td>
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<td>VISA 311</td>
<td>Photojournalism</td>
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<td>VISA 312</td>
<td>Ceramics I</td>
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<td>VISA 313</td>
<td>Sculpture I</td>
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<tr>
<td>VISA 314</td>
<td>Computer Graphics/Desktop Publishing</td>
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<td>VISA 315</td>
<td>Ceramics I</td>
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<tr>
<td>VISA 316</td>
<td>Printmaking I</td>
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<td>Ancient Through Renaissance Art</td>
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<td>VISA 308</td>
<td>Baroque Through Modern Art</td>
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<td>VISA 327</td>
<td>Visual Arts in Elementary Grades</td>
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<td>VISA 328</td>
<td>Visual Arts in Middle. &amp; Sec. Grades</td>
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Choose one from the following:

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<tr>
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<tbody>
<tr>
<td>VISA 312</td>
<td>Painting II</td>
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<tr>
<td>VISA 313</td>
<td>Sculpture II</td>
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<tr>
<td>VISA 315</td>
<td>Ceramics II</td>
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<td>VISA 316</td>
<td>Printmaking II</td>
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**Major Curriculum**

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<th>Course</th>
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<tbody>
<tr>
<td>EDUC 419</td>
<td>Content Area Reading</td>
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<tr>
<td>VISA 400</td>
<td>Portfolio And Exhibition</td>
</tr>
<tr>
<td>VISA 110</td>
<td>Introduction to Art</td>
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<tr>
<td>VISA 111</td>
<td>Basic Design</td>
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<tr>
<td>VISA 203</td>
<td>Basic Drawing</td>
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<td>VISA 212</td>
<td>Painting I</td>
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<td>VISA 216</td>
<td>Printmaking I</td>
</tr>
<tr>
<td>VISA 304</td>
<td>Ancient Through Renaissance Art</td>
</tr>
<tr>
<td>VISA 308</td>
<td>Baroque Through Modern Art</td>
</tr>
<tr>
<td>VISA 327</td>
<td>Visual Arts in Elementary Grades</td>
</tr>
<tr>
<td>VISA 328</td>
<td>Visual Arts in Middle. &amp; Sec. Grades</td>
</tr>
</tbody>
</table>

Choose one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISA 312</td>
<td>Painting II</td>
</tr>
<tr>
<td>VISA 313</td>
<td>Sculpture II</td>
</tr>
<tr>
<td>VISA 315</td>
<td>Ceramics II</td>
</tr>
<tr>
<td>VISA 316</td>
<td>Printmaking II</td>
</tr>
</tbody>
</table>

**Professional Education Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200</td>
<td>History and Philosophy of Education</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>Classroom Discipline and Management</td>
</tr>
<tr>
<td>EDUC 337</td>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td>EDUC 341</td>
<td>Learning Environments K-8</td>
</tr>
<tr>
<td>EDUC 342</td>
<td>Learning Environments K-12</td>
</tr>
<tr>
<td>EDUC 452</td>
<td>Seminar</td>
</tr>
<tr>
<td>EDUC 457</td>
<td>Student Teaching: Mod/Comp K-12</td>
</tr>
<tr>
<td>SPED 101</td>
<td>Survey of the Regular and Special Populations</td>
</tr>
<tr>
<td>EDUC 190</td>
<td>Portfolio And Exhibition</td>
</tr>
<tr>
<td>TOTAL: 56 semester hours</td>
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</tbody>
</table>

Students in the Graphic Design concentration are strongly encouraged to take the following courses as electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISA 215</td>
<td>Ceramics I</td>
</tr>
<tr>
<td>VISA 312</td>
<td>Painting II</td>
</tr>
<tr>
<td>VISA 417</td>
<td>Graphic Design III</td>
</tr>
<tr>
<td>VISA 451</td>
<td>Graphic Design Internship</td>
</tr>
</tbody>
</table>

The following program leads to licensure for teaching the Visual Arts in Grades K-12 and is comprised of 164 semester hours, as follows:

- Major 60
- Professional Education 40
- General Education 64
Visual Arts Minor
VISA 110 Introduction to Art
VISA 203 Basic Drawing
VISA 212 Painting I
VISA 308 Baroque through 20th Century Art
Choose one from the following:
VISA 213 Sculpture
VISA 215 Ceramics
Choose one from the following:
VISA 211 The Art of Photography
VISA 216 Printmaking I
TOTAL: 24 semester hours

COURSE DESCRIPTIONS

VISA 110. INTRODUCTION TO ART
A general introduction to the terminology of art, art concepts, various art media, and forms of expression within the context of the modern world. Some analogies between the visual arts and the other arts are also examined. Competency: Writing. Offered every year.

VISA 111. BASIC DESIGN I.
Basic art studio problems stressing the organization of line, shape color, texture, and space through the application of various visual design principles. Emphasis is given to various drawing, painting, and collage projects. Competency: Critical Analysis. Prerequisite: VISA 110 or permission of instructor. Offered every year.

VISA 203. BASIC DRAWING.
An introduction to basic drawing concepts and techniques using such black and white media as pencil, charcoal, chalk, pen & ink, and brush & ink. Subjects include the still life, model, and natural environment. The course assumes no previous experience in drawing. Competency: Writing. Offered every year.

VISA 211/ENGL 211. THE ART OF PHOTOGRAPHY.
An introduction to black and white photography, its basic methods, and darkroom techniques. The course will also include explanations of the different types of cameras, lenses, light, film, and photographic chemicals. Students will be charged a $25.00 lab fee to defray costs of materials. Offered every year.

VISA 212. PAINTING I.
A beginning course in painting. A variety of oil painting techniques and concepts are explored using still life, figure, landscape, and non-representational subjects. Competency: Public Speaking.

VISA 215. CERAMICS I.
An introduction to the nature of clay and to handbuilding, wheel throwing, glazing, and kiln firing techniques. Competency: Public Speaking. Offered every other year.

VISA 216. PRINTMAKING I.
An introduction to the relief, intaglio, and stencil printmaking processes to include such techniques as woodcut, etching, and screenprinting. Competency: Public Speaking. Offered every other year.

VISA 217. GRAPHIC DESIGN I.
An introduction to the basic principles and history of graphic design with emphasis given to the study of typography. A study of various typefaces along with studio projects involving hand drawn letter forms. Competency: Analytical Reading. Offered every year.

VISA 304. ANCIENT THROUGH RENAISSANCE ART.
A survey of Western art from prehistory through the 16th century. The interaction between the visual arts and other forces shaping the societies of the entire era. A field trip to New York is required for a portion of this course. Competency: Analytical Reading. Offered every other year.

VISA 308. BAROQUE THROUGH TWENTIETH CENTURY ART.
A survey of Western art from the 17th century through the 20th century. The interaction between the visual arts and other forces shaping the societies of the entire era. A field trip to either Chicago, Washington D.C., or New York City is required for a portion of the course. Competency: Analytical Reading. Offered every other year.

VISA 311/ENGL 311. PHOTOJOURNALISM.
An intermediate-level photography course with an emphasis on photography as a medium of communication through content and technique. Students will be charged a $25.00 lab fee to defray costs of materials. Prerequisites: VISA/ENGL 211 or permission of instructor. Offered every other year.

VISA 312. PAINTING II.
An intermediate painting class stressing individual expression and creativity using paint as the primary medium of expression. Experimental mixed media work is encouraged. Competency: Critical Analysis. Prerequisite: VISA 212 or permission of the instructor. Offered every other year.
VISA 313. SCULPTURE II.
Continuation of the technical and creative development begun in Sculpture I. Experiments in carving, modeling, and fabrication with emphasis upon extended projects in one or more of the three processes. Competency: Critical Analysis. Prerequisite: VISA 213. Offered every other year.

VISA 315. CERAMICS II.
Development of individual skills and creative design approaches. Emphasis on wheel throwing while using various clays, materials, and firing techniques. Competency: Critical Analysis. Prerequisite: VISA 215. Offered every other year.

VISA 316. PRINTMAKING II.
Expansion of the student’s imaginative and technical development in either the relief and intaglio processes or in the screen printing process. Individualized problems with special consideration given to compositional structure, contemporary imagery, and more comprehensive printing methods. Competency: Critical Analysis. Offered every other year.

VISA 317. GRAPHIC DESIGN II.
Continued study of typography with the addition of basic graphic forms in multiple formats. The use of the computer as an important designing tool is emphasized. Projects are weighted towards real world graphic and commercial problems the student must solve. Competency: Critical Analysis. Prerequisite: VISA 217. Offered every year.

VISA 319. PUBLICATION DESIGN.
The combined application of design ideas, layout, and illustration, aimed at the production of newspapers, magazines, or books. Students layout newspaper spreads, create cover and spread designs for magazines and books, illustrate articles and stories for publication. A strong on-the-job tie-in exists by developing the layout for issues of the student newspaper or by contributing to the development and publication of a college literary publication. Competency: Ethics of Social Responsibility. Prerequisite: VISA 317. Offered every other year.

VISA 327. ARTS DEVELOPMENT IN ELEMENTARY GRADES.
An introduction to various themes, media, techniques, curricula, and development of sequential lesson planning in the arts. The recognition of the needs of exceptional children in regular classrooms is also addressed. Competency: Writing. Prerequisite: EDUC 200, VISA 111 or permission of instructor. Offered on demand.

VISA 328. ARTS DEVELOPMENT IN MIDDLE & SECONDARY GRADES.
Experiences in curriculum development in the arts and the use of media and techniques appropriate for the middle and secondary grades. The needs of exceptional adolescents are also addressed. Competency: Public Speaking. Prerequisites: EDUC 200, VISA 111 or permission of the instructor. Offered on demand.

VISA 400. PORTFOLIO AND EXHIBITION.
This course is designed to teach students how to prepare themselves and present credentials for art-related employment. Students develop an artist’s portfolio, learn how to photograph their artwork, write an artist’s statement, and prepare a professional resume. Students will organize an exhibition of their work. This course takes place over an entire semester. Competency: Self-Knowledge. Prerequisite: Senior standing in regard to the Visual Arts major requirements, and a minimum GPA of 2.25 in the major.

VISA 417. GRAPHIC DESIGN III.
Advanced graphic design assignments that utilize the experience gained in VISA 217 and 317. Studio projects that combine graphic forms for visual communication. Competency: Critical Analysis. Prerequisite: VISA 317. Offered on demand.

VISA 440. SPECIAL STUDIO PROBLEMS.
Independent studio projects for students who have completed at least two college level courses in the medium chosen for the special studio problem. The student must submit a written proposal of intended work to be approved by the appropriate instructor at least one block before taking the course. May be repeated for credit. Competency: Civility. Prerequisites: 2 courses in the medium selected for study, depending upon the recommendation of the supervising instructor. Offered on demand.

VISA 451. GRAPHIC DESIGN INTERNSHIP.
An off-campus working experience in an advertising agency or other graphic design related business for students planning to pursue a career in the graphic design field. A journal is required of all student participants. Competency: Self Knowledge. Prerequisite: Senior standing in regard to the Visual Arts major with a graphic design concentration and a minimum GPA of 2.8.
Professional Studies
In 1984, Tusculum College recognized the special needs of working adults by developing the educational programs within Professional Studies. Each program is comprised of accelerated courses with two intense evening meetings per week. These programs have gained a solid reputation in the region for their high academic standards and practical focus and have been studied nationally as models for adult education.

Four programs are offered:

* Gateway (for degree seeking students completing general education core and/or elective requirements)

* Bachelor of Science in Organizational Management

* Master of Arts in Organizational Management

* Master of Arts in Education (This degree is offered with concentrations in K-12 or adult education.)

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

Academic Policies

Academic Schedule

The Tusculum College Professional Studies Programs follow a non-traditional academic calendar. Courses in each program are offered sequentially, allowing students to study one subject at a time. Classes are held at times and in locations convenient to students.

Academic Advising

The Professional Studies Academic Advising Program is designed to provide students with academic counseling. Students are advised by Professional Studies staff and faculty in each program. Each group of students is assigned an advisor by the Coordinator of Academic Services. Advisors meet advisees and maintain contact regularly with class members. A student may also seek assistance from any member of the Professional Studies staff when the assigned advisor is not available.

Class Attendance

Classes are held one evening a week for four hours with the instructor. In addition, study group assignments require up to four hours of small-group work each week. Class attendance is mandatory and is recorded by the faculty member, who submits student attendance records to the administrative office. A grade of "F" is automatically assigned to any student who misses one third or more of a class. This is an institutional policy and is not left to the discretion of the faculty member. Individual faculty members often adopt more stringent attendance requirements as detailed in their syllabi and require any missed work to be made up. Students should realize that failure to attend class or study group meetings may also impact financial aid. Refer to sections on “Financial Aid” and “Withdrawal” for further information.

Class Representatives

The main function of the class representative is to serve as liaison between the class and the Professional Studies faculty, administration, and staff.

Facilities

Most classes are held in the Knoxville Regional Center and on-campus facilities. These classrooms are evaluated by Tusculum College staff members to certify that course goals and objectives can be met. This evaluation exemplifies the commitment by the College to meet the needs of all students. Written evaluations of facilities are also completed by instructors at the end of each course and by students at the end of the program.

Computer Needs and Recommended Skills

Students in the Professional Studies Program consistently use computers to complete assignments throughout the curricula. Students may own a computer or have access to one at their workplace. Computers are also available for use by students at the regional offices.

It is strongly recommended that students entering the Professional Studies Program be proficient in executing the following skills using the computer: (a) typing, (b) file management (open, save, delete, move, copy, create folders, save file in specified folder), (c) familiarity with windows (maximize, minimize, close), (d) using and installing software (open programs; use spell check; cut, copy, and paste within a document; insert graphic image; and, change font and font attributes), and (e) basic internet usage (navigate in browser, send and receive e-mail).
Admission
Applicants meeting the minimum requirements as stipulated for each Professional Studies program will be afforded regular admission. If one or more of the requirements is not met, conditional acceptance may be granted. Both undergraduate and graduate applicants are informed in their acceptance letter of the conditions that MUST be met in order to proceed in the program. Please refer to section on “Retention Standards” for further information regarding program continuation.

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

Tusculum College has articulation agreements with several institutions awarding associate’s degrees. Normally, core requirement deficiencies will be waived for students who have earned an associate’s degree, except for requirements in composition, mathematics, and natural science. If any section of an articulation agreement differs from the Tusculum College Catalog, the articulation agreement will be used in determining transfer credit.

Tusculum may accept as transfer credit a maximum of thirty (30) semester hours of Pass “P” credit from one or more of the following: Advanced Placement Program (APP), correspondence courses, College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and proficiency credit. Minimum scores as set by Tusculum College (following recommendations by the American Council on Education-ACE) must be earned in order to award credit. An official copy of CLEP and DANTES scores is required. Enrolled students are required to contact the Associate Registrar or the Director of Assessment for approval to request credit from one or more of the above. In some cases, credit from one or more of the above may be deemed a duplication of transcripted credit.

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

Grades of “D” or “F”
Transfer grades of “D” or “F” are treated in the same way as those earned in Tusculum College courses. Therefore, all transfer “D” grades are used as hours toward graduation, and all transfer “D” and “F” grades are used to compute the grade point average. Grades of “I” are considered as “F” for transfer credit.

Graduate Test Scores
An official copy of one or more of the following must be submitted for admission to a graduate program. For graduate degree programs in education, Tusculum College accepts the National Teachers Examination (NTE) or Praxis II (or a valid teaching license), Graduate Record Examination (GRE), and the Miller Analogies Test (MAT). For management degree programs, the College accepts the Graduate Management Admission Test (GMAT), GRE, and MAT. Test scores must be submitted prior to receiving candidacy status. If none of the above is available, one of the following is acceptable:

(a) the candidate’s official copy of the test scores
(b) an official transcript bearing test scores
(c) a photocopy of test scores with a supporting affidavit by the student that official scores are no longer available (affidavit form provided by Tusculum College).

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

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

2. Part-time Students: Tusculum College will admit students who do not wish to become regular students or candidates for degrees but who desire to enroll in one or more courses. Students seeking course credit to qualify for admission to undergraduate or graduate programs may be enrolled as special students. Those students are required to submit an application and appropriate transcripts before being admitted to class.

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

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

1. An international student must take the Test of English as a Foreign Language (TOEFL) and have a record of the results sent to Tusculum College. A minimum score of 550 is required on this test. This test is administered in the United States and abroad by the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. The score must be sent to Tusculum College from the College Entrance Examination Board.

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

3. An international student must complete and return to the College the “Certification of Finances” form. This form will be supplied by Tusculum College and must be completed in conjunction with the student’s bank or similar financial institution.

It is important that all financial arrangements be confirmed before the student arrives at Tusculum. If the international student is accepted, the College will issue an I-20 form which will expedite securing a student visa.

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

Retention Standards

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

**Undergraduate**

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

- **Academic Probation.** Students must make continued academic progress toward the cumulative GPA of 2.00 required for graduation. Gateway students are placed on academic probation when their cumulative GPA falls below 2.00. BSOM students are placed on academic probation when their cumulative GPA falls below 2.00 or if they earn a grade below “C” (including “C+” and “C−”) in the management major courses.

- **Academic Suspension.** Undergraduate students are academically suspended if they earn a grade below “C” (including “C+” and “C−”) during a period of academic probation. Students are also subject to academic suspension if they have two grades of “D”, “F”, and/or “I” or concurrent grades of “D”, “F”, and/or “I” recorded on their transcripts. To be considered for readmission a cumulative GPA of 2.00 and a re-application are required. BSOM students will be academically suspended for a period of six months if they earn a second grade below “C” (including “C+” and “C−”) in the management major courses. In such cases repeating one or both of these courses is required. A re-application is necessary in order to be considered for readmission to Tusculum College.

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

**Graduate**

- **Academic Probation.** Students must maintain the cumulative GPA of 3.00 required for graduation. Graduate students are placed on academic probation if their GPA falls below 3.00. Academic probation also occurs when a student receives a grade of “C” (including “C+” and “C−”) for any required courses. A grade of “C” (including “C+” and “C−”) places the student on academic probation for the completion of the program.

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

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

**Withdrawal**

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

**Plagiarism and Falsification of Documents**

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 one's own words the ideas, conclusions, words) of another without reference to the source
3. Presenting as one's own the creative work (for instance, music or photographs) of another without proper acknowledgement
4. Besides plagiarism other forms of academic dishonesty include the following:
   a. Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved
   b. Submitting purchased, borrowed, copied or specially commissioned work as if it were one's own
   c. Knowingly permitting others to submit one's own work under their names
   d. Copying the work of others during an examination or other academic exercise
   e. Knowingly allowing others to copy one's own work during an examination or other academic exercise
   f. Using "cheat sheets" or any other unauthorized form of assistance during an exam, quiz or other academic exercise
5. **NOTE:** AUTHORIZED HELP is encouraged and includes:
   • attendance at help sessions
   • tutoring received with the 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)
6. 10) Manipulating or fabricating data to support erroneous conclusions.

The effect of cheating within a community is to destroy the environment of honesty and trust on which the community depends. A dishonest performance diminishes the achievement of those who have worked hard and demonstrated real mastery of a subject. For this reason, 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).

**Professional Studies' Procedures for Dealing with Cases of Suspected Plagiarism:**

1. When a faculty member or other individual suspects plagiarism, fabricated citations of data, or any unethical procedures, related to coursework, the regional Associate Dean is to be notified. The Associate Dean then notifies the student and asks for a written response to the allegation.
2. After receiving the student’s response, the Associate Dean arranges for the student to appear before a committee comprised of, but not limited to the following: the faculty member, the Vice President and Dean for Graduate and Professional Studies, the regional Associate Vice President for Professional Studies, and the regional Associate Dean.

3. After the hearing, the committee proposes one or more of the following courses of action: (a) allows student to re-do the assignment, provided that the evidence indicates improper attribution rather than deliberate plagiarism or falsification; (b) gives the student a failing grade for the course; (c) dismisses the student from the program, and/or college; or, (d) dismisses the allegation as unfounded.

4. If the student wishes to appeal the decision of the committee, an appeal may be made to the Programs and Policies Committee.

Degrees with Distinction

Degrees with distinction are granted to Bachelor of Science students for outstanding academic performance. All collegiate level work, including transfer credit, will be used to determine the required average. The grade point averages required for these degrees are as follows: cum laude, 3.50; magna cum laude, 3.75; summa cum laude, 3.95. Degrees with distinction are not granted to graduate students. Graduate students who complete the program with a 4.00 grade point average wear a gold cord at commencement.

The Professional Studies Competency Program

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

At the undergraduate level, the program focuses on enhancing the students’ Foundational Competencies. The Foundational Competencies are: Writing, Analytical Reading, Public Speaking, Critical Analysis, Mathematics, Computer Literacy, and Civic Arts (self-knowledge, civility, and ethics of social responsibility).

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

Additional information concerning the assessment of competencies is provided in the Professional Studies Undergraduate Student Handbook, the Professional Studies Graduate Student Handbook, and the Faculty Handbook.

The Research Project

All Tusculum College Professional Studies students must complete a research project. At the bachelor’s and master’s levels, students must conduct an applied research study of a relevant topic in the field that meets the standards established for each program. The final research report must be submitted to the Research Center for institutional review and must be accepted in order for the student to be eligible for graduation. The student must also formally present the research report to a scholarly audience and be prepared to field questions concerning the study.

Conducting the research project strengthens proficiency in both the Foundational and Advanced Competencies identified by the College as essential qualities that graduates in their respective programs must possess. The research project also provides a conduit for service learning in that each student must complete a project that will contribute valuable information to organizational personnel. Conducting the research study also promotes the ability of all graduates to test theories through applied research in order to meet both personal and professional decision-making needs. Successful completion of the research project and formal presentation of the research report provide the culminating experiences for students to demonstrate that they have accomplished the goals and objectives set forth for each course, each program and, thus, the mission of the College. Specific information concerning the Research Project may be found in the Tusculum College Professional Studies Research Handbook.

Grading Procedures

Coursework is evaluated in the following terms:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Assigned</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>=</td>
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<td>=</td>
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</tr>
<tr>
<td>P</td>
<td>=</td>
<td>No points applied</td>
</tr>
<tr>
<td>W</td>
<td>=</td>
<td>No points applied</td>
</tr>
<tr>
<td>WP</td>
<td>=</td>
<td>Administrative withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>=</td>
<td>Withdraw-passing</td>
</tr>
<tr>
<td>AU</td>
<td>=</td>
<td>No points applied</td>
</tr>
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<td>Audi</td>
<td>=</td>
<td>Audit</td>
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</tbody>
</table>

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

Appeals

When appealing a grade, a student must first send a written appeal to the instructor of the course accompanied by reasons for the appeal and the documentation providing evidence to support a grade change. The student must also send a copy of the appeal to the regional Associate Dean. The instructor will then respond, in writing, to the student, sending a copy of the response to the regional Associate Dean. A student who wishes to then continue an appeal must send the original materials presented to the instructor, the written response
The Gateway Program

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

Gateway classes are taught by faculty of Tusculum College who have academic and practical backgrounds in their respective disciplines.

General Objectives

The general objectives of the Gateway Program are as follows:

1. To introduce students to the liberal arts
2. To provide the basis for continued intellectual growth
3. To develop the student’s ability to apply broad general knowledge to concrete practical problems
4. To extend opportunities for professional growth

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

Admission Requirements and Procedures

Decisions for admission are based on previous academic records and meaningful work experience. Tusculum seeks students who are mature and highly motivated. The admission requirements for the Gateway Program are as follows:

Transfer students (12 semester hours or above) must have a cumulative grade point average of 2.00 from a regionally accredited college or university.

New students (fewer than 12 semester hours) must satisfy 3 of the following 4 requirements:

1. Composite score of 800 on the SAT or 18 on the ACT
2. Upper 1/2 of high school graduating class
3. High school grade point average of 2.00 on a 4.00 scale or a minimum of 45 overall (no subject score of less than 35) on GED
4. Proof of two years’ work experience

The admission procedures for the Gateway Program are as follows:

1. Submit completed application detailing work experience
2. Submit official transcripts of all academic course work or GED scores and SAT or ACT scores if available
3. Submit recommendations from two persons qualified to judge the student’s potential for college work

SAMPLE COURSE DESCRIPTIONS

FIRST SEMESTER: 16 Hours

ORIENTATION TO TUSCULUM COLLEGE. no credit.

Designed to orient students into the Tusculum College Professional Studies program, including the electronic library and access to other learning resources.

OREN 100. INTRODUCTION TO THE ACADEMIC ARTS. 2 semester hours.

This course is designed specifically for the adult returning student and includes reading/scanning skills, note taking, time and stress management, and test preparation skills.

RHET 101. RHETORICAL STUDIES I. 4 semester hours.

Intensive practice in the oral and written organization and presentation of ideas, with emphasis on diction, standard grammar, and sentence structure.

RHET 102. RHETORICAL STUDIES II. 2 semester hours.

Includes interpersonal relations and presentation skills in such settings as small groups, classrooms, business meetings, community forums, and political arenas.

RHET 103. RHETORICAL STUDIES III. 4 semester hours.

Locating, organizing, and synthesizing information and ideas; oral and written techniques of exposition and persuasion.

SOSC 100. SPECIAL TOPICS IN THE SOCIAL SCIENCES. 4 semester hours.

Psychology or sociology-related topic designed to introduce the student to the foundations of human growth and development of human social life. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

SECOND SEMESTER: 16 Hours

MATH 101. BASIC MATHEMATICS. 4 semester hours.

This course is designed to develop an interest in mathematics and to provide the basic tools for further study of mathematics, starting with a review of arithmetic and proceeding through elementary algebra. Basic descriptive statistics is also included.
MATH 102. COLLEGE ALGEBRA. 4 semester hours.
The course covers college algebra, functions (including polynomial, exponential, and logarithmic) and application to business and the natural, physical, and social sciences.

SOSC 110. SPECIAL TOPICS IN THE SOCIAL SCIENCES. 4 semester hours.
History-related topic to introduce the student to some aspect of the past and its influence on the present and the future. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

NSCI 101. PHYSICAL SCIENCE. 4 semester hours.
Introduces the student to the interrelationship of systems in nature. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

THIRD SEMESTER: 14 Hours

ARTS 101. SPECIAL TOPICS IN THE ARTS AND HUMANITIES. 4 semester hours.
A course in art or music to develop a personal aesthetic response to the world. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

ARTS 102. SPECIAL TOPICS IN THE ARTS AND HUMANITIES. 4 semester hours.
A course in literature or religion to cultivate a sensitivity to problems of the human condition through literary works or religious texts. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

SOSC 200. SPECIAL TOPIC IN THE SOCIAL SCIENCES. 4 semester hours.
Political science-related topic to enhance student knowledge of government, the law, and the legal profession. Courses are chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

PHED 101. PHYSICAL FITNESS AND HEALTH FOR ADULTS. 2 semester hours.
Gives the adult student a cognitive understanding of the principles underlying physical fitness development and maintenance.

FOURTH SEMESTER: 16 Hours

SOSC 210. SPECIAL TOPICS IN THE SOCIAL SCIENCES. 4 semester hours.
Economics-related topic to enhance student knowledge of microeconomic principles and theories of business. Courses are
chosen from either the Tusculum College catalog or a listing of approved courses designed for the Gateway Program.

BUSN 101. BUSINESS AND ITS ENVIRONMENT. 4 semester hours.
Introduction to business, competition, and capitalism; to develop a better understanding of types of business and different forms of business ownership.

MGMT 245. BEGINNING ACCOUNTING AND FINANCE. 4 semester hours.
Accounting and finance as applied to the management of profit and non-profit entities, covering basic theory and application.

MATH 215. ELEMENTARY STATISTICS. 4 semester hours.
Introduction to descriptive and inferential statistics using both parametric and non-parametric methods. Some of the major areas covered are: measures of central tendencies, measures of dispersion, distributions (such as frequency, normal, binomial, and probability), correlation, regression, and hypothesis testing.

Bachelor of Science Degree

General Information

Tusculum College understands the special requirements of adults who are interested in receiving a bachelor's degree but must also continue meeting their personal and professional commitments. The Bachelor of Science in Organizational Management (BSOM) is designed for upper division adult students who have acquired learning through career experiences, professional or military schools, college or university courses, and professional training. College-level learning gained through experience is evaluated through the Research and Assessment Center and the credit awarded can be applied toward the bachelor's degree.

The courses in the program relate theory to practice. Instructional methods include lectures, case studies, simulations, small-group projects, and applied research. Classes are taught by Tusculum College faculty with academic and practical backgrounds in their respective disciplines.

General Objectives

The general objectives of Tusculum College's bachelor's degree are as follows:
1. To extend educational opportunities to people whose occupations, family responsibilities, or personal preferences do not permit them to spend major blocks of time in residence on a campus
2. To provide students with a comprehensive, yet practical, education through an intensive curriculum which draws on resources, theories, and knowledge of all relevant disciplines in order to enable students to study, analyze, and evaluate problems from a broad perspective
3. To provide students the background needed for a variety of professional careers and to extend the range and nature of available careers
4. To further develop the qualities of civic virtue necessary for effective citizenship in local, national, and global communities.

Graduation Requirements

The Bachelor of Science program requires satisfactory completion of college work which must include the general education requirements (Core). One hundred and twenty-eight semester hours are required for completion of the Bachelor of Science degree program. In order to graduate, a student must earn a minimum grade point average of 2.00, or an overall “C” for all courses taken. A maximum of one “D” is allowed in the major. At the conclusion of the program, students must have completed the following:
1. A total of 128 semester credits with a minimum of 2.00 grade point average.
2. A core of 34 general education credit hours.
3. The completion of all courses required in the Tusculum College B.S. curriculum sequence, with an acceptable GPA in the major.
4. The successful completion and acceptance of the applied research project by the College.
5. Payment of all tuition and fees. Students who have completed all requirements are eligible to participate in graduation exercises. A letter of completion can be requested when all work is completed and all graduation requirements are met and approved. All graduates are expected to participate in the commencement exercises of the College.

Classification of Students

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

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

General Education Requirements (Core)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition (Comp. I and Comp. II required)</td>
<td>6</td>
</tr>
<tr>
<td>Creative arts and humanities (any 2 areas)</td>
<td>6</td>
</tr>
<tr>
<td>(English, foreign language, literature, art, music, religious studies, philosophy, humanities)</td>
<td>6</td>
</tr>
<tr>
<td>Natural science and mathematics</td>
<td>6</td>
</tr>
<tr>
<td>(1 course each, mathematics must be at least the level of college algebra)</td>
<td>6</td>
</tr>
<tr>
<td>Social science (Any 2 Areas)</td>
<td>12</td>
</tr>
<tr>
<td>(economics, history, psychology, sociology, geography, anthropology)</td>
<td>12</td>
</tr>
<tr>
<td>Speech or drama (1 Course)</td>
<td>2</td>
</tr>
<tr>
<td>Physical education or health</td>
<td>1</td>
</tr>
<tr>
<td>Computer</td>
<td>1</td>
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</tbody>
</table>

The remaining credits may be earned through the following options:
1. Documented prior learning experience portfolio
2. CLEP and/or DANTES examinations
3. Traditional courses taken at regionally accredited colleges and universities
4. Correspondence courses from regionally accredited colleges and universities
5. Tusculum College Gateway Program

Credit for Prior College-Level Learning

Assessment of Prior Learning

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

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

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

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

**Description of Prior Learning Portfolio**

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

The portfolio is divided into six separate sections which include:

1. The data sheet: an outline of personal, educational, military, and employment background.
2. Transcripts: a record of all colleges and universities attended.
3. Military schools/courses/ratings: Students with military service may petition for credit for military schools and courses, occupational ratings, and commissions through the portfolio. The College uses the American Council of Education’s “Guide to the Evaluation of Educational Experiences in the Armed Services” to determine credit awards.
4. Professional schools and courses: Students who have extensive professional training may be awarded credit from this section of the portfolio. This section includes business and technical schools, workshops, and seminars which were attended as a result of the student's job. Verification of completion, length of course in contact hours, and course descriptions are required to document professional training. Credit is awarded on the basis of equivalent college-level course content and/or length of course in contact hours.
5. Autobiography: Students write a seven-page autobiography that describes the significant personal and professional experiences that have contributed to their growth and development.
6. College-level learning gained through experience: Students write essays that articulate both experience and learning outcomes comparable to those of specific college courses. Essays usually focus on a particular area of knowledge or skill. Students are encouraged to petition not only for professional learning experience, but also for college-level learning experiences associated with family and community. Each petition for credit includes a student narrative and appropriate documentation in evidence of learning. Credit is awarded on the basis of how well the student demonstrates college-level learning.

**Portfolio Deadlines and Extensions**

The portfolio is written and compiled during the early part of the undergraduate program. After “Experiential Learning Validation” (MGMT 316) the portfolio is ready for its initial evaluation at the Assessment Center of Tusculum College on the main campus.

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

**Portfolio Fees**

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

**Privacy of the Portfolio**

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

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

**Portfolio Course Sequence**

**MGMT 300B. ORIENTATION TO EXPERIENTIAL LEARNING.** No credit. Attendance required.

Failure to attend means that a student cannot submit a portfolio! This course will provide students with an overview and explanation of the basic requirements of the Experiential Learning/Portfolio process and specifically how to write an autobiography and Life Experience Essay. The course stresses Tusculum College and the American Council on Education guidelines for assessment of prior learning experiences.

**MGMT 315. EXPERIENTIAL LEARNING VALIDATION.** No credit.

A non-credit course designed to assist students in the preparation of experiential learning materials to be evaluated for credit. The course stresses the Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

**MGMT 316. EXPERIENTIAL LEARNING VALIDATION.** No credit.

A non-credit course designed to assist students in the preparation of experiential learning materials to be evaluated for credit. The course stresses Tusculum College and the American Council on Education guidelines for assessment of experiential learning experiences for credit.

**BACHELOR OF SCIENCE IN ORGANIZATIONAL MANAGEMENT**

**Admission Requirements and Procedures**

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

To apply for the BSOM program, candidates must submit the following:

1. Application for admission
2. All transcript(s) showing: (a) an overall grade point average of
2.0 on a 4.0 scale in previous college work and (b) equivalent of 60 semester credit hours or an associate’s degree from a regionally accredited college or university
3. Documentation revealing a minimum of two (2) years of significant work experience
4. Recommendations from two persons qualified to judge the student's potential for college work.

Description and Degree Requirements
The curriculum is designed to enable graduates to deal effectively with an increasingly complex world environment. The program stresses skill development in the areas of interdisciplinary management, decision making, communication, organizational behavior, research, and problem solving. Each student completes a research project related to professional responsibilities that demonstrates the ability to apply concepts and skills developed in the program to a problem of professional consequence. This undergraduate major consists of a 38 credit-hour course requirement. Completion of the courses fulfills the minimum requirement for the major.

Course Descriptions
Courses should be completed in the order recommended by Tusculum College as listed below. Tusculum College reserves the right to modify the curriculum as necessary.

FIRST SEMESTER: 12 Hours

ORIENTATION TO TUSCULOM COLLEGE. No credit.
Orientation to the upper division courses in organizational management. This course will focus on college, community, and program resources (including the electronic library) available for the student, utilization procedures, time management skills, and requirements specific to the program.

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

MGMT/ENGL 310. COMMUNICATION SKILL DEVELOPMENT AND PRACTICE. 4 semester hours.
A course in basic communication theory, emphasizing the development and application of writing and verbal skills. The course stresses application of writing and speaking techniques within the organization. Prerequisite: MGMT 302.

MGMT 330. HUMAN RESOURCE MANAGEMENT IN ORGANIZATIONS. 4 semester hours.
The study of recruitment, selection, and training of personnel for organizations in private and public sectors. This course explores employee relations and collective bargaining, as well as the major laws which govern employment. Prerequisite: MGMT 302.

SECOND SEMESTER: 12 Hours

MGMT 420. ECONOMIC ENVIRONMENT OF ORGANIZATIONS. 4 semester hours.
A study of national and international economic trends and their impact on decision making in private and public sector organizations. Prerequisite: MGMT 330 or permission.

MGMT 431. APPLIED MARKETING TECHNIQUES. 4 semester hours.
An analysis of organizational and product marketing. This course includes study of marketing strategy, positioning, consumer behavior, advertising, and market variables.

MGMT 410. INTRODUCTION TO MANAGERIAL ACCOUNTING AND BUDGET PLANNING IN ORGANIZATIONS. 4 semester hours.
The study of planning and control systems in complex organizations with emphasis on the development and administration of budgets and financial support systems. Prerequisites: MGMT 420 or permission of the instructor.

THIRD SEMESTER: 14 Hours

RESC/MGMT 400. RESEARCH DESIGN AND APPLICATION. 6 semester hours.
Students will identify a research topic, conduct a literature review, and propose an appropriate methodology for a project concerning an organizational problem. Emphasis is placed on survey research methods. Prerequisite: MGMT/ENGL-310.

RESC/MGMT 401. DEVELOPMENT AND INTERPRETATION OF STATISTICAL INFORMATION FOR RESEARCH. 4 semester hours.
A concentrated study and application of exploratory data techniques to the organizational problem outlined in the research proposal. Students will analyze, and interpret, and practically apply the results of their study and report their findings. Formal presentation of the project is required. Prerequisite: RESC/MGMT 400.

MGMT 440. ORGANIZATIONAL STRATEGY, POLICY, AND PROCEDURE. 4 semester hours.
A study of the application of strategy, policy, and procedure in private and public sector organizations using pertinent case studies. Prerequisites: MGMT 410 or permission of the instructor.

Master of Arts Degrees

General Information
Tusculum College understands the needs of working adults who are interested in pursuing the concentrated educational enrichment represented by a graduate degree, but who must also continue to meet personal and professional commitments. The College offers two graduate degrees: The Master of Arts in Organizational Management (MAOM) and the Master of Arts in Education (MAED). Classes are taught by Tusculum College faculty with academic and practical backgrounds in their respective disciplines. A maximum time limit of five years will be allowed for the completion of the program. Students who leave the program for any reason and re-enroll must meet all requirements in effect at the time of re-enrollment.
General Objectives
1. To provide the essential graduate level experience students need to enhance their professional careers
2. To enable the graduate to utilize interpersonal, group, and negotiating skills to work successfully with others in an organizational or academic context
3. To provide the graduate with the ability to recognize and solve problems in the management or educational field through ethical decision making
4. To enhance the ability of graduates to exercise and model the qualities of civic virtue necessary for effective citizenship in local, national, and global communities.

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

Applicants should complete or satisfy the following admission requirements and procedures to achieve candidacy status:
1. Complete an application.
2. Hold a bachelor’s degree from a regionally accredited college or university.
3. Possess a minimum 2.75 GPA attained in the last 60 hours of course work.
4. Submit a satisfactory graduate admission test score on one of these tests:
   - Graduate Record Examination (GRE) total score of 1200
   - Miller Analogies Test (MAT) Score of 37
   - Graduate Management Admissions Test (GMAT) Score of 480
   For MAED applicants, one of the above test scores or possess either a valid teaching license or a passing score on the general test of the National Teacher’s Exam(NTE)/PRAXIS II.
5. Submit a writing sample (minimum of 300 words) indicating the reasons why the applicant wishes to hold a master’s degree in the field.
6. Submit a resume which reflects at least 3 years of:
   —teaching experience for MAED K-12 curriculum
   —work and/or training experience for MAED Adult Education curriculum
   —supervisory/managerial experience for MAOM
7. Submit recommendations from two persons qualified to judge the applicant’s capacity for graduate level work.
8. Applicants for whom English is a second language must furnish a score of 550 or greater on the TOEFL examination taken within the last five years.
   *Candidacy status must be achieved prior to enrollment in the fourth course.*

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

If a student is conditionally accepted, he/she will not be allowed to continue in the program if a grade of C- or below is received for any course during the first semester. If a student remains in good standing throughout the first semester, he/she will be permitted to continue the program under the same conditions as students who are accepted under full admission standards.

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

MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT

This 36 credit-hour program is designed with an interdisciplinary approach to provide students a comprehensive yet practical education enabling them to effectively apply increasingly sophisticated concepts to the solution of practical organizational problems. The courses in the curriculum can be completed in approximately 18 months. The integrating element of this program is an individually designed applied research project. Through the design, execution, and presentation of this project, the student demonstrates the application of theoretical knowledge to real world problems.

Prerequisite Courses
Students may not receive candidacy status until prerequisite requirements have been met. These prerequisite requirements may be met through course work from regionally accredited institutions, courses and/or portfolio submissions offered in the BSOM Program or CLEP or DANTES Subject Standardized Tests. Prerequisites are required for MGMT 505/507, MGMT 506, MGMT 509, and MGMT 510.

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

FIRST SEMESTER: 12 Hours

ORIENTATION TO TUSCULUM COLLEGE. No credit.
Orientation to the graduate program in organizational management. This course will focus on college, community, and program resources (including the electronic library) available for the student, utilization procedures, time management skills, and requirements specific to the program.

MGMT 528/EDUC 528. EFFECTIVE COMMUNICATION IN ORGANIZATIONS. 3 semester hours.
Provides an opportunity to learn more about organizational structure and communication within the corporate environment. The process of communication, problems commonly associated with communication, and ways to improve the delivery of information will be addressed.

MGMT 503. ORGANIZATIONAL MANAGEMENT THEORY. 3 semester hours.
The concepts of organizational theory and organizational behavior applied to management processes. Includes an explanation of the nature and relationships among groups and departments as well as external environmental effects on organizational behavior.
MGMT 505. APPLICATIONS OF ADVANCED ORGANIZATIONAL BEHAVIOR. 3 semester hours.
The application of behavioral methodology to the solution of managerial problems in complex organizations. Prerequisite: an undergraduate course in organizational behavior, human resource management, or equivalent.

MGMT 513. ECONOMICS: APPLICATION TO ORGANIZATIONAL MANAGEMENT. 3 semester hours.
The application of principles of microeconomics to managerial decision making and their relationship to supply, demand, and resource allocation in the economy.

SECOND SEMESTER: 11 Hours

MGMT 506. ADVANCED MARKETING MANAGEMENT. 3 semester hours.
The application of marketing theory to product/service, price, promotion, and distribution problem solving for both profit and non-profit organizations. Case studies and simulations are utilized. Prerequisite: an undergraduate course in marketing.

RESC/MGMT 508. RESEARCH METHODS IN MANAGEMENT. 3 semester hours.
The competent design and use of research for managers. Students will identify an organizational problem, conduct an extensive review of related literature, and select an appropriate research methodology prior to collecting data.

RESC/MGMT 512. RESEARCH WRITING AND COMMUNICATION I. 2 semester hours.
Preparation of written research reports for effective communication within the organization. Teaches managers how to report data using descriptive statistics. Prerequisite: MGMT 508.

MGMT 507. ADVANCED HUMAN RESOURCE MANAGEMENT IN ORGANIZATIONS. 3 semester hours.
The application of theories of human resource management to employee relations, employee recruitment, evaluation, grievances, employee development plans, and wage and salary administration. Prerequisite: an undergraduate course in organizational behavior, human resource management, or equivalent.

THIRD SEMESTER: 13 Hours

MGMT 509. ADVANCED MANAGERIAL ACCOUNTING AND BUDGET PLANNING IN ORGANIZATIONS. 3 semester hours.
The essentials of managerial accounting and finance including the analysis of budgets and financial statements for use in decision making by managers. Prerequisite: an undergraduate course in financial or accounting management or equivalent.

MGMT 515. CURRENT TOPICS IN ORGANIZATIONAL MANAGEMENT. 3 semester hours.
An examination of the impact of current management issues in both public and private-sector organizations.

RESC/MGMT 510. PROBABILITY AND STATISTICS IN MANAGERIAL DECISIONS. 3 semester hours.
Probability and statistics as applied to managerial research and decision making. Students will analyze and interpret data from their studies to complete the applied research project. Prerequisites: an undergraduate course in statistics, RESC/MGMT-508, RESC/MGMT-512.

RESC/MGMT 514. RESEARCH WRITING AND COMMUNICATION II. 1 semester hour.
Continuation of the research sequence, emphasizing the oral presentation and defense of research findings, conclusions, and recommendations in the organization. Formal presentation of the project to a scholarly audience is required. Prerequisites: RESC/MGMT-508, RESC/MGMT-510, RESC/MGMT-512.

MGMT 517. STRATEGIC MANAGEMENT AND ETHICS. 3 semester hours.
Case studies of the application of strategic management and ethics in private and public-sector organizations.

MASTER OF ARTS IN EDUCATION

This 36 credit-hour program is designed to provide students with a comprehensive yet practical education through an intensive interdisciplinary curriculum in classroom management; curriculum design, supervision and leadership development; and to enable the graduate to plan, organize and facilitate learning. There is also an emphasis on research design, evaluation, innovative instructional technologies, and improvement of teaching methods.

The integrating element of the various areas of study is an individually designed applied research project. Students usually complete the project in relation to their professional needs. This degree offers two concentrations: 1) K-12 concentration for classroom teachers and 2) Adult education concentration for trainers, social workers, or other professionals working extensively with adult learning.

K-12 Concentration
This path is intended to assist professional teachers to develop broad, critical, action-based skills that will help them address current problems in education.

Tusculum College acknowledges that the future of any country or civilization is directly dependent on the education of the youth of that country. To build a sound future, premium education for our youth is a priority. The ultimate goal of this path in the degree program is to enhance the education of one of the most important and influential leaders in society-the classroom teacher.

CURRICULUM: K-12 CONCENTRATION

The courses in the curriculum can be completed in approximately 18 months. The curriculum should be completed in the order recommended by Tusculum College (as listed below). Tusculum College reserves the right to modify the curriculum as necessary.

FIRST SEMESTER: 12 Hours

ORIENTATION TO TUSCULUM COLLEGE. No credit.
Orientation to the graduate program in education. This course will focus on college, community, and program resources (including the electronic library) available for the student, utilization procedures, time management skills, and requirements specific to the program.

EDUC 511. STRUCTURING THE LEARNING ENVIRONMENT. 3 semester hours.
Explores the dynamics of teaching/learning interactions. Provides an overview of current research and practices in the areas of planning physical environments, understanding academic and social behaviors, determining consequences of behavior, and other related topics.

EDUC 509. DYNAMICS OF HUMAN DEVELOPMENT AND LEARNING STYLES. 3 semester hours.
Explores the nature of the learning process and its relationship to
normal and exceptional intellectual, social, emotional, and physical development of the child. A comparative study of learning and development theories for classroom application.

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

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

SECOND SEMESTER: 12 Hours

RESC/EDUC 507. APPLIED RESEARCH FOR THE CLASSROOM TEACHER-SECTION A. 3 semester hours.
This course presents research methods used in education by classroom teachers. Students will identify a problem, conduct an extensive review of related literature, and develop an appropriate research methodology prior to collecting data. This process will continue in RESC/EDUC 519.

EDUC 505. PLANNING CURRICULUM FOR PRESENT AND FUTURE. 3 semester hours.
Provides the classroom teacher with an opportunity to design curricula and encourages educators to explore the needs of learners. Explores the impact of various forces on curriculum development and addresses the process of curriculum improvement.

EDUC 513. STRATEGIES FOR ASSESSING AND COMMUNICATING LEARNING PROGRESS. 3 semester hours.
Designed to refine the classroom teacher's skills in assessing behaviors as they relate to the teacher/learning environment. Strategies for communicating progress to pupils and parents will be explored.

EDUC 517. REPLANNING TEACHING STRATEGIES. 3 semester hours.
Designed to help practicing classroom teachers examine current strategies and make appropriate plans to meet learners' needs. Examines current research and its application to the teaching/learning environment.

THIRD SEMESTER: 12 Hours

EDUC 523. LEADERSHIP DEVELOPMENT AND RENEWAL. 3 semester hours.
This course promotes the development of and practice of leadership skills. Ethics and values involved in effective school leadership are addressed. Management structures and important roles in decision making are also presented.

RESC/EDUC 519. APPLIED RESEARCH FOR THE CLASSROOM TEACHER-SECTION B. 3 semester hours.
A continuation of RESC/EDUC 507 Section A which provides the practicing classroom teacher with the direction needed to analyze and interpret data to complete the applied research project. This process will culminate in RESC/EDUC 560 Section C.

RESC/EDUC 560. APPLIED RESEARCH PROJECT-SECTION C. 1 semester hour.
Provides the culminating activity for the individual research project which was initiated in RESC/EDUC 507 and RESC/EDUC 519. Formal presentation of the project before a scholarly audience is required.

EDUC 521. THE TEACHER AND THE SCHOOL IN A CHANGING SOCIETY. 2 semester hours.
Provides the classroom teacher with an opportunity to develop the skills, knowledge, and attitudes necessary in a changing society. This course introduces students to the philosophical, historical, legal, and social influences which have shaped current educational thought and practice in the country and state. Students will critically analyze current research and debate current issues related to public school education.

EDUC 542. COMMUNITY AND SCHOOL RELATIONS. 3 semester hours.
This course is designed to enhance communication and promote interaction between school personnel and citizens in local, state, national, and global communities. A course of action will be charted which is both practical and consistent with the role of the school as a social institution in a democracy. Students will explore methods to improve school programming in conjunction with community involvement and cooperation, thereby fostering a spirit of civic mindedness in school personnel and citizenry.

Adult Education Concentration
This path is intended to assist trainers, managers, social workers, or other professionals involved in adult learning. The curriculum is designed to enable the student to effectively apply sophisticated educational concepts to practical problems, with coursework specifically targeting the special needs of the adult learner.

CURRICULUM: ADULT EDUCATION CONCENTRATION
The courses in the curriculum can be completed in approximately 18 months. The curriculum should be completed in the order recommended by Tusculum College. Tusculum College reserves the right to modify the curriculum as necessary.

FIRST SEMESTER: 12 hours

EDUC 528/MGMT 528. EFFECTIVE COMMUNICATION IN ORGANIZATIONS. 3 semester hours.
Provides an opportunity to learn more about organizational structure and communication within the corporate environment. The process of communication, problems commonly associated with communication, and ways to improve the delivery of information will be addressed.
EDUC 504. HISTORY AND PHILOSOPHY OF ADULT EDUCATION. 3 semester hours.

Presents an overview of the history of adult education and accompanying philosophies surrounding its emergence. Various adult education programs and issues related to this topic will be explored in addition to innovative programs which have been created to foster support of continuing education for adults.

EDUC 510. DYNAMICS OF HUMAN DEVELOPMENT AND LEARNING STYLES OF THE ADULT LEARNER. 3 semester hours.

Examines the nature of the learning process of adults in addition to matching teaching methods to learning styles. Explores the complexities of the adult learner.

EDUC 516. INNOVATIVE INSTRUCTIONAL TECHNOLOGIES. 3 semester hours.

Provides the organizational trainer/educator with opportunities to develop skills in the application of innovative technologies including use of the computer as a teaching tool.

SECOND SEMESTER: 12 hours

EDUC 512. STRUCTURING THE LEARNING ENVIRONMENT FOR ADULTS. 3 semester hours.

Investigates the dynamics of teaching/learning interactions. Provides an overview of current research and practices in planning the physical environment, particularly in the corporate setting. Also provides an understanding of academic, social, and corporate behaviors which may impact the adult learner.

EDUC 514. STRATEGIES FOR ASSESSING AND Communicating Learning Progress in Adult Education. 3 semester hours.

Designed to refine the organizational trainer's skills in assessing learner behaviors and training progress. Strategies for evaluation of the learning and measurement of performance-based instruction will also be examined (including an emphasis on using descriptive statistics). Communication skills are also emphasized.

RESC/EDUC 508. APPLIED RESEARCH DESIGN IN ADULT EDUCATION I. 3 semester hours.

Allows students to select a topic, prepare a research proposal, and begin the investigative process on a topic of their choosing which relates to the education of adults. Students will also conduct an in-depth literature review in addition to formulating research questions.

EDUC 506. PLANNING AND DEVELOPING CURRICULUM FOR ADULT EDUCATION PROGRAMS. 3 semester hours.

Explores theories and current research pertaining to adult education and examines methods of curriculum development. Ways to implement adult education programs in the corporate environment are also presented.

THIRD SEMESTER: 12 hours

EDUC 530. SUPERVISION AND EVALUATION OF ADULT EDUCATION PROGRAMS. 3 semester hours.

Examines issues related to effective supervision of adult education programs in addition to assessing effectiveness of these delivery systems. Total quality management and other management philosophies are examined with particular emphasis placed upon current research in the field.

RESC/EDUC 520. APPLIED RESEARCH AND STATISTICS IN ADULT EDUCATION II. 3 semester hours.

A continuation of Research I (RESC/EDUC-508), this course provides the direction needed to analyze and interpret data and complete the writing of the research report. The course also contains instruction in the appropriate display of data and use of statistics.

RESC/EDUC 562. PRESENTATION OF THE RESEARCH PROJECT. 1 semester hour.

A continuation of Applied Research I and II, this course provides the culminating activity for the individual applied research project. Emphasis is placed upon the oral presentation of the research findings. Formal presentation of the research report to a scholarly audience is required.

EDUC 518. REPLANNING TEACHING STRATEGIES IN ADULT EDUCATION. 3 semester hours.

Designed to help trainers working with adult populations examine strategies and make appropriate plans to meet learners' needs. This course also explores innovative teaching methods appropriate to a variety of business settings.

EDUC 526. SPECIAL TOPICS AND SELECTED ISSUES IN ADULT EDUCATION. 2 semester hours.

Presents selected issues which impact the adult education arena. Continuing education programs as well as corporate training, advances in technology and a multitude of special topics will be addressed.
Covenants,
Scholarships,
& Agreements
Church Covenants

COVENANT BETWEEN THE SYNOD OF LIVING WATERS OF THE PRESBYTERIAN CHURCH (U.S.A.) AND TUSCULUM COLLEGE

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

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

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

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

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

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

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

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

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

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

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY

A. Board of Trustees of Tusculum College

Realizing the importance of its relationship with the Presbyterian
Church, the Board of Trustees of Tusculum College commits itself to:
- maintain a standing committee of the Board of Trustees on church
  relations. The Committee would have as its primary responsibility
  the continuing review and development of the College’s relationship
  with the Church;
- insure that at least two members of each of the three classes of trustees
  of Tusculum College would be Presbyterians from within the Synod,
  with special emphasis given to members of churches in the
  presbyteries of Holston and East Tennessee;
- establish a Council on Church Relations composed of equal number
  of ministers and laypeople. The Council on Church Relations would
  have as its primary responsibility strengthening the relationship
  between the College and the Church.

B. Disposition of Property

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

C. Accountability and Communication

Both parties agree to provide regular and formal channels of
communication to insure accountability and to address issues of mutual
interest and concern.

1. Tusculum will provide Synod with a report of the campus ministry
   program and activities of the College in its Annual Report and other
   significant documents.
2. The Synod will provide Tusculum with copies of its Minutes of
   Synod meetings and other significant documents.
3. The Synod through its Division for Synod Ministries and the College
   through the Sub-Committee on Church Relations of its Board of
   Trustees will see that the terminology and status of this covenant is
   kept current.
4. The text of this covenant shall be printed in the Minutes of the
   Synod of Living Waters, and references made to it in appropriate
   publications of the Synod which highlight our Church-related
   colleges.
5. This Covenant between the Synod of Living Waters (PCUSA) and
   Tusculum College shall be summarized in the Tusculum catalog
   and made available to members of the administration, faculty, staff,
   and to other constituencies as deemed appropriate.
6. The President of the College shall be responsible for seeing that all
   provisions of this covenant regarding the institution’s responsibilities
   are presented to the Board of Trustees.
7. The Synod Executive shall be responsible for seeing that all provisions
   of this covenant regarding Synod’s responsibilities are fulfilled.
8. The College shall inform the Synod of its other formal or informal
   covenant relationships with other governing bodies or church bodies.
   It is understood, however, that no provision of such covenants will
   be in conflict with the provisions of this covenant.

D. Review and Amendment of the Covenant

1. This Covenant shall be reviewed every five years by a team composed
   of at least two persons appointed by the Synod’s Division for Synod
   Ministries and the Sub-Committee on Church Relations of the
   College’s Board of Trustees. It is expected that the President of the
   College will be present for such reviews.
2. Special review of the covenant relationship can be initiated either by
   the College or Synod. Review by appropriate committees of the
   College and of Synod may be needed if major forthcoming decisions
   change the nature of the covenant.
3. This Covenant may be amended or renewed by action of the Board
   of Trustees of Tusculum College and the Synod of Living Waters.

VII. FORMAL APPROVAL

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

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

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

I. PURPOSE

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

II. HISTORY OF THE RELATIONSHIP

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

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

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

III. NATURE OF THE COLLEGE

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

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

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

IV. PARTIES TO THE COVENANT

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

V. RESPONSIBILITIES UNDER THE COVENANT

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

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

VI. MUTUAL UNDERSTANDING AND ACCOUNTABILITY

A. Board of Trustees of Tusculum College

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

B. Disposition of Property

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

C. Accountability and Communication

Both parties agree to provide regular and formal channels of communication to ensure accountability and to address issues of mutual interest and concern.

1. Tusculum will provide Presbytery with a report of the campus ministry program and activities of the College in its Annual Report to Presbytery and other significant documents.
2. The Presbytery will provide Tusculum with copies of its Minutes of Presbytery meetings and other significant documents.
3. The Presbytery through its Institutions Committee and the College through the Sub-Committee on Church Relations of its Board of Trustees will review the covenant annually, beginning in 1994.
A COVENANT BETWEEN THE PRESBYTERY OF EAST TENNESSEE, PRESBYTERIAN CHURCH (U.S.A.) AND TUSCULUM COLLEGE

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

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

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

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

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

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

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

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

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

B. The Presbytery of East Tennessee affirms its commitment to:
- undergird the College spiritually by praying for its trustees, administrators, faculty, students, and friends.
- promote understanding of the educational opportunities offered at the College through Presbytery publications and communications;
- promote attendance at the College by encouraging youth in the Presbytery to consider enrolling as students;
- offer a source of ministers and laity as speakers for retreats and conferences at the College;
- encourage churches in the Presbytery to consider holding some of

their conferences, retreats, meetings, and training events in the College facilities periodically;
- encourage individuals and congregations within the bounds of the Presbytery to provide financial support to the College;
- provide annually for the receiving of a report from the College, with such details as may prove useful for the purpose of promotion and continued support;

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

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

C. Accountability and Communication
Both parties agree to provide regular and formal channels of communication to ensure accountability and to address issues of mutual interest and concern.

1. Tusculum will provide Presbytery with a report of the campus ministry program and activities of the College in its Annual Report to Presbytery and other significant documents.
2. The Presbytery will provide Tusculum with copies of its Minutes of Presbytery meetings and other significant documents.
3. The Presbytery through its related Committee and the College through the Sub-Committee on Church Relations of its Board of Trustees will review the covenant annually, beginning in 1995.
4. The text of this covenant shall be printed in the 1994 Minutes of the Presbytery of East Tennessee and references made to it in appropriate publications of the Presbytery that highlight its institutions and agencies.
5. This Covenant between the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) and Tusculum College shall be summarized in the Tusculum catalog and made available to members of the administration, faculty, staff, and to other constituencies as deemed appropriate.
6. The President of the College shall be responsible for seeing that all provisions of this covenant regarding the institution’s responsibilities are presented to the Board of Trustees.
7. The Stated Clerk of the Presbytery of East Tennessee, Presbyterian Church (U.S.A.) shall be responsible for seeing that all provisions of this covenant regarding Presbytery’s responsibilities are fulfilled.
8. The College shall inform the Presbytery of its formal or informal covenant relationships with other governing bodies or church bodies. It is understood that no provision of such covenants will be in conflict with the provisions of this covenant.
Currently, the College has a covenant with the Synod of Living Waters, Presbyterian Church
Endowed Funds

Endowed funds are part of the permanent endowment of the College. Only the interest earned each year is used for the designated purpose; the principal remains intact. Commitments totaling $10,000 or more are needed to establish a named endowed fund. An endowed professorship requires a commitment of $250,000, or more and $750,000 or more is needed for an endowed chair. An endowed fund is an excellent way to perpetuate interest in Tusculum College. Endowments can be designated for a variety of priority needs of the institution such as scholarships, maintenance, program support, campus ministry, or a professorship or chair in a particular discipline. Unrestricted endowments give the administration and the Board of Trustees the greatest flexibility in meeting priority needs.

CAMPUS MINISTRY

THE HOLSTON PRESBYTERY ENDOWMENT FOR CAMPUS MINISTRY was established in 1996 through the Partners in Ministry Campaign among the 69 churches in Holston Presbytery, Presbyterian Church (U.S.A.), the home presbytery of Tusculum College. This endowment provides support for the campus minister and campus ministry program on the campus.

THE INDEPENDENT PRESBYTERIAN CHURCH OF BIRMINGHAM, ALABAMA, ENDOWMENT FOR CAMPUS MINISTRY was established in 1992 by a generous grant by the Church through the Bicentennial Campaign and increased in 1998 through the Tusculum College 2000 Campaign. Earnings are used to support the Campus Ministry position and program of Tusculum College.

CHAIRS AND PROFESSORSHIPS

THE FOWLER DUGGER MEMORIAL ENDOWED CHAIR OF HUMANITIES was established in 1985 by his widow, Florence Cummings Dugger of Birmingham, Alabama. Income from the endowment will be used in support of the Fowler Dugger Chair. Wess duBrisk, Associate Professor of Mass Media, holds the Chair. duBrisk has served at Tusculum College since 1984.

THE JANET ANDERSON LUNSTEDT MEMORIAL ENDOWED PROFESSORSHIP OF HUMANITIES was established in 1991 through the estate of Carl A. Lunstedt, class of 1938, of Manchester, New Hampshire, as a tribute to his wife of 36 years. Earnings from the Lunstedt Endowed Professorship will be used in support of a distinguished professor in the humanities. Dr. Donal J. Sexton, Jr., Professor of History, holds the Janet Anderson Lunstedt Professorship. Dr. Sexton has served at Tusculum College since 1965.

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

THE WARREN W. HOBBIE CENTER FOR THE CIVIC ARTS

THE WARREN W. HOBBIE CENTER FOR THE CIVIC ARTS ENDOWMENT was established in 1992 by the trustees of the Warren W. Hobbie Trust of Roanoke, Virginia, with a challenge grant of $500,000. In response to the challenge and in support of the Bicentennial Campaign, the following alumni and other friends have established named endowment funds for faculty development.

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

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

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

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

THE G. ROSWELL AND JUANITA HOLDWAY EVANS ENDOWMENT was established in 1994 by Mr. and Mrs. G. Roswell Evans of Maryville, Tennessee.

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

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

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

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

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

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

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

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THE KATHRYN KIRCHMEYER HORVATH ENDOWMENT was established in 1993 by Dr. and Mrs. John E. Horvath of Fairburn, Georgia.

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

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

THE JOSEPH S. AND KATHLEEN CHEEK SCHWARTZ ENDOWMENT was established in 1992 by Mr. and Mrs. Joseph S. Schwartz, classes of 1959 and 1958, of Cherry Hill, New Jersey.

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

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

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

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

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

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

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

THE EDDIE B. AND IMOGENE McCAMEY DOBSON ENDOWMENT was established in 1998 by Andrew Kmetz Endowment for the Sports Center was established in 1997 by Edward J. Kormondy, class of 1950, of Los Angeles, California.
THE WILLIAM C. LADY ENDOWMENT for the Sports Center was established in 1997 by William C. Lady, class of 1949 of Blountville, Tennessee.

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

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

THE DONALD M. MCAMIS ENDOWMENT was established in 1997 by Donald M. McAmis, class of 1939, of Vienna, Virginia.

THE HELEN HEINZ AND DANIEL JAMES MCCOOL MEMORIAL ENDOWMENT was established in 1997 by Edward L. Heinz, class of 1942, of Midlothian, Virginia, and Edward J. Heinz, class of 1968, of New York, New York, class of 1968 and a trustee of the College, in memory of the former’s sister and brother-in-law and the latter’s aunt and uncle.

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

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

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

THE DONALD R. AND LOYCE C. RABER ENDOWMENT was established in 1997 by Mr. and Mrs. Donald R. Raber, of Kingsport, Tennessee.

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

THE ROY D. AND JUDY SAUCEMAN ROBINSON ENDOWMENT was established in 1998 by Roy D. and Judy Sauceman Robinson, of Greeneville, Tennessee.

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

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

THE JOAN BARBER SMITH ENDOWMENT was established in 1998 by Mr. and Mrs. Edward W. Smith of Bolton Landing, New York.

THE WILLIAM O. AND BETTY JAMES VAN BLARCOM ENDOWMENT was established in 1997 by Mr. and Mrs. William O. Van Blarcom of Mountainside, New Jersey.

THE DOROTHY HENRY AND E. VAIL WATSON ENDOWMENT was established by the late Mr. and Mrs. E. Vail Watson of Beacon, New York.

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

OTHER PROGRAM ENDOWMENTS

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

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

LIBRARY ENDOWMENTS

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

THE CAROL M. HEINZ ENDOWED LIBRARY FUND was established in 1985 by her nephews, Doak C. Cox and Richard H. Cox, both of Honolulu, Hawaii. The income from the Fund will be used to support improvements of the reference collection of the Tusculum College Library.

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

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

THE BRENDA HARRIS KNOTT RARE BOOKS ENDOWED FUND was established in 1994 by Charles D. Fox III of Roanoke, Virginia and Maui, Hawaii, in honor of Brenda Harris Knott, wife of Robert E. Knott, the 25th president of the College, and as a tribute to his wife, Preston Wescott Fox. Income from the Knott Fund will be used to preserve the rare books collection of the College.
THE ELIZA JANE VANDER POEL MOORE MEMORIAL EN-/DOWED LIBRARY FUND was established in 1934 by the estate of the late Mr. George G. Moore of New York, New York in memory of his mother. Earnings from the fund will be used to support the Tusculum College Library.

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

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

UNRESTRICTED ENDOWMENTS

THE JAMES E. AND VIRGIE HILL BACON ENDOwed FUND was established in 1989 by Mr. and Mrs. James E. Bacon of Fullerton, California. The Bacon Endowment is unrestricted which allows earned income to be used for a variety of priority needs of the College.

THE IRENE V. CRUM MEMORIAL ENDOwed FUND was established in 2000 in memory of the late Irene V. Crum of Daytona Beach, Florida.

THE HESTER PROCTOR GEHRM ENDOwed FUND was established in 1999 by John A. Gehrm II, class of 1966, in honor of his wife. The endowment is unrestricted and earnings can be used where the College needs them the most.

THE JOHN G. KERBAUGH ENDOwed FUND was established in 1987 through the estate of the late John G. Kerbaugh of Greeneville. Earnings from the Fund will be used for priority needs of the College.

THE ROBERT L. WHITE MEMORIAL ENDOwed FUND was established in 2000 in memory of the late Robert L. White of Seminole, Florida.

RELIGIOUS STUDIES ENDOWMENTS

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

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

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

SCHOLARSHIPS

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

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

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

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

THE ARTHUR AND FLORENCE ARGAUER ENDOwed SCHOLARSHIP FUND was established in 1985 by the late Dr. and Mrs. Arthur Argauer of Paramus, New Jersey. Scholarship preference will be given to student-athletes from New Jersey and then to other able and deserving students from the state.

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

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

THE MARGARET JOHNSON PATTERSON BARTLETT ENDOwed SCHOLARSHIP FUND was established in 1975 by Mrs. Margaret Johnson Patterson Bartlett, the great granddaughter of Andrew Johnson, the 17th President of the United States. Scholarship preference will be given to able and deserving students from Greeneville and Greene County.
THE LESLIE W. AND MIRIAM BUMSTED BATEMAN ENDOWED SCHOLARSHIP FUND was established in 1988 by the late Mr. & Mrs. Leslie W. Bateman of Manasquan, New Jersey in recognition of their lifelong interest in their alma mater. Scholarship preference will be given to able and deserving students from the Northeast.

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

THE JUDITH BISHOP BOSWELL MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1984 by Dr. and Mrs. A. T. Bayless of Morristown, Tennessee. Scholarship preference will be given to able and deserving students from Greene County.

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

THE JAMES EDWARD BRADING ENDOWED SCHOLARSHIP FUND was established in 1956. Scholarship preference will be given to able and deserving students who have expressed an interest in cheerleading and other related campus spirit activities.

THE RAY L. BOWMAN ’42 ENDOWED SCHOLARSHIP FUND was established in 2000 by Ken and Jo Ellen Bowman, to provide support to deserving local young people who otherwise could not attend Tusculum.

THE JEROME KILMAN CLEMENTS MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1994 by Mr. and Mrs. Robert E. Cardwell of Elizabethon, Tennessee in recognition of their lifelong interest in service to others. Scholarship preference will be given to able and deserving students who either work at Greene Valley Developmental Center or whose parents work at the center or students participating in activities of the Tusculum College Institute for Public Leadership and Policy.

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

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

THE GODFREY CHOBOT ENDOWED SCHOLARSHIP FUND was established in 1952 in memory of Dr. Godfrey Chobot, longtime minister of the Sixth Presbyterian Church of Washington, D.C. The Fund was established through the will of his daughter, Pauline W. Chobot, of Washington, D.C.

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

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

THE WILLIAM E. CLARK MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1952 at their 50th anniversary reunion in 1982. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

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

THE MARJORIE NELLE HYDER CARDWELL ENDOWED SCHOLARSHIP FUND was established in 1994 by Mr. and Mrs. Robert E. Cardwell of Elizabethon, Tennessee in recognition of their lifelong interest in service to others. Scholarship preference will be given to able and deserving students who either work at Greene Valley Developmental Center or whose parents work at the center or students participating in activities of the Tusculum College Institute for Public Leadership and Policy.
THE ROBERT S., JR. AND MARY ELLEN RANKIN COWLES MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1987 in memory of Dr. Robert Sebastian Cowles, Jr., class of 1946, by the Greene County Medical Society. Scholarship preference will be given to an able and deserving student with financial need who will be a sophomore, junior, or senior.

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

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

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

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

THE SAMUEL A. DOAK ENDOWED SCHOLARSHIP FUND was established in 1966 by alumni of Tusculum College to honor the late Samuel A. Doak, class of ’16. Scholarship preference will be given to able and deserving students who play a varsity sport at Tusculum College.

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

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

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

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

THE ETHEL K. EVANS ENDOWED SCHOLARSHIP FUND was established in 1921 by the International Order of the King's Daughters and Sons of New York, New York. Scholarship preference will be given to an able and deserving student on the basis of academic achievement, leadership ability, and financial need.

THE JOHN W. FAULDS ENDOWED SCHOLARSHIP FUND was established in 1970 by Mr. and Mrs. John W. Faulds, of Morristown, Tennessee. Scholarship preference will be given to able and deserving students from Hamblen County who show evidence of strong moral determination, high integrity, and ambition.

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

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

THE MARY GERTRUDE FOX MEMORIAL ENDOWED SCHOLARSHIP was established in 1998 by Howard S. Emerick II, class of 1972, of Jacksonville, Florida, in response to the Tusculum College 2000 Campaign. Scholarship preference will be given to able and deserving students from Greeneville and Greene County who demonstrate leadership, scholarship, citizenship, and sportsmanship.

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

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

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

THE GRAHAM MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1847 by Mr. William Graham of Tazewell, Tennessee. Scholarship preference will be given to students preparing for ministry in the Presbyterian Church.
THE CHARLES OLIVER GRAY MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1977 by the late T. Moody Dunbar, class of 1930, of Limestone, Tennessee, and supported by other alumni of Tusculum College. Scholarship preference will be given on the basis of academic achievement, leadership ability and financial need.

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

MR. AND MRS. E. L. GREGG MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1975 by their grandchildren, Hilton and Florraine Gregg Byrd of Dallas, Texas.

THE KALMAN SCOTT AND ETHEL GRATTO HAITINGER ENDOWED SCHOLARSHIP FUND was established in 1989 by Ethel Gratto Haightinger, class of 1931, of Newport, Tennessee. Scholarship preference will be given to able and deserving students majoring in the sciences and students from upper East Tennessee.

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

THE JOHN A. AND YOLANDA HENNESEN SCHOLARSHIP FUND was established in 1999 by John A. "Jack" and Yolanda Hennesen for the purpose of providing scholarships to academically deserving students entering the sciences, with preference given to pre-medical students.

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

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

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

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

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

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

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

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

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

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

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

THE GIRARD MALMAR ENDOWED SCHOLARSHIP FUND was established in 1951 by Helen Malmar Dresser, class of 1916, of Albany, New York, in memory of her brother. Scholarship preference will be given to an able and deserving student-athlete who exhibits the finest spirit of sportsmanship on the athletic field.

THE HORACE C. MARTIN ENDOWED SCHOLARSHIP FUND was established in 1986 by Dr. Horace C. "Whitney" Martin, class of 1931, of Winona, Mississippi. Scholarship preference will be given to able and deserving students from East Tennessee or from the French Camp Academy, French Camp, Mississippi.
THE C. SHAWN MAUK MEMORIAL ENDOUED SCHOLARSHIP FUND was established in 1997 by the Fellowship of Christian Athletes of Tusculum College, friends, and family. Scholarship preference will be given to male elementary education majors and then to all education majors.

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

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

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

THE JUDGE LUKE M. McAMIS ENDOUED SCHOLARSHIP FUND was established in 1983 by Dr. Robert H. Bailey, of Baileyton, Tennessee, class of 1948, and friends and associates to honor Judge McAmis, class of 1924, of Kingsport, Tennessee. Scholarship preference will be given to able and deserving students from Sullivan County on the basis of academic achievement, leadership ability, and financial need.

THE PHYLLIS W. McCaULEY MEMORIAL ENDOUED SCHOLARSHIP FUND was established in 1985 by Commander Charles M. McCauley, USN (Ret.), class of 1941, of La Jolla, California, in memory of his wife. Scholarship preference will be given to able and deserving students majoring in the sciences.

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

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

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

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

THE BELLE R. MOORE ENDOUED SCHOLARSHIP FUND was established in 1949 by the Ladies Aid Society of the Mount Bethel Presbyterian Church. Scholarship preference will be given to an able and deserving student from the local area.

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

THE ALICE LAURIE AND MARKLEY MURRAY ENDOUED SCHOLARSHIP FUND was established in 1996 by Alice LaRue Murray ’35, of Greeneville, Tennessee, her husband, Raymond Markley Murray, members of their family, and interested friends. Scholarship preference will be given to students from the high schools in Greene County on the basis of academic achievement, leadership ability, and financial need. The scholarship will follow students throughout their matriculation at Tusculum College, provided academic standards are maintained.

THE FRANCIS J. NANAONE ENDOUED SCHOLARSHIP FUND was established in 1998 in memory of his wife. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE HARRIET REAVES NEFF ENDOUED SCHOLARSHIP FUND was established in 1982 by Mrs. Harriet Reaves Neff, class of 1921, of Greeneville. Scholarship preference will be given to able and deserving students with an interest in tennis.

THE HARRIET REAVES NEFF TENNIS ENDOUED TENNIS SCHOLARSHIP was established in 1984 by Harriet Reaves Neff, class of 1921, of Greeneville. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability and financial need.

THE CHARLOTTE W. NEWCOMBE ENDOUED SCHOLARSHIP FUND was established in 1988 by the Charlotte W. Newcombe Foundation of Princeton, New Jersey, in memory of Mrs. Charlotte Wilson Newcombe. Scholarship preference will be given to economically disadvantaged and/or minority students.

THE ROGER M. NICHOLS MEMORIAL ENDOUED SCHOLARSHIP FUND was established in 1994 by the estate of Dr. Roger M. Nichols, class of 1950 of Tallahassee, Florida, and from memorial gifts from family and friends. Scholarship preference will be given to able and deserving students who play tennis or who have an interest in careers in education or public service.

THE FREDERIC D. AND JESSIE C. OGDEN ENDOUED SCHOLARSHIP FUND was established in 1995 by Dr. and Mrs. Frederic D. Ogden, of Lexington, Kentucky. Scholarship preference will be given to a junior or senior student who is pursuing a social studies concentration: currently, history, political science, or pre-law. The Ogden Scholar should have financial need and carry a minimum grade point average of 3.00.
THE PROFESSOR CURTIS AND BILLIE BELCHER OWENS ENDOWED SCHOLARSHIP FUND was established in 1995 by Professor Curtis Owens, class of 1928, and his wife, Billie, of Richmond Hill, New York. Scholarship preference will be given to students who have ability in creative writing - poetry, short stories, essays and drama. The Owens Scholarship is awarded on the basis of a writing competition.

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

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

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

THE THE L. H. PHETTEPLACE ENDOWED SCHOLARSHIP FUND was established in 1949 by Louis Henry Phetteplace of Erwin, Tennessee. Scholarship preference will be given to an able and deserving student from Unicoi County.

THE WILLIAM AND JANE SHANKS PILLONI ENDOWED SCHOLARSHIP FUND was established in 1998 by Mr. and Mrs. William Pilloni of Glen Ridge, New Jersey. Scholarship preference will be given to able and deserving students from counties.

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

THE RANKIN FAMILY MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1982 by members of the Thomas Samuel Rankin Family. Scholarship preference will be given to an able and deserving student on the basis of academic achievement, leadership ability, and financial need.

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

THE BERTHOLD OLEN AND VIVIAN COBBLE RIPLEY ENDOWED SCHOLARSHIP FUND was established in 1999 by their children and grandchildren on the occasion of Mr. Ripley's 80th birthday.

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

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

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

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

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

THE REVEREND LEWIS F. SMITH, SR. AND LEWIS F. SMITH, JR. MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1992 by the family. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership, ability, and financial need.

THE CLYDE E. SPENCER ENDOWED SCHOLARSHIP FUND was established in 1999 by Clyde Spencer's wife, Elizabeth, and their children, in memory of Clyde Spencer.

THE BERTHA DOAK STEWARD MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 1949 by the Women's Missionary Society of the Mount Bethel Presbyterian Church of Tusculum. Scholarship preference will be given to an able and deserving student from the local area.

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

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

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

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

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

THE MARTIN WADEWITZ ENDOWED SCHOLARSHIP FUND was established in 1983 by Dr. and Mrs. Peter Wadewitz, of Kingsport, Tennessee, in memory of his father. Scholarship preference will be given to able and deserving students on the basis of academic achievement, leadership ability, and financial need.

THE WEEMS FAMILY ENDOWED SCHOLARSHIP FUND was established in 1997 by Dr. Jerome John Weems, class of 1934, and supported by family members. Scholarship preference will be given to able and deserving pre-medical students and then to other science majors.

THE VILENE LUCILLE WHITAKER ENDOWED SCHOLARSHIP FUND was established in 1993 by the estate of the late Vilene L. Whitaker, of Knoxville, Tennessee. Scholarship preference will be given to able and deserving students from East Tennessee.

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

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

THE KATHRYN COLEMAN WOOD ENDOWED SCHOLARSHIP FUND was established in 1998 by Kathy Coleman Wood ’77 of Knoxville, Tennessee. Scholarship preference will be given to female students majoring in business.

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

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

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

THE HOLSTON PRESBYTERY ENDOWED SCHOLARSHIPS

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

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

THE BETHEL PRESBYTERIAN CHURCH OF KINGSPORT ENDOWED SCHOLARSHIP FUND.

THE COLD SPRING PRESBYTERIAN CHURCH OF BRISTOL ENDOWED SCHOLARSHIP FUND.

THE COLONIAL HEIGHTS PRESBYTERIAN CHURCH OF KINGS­PORT ENDOWED SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF BRISTOL ENDOWED SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF ELIZABETHTON ENDOWED SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF GREENEVILLE ENDOWED SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF JEFFERSON CITY ENDOWED SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF JOHNSON CITY ENDOWED SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF KINGS­PORT ENDOWED SCHOLARSHIP FUND.

THE FIRST PRESBYTERIAN CHURCH OF MORRISTOWN ENDOWED SCHOLARSHIP FUND.

THE ROGERSVILLE PRESBYTERIAN CHURCH ENDOWED SCHOLARSHIP FUND.

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

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

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

THE TUSCULUM COLLEGE INSTITUTE

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

OTHER ENDOWMENTS

THE DUFFIELD AWARD was endowed in 1991 by Norman J. and Joy Dauerty Seher, of Greeneville, Tennessee, formerly of Clearwater, Florida, in memory of his mother, the late Elva Murphy Duffield, of Clearwater. The Duffield Award is presented annually to the male and female varsity student-athlete with the highest cumulative grade point average. Sophomores, juniors, and seniors are eligible for the award.

THE THOMAS B. TAYLOR ENDED WELLNESS PROGRAM was established in 1994 by the late Britton M. Taylor, class of 1930, of Wilmington, Delaware, in memory of his son, Thomas B. Taylor, class of 1976. Income from the endowment will assist the College in further developing a wellness education program that discourages smoking, alcohol, and drug use and promotes appropriate wellness decisions through an interactive curriculum. The endowment also funds the Thomas B. Taylor Wellness Award that recognizes annually the student who best demonstrates an orientation to appropriate wellness decisions and gives to the College community leadership in helping its members make quality lifestyle choices.

ANNUAL SCHOLARSHIPS

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

THE AFRICAN-AMERICAN ANNUAL SCHOLARSHIP FUND was established in 1992 by Dr. David Hendricksen. Scholarship preference will be given to African-American students who are sophomores, juniors, or seniors and who maintain a 3.00 grade point average in the College’s Commons curriculum.

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

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

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

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

THE GLENN COX MEMORIAL SCHOLARSHIP was established by the Kiwanis Club of Greeneville. This local civic organization selects a Greene County resident for this annual award.

THE JOHN C. ECHOLS MEMORIAL ANNUAL SCHOLARSHIP FUND was established in 1969 by Mr. and Mrs. Percy P. Echols of Lynchburg, Virginia in memory of their son. Preference will be given to able and deserving students on the basis of academic achievement, leadership ability and financial need.

THE LLEWELYN M. FOX MEMORIAL ANNUAL SCHOLARSHIP FUND was established in 1965 by the late Mrs. Mary Gertrude Fox, of Greeneville, in memory of her husband, Llewelyn M. Fox, class of ‘16. Scholarship preference will be given to an able and deserving student from Greeneville or Greene County who demonstrates leadership, scholarship, citizenship, and sportsmanship.

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

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

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

THE JAMES S. JAYNES ANNUAL SCHOLARSHIP FUND was established in 1996 by Mrs. Josephine Jaynes Mills ’37 in honor of her father, James S. Jaynes, who graduated from Greeneville and Tusculum College on May 11, 1894. Scholarship preference will be given to a deserving student enrolled in the Museum Studies Program. The student should be a member of the sophomore, junior, or senior class and must have a grade point average of 2.5 or better. Preference will be given to a student from Upper East Tennessee.
THE MELISSA JOHNSON MEMORIAL ANNUAL SCHOLARSHIP FUND was established in 1987 by the Andrew Johnson Club in memory of Melissa Jane Johnson, class of 1987, of Greeneville. Scholarship preference will be given to an able and deserving student from the local area.

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

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

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

THE B. CARROLL REECE MEMORIAL ANNUAL SCHOLARSHIP FUND was established in 1961 by Mrs. Louise G. Reece in memory of her husband, B. Carroll Reece. Recipients must be residents of the First Congressional District and have financial need.

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

TRIO Programs

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

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

The Educational Talent Search program, serving 850 students, has two emphases. The program for high school students began in 1977. Talent Search advisors provide academic guidance and career counseling services to individual high school students and present workshops on study skills, ACT/SAT preparation, financial aid, etc. The program for middle school students began in 1989. This program works with area sixth, seventh, and eighth grade students providing counseling, tutoring, and computer-assisted basic skills instruction.

Student Support Services, started in the fall of 1997. SSS works with 200 college students promoting retention and graduation. The program services include: tutoring, supplemental instruction, counseling, mentoring, academic advisement, and cultural activities. A wide variety of activities are sponsored each year to enhance participants’ educational experiences.

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Albany County (N.Y.) Probation Department  
Albany, New York

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Retired Orthopedic Surgeon  
Signal Mountain, Tennessee

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Tusculum College  
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University of Tennessee  
Knoxville, Tennessee

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Greeneville, Tennessee

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Three Blind Mice Creations  
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Guaranteed Brake Parts, Inc.  
Cherry Hill, New Jersey

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Johnson City, Tennessee

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Bob Smith Construction  
Greeneville, Tennessee  
(Life Trustee)

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Cardiologist  
Central Florida Cardiology Clinic  
Winter Park, Florida

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Johnson City, Tennessee

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Knoxville, Tennessee

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Lenoir City, Tennessee

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President and CEO  
Andrew Johnson Bank  
Greeneville, Tennessee

BRANDON C. HULL  
President and CEO  
Greeneville Federal Bank  
Greeneville, Tennessee

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University of Tennessee  
Knoxville, Tennessee

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Consultant  
Greeneville, Tennessee

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University of Hawaii  
Los Angeles, California

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

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President  
Three Blind Mice Creations  
Greeneville, Tennessee

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Chairman and CEO  
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Nashville, Tennessee

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LIFEEndowment, Inc.  
Greeneville, Tennessee  
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Guaranteed Brake Parts, Inc.  
Cherry Hill, New Jersey

ANGUS R. SHAW III  
Retired Pastor  
Johnson City, Tennessee

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New York State Legislature  
Bolton Landing, New York

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Winter Park, Florida

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Knoxville, Tennessee

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President  
Twilight, Incorporated  
Morristown, Tennessee

DAVID TWIGGS ’79  
Vice President and President-elect  
Lenoir City, Tennessee
Faculty

† Designates faculty who teach in both the Professional Studies Program and the Residential College

Arms特朗, Bob
Instructor
Came to Tusculum 1998
M.S.—Biostatistics—Columbia University

Barkdoll, Sharon L.
Associate Professor of Psychology
Came to Tusculum 1993
Ph.D.—Educational Psychology—University of Tennessee
B.S.—Education—University of Tennessee
A.A.—University of South Carolina

Barkley-Ballard, Mary
Assistant Professor of English
Came to Tusculum 1999
M.A.—English—Virginia Polytechnic Institute and State University
B.A.—English—Virginia Polytechnic and State University

† Barnett, Daniel
Associate Professor of Chemistry
Came to Tusculum 1985
Postgraduate Studies: Chemistry—Virginia Polytechnic Institute & State University
M.A.—Chemistry—Western Carolina University
B.S.—Chemistry—Newberry College

Bolyard, Debra
Instructor
Came to Tusculum 1998
M.A. Ed.—Education/Adult Education Emphasis—Tusculum College

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

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

Brooks, Jennifer E.
Assistant Professor of Commons and History
Came to Tusculum 1997
Ph.D.—American History—University of Tennessee
B.A.—History—University of Massachusetts

Castell, Diann
Instructor
Came to Tusculum 1996
Ed.D.—Educational Administration—East Tennessee State University
M.A.—Reading—East Tennessee State University

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

Clampitt, Bill
Assistant Professor of Management
Came to Tusculum 1996
D.B.A.—Human Resource Management—Nova University
M.B.A.—Management—University of Connecticut

† Conley, Ronald A.
Associate Professor of Mathematics
Came to Tusculum 1983
M.A.—Mathematics— Appalachian State University
B.A.—Mathematics—Berea College

Cox, William
Instructor
Ed.D.—Higher Education—University of Alabama
M.A.—Education Administration—Chapman University

Currie, John
Instructor
Ed.D.—Early & Middle Childhood—Nova University
M.A.—Special Education & Education Administration—Peabody University

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

Domon, Katherine H.
Assistant Professor of English
M.A.—English—East Tennessee State University
B.A.—English—College of William & Mary

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

Dukes, Melinda
Professor of Psychology
Came to Tusculum 1989
Ph.D.—Psychology—University of Tennessee
B.A.—Elementary Education—Clemson University

† Dunn, Deborah L.
Associate Professor of Computer Science
Came to Tusculum 1995
Ph.D.—Computer Science—Texas A&M University
M.S.—Computer Science—Stephen F. Austin State University
B.B.A.—Business Data Processing—Stephen F. Austin State University

Eddy, Richard E., C.P.A.
Assistant Professor of Business Administration
Came to Tusculum 1992
M.B.A.—East Tennessee State University
B.S.—Mechanical Engineering—Ohio University,
ELLISOR, JOHN T.
Assistant Professor of History
Came to Tusculum 2001
Ph.D.—in American History—University of Tennessee
M.A.—in American History—University of West Florida, Pensacola
B.A.—in History—University of South Alabama, Mobile

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

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

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

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

FOR D, SALLY J.
Assistant Professor of Physical Education
Came to Tusculum 2001
Ph.D – Health Education – Southern Illinois University
M.S. – Physical Education – Eastern Illinois University
B.A. – Physical Education – McKendree College

GEHRE, JERRY
Professor of Business Administration
Came to Tusculum 1996
Ph.D.—Economics—University of Arkansas
M.A.—Economic History—University of Nebraska
B.A.—Business—Nebraska Wesleyan University

GORDON, ELIZABETH
Assistant Professor of English
Came to Tusculum 2001
M.A. (M.F.A. equivalent)—Creative Writing—Brown University, Rhode Island
B.S.—English—East Tennessee State University

GREENE, JAMES
Assistant Professor of Education
Ed.D.—Technological & Adult Education—University of Tennessee
M.A.—Business Administration—Webster

GREGG, CAROLYN
Assistant Professor of Research
Came to Tusculum 1989
M.A. Ed.—Education—Tusculum College

† HARTMAN, CAROL
Professor of Education
Came to Tusculum 1988
Ed.D.—Administration—East Tennessee State University

Ed.S.—Supervision—East Tennessee State University
M.A.—Reading—East Tennessee State University
B.S.—Elementary Education—East Tennessee State University
HINE, SUZANNE
Professor of Education
Ed.D.—Educational Leadership—University of Tennessee
Knoxville
M.A.—Administration and Supervision—University of Tennessee

JACK, ZACHERY
Assistant Professor of English
Came to Tusculum 2001
M.F.A.—English—University of Alabama
B.A.—English—Iowa State University
JOHNSON-WARREN, VICKY
Assistant Professor of English
Came to Tusculum 1992
M.A.—English—East Tennessee State University
KREIS, RONNIE
Instructor
M.S.—Mathematics Education—University of Tennessee
LANDERS, ANNE
Instructor
Ed.D.—Curriculum & Instruction—University of Tennessee
M.Ed.—Education Administration—Austin State
LITTLE, TOM
Instructor
Ed.D.—Education Administration—East Tennessee State University
Ed.S.—Administration—East Tennessee State University
LOKEY, D. JEFFREY
Assistant Professor of Business Administration
Came to Tusculum in 1990
M.A.—Management—Tusculum College
B.A.—Political Science—East Tennessee State University
MAHAL, KIRPAL S.
Professor of Physical Education
Came to Tusculum 1994
Ph.D.—Motor Learning and Development—University of Toledo
M.S.—Physical Education—Howard University
M.Ed.—Physical Education—Punjabi University, India
McCALLISTER, LORI
Assistant Professor of English
Came to Tusculum 2000
M.A. – English – East Tennessee State University
B.S. – Physics – Furman University
B.A. – English – East Tennessee State University

† McCALLISTER, RON
Assistant Professor of Computer Science
Came to Tusculum 2000
Post-graduate studies—Computer and Information Sciences—East Tennessee State University
M.A.—History—East Tennessee State University
B.A.—History—Middle Tennessee State University
McGINLEY, ARTHUR
Instructor
Ph.D.—Political Science—American University
M.A.—Middle East Studies—George Washington University
MCNEELY, SONYA
Instructor
Ph.D.—Education—University of Tennessee
Ed.S.—Curriculum—University of Tennessee
NARKAWICZ, MELANIE
Associate Professor of Research
Came to Tusculum 1994
Ed.D.—Educational Administration and Supervision (Post Secondary and Private Sector—Research)—East Tennessee State University

NIBLICK, WALT
Assistant Professor of Management
M.B.A.—Marketing—Temple University

NICOLAS, CORINNE
Assistant Professor of English
M.A.—Education—Tusculum College
Diplom, Langue Vivant Etranger—Anglais—Rennes University (France)

OLSEN, TAIMI A.
Assistant Professor of English
Came to Tusculum in 1997
Ph.D.—English—University of North Carolina
A.B.—English—Guilford College

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

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

RHOTON, HEATHER
Assistant Professor of Computer Science
Came to Tusculum 2001
Graduate Studies—Computer and Information Sciences—East Tennessee State University
B.A.—Computer Science/Mathematics—Tusculum College

ROBERTS, STEVE
Instructor
Came to Tusculum 1993
Ph.D.—Political Science—University of Tennessee
M.PA.—Public Administration—University of Tennessee

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

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

SHIPE, ALVA
Assistant Professor of Management
M.A.—Organizational Management—Tusculum College

SILVA, THOMAS M.
Assistant Professor of Art
Came to Tusculum 2000
M.F.A.—Painting—University of South Dakota
B.S.—Chemistry—University of South Dakota

SMITH, DAVID
Instructor
M.A.—English—East Tennessee State University

SMITH, JR., MYRON J.
Professor of Library Science/History
Director of the Albert Columbus Tate Library
Came to Tusculum 1990
M.L.S.—Librarianship—Western Michigan University
M.A.—History—Shippensburg University
B.A.—History—Ashland University (faculty rank but does not teach or advise)

STOUT, DON
Came to Tusculum 1995
Assistant Professor of Management
M.A.—Organizational Management—Tusculum College

TUNSTALL, CHARLES H.
Assistant Professor of Library Science
Instructional/Reference Librarian
Came to Tusculum 1981
M.S.L.S.—University of Tennessee
B.A.—Sociology—Carson Newman College (faculty rank but does not teach or advise)

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

WAGNER, EDITH
Instructor
A.B.D. – English Literature – Fordham University
M.A. – English – Brooklyn College

WARD, JERRY F.
Distinguished Service Professor of Education
Came to Tusculum in 1994
Ed.D.—Educational Administration—East Tennessee State University
M.A.—Economics and Business—King College

WEISZ, STEPHEN R.
Associate Professor of Religious Studies
Campus Minister
Came to Tusculum 1981
Ed.D.—Higher Education—Nova University
M.Div.—Princeton Seminary
M.S.—Education—Purdue University
B.A.—Theatre Arts—CW Post College (LIU)

WOOD, DENISE
Associate Professor of Research
Ed.D. – Motor Learning/Sport Psychology, Research Design and Statistical Analysis – University of Tennessee, Knoxville
M.S. – Physical Education/Motor Behavior – University of Tennessee, Knoxville
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Adrienne Marrah, Museum Program Assistant
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Anna Jane Taylor, Historical Interpreter, Doak House Museum
Michael Verna, Computer Technician
Charlene Williams, Program Assistant/Interpreter, Doak House Museum

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Betsy Long, Admissions Coordinator, N.E. TN
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Renee Porier, Director of Enrollment Management, S. E. TN
Stella Schramm, Chair of Graduate Programs for Professional Studies S. E. TN
Alva Shipe, Chair of Undergraduate Programs for Graduate and Professional Studies
Patricia Simons, Coordinator of Student Information
Don Stout, Associate Vice President for Professional Studies, N. E. TN
Terri Strader, Administrative Assistant, S. E. TN
Robin Underwood, Coordinator of Faculty Services, S. E. TN
James Williamson, Admissions Counselor, S. E. TN
Denise Wood, Associate Dean of Academic Programs for Graduate and Professional Studies and Associate Professor of Research

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Gerilyn P. Aguilar, Assistant to the Executive Accountant
Cynthia Babb, Postal Assistant
Mickey Byanski, Director of Human Resources
Joyce Combs, Cash Manager
Sharon W. Elkins, Associate Vice President for Finance
Teresa D. Hume, Student Accounts Manager
Norwood (Woody) Johnson, Post Office Manager
Ginger R. Kelley, Purchasing Clerk
Laura Patsy Smith, Payroll and Accounts Payable Clerk
Cathy Thomas, Student Accounts Associate
Joanna White, Executive Accountant

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George Wolf, Vice President for Enrollment Management
Sharon Susong, Administrative Assistant to the Vice President for Enrollment Management
Karen Chapman, Assistant Director of Financial Aid
Mike Corn, Admissions/Athletic Enrollment Coordinator
Kristen M. Dalton, Administrative Assistant to the Director of Financial Aid
Amy Duling, Admissions Representative
Tony S. England, Associate Director of Admissions
Angela Jones, Financial Aid Counselor
Jill Jones, Assistant Director of Admissions
Kathy Joy, Senior Admissions Counselor—Residential College
Nancy Kilday, Coordinator of Admissions Activities
Chrysal Lampkin, Financial Aid Counselor
Amy Laspada, Admissions Representative
Monica Morgan Royal, Financial Aid Counselor
Jamila Pickering, Admissions Extern
Melissa Ripley, Coordinator of Admissions Computing
James P. Shannon, Director of Financial Aid
Martha Watson, Campus Receptionist

RESIDENTIAL COLLEGE

Jonathan Franz, Vice President for the Residential College
Sara J. Alenduff, Arts Outreach Assistant and Wonder of Words Coordinator
Ann Birdwell, Arts Outreach Costume Director
Kimberly Cutshaw, Science Laboratory Assistant
Joyce Doughty, Community Service Coordinator for Service-Learning Center
Janie Douthat, Director of Teacher Education Program
Compliance, Assistant Certification Officer and Office Supervisor for the Education Department
Marilyn duBrisk, Artist in Residence
Robin Fife, Interim Director of the Service Learning Center
Susan Gibson, Coordinator of Library Special Projects
Marsha Ann Griffith, Coordinator of Library Public Services
Delina Hensley, Arts Outreach Coordinator
Diane Hensley, Campus Nurse
Constance Hurd, Director of Residence Life
Scott Mashburn, Dean of Students
Lori McCallister, Director of the Learning Center
Rhonda McCurdy, Director of Career Counseling
Frank Mengel, Technical Director and Stage Manager
Jason O’Dell, Director of Student Life
Carolyn Parker, Coordinator of Library Technical Services
Dee Roby, Administrative Assistant to the Vice President for the Residential College and Faculty Secretary
Jeanne Sauceman, Administrative Assistant for Campus Life
Myron J. Smith, Jr., Director of the Library, Professor of Library Science
Nancy Thompson, Registrar
Charles Tunstall, Reference/Instructional Public Services Librarian, Assistant Professor of Library Science
Michelle Watts, Administrative Assistant to the Director of the Service-Learning Center and the Warren W. Hobbie Center
Rose Webb, Assistant Registrar
Stephen Weisz, College Minister/Associate Professor in Religious Studies

ATHLETIC OFFICE

Ed Hoffmeyer, Director of Athletics
Tommy Arnett, Head Men and Women's Tennis Coach
Beth G. Birky, Head Volleyball Coach
Christy Bowlin, Cheerleader Sponsor
Dieter Brock, Assistant Football Coach
Tony Castainca, Head Men's Soccer Coach
Sally Combs, Assistant Women's Basketball Coach
Deborah Davis, Administrative Assistant to the Athletic Director and Compliance Officer
Frank DeBusk, Head Football Coach
Robert Dibble, Head Golf Coach
Dom Donnelly, Sports Information Director
David Elsenrath, Assistant Football Coach
Jim Fields, Head Men's and Women's Cross Country Coach
Sean Gibbs, Assistant Baseball Coach
Matthew Horne, Assistant Information Director
Todd Ireland, Assistant Baseball coach
Douglas Jones, Head Baseball Coach
Michael Joy, Head Women's Soccer Coach
Chris Lenker, Assistant Athletic Trainer
Suzanne McBride, Head Women's Basketball Coach
Steve McGill, Assistant Football Coach
Mike McLean, Assistant Men's Soccer Coach and Facility Coordinator Indoor Soccer
Griff Mills, Head Men's Basketball Coach
Lisa Minton, Head Softball Coach
Craig Moorhouse, Head Athletic Trainer
Jamie Reed, Assistant Football Coach
Bobby Rhoades, Assistant Football Coach
Ronald Roberts, Assistant Football Coach
Lance Royal, Assistant Football Coach
Jennifer Steinele, Assistant Women's Soccer Coach
Toby Wagoner, Assistant Men's Basketball Coach
Angela Williams, Assistant Softball Coach

TRIO PROGRAMS (Talent Search, Upward Bound and Student Support Services)

Jeanne F. Stokes, Director of TRIO Programs
Deborah Bible, Assistant Director for Upward Bound
Sandra Bible, Administrative Assistant for Student Support Services & Talent Search Programs
Scott Crowder-Vaughn, Assistant Director for Upward Bound
Celeste Crowe, Talent Search Advisor
Leonton Douglas, Student Support Services Counselor
Rodney Freeman, Counseling Specialist for Upward Bound
Wesley Greer, Talent Search Advisor
Karen Hartman, Counseling Specialist for Upward Bound
Kay Holt, Administrative Assistant for Upward Bound
Vicky Johnson-Warren, Assistant Director for Student Support Services
Stacey McGill, Math/Science Specialist, Upward Bound
Theresa Morgan, Talent Search Counselor
David Smith, Assistant Director for Talent Search
Heather Tunnell, Talent Search Advisor
PROFESSIONAL STUDIES
CALENDAR
Professional Studies courses are different throughout the year. For class starts in specific areas, contact the Professional Studies offices in Greeneville (488-7285) or Knoxville (800-729-0116).

RESIDENTIAL COLLEGE
CALENDAR
Course Dates, 2001 - 2002
(Block breaks occur between the course dates)
Block 1 Monday, Aug. 20 – Friday, Sept. 14
Block 2 Tuesday, Sept. 18 – Thursday, Oct. 11
Block 3 Wednesday, Oct. 17 – Friday, Nov. 9
Block 4 Wednesday, Nov. 14 - Wednesday, Dec. 12
Block 5 Monday, Jan. 7 – Thursday, January 31
Block 6 Tuesday, February 5 – Thursday, February 28
Block 7 Monday, Mar. 11 - Thursday, April 4
Block 8 Monday, April 8 - Wednesday, May 1

Summer School 2002
Block A Monday, May 13 – Thursday, June 6
Block B Monday, June 10 – Wednesday, July 4 (no class on July 4)
Block C Monday, July 8 – Wednesday, July 31

Course Dates, 2002 - 2003
(Block breaks occur between the course dates)
Block 1 Monday, Aug. 19 – Friday, Sept. 13
Block 2 Tuesday, Sept. 17 – Thursday, Oct. 10
Block 3 Thursday, Oct. 17 - Monday, Nov. 11
Block 4 Friday, Nov. 15 - Thursday, Dec. 12
Block 5 Monday, Jan. 6 – Thursday, January 30
Block 6 Tuesday, February 4 - Thursday, February 27
Block 7 Monday, Mar. 10 - Wednesday, April 2
Block 8 Monday, April 7 – Thursday, May 1

IMPORTANT DATES, 2001 - 2002
August
6 HA's arrive (training August 6 – 7)
8 RA's arrive (training August 8 – 10)
11 Fall athletes arrive
16 Final advance registration for new students
16-19 New student orientation
18 Returning students check in
20 First day of class
23 Opening convocation
29 McCormick Day

September
3 Labor Day, no class
21-22 Homecoming

November
20 Thanksgiving break begins after class;
26 Classes resume

December
12 Residence halls close at 5 pm
15 11 a.m. Commencement

January
6 Residence halls open for returning and new students at noon
7 Classes resume
21 Martin Luther King Day Celebration

February
28 Dining hall closes after noon meal

March
7-9 Spring break for staff
10 Residence halls open at noon
20 Pre-registration
29 Good Friday, no class

April
25 Honors Convocation 11 a.m.
25 Lantern Festival

May
1 Residence halls close at 5 p.m.
4 Commencement 11 a.m.

IMPORTANT DATES, 2002 – 2003
August
5 HA's arrive (training August 6 – 7)
7 RA's arrive (training August 8 – 10)
10 Fall athletes arrive
15 Check in for all new students that registered early;
Last registration for new students; New student orientation begins
17 Returning students check in
19 First day of class
22 Opening convocation
28 McCormick Day

September
2 Labor Day, no class
20 — 21 Homecoming

November
27 Thanksgiving break begins after class;

December
2 Class resumes (Block 4)
12 Residence halls close at 5 pm
14 11 a.m. Commencement

January
5 Residence halls open for returning and new students at noon
6 Classes resume
20 Martin Luther King Day Celebration

February
27 Residence halls close at 5 p.m.

March
6,7 Spring break for staff
9 Residence halls open at noon
19 Pre-registration

April
18 Good Friday, no class
24 Honors Convocation 11 a.m.
24 Lantern Festival

May
1 Residence halls close at 5 p.m.
3 11 a.m. Commencement
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